## Unit 1: Singing the Un sung: Empowering Voices

**State Standards:**
- RI 7.2
- RI 7.3
- RI 7.5
- W 7.2

**Description:** Students explore the stories of lesser-known heroes, pioneers, and thought leaders. Through their analysis of a variety of informational texts, students consider how authors structure their nonfiction narratives to develop multiple central ideas that engage their audiences and celebrate the unsung. Students employ the sociological and feminist approaches to literary criticism in order to determine how issues of power, race, and gender influence nonfiction storytelling. Students workshop their own approaches to singing the unsung.

Using a whole-novel approach, students may read about unsung heroes in nonfiction such as *Hidden Figures*, *Parallel Journeys*, *Outcasts United*, or *Farewell to Manzanar*. They may also read about historical fictionalized unsung heroes *in A Long Walk to Water*.

**Big Idea:** Authors have the power to bring to light the stories of people who may have historically been unsung. In their narratives, authors use their craft to engage their audience in the worlds of their heroes.

**Essential Questions:**
- What can we learn from the unsung hero?
- How do authors use tools to engage readers in nonfiction narratives?

**End of Unit Assessment:**
- **Expository – Part One:** Students read and analyze an article about an unsung hero.
- **Part Two:** Students choose an unsung hero and compose a presentation (written or multimedia) that explains how they impacted their community/society.

## Unit 2: The Power of Creative Voice: Expressing Ideas through Drama and Poetry

**State Standards:**
- RL 7.2
- RL 7.4
- RL 7.5
- W 7.3

**Description:** Students examine the differences between prose, poetry, and drama and their effects on audience. Students analyze the development of themes in work by a variety of poets in different forms and workshop their own poetry. Students also analyze a variety of plays and screenplays, as well as other short dramatic pieces, and consider how performance impacts the power of the written word as they craft their own performance pieces. Students employ the formalistic, psychological, and sociological approaches to literary criticism to determine how structure functions, as well as how power and motivation influence identity, individuality, and voice.

Using a whole-novel approach, students may read novels in verse such as *Crossover*, *Rebound*, *Full Cicada Moon*, *Out of the Dust*, or *Love That Dog*. Teachers may also use *Sorry, Wrong Number*.

**Big Idea:** Poets and playwrights intentionally use word choice and a variety of forms to express their identity, individuality, and voice. Choices made in performing their work enhance the power of the written word.

**Essential Questions:**
- How can creative forms and performance be used to express ideas?
- How does performance enhance the power of the written word?

**End of Unit Assessment:**
- **Narrative – Part One:** Students read and analyze a poem.
- **Part Two:** Students compose a poem or dramatic scene (play or screenplay) that uses intentional word choice and structure to express themes of identity, individuality, and/or voice. They perform their work with audio and/or video.

## Unit 3: Voices of the Past

**State Standards:**
- RL 7.3
- RL 7.6

**Description:** Students study the ways that authors of historical fiction shape and are shaped by history. Students read a variety of historical fiction and allegory in order to analyze author’s craft and evaluate approaches, perspectives, and biases. Students employ the historical, biographical, philosophical, and sociological

**Essential Questions:**
- How does history shape our understanding?

**End of Unit Assessment:**
- **Narrative – Part One:** Students read and analyze a piece of historical fiction.
## Grade 7 GT English Language Arts Year at a Glance 2022-2023

**Pre-requisites:** Grade 6

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<th>Grade 7 GT</th>
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<td>Using History to Tell a Story</td>
<td>RL 7.9 W 7.3</td>
<td>approaches to literary criticism to determine how context and biases affect morality and power dynamics in historical fiction. Students workshop their own historical and allegorical fiction. Using a whole-novel approach, students may read novels that use and/or alter history such as <em>Animal Farm</em>, <em>Full Cicada Moon</em>, <em>Iqbal</em>, or <em>Fever 1793</em> (perhaps paired with <em>An American Plague</em>). <strong>Big Idea:</strong> Authors who base their work on particular historical periods uncover biases, injustices, and viewpoints of the historical period and bring their own to bear on the work. Authors use literary devices to create verisimilitude and represent moral stances toward historical events and individuals.</td>
<td>How does an author use and/or alter history when writing fiction?</td>
<td><strong>Part Two:</strong> Students research a historical event as a basis for creating an allegory or piece of historical fiction. Students plan the plot of a narrative that parallels the researched historical event with an appropriate allegorical or historical setting and characters while clearly developing a theme or argument. Students compose one scene from their narrative that employs carefully crafted narrative elements.</td>
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### Unit 4:
Finding Your Voice: Exploring Perspective and Social Activism | State Standards: RL 7.6 RL 7.8 RL 7.9 W 7.1 | **Description:** Students analyze a variety of arguments that represent multiple viewpoints on a variety of topics related to social activism – both written and spoken. Students evaluate what makes an argument powerful, as well as how authors anticipate and address counterclaims. Students employ the philosophical and sociological approaches to literary criticism in order to determine how authors develop issues of power and morality. Students workshop their own approaches to argument and social activism. Using a whole-novel approach, students may read texts that advance social causes and lift up communities such as *Round and Round Together*, *The Boy Who Harnessed the Wind*, *Iqbal*, *Outcasts United*, or *Full Cicada Moon*. **Big Idea:** Advocates for social activism use a variety of rhetorical devices to develop their perspectives in their arguments as they anticipate and address counterclaims. When students have the ability to parse and evaluate these elements, they can see how powerful arguments are built and construct their own. | What makes an argument powerful? What shapes and changes perspective? | **Argument – Part One:** Students read and analyze an argument. **Part Two:** Students select an issue or problem that has differing viewpoints and read at least two sources for each viewpoint, examining how authors distinguish their point of view from others. Students compose a powerful argument about their chosen issue that uses clear reasons and relevant evidence to argue their own position, as well as anticipate and address counterclaims. The format of the argument is student choice, e.g. speech, editorial, PSA/commercial, mock Instagram story. Students will cite the sources using MLA format. |