**Content Area** Languages Arts

**Courses** 7th Grade Language Arts

**Time Period/ Length** Marking Period 2

**Status-** Complete

**Course Pacing Guide**

**Unit MP/Trimester Weeks**

Belonging in a Community 1 9

Belonging in Society 2 9

Belonging in a Family 3 9

Research Paper 4 9

**Unit Overview**

Reading comprehension requires understanding of characterization, symbolism, suspense, irony, foreshadowing, theme, and vocabulary. Each of this unit’s short story resources target one or more of these concepts to provide a framework for students to refer to and build on in the ensuing year’s reading and writing. In addition, since seventh graders typically struggle with the idea of fitting in and belonging, the overarching theme applying to each story is “where do I belong?”

**Enduring Understandings**

This concept can be both a physical place and a symbol of larger ideas about belonging, independence, and empowerment.

For many, the experience of belonging can be complex and shaped by factors including family culture, social class, and race.

Writers purposely utilize specific elements in their writing to effectively tell a story

Effective analysis of writing requires embedding powerful and relevant quotes to help prove a point

**Essential Questions**

How do writers effectively tell stories?

How do writers compose summaries thoroughly and succinctly?

How do writers effectively use compositional risks?

How do writers prove their opinions and inferences?

What skills do good readers need in order to fully understand a text?

**New Jersey Student Learning Standards (No CCS)**

RL.7.1. Cite several pieces of textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text.

RL.7.2. Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.

RL.7.3. Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).

RL.7.4. Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama.

RI.7.7. Compare and contrast a text to an audio, video, or multimedia version of the text, analyzing each medium’s portrayal of the subject (e.g., how the delivery of a speech affects the impact of the words).

RI.7.10. By the end of the year read and comprehend literary nonfiction at grade level text-complexity or above, with scaffolding as needed.

NJSLSA.W2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

NJSLSA.W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

NJSLSA.W6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

NJSLSA.W9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

NJSLSA.W10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

NJSLSA.L4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

NJSLSAL.7.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

NJSLSAL.7.6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

**Amistad Integration**

Research predjuice and cultural discrimination against minorities i.e. Harlem Renaissance and Mexican-Americans (“Thank you, Ma’am” and “Scholarship Jacket”)

**Social Studies Standards Integration /Interdisciplinary Connections**

6.3 Critically analyze media to assess different viewpoints and detect bias, opinion, and stereotypes.

**Technology Standards**

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| **TECH.8.1.8.E.CS2** | Locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media. |
| **TECH.8.1.8.E.CS3** | Evaluate and select information sources and digital tools based on the appropriateness for specific tasks. |
| **TECH.8.1.8.E.CS3** | Evaluate and select information sources and digital tools based on the appropriateness for specific tasks |
| **TECH.8.1.8.E.1** | Effectively use a variety of search tools and filters in professional public databases to find information to solve a real world problem. |

**21st Century Themes/Careers**

* CRP11: Use technology to enhance productivity. Career-ready individuals find and maximize the productive value of existing and new technology to accomplish workplace tasks and solve workplace problems. They are flexible and adaptive in acquiring new technology. They are proficient with ubiquitous technology applications. They understand the inherent risks-personal and organizational-of technology applications, and they take actions to prevent or mitigate these risks.
* CRP4: Communicate clearly and effectively and with reason. Career-ready individuals communicate thoughts, ideas, and action plans with clarity, whether using written, verbal, and/or visual methods. They communicate in the workplace with clarity and purpose to make maximum use of their own and others’ time. They are excellent writers; they master conventions, word choice, and organization, and use effective tone and presentation skills to articulate ideas. They are skilled at interacting with others; they are active listeners and speak clearly and with purpose. Career-ready individuals think about the audience for their communication and prepare accordingly to ensure the desired outcome.

**Instructional Strategies and Learning Activities**

**“Dinner Party” Mona Gardner: suspense, irony**

***Vocabulary:* Word splash** to introduce new vocabulary and identify the difference in meanings between homonyms kernel and colonel.

Introduce colonial rule in India and the importance of setting.

* Discuss story and irony and importance of setting.
* Students practice with vocab in a game.

**“Charles” Shirley Jackson: point-of-view, foreshadowing, irony, characterization**

* Introduce vocabulary:
  + Quiz will be given Students will listen and follow along as “Charles” is read aloud.
* Discussion of story: Introduce finding textual evidence to illustrate a point about the story.
* Students will complete a chart citing three examples that show that Laurie is Charles.
* ***Character Creature*** Pairs of students will identify four character traits Laurie has. Students will identify four corresponding animals to represent the traits and create a creature. Students will explain their new creature and how it relates to Charles’ character traits in a paragraph.

**“The Kayak” Debbie Spring: irony, conflict, foreshadowing, point of view**

* ***Reading*** Socratic seminar for summarizing and literary elements and vocabulary (foreshadowing, irony, etc.)
* **Literary Analysis Paragraph** Prove that Debbie Spring, the author of “The Kayak,” used foreshadowing to provide hints about Teresa’s disability.
* Students will find and utilize textual evidence to prove the above topic

**“Landlady” Roald Dahl: tone, foreshadowing, inference**

* Use “Think Aloud” technique identify images and language that reflect the setting, mood, and tone used by Dahl; partners infer meaning.
* Students work with a partner to highlight all of the examples of foreshadowing.
* To improve student understanding of foreshadowing, groups will create a graphic illustrating at least six examples of foreshadowing in the landlady’s house and include textual evidence to prove their examples.
* Students watch “The Landlady” video (24 minutes) to analyze content in diverse formats, specifically: departure from the text, creation of mood, and effects of lighting and camera angles and close-ups.
* Students create expository writing to analyze how Dahl employs the element of foreshadowing to generate suspense in the story. Students will use brainstorming, quick plan, and rough draft templates provided by the teacher. Writing must include properly cited textual evidence.

**“Scholarship Jacket” Marta Salinas: conflict, theme**

* Students identify and infer the themes of racism and poverty in the story. With partners, students highlight textual evidence to identify the development of the themes of racism and poverty.
* Partners then infer and list a selected character’s inner conflicts through his/her dialogue and actions.

**“Thank You, Ma’m” Langston Hughes: conflict, dialect, dynamic character, setting’s influence on plot**

* In partners, students analyze and categorize the types of internal and external conflicts in the plot (person v. person; person v. society; person v. peer group; moral dilemma; indecision; lack of confidence).
* Students watch“Blue Suede Shoes” video of Elvis and analyze and discuss its reasons for its inclusion and impact in the story.
* Students give a 5 word summary of "Thank You, Ma'm."
* Discuss the effects of setting on the plot. (Price differences; could a stranger kidnap a child or physically assault with no consequence?)
* Discuss the effect of character on plot (what if the character of Mrs. Luella Bates Washington Jones was played by someone weak? Someone spiteful?
* Groups brainstorm the possible themes of the story and then select the best one (kindness, second chances) that has 2-3 events that develop these themes.
* Reader's theater in groups.
* Poetry Centers for groups to analyze Hughes’s poetry and identify central ideas

**“What Do Fish Have to Do With Anything” Avi: theme, setting, (introduce symbolism), static and dynamic characters (research )**

**Symbolism:** Discuss symbols students are aware of such as flags, doves, olive branches

* Discuss the difference between symbols and logos
* Read and discuss characterization for mom and Willie. What do these characters say and do to help you understand their character? Students will find textual evidence to analyze and prove the characterization
* Discuss the symbolism in the story (blind fish, dim lighting, cave/apartament, street lights, etc.) and how these symbols contribute to the plot of the story
* Identify the mood, theme and setting of the story
  + Create a graphic to symbolically represent these literary elements
  + Write a paragraph explaining these their choices
* Cave Fish research- what about cave fish helps us to better understand their meaning/symbolism in WDFHTDWA?

**Financial Literacy Integration**

Indian rupee; monetary inflation from 1920’s to current times

**Differentiated Instruction**

Examples may include:

* Learning preferences integration (visual, auditory, kinesthetic) Students will read independently, listen to the novel, and act out sections with readers’ theater
* Sentence & Discussion Stems
* Meaningful Student Voice & Choice - NewsELA Learning Menu
* Relationship-Building & Team-Building - group discussions
* Self-Directed Learning - short research project on cave fish and their symbolism
* Grouping
* Socratic Seminar
* Rubrics
* Jigsaws
* Learning Through Workstations
* Concept Attainment
* Flipped Classroom
* Mentoring
* Assessment Design & Backwards Planning

**Formative Assessments**

Students will be given reading comprehension check

“Do Now” assignment

Exit Tickets to show understanding of the characters and concepts presented in class Discussions of text question sets and larger topics (prejudice/discrimination)

* “Landlady” graphic organizer to demonstrate foreshadowing concept attainment
* “Charles” character creature to demonstrate characterization attainment
* Conflict chart for “Thank You, M’am”
* Graphic to demonstrate concept attainment of symbolism in “What do Fish Have to do with Anything?”

**Summative Assessments**

Tests/ Quizzes:

* Students identify key vocabulary terms in “Charles,” “The Landlady,” “The Dinner Party”
* Narrative writing will showcase level of acquisition of compositional risks, literary analysis, and comprehension of the text.
* **Literary Analysis Paragraph** Prove that Debbie Spring, the author of “The Kayak,” using foreshadowing to provide hints about Teresa’s disability. Students will find and utilize textual evidence to prove the above topic.

**Benchmark Assessment**

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| Link-it pre-test (“The Kite of the Union”), check-in, and post-test; Pre-writing sample via LinkIt passage |

**Alternate Assessment**

Link-it assessment can be modified for ability level and/or need (i.e. text-to-speech); final project can be modified to include reduced requirements.

**Resources and Technology**

Chromebooks/Google Docs/ Google Forms/ Google Classroom for research, projects, written work, formative assessments, summative assessments

Link-it for benchmark check-ins

NewsELA Article: “Indian prime minister makes surprising announcement about India's currency”

Langston Hughes’ poetry: “I, too,” “Dream,” “Mother to Son,” “Let America be America Again”

**BOE Approved Texts and Technology**

“Dinner Party” Mona Gardner: suspense, irony

“Charles” Shirley Jackson: point-of-view, foreshadowing, irony

“Kayak” Debbie Spring: irony, conflict, foreshadowing

“Landlady” Roald Dahl: tone, foreshadowing, inference

“Scholarship Jacket” Marta Salinas: conflict, theme

“Thank You, Ma’m” Langston Hughes: conflict, dialect, dynamic character, setting’s influence on plot

“What Do Fish Have to Do With Anything” Avi: theme, setting, (introduce symbolism), static and dynamic characters (research )

**Closure**

* Sequence It - create timelines of major events discussed
* Low-Stakes Quizzes - Give a short quiz using technologies like Kahoot or a Google form.
* Have students write down three quiz questions (to ask at the beginning of the next class).
* Question Stems - Have students write questions about the lesson on cards, using [question stems framed around Bloom's Taxonomy](http://www.teachthought.com/critical-thinking/blooms-taxonomy/25-question-stems-framed-around-blooms-taxonomy/). Have students exchange cards and answer the question they have acquired.
* Kids answer the following prompts: "What takeaways from the lesson will be important to know three years from now? Why?
* Have students dramatize a real-life application of a skill.
* Ask a question. Give students ten seconds to confer with peers before you call on a random student to answer. Repeat.
* Have kids orally describe a concept, procedure, or skill in terms so simple that a child in first grade would get it.
* Direct kids to raise their hands if they can answer your questions. Classmates agree (thumbs up) or disagree (thumbs down) with the response.
* Have kids create a cheat sheet of information that would be useful for a quiz on the day's topic.
* Have students complete the following sentence: "The [concept, skill, word] is like \_\_\_\_\_\_\_ because \_\_\_\_\_\_\_."
* Ask students to write what they learned, and any lingering questions on an "exit ticket". Before they leave class, have them put their exit tickets in a folder or bin labeled either "Got It," "More Practice, Please," or "I Need Some Help!"
* After writing down the learning outcome, ask students to take a card, circle one of the following options, and return the card to you before they leave: "Stop (I'm totally confused. Go (I'm ready to move on.)" or "Proceed with caution (I could use some clarification on . . .)"

**ELL**

Such as:

* Alternate Responses
* Advance Notes
* Extended Time
* Teacher Modeling
* Simplified Written and Verbal Instructions
* Frequent Breaks
* E-Dictionaries  and Google Translate

**Special Education**

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| List is not inclusive but may include examples such as:   * Shorten assignments to focus on mastery of key concepts. * Shorten spelling tests to focus on mastering the most functional words. * Substitute alternatives for written assignments (clay models, posters, panoramas, collections, etc.) * Specify and list exactly what the student will need to learn to pass. * Evaluate the classroom structure against the student’s needs (flexible structure, firm limits, etc.). * Keep workspaces clear of unrelated materials. * Keep the classroom quiet during intense learning times. * Reduce visual distractions in the classroom (mobiles, etc.). * Provide a computer for written work. * Seat the student close to the teacher or a positive role model. * Use a study carrel. (Provide extras so that the student is not singled out.) * Provide an unobstructed view of the chalkboard, teacher, movie screen, etc. * Keep extra supplies of classroom materials (pencils, books) on hand. * Maintain adequate space between desks. * Give directions in small steps and in as few words as possible. * Number and sequence the steps in a task. * Have students repeat the directions for a task. * Provide visual aids. * Go over directions orally. * Provide a vocabulary list with definitions. * Permit as much time as needed to finish tests. * Allow tests to be taken in a room with few distractions (e.g., the library). * Have test materials read to the student, and allow oral responses. * Divide tests into small sections of similar questions or problems. * Allow the student to complete an independent project as an alternative test. * Give progress reports instead of grades. * Grade spelling separately from content. * Allow take-home or open-book tests. * Show a model of the end product of directions (e.g., a completed math problem or finished quiz). * Stand near the student when giving directions or presenting a lesson. * Mark the correct answers rather than the incorrect ones. * Permit a student to rework missed problems for a better grade. * Average grades out when assignments are reworked, or grade on corrected work. * Use a pass-fail or an alternative grading system when the student is assessed on his or her own growth. |

**504**

Examples of accommodations in 504 plans include but are not limited to:

* preferential seating
* extended time on tests and assignments
* reduced homework or classwork
* verbal, visual, or technology aids
* modified textbooks or audio-video materials
* behavior management support
* adjusted class schedules or grading
* verbal testing
* excused lateness, absence, or missed classwork
* pre-approved nurse's office visits and accompaniment to visits
* occupational or physical therapy

**At Risk**

* Use of mnemonics
* Have students restate information
* Provision of notes or outlines
* Concrete examples
* Use of a study carrel
* Assistance in maintaining uncluttered space
* Weekly home-school communication tools (notebook, daily log, phone calls or email messages)
* Peer or scribe note-taking
* Lab and math sheets with highlighted instructions
* Graph paper to assist in organizing or lining up math problems
* Use of manipulatives
* No penalty for spelling errors or sloppy handwriting
* Follow a routine/schedule
* Teach time management skills
* Verbal and visual cues regarding directions and staying on task
* Adjusted assignment timelines
* Visual daily schedule
* Immediate feedback
* Work-in-progress check
* Pace long-term projects
* Preview test procedures
* Film or video supplements in place of reading text
* Pass/no pass option
* Cue/model expected behavior
* Use de-escalation strategies
* Use peer supports and mentoring
* Have parent sign homework/behavior chart
* Chart progress and maintain data

**Gifted and Talented**

* Personalized educational plan for all Gifted and Talented students to guide choice, self-selection, and more complex texts
* Focus on effort and practice
* Offer the most difficult first
* Offer choice
* Speak to student interests
* Allow G/T students to work together
* Encourage risk taking