

SpringBoard ELA- Grade 7

Unit 3: (Context) This unit explores the idea of choices and consequences through a novel that focuses on one young man’s emerging realizations about himself, his family, and the society he lives in. *Tangerine* takes Paul Fisher, a visually impaired soccer player, on a personal journey of self-discovery. In this unit, students interpret, analyze, and evaluate a novel in terms of point of view, character, structure, and other key literary elements that create a unique text. Students analyze the choices made by characters in the novel and relate the concept of choices and consequences to their own lives and the lives of prominent leaders whose choices have made positive impacts on society and the world.

EA 2 (Creating a Biographical Presentation) Skills and Knowledge: Develop a multimedia presentation. Conduct research and synthesize findings. Summarize the main points of a leader’s positive changes. Select relevant examples and visual aids to support presentation. Work productively in groups to create and present the project. Evaluate source of information. Generate an annotated bibliography.

Activity	Page #	GVC	Optional and/or Suggested
3.5 Continued	175		Consider using excerpts from fictional films in this lesson to demonstrate how flashback and foreshadowing work in a narrative. You might use excerpts from <i>The Sandlot</i> , a comedy directed by David M. Evans, which is set in the early 1960s and tells the story of a group of kids who love to play baseball. Foreshadowing: http://www.imdb.com/title/tt0108037/ Flashback: https://www.youtube.com/watch?v=PqGxI7QIYu4
3.7 Continued	180		As an extension activity, you may want to give students a chance to explore oral histories on the 9/11 Memorial website, which has audio files or oral histories by survivors, rescue workers, first responders, and others: http://www.911memorial.org/oral-histories-O . Have students select an oral history to summarize, and then form a group with students who selected different subjects.
3.11	194		To have students compare the effect of reading verse to hearing it sung, you may want to choose one or more versions of “Amazing Grace” to play as the class marks the text of the original lyrics and takes notes on connotations and imagery. If you choose to play more than one version, consider juxtaposing two that are very different so that you can discuss the singer’s interpretation of mood and tone. Celtic Thunder: https://www.youtube.com/watch?v=Qni5bIN5qmU Alan Jackson: https://www.youtube.com/watch?v=ogxLNlgKM8c Harlem Gospel Choir: https://www.youtube.com/watch?v=aaKf6P2nhKg Leanne Rimes: https://www.youtube.com/watch?v=07Cv9na8ySI

3.13	200		<p>As a companion piece to the poem “To an Athlete Dying Young,” you may want to listen to a popular song with the same ideas and/or view of a famous painting dealing with the death of youths. “If I Die Young” by The Band Perry is one such popular song.</p> <p>https://www.youtube.com/watch?v=7NJqUN9TCIM</p> <p>Also, you may want to project one or more images of a famous painting such as Millais’s or Delaroche’s <i>Ophelia</i>, or Waterhouse’s or Grimshaw’s <i>The Lady of Shallot</i>.</p> <p>https://upload.wikimedia.org/wikipedia/commons/9/94/John_Everett_Millais_-_Ophelia_-_Google_Art_Project.jpg</p> <p>Students make connections and comparisons between the tone and imagery of the paintings and the lyrics.</p>
3.16	211	<p><i>Invictus</i> DVD, directed by Clint Eastwood (0:00:50-0:01:50)</p> <p>Show the first minute of the film and discuss the imagery before introducing the subject of the film. Remind students that they will be choosing a great leader to present in the next Embedded Assessment and that they will need to select images that not only are factual but also have a powerful impact or help tell a story.</p>	
3.16 Continued	212	<p><i>Invictus</i> DVD, directed by Clint Eastwood Clip 1: A New South Africa (0:01:50-0:11:52) Clip 2: Bodyguards and Rugby (0:11:53-0:20:30) Clip 3: A Symbol of Apartheid (0:26:40-0:36:40)</p>	
3.20 Continued	234	<p><i>Invictus</i> DVD, directed by Clint Eastwood Clip: 0:43:00-0:51:16</p>	
3.20 Continued	237	<p><i>Invictus</i> DVD, directed by Clint Eastwood Clip: 1:16:40-1:20:53</p>	
3.20 Continued	238	<p><i>Invictus</i> DVD, directed by Clint Eastwood Clip: 1:55:04-2:05:00</p>	
3.20 Continued	240	<p><i>Invictus</i> DVD, directed by Clint Eastwood</p>	<p>ADAPT: If you want to provide your students with additional practice in comparing text to its film adaptation, the following scenes elaborate on the issues explored in this activity: 58:30-1:10:57, 1:27:52-1:32:22, and 1:39:50-1:44:00</p>
3.21 Continued	242	<p>Mandela’s Acceptance Speech http://www.nobelprize.org/nobel_prizes/peace/laureates/1993/presentation-speech.html#</p>	<p>You may want to engage them with the following brief film: http://www.greatquotesmovie.com/</p>

3.21 Continued	243		<p>The following websites may be helpful: http://www.historyplace.com/speeches/ http://www.americanrhetoric.com/top100speechesall.html http://www.sojust.net/speeches.html http://www.history.com/speeches http://www.nobelprize.org/nobel_prizes</p>
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Unit 4: (Context) In this unit, students explore a range of contemporary and classic poems, monologues, and dialogues to refine their understanding of how writers use language for effect. Students learn how to take their understanding of the written word and express meaning through vocal and visual delivery. Students have worked on collaboration skills all year, and in this unit, they will collaborate to perform an original monologue as well as selected scenes from the comedy *Twelfth Night* by William Shakespeare.

EA 1: (Creating and Presenting a Monologue) Skills and Knowledge: Use narrative techniques to create interest and develop a persona. Sequence ideas logically. Provide a clear introduction and conclusion. Use a variety of transitions to convey sequence and signal shifts. Use poetic and literary devices for effect (e.g., to develop tone, create imagery). Vary syntax and punctuation for meaning, sound, style, and interest. Incorporate props, delivery techniques, facial expressions, and/or movement to reinforce or emphasize ideas and engage an audience. Deliver ideas fluently with appropriate volume, rate, pitch, and inflection.

Activity	Page #	GVC	Optional and/or Suggested
4.3	261	Film clip from <i>Jerry Seinfeld</i> : "I'm Telling You for the Last Time," directed by Marty Callner, 1998.	
4.3 Continued	262	Film clip from <i>Jerry Seinfeld</i> : "I'm Telling You for the Last Time," directed by Marty Callner, 1998. (Chapter 5: 0:16:26- 0:22:40)	
4.9 Continued	303		<p>Technology Tip: Several audio versions of this poem are available online. Rita Dove: http://poetryoutloud.org/poems-and-performance/listen-to-poetry Student: https://youtu.be/iDwgnWE6jW8 Pop-Bunk Band: https://youtu.be/pxhMdlfdVM4</p>
4.11	308		<p>Technology Tip: Show students how to use an online Shakespearean dictionary or glossary http://www.shakespeareswords.com/Glossary.aspx http://www.william-shakespeare.info/william-shakespeare-dictionary.htm http://absoluteshakespeare.com/glossary/a.htm</p>

4.11 Continued	310	DVD: <i>Twelfth Night</i> , directed by Trevor Nunn 0:11:00-0:13:15	
4.12 Continued	312-313		If you think your students would benefit from more background information about the plot, show the following clip: 0:00:00-0:09:30 0:09:30-0:11:00
4.13 Continued	318		Adapt: If students need additional work with character analysis: Scene 4: 0:14:26-0:16:11 Scene 5: 0:30:04-0:37:30 Additional stage version: http://www.youtube.com/watch?v=CpwaTBtlhAO
4.14	319	DVD: <i>Twelfth Night</i> , directed by Trevor Nunn	
4.14 Continued	322	DVD: <i>Twelfth Night</i> , directed by Trevor Nunn #7 (2:4) and #11 (3:1)	
4.16	329	DVD: <i>Twelfth Night</i> , directed by Trevor Nunn	
4.16 Continued	334	DVD: <i>Twelfth Night</i> , directed by Trevor Nunn #10 (5:1)	