

Thematic Concept: Interactions 7th Grade: Quarter 1	Universal EQ: Why is it important to understand Interactions?	
Supporting Concept: Hierarchy	Content-Based EQ: How do hierarchies influence interactions?	
Generalizations: It is human to interact; appearances are deceiving; intelligence does not equal happiness		
Standard(s): CCSS RL7.1, 7.2, 7.3, 7.4, 7.5, 7.6, 7.7, 7.9, 7.10. W7.1A-E, 7.2A-F, 7.3A-E, 7.4, 7.5, 7.6, 7.7, 7.8, 7.9, 7.10 SL7.1A-D, 7.2,7.3,7.4, 7.5, 7.6		
Unit Outcomes: Students will communicate thoughtful insights about issues related to the relationship between happiness and intelligence and the ethics of human engineering depicted in the novel. They will also become familiar with the epistolary novel.		
Unit Description: <i>Flowers for Algernon</i> asks us to consider what role intelligence plays in determining our overall happiness by juxtaposing it with often lesser valued traits like curiosity, kindness, and generosity. It depicts the ways intelligence influences personality, friendships, and professional relationships—and how humans interact with one another. Finally, the book’s examination of the moral and ethical limits of scientific progress force us to ask ourselves, Just because we can, should we? Through a study of <u><i>Flowers for Algernon</i></u> , students will develop their critical reading, writing, and thinking skills.		
<i>Conceptual Knowledge</i> Students will understand: - The relationship between happiness and intelligence is complicated: one does not presuppose the other - Questions around human engineering pose difficult moral and ethical questions - People are judged, fairly or not, based on their intelligence.	<i>Procedural Knowledge</i> Students will be able to do: - Read critically. - Support opinions with source material. - Write skillful responses and/or critiques addressing one or more issues from the novels. - Analyze for plot, character, conflict, setting, theme and authorial purpose - Contribute thoughtfully to Socratic Seminar-type discussions.	<i>Factual Knowledge</i> Students will know: - Facts and vocabulary related to the psychology of intelligence testing.

<p>Conceptual Formative Assessments: Student-generated Depth and Complexity discussion questions, Socratic Seminars and discussion notes.</p>	<p>Procedural Formative Assessments: Quote grafting exercises, practice developing thesis statements, experimenting with introduction and conclusion strategies, Edmodo posts.</p>	<p>Factual Formative Assessments: Text evidence/quates (shown on Seminar Prep Sheets), discussion during Seminars, notes taken during Seminars.</p>
<p>Conceptual Summative Assessments:</p> <p>Essay test on Essential Understandings.</p>	<p>Procedural Summative Assessments:</p> <p>Essay test requires grafted quotes and effective essay structure.</p>	<p>Factual Summative Assessments:</p> <p>Essay test requires textual evidence.</p>
<p>Affective Self-Regulatory Strategies:</p> <p>Learning to confidently express opinions respectfully.</p>	<p>Behavioral Self-Regulatory Strategies:</p> <p>Learning to listen to the opinions of others. Waiting your turn to speak. Learning to come prepared for discussion with prepared thoughts and opinions rather than spontaneous remarks.</p>	<p>Cognitive Self-Regulatory Strategies:</p> <p>Regular goal setting and reflections. Learning to come prepared for discussion with prepared thoughts and opinions rather than spontaneous remarks.</p>
<p>Resources/Materials</p> <p>Novels Class Website Supplemental readings (poems, short stories, songs, etc.) Readers’/Writers’ Notebooks Project materials (as required) Guest speakers (as appropriate)</p>		

Field trips (when possible)

Thematic Concept: Interactions 7th Grade: Quarter 2	Universal EQ: Why is it important to understand Interactions?	
Supporting Concept: Transformation	Content-Based EQ: How can interactions be transformative?	
Generalizations: Freedom isn't free; struggle can be transformative; interactions can be both positive and negative toward transformation		
Standard(s): CCSS RL7.1, 7.2, 7.3, 7.4, 7.5, 7.6, 7.7, 7.9, 7.10. W7.1A-E, 7.2A-F, 7.3A-E, 7.4, 7.5, 7.6, 7.7, 7.8, 7.9, 7.10 SL7.1A-D, 7.2,7.3,7.4, 7.5, 7.6		
Unit Outcomes: Students will communicate thoughtful insights about issues related to the Revolutionary War and slavery depicted in the novel. They will also be familiar with the use of symbolism and irony to make a point.		
Unit Description: Against the backdrop of the Revolutionary War, <i>Chains</i> explores the concept of freedom by depicting how the powerful can deny the rights of the powerless, even while they fight for freedom from those more powerful than themselves. Characters fight cruel twists of irony and fate as each battles against the 'chains' that prevent them from transforming their lives. Through a study of <i>Chains</i> , students will develop their critical reading, writing, and thinking skills.		
Conceptual Knowledge Students will understand: -Why authors use irony -Why circumstances beyond ones control may dictate fate -The struggles of the past lead to transformation of the future	Procedural Knowledge Students will be able to do: -Read critically. -Support opinions with source material. -Write skillful responses and/or critiques addressing one or more issues from the novels. -Analyze for plot, character, conflict, setting, theme and authorial purpose -Contribute thoughtfully to Socratic Seminar-type discussions.	Factual Knowledge Students will know: -Facts and vocabulary related to Colonial and Revolutionary America.

<p>Conceptual Formative Assessments: Student-generated Depth and Complexity discussion questions, Socratic Seminars and discussion notes.</p>	<p>Procedural Formative Assessments: Quote grafting exercises, practice developing thesis statements, experimenting with introduction and conclusion strategies, Edmodo posts.</p>	<p>Factual Formative Assessments: Text evidence/quates (shown on Seminar Prep Sheets), discussion during Seminars, notes taken during Seminars.</p>
<p>Conceptual Summative Assessments: Essay test on Essential Understandings.</p>	<p>Procedural Summative Assessments: Essay test requires grafted quotes and effective essay structure.</p>	<p>Factual Summative Assessments: Essay test requires textual evidence.</p>
<p>Affective Self-Regulatory Strategies: Learning to confidently express opinions respectfully.</p>	<p>Behavioral Self-Regulatory Strategies: Learning to listen to the opinions of others. Waiting your turn to speak. Learning to come prepared for discussion with well-considered thoughts and opinions rather than ill-considered spontaneous remarks.</p>	<p>Cognitive Self-Regulatory Strategies: Regular goal setting and reflections. Learning to come prepared for discussion with well-considered thoughts and opinions rather than ill-considered spontaneous remarks.</p>
<p>Resources/Materials Novels Class Website Supplemental readings (poems, short stories, songs, etc.) Readers’/Writers’ Notebooks Project materials (as required) Guest speakers (as appropriate) Field trips (when possible)</p>		

Thematic Concept: Resilience 7th Grade: Quarter 3	Universal EQ: Why is it important to understand Interactions?	
Supporting Concept: Exploration	Content-Based EQ: How does exploration affect interaction?	
Generalizations: It is human to explore; exploration leads to change; exploration can have a positive and/or negative outcome; heros have flaws		
Standard(s): CCSS RL7.1, 7.2, 7.3, 7.4, 7.5, 7.6, 7.7, 7.9, 7.10. W7.1A-E, 7.2A-F, 7.3A-E, 7.4, 7.5, 7.6, 7.7, 7.8, 7.9, 7.10 SL7.1A-D, 7.2,7.3,7.4, 7.5, 7.6		
Unit Outcomes: Students will communicate thoughtful insights about issues related to Westward Expansion as depicted in the books. They will also compare and contrast the styles and approaches involved in depicting historical events in fiction versus non-fiction.		
Unit Description: Lewis and Clark’s expedition into the wilds of President Thomas Jefferson’s Louisiana Purchase was one of the greatest adventures in American History. The unit of study will expose students to two versions of their story, one a historical account relying chiefly on primary sources, the other, a novel from the perspective of Seaman, Captain Lewis’ dog. In different ways, both books depict the true character of the two very different Captains and the many moral and ethical decisions they were obliged to make on behalf of the American Government based on their interactions with native peoples. The books also show how the daunting multi-year expedition included many scientific discoveries. Ultimately, they illustrate how the Corps of Discovery’s journey was perhaps the most significant episode in this, our nation’s most transformative time. Through a study of <u>Undaunted Courage & The Captain’s Dog</u> , students will develop their critical reading, writing, and thinking skills.		
Conceptual Knowledge Students will understand: -Exploration leads to change -Exploration can have positive/negative outcomes -Why values affect interactions -Heroes have flaws	Procedural Knowledge Students will be able to do: -Read critically -Support opinions with source material. -Write skillful responses and/or critiques addressing one or more issues from the novels -Analyze for plot, character, conflict, setting, theme and authorial purpose -Contribute thoughtfully to Socratic Seminar-	Factual Knowledge Students will know: -Facts and vocabulary related to the Westward Expansion

	type discussions	
Conceptual Formative Assessments: Student-generated Depth and Complexity discussion questions, Socratic Seminars and discussion notes.	Procedural Formative Assessments: Quote grafting exercises, practice developing thesis statements, experimenting with introduction and conclusion strategies, Edmodo posts.	Factual Formative Assessments: Text evidence/quotes (shown on Seminar Prep Sheets), discussion during Seminars, notes taken during Seminars.
Conceptual Summative Assessments: Essay test on Essential Understandings.	Procedural Summative Assessments: Essay test requires grafted quotes and effective essay structure.	Factual Summative Assessments: Essay test requires textual evidence.
Affective Self-Regulatory Strategies: Learning to confidently express opinions respectfully.	Behavioral Self-Regulatory Strategies: Learning to listen to the opinions of others. Waiting your turn to speak. Learning to come prepared for discussion with well-considered thoughts and opinions rather than ill-considered spontaneous remarks.	Cognitive Self-Regulatory Strategies: Regular goal setting and reflections. Learning to come prepared for discussion with well-considered thoughts and opinions rather than ill-considered spontaneous remarks.
Resources/Materials Novels Class Website Supplemental readings (poems, short stories, songs, etc.) Readers’/Writers’ Notebooks Project materials (as required) Guest speakers (as appropriate) Field trips (when possible)		

Thematic Concept: Resilience	Universal EQ: Why is it important to understand Interactions?
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7th Grade: Quarter 4		
Supporting Concept: Relationships	Content-Based EQ: How do interactions affect relationships?	
Generalizations: Interactions affect relationships positively and/or negatively; classic literature endures overtime		
Standard(s): CCSS RL7.1, 7.2, 7.3, 7.4, 7.5, 7.6, 7.7, 7.9, 7.10. W7.1A-E, 7.2A-F, 7.3A-E, 7.4, 7.5, 7.6, 7.7, 7.8, 7.9, 7.10 SL7.1A-D, 7.2,7.3,7.4, 7.5, 7.6		
Unit Outcomes: Students will communicate thoughtful insights about issues related to the concepts of coming-of-age versus loss-of-innocence as depicted in one or more of Steinbeck’s books.		
Unit Description: Winner of both the Pulitzer and Nobel Prize, John Steinbeck is the universally beloved author of the American Experience. Steinbeck gracefully and gently explores the interactions and relationships of Americans during times of great hardships. This unit introduces students to Steinbeck’s wit, charm, and uncompromising views. His use of literature to tell our story is timeless, and his lessons about life are merciless. Through a study of Steinbeck’s work that may include any or all of the following: <u>The Pearl</u> ; <u>The Red Pony</u> ; <u>Travels With Charley</u> ; <u>Of Mice and Men</u> ; and <u>Tortilla Flat</u> , students will develop their critical reading, writing, and thinking skills.		
Conceptual Knowledge Students will understand:	Procedural Knowledge Students will be able to do:	Factual Knowledge Students will know:
-The concepts of coming-of-age and loss-of-innocence and how they are similar and different as themes in literature -Why classic literature endures over time -Literary themes can be simultaneously American and universal.	-Read critically. -Support opinions with source material. -Write skillful responses and/or critiques addressing one or more issues from the novels. -Analyze for plot, character, conflict, setting, theme and authorial purpose -Contribute thoughtfully to Socratic Seminar-type discussions.	-Biography of John Steinbeck
Conceptual Formative Assessments: Student-generated Depth and Complexity discussion questions, Socratic Seminars and discussion notes.	Procedural Formative Assessments: Quote grafting exercises, practice developing thesis statements, experimenting with introduction and conclusion strategies, Edmodo posts.	Factual Formative Assessments: Text evidence/quotes (shown on Seminar Prep Sheets), discussion during Seminars, notes taken during Seminars.

<p>Conceptual Summative Assessments:</p> <p>May include creative projects, and written assessments, including response papers, essays, essay tests, and journal entries.</p>	<p>Procedural Summative Assessments:</p> <p>May include written Assessments may include response papers, essays, essay tests, and journal entries.</p>	<p>Factual Summative Assessments:</p> <p>May include oral and writing tests.</p>
<p>Affective Self-Regulatory Strategies:</p> <p>Learning to confidently express opinions respectfully.</p>	<p>Behavioral Self-Regulatory Strategies:</p> <p>Learning to listen to the opinions of others. Waiting your turn to speak. Learning to come prepared for discussion with well-considered thoughts and opinions rather than ill-considered spontaneous remarks.</p>	<p>Cognitive Self-Regulatory Strategies:</p> <p>Regular goal setting and reflections. Learning to come prepared for discussion with well-considered thoughts and opinions rather than ill-considered spontaneous remarks.</p>
<p>Resources/Materials</p> <p>Novels Class Website Supplemental readings (poems, short stories, songs, etc.) Readers'/Writers' Notebooks Project materials (as required) Guest speakers (as appropriate) Field trips (when possible)</p>		