

## English Language Arts Curricular Philosophies

### **Vocabulary**

Vocabulary words will be identified (by students and teacher) in the context of the complex texts students will be reading. We will target [tier 2 words](#) and will utilize best practices in vocabulary instruction to ensure students' mastery of selected words ([Marzano's 6 step vocabulary process](#)).

We will develop "live" word lists via Google Docs. Study of words in context will be supplemented by the ELA 7 tier 2 word list and study of word roots/prefixes/suffixes,

### **Grammar**

Grammar will be taught in the context of the texts students are reading and materials they are writing. Grammar instruction will most often take the form of mini-lessons throughout the year, and will seek to address the skills/conventions detailed in the CCSS for 7th graders.

The standards (L.7.1.a-c) address the explanation of the function of phrases and clauses in general and their function in specific sentences; choice among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas, and the placement of phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.

### **Research**

Students will regularly engage in short inquiry-based learning activities, leveraging their Chromebooks for the purposes of conducting research and collaborating with their peers, consistently throughout the year. These learning tasks will require students to appropriately cite their research, and to evaluate the quality/credibility of their sources.

At the end of the school year, students will be asked to create a "research portfolio" in which they include (1) research artifacts from September (i.e. works cited pages, annotations), (2) research artifacts from the end of the year, and (3) a written reflection in which they detail how their understanding of the research process has evolved / how they have grown as researchers.

### **General Practices**

- **Writing:** Students will engage in the writing process on a daily basis. Students will write across various genres and forms in each unit of study.
- **Technology:** Chromebooks and digital tools will be used to enhance and transform students' learning. Students will be asked to blog, to write collaboratively using GoogleDocs and TurnItIn, to both analyze and create multimodal texts, and to engage in open-ended inquiry on a regular basis.
- **Independent Reading:** Students are expected to engage in independent reading outside of class throughout the course of the year. This will be supported by ELA classroom libraries and by teachers' individual plans for encouraging/incentivizing reading.

- **Instructional Strategies:** The ELA 7 curriculum will be implemented via best practices and research-based instructional strategies. These strategies include, but are not limited to, small group work, Socratic circles, problem-based learning, and learner-centered pedagogy.

**Unit Name: *Shakespeare, Poetry, & Language***

**Core Fiction Texts:**

- *William Shakespeare's Star Wars* by Ian Doescher
- Excerpts from *Julius Caesar* by William Shakespeare
- Selected poems and sonnets

**Suggested Supplemental Non-Fic:**

- ["Trust & Betrayal,"](#) *Psychology Today*
- ["Why You May Enjoy Studying Shakespeare,"](#) opinion article
- [Words Shakespeare Invented](#)

**Enduring Understandings**

- Shakespeare's work is often considered immortal because of universal themes.
- Language and form both affect meaning.
- Minor changes in language can have major impact.

**Essential Questions**

- Why do we still study Shakespeare in school? (Is Shakespeare's work popular for the same reasons as *Star Wars*?)
- What is a "universal theme"?
- How do good writers use sensory details and figurative language to create universal appeal?

**Knowledge  
(Students will know...)**

Characteristics of:  
Shakespeare's work  
i.e., humor, iambic pentameter

Vocabulary  
Tier 2 words (identified by students in context)  
universal  
irony

Sensory Detail

Figurative Language  
simile  
metaphor  
personification  
alliteration  
hyperbole  
onomatopoeia  
assonance  
consonance

Features of non-fiction & arguments

Best practices for synthesizing sources

**Skills**

**(Students will be able to...)**

- Read, understand, and enjoy Shakespearean language
- Analyze poetry for complex and underlying meanings
- Analyze and discuss fictional characters through a non-fictional lens (i.e. using an article from *Psychology Today* to justify Julius Caesar's actions)
- Write creatively, across poetic and narrative forms, using Shakespearean language and/or universal themes
- Construct and evaluate arguments (i.e. reading an article about why Shakespeare is taught in schools; debating with peers in class, online, or in writing)

<p><b>Argumentative</b>  <u>CCSS.ELA-LITERACY.W.7.1</u>  Write arguments to support claims with clear reasons and relevant evidence.</p>	<ul style="list-style-type: none"> <li>- Students will read the passage in <i>Julius Caesar</i>: "The fault, dear Brutus, is not in our stars, But in ourselves, that we are underlings" (I, ii, 140-141). Students will discuss who the speaker is, what he is trying to accomplish, how he is trying to accomplish it, and whether there is a better way to do it.</li> <li>- Students will read articles discussing the pro's and con's of studying Shakespeare in school. Students will craft arguments, citing textual evidence in these articles as well as in sources they locate on their own.</li> </ul>
<p><b>Analytical/Expository</b>  <u>CCSS.ELA-LITERACY.W.7.2</u>  Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</p>	<ul style="list-style-type: none"> <li>- Students will read and explicate poetry, including selected Shakespearean sonnets.</li> <li>- Students will write short analyses of poems, discussing how language and form impact meaning.</li> <li>- Students will read excerpts from <i>Julius Caesar</i> and selected informational articles. Then, students will use these readings to analyze core fictional texts, themes, and characters.</li> </ul>
<p><b>Narrative</b>  <u>CCSS.ELA-LITERACY.W.7.3</u>  Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences</p>	<ul style="list-style-type: none"> <li>- Write a blog entry detailing the events of ____ (i.e. your summer, your weekend, etc.) in Shakespearean language.</li> <li>- Rewrite a poem in a modern context – maintaining the same language <i>or</i> the same message.</li> <li>- Rewrite your favorite children's story in the style of Ian Doescher – in Shakespeare's voice.</li> </ul>

<p><b>Research</b>  CCSS.ELA-LITERACY.W.7.8  Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation</p>	<ul style="list-style-type: none"> <li>- Research the life of William Shakespeare. Add your source to the class's shared Google Doc in MLA format using the "EasyBib" add-on. As a class, evaluate the credibility of your sources before discussing what has been learned about Shakespeare.</li> <li>- Search for high quality evidence to support your position regarding whether or not Shakespeare should be taught in schools.</li> <li>- Provide students with three links to Shakespearean informational texts / short film clips. Ask students to write a synthesis essay in the style of PARCC's "Research Synthesis Task."</li> </ul>
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<p><b>Technology</b>  <u>CCSS.ELA-LITERACY.W.7.6</u>  Use technology, including the Internet, to produce and publish writing and link to and cite sources</p>	<ul style="list-style-type: none"> <li>- <a href="http://www.TurnItIn.com">www.TurnItIn.com</a> (peer editing, writing process)</li> <li>- Google Docs (collaborative notes, peer-editing)</li> <li>- EasyBib Add-On (collective references list)</li> <li>- Google Operators (site:.edu to refine search results)</li> </ul>
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as well as to interact and collaborate with others, including linking to and citing source	<ul style="list-style-type: none"> <li>- Noodle Tools (note cards, citing sources)</li> <li>- <a href="http://www.debate.org">www.debate.org</a> (Shakespeare in schools)</li> <li>- <a href="http://www.instagrok.com">www.instagrok.com</a> (visual research tool)</li> </ul>
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<b>Unit Name: <i>The Fault In Our Stars &amp; Human Resilience</i></b>	
<p style="text-align: center;"><b>Core Fiction Texts:</b></p> <ul style="list-style-type: none"> <li>● <i>The Fault In Our Stars</i> by John Green</li> </ul>	<p style="text-align: center;"><b>Suggested Supplemental Non-Fic:</b></p> <ul style="list-style-type: none"> <li>- <a href="http://www.JohnGreenBooks.com">www.JohnGreenBooks.com</a></li> <li>- <a href="#">The Five Stages of Loss and Grief</a> (Psych Central)</li> <li>- Editorials written by/about John Green (i.e. “<a href="#">Amazon is a Bully</a>”)</li> </ul>
<p style="text-align: center;"><b>Enduring Understandings</b></p> <ul style="list-style-type: none"> <li>- Historical novels and works of realistic fiction both involve identifying key figures, providing chronological background information, and selecting events to illustrate the resiliency of the human spirit.</li> <li>- Good researchers of history synthesize data to inform and explain.</li> <li>- Good readers formulate perceptions through the analysis of dynamic characters.</li> </ul>	<p style="text-align: center;"><b>Essential Questions</b></p> <ul style="list-style-type: none"> <li>- How do writers of historical novels/realistic fiction select information/events from their research to create multiple perspectives? To create the illusion of reality?</li> <li>- How does a good writer use the research process to discover the resiliency of the human spirit in tragedy?</li> <li>- How does a good reader engage himself in examining and defining the characters' positive and negative qualities?</li> </ul>
<p style="text-align: center;"><b>Knowledge (Students will know...)</b></p> <ul style="list-style-type: none"> <li>- How an author develops and contrasts the points of view of different characters.</li> <li>- How to develop a theme or central idea of a text and to analyze its development over the course of the text.</li> </ul>	<p style="text-align: center;"><b>Skills (Students will be able to...)</b></p> <ul style="list-style-type: none"> <li>- Read, analyze, and discuss <i>The Fault In Our Stars</i> through an analytical, literary lens.</li> <li>- Analyze fiction for complex and underlying meanings that ring true in the “non-fiction world.”</li> <li>- Analyze and discuss fictional characters through a</li> </ul>

<ul style="list-style-type: none"> <li>- How to utilize the research process to enhance the authenticity of fiction.</li> <li>- How to analyze characters: protagonist, antagonist</li> <li>- Vocabulary Tier 2 words (identified by students in context)</li> <li>- Features of fiction, non-fiction, realistic fiction, and historical fiction.</li> <li>- Best practices for synthesizing sources</li> </ul>	<p>non-fictional lens (i.e. using an article from <i>Psychology Today</i> to justify Augustus's actions)</p> <ul style="list-style-type: none"> <li>- Write creatively, using non-fiction and research as a basis for fiction/narrative texts.</li> </ul>
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<p><b>Argumentative</b> <u>CCSS.ELA-LITERACY.W.7.1</u> Write arguments to support claims with clear reasons and relevant evidence.</p>	<ul style="list-style-type: none"> <li>- At one point, Hazel says, "Cancer books suck." Is <i>The Fault In Our Stars</i> a book about cancer? Develop a logical argument and use the text to support your answer.</li> <li>- Is <i>The Fault In Our Stars</i> the current generation's <i>Romeo and Juliet</i>? Is it a "timeless" work? Support your argument with textual evidence from this and prior units.</li> </ul>
<p><b>Analytical/Expository</b> <u>CCSS.ELA-LITERACY.W.7.2</u> Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</p>	<ul style="list-style-type: none"> <li>- Students will provide an objective summary of text selections.</li> <li>- Students will analyze characters, relationships, and symbols as they evolve throughout the course of the book.</li> <li>- Students will read informational texts (i.e. the five stages of grief) and analyze characters/events in that context.</li> </ul>
<p><b>Narrative</b> <u>CCSS.ELA-LITERACY.W.7.3</u> Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences</p>	<ul style="list-style-type: none"> <li>- Choose a scene and rewrite it from a different point of view.</li> <li>- Write a eulogy for Augustus or Hazel.</li> <li>- Write a fictional story using informational texts/non-fiction for realistic details.</li> </ul>

<p><b>Research</b> <u>CCSS.ELA-LITERACY.W.7.8</u> Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while</p>	<ul style="list-style-type: none"> <li>- Research the five stages of grief (to be used as an analytical lens).</li> <li>- Research coping strategies and relate them to Maslow's Hierarchy of Needs (as described by Hazel).</li> <li>- Research and plan a trip to the Netherlands for Augustus and Hazel. Where would you go? What would you do? Use the text to support your decisions, and use your research to calculate and document your budget.</li> </ul>
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avoiding plagiarism and following  
a standard format for citation

## **Technology**

CCSS.ELA-LITERACY.W.7.6

Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing source

- [www.TurnItIn.com](http://www.TurnItIn.com) (peer editing, writing process)
- Google Docs (collaborative notes, peer-editing)
- EasyBib Add-On (collective references list)
- Google Operators (site:.edu to refine search results)
- Noodle Tools (note cards, citing sources)
- [www.instagrok.com](http://www.instagrok.com) (visual research tool)

Teacher's guide:

<http://www.penguin.com.au/extras/92/9780143567592/educational-text/Teaching%20Notes.pdf>

<b>Unit Name: <i>American Born Chinese: Identity &amp; Genre</i></b>	
<p><b>Core Fiction Texts:</b></p> <ul style="list-style-type: none"> <li>● <i>American Born Chinese</i> by Gene Luen Yang</li> </ul>	<p><b>Suggested Supplemental Non-Fic:</b></p> <ul style="list-style-type: none"> <li>- <i>On The Record (Identity Unit)</i></li> <li>- McCloud's <a href="#"><i>Understanding Comics</i></a></li> </ul>
<p><b>Enduring Understandings</b></p> <ul style="list-style-type: none"> <li>- Identity involves distinctions between perceptions versus realities in the make-up of the human spirit.</li> <li>- We are all unique, multifaceted individuals.</li> <li>- Good readers connect with the character in an effort of self-discovery.</li> <li>- Good writers select events that illustrate personality traits and define one's uniqueness through the writer's voice – regardless of medium (text, film, graphic novel).</li> </ul>	<p><b>Essential Questions</b></p> <ul style="list-style-type: none"> <li>- How does one identify oneself?</li> <li>- How do writers express their identity through personal narrative?</li> <li>- How does a writer create voice?</li> <li>- How do visual representations affect / enhance meaning? (How does the graphic novel genre impact the reading and writing process?)</li> <li>- How do good readers relate to the characters in the content they read?</li> <li>- What is a stereotype?</li> </ul>
<p style="text-align: center;"><b>Knowledge</b> <b>(Students will know...)</b></p> <p>Vocabulary</p> <ul style="list-style-type: none"> <li>Tier 2 words (identified by students in context)</li> <li>Exposition</li> <li>Rising Action</li> <li>Conflict</li> <li>Climax</li> <li>Falling Action</li> <li>Resolution</li> </ul> <p>Methods of characterization</p> <ul style="list-style-type: none"> <li>dialogue</li> <li>actions</li> <li>physical description</li> <li>thoughts</li> <li>reactions to other</li> </ul>	<p style="text-align: center;"><b>Skills</b> <b>(Students will be able to...)</b></p> <ul style="list-style-type: none"> <li>- Read, understand, and enjoy graphic novels.</li> <li>- Analyze text and artwork exclusive of each other, and in combination with one another, to discuss meaning.</li> <li>- Write creatively, across multimodal mediums and narrative forms (digital storytelling, comic creation tools).</li> <li>- Construct and evaluate arguments based on major themes in the text (i.e. “When</li> </ul>

<p>characters</p> <p>Conventions of “comics” and graphic novels</p> <p>Techniques of narrative writing</p> <p>elements of plot</p> <p>characterization</p> <p>dialogue</p> <p>conflict</p> <p>setting</p> <p>chronological order</p> <p>How to use good literacy strategies</p> <p>inferencing</p> <p>connecting</p> <p>predicting</p> <p>monitoring</p> <p>understanding</p>	<p>does a stereotype become a prejudice?”).</p>
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<p><b>Argumentative</b></p> <p><u>CCSS.ELA-LITERACY.W.7.1</u></p> <p>Write arguments to support claims with clear reasons and relevant evidence.</p>	<ul style="list-style-type: none"> <li>- When does a stereotype become a prejudice? Prepare to cite evidence from the text as you discuss this question with your peers (debate) and in your writing.</li> </ul>
<p><b>Analytical/Expository</b></p> <p><u>CCSS.ELA-LITERACY.W.7.2</u></p> <p>Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</p>	<ul style="list-style-type: none"> <li>- Analyze <i>American Born Chinese</i> as a representation of the graphic novel genre. How do graphic novels’ visual representations affect their authors’ meaning/message?</li> <li>- Perform a close reading and written analysis of selected pages / panels – including both text and images.</li> <li>-</li> </ul>
<p><b>Narrative</b></p> <p><u>CCSS.ELA-LITERACY.W.7.3</u></p> <p>Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences</p>	<ul style="list-style-type: none"> <li>- Create a short story in the graphic novel genre. You may do this by hand or with one of many <a href="#">free digital tools</a>. In your story, answer the question: “<i>Who are you?</i>”</li> <li>- Rewrite a chapter from <i>American Born Chinese</i> as a text-based narrative. End with a one page reflection explaining how this affects the author’s original meaning.</li> </ul>

<p><b>Research</b></p> <p><u>CCSS.ELA-LITERACY.W.7.8</u></p> <p>Gather relevant information from multiple print and digital sources, using search terms effectively;</p>	<ul style="list-style-type: none"> <li>- Research the origin of graphic novels and comics.</li> <li>- Research the difference between paraphrasing and summarizing.</li> <li>- Research various types of plagiarism and rules for avoiding each component.</li> </ul>
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<p>assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation</p>	
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<p><b>Technology</b>  <u>CCSS.ELA-LITERACY.W.7.6</u>          Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing source</p>	<ul style="list-style-type: none"> <li>- <a href="http://www.TurnItIn.com">www.TurnItIn.com</a> (peer editing, writing process)</li> <li>- Google Docs (collaborative notes, peer-editing)</li> <li>- EasyBib Add-On (collective references list)</li> <li>- Google Operators (site:.edu to refine search results)</li> <li>- Noodle Tools (note cards, citing sources)</li> <li>- <a href="http://www.instagrok.com">www.instagrok.com</a> (visual research tool)</li> </ul> <p>Teacher's guide:  <a href="http://novelinks.org/uploads/Novels/AmericanBornChinese/Concept%20Analysis.pdf">http://novelinks.org/uploads/Novels/AmericanBornChinese/Concept%20Analysis.pdf</a></p>
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<p><b>Unit Name: <i>Roll of Thunder: Historical Fiction &amp; Informational Texts</i></b></p>	
<p><b>Core Fiction Texts:</b></p> <ul style="list-style-type: none"> <li>● <i>Roll of Thunder, Hear My Cry</i> by Mildred D. Taylor</li> </ul>	<p><b>Suggested Supplemental Non-Fic:</b></p> <ul style="list-style-type: none"> <li>- <i>Narrative of the Life of Frederick Douglass, an American Slave</i></li> <li>- Selected poems written by Langston Hughes or other African-American artists.</li> </ul>
<p><b>Enduring Understandings</b></p> <ul style="list-style-type: none"> <li>- Historical Fiction is based on facts.</li> <li>- Historical Fiction and Fiction have similarities and differences.</li> <li>- For every action there is an equal and opposite reaction (Newton's 3<sup>rd</sup> law of motion).</li> </ul>	<p><b>Essential Questions</b></p> <ul style="list-style-type: none"> <li>- How authentic is Mildred D. Taylor's depiction of African American life in the South during the 1930's in the historical novel <i>Roll of Thunder, Hear My Cry</i>?</li> <li>- What is worth fighting for?</li> <li>- How can a person's decisions and actions change his/her life and affect the lives of others?</li> </ul>
<p><b>Knowledge</b>  <b>(Students will know...)</b>          Vocabulary          Tier 2 words (identified by students in context)</p>	<p><b>Skills</b>  <b>(Students will be able to...)</b></p> <ul style="list-style-type: none"> <li>- Read, understand, analyze, and discuss <i>Roll of Thunder, Hear My Cry</i>.</li> </ul>

<p>Elements of historical fiction and the larger purpose it serves.</p> <p>How non-fiction informs fiction</p> <p>Appropriate genre conventions (i.e. play/drama conventions)</p> <p>How to use good literacy strategies</p> <p>Differences between facts and opinions (and determining those differences)</p> <p>Determining the importance of details</p> <p>Gathering evidence / conducting research to inform understanding of texts and to write historically accurate fiction.</p>	<ul style="list-style-type: none"><li>- Analyze text with attention to characters, relationships, and themes.</li><li>- Analyze text with attention to historical accuracy and author's purpose.</li><li>- Compare and contrast the central text with supplemental non-fiction readings.</li></ul>
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<p><b>Argumentative</b>  <u>CCSS.ELA-LITERACY.W.7.1</u>  Write arguments to support claims with clear reasons and relevant evidence.</p>	<ul style="list-style-type: none"> <li>- Consider our first essential question: Is Taylor’s novel “authentic” in a historical context? Argue for or against this point using evidence from the text, as well as outside sources.</li> </ul>
<p><b>Analytical/Expository</b>  <u>CCSS.ELA-LITERACY.W.7.2</u>  Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</p>	<ul style="list-style-type: none"> <li>- Compare/contrast <i>Roll of Thunder</i> with selected historical documents / informational texts.</li> <li>- Perform a close reading and written analysis of selected passages. (Why does the character use the language he or she does? How does it affect his/her meaning?)</li> <li>- Analyze characters for similarities and differences throughout the course of the book – and in light of our essential questions.</li> </ul>
<p><b>Narrative</b>  <u>CCSS.ELA-LITERACY.W.7.3</u>  Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences</p>	<ul style="list-style-type: none"> <li>- Rewrite a selected portion of <i>Roll of Thunder</i> in a modern context. Include a reflection in which you explain how time period and historical context affect a novel.</li> <li>- Write yourself into a scene from the novel – this is your opportunity to change a course of events! You <i>must</i> maintain language and tone consistent with the original text.</li> </ul>

<p><b>Research</b>  CCSS.ELA-LITERACY.W.7.8  Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation</p>	<ul style="list-style-type: none"> <li>- Conduct research on the historical time period in which this novel takes place. Identify both primary and secondary sources. Be prepared to use your research to argue for or against the authenticity of Taylor’s novel.</li> </ul> <p>Example:  <a href="http://www.bcps.org/offices/lis/models/rollofthunder/index.html">http://www.bcps.org/offices/lis/models/rollofthunder/index.html</a>  !</p>
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<p><b>Technology</b>  <u>CCSS.ELA-LITERACY.W.7.6</u>  Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing source</p>	<ul style="list-style-type: none"> <li>- <a href="http://www.TurnItIn.com">www.TurnItIn.com</a> (peer editing, writing process)</li> <li>- Google Docs (collaborative notes, peer-editing)</li> <li>- EasyBib Add-On (collective references list)</li> <li>- Google Operators (site:.edu to refine search results)</li> <li>- Noodle Tools (note cards, citing sources)</li> <li>- <a href="http://www.instagrok.com">www.instagrok.com</a> (visual research tool)</li> </ul>
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**Unit Name: *The Diary Of Anne Frank***

<p><b>Core Fiction Texts:</b></p> <ul style="list-style-type: none"><li>● <i>Anne Frank</i>, by Frances Goodrich and Albert Hackett</li></ul>	<p><b>Suggested Supplemental Non-Fic:</b></p> <ul style="list-style-type: none"><li>- <i>Mirrors and Windows</i> Anthology</li></ul>
<p><b>Enduring Understandings</b></p> <ul style="list-style-type: none"><li>- Each element of a dramatic story affects meaning in a different way. Setting can be a particularly powerful tool.</li><li>- Narration guides the reader.</li></ul>	<p><b>Essential Questions</b></p> <ul style="list-style-type: none"><li>- What is the most important element of a story? Of a play?</li><li>- Why study drama?</li></ul>
<p><b>Knowledge</b> <b>(Students will know...)</b></p> <p>The elements of drama. Vocabulary Tier 2 words (identified by students in context) Aside</p> <p>Historical context pertinent to the play. How non-fiction and informational texts can bolster our understanding of dramas, narratives, and other literary forms.</p>	<p><b>Skills</b> <b>(Students will be able to...)</b></p> <ul style="list-style-type: none"><li>- Compare and contrast dramatized print versions of <i>Anne Frank</i> to multimodal counterparts (i.e. the film).</li><li>- How to read a Drama</li></ul>

<p><b>Argumentative</b>  <u>CCSS.ELA-LITERACY.W.7.1</u>  Write arguments to support claims with clear reasons and relevant evidence.</p>	<ul style="list-style-type: none"> <li>- Anne Frank says: “Despite everything, I believe that people are really good at heart.” Is this true? Develop an argument that uses ethos (speaker credibility), pathos (emotional evidence) and logos (logic/facts/statistics). Draw examples from Anne Frank and from outside research.</li> </ul>
<p><b>Analytical/Expository</b>  <u>CCSS.ELA-LITERACY.W.7.2</u>  Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</p>	<ul style="list-style-type: none"> <li>- Compare/contrast the dramatized print version of <i>Anne Frank</i> with the film.</li> </ul>
<p><b>Narrative</b>  <u>CCSS.ELA-LITERACY.W.7.3</u>  Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences</p>	<ul style="list-style-type: none"> <li>- Apply the components of plot and drama you’ve learned in your own writing. Write a play in which...</li> <li>- Select an independent reading book of your choice. Rewrite a selected passage/chapter as a play.</li> </ul>

<p><b>Research</b>  <u>CCSS.ELA-LITERACY.W.7.8</u>  Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation</p>	<ul style="list-style-type: none"> <li>- Visit the virtual Anne Frank museum. Identify something of interest and learn more about it. (For example, research a timeline of events leading up to the time period of the story.) Be prepared to present your information to the class.</li> </ul>
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<p><b>Technology</b>  <u>CCSS.ELA-LITERACY.W.7.6</u>  Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing source</p>	<ul style="list-style-type: none"> <li>- Anne Frank virtual museum</li> <li>- <a href="http://www.TurnItIn.com">www.TurnItIn.com</a> (peer editing, writing process)</li> <li>- Google Docs (collaborative notes, peer-editing)</li> <li>- EasyBib Add-On (collective references list)</li> <li>- Google Operators (site:.edu to refine search results)</li> <li>- Noodle Tools (note cards, citing sources)</li> <li>- <a href="http://www.instagrok.com">www.instagrok.com</a> (visual research tool)</li> </ul>
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