**Content Area** Language Arts

**Courses** 7th Grade Language Arts

**Time Period/ Length-** Marking Period 1

**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**

Students will be able to understand and identify the writer’s craft and compositional risks by closely reading for understanding, inferring, finding and analyzing textual evidence, understanding character development and the impact other characters and the setting have on the plot and characters. Students will also understand and appreciate the rich diversity in a community. Topics of racism and prejudice, disability, English as a second language, social justice, teen pregnancy, loneliness, and isolation all are explored.

**Enduring Understandings**

Communities are a product of the people and relationships created. Every person has their own unique challenges. Good writing uses a variety of techniques to effectively communicate such as characterization, sensory details, similes, metaphors, alliteration, personification, point of view, and sentence variety. Authors write for a variety of purposes such as summarizing, analyzing, and proving 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?

**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.

RL.7.5. Analyze how a drama’s or poem’s form or structure (e.g., soliloquy, sonnet) contributes to its meaning.

RL.7.6. Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.

RL.7.7. Compare and contrast a written story, drama, or poem to its audio, filmed, staged, or multimedia version, analyzing the effects of techniques unique to each medium (e.g., lighting, sound, color, or camera focus and angles in a film).

RL.7.10. By the end of the year, read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above, scaffolding as needed. RL.7.10

NJ W.7.2

1. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
2. Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.
3. Use precise language and domain-specific vocabulary to inform about or explain the topic.
4. Establish and maintain a formal style academic style, approach, and form.

W.7.3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

1. Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.
2. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.
3. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.
4. Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.
5. Provide a conclusion that follows from and reflects on the narrated experiences or events.

W.7.4. Produce clear and coherent writing in which the development, organization, voice and style are appropriate to task, purpose, and audience.

W.7.5. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.

**Social Studies Standards Integration/ Interdisciplinary Connections**

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

**Holocaust/ Genocide Education RE:** N.J.S.A. 18A:35-28, Holocaust/Genocide Education Research Poland and concentration camps to understand the effect on one of the minor characters in Seedfolks

**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**

Compare/contrast audio to written selection

Prove how setting affects the plot with two examples of textual evidence and analysis

Create and prove a theme based upon plot events

Compositional risk partner *scavenger hunt* to identify and explain similes, metaphors, and alliteration

Students prove/disprove racism using two examples of textual evidence and analysis

List plot events and evaluate the most important information for a summary - class instruction/small group.

Character game with summary and appositives

Irony Kahoot

Narrative writing: extend the chapter - change point of view by selecting point of view of minor character while incorporating setting, dialogue, simile, metaphor, alliteration, personification

Discuss social injustice- lack of care and funding for certain areas - ignored problems in inner cities (ex: Flint water)

Students create Post-its of unfamiliar terms, phrasing, and events to lead discussions

Students identify the structure of the novel (chronological order, 1st person, varying narrators) and the effect on the novel;

Students identify and explain biblical allusions, figurative language, imagery, dialect, and sarcasm

Students identify internal and external conflicts related to specific characters

Students use analysis and textual evidence to prove the impact of setting on characters

Discuss obstacles of disability and research accessibility solutions

Identify common stereotypes/prejudice versus reality in the novel; research current examples of discrimination

Research Poland/Holocaust/concentration camps

Research accessibility for disabilities

**Financial Literacy Integration**

PFL.9.1.12.A.8 analyze different currency and how it’s used to exchange goods - type of currency in the characters’ origin countries of Vietnam, Haiti, India, Mexico, and Guatemala

**Differentiated Instruction**

* 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.

**Formative Assessments**

Students will be given reading comprehension checks

“Do Now” assignments

Exit Tickets to show understanding of the characters and literary elements presented in class

Discussions of chapter questions and larger topics related to the chapters will provide level of understanding.

On-demand narrative writing will showcase level of acquisition of compositional risks, character analysis, and comprehension of the novel. (example: Review game assigning sentence structure/character-partner must guess both)

Students will complete a reading packet as well as a chart to accompany the novel

**Summative Assessments**

Quizzes:

* Students identify characters’ origins and experiences in the Community Garden
* Students demonstrate understanding and ability to identify and use varied sentence structures.
* Test including written response comparing and contrasting real inner-city gardens to a student-selected video choice from learning menu.

Narrative writing: students will self-select a writing piece to showcase compositional risks.

Mini-research -

* students will research self-selected topics in learning menu to explore and submit with summary and text-to-self, text-to-text, text-to-world reaction (disabilities and accessibility, inner-city problems like water problem in Flint Michigan, discrimination)
* Students will create a simple oral summary/video to accompany research on garden accessibility to be shown to other classes: elementary/CBI class

Project- Character Cards: Students will create a booklet/powerpoint telling the stories of four of their favorite characters from Seedfolks and the impact the garden and being a member of a community has on their lives. This project focuses on sentence variety using simple, compound, and complex sentences.

**Benchmark Assessment**

Link-it pre-test, check-in, and and post-test; pre-writing sample

**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 fewer characters and 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: questions, and writing : “Refugee gardens in Chicago”

Videos of community gardens

 select similarities and differences in a Vancouver inner city: <https://www.youtube.com/watch?v=dJypFEA33lU>

close comparison to Seedfolks in a Washington DC neighborhood: <http://www.foxpointgarden.org/2012/11/11/documentary-features-seven-urban-community-gardens/>

contrast with community garden: funded, hired help in Miami <https://www.youtube.com/watch?v=QYWll9zmmtg>

Choice activity for handicap accessibility in gardens resulting in video summary to present to LLD program students:

<https://www.grassrootsgardens.org/uploads/2/6/3/8/26383225/a_guide_for_making_community_gardens_accessible_for_all_members.pdf>

<https://www.nchpad.org/1496/6449/Accessible~Gardening>

<https://www.gardeningchannel.com/making-an-accessible-garden/>

<http://www.dowlingcommunitygarden.org/pdf/Building_Raised_Beds.pdf>

Newsela Learning Menu for Research

[NewsELA Learning Menu](https://docs.google.com/document/d/1SGFHSH0vfKS7s9adoLyhbir_nApJ0RXW9lmjB8eZVck/edit?usp=sharing)

**BOE Approved Texts and Technology**

Seedfolks by Paul Fleishman

**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**

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**

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| * Use of mnemonics
* Have student 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 support and mentoring
* Have parents sign homework/behavior chart
* Chart progress and maintain data
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**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