**Content Area-** Language Arts

**Courses** 7th Grade Language Arts

**Time Period/ Length-** Marking Period 3

**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 read an anthology which includes personal narratives, poems, articles, short stories, and a dramatic monologue to enhance their critical thinking about families and their place in them. Students will have the ability to use close reading to understand and evaluate what they read and communicate their analysis clearly in writing.

**Enduring Understandings**

Students to think critically about the question “Does family matter?” They will develop a deeper understanding of what it means to be a family and if the family really matters. A variety of skills are needed to read well. Students need to be able to identify main ideas and supporting details, analyze and gather evidence, and evaluate texts; use direct quotations as textual evidence; compare texts; create free-verse poetry.

**Essential Questions**

What does family mean?

How are people influenced by family?

How do families interact?

How do family units solve problems?

What are areas of pressure or conflict in a family?

Do all families have common values?

Does birth order play a part in family relationships?

How do writers effectively tell stories?

How do writers prove their opinions and differences?

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

**LA.RL.7.1** - [*Progress Indicator*] - 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.

**LA.RL.7.5** - [*Progress Indicator*] - Analyze how a drama’s or poem’s form or structure (e.g., soliloquy, sonnet) contributes to its meaning.

**LA.RL.7.2** - [*Progress Indicator*] - 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.

**LA.RL.7.3** - [*Progress Indicator*] - Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot)

**LA.RL.7.4** - [*Progress Indicator*] - 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 a section of a story

 or drama.

**LA.RL.7.5** - [*Progress Indicator*] - Analyze how a drama’s or poem’s form or structure (e.g., soliloquy, sonnet) contributes to its meaning.

**LA.RL.7.6** - [*Progress Indicator*] - Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.

**LA.RI.7.1** - [*Progress Indicator*] - 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.

**LA.RI.7.2** - [*Progress Indicator*] - Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text

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.

**Amistad Integration**

Teacher reads “Gang Girl” aloud to as students determine the different connotations and denotations of word, *family*

**Social Studies / Interdisciplinary Connections** “Dancer” depicts a minority (Native Americans) feelings of exclusion in society and its resulting behavior problems in a foster child.

**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.

**Holocaust/ Genocide Studies**

“Trust Me” deals with stolen artwork during World War II by the Nazis. Students will research the theft and cost of the artwork during this period.

**Instructional Strategies and Learning Activities**

**“Possibilities”** by Linda Pastan **figurative language**

* Introduce vocabulary terms and figurative language
* The poem employs an analogy of music to describe family differences to those of another family; the image of family versus reality, central idea based upon the title.
* Create a Venn Diagram to show similarities and differences of your family values to the values of the family in the poem. Connect information to a family in another text, movie, play, etc that you have seen
* Discussion about analogy of music and how it relates to the poem. Students will research different song selections and correlate to stanzas in the poem.

**“They Have to Take You In”** (Creating Concept Introduction) **allusion, theme, point of view**

* Introduction of biblical story “Prodigal Son” as basis for recurring larger issues and themes of fairness, pressure, and conflict in families.
* Review paragraph components including how point of view is used to develop experiences.

**“Thanksgiving in Polynesia”** by Susan Haven **internal and external conflicts, irony, simile, metaphor**

* Read aloud or readers’ theater and students will identify, mark with post-its and explain examples of sarcasm and irony in the narrative
* In partners, identify internal and external conflicts in the story
* Compose a narrative writing about your Thanksgiving your home using sarcasm, irony, dialogue, simile, metaphor.

 **“I Am Singing Now”** byLuci Tapahonso  **imagery**

* Create a list of familiar images that reflect their own family experiences (i.e. hockey equipment in the foyer, chocolate chip cookies, the theme song of “The Office” playing in the background)
* Use list as prewriting to develop images into a multi-stanza poem

**“Nativity”** by Gary Paulsen **nonfiction**

* Introduce Vocabulary (mini-lesson on prefixes and suffixes)
* Students will also discuss the animals as characters in a nonfiction setting
* Analyze the interactions and compare family bonds formed by dogs to those formed by humans
* Analyze and reflect on how two texts address similar themes in order to compare (Using the characters of Cookie in “Nativity“ and the father “Thanksgiving in Polynesia”, compare their outlooks on life.

**“The Charmer”** by Budge Wilson **point of view**

* Identify and cite textual evidence the theme of forgiveness and repentance
* Infer and analyze the parent’s feelings based on textual evidence
* Analyze and reflect on how two texts address similar themes in order to compare (Use “The Charmer “ and “They Have to Take You In” )
* Creative writing: Choose a character and write a diary entry from that character’s point of view

**“Keeping Hair”** by Ramona Wilson  **poetry and pacing**

* After reading and discussion questions, students will transform the central idea of the poem into a brief narrative paragraph.
* Students write a highly descriptive narrative piece about a scene with an elderly relative or friend to turn into poetry.

“**Birth Order Blues**” (non-fiction article) and “**The Third Child**”by Erma Bermbeck **hyperbole**

* Students take a “quiz” that will (supposedly) tell them what birth order they are by their answers to questions.
* Students will then read the article
* In a T- Chart, list attributes of the different birth orders, and then compare them to the humor column that uses hyperbole

**“Growing Up”** by Gary Soto **characterization**

* In a 3 column graphic organizer, list the four methods of characterization and provide examples of each for Maria and her father

**“Somebody’s Son” by Richard Pindell metaphors**

* Students will use a graphic organizer to compose a compare/contrast essay using “They Have to Take You In,” “The Charmer,” and “Somebody’s Son.”
* Students will focus on the 6+1 traits of content, organization, and word choice in this essay.

**“After the Divorce” poem** by Jewel Kilcher  **mood, imagery**

* Play a song written by Jewel as students enter the room and have them identify the mood of it and explain in writing.
* Read the poem aloud slowly focusing on how the line-breaks wrap around at times and why
* students identify and explain the mood of the poem.
* Evaluate the effects of divorce on the children.
* Cite how the author feels about her father using textual evidence
* Identify the meaning of the imagery included and the connection to the photograph on the adjoining page
* Determine how the image helps interpret the words of the poem

**“Trust Me”** Frederick Waterman **flashback, theme**

In small groups:

* Fluid reading of the story
* Using post-it notes, students will trace the time cues that the author provides them
* Reviewing marked post-its, analyze the themes of trust and promises
* Each group will share-out answers

**“Father and Son”** by William Stafford **alliteration, extended metaphor**

* Activate prior knowledge with a partner- list different types of connections
* Read the poem aloud. Ellipses throughout the poem represent when words are omitted - Students will attempt to fill in missing words line by line
* Compare the image of a kite flying to the relationship between the father and son
* Determine who is the author of the poem: father or son by citing textual evidence
* Explain how the meaning of the poem changes based on whether the author is the father or the son
* Identify an activity that represents your family relationship and compose a paragraph using the activity as an extended metaphor poem

**“Dancer”** by Vickie Sears-**dynamic vs. static characters, voice**

* Read aloud to show strong “voice.”
* Students must determine who they are and where they belong (similar to the main character) in order to answer the question, “In order to find your true identity, must you first find a community where you belong?”

**“As It Is With Strangers”** **point of view, types of irony**

* Identify examples of trust through the different types of irony: ironic, facetious, and sarcastic.
* Cite textual evidence to determine the relationship or perceived relationship of the mother and daughter and who the actual “strangers” are
* Connect this concept to self, society, and text

**Financial Literacy Integration**

### “Thanksgiving in Polynesia” demonstrates class difference within a family.

“Trust Me” contains beneficiary inheritance and value of property.

# **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 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**

* Unit Test
* Reading Comprehension Quizzes
* Socratic discussion
* Journal Writing
* Compare/Contrast Essay with Rubrics

# **Benchmark Assessments**:

# Link-it testing and NEWSELA

**Alternate Assessments**

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

# Ted Talk “The Sibling Bond” by Jeffrey “Freddy” Kruger start at 10:44;

#  “What Does Family Mean?”

## **BOE Approved Texts:**

## Family Matters Anthology by Perfection Learning

**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.
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**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