

Unit 3 Calendar

<p>Day 1 Feb 20-21</p>	<p>Reading/Language</p> <ul style="list-style-type: none"> Lesson 1: Develop a clear understanding of the word inspire based on its Latin root and dictionary definition. (L.7.4.b) Lesson 1: "B, If I Should Have a Daughter" 3:30 (RL.7.1) <ul style="list-style-type: none"> Lesson 2: Analyze how Kay uses language to inspire her audience. (RL.7.4) Handout 1A: Poetry Vocabulary <ul style="list-style-type: none"> Find examples from "B" Lesson 2 Vocabulary Deep Dive: Analyze Kay's use of the word winsome based on its context and morphemes. (L.7.4.a, L.7.4.b) 	<p>MYP Introduction: Group poetry performance: "B" * Performance Preference: live, recorded, no preference * Assign groups</p> <p>Intervention: Lumos - Phrases and Clauses pgs 334-335</p>
<p>Extra Feb 22-23</p>	<p>Intervention/Extension</p> <ul style="list-style-type: none"> Essential #1 Summary/Theme Essential #2 Simple, Compound, Complex, Compound-Complex 	<p>MYP * Assign poem stanzas * Begin practice</p>
<p>Day 2 Feb 24-27</p>	<p>Lesson 3: All</p> <p>Writing</p> <ul style="list-style-type: none"> Analyze an argument paragraph about figurative language to understand the characteristics of a strong claim. (W.7.1.a) Structured Practice Session: Identify claims in a series of argumentative paragraphs <p>Reading</p> <ul style="list-style-type: none"> Question Set Interpret "'Hope' is the things with feathers-" and its video version, attending to language and structure (RL.7.4, RL.7.5, RL.7.7) <p>Language</p> <ul style="list-style-type: none"> Deepen understanding of the words argument and claim by comparing and contrasting their use in academic and other settings. (L.7.4, L.7.5.b) 	<p>MYP</p> <p>Intervention: Question Set reteach</p>
<p>Day 3 Feb 28- Mar 1</p>	<p>Reading/Writing</p> <ul style="list-style-type: none"> Lesson 5 - New Reads Assessment: Analyze how Angelou uses figurative language, structure, and rhyme in "Caged Bird." (RL.7.1, RL.7.4, RL.7.5, RL.7.7, W.7.10, L.7.4.a, L.7.5.a, L.7.5.c) Lesson 6: Analyze how Angelou uses language to inspire her audience. (RL.7.4) <p>Language</p> <ul style="list-style-type: none"> Lesson 5: Integrate understanding about the suffix -dom to define words. Structured Practice Session/Organizing Students to Interact: A/B Partners - Define a multiple words using understanding of the 	<p>Intervention: New Reads Assessment reteach</p>

	<ul style="list-style-type: none"> suffix-dom ● Exit Ticket - Define word using understanding of the suffix -dom 	
<p>Day 4 Mar 6-7</p>	<p>Comprehension/Fluency Assessment Lesson 7: All</p> <p>Reading</p> <ul style="list-style-type: none"> ● Question Set - Guided ● Summarize the central ideas in Kennedy’s inaugural address. (RI.7.2) ● Identify the reasons and evidence supporting an article’s claim. (RI.7.8) ● Recording and Representing Content: Summarize new learning - table groups share; adding to summaries as needed ● LUMOS - Argument and question set pg 292-293 (Same for Modification Group) <p>Language</p> <ul style="list-style-type: none"> ● Understand the importance of eliminating redundancy while still using repetition for effect as appropriate. (L.7.3.a) 	
<p>Day 5 Mar 8-9</p>	<p>Lesson 8: All</p> <p>Reading/Writing</p> <ul style="list-style-type: none"> ● Question Set - Collaborative ● Contrast Yousafzai’s speech transcript to the video to analyze the techniques she uses to inspire her audience. (RI.7.7) ● Explain the role of relevant evidence in an article about Yousafzai’s impact. (RI.7.8, W.7.10) ● LUMOS - Argument and question set pg 293-294 <p>Language</p> <ul style="list-style-type: none"> ● Examining Errors in Reasoning: Employ precise word choice in revising a claim. (L.7.3.a) <p>Enrichment/Tier II Intervention</p>	
<p>Day 6 Mar 10-13</p>	<p>Lesson 9: All</p> <p>Reading</p> <ul style="list-style-type: none"> ● Question Set ● Analyze King’s use of language in “I Have a Dream.” (L.7.3.a) ● LUMOS - Argument and question set pg 294-295 <p>Language</p> <ul style="list-style-type: none"> ● Choose language to express ideas concisely and to avoid wordiness and redundancy. (L.7.3.a) <p>Enrichment/Tier II Intervention</p>	
<p>Day 7 Mar 14-15</p>	<p>Lesson 11: All</p> <p>Speaking and Listening</p> <ul style="list-style-type: none"> ● Engage in a collaborative conversation about how and why language inspires, drawing on evidence, posing questions, responding to others, and using formal English as appropriate. (SL.7.1, SL.7.6) ● LUMOS - Argument and question set pg 295-296 	

	<p>Writing</p> <ul style="list-style-type: none"> ● Structured Practice Session: Sort claims, reasons, and evidence into paragraphs ● Draft an argument featuring a claim, reason, and evidence. (W.7.1.a, W.7.1.b) <p>Language</p> <ul style="list-style-type: none"> ● Use predicted and dictionary definitions of words and word relationships to understand alternate claims and opposing claims, developing basic argumentation skills. (L.7.4.d, L.7.5.b) 	
<p>Day 8 Mar 16-17</p>	<p>Comprehension/Fluency Assessment</p> <p>Reading</p> <ul style="list-style-type: none"> ● Lesson 13: Summarize the key points the author of an op-ed article makes about the effects of advertising on children. (RI.7.8) ● Lesson 14: Analyze the argument of an article to determine its claim(s), reason(s), and evidence. (RI.7.8) ● LUMOS - Argument and question set pg 298 <p>Language</p> <ul style="list-style-type: none"> ● Lesson 14: Identify phrases and clauses, and explain their function in specific instances. (L.7.1.a) 	
<p>Day 9</p>	<p>MID UNIT TEST</p> <p>Previewing: Harrison Bergeron Film (26:00)</p> <ul style="list-style-type: none"> ● Communism ● Dystopia 	
<p>Day 10</p>	<p>Writing</p> <ul style="list-style-type: none"> ● Lesson 15: Assert a claim about whether an advertisement uses fair or unfair techniques to persuade consumers, and support that claim with reasons and evidence. (W.7.1.a, W.7.1.b) <p>Reading</p> <ul style="list-style-type: none"> ● Lesson 17: Analyze the argument Old Major makes in his speech and song. (RI.7.8) ● Lesson 17: Double Bubble Diagram Compare Old Major's perspective of life on the farm with that of Mr. Jones. (RL.7.6) 	
<p>Day 11</p>	<p>Reading/Writing</p> <ul style="list-style-type: none"> ● Lesson 16: Write an argument paragraph about Old Major's speech, using clauses to create transitions and clarify relationships. ● Lesson 18: Animal Farm, Chapter 2 - Question Set <p>Enrichment/Tier II Intervention</p>	
<p>Day 12</p>	<p>Reading</p> <ul style="list-style-type: none"> ● Animal Farm Chapter 3 ● Lesson 19: Analyze how Orwell develops and contrasts the perspectives of Napoleon and Snowball. ● Lesson 11: Trace and evaluate Squealer's milk-and-apples argument, assessing his reasoning and use of evidence. 	<p>MYP Refute Squealer's claim and reasoning</p>

	Reading <ul style="list-style-type: none">• CFA New Reads Assessment•	