

COURSE: ELA (Montgomery Breh)
Grade Level: 7

TIME	STANDARDS	TOPICS	ESSENTIAL QUESTIONS	CONTENT AND SKILLS (WHAT THE STUDENT WILL KNOW AND BE ABLE TO DO)	SPECIFIC ASSESSMENTS	RESOURCES
FALL 8 WEEKS	<p>Standard 1: Students will read, write, listen and speak for information and understanding.</p> <p>Standard 2: Students will read, write, listen and speak for literary response and expression.</p> <p>Standard 3: Students will read, write, listen and speak for critical analysis and evaluation.</p> <p>Standard 4: Students will read, write, listen and speak for social interaction.</p>	<p>Taking a Stand/ Injustice</p>	<ol style="list-style-type: none"> 1. What is injustice? 2. What does it mean to take a stand? 3. Who has the responsibility to take a stand? 4. What do I stand for? 5. What are the consequences of taking or not taking a stand? 6. How can I use writing to take a stand that is important to me? 	<p>Students will explore the concepts of <i>injustice</i> and <i>taking a stand</i> through the use of a variety of literary, historical, and student-derived texts and writings, as well as investigate the consequences and complexities of taking or not taking a stand of importance to them, based on rhetorical choices, such as tone and word choice, they have made as writers.</p>	<p>Connections chart, Taking a Stand piece, Consequences essay, Various informal writings and reflections</p>	<ul style="list-style-type: none"> • <i>Roll of Thunder, Hear My Cry</i> by Mildred Taylor • “Declaration of Independence” excerpt • <i>Thomas Jefferson: Man on a Mountain</i> by Natalie S. Bober • Taking a Stand pieces