Unit 1: Generations

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Title Section

Department of Curriculum and Instruction

Belleville Public Schools

Curriculum Guide

English Language Arts: Grade 7

Unit 1: Generations in *MyPerspectives* ELA Text

Belleville Board of Education

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Unit Overview

This 7-8 week unit delves deeply into character analysis. Students explore another perspective on the topic of generations and what one generation can learn from another. Throughout this unit students will closely read and further explore their perspective about different generation by reading, writing, speaking, listening, and presenting. They will read various nonfiction narratives that focus on generations- from what parents or guardians wish for their children to how people from different generations influence each other- and they will read information text in order to frame their understanding of what one generation can learn from another. Throughout this unit, students will be engaged in a Writer's Workshop framework by focusing on nonfiction narratives. Students continue to hone writing skills by writing an extension to a short story utilizing the 5 elements of literature: theme, plot, setting, point of view, and character. To conclude, in this unit, students analyze the the impact different generations have on each other.

Enduring Understanding

- We must be active readers in order to extract meaning from a text.
- We learn things about ourselves by identifying with real characters in literature.
- People from different generations have different points of view and by getting to know them, they can shape who we are.

- Our experiences with people from different generations can make up who we are today.

Essential Questions

- What can one generation learn from another?
- What does the word generation mean?
- How do other generations shape our identities?
- How can I learn about who I am through other generations?

Exit Skills

By the end of Unit 1 7th ELA students should be able to:

- trace common themes across text and media
- recognize the elements of the short story, novel, non-fiction, biography, poetry
- develop and utilize analytical and metacognitive reading skills
- recognize and analyze how author's style, purpose, tone, point of view, and mood contribute to text effect
- revise rough drafts utilizing self/peer teacher conferencing
- use literature and informational text as support for writing activities

New Jersey Student Learning Standards (NJSLS-S)

Please find below a list of 2016 New Jersey Student Learning Standards for English Language Arts (as most current) required by the first required benchmark, Unit #1

LA.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.
LA.RL.7.5	Analyze how a drama's or poem's form or structure (e.g., soliloquy, sonnet) contributes to its meaning.
LA.RL.7.6	Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.
LA.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).
LA.RI.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.
LA.RI.7.2	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.
LA.RI.7.3	Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).
LA.W.7.1.D	Establish and maintain a formal style/academic style, approach, and form.
LA.W.7.3	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
LA.W.7.3.A	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.
LA.W.7.3.D	Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.
LA.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.
LA.W.7.9	Draw evidence from literary or informational texts to support analysis, reflection, and research.
LA.SL.7.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.
LA.SL.7.1.A	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
LA.SL.7.1.B	Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.
LA.SL.7.1.C	Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.
LA.SL.7.1.D	Acknowledge new information expressed by others and, when warranted, modify their own views.
LA.SL.7.2	Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.
LA.SL.7.4	Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.
LA.SL.7.5	Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.
LA.SL.7.6	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.
LA.L.7.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
LA.L.7.1.A	Explain the function of phrases and clauses in general and their function in specific sentences.
LA.L.7.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
LA.L.7.3	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
LA.L.7.3.A	Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.

LA.L.7.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies.
LA.L.7.4.A	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
LA.L.7.4.B	Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., belligerent, bellicose, rebel).
LA.L.7.4.C	Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.
LA.L.7.5	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

Interdisciplinary Connections

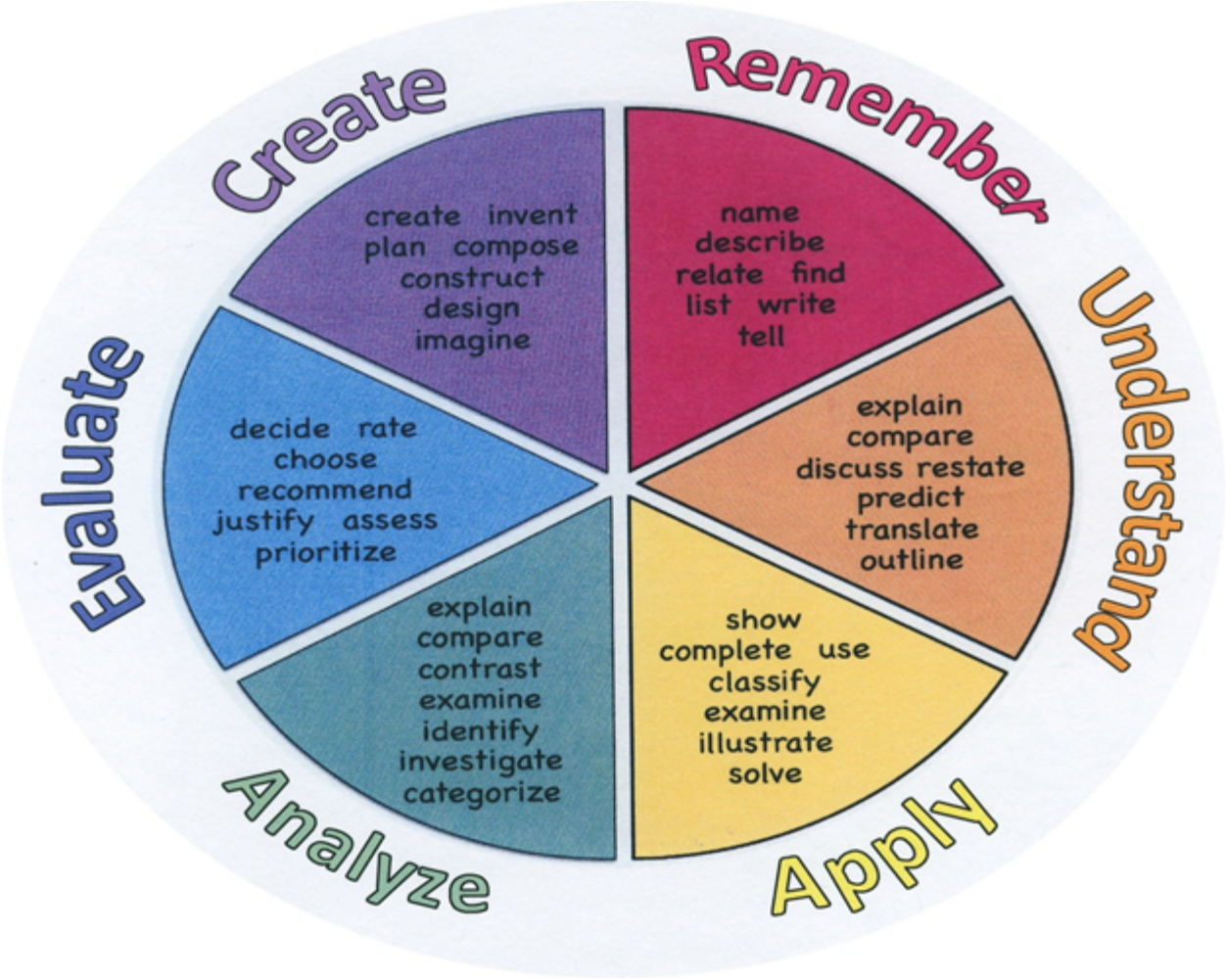
- Social Studies
- Current Events

LA.WHST.6-8.7	Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.
LA.WHST.6-8.9	Draw evidence from informational texts to support analysis, reflection, and research.

Learning Objectives

- Analyze the development of characters and themes in various texts
- Discuss how the authors' use of literary techniques in narration, such as flashback and point of view, engage the reader
- Compare and contrast texts with similar dynamic characters
- Take comprehensible notes on important content, ideas, and details in text (use digital Perspectives; annotations/sign posts)
- Write an extension to a short story that uses effective technique, relevant descriptive details, and well-structured events.
- Using multi-media such as news blogs, videos, and blog posts for whole-class learning, small-group learning, and independent learning.

Remember	Understand	Apply	Analyze	Evaluate	Create
Choose	Classify	Choose	Categorize	Appraise	Combine
Describe	Defend	Dramatize	Classify	Judge	Compose
Define	Demonstrate	Explain	Compare	Criticize	Construct
Label	Distinguish	Generalize	Differentiate	Defend	Design
List	Explain	Judge	Distinguish	Compare	Develop
Locate	Express	Organize	Identify	Assess	Formulate
Match	Extend	Paint	Infer	Conclude	Hypothesize
Memorize	Give Examples	Prepare	Point out	Contrast	Invent
Name	Illustrate	Produce	Select	Critique	Make
Omit	Indicate	Select	Subdivide	Determine	Originate
Recite	Interrelate	Show	Survey	Grade	Organize
Select	Interpret	Sketch	Arrange	Justify	Plan
State	Infer	Solve	Breakdown	Measure	Produce
Count	Match	Use	Combine	Rank	Role Play
Draw	Paraphrase	Add	Detect	Rate	Drive
Outline	Represent	Calculate	Diagram	Support	Devise
Point	Restate	Change	Discriminate	Test	Generate
Quote	Rewrite	Classify	Illustrate		Integrate
Recall	Select	Complete	Outline		Prescribe
Recognize	Show	Compute	Point out		Propose
Repeat	Summarize	Discover	Separate		Reconstruct
Reproduce	Tell	Divide			Revise
	Translate	Examine			Rewrite
	Associate	Graph			Transform
	Compute	Interpolate			
	Convert	Manipulate			
	Discuss	Modify			
	Estimate	Operate			
	Extrapolate	Subtract			
	Generalize				
	Predict				



Suggested Activities & Best Practices

- Use Challenge for Reading Support
- Establish a positive atmosphere for writing, reading, and learning.
- Whole-class learning
- Small-group learning
- Independent learning
- Close reading
- Analyze the text- Analyze main characters from "Two Kinds" by writing a character analysis essay
- Analyze craft and structure
- Concept vocabulary
- Word Study
- Conventions
- Speaking and listening
- Assessments- Complete 6 Signposts Quiz

Assessment Evidence - Checking for Understanding (CFU)

- Student Self Reflections
- Exit & Admit Tickets to assure understanding of concepts-formative assessment
- Unit tests-summative assessment
- Think, Write, Pair, Share-alternate assessment
- Question Stems-Benchmark assessment

- Admit Tickets
- Anticipation Guide
- Common Benchmarks
- Compare & Contrast
- Define
- Describe
- Evaluate
- Evaluation rubrics
- Exit Tickets- Ask: What changes would you make to the end of the story? The characters? Why? after reading "Two Kinds"
- Explaining
- Fist- to-Five or Thumb-Ometer
- Illustration
- Journals
- Newspaper Headline
- Outline
- Question Stems
- Quickwrite
- Quizzes
- Red Light, Green Light

- Self- assessments
- Socratic Seminar
- Study Guide
- Teacher Observation Checklist
- Think, Pair, Share
- Think, Write, Pair, Share
- Top 10 List
- Unit tests

Primary Resources & Materials

From My Perspectives English Language Arts textbook

Unit Introduction

Unit Activity and Video page 2 Launch Text Nonfiction Narrative Model *Grounded*

Whole-Class Learning

Two Kinds from the Joy Luck Club page 13

Small-Group Learning

*Tutors Teach Seniors New High-Tech Trick*s page 63

from *Mom & Mom* page 71

Learning to Love My Mother page 81

Mother-Daughter Drawings page 87

Mother to Son page 96

To James page 97

Independent Learning

Lineage

Family

"Gotcha Day" Isn't a Cause for Celebration

The Grandfather and his Little Grandson

Bridging the Generational Divide Between a Football Father and a Soccer Son

Water Names

An Hour with Abuelo

Performance-Based Assessment

Narration: Fiction Narrative whereas you change the ending of "Two Kinds" page 13
Narration: Nonfiction Narrative and Multimedia Presentation page 112
Nonfiction Narrative Writing: After reading the texts within this unit, students will respond to the following: "In what situations can one generation learn from another?"
Performance Task Writing Focus: "What unexpected event shows how a person can influence someone from a different generation?"

Unit Reflection

Reflect on the Unit page 115

Ancillary Resources

If you wish to use a trade book after completing Unit 1, please refer to the Teaching with Trade Books section in My Perspectives English Language Arts book or online in the Interactive Teacher's Edition for suggestions on how to incorporate the following thematically-related novels in this unit:

- *Stand Tall* by Joan Bauer or *Fair Weather* by Richard Peck

Please note that this is not a requirement.

Ancillary Resources

- Common Core Progress
- NewsELA
- Scholastic Scope magazine
- ReadWorks.org
- Commonlit

Technology Infusion

What technology can be used in this unit to enhance learning? Some sites, apps., and programs are listed below, but not limited to:

Suggested activities and best practices:

Use of Pearson Realize online for writing tool with feedback (Narrative and Open-ended writing using Google Docs)

Use of Google Classroom for Formative Assessment with all readings (Google Forms)

Use of paired Newsela articles to connect fiction text to non-fiction

Understand:

- Google Classroom - Google Suite for Education
- Word Processing/ Typing essays
- Microsoft Office Suite where applicable
- Apple iWorks Suite where applicable
- Edmodo - Education social networking
- Blog Journaling
- Padlet - For collaboration purposes as well as discussions and debriefings

Apply:

- Story telling - Comic Life
- Movie Making
- GarageBand

Analyze:

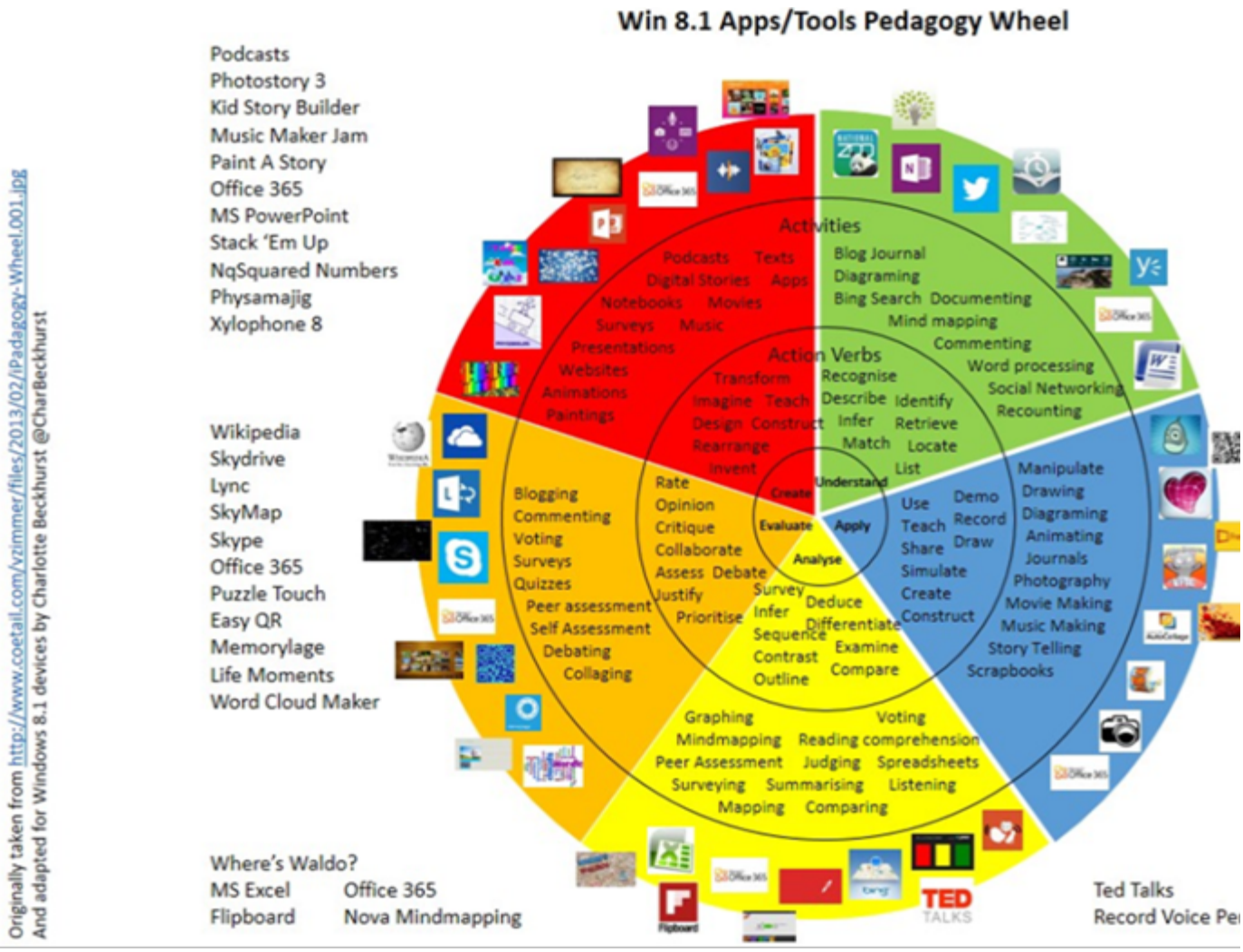
- Google Forms
- Survey Monkey
- PollEverywhere.com
- Use of listening stations

Evaluate:

- Self-Assessment with online Rubric - use of Google Docs
- PearDeck
- Pic Collage
- Online quizzes in Google Forms
- Online quizzes in EdModo
- Twitter for Educators - commenting
- Backchanneling - Today's Meet - commenting
- Plickers (CFUs)
- Kahoot!

Create:

- Google Suite for Education, Google Slides or Sites
- Flipgrid
- Prezi presentations or Excel
- Listening to Podcasts and/or audio
- Remind 101 App - Text updates
- Use of Webquests
- Photostory
- Newsela



Alignment to 21st Century Skills & Technology

Key SUBJECTS AND 21st CENTURY THEMES

Mastery of key subjects and 21st century themes is essential for all students in the 21stcentury.

Key subjects include:

- English Language Arts;
- Mathematics;
- Science and Scientific Inquiry (Next Generation);

- Social Studies, including American History, World History, Geography, Government and Civics, and Economics;
- World languages;
- Technology;
- Visual and Performing Arts.

CRP.K-12.CRP1	Act as a responsible and contributing citizen and employee.
CRP.K-12.CRP2	Apply appropriate academic and technical skills.
CRP.K-12.CRP4	Communicate clearly and effectively and with reason.
CAEP.9.2.8.B.3	Evaluate communication, collaboration, and leadership skills that can be developed through school, home, work, and extracurricular activities for use in a career.
CAEP.9.2.8.B.4	Evaluate how traditional and nontraditional careers have evolved regionally, nationally, and globally.
CAEP.9.2.8.B.6	Demonstrate understanding of the necessary preparation and legal requirements to enter the workforce.
TECH.8.1.8	Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.
TECH.8.1.8.A	Technology Operations and Concepts: Students demonstrate a sound understanding of technology concepts, systems and operations.
TECH.8.1.8.A.2	Create a document (e.g., newsletter, reports, personalized learning plan, business letters or flyers) using one or more digital applications to be critiqued by professionals for usability.
TECH.8.1.8.B.CS1	Apply existing knowledge to generate new ideas, products, or processes.
TECH.8.1.8.B.CS2	Create original works as a means of personal or group expression.
TECH.8.1.8.C.CS1	Interact, collaborate, and publish with peers, experts, or others by employing a variety of digital environments and media.
TECH.8.1.8.C.CS2	Communicate information and ideas to multiple audiences using a variety of media and formats.
TECH.8.1.8.D.CS1	Advocate and practice safe, legal, and responsible use of information and technology.
TECH.8.1.8.E	Research and Information Fluency: Students apply digital tools to gather, evaluate, and use information.
TECH.8.2.8	Technology Education, Engineering, Design, and Computational Thinking - Programming: All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment.
TECH.8.2.8.B	Technology and Society: Knowledge and understanding of human, cultural and society values are fundamental when designing technology systems and products in the global society.

21st Century Skills/Interdisciplinary Themes

- Communication and Collaboration
- Creativity and Innovation
- Critical thinking and Problem Solving
- ICT (Information, Communications and Technology) Literacy
- Information Literacy
- Life and Career Skills
- Media Literacy

21st Century Skills

- Civic Literacy
- Environmental Literacy
- Financial, Economic, Business and Entrepreneurial Literacy
- Global Awareness
- Health Literacy

Differentiation

Effective educational **Differentiation** in a lesson lies within content, process, and/or product.

Please find a list below of the ones that are suggested to be employed in this unit.

Differentiations:

- Small group instruction
- Small group assignments
- Extra time to complete assignments
- Pairing oral instruction with visuals
- Repeat directions
- Center-based instruction
- Study guides
- Teacher reads assessments allowed
- Scheduled breaks
- Rephrase written directions
- Multisensory approaches
- Additional time
- Preview vocabulary with Concept Vocabulary for "Two Kinds" by noting how familiar students are with each word. Then, rank the words in order from most familiar (1) to least familiar (6)
- Preview content & concepts
- Story guides

- Behavior management plan
- Highlight text
- Student(s) work with assigned partner
- Visual presentation
- Assistive technology
- Auditory presentations- utilize the audio of "Two Kinds" on Pearson Realize
- Large print edition
- Dictation to scribe
- Small group setting

Hi-Prep Differentiations:

- Alternative formative and summative assessments
- Choice boards
- Games and tournaments
- Group investigations
- Guided Reading
- Independent research and projects
- Interest groups
- Learning contracts
- Leveled rubrics
- Literature circles
- Multiple intelligence options
- Multiple texts
- Personal agendas
- Project-based learning
- Problem-based learning
- Stations/centers
- Think-Tac-Toes
- Tiered activities/assignments
- Tiered products
- Varying organizers for instructions

Lo-Prep Differentiations

- Choice of books or activities
- Exploration by interest
- Flexible grouping
- Goal setting with students
- Jigsaw
- Mini workshops to re-teach or extend skills
- Open-ended activities
- Think-Pair-Share
- Reading buddies
- Varied journal prompts
- Varied supplemental materials

Special Education Learning (IEP's & 504's)

Please find a list of Special Education Learning adaptations that may be employed in the unit, using the ones identified below.

Specific activities related to Unit 1 are:

- Extended time on all Google Form formative assessments
- Use of highlighted text tool while using Newsela - color code for what you understand and what you would like further clarification on
- Use of color coded RACER system, while constructing open-ended answers to questions
- Students paired with heterogeneous partners while doing required writing assignments

- printed copy of board work/notes provided
- additional time for skill mastery
- assistive technology
- behavior management plan
- Center-Based Instruction
- check work frequently for understanding
- computer or electronic device utilizes
- extended time on tests/ quizzes
- have student repeat directions to check for understanding
- highlighted text visual presentation
- modified assignment format
- modified test content
- modified test format
- modified test length by adding/ deleting/ changing questions from "Two Kinds" assessment on teacher's edition of Pearson Realize
- multi-sensory presentation
- multiple test sessions
- preferential seating
- preview of content, concepts, and vocabulary
- Provide modifications as dictated in the student's IEP/504 plan
- reduced/shortened reading assignments
- Reduced/shortened written assignments
- secure attention before giving instruction/directions
- shortened assignments

- student working with an assigned partner
- teacher initiated weekly assignment sheet
- Use open book, study guides, test prototypes

English Language Learning (ELL)

Please find a list of English Language Learning adaptations that may be employed in the unit, using the ones identified below.

Specific activities related to Unit 1 are:

- Provide study guides and open-book assessments for all texts
- Using "Grammarly" or other technology program to help correct spelling and/ or mechanics while writing
- Create project-based-learning for a visual connection to all readings (Example: poster board on Google Slides or one-pager for any reading)

- teaching key aspects of a topic. Eliminate nonessential information
- using videos, illustrations, pictures, and drawings to explain or clarif
- allowing products (projects, timelines, demonstrations, models, drawings, dioramas, poster boards, charts, graphs, slide shows, videos, etc.) to demonstrate student's learning;
- allowing students to correct errors (looking for understanding)
- allowing the use of note cards or open-book during testing
- decreasing the amount of workpresented or required
- having peers take notes or providing a copy of the teacher's notes. For example, provide the prezi for the 6 signposts to notice and note for fiction, so that students can annotate as they read the narrative "Two Kinds"
- modifying tests to reflect selected objectives
- providing study guides
- reducing or omitting lengthy outside reading assignments
- reducing the number of answer choices on a multiple choice test- Reduce the number of multiple choice answers from "Two Kinds" assessment on teacher's edition of Pearson Realize
- tutoring by peers
- using computer word processing spell check and grammar check features
- using true/false, matching, or fill in the blank tests in lieu of essay tests

At Risk

Please find a list of Intervention Strategies that may be employed in the unit, using the ones identified below.

Specific activities related to Unit 1 are:

- Provide study guides and open-book assessments for all texts
- Tutoring or paired with peers who can assist in keeping focus on all studies - applies to all readings and work in Unit 1
- Create problem-based-learning for a real-life authentic connection to all readings

- allowing students to correct errors (looking for understanding)
- teaching key aspects of a topic. Eliminate nonessential information
- allowing products (projects, timelines, demonstrations, models, drawings, dioramas, poster boards, charts, graphs, slide shows, videos, etc.) to demonstrate student's learning
- allowing students to select from given choices
- allowing the use of note cards or open-book during testing
- collaborating (general education teacher and specialist) to modify vocabulary, omit or modify items to reflect objectives for the student, eliminate sections of the test, and determine how the grade will be determined prior to giving the test.
- decreasing the amount of workpresented or required
- having peers take notes or providing a copy of the teacher's notes
- marking students' correct and acceptable work, not the mistakes
- modifying tests to reflect selected objectives
- providing study guides
- reducing or omitting lengthy outside reading assignments
- reducing the number of answer choices on a multiple choice test
- tutoring by peers. For example, students will peer edit the rough draft narrative whereas they change the ending of "Two Kinds"
- using authentic assessments with real-life problem-solving
- using true/false, matching, or fill in the blank tests in lieu of essay tests
- using videos, illustrations, pictures, and drawings to explain or clarify

Talented and Gifted Learning (T&G)

Please find a list of the Talented and Gifted adaptations that may be employed in the unit, using the ones identified below.

Specific activities related to Unit 1 are:

- Higher level thinking and problem solving questions, created by students for students

- Partnered by skill for essay writing - all applicable readings in this Unit
- Option to write an additional composition within the unit genre.

- Above grade level placement option for qualified students
- Advanced problem-solving
- Allow students to work at a faster pace. For example, if you completed Unit 1, refer to the Teaching with Trade Books section in My Perspectives English Language Arts book or online in the Interactive Teacher's Edition for suggestions on incorporating Ribbons by Laurence Yep, a thematically-related novel in this unit.
- Cluster grouping
- Complete activities aligned with above grade level text using Benchmark results
- Create a blog or social media page about their unit
- Create a plan to solve an issue presented in the class or in a text
- Debate issues with research to support arguments
- Flexible skill grouping within a class or across grade level for rigor
- Higher order, critical & creative thinking skills, and discovery
- Multi-disciplinary unit and/or project
- Teacher-selected instructional strategies that are focused to provide challenge, engagement, and growth opportunities
- Utilize exploratory connections to higher-grade concepts
- Utilize project-based learning for greater depth of knowledge

Sample Lesson

Unit Name: Generations

NJSLS:

LA.7.W.7.3, LA.7.W.7.3.a-e, LA.7.W.7.4, LA.7.W.7.5, LA.7.W.7.10

Interdisciplinary Connection: Art and Writing/ Bellwork: Edit sentences on this day in history

Statement of Objective: Today, I will understand how prewriting aids good writing and be introduced to writing a nonfiction narrative.

Anticipatory Set/Do Now:

How does writing help define us? How will prewriting help us? What unexpected event shows how a person can influence someone from a different generation?/ Bellwork: Edit sentences on this day in history

Learning Activity: Tier I- teacher models how to brainstorm BME

Tier II- on own, begin brainstorming BME on what unexpected event shows how a person can influence someone from a different generation

Student Assessment/CFU's: Completed Performance-Based Assessment Task Narrative Task/ Exit Tickets

Materials: binders, MyPerspectives English Language Arts textbook TG p. 52-57, narrative recipe

21st Century Themes and Skills: History

Differentiation: reword or repeat directions

Integration of Technology: Journal