

Grade 7: Finding Inspiration					
Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6
Sept-Oct	Oct-Nov	Dec-Jan	Feb-Mar	Apr-May	May-June
<p><u>Who Moves Me?</u> <i>Role-playing and Speech Writing</i></p> <p>(Inspirational individuals, role-models, guiding lights)</p>	<p><u>What Moves Me?</u> <i>Feature Article Writing, Layout and Design</i></p> <p>(Discovering and committing to our interests and passions, finding our motivation to express ourselves)</p>	<p><u>Places That Move Me</u> <i>Poetry and Song Writing</i></p> <p>(Finding inspiration in different landscapes, settings, environments and genres. How the external world influences our internal world)</p>	<p><u>How can I Move Others?</u> <i>Expository Essay and Television Broadcast</i></p> <p>(Manipulation, persuasion, bias and propaganda. Ethics, morals and controversial issues. ‘Truth’ vs. Opinion)</p>	<p><u>Obstacles as Inspiration</u> <i>Narrative Essay and Dramatic Monologue</i></p> <p>(Turning negatives into positives, growth through struggles, learning from our mistakes, building character through hardships, learning how to stay positive and cope with adversity)</p>	<p><u>How Can We Use Art and Inspiration to Grow as Individuals</u> <i>Arts Project Showcasing Personal Inspiration and Growth</i></p> <p>(Finding and appreciating art in our everyday lives. Using artistic expression to find inspiration and measure progress.)</p>
<u>Guiding Questions:</u>					
<p><i>Essential Questions:</i></p> <p><i>Who inspires me? What does it take to be a hero? Why is it important to have inspiring figures in our lives? How are super heroes different from real heroes? How do artists inspire?</i></p>	<p><i>Essential Questions:</i></p> <p><i>What inspires me and what am I passionate about? How is inspiration linked to motivation and achievement?</i></p>	<p><i>Essential Questions:</i></p> <p><i>Where do we find inspiration? How can where we are influence who we are?</i></p>	<p><i>Essential Questions:</i></p> <p><i>How can inspiration be used as a tool of manipulation? How can we actively resist being manipulated?</i></p>	<p><i>Essential Questions:</i></p> <p><i>How can obstacles serve as sources of inspiration?</i></p>	<p><i>Questions Essential:</i></p> <p><i>Why is reflection important to personal growth?</i></p>
<p><i>Enduring Understandings</i></p> <ul style="list-style-type: none"> ◆ It is important to have heroes and role models to inspire us. 	<p><i>Enduring Understandings</i></p> <ul style="list-style-type: none"> • Finding inspiration helps individuals connect to the world around them. 	<p><i>Enduring Understandings</i></p> <ul style="list-style-type: none"> ◆ Settings can inspire us or motivate us to make changes. 	<p><i>Enduring Understandings</i></p> <ul style="list-style-type: none"> ◆ Propaganda is a form of manipulation designed to inspire individuals to act in 	<p><i>Enduring Understandings</i></p> <ul style="list-style-type: none"> ◆ Obstacles can be vehicles for positive change and growth ◆ Inspiration can come 	<p><i>Enduring Understandings</i></p> <ul style="list-style-type: none"> ◆ Continued growth requires continued reflection

			either a positive or negative manner.	from unexpected sources.	
		DESCRIPTION OF PROJECT-BASED WORK			
<p>Students will participate in a mock awards ceremony honoring heroes who inspire us. Students will read a variety of texts pertaining to heroes, such as inspirational essays, memoirs, profiles, short stories, and Greek mythology. Students will discuss the heroes portrayed in these texts in small “book clubs” or discussion groups where they will evaluate what makes a true hero and the differences between a superhero and a real hero. Finally, students will write speeches honoring the heroes who inspire them, and participate in a mock awards ceremony where they will play the roles of presenters honoring the heroes.</p> <p>Book clubs are a way for students to take ownership of their reading and take responsibility for the planning of meetings, topics of discussions, roles in groups etc. In successful book clubs every student is responsible for actively</p>	<p>Students will read a variety of fiction, poetry and non fiction texts about various things that inspire them. They will also read a number of feature articles from a wide range of magazines, newspapers and online sources as preparation for writing an effective feature article of their own.</p> <p>Next, students will work in small groups to play the roles of writers, editors, and graphic designers for <i>Inspiration</i> magazine. They will each create feature articles and human interest stories based on the things that inspire them the most. Each article will include photographs and/or illustrations, captions, color, design, and layout choices that highlight their personal inspiration.</p> <p>A feature article is a creative human interest article that deals with real events, stories, leisure activities, fashions, trends and other areas of</p>	<p>Students will read a variety of multi genre texts including poems, stories, and novels, about places that inspire. They will also listen to a variety of multi genre songs on the same theme and compose original poetry and songs (or song lyrics) that illustrate these places. Moreover, they will create artwork connected to these poems and songs that may be selected as part of a multimedia museum installation in unit six.</p> <p>Poetry is the most compact and non literal form of writing. It is filled with symbolism, figurative language, poetic and literary devices, and concerned, not only with how words relate to the page, but with how they relate to the ear as well. Composed of lines and stanzas, as opposed to sentences and paragraphs, poetry does not follow the standard rules of prose; however, traditional poetry does tend to conform to the general rules of grammar and syntax, and often follows classical structures that incorporate rhyme schemes, meter, refrain, and rhythmic patterns. More modern poetry, on the other hand, tends to shy away from regular</p>	<p>Students will briefly study the power of the media and its ability to do both harm and good in the world. They will also explore the differences between objective reporting and the use of propaganda and manipulation to exploit an audience. Students will choose a controversial issue and work in groups to write expository essays that present a neutral take on their chosen issue. Finally, students will employ propaganda techniques to change these objective essays into biased promotional tools. They will create a script for a fictional t.v. talk show where they will try to manipulate the “studio audience” to their point of view. This production should be modeled after a “Jerry Springer” style talk show. Students can video tape the production if desired.</p>	<p>Students will read a variety of multi-genre texts dealing with challenges and obstacles faced by individuals from all walks of life. Students will then write a narrative essay from the point of view of one of the individuals in their reading in support of the idea that inspiration can come from great hardship or unexpected places.</p> <p>These essays will be used as a springboard for a collection of dramatic monologues entitled <i>Inspirational Obstacles</i>, and inspired by the work of performance artist, Anna Devere Smith (monologues woven together around a central theme to create a complete theatrical experience). These monologues will be performed for an audience of peers, family and teachers.</p> <p>A personal narrative essay is</p>	<p>Students will present an arts project of their own choosing to a juried panel of judges showcasing their personal inspiration and academic growth throughout the year. Each installation must include a written component that gives background about them self as the artist, an explanation of the ideas that went into the piece, and information about the process of creating it. Students will then present this installation to a jury of teachers and peers at an assembly presentation. After presenting their work, students will engage in a question and answer session with the panel and use journals, notebooks, portfolios and past work as evidence of their growth.</p>

<p>engaging in exchanges, being prepared with topics, questions, connections, or excerpts for discussion.</p> <p>When responding to literature, students must demonstrate a clear understanding of the piece through thorough analysis that touches on the underlying meaning and themes of a work, and through the use of textual references and evidence to support views. In addition, students should also make personal connections to the characters, themes and conflicts in their reading to deepen understanding and promote empathy.</p> <p>Effective speeches pay close attention to the sound, pace and rhythm of words and provide ample room for strong images and vivid examples to illustrate points and encourage emotional engagement on the part of both the listeners and the speaker.</p>	<p>human interest using an informational, yet engaging tone. During this process, students have a chance to research and collect information about a subject of their choosing through reading books, magazines and newspapers, visiting online sites, and by conducting interviews, taking polls, visiting locations, viewing photographs, and engaging in various other journalistic activities.</p> <p>In a strong feature article the writer will create a thesis, or point of view about the subject, and carefully select information from their research that best supports this perspective. They will use critical thinking skills to evaluate what information should be used and what should be cut, and they will employ design skills to creatively lay out the article and incorporate color to determine the overall ‘look’ of the piece. Students will also use titles, captions, graphics, and visuals to enhance their piece, and they will work with</p>	<p>rhyme schemes, conventional grammar, and classic forms, seeking instead to use alternative means of expression.</p> <p>Songs, like poems, are compact rhythmic pieces that convey themes, images, ideas and emotions in a very short space of time. Writing lyrics for songs is a lot like writing words for poems in that both are interested in making an emotional or powerful impression using a limited quantity of words. However, unlike poetry, songs are musical compositions that incorporate melody, harmony, pitch, verse, chorus and bridge, although their structures can vary greatly. Some examples of songs are hymns, folk songs, ballads, sonatas, pop songs, jazz riffs, and hip hop.</p> <p>Through this project students will employ varied poetic techniques and structures to make a powerful statement about a place by using carefully chosen words organized in carefully chosen orders.</p>		<p>much like a memoir; however, it uses a story or experience from the author’s life to help support a central idea. Since it is in stricter essay form than a memoir, starting and ending with a clear thesis, it reads less like a fictional story.</p> <p>A dramatic monologue is an uninterrupted speech delivered by a character in a play that exposes a deeper understanding of the character’s inner thoughts and emotions. An internal monologue, or soliloquy, is not delivered to another character or consciously as an aside to the audience, it reads, instead, like a stream of consciousness. An external monologue, on the other hand, is delivered to another character, or consciously to the audience, and is intended by the speaker to communicate a message of some sort to that character.</p> <p>Through this project students will convey a message of inspiration to</p>	
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	peer editors and the teacher to correct grammar, spelling, punctuation, and mechanics. Through this project students will investigate areas that inspire them, using common journalistic techniques, while at the same time, they will discover and develop their own voices and writing styles.			those facing hardships via dramatic monologue and narrative essay.	
WORD WORK, ACADEMIC LANGUAGE, CONTENT VOCABULARY AND ORAL FLUENCY WORKSHOPS					
<p>The multiple meanings of the word <i>Inspiration</i></p> <p>Brainstorm and chart <i>Ways to Be Inspired</i></p> <p>Explore the latin roots of inspiration (breathed upon) and word families: inspire, expire, aspire, aspiration, spirit</p> <p>Heroes v. Superheroes</p> <p>Motivation</p> <p>Incorporate and scaffold content vocabulary:</p> <ul style="list-style-type: none"> • Literary response • Speech • Public Speaking: <ul style="list-style-type: none"> ○ Pace ○ Volume ○ Diction ○ Expression 	<p>Model and practice how to incorporate and scaffold academic language into daily conversations and writing:</p> <ul style="list-style-type: none"> • Influence • Portray • Illustrate • Synthesize <p>Introduce, define and scaffold content vocabulary:</p> <ul style="list-style-type: none"> • Feature Article • Emotional Appeal • Analogies • Journalist • Text Features • Graphics • Layout • Captions • Editor in Chief • Copy Editor • Graphic Designer • Emotional appeal • Analogies • Description 	<p>Academic Language:</p> <ul style="list-style-type: none"> • Interpret • Evoke • Express • Device • Emotion <p>Content Vocabulary:</p> <ul style="list-style-type: none"> • Prose v. Poetry • Rhyme/Rhythm/Meter • Figurative Language • Lines and Stanzas • Verse • Assonance • Ode • Chant • Ballad • Hymn • Folk Song • Lyric • Melody • Mood <p>Art Terms:</p> <ul style="list-style-type: none"> • Interactive art • Multimedia 	<p>Academic Language:</p> <ul style="list-style-type: none"> • Influence • Ignite • Manipulate • Bias • Neutral • Controversy • Fact v. Opinion <p>Content Vocabulary:</p> <ul style="list-style-type: none"> • Expository • Thesis Statement • Intent • Recurring Theme • Outline • Propaganda • Pros vs. Cons <p>Media Terms: T.V. formats (talk show, round table news shows, scripted tv, “reality” tv)</p>	<p>Academic Language:</p> <ul style="list-style-type: none"> • Obstacle • Compassion • Convey • Motivation • Intention <p>Content Vocabulary:</p> <ul style="list-style-type: none"> • Dramatization • Characterization • Stage Directions • Performance Art • Exposition • Rising Action • Climax • Falling Action • Resolution • Flashback • Foreshadow • Narrative Essay • Quote Lead 	<p>Guide and support the application of academic language, content vocabulary, and clear and articulate language skills in written work and oral presentations</p>

<ul style="list-style-type: none"> ○ Eye contact ○ Expression 	<ul style="list-style-type: none"> • Facts vs. Opinions 	<ul style="list-style-type: none"> • Materials – oils, watercolors, charcoal, canvas, • Collage • Mosaic • Visual art – painting, sculpture, photography • Digital art • Installations 			
READERS WORKSHOP					
<p>Setting up Routines and Rituals:</p> <p>Assess students as readers using reading surveys, conferences, and leveling assessments to establish individual reading levels, personal interests, cultural and linguistic diversity, strengths, needs, and learning styles (R2,3)</p> <p>Collaborate with students, using formative and summative assessment data to develop a baseline for students to identify and target their personal short and long term reading goals (R1)</p> <p>Re-establish the ongoing structure and expectations for reading instruction in Readers Workshop: mini-</p>	<p>Review and chart prior knowledge about the elements of informational texts and articles, such as headings, captions, text styles, side bars, graphics, indexes and glossaries (R1)</p> <p>Expose students to a variety of informational texts dealing with teen issues and interests, contemporary issues, and inspirational topics, such as news stories, magazine articles, sports articles, interviews, brochures, and online articles. (R2)</p> <p>View and assess visual images and graphics that accompany the aforementioned informational texts and determine how these images and graphics add to the reading experience and help the reader understand and connect to the text. (R1)</p>	<p>Assess and chart prior knowledge of the similarities and differences between the elements of poetry and songs (R2)</p> <p>Choose and expose students to a variety of poetry and song lyrics that reflect cultural, social, and linguistic diversity: Free verse, lyric poems, concrete poems, narrative poems, epics, odes, chants, ballads, hymns, folksongs, and spoken word/rap. (R2)</p> <p>Choose and expose students to biographical sketches and background information on the poets and songwriters, to identify their sources of inspiration (R2)</p> <p>Choose and expose students to a variety of poetry and song lyrics dealing with places that inspire (R2)</p>	<p>Assess, review and chart prior knowledge of the elements of literary nonfiction and expository writing – compare and contrast nonfiction to fiction in order to discern these features. (R2)</p> <p>Choose and expose students to various types of real-life stories that deal with controversial issues of importance to adolescents. (R2)</p> <p>Encourage students to visit school or public libraries to self select literary non fiction or fictional texts on issues that are important to them, such as memoirs, biographies, profiles, personal essays, etc. (R1,2)</p> <p>Model and practice how to set a purpose for reading by formulating questions, such as exploring issues that are of</p>	<p>Asses and chart prior knowledge of characterization, such as physical appearance, actions, speech, and interactions with others (R2)</p> <p>Choose and expose students to a variety of contemporary fiction, biographies, autobiographies, historical fiction, science fiction, fantasy and other genres that contain inspirational characters who have faced serious obstacles (R2)</p> <p>Model and practice how to choose engaging and enriching texts through book talks, reviews and interviews (R4)</p> <p>Model and practice how to read about the author to gain insight about the author and make predictions about his or her source of inspiration for the</p>	<p>Review and revisit past reading skills and strategies based on student need to facilitate independent work</p> <p>Choose and expose students to a variety of arts, such as painting, photography, music and the performing arts (R1,2)</p> <p>Facilitate students’ brainstorming and selection of topics, genres and structures based on personal inspiration and interest through group share, small group interactions, and individual conferences (R1)</p> <p>Guide and support the selection of texts to facilitate the creation of an inspirational arts project</p>

<p>lesson, practice and independent reading, student engagement, and flexible grouping (R1,2,3,4)</p> <p>Re-establish the structure of a reading conference: schedules, monitoring goals, active participation and collaboration (R4)</p> <p>Revisit how to choose a ‘just right’ book based on individual reading levels and personal interest to foster student engagement during independent reading time (R2)</p> <p>Choose and expose students to a variety of multi-genre, multi-leveled, and multicultural texts that reflect differentiated interests and inspirational topics: contemporary and historical people, animals, natural wonders as well as adolescent themes to support independent reading and active participation</p> <p>Project: Speeches Based on Inspirational Heroes:</p> <p>Assess and chart what it means to be a hero and make lists of characters from prior student reading</p>	<p>Model and practice how to use cause and effect, chronological order, compare and contrast, and question and answer to help comprehend informational texts (R1)</p> <p>Model and practice how to discover personal inspirations by engaging students in read alouds, think alouds, shared reading and response. (R2)</p> <p>Model and practice how to use text features such as titles, captions, graphics, subtitles, and other features to help predict content, determine importance, and help comprehend or repair understanding. (R1)</p> <p>Model and practice how to use context clues to interpret the meaning of unfamiliar words (R1)</p> <p>Model and practice how to distinguish the differences between fact and opinions to determine author’s bias (R1,3)</p> <p>Model and practice how to synthesize an article to determine the big ideas and author’s perspective (R3)</p>	<p>Model and practice the organizational structure of a poem: lines, verses, and stanzas. (R1)</p> <p>Model and practice the organizational structure of a song: chorus, verse, and bridge. (R1)</p> <p>Revisit, model and practice poetic devices: figurative language (simile, metaphor, personification, idiom, and hyperbole), alliteration, allusion, assonance, onomatopoeia, imagery, mood, rhyme, rhythm scheme, symbolism, and tone. (R2)</p> <p>Revisit and practice identifying theme, and evaluate whether or not the song or poem has personal inspirational value. (R3)</p> <p>Revisit how to make connections in poems and songs comparing the values and beliefs expressed in the texts to their own life and to the life of the poet or songwriter. (R3)</p> <p>Model and practice that one poem or song might generate multiple interpretations, based upon individual points of view, cultures, values, and beliefs. (R2,3)</p> <p>Model and practice how the writer’s use of descriptive language creates mental images and a sense of awe in</p>	<p>importance to students (R1)</p> <p>Revisit how to connect prior knowledge to a text (R1)</p> <p>Model and practice how to identify main ideas and relevant supporting details, including key facts and events. (R1)</p> <p>Model and practice how to analyze author’s purpose and intent, highlighting author’s lens or bias</p> <p>Model and practice how to recognize and read footnotes to aid in comprehension. (R1)</p> <p>Confer with students to assess and address individual reading needs (R4)</p>	<p>story(R3)</p> <p>Model and practice how stories follow a pattern using plot structure: exposition, rising action, climax, falling action, and resolution (R2)</p> <p>Model and practice how the author uses literary devices, such as flashback and foreshadowing, as clues to develop a better understanding of the story, the character’s obstacle, and the source of inspiration (R2)</p> <p>Model and practice how to read to identify the main character to make inferences and predictions about the obstacles he or she will face and the source of his or her inspiration (R1,2)</p> <p>Model and practice how to read to identify the setting, direct and implied, to make inferences and predictions about the obstacles in the story and the source of inspiration (R1,2)</p> <p>Model and practice how to read to identify the relationship between climax and rising action to make inferences and predictions about the story and the source of inspiration (R1,2)</p>	<p>(R1)</p> <p>Facilitate student research on selected inspirational topics, offering guidance on formulating questions, synthesizing information and note-taking (R1)</p> <p>Assess and monitor student work to facilitate common group instruction for mini lessons (R4)</p> <p>Arrange for small group and individual conference time daily (R4)</p>
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<p>that fit the established criteria (R2)</p> <p>Choose and expose students to a variety of contemporary fiction, biographies, autobiographies, historical fiction, one acts, science fiction, fantasy, adventure, and mythology that contain inspirational heroes (R2)</p> <p>Use multi genre texts that highlight heroic acts and teach and model how to find the source of, and motivation for, the act (R2,3)</p> <p>Model and practice how to find and interpret the author's inspirational message/theme using the ongoing structure of read alouds, think alouds, and talk alouds, and guide application to independent reading (R2-4)</p> <p>Revisit how to pick and choose various protocols such as journal entries, writing in the margins, post-it notes and graphic organizers, to aid in creating a differentiated and personal toolbox for independent</p>	<p>Model and practice how to summarize an informational text by distinguishing between relevant and irrelevant details ((R1)</p> <p>Model and practice how to recognize techniques authors use to inspire an emotional response through facts, opinions, description, word choice and text features (R2)</p> <p>Model and practice how to use questioning techniques while reading to evaluate the validity and accuracy of the text, such as conflicting or missing information, background and qualifications of the writer (R1,3)</p> <p>Model and practice how to make profound and deep connections between important issues raised in the text (text-to-self, text-to-family, text-to-peers, text-to-text, text-to world) (R3)</p> <p>Guide application of learned skills and strategies to independent reading (R1-4)</p> <p>Confer with students to assess and address individual reading needs(R4)</p>	<p>the reader (R2)</p> <p>Model and practice strategies to monitor and check for meaning, such as jotting down notes in the margin, underlining, and coding the text (R2)</p> <p>Guide application of learned skills and strategies to independent reading. (R1-4)</p> <p>Confer with students to assess and address individual reading needs(R4)</p>		<p>Model and practice how to read to identify the falling action, adjusting and confirming predictions about the story and source of inspiration (R1,2)</p> <p>Model and practice how to identify the resolution, reflecting on the story, personal connections, the story's inspirational impact, and how character's turned obstacles into triumphs (R1,2)</p> <p>Guide application of learned skills and strategies to independent reading (R1-4)</p> <p>Confer with students to assess and address individual reading needs (R4)</p>	
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<p>reading (R1)</p> <p>Set a purpose for Reader’s/Writer’s Notebook to record inspirational quotes, images, words, and ideas, as well as recording reading (and writing) goals, personal connections and reflections (R2,3,4)</p> <p>Set a purpose for a “Multi-Modal Literacy Log” to record, monitor, and reflect on inspirational experiences through a variety of multi-modal means, such as songs, art, photographs, and digital texts</p> <p>Model and practice the ongoing strategies of reflection and introspection by asking students to reflect on and assess their different reading behaviors (R1-4)</p> <p>Model and practice how stories follow a pattern using plot structure: exposition, rising action, climax, falling action, and resolution (R2)</p> <p>Model and practice how to read to identify the main character to make inferences and predictions about the story and the character’s</p>					
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<p>heroic behavior (R1,2)</p> <p>Model and practice how to read to identify the setting, direct and implied, to make inferences and predictions about the story and the source of character's heroism (R1,2)</p> <p>Guide application of learned skills and strategies to independent reading (R1-4)</p> <p>Confer with students to assess and address individual reading needs (R4)</p>					
<p>• WRITERS WORKSHOP</p>					
<p>Setting up Routines and Rituals:</p> <p>Assess students as writers using writing surveys, conferences, and on demand assignments to determine proficiency in writing traits: organization, conventions, voice, sentence fluency, word choice, and ideas (W1)</p> <p>Assess students' ability to write legibly in print and/or cursive, or through word processing, and provide</p>	<p>Examine various mentor texts to discern the characteristics of effective feature article writing, such as quotes, anecdotes, expert opinions, statistics, factual statements, autobiographical statements, emotional appeals, descriptive language, and predictive arguments. (W2)</p> <p>Brainstorm and chart a variety of topics that students find inspiring and facilitate selection of topic (W2,3)</p> <p>Model and practice how to write</p>	<p>Examine mentor texts to discern the characteristics of effective poetry, such as poetic devices, theme and word choice. (W2)</p> <p>Examine various mentor texts of song lyrics to discern the characteristics of effective songwriting, focusing on poetic devices, word choice, repetition, rhythm, and rhyming patterns. (W2)</p> <p>In collaboration with students, create rubrics for evaluating an original poem and song. (W2)</p>	<p>Examine various texts to discern the characteristics of effective expository essay writing, such as a clear thesis statement, supporting evidence, effective organizational pattern, and appropriate voice. (W2)</p> <p>In collaboration with students, create a rubric for evaluating expository essays (W3)</p> <p>Brainstorm and chart <u>Issues That Inspire Me to Act</u>, and use graphic organizers to plan for an expository essay about the issue in general. (W1)</p>	<p>Examine various mentor texts to discern the characteristics of an effective narrative essay that engages the reader, tells a story about a personal experience, communicates a main idea or lesson learned, and supplies details that are carefully selected to explain and support the main idea of the essay (W2)</p> <p>Examine various mentor texts to discern the characteristics of a monologue that engages the audience, is written to be performed, tells a complete story through the speech of one</p>	<p>Provide students with model inspirational arts projects/installations, such as displays that incorporate visuals, text, information about the artist, information about the artist's process, examples or photographs of the work in different stages of completion, etc. (W1-4)</p> <p>Arrange for small group and individual conference time daily (W4)</p> <p>Facilitate the development</p>

<p>necessary instruction and opportunities for students to practice (W1-4)</p> <p>Collaborate with students, using formative and summative assessment data, to develop a baseline for students to identify and target their personal short and long term writing goals (W1)</p> <p>Re-establish the structure and expectations for writing instruction in Writers Workshop based on current assessments: mini lesson, practice, interactive and independent writing, flexible grouping, work stations, and sharing work (W1-4)</p> <p>Re-establish the structure of a writing conference: schedules, monitoring goals, active participation and collaboration (W1-4)</p> <p>Set a purpose for Writer's Notebook to record inspirational quotes, images, words, ideas, as well as writing goals and meta-cognitive responses and reflections (R2-4)</p> <p>Revisit how to pick and</p>	<p>a proposal, including: article's focus, writer's interest, and source of inspiration (W3)</p> <p>In collaboration with students, create a rubric for evaluating feature article writing(W3)</p> <p>Model and practice the use of graphic organizers, such as concept maps and discussion webs, to organize relevant information (W1)</p> <p>Model and practice how to take research notes using paraphrasing and quoting techniques from several sources of information, including online and encyclopedia references and interviews (W1)</p> <p>Model and practice how to include and cite footnotes (W1)</p> <p>Model and cite how to cite sources in the correct format to be included in a bibliography (W1)</p> <p>Model and practice the organizational structures of a feature article such as, how to, issue/pro/con, multiple perspectives of the problem, and problem/solution/response angles. (W3)</p>	<p>Brainstorm and chart inspiring places as a way to provide inspiration for the writing of original poems and or songs. (W2)</p> <p>Guide and support prewriting strategies to plan and organize original poems and/or songs. (W3)</p> <p>Model and practice how to use props and prompts to facilitate creative and abstract thinking, by tapping into the five senses. (W2)</p> <p>Model and practice how to make deliberate and thoughtful decisions about style, tone, rhythm, and inspirational message. (W1-3)</p> <p>Compare and contrast poetry and songwriting, focusing on structure of content, patterning and schemes (W1)</p> <p>Provide directions and multiple opportunities for drafting, revising, and editing using conventional and/or computer editing tools. (W1, 3, 4)</p> <p>Confer with students throughout the writing process to assess and address individual writing needs. (W4)</p> <p>Guide application of learned skills and strategies to independent writing. (W1-4)</p>	<p>Model and practice note-taking skills using several sources of information, including encyclopedias and other public, school, and internet resources for collecting relevant research on issues of interest to adolescents. (W1,3)</p> <p>Model and practice how to craft a clear thesis statement that can be defined and narrow enough to be supported in an expository essay.(W3)</p> <p>Model and practice the organizational structure and format of an expository essay, including supporting paragraphs with controlling topics, transitional words and phrases, conclusion paragraph that restates the main idea, and a closing statement that is memorable and reinforces the author's position (W1)</p> <p>Model and practice how to utilize various prewriting strategies to plan and organize essays, such as creating an outline or using graphic organizers (W1)</p> <p>Model and practice various</p>	<p>actor, and conveys a main idea or lesson learned (W2)</p> <p>Compare and contrast the differences and similarities of monologues vs. personal narrative essays in order to better understand both genres</p> <p>In collaboration with students, create rubrics for evaluating a personal narrative essay and a dramatic monologue by incorporating the characteristics outlined above (W2)</p> <p>Teach and model the format and organizational structure of a narrative essay, using a logical order framework, including making and supporting a clear point and providing precise details (W3)</p> <p>Model and practice how to craft a quote lead by inserting an inspirational quote into the introductory paragraph and defining its meaning (W1)</p> <p>Model and practice how to craft the body of a narrative essay by providing a personal story that illustrates the meaning of the inspirational quote (W1)</p> <p>Model and practice how to craft a prediction conclusion hypothesizing how the speaker's</p>	<p>of an individualized writing plan, showing steps and schedules (W1,3)</p> <p>Guide and support the application of pre writing strategies to plan and organize inspirational arts project (W1-4)</p> <p>Guide and support the application of learned writing strategies (W1-4)</p> <p>Guide and support draft writing, allowing ample time for revision and redrafting (W1-4)</p> <p>Assess and facilitate student work to facilitate common grouping and to inform instruction for mini lessons (W1-4)</p> <p>Guide and support revision and editing through the use of proofreading marks (W1-4)</p> <p>Guide and support the application of correct grammar usage: appropriate comma use in compound and complex sentences, to separate adjectives, between independent clauses, and</p>
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<p>choose protocols, such as making notes, using post-its, using index cards, thesaurus, and color stickers as aids to create a differentiated tool box (W3)</p> <p>Set a purpose and maintain a writing folder and portfolio (W1-4)</p> <p>Project: Writing inspirational speeches based on heroic characters from reading and real life:</p> <p>Examine mentor texts to determine the characteristics of an effective speech (W2)</p> <p>Examine mentor texts to determine the characteristics of an effective response to literature that engages the reader, provides necessary background information, insightful interpretations, judgments, and textual evidence (W2)</p> <p>In collaboration with students, create a rubric for evaluating a response to literature in the form of an award ceremony speech, whereby students will write and present a speech honoring an inspirational character or person (W2)</p>	<p>Model and practice how to craft a feature article and develop voice by utilizing writing techniques such as narration, exposition, and description. (W3)</p> <p>Model and practice how to include text features, such as graphs, charts, text styles, color diagrams, photographs and illustrations to engage and inspire readers (W1)</p> <p>Model and practice how to write effective leads and closings, such as anecdotes, direct quotes, questions, descriptions, and/or expositions (W3)</p> <p>Provide directions and multiple opportunities for drafting, revising, and editing using conventional and/or computer editing tools. (W1, 3, 4)</p> <p>Confer with students throughout the writing process to assess and address individual writing needs. (W4)</p> <p>Guide application of learned skills and strategies to independent writing. (W1-4)</p>		<p>ways students can support their thesis, such as using relevant examples, definitions, quotes, analogies, anecdotes, and direct references to text. (W1)</p> <p>Model and practice how to choose relevant information and exclude irrelevant information to write the body of an essay. (W1)</p> <p>Model and practice how to write an attention grabbing introduction by using a quotation or anecdote. (W1)</p> <p>Revisit and practice guidelines for drafting an expository essay (W1)</p> <p>Revisit and practice guidelines for drafting a script: the use of stage directions to “set the stage” at the start of each new scene, the use of character names and colons to mark dialogue (as opposed to quotation marks and tags), the use of dialogue rather than narration to tell a story, the use of stage directions to show movement and action.</p> <p>Model and practice revision strategies based on differentiated student need (W1)</p>	<p>future will be different based on their inspirational quote and experiences (W1)</p> <p>Model and practice how to adapt the student’s personal narrative into a dramatic monologue by taking on the persona of the writer and pretending to “tell” the story to a friend, cutting out or revising all words and phrases that do not sound natural and realistic when spoken aloud</p> <p>Revisit revision and editing strategies (W1)</p> <p>Confer with students throughout the writing process to assess and address individual writing needs (W4)</p> <p>Guide application of learned skills and strategies to independent writing (W1-4)</p>	<p>to separate parenthetical expressions; the use of declarative, interrogative, imperative, and exclamatory sentences; proper use of semicolon, ellipses, prepositions, adverbs, etc. (W1-4)</p>
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<p>Model and practice brainstorming activities to help students select an appropriate award for their inspirational character based on textual evidence (W2)</p> <p>Revisit how to utilize various prewriting strategies to plan and organize their speeches, such as creating an outline or using a graphic organizer (W2)</p> <p>Model and practice how to emphasize the message of a speech using structural patterns: repetition and parallelism (W1,2)</p> <p>Model and practice how to make a speech memorable using structural patterns: repetition and parallelism (W1,2)</p> <p>Provide directions and multiple opportunities for drafting, revising, and editing using conventional and/or computer editing tools (W1,3,4)</p> <p>Model and provide direction for creating an award for use as a prop and reference point in their speech: three dimensional/trophy, creative</p>			<p>Model and practice editing strategies based on differentiated student need (W1)</p>		
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<p>design, and relevant title (W2,3)</p> <p>Confer with students throughout the writing process to assess and address individual writing needs (W4)</p> <p>Guide application of learned strategies to independent writing (W1-4)</p> <p>Update writing folders and portfolios (W3)</p>					
LISTENING AND SPEAKING WORKSHOP					
<p>Assess and chart prior knowledge of oral presentation techniques and protocols, such as the proper use of volume, tone, rate, diction, body language, gestures, eye contact, pacing and intonation to maintain the interest of the audience (L2/S2)</p> <p>Practice and model the above techniques and skills(L2/S2)</p> <p>Prepare and rehearse for presentations at awards ceremony (S4/L4)</p> <p>Model and practice the protocols of an effective book club: good listening</p>	<p>Model and practice interviewing techniques to gather information and deepen the content through open ended, clarifying, probing and follow-up questions (S1-4/L1-4)</p> <p>Model and practice how to be courteous and respectful during interviews and classroom discussions: Look at the speaker, listen to the speaker, avoid derogatory, insensitive, or judgmental comments, be aware of cultural mores and conventions, use nonverbal cues such as nodding and eye contact to let the speaker know you are with him or her (S4/L4)</p>	<p>Using mentor poems and song lyrics, model and practice oral and/or choral reading (L2,4)</p> <p>Create opportunities to listen to various styles of songs (odes, chants, hymns, ballads, folksongs, pop songs) focusing on how the lyrics and music, meter, melody, and chorus affect one’s interpretation (L2,4)</p> <p>Model and practice how to examine the effect music has on song lyrics, such as changing mood, meaning and interpretation (S1,4/L2)</p> <p>Model and practice effective presentation techniques, through multiple read aloud and shared reading practices, similar to poetry slams (L4/S4)</p>	<p>Model and practice how to use acting techniques to embody a character in a script: maintaining focus on stage, having a clear intention and motivation, interacting with the other people on stage, awareness of body position with respect to the audience so that actor will be able to be seen and heard, maintaining the ‘fourth wall’</p> <p>Model and practice effective voice and speech skills when acting out a script: appropriate voice level, diction, pace, and intonation (L4/S4)</p> <p>Model and practice how to distinguish between relevant and irrelevant oral information (L1)</p>	<p>Revisit, model, and practice effective strategies and techniques for delivering speeches and monologues, such as using proper volume, tone, pitch, rate, diction, body language, gesture, and eye contact (if appropriate to character) (L2/S2)</p> <p>Model and practice having a clear acting intention and motivation to help develop characters and maintain the interest and engagement of the audience</p> <p>Prepare and rehearse monologues for presentations to peers (S4/L4)</p>	<p>Guide and support students to prepare for an engaging and inspiring presentation of approximately five minutes to accompany their inspirational art installations (L1,3,4)</p> <p>Guide and support students to use note cards, powerpoint presentations, or other technology to outline appropriate information for oral presentations (S1,2)</p>

<p>habits, accountable talk, active engagement, and participation (L4/S4)</p> <p>Model and practice how to respond in a book club in a variety of roles, such as the connector, questioner, illustrator, and summarizer (L1-4/S1-4)</p> <p>Model and practice protocols of effective peer-led discussions by defining discussion skills such as asking follow-up questions, staying focused, listening to everyone's ideas, welcoming diverse viewpoints, and using the text to support ideas (L2-3/S2-3)</p>		<p>Revisit and model how to present original poems and/or songs using appropriate voice level, body language, gestures, eye contact, pacing, and intonation to maintain the interest of the audience (L2S2)</p>	<p>Model and practice how to contribute to class discussions by offering comments to clarify ideas and information (S1)</p>		
CONVENTIONS: SPELLING/GRAMMAR/USAGE/MECHANICS					
<p>Revisit how to use spell check and dictionaries effectively</p> <p>Model and practice how to avoid writing sentence fragments and run-on sentences and strategies for how to correct them when editing</p> <p>Revisit guidelines for paragraphing in essay and</p>	<p>Guide and monitor the creation of differentiated spelling and tiered word lists</p> <p>Model and practice how to compose compound and complex sentences</p> <p>Model and practice use of quotation marks: block, single and double</p> <p>Model and practice correct usage</p>	<p>Review and update differentiated spelling and tiered word lists</p> <p>Model and practice the use of punctuation marks (including commas, hyphens, and semi-colons) and nonstandard capitalization, to aid in the comprehension, emphasis, and interpretation of a poem or song</p> <p>Model and practice the use of line breaks and white space to aid in the comprehension, emphasis, and</p>	<p>Review and update differentiated spelling and tiered word lists</p> <p>Model and practice the rules for spelling words that end in ceed and cede</p> <p>Model and practice using a variety of complex sentences: declarative, interrogative, imperative, and exclamatory</p> <p>Model and practice using</p>	<p>Review and update differentiated spelling and tiered word lists</p> <p>Model and practice dangling modifiers</p> <p>Model and practice the proper use of prepositions and adverbs</p> <p>Maintain the use of a variety of spelling resource tools, such as thesaurus, dictionaries, and</p>	<p>Guide and support application of correct spelling and appropriate use of vocabulary, using differentiated spelling and word lists and other tools</p> <p>Guide and support the application of correct grammar usage</p> <p>Guide and support the application of correct</p>

<p>speech writing, such as noticing when a new idea or information is introduced</p> <p>Model and practice how to use the thesaurus function in the word processor as a resource for finding ‘just right’ words</p>	<p>of capitalization within quotation marks, for proper nouns, titles and headlines</p> <p>Teach and model the appropriate usage of commas, targeting how to separate adjectives and how to insert between two independent clauses.</p>	<p>interpretation of a poem or song</p> <p>Revisit using a thesaurus (traditional and computer) to find vivid and precise language, including synonyms and antonyms, to facilitate choosing “the best words in the best order”</p> <p>Using mentor poetry, such as the work of ee cummings, compare and contrast some of the formal grammar and usage rules used when writing prose to the less traditional usage when writing poetry</p>	<p>parenthetical expressions, such as for example, in my opinion, on the other hand, for instance, and in fact</p> <p>Model and practice the use of parenthetical commas to set off parenthetical expressions, such as after all, in my opinion, of course, I believe, and on the other hand</p> <p>Model and practice how to use a semi-colon to join independent clauses</p>	<p>spell check</p>	<p>punctuation</p>
EMBEDDED TECHNOLOGY					
<p>As a class, create a web page of inspirational people and inspirational quotes</p> <p>Use YouTube or other online resources to view and listen to various segments from awards shows and exemplary award speeches</p> <p>Use internet to view samples of trophy shapes and designs</p>	<p>Model and teach how to cite electronic sources</p> <p>Use Publisher or other software or online resources to help publish articles</p> <p>Use Google Image to help capture photos or digital art to accompany articles</p> <p>Use digital cameras and Photoshop software generate and edit photographs to accompany article</p>	<p>Using the internet, search for biographical sketches and background information about various poets and songwriters</p> <p>Using music samples from Garageband software, compose digital music to accompany the lyrics students write</p> <p>Listen to and view podcasts and videos of a variety of poems and songs</p> <p>Using Garageband software, create podcasts and burn CDs of original songs and poems</p> <p>Post podcasts of students’ poems and songs on the school’s website</p>	<p>Listen to and view carefully chosen clips from reputable talk shows (NOW and Frontline on PBS, <i>NPR</i>, <i>Meet the Press</i>) and exploitative talk shows (<i>Jerry Springer</i>, <i>Tyra Banks</i>) in order to discern the differences between the two</p> <p>View clips from daytime t.v. talk shows as models for original scripts</p> <p>Listen to and view online texts</p> <p>Use editing tools on word processing software</p> <p>Videotape original t.v. talk shows</p>	<p>Using the internet, search for biographical sketches and background information on various authors and real life characters from student’s reading</p> <p>View and listen to various acting presentations of monologues (Anna Devere Smith and other prominent monologists)</p> <p>Use technology to help create digitally formatted playbills, posters and flyers advertising the students’ production</p>	<p>Guide and support the presentation of independent projects using multi media technology, such as PowerPoint and Smart boards</p> <p>Document projects through videotape or digital photography</p>
SUGGESTED LITERATURE					
<p><i>My Brother Sam is Dead</i></p> <p><i>Goodman’s Five Star</i></p>	<p><i>The Teen Guide to Global Action</i></p> <p><i>The Kid’s Guide to Social Action</i></p>	<p><i>Hip Hop Poetry and the Classics: A Comparison of Contemporary Song Lyrics and Classic Poems</i></p>	<p><i>The Teen Guide to Global Action</i></p> <p><i>The Kid’s Guide to Social Action</i></p>	<p><i>Good Masters! Sweet Ladies! Voices From a Medieval Village</i></p>	<p>Have a variety of books and multi media resources available and</p>

<p><i>Stories</i></p> <p><i>Read All About It: Read Aloud Stories ,Nonfiction, Essays, and Poetry</i></p> <p><i>Plays of Great Achievers: One Acts Based on the Lives of Inventors, Writers and Other Historical Figures</i></p> <p><i>Snapshots: Literature for Young People</i></p> <p><i>Mythlopedia: Oh My Gods!</i></p> <p><i>Greek Myths – Graphic Mythology</i></p> <p><i>The Odyssey (modified version)</i></p> <p><i>American Heritage Speeches for Young People</i></p> <p><i>President Obama’s ‘Yes We Can’ Speech</i> http://www.cnn.com/2008/POLITICS/01/26/obama.transcript/index.html</p> <p>Music video of Obama ‘Yes We Can Speech’ http://abcnews.go.com/Politics/story?id=4231523&page=1</p>	<p>Teen oriented articles from the following publications: <i>Scope, Time for Kids, Teen Newsweek, New York Times Upfront, Scholastic News, Junior Scholastic, National Geographic for Kids, Weekly Reader, Read, Cobblestone, Faces</i></p> <p><i>Life: Our Century in Pictures for Young People</i></p> <p><i>Read All About It: Read Aloud Stories, Nonfiction, Essays, and Poetry</i></p> <p>http://kids.nationalgeographic.com/</p> <p>http://learning.blogs.nytimes.com/</p> <p>http://www2.scholastic.com</p> <p>http://www.pbs.org/now/classroom/index.html</p> <p>http://www.pbs.org/now/classroom/lessonplan-05.html</p>	<p><i>Angst: Teen Verses From the Edge</i></p> <p><i>Read All About It: Read Aloud Stories, Nonfiction, Essays, and Poetry</i></p> <p><i>The Road Less Traveled ---Robert Frost</i></p> <p><i>The Most Beautiful Place in the World</i> (inspirational places)</p> <p><i>My Everest Story</i> (inspirational places)</p> <p><i>A Wrinkle in Time</i> (inspirational places)</p> <p>http://www.poets.org/</p> <p>Song Lyrics as poetry: http://www.poemhunter.com/lyrics/</p> <p>Singer/Songwriter, Will I Am’s music video of Obama’s ‘Yes We Can Speech’ http://abcnews.go.com/Politics/story?id=4231523&page=1</p>	<p><i>Read All About It: Read Aloud Stories, Nonfiction, Essays, and Poetry</i></p> <p><i>Snapshots: Literature for Young People</i></p> <p>http://www.msnbc.msn.com/ - to get <i>Meet the Press</i> and other full episodes and video clips of news shows</p> <p>http://www.pbs.org/now/classroom/index.html</p> <p>http://www.pbs.org/now/thisweek/archive.html</p> <p>http://www.pbs.org/now/classroom/lessonplan-07.html</p>	<p><i>Stories I Ain’t Told Nobody Yet Up From the Dust</i></p> <p><i>Life: Our Century in Pictures for Young People</i></p> <p><i>Goodman’s Five Star Stories</i></p> <p><i>Read All About It: Read Aloud Stories, Nonfiction, Essays, and Poetry</i></p> <p><i>Snapshots: Literature for Young People</i></p> <p><i>My Everest Story</i></p> <p><i>A Child Called It</i></p> <p><i>The Devil’s Arithmetic</i></p> <p><i>Christopher Reeve</i></p> <p><i>How Many Days to America</i> by Eve Bunting</p> <p>http://vodpod.com/watch/1352484-anna-deavere-smith-american-characters-fires-in-the-mirror</p>	<p>take trips to the school or public library to find appropriate resources</p>
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