Where the Heart is

Content Area: **ELA**
Course(s):
Time Period: **Full Year**
Length: **Full Year**
Status: **Published**

Unit Overview

Students will read a variety of fictional stories and novels that explore the theme of "Where The Heart Is," including plays folktales, fairy tales and poetry; focus on vocabulary skills using context clues, dictionaries, glossaries and thesauri to determine the meaning of words; participate in collaborative discussion; identify elements of fiction; organize a response to literature; use textual evidence to build an analysis of written material; identify literary elements including theme, conflict, character, setting, plot; analyze plot exposition; study plot development and point of view; read both aloud and independently; make inferences; identify and use figurative language.

Enduring Understandings

Folktales are stories that are passed down orally long before they are written down.
By studying folktales and myths, the values and beliefs of many different cultures can be explored.
Proficient readers are able to understand and apply literary text features to achieve comprehension.

Essential Questions

What are the elements of a folktale?
What does the origin of a folktale or myth tell us about its people and their culture?
What are important elements of myths and legends?
How does the re-telling of a myth or legend affect the story or events?

Learning Objectives

Read stories that have been handed down from generations past, stories that have twists of fate, and stories with mythical events.
Analyze the literary elements found in fiction, poetry, drama, novels and short stories.
Apply active reading strategies for reading fictional accounts, including making predictions, recognizing elements of suspense, and understanding cause and effect.
Develop critical thinking skills about literature and their lives in context of literature and informative texts (Holocaust related).
Engage in collaborative discussion.
Use vocabulary skills including context clues and ancillary materials to understand new words.
Analyze literature through writing and discussion.
Participate in pre-reading focus activities.
Demonstrate comprehension skills.

Demonstrate understanding and correct usage of vocabulary.
Participate in independent reading of a selection with teacher – created guide material.
Respond to varying texts.
Participate in level reading groups.
Readings on Frida Kahlo & Katherine Johnson (DEI)
Students will complete a project on the LGBTQ Rights Movement (LGBT Pw/D)
Students will read and analyze Percy Jackson and The Lightning (LGBT Pw/D)

Standards: Content

Standards: Interdisciplinary

L	Language
L.SS.7.1	Demonstrate command of the system and structure of the English language when writing or speaking.
L.SS.7.1.A	Explain the function of phrases and clauses in general and their function in specific sentences.
L.SS.7.1.B	Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.
L.SS.7.1.C	Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.
L.SS.7.1.D	Use a comma to separate coordinate adjectives (e.g., It was a fascinating, enjoyable movie but not He wore an old green shirt).
L.SS.7.1.E	Recognize spelling conventions.
L.KL.7.2	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
L.KL.7.2.A	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases.
L.KL.7.2.B	Gather vocabulary knowledge when selecting a word or phrase important to comprehension or expression.
L.KL.7.2.C	Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.
L.VL.7.3	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, including technical meanings, choosing flexibly from a range of strategies.
L.VL.7.3.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.
L.VL.7.3.B	Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., belligerent, bellicose, rebel).
L.VL.7.3.C	Analyze the impact of a specific word choice on meaning and tone.
L.VL.7.3.E	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

L.VI.7.4	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
L.VI.7.4.A	Interpret figures of speech (e.g., literary, biblical, and mythological allusions) in context.
RL.CR.7.1	Cite several pieces of textual evidence and make relevant connections to support analysis of what a literary text says explicitly as well as inferences drawn from the text.
RL.CI.7.2	Determine a theme in a literary text (e.g., stories, plays or poetry) and explain how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
RL.IT.7.3	Analyze how particular elements of a text interact including how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.
RL.TS.7.4	Analyze the structure an author uses to organize a text and how it contributes to the text as a whole, including how a drama's or poem's form or structure (e.g., soliloquy, sonnet) contributes to its meaning.
RL.PP.7.5	Determine how an author conveys or develops perspective or purpose in a text through contrasting the points of view of different characters or narrators in a text.
9.4.8.IML.1	Critically curate multiple resources to assess the credibility of sources when searching for information.
RL.MF.7.6	Compare and contrast texts (e.g., a written story, drama, or poem) to its audio, filmed, staged, or multimedia version and analyze the unique qualities of different mediums, including the effects of techniques unique to each medium (e.g., lighting, sound, color, or camera focus and angles in a film).
RL.CT.7.8	Compare and contrast a fictional portrayal of an event, time, place, or character and a historical or scientific account of the same period or event as a means of understanding how authors of fiction use or alter history and/or events.
W	Writing
W.AW.7.1	Write arguments on discipline-specific content (e.g., social studies, science, technical subjects, English/Language Arts) to support claims with clear reasons and relevant evidence.
SL	Speaking and Listening
SL.PE.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.
SL.PE.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.
SL.II.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.
SL.PI.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.
SL.UM.7.5	Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.

Assessment Evidence

Formative	Class discussions, activities, in-class activities, Graphic Organizers, Kahoot, Exit Tickets,

	book clubs, questions from leveled readers, teacher observations of student's phonic awareness, and oral reading skills, running records of students, Latic checklists, conferences.
Summative	Test, Quiz, Project, Leveled-Reading Assessments, Writing Assessments, Problem Based Learning Student Presentations.
Alternative & Benchmark	Alternative - Read to the student and chart oral responses. Word banks, sentence frames, oral responses, graphic organizers, observations, portfolios of student work, orally administered assessments, and anecdotal notes. Benchmark – LinkIt Benchmark Assessment, Reading Levels, TPA
Assessment Evidence Resource	

Instructional Resources

Textbooks, Maps, Laptops, Smart Board, Primary & Secondary Source Documents, Commonlit.org, Readworks.org, Leveled Readers, Online Platform, Glencoe Literature: The Reader's Choice Course 2 published by McGraw-Hill, Percy Jackson and The Lightning Thief by Rick Riordan, Mythologyteacher.com, Stories from the Twilight Zone: The Monsters are Due on Maple Street.

Instructional Resource List

Curricular Mandates

Below are the curricular requirements as defined in NJ Administrative Code and Statute

	Amistad	X	Diversity, Equity, and Inclusion
	Holocaust	X	LGBT and Disabilities (Grades 6-12)
	Climate Change		Asian American & Pacific Islander

Social Emotional Learning (SEL) Competencies

NJ Social and Emotional Learning Competencies & Sub-Competencies

	Self-Awareness		Relationship Skills

X	Responsible Decision-Making		Social Awareness
	Self-Management		

21st Century Skills & Themes

X	Global and Cultural Awareness		Technology Literacy		Planning and Budgeting
X	Creativity and Innovation		Financial Institutions		Risk Management and Insurance
X	Information and Media Literacy		Digital Citizenship		Economic and Government Influences
X	Critical Thinking and Problem Solving		Credit Profile		Career Awareness and Planning
	Civic Financial Responsibility		Financial Psychology		