

Grade 7 English Language Arts Curriculum (7-01, 7-02, 7-04)

Content Area: **Language Arts**
Course(s): **Honors Bilingual Physics, Language Arts**
Time Period: **Sample Time Period**
Length: **One Full Year**
Status: **Published**

Title Page, Table of Contents, Statement of purpose

7th Grade Language Arts: Multiple Perspectives—A Comprehensive Exploration into the Shaping of Character Sayreville Middle School

Required Full Year

Date of Board Approval: August 25, 2020

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Table of Contents:

Please note that the reading units of study have objectives that are recursive in nature and thus the units do not need to be taught in a particular order, with the exception of unit 1, the close reading unit that frames the course.

Reading Units

Statement of Purpose.....

Developing the Character in You.....

Examining History Through Literature and
Nonfiction..... 15

Critical Lens: Analyzing Literature and Nonfiction for Perspective and Cultural Awareness.....

Making Choices That Shape **Your** Character and the World Around You.....

Please note that the writing units of study are linear in objectives and content and must be taught in the order that they are presented in the curriculum.

Writing Units of Study (Writers' Workshop)

Unit 1: Writing Realistic Fiction: Symbolism, Syntax, and Truth.....

Unit 2: Writing About Reading: From Reader's Notebooks to Companion Books.....

Unit 3: The Art of Argument: Research Based Essays.....

Summary of the Course: The course of study in seventh grade Language Arts is designed to expose students to all genres of literature, as well as immerse them in the development of both their academic and personal writing voices through writers' workshop. Each unit works at progressing towards the course themes while also revealing sub-themes in each of the literary works that students will have the opportunity to explore. The writers' workshop units progress linearly, which leads itself to publishing three complete works. This course is designed to provide students with the opportunity to critically analyze literature while enabling thought provoking classroom discussions and providing a variety of engaging formative and summative assessments that will be compiled in an ongoing portfolio. In order to demonstrate a cohesive and complete implementation plan, the following general suggestions are provided:

- The use of various formative assessments is encouraged in order to provide an ongoing method of determining a student's current level of understanding of the presented material.
- Homework, when assigned, should be relevant and reflective of the teaching taking place in the classroom.
- Organizational strategies that emphasize the students' ability to comprehend and apply the material should be put in place.
- Instruction should be differentiated to allow students the best opportunity to learn.
- Assessments should be varied and assess topics of instruction delivered in class.
- Modifications to the curriculum should be included in order to accommodate students with Individualized Educational Plans (IEP), English Language Learners (ELL), and those requiring other modifications (504 plans)

Reading Unit 1: Developing The Character In You

Content Area: **Language Arts**
Course(s): **Honors Bilingual Physics, Language Arts**
Time Period: **1st Marking Period**
Length: **3-4 Weeks**
Status: **Published**

Summary of the Unit

This unit is the introduction and foundation for establishing students' rapport with text. Opportunities for close reading will be explored using the 6 Signposts: Contrasts and Contradiction, Aha Moment, Tough Questions, Words of the Wiser, Again and Again, and Memory Moment. Other areas of focus will be a review of literary terms and elements of literature. These will be used to establish students' understanding of critical reading and expression. These strategies will enable students to effectively grapple with more complex texts by providing concrete strategies.

Enduring Understandings

Strategies should be used in order to enable a close critical reading of texts. These strategies will include annotation analysis, and evaluation, and the use of the Six Signposts in order to comprehend the importance of the text. Authors use certain literary elements to enhance the deeper meanings of their texts.

Essential Questions

- What strategies must one achieve in order to become a critical reader?
- How do readers select evidence to support their analysis of a text?
- How does the application of these strategies aid in the overall close reading skills of the student?

Summative Assessment and/or Summative Criteria

Project Options:

Choice 1: Children's Book

Using four out of the six Signposts, research a children's book. Use the children's book to annotate, cite, and analyze the text in order to show that the Signposts have helped you become an attentive reader. Your answer should be two to three paragraphs. All responses should be in MLA format with direct citations and analysis that encompass the Signpost, explanation and answer to correlating anchor question.

Choice 2: Literary Elements

Construct a book of Literary Elements. At least seven elements that were provided in the review should be within the book. There should be a description of the element along with an example and an illustration of some kind.

Choice 3: Poetry

Using the poem: “Past, Present, and Future” by Emily Bronte, create an original poem in the same style using yourself as the person reflecting on past, present, and future.

Resources

Texts:

- *Elements of Literature* textbook
- “Rikki-Tikki-Tavi” by Rudyard Kipling
- “Song of the Trees” by Mildred Taylor
- “Miss Awful” by Arthur Cavanaugh
- “Sucker” by Carson McCullers
- “The Moustache” by Robert Comier
- “What Do Fish Have To Do With Anything?” by Avi
- *The Plot Chickens* by M.J. Auch
- “All Summer in a Day” by Ray Bradbury
- Excerpt from *Harry Potter and the Sorcerer’s Stone* by J.K. Rowling
- Various children’s books from SMS library
- Make Behind Peter Pan <https://www.chicagotribune.com/news/ct-xpm-1990-02-06-9001110079-story.html>

Music:

- “Summer Girls” by LFO
- “Firework” by Katy Perry
- “Sway” by Michael Buble
- “I am a Rock” by Paul Simon
- “Sounds of Silence” by Simon and Garfunkel
- “Colder Weather” by Zac Brown Band
- “Sit Still, Look Pretty” Daya

Movie/TV Clips:

- *Mrs. Doubtfire*
- *Wall-E*
- *Mary Poppins*

- It
- Mean Girls
- Jaws
- Dark Knight
- Finding Neverland
- The Office
- Harry Potter and the Sorcerer's Stone
- Elf

Poetry:

- “Past, Present, and Future” by Emily Bronte
- “Perspective” by Unknown
- “Mother to Son” by Langston Hughes (**Diversity & Equity title**)
- “The Sky is Low” by Emily Dickinson

Achieve:

- “Bullying: Instagram to the Rescue”
- “Twitter Takes a Stand”
- “Young Inventors Tackle Big Problems”
- “Making a Mark”
- “A Place for Karli”
- “The Home Run of the Year”
- “More than Just Worry”
- “I am Malala” (**Diversity & Equity title**)
- “Batman for a Day”

Websites/Links:

- EdPuzzle: <https://edpuzzle.com/media/5ef2bcb22c5b1b3f04f44d04>
- Conflict Ed Puzzle: <https://edpuzzle.com/media/5efe5b30f98a073f4d4d0d2f>
- Conflict Quizizz: https://quizizz.com/admin/quiz/start_new/5f016154b16b5e001b8c2c36
- POV Station: <https://ereadinggames.com/viewpoint-pilot/>
- Kahoot: <https://create.kahoot.it/share/identifying-point-of-view/63bd2f99-609f-4f1a-b68d-0beda3752aa0>
- Genre Quizizz: https://quizizz.com/admin/quiz/start_new/57c4541cfeedcdc8b8cf4ff5
- Kahoot: <https://create.kahoot.it/share/setting-mood-and-tone/acb48b93-22c0-42cf-95ad-cb34d3cd8c5b>
- Kahoot: <https://create.kahoot.it/share/tone-and-mood/7ffa0ea8-c30a-4f14-9a71-e7fc707c0702>
- Edpuzzle : <https://edpuzzle.com/media/5ef39bf51e339e3f19c04066>
- Edpuzzle: <https://edpuzzle.com/media/5f02a45421a44e3f458bf948>
- Symbolism: <https://www.youtube.com/watch?v=EYL8Dwy7XS0>
- Symbolism Quizizz: https://quizizz.com/admin/quiz/start_new/5aa6ced0c5a79d001ba2a364

- Imagery: <https://edpuzzle.com/media/5ef35dfce70e733f120ea099>
- Kahoot: <https://create.kahoot.it/share/duplicate-of-literary-elements/1de50212-6825-4f18-8766-2953f6195e84>

Unit Plan

| Topic/Selection Timeframe | General Objectives | Instructional Activities | Bene |
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| Notice and Note 1-2 weeks | <p>-identify and define Signposts</p> <p>-infer and discuss the strengths of the anchor questions within literature</p> <p>-analyze a short story to determine the sign posts and use of anchor questions.</p> <p>-demonstrate an understanding of signposts through a final assessment.</p> | <p>Power Point/Google Slides Presentation which reviews the definition of each Signpost, the anchor questions of each Signpost, and which literary element is strengthened by the use of each Signpost</p> <p>EdPuzzle: https://edpuzzle.com/media/5ef2bcb22c5b1b3f04f44d04</p> <p>Have students read a short story such as “What Do Fish Have To Do With Anything?”. With the members of their groups, have students find an example of the Signposts Contrast and Contradiction, Aha Moment, and Tough Questions from the story. Students should properly cite examples of each Signpost, explain how each piece of evidence is an example of that Signpost, and answer the Anchor Question for each Signpost based on the selected pieces of evidence. The students will record their responses on a Recorded Response Sheets.</p> <p>Have students read a short story such as “What Do Fish Have To Do With Anything?”. With the members of their groups, have students find an example of the Signposts Words of the Wiser, Again and Again, and Memory Moment from the story. Students should properly cite examples of each Signpost, explain how each piece of evidence is an example of that Signpost, and answer the Anchor Question for each Signpost based on the selected pieces of evidence. The students will record their responses on a Recorded Response Sheets.</p> | <p>Com Reco</p> <p>Teac chec conv</p> <p>Teac asses</p> |
| Literary Elements 1-2 weeks | <p>-analyze and identify elements of a character through excerpts and discussion</p> | <p>Activities for Characterization, Setting, and Conflict</p> <p>Characterization Options:</p> <ul style="list-style-type: none"> • Characterization station- the students will participate in a teacher led discussion regarding ways to reveal characterization and the different types of characters. Students will also be asked to read blurbs about a character and determine if the character is a static or dynamic character. | <p>Teac discu litera static</p> <p>Com</p> |

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| <p>-develop and interpret who has helped your personal character</p> <p>-examine and interpret a song of your choosing to determine literary elements.</p> <p>-discuss the importance of the creation of certain characters</p> <p>-construct a narrative story centered around a certain mood</p> <p>-determine how the setting and conflict impact each other</p> <p>-analyze poetry to determine characterization</p> <p>-plan and originate a plan for a theme business</p> | <ul style="list-style-type: none"> • Character: Using the idea that authors develop characters from their own lives think about your own life. Who in your life influences your own personal character? Who make you the person that you are? Develop an essay that discuss at least 3 people who you feel have personally influenced your life. Why them? Why are they so special to you and your character? Are these people with good or bad influences on you that made you who you are? • Discuss within class the importance of characterization and how it is important for the author to develop characters that people find relatable and likable even if they are villainous. Discuss this further be either using “Miss Awful,” excerpts from Boy or the article, “Behind the Magic of Peter Pan” with accompanying clips from Finding Neverland. • Compose an original piece from song lyrics Students should write about what the lyrics mean to them and other people hearing the song. They should also focus on how the writer feels about the character created within the song. Who is the person singing? How is this person feeling? How do we know? <p>Setting Options:</p> <ul style="list-style-type: none"> • Setting station- students will be asked to read a few excerpts from the story “Survive the Savage Sea” and determine how the setting of the story impacts the conflict. • Setting: Using the poem: “Past, Present, and Future” by Emily Bronte, create an original poem in the same style using yourself as the person reflecting on past, present, and future. <p>Conflict Options</p> <ul style="list-style-type: none"> • Conflict station- the students will be asked to review notes on the different types and conflict. Students will also be asked to determine whether each conflict on a teacher created list is classified as an internal or external conflict. • Conflict: Illustrate each type of conflict on index cards and shuffle the cards of everyone to review • Conflict: Slide Show and Picture share • Conflict Ed Puzzle: https://edpuzzle.com/media/5efe5b30f98a073f4d4d0d2f • Conflict Quizizz: https://quizizz.com/admin/quiz/start_new/5f016154b16b5e001b8c2c36 <p>Activities for P.O.V., Plot, Genre</p> <p>Point Of View Options:</p> <ul style="list-style-type: none"> • P.O.V. Station- the students will participate in a teacher led discussion | <p>using song about to the hearing should the w chara the s perso this p do w</p> <p>After mood narra the s you v inclu plot, Mini typec</p> <p>Creac on a a mo They the d conc</p> <p>Give diffe them perso</p> <p>Teac asses</p> |
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| <p>-interpret conflict in terms of illustrations</p> <p>-compose a personification story based upon an object</p> <p>-analyze and close read to determine point of view</p> <p>-explain the points of a plot through short stories</p> <p>-identify the correct genre of given examples</p> <p>-describe the difference between tone and mood</p> <p>-assess the mood and tone of a short story</p> <p>-infer the mood of a movie trailer and different songs</p> | <p>regarding the different types of point of view. The students will also be asked to determine the point of view of a short story and find at least three pieces of textual evidence to support their answer.</p> <ul style="list-style-type: none"> POV Station: https://ereadinggames.com/viewpoint-pilot/ Kahoot: https://create.kahoot.it/share/identifying-point-of-view/63bd2f99-609f-4f1a-b68d-0beda3752aa0 <p>Plot Options:</p> <ul style="list-style-type: none"> Plot station- the students will review the notes on the different parts of a plot. The students will also be asked to correctly plot the events of a short story on a story arc. Plot: Read Through the Short Story the Plot Chickens and Map out the Examples within the text as an introduction. <p>Genre Options:</p> <ul style="list-style-type: none"> Genre station- the students will review excerpts and pictures in order to correctly identify the genre of each piece of writing or art Genre Quizizz: https://quizizz.com/admin/quiz/start_new/57c4541cfeedcdc8b8cf4ff5 <p>Activities on Tone and Mood and Motif and Theme</p> <p>Tone and Mood Options:</p> <ul style="list-style-type: none"> Tone and Mood activity- the students will read “Three Skeleton Key” in order to find examples of tone and determine the established mood of the story Use various movie trailers to show how the mood of a story or visual piece is effected by the mood at which the author chooses. Define and discuss the idea of mood. Use “Song of the Trees” to show how the mood of a story or visual piece is effected by the mood at which the author chooses. Mood Through Music Slides Kahoot: https://create.kahoot.it/share/setting-mood-and-tone/acb48b93-22c0-42cf-95ad-cb34d3cd8c5b Kahoot: https://create.kahoot.it/share/tone-and-mood/7ffa0ea8-c30a-4f14-9a71-e7fc707c0702 Edpuzzle : https://edpuzzle.com/media/5ef39bf51e339e3f19c04066 Edpuzzle: https://edpuzzle.com/media/5f02a45421a44e3f458bf948 | |
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| <p>- analyze a short story for theme and motif</p> <p>-match a symbol to that of it's meaning</p> <p>-sort examples of irony into the different types</p> <p>-determine similes and metaphors within music and advertising</p> <p>-examine poetry for examples of personification</p> <p>-locate different examples of allusions using various songs</p> <p>-produce a Storyboard that uses the application of Onomatopoeia correctly</p> <p>-generate a paragraph that displays</p> | <p>Motif and Theme Options:</p> <ul style="list-style-type: none"> • Motif and Theme activity- students will review the motifs seen in short stories that have been read up until this point. After determining the motifs in each story, the students will create a theme statement for each story. • Using the ideas of theme and motif begin developing ideas for a restaurant or amuse park ride that would fit these concepts. <p>Activities for Symbolism and Irony</p> <p>Symbolism Options:</p> <ul style="list-style-type: none"> • Symbolism activity- the students will be asked to participate in a word association activity. Students will be shown pictures of various symbols. The students will be given ten seconds to write down the first word that comes to mind when they see each symbol • Symbolism: https://www.youtube.com/watch?v=EYL8Dwy7XS0 • Symbolism Quizizz: https://quizizz.com/admin/quiz/start_new/5aa6ced0c5a79d001ba2a364 <p>Irony Options:</p> <ul style="list-style-type: none"> • Irony activity- the students will be given ironic situations and asked to sort each situation into the correct category of dramatic, situational, or verbal. • Ed Puzzle: https://edpuzzle.com/media/5f05ddcfe63a523f09eea28a • Quizizz: https://quizizz.com/admin/quiz/start_new/5a30b65ec8595117004eef26 <p>Stations for Similes, Metaphors, and Personification</p> <p>Simile and Metaphor Options:</p> <ul style="list-style-type: none"> • Simile station- the students will be given a copy of the lyrics of Katy Perry's song "Firework". The students will be asked to identify the similes seen throughout the song and explain the comparison that are being made. • Metaphor station- the students will be asked to examine three metaphors used in advertising. The students will be asked to explain the comparison being made. |
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imagery through the five senses

-demonstrate an understanding of literary elements through assessment and analyzing short stories

Personification Options:

- Personification station- the students will be asked to read the poem “The Sky is Low” by Emily Dickinson. The students will be asked to identify the examples of personification throughout the poem and explain the comparison that are being made.

Activities for Allusion, Onomatopoeia, and Imagery

Allusion Options:

- Allusion station- the students will find examples of allusions in the song “Summer Girls” by LFO.
- “Sit Still Look Pretty” allusion to Snow White: intro

Onomatopoeia Option:

- Onomatopoeia station- the students will be asked to complete a word search containing onomatopoeia words or create a comic strip on Storyboard That using examples of onomatopoeia

Imagery Option:

- The students will be asked to write a descriptive paragraph about a specific location that appeals to the five senses.
- Imagery: <https://edpuzzle.com/media/5ef35dfce70e733f120ea099>

Application of identifying Literary Elements in stories

Break into Literature Circles and using the stories, “Sucker,” “Rikki Tikki Tavi,” “The Moustache,” and “Song of the Trees” students should choose which they want to read and discuss while annotating with their group which literary elements are apparent within the short story.

Kahoot: <https://create.kahoot.it/share/duplicate-of-literary-elements/1de50212->

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| | | 6825-4f18-8766-2953f6195e84 Ongoing use of Achieve 3000 articles to enhance the comprehension of literary elements | |
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- 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.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.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.
- 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.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.
- 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.RI.7.8 Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims.
- 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.7.2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
- LA.W.7.4 Produce clear and coherent writing in which the development, organization, voice and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
- LA.RL.7.3 Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).
- 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.7.1 Write arguments to support claims with clear reasons and relevant evidence.
- 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

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| | section of a story or drama. |
| LA.L.7.3 | Use knowledge of language and its conventions when writing, speaking, reading, or listening. |
| 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. |

Suggested Modifications for Special Education, ELL and Gifted Students

- Allow additional time when in full class discussing for processing and discussion.
- Although all lengths should be attempted, teacher should reduce work on written assignments depending on special needs.
- Students should be provided with graphic organizers during annotations, discussions, and when having to formulate any mini papers.
- Check for understanding by conferencing with teacher.
- Use of audio support when applicable
- Modifications may be made for summative assessment to reflect the appropriate level of the students in the class
- Anchor texts are varied in reading level to meet the needs of low, middle and high readers
- Achieve 3000 ELL supports
- Achieve 3000 leveled nonfiction to meet the needs of low, middle and high readers

Suggested Technological Innovations/Use

- 8.1.8.E.1: Effective use of digital tools assists in gathering and managing information.
- 8.2.8.F.2: Technology is created through the application and appropriate use of technological resources.
- 8.2.8.D.1: Information literacy skills, research, data analysis and prediction are the basis for the effective design of technology systems.
- Peer reviews are to be commented on mini papers through Google Documents
- 8.2.8.D.1: Information literacy skills, research, data analysis and prediction are the basis for the effective design of technology systems.
- 8.1.8.C.1: Digital tools and environments support the learning process and foster collaboration in solving local or global issues and problems.
- Use of educational websites including Kahoot, Edpuzzle, Quizizz, and Achieve 3000

Cross Curricular/21st Century Connections

- 9.1.8.A.1: Develop strategies to reinforce positive attitudes and productive behaviors that impact critical thinking and problem-solving skills.
- 9.1.8.B.2: Assess data gathered to solve a problem for which there are varying perspectives (e.g., cross-cultural, gender-specific, generational), and determine how the data can best be used to design

multiple solutions.

- 9.1.8.C.2: Demonstrate the use of compromise, consensus, and community building strategies for carrying out different tasks, assignments, and projects.
- 9.1.8.D3: Use effective communication skills in face-to-face and online interactions with peers and adults from home and from diverse cultures.

Reading Unit 2: Analyzing Historical Fiction In Context for Theme

Content Area: **Language Arts**
Course(s): **Honors Bilingual Physics, Language Arts**
Time Period: **2nd Marking Period**
Length: **4 Weeks**
Status: **Published**

Summary of the Unit

This unit will focus on our overlying theme for the course and enhance the students reading portfolio to include multicultural and historically significant literature by examining how culture affects characters within novels. It will also explore how characters react to challenging events in history. This unit should take between 6-8 weeks. The unit will be supplemented with various stories, poetry, nonfiction articles, and multimedia sources.

Enduring Understandings

Historic events and culture have a profound effect on who a person becomes. His/her culture has the opportunity to influence the way he/she acts, talks, and interacts with others. A person's culture can also determine the way in which he/she reacts to historical events. Depending on the situation, a person's reactions could be more sensitive, or result in a different reaction than someone of a different culture.

Essential Questions

- How do events in a person's life affect a person's character?
- How does the culture of a person affect the way in which he/she sees and reacts to historical events?
- How can setting impact a character?

Summative Assessment and/or Summative Criteria

Choose one option:

- Using the book read in your literature circle, design an art piece (painting, drawing, or papier-mâché) that embodies an important symbol that signifies the historical event in the book. It cannot be anything within the title or on the front of the book. The art piece should be creative and accompanied with a one page typed explanation regarding what your art piece symbolizes and how it is important to the novel. The paper should include citations from the text as well as analysis.

- Select 4 or 5 items that exemplify who you are as a person. What makes you, you? At least 2 items should have to do with your culture. An oral presentation should be completed with the artifacts. The presentation should be about 2 -3 minutes in length. Each artifact should be discussed and explained how it helped make you the person you are. Included in the presentation should also be a part in which you discuss 2 artifacts that a character in the novel would have presented.
 - Research a historically significant person within your own culture. Create a video presentation where you embody them in costume and look. The presentation should be a speech about “your” life and why “you” are important to history. Video should be about 2 to 3 minutes in length.

Resources

Texts:

- *Chasing Lincoln’s Killer*
- *Salem Witch Trials* (**Diversity & Equity title**)
- *Watsons Go To Birmingham* (**Amistad title**) (**Diversity & Equity title**)
- *Boy In The Striped Pajamas* (**Holocaust title**)
- *Miracle Worker* (**Diversity & Equity title**)
- “Song Of The Trees”
- *Nine, Ten, Eleven* (**Diversity & Equity title**) (9/11 mandate)
- *Helen Keller: Langston Hughes* (**Diversity & Equity title**)
- *Autumn: Helen Keller* (**Diversity & Equity title**)
- “Revolt of the Evil Fairies”
- “The Man Who Walked Between the Towers”

Music:

- “We Didn’t Start the Fire” Billy Joel

Movie/TV Clips:

- “Boy in the Striped Pajamas” (**Holocaust title**)
- “Christmas Carol”
- Miracle Worker
- Watsons Go to Birmingham

Poetry:

- “Midnight Ride of Paul Revere:” Longfellow
- “Mother to Son” by Langston Hughes

- Autumn

Achieve: All can be used in Units 3 or 4. All (**Diversity & Equity titles**)

- “Latinas Making their Mark”
- “Let’s Celebrate APAHM!”
- “All Hair is Created Equal”
- “Day of the Dead Barbie”
- “Native Talents Shine”
- “The Dream Lives On”
- “Black Panther Makes a Mark”
- “O’Ree Made Hockey History”
- “Goodbye, Nelson Mandela”
- “A New Life”
- “A Look Back at Elie Wiesel”
- "What is 9/11"

Websites/Links:

- Web quest: <http://www3.rps205.com/Schools/MS/RESA/TS/jberg/Pages/Helen-Keller-Webquest.aspx>
- Annie Sullivan Bio: <http://www.biography.com/people/anne-sullivan-9498826>
- Article regarding tough to learn:
<http://www.projectsalute.net/Learned/Learnedhtml/TactileLearningStrategies.html>
- <https://quizizz.com/admin/quiz/homework/5a9587616af5de001bc01cad>
- <https://edpuzzle.com/media/5f1200d69c238f3f1fbd1664>
- <https://www.youtube.com/watch?v=K5KqCMsHlq0>
- <https://americanhistory.si.edu/exhibitions/greensboro-lunch-counter>
- <https://edpuzzle.com/media/5f16df9c4a18cc3efefcda67>
- <https://edpuzzle.com/media/5ed8e8e8d5ea433f6f8a4e8f>
- <https://www.youtube.com/watch?v=UmrRb3h52u0>

Activities:

- Historical Context
 - Historical research and presentation: based on the novel(s) read in class, the students will work in groups to research and present the historical significance of the time period, people, and themes presented in the novel(s).
 - <https://www.youtube.com/watch?v=ZVgMgMsMCww>: Lincoln
 - <https://edpuzzle.com/media/5f1200d69c238f3f1fbd1664>: Salem Witch Trials
 - <https://www.youtube.com/watch?v=K5KqCMsHlq0>: Birmingham 1963
 - <https://americanhistory.si.edu/exhibitions/greensboro-lunch-counter>: Greensboro Lunch Counter
 - <https://edpuzzle.com/media/5f16df9c4a18cc3efefcda67>: Holocaust
 - <https://edpuzzle.com/media/5ed8e8e8d5ea433f6f8a4e8f>: Helen Keller
 - <https://www.youtube.com/watch?v=UmrRb3h52u0> 9/11 Memorial
 - Read aloud, “The Midnight Ride of Paul Revere” and discuss the importance behind this

historical event. How would history and the American culture be different if this event did not occur?

- How Setting Impacts Conflict
 - PowerPoint / Slides
 - Close Reading of sections of Novels.
 - Quizizz: <https://quizizz.com/admin/quiz/homework/5812588e01d632f22b605b86>
 - Kahoot:
 - <https://play.kahoot.it/v2/?quizId=77031b41-8f60-4a29-8237-d0c118ce73f3>
- Literary Elements
 - Imagery
 - Read aloud the poem “Autumn” by Helen Keller. Discuss the use of description and structure within the poem. Does the author create imagery?
 - <https://quizizz.com/admin/quiz/homework/5c8ab40ef431d2001a6419c0>

Unit Plan

| Topic/Selection | General Objectives | Instructional Activities | Benchmarks/Assessments | Standards |
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| Time frame | | | | |
| Introduction to Historical Fiction Unit: Background Information and Who Are You in Terms of your Culture and Historical Events 1-2 weeks | <p>SWBAT analyze a text through Literature Circles jobs and discussions.</p> <p>SWBAT evaluate the influence their culture has on them by participating in discussions.</p> <p>SWBAT compare and contrast the themes present in the selected novel(s) and mentor text(s) through discussion.</p> <p>SWBAT evaluate the similarities and differences between the characters in the</p> | <p>Teacher will introduce Literature Circles and give a brief description of the chosen novel(s). If using the literature circle method, students will then choose which book they have the most interest in</p> <p>Teacher and students will review the different jobs of the Literature Circles. Hand outs should be provided for all the required jobs. Students should understand that these readings need to be completed in order for groups to be successful.</p> <p>Google Slides: Historical Fiction</p> <p>Students should discuss in groups who they are</p> | <p>Create a poster describing student’s nationality and historical events that have made them the person they are. A paragraph should be written describing their poster. An oral presentation should be done in class as part of their grade.</p> <p>Reading Journal: Students should keep a reading log with questions and reactions to what is being read. It should be complete two times per week and about a paragraph in length.</p> <p>Students will complete graphic organizers within Literature Circles.</p> | <p>SL7.1 SL7.4 RL7.1 RL7.2 W7.1 W7.2 W7.4 RI7.2 RI7.3</p> |

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| | <p>selected novel(s) and the excerpt “Freedom Writer’s Diary”.</p> <p>SWBAT express the relationship they have with their culture and how their culture has influenced the events of their lives.</p> <p>SWBAT promote their nationalities by creating a poster and completing an oral presentation.</p> <p>SWBAT track their reactions to the selected novel(s) through completion of a reading log.</p> <p>SWBAT compose a written piece that evaluates their relationship with their own experiences in history.</p> | <p>in terms of their cultural and historical events background.</p> <p>Read aloud and discuss selected passages from one of the Literature Circle books and the mentor text for that session to be discussed more thoroughly within conference groups. Connections should be formed between the books in literature circles as well as any Signpost connections.</p> <p>Students will meet within their Literature Circles to discuss their novel modeled by the mentor text. Each student is responsible for his/her job and graphic organizer within the circle.</p> <p>A class discussion will be held on the idea of who these characters are in terms of their culture within the novels. Do their cultures impact them or is culture not important to them?</p> <p>Literature Circles will meet and read the excerpt from “Freedom Writer’s Diary” and discuss how this excerpt compares to the characters within their novels. This is a</p> | <p>Teacher Observation</p> <p>How does this relate to the character in your book? Are they affected by their culture? If so, how? These questions should then be answered in reading journal and shared with the class.</p> <p>Students will write a composition of at least 2 to 3 paragraphs regarding their personal relationship with their own experiences. Students should draw from the Literature Circle text in order to develop an adequate writing piece.</p> | |
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| | | <p>Nonfiction piece. How does the the nonfiction piece relate to that of the Historical Fiction concept of the novel in class?</p> <p>Within groups, students will discuss their relationship to history and how the events in their lives have changea who they are.</p> | | |
| <p>Societal Norms, Stereotypes, and Bias that are Influential</p> <p>1-2 weeks</p> | <p>SWBAT analyze a text through Literature Circles jobs and discussions.</p> <p>SWBAT compare and contrast the themes present in the selected novel(s) and mentor text(s) through discussion.</p> <p>SWBAT assess the way society perceives different cultures through a discussion of societal norms, stereotypes, and biases.</p> <p>SWBAT analyze the existence of stereotypes in schools by reading the article “Ethic Stereotypes in Schools: We Are All Part of the Problem”.</p> <p>SWBAT determine the stereotypes that</p> | <p>Read aloud and discuss selected passages from one of the Literature Circle books as the mentor text for that session to be discussed more thoroughly within conference groups. Connections should be formed between the books in literature circles and signposts should be noted.</p> <p>Students will meet within their Literature Circles to discuss their novel modeled by the mentor text. Each student is responsible for their job and graphic organizer within the circle. When meeting within groups each person should responsible for at least one signpost in order to enhance the skills developed in the previous unit.</p> <p>A class discussion will be held on the idea of societal norms, stereotypes, and bias that are influential to people. How do we see</p> | <p>Reading Journal: Students should keep a reading log with questions and reactions to what is being read. It should be complete two times per week and about a paragraph in length.</p> <p>Students will complete graphic organizers within Literature Circles.</p> <p>Teacher Observation</p> <p>How does these societal norms, bias and stereotypes show up in your novel? How do they effect the character? What evidence shows that these ideals are either correct or incorrect? To be put in reading notebook.</p> <p>Students should produce a mini paper using citations from the novel that depicts the societal norms, stereotypes and bias shown within the novel compared to those from the research found within the group. To be put in portfolio.</p> <p>Students will write a composition of at least 2 to 3 paragraphs regarding their personal relationship with societal norms, stereotypes, and bias. Students should draw from the literature circle text and excerpt in order to</p> | <p>SL7.1 SL7.4 RL7.1 RL7.2 W7.1 W7.2 W7.4 RI7.2 RI7.3</p> |

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| | <p>are often used in society by participating in a partner activity.</p> <p>SWBAT track their reactions to the selected novel(s) through completion of a reading log.</p> <p>SWBAT trace the use of societal norms, stereotypes, and bias in their selected novel(s) by completing a composition.</p> <p>SWBAT compose a written piece that evaluates their relationship with societal norms, stereotypes, and bias.</p> | <p>certain cultures? Does the way in which we see these cultures appear to be negative or positive?</p> <p>Literature Circles will meet to discuss which societal norms, stereotypes, and bias relate to the culture from their novel(s).</p> <p>Literature Circles will read the excerpt from “Suzy and Leah” and discuss how this excerpt compares societal norms, stereotypes, and bias. Annotations should be made and signposts noted.</p> <p>Individually, students should read and annotate the nonfiction article “Ethnic Stereotypes in Schools: We Are All Part of the Problem”. Within groups, an open discussion should be held in reaction to the article.</p> <p>Group discussion regarding societal norms, stereotypes, and bias. How do these themes affect you as a person?</p> <p>Students should be paired up in class. The students will sit back to back. One student will be given a picture. They have to describe to their partner how to draw the picture only using shapes and directional words. They cannot say what the student should</p> | <p>develop an adequate writing piece. To be put in portfolio.</p> | |
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| | | be drawing. When complete, students should compare the original picture to the picture drawn. | | |
| How Cultures/Groupings Get Along 1-2 Weeks | <p>SWBAT analyze a text through Literature Circles jobs and discussions.</p> <p>SWBAT compare and contrast the themes present in the selected novel(s) and mentor text(s) through discussion.</p> <p>SWBAT analyze the tension between different cultures by completing a research based project.</p> <p>SWBAT comprehend that culture stems beyond nationality and race.</p> <p>SWBAT track their reactions to the selected novel(s) through completion of a reading log.</p> <p>SWBAT trace the relationships between different cultures in the selected novel(s) by composing a written piece using evidence from the novel(s).</p> <p>SWBAT compose</p> | <p>Read aloud and discuss selected passages from one of the Literature Circle books as the mentor text for that session to be discussed more thoroughly within conference groups. Connections should be formed between the books in literature circles and signposts should be noted.</p> <p>Students will meet within their Literature Circles to discuss their novel modeled by the mentor text. Each student is responsible for their job and graphic organizer within the circle. When meeting within groups each person should be responsible for at least one signpost in order to enhance the skills developed in the previous unit.</p> <p>Literature Circles will meet to discuss how the cultures interact with each other using the novel in which they are reading about.</p> <p>Students should research the ways in which cultures interact. Race crimes should be the focus in order to understand why there is conflict between different races and why.</p> | <p>Reading Journal: Students should keep a reading log with questions and reactions to what is being read. It should be complete two times per week and about a paragraph in length.</p> <p>Students will complete graphic organizers within Literature Circles.</p> <p>Teacher Observation</p> <p>Students should produce a mini paper using citations from the novel that depicts how the different cultures get along within their chosen novel To be put in portfolio.</p> <p>Students will write a composition of at least 2 to 3 paragraphs regarding their personal relationship with other cultures. Students should draw from the literature circle text and excerpt in order to develop an adequate writing piece. To be put in portfolio.</p> | <p>SL7.1 SL7.4 RL7.1 RL7.2 W7.1 W7.2 W7.4 RI7.2 RI7.3</p> |

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| | <p>a written piece that evaluates their relationship with people from other cultures.</p> | <p>Using the research on the race crimes, students should discuss these ideas and their reactions to these ideas within groups. The discussion should start within groups and then transition to a whole class discussion so the teacher can answer questions and facilitate the discussion.</p> <p>Provide students with a copy of informational texts regarding different illnesses or disabilities that are common struggles in our world today (ex: blind, deaf, down's syndrome, mental retardation, autism, bipolar, learning disabled, paraplegic, etc.) and participate in a class reading and discussion of each informational text. Each student will be required to annotate his/her copy of the informational text during the class discussion.</p> | | |
| <p>Historical Significances within Cultures 1-2 weeks</p> | <p>SWBAT analyze a text through Literature Circles jobs and discussions.</p> <p>SWBAT compare and contrast the themes present in the selected novel(s) and mentor text(s) through discussion.</p> <p>SWBAT comprehend the importance of</p> | <p>Read aloud and discuss passages from one of the Literature Circle books as the mentor text for that session to be discussed more thoroughly within conference groups. Connections should be formed between the books in literature circles and signposts should be noted.</p> <p>Students will meet within their Literature</p> | <p>Reading Journal: Students should keep a reading log with questions and reactions to what is being read. It should be completed two times a week and be at least a paragraph in length.</p> <p>Students will complete the graphic organizers within Literature Circles.</p> <p>Teacher Observation</p> | <p>SL7.1 SL7.4 RL7.1 RL7.2 W7.1 W7.2 W7.4 RI7.2 RI7.3</p> |

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| | <p>various historical events seen in the selected novel(s).</p> <p>SWBAT determine how the world would be different without the occurrence of certain historical events.</p> <p>SWBAT track their reactions to the selected novel(s) through completion of a reading log.</p> <p>SWBAT compare and contrast the historical event from the selected novel(s) with research conducting regarding the same historical event.</p> <p>SWBAT compose a written piece that evaluates the significance of a specific historical event.</p> | <p>Circles to discuss their novel modeled by the mentor text. Each student is responsible for their job and graphic organizer within the circle. When meeting with groups, each person should be responsible for at least one signpost in order to enhance the skills developed in the previous unit.</p> <p>A class discussion will be held on the idea of the importance the historical events within the texts studied.</p> <p>Read aloud “The Midnight Ride of Paul Revere” and discuss the importance of this historical event. How would history and the American culture be different if this event did not occur?</p> <p>Looking at the song “We Did start the Fire”, examine the historical context of iconic lines. Based on the novel you read, write a new line for the song.</p> | <p>Students should produce a mini paper using citations from the novel that depicts a comparison between the historical event within the book and the historical event from the research shown within the novel. To be put in portfolio.</p> <p>Students will write a composition of at least 2 to 3 paragraphs regarding a specific historical event. The students will discuss the importance of this event and how the world would be different if this event did not occur. To be put in portfolio.</p> | |
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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.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.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.

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| 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.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.W.7.2 | Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. |
| LA.W.7.4 | Produce clear and coherent writing in which the development, organization, voice and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.) |
| LA.W.7.1 | Write arguments to support claims with clear reasons and relevant evidence. |

Suggested Modifications for Special Education, ELL and Gifted Students

- Modifications for any individual student’s IEP or 504 plan must be met.
- Allow additional time when in full class discussing for processing and discussion.
- Although all lengths should be attempted, teacher should reduce work on written assignments depending on special needs.
- Students should be provided with graphic organizers during annotations, discussions, and when having to formulate any mini papers.
- Check for understanding by conferencing with teacher.
- Students may choose a partner or teacher may chose a partner to work that student is comfortable with.
- Use of audio support when applicable
- Achieve 3000 ELL supports
- Achieve 3000 individualized instruction level
- Achieve 3000 leveled nonfiction reading

Suggested Technological Innovations/Use

- 8.1.8. E.1: Effective use of digital tools assists in gathering and managing information.
- 8.2.8. F.2: Technology is created through the application and appropriate use of technological resources.
- 8.2.8. D.1: Information literacy skills, research, data analysis and prediction are the basis for the effective design of technology systems.
- 8.2.8. D.1: Information literacy skills, research, data analysis and prediction are the basis for the effective design of technology systems.

Cross Curricular/21st Century Connections

- 9.1.8.A.1: Develop strategies to reinforce positive attitudes and productive behaviors that impact critical thinking and problem-solving skills.

- 9.1.8.B.2: Assess data gathered to solve a problem for which there are varying perspectives (e.g., cross-cultural, gender-specific, generational), and determine how the data can best be used to design multiple solutions.
- 9.1.8.C.2: Demonstrate the use of compromise, consensus, and community building strategies for carrying out different tasks, assignments, and projects.
- 9.1.8.D3: Use effective communication skills in face-to-face and online interactions with peers and adults from home and from diverse cultures.
- 9.1.8.F.1: Demonstrate how productivity and accountability contribute to realizing individual or group work goals within or outside the classroom.

Reading Unit 3 Reading Across Cultures For Diversity and Perspective

Content Area: **Language Arts**
Course(s): **Honors Bilingual Physics, Language Arts**
Time Period: **2nd Marking Period**
Length: **4-6 Weeks**
Status: **Published**

Summary of the Unit

This unit will focus on our overlying theme for the course and introduce students to different perspectives and cultural awareness. This unit should take between 4-6 weeks. Students will have the choice, working in groups to select a novel to read with their peers where they will practice the reading strategies modeled by their teacher. Students will have choices of novels as well as be provided with opportunities to read short stories, poetry, nonfiction articles, and various media related materials. As well with all other units, vocabulary lessons and the continuation of Greek and Latin root words should be carried on throughout this unit.

Enduring Understandings

The perspective of the narrator of a story affects how the reader reads and develops their understanding of the story. Unreliable narrators and secondary characters can change the perspective a reader has on the story depending on how they see other characters and situations. Ethics take part within the readers overall relationship with the novel. The reader's opinions on different ethical aspects helps to determine the different points of view seen within a novel. In addition, the students will examine how culture may influence a character's perspective to situations in the novel.

Essential Questions

- How does the perspective and point of view of the narrator affect a story?
- Does the idea of various narrators affect the overall themes and ideas of the story?
- What does the ethical perspective have to do with how the reader creates a relationship with the novel?
- How can a person's culture influence the way he/she views or reacts to a certain situation?

Summative Assessment and/or Summative Criteria

Choose one:

Choice 1: How do the ethical notions of society change a person's behavior? Thinking about how society views certain groups (race, gender) determine how have these perceptions changed over time. The paper should be 2-4 pages in length and contain citations from the novel as well as one outside source in order to

show the idea of ethics within society and the repercussions that occur when someone has an adverse reaction to them.

Choice 2: Select 4 or 5 items that exemplify who you are as a person. What makes you, you? At least 2 items should have to do with your culture. An oral presentation should be completed with the artifacts. The presentation should be about 2 -3 minutes in length and discuss each artifact and how it helped make you the person you are. Included in the presentation should also be a part in which you discuss 2 artifacts that a character in the novel would have presented.

Choice 3: How do the ethical notions of society change a person's behavior? Explore the idea that society changed a character from the selected novel(s) over time. What were the key triggers that drove the character to change? Could any this have been avoided? Was the change a positive change for the character? The paper should be 2-4 pages in length and contain citations from the novel as well as one outside source in order to show the idea of ethics within society and the repercussions that occur when someone has an adverse reaction to them.

Resources

Texts:

- House On Mango Street (**Diversity & Equity title**)
- 145th Street (**Diversity & Equity title**)
- Return To Sender
- Dr. Jekyll Mr. Hyde
- The Outsiders
- Song of the Trees
- Revolt of the Evil Fairies
- Nine, Ten, Eleven
- "Minister's Black Veil" Nathaniel Hawthorne (1250)
- "The Three Little Pigs"
- "The True Story of the Three Little Pigs"
- Freedom Writer's Diary (**Diversity & Equity title**)
- Ethnic Stereotypes In Schools: We Are All Part Of The Problem: Ron Bernee (**Diversity & Equity title**)
- All Summer in a Day

Music/Art:

- "The Nightmare" Henry Fuseli

- “The Sleep of Reason Produces Nightmares” Francisco Goya
- “Insane Woman (Envy)”: Theodore Gericault

Movie/TV Clips:

- Once Upon a Time
- Freedom Writers: The Line
- Freedom Writers: Drawing

Poetry:

- Various Depending on the Novel

Achieve:

- “Latinas Making their Mark” **(Diversity & Equity title)**
- “Let’s Celebrate APAHM!” **(Diversity & Equity title)**
- “All Hair is Created Equal” **(Diversity & Equity title)**
- “Day of the Dead Barbie” **(Diversity & Equity title)**
- “Native Talents Shine” **(Diversity & Equity title)**
- “The Dream Lives On” **(Diversity & Equity title)**
- “Black Panther Makes a Mark” **(Diversity & Equity title)**
- “O’Ree Made Hockey History” **(Diversity & Equity title)**
- “Goodbye, Nelson Mandela” **(Diversity & Equity title)**
- “Diwali: The Festival of Lights” **(Diversity & Equity title)**
- “Hearts of Our People” **(Diversity & Equity title)**
- “Cooking Up Native Traditions” **(Diversity & Equity title)**
- “City of Ice” **(Diversity & Equity title)**
- “Don’t Judge, Just Ask!” **(Diversity & Equity title)**

Websites/Links:

- <https://arseitz.wordpress.com/2013/04/17/the-multiple-voices-of-jekyll-and-hyde/>
- <http://brainden.com/face-illusions.htm>

Unit Plan

| Topic/Selectio | General | Instructional Activities | Benchmarks/Assessments | Standards |
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| Introduction 1-2 days | SWBAT assess important quotes from the selected novel(s) in order to predict the novel's underlying motifs and themes. | Select quotes from the novel. Write selected quotes at the top of a piece of chart paper. Post chart paper around the classroom. Have students travel around the classroom, read the quotes, and write their predictions for the novel based on the quotes. This activity could also be completed as a station. | Provide the students with a "crystal ball" worksheet. Each student will select at least one quote that he/she found interesting. The students will illustrate their predictions for the novel, based on the quotes, on their crystal ball worksheet. | RL7.1 RL7.4 W7.4 W7.9A SL7.1 SL7.4 |
| Determining the Main Character's Perspective 1-2 weeks | SWBAT examine the literary element point of view and determine how the point of view can affect a piece of literature. SWBAT assess the concept of perception by examining optical illusions. SWBAT evaluate the similarities and differences between the characters in the selected novel(s) and the excerpt "Freedom Writer's Diary". SWBAT assess the way society perceives different cultures through a discussion of societal norms, stereotypes, and biases. SWBAT analyze | Review the idea of point of view. Show a picture or scene from any movie of choice. After 3 seconds take the image away and ask what the students notice. Make a list of things that each person notices. Discuss in class how a single point of view is important to the perspective of the novel. Students will be split into reading groups. Each member will be assigned a job (literary luminary, vocabulary finder, summarizer, and discussion leader). Groups will read together in class and independently at home. Each member is responsible for completing his/her job for the assigned reading. The class will have whole class discussions based on the information found by the groups. This method may be used with book clubs or a whole class novel. Explore the idea of looking at different perspectives through reading aloud in | Reading Journal: Students should keep a reading log with questions and reactions to what is being read. It should be complete two times per week and about a paragraph in length. Write your own version of a fairy tale from a different point of view. Rewrite the ending of "All Summer in a Day" from the perspective of one of the other students. Create a poster describing student's nationality. It should contain things associated with their culture and a paragraph should be written describing their poster. An oral presentation should be done in class as part of their grade. Imagine you have been denied one of your basic rights (e.g., the right to attend school; the right to play on a sports team or participate in a club; the right to | RL7.1 RL7.3 RL7.6 RI7.1 RI7.3 RI7.6 W7.3 W7.4 W7.9 SL7.1 SL7.4 |

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| | <p>the existence of stereotypes in schools by reading the article “Ethnic Stereotypes in Schools: We Are All Part of the Problem”.</p> <p>SWBAT evaluate the use of point of view in poetry and determine how a certain point of view can affect the meaning of a poem.</p> <p>SWBAT track their reactions to the selected novel(s) through completion of a reading log.</p> <p>SWBAT promote their nationalities by creating a poster and completing an oral presentation.</p> <p>SWBAT promote the need for equality in basic rights by composing and presenting a public service announcement.</p> | <p>reading groups the story of the “Three Little Pigs” and “The True Story of the Three Little Pigs.” Discuss within the groups how the story changes when looked at from a different perspective.</p> <p>Read aloud, annotate, and discuss “All Summer in a Day.” As a class. Highlight the signposts while reading and notes should be recorded in reading notebooks. Focus should be on the perspective of the children within the story.</p> <p>Using the website http://brainden.com/face-illusions.htm discuss how one picture can be seen in two different ways.</p> <p>Working with a partner, give each pair one piece of white paper. Using a small amount of paint give a couple of dots on papers. Have students then fold the paper whichever way and then open the paper. Without discussing with your partner, students should then construct a narrative story regarding the scene you think your painting inspires. Share our stories with each other when done.</p> <p>Literature Circles will meet and read the excerpt from, “Freedom Writer’s Diary” and discuss with groups how this excerpt compares to the</p> | <p>choose your own friends.) With the members of your group, create a public service announcement that addresses why you are entitled to the right you have selected. Each group will be required to present their public service announcement to the class. Groups may choose to record the PSA in advance or perform the PSA live in front of the class. Each PSA should be 3-5 minutes in length. Graded using a teacher created rubric.</p> | |
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| | | <p>characters within their novels. Discuss within groups your relationship to culture and how events in your life have altered your relationship with your culture.</p> <p>How do societal norms, bias and stereotypes show up in your novel? How do they effect the character? What evidence shows that these ideals are either correct or incorrect? To be put in reading notebook.</p> <p>Individually, students should read and annotate the non-fiction article, “Ethic Stereotypes in Schools: We Are All Part of the Problem.” Within groups, an open discussion should be held in reaction to the article.</p> <p>Explore poetry based in the culture/time of the novel. Close read and analyze.</p> | | |
| <p>Using the Secondary Character to Change Perspectives</p> <p>1-2 weeks</p> | <p>SWBAT trace the character development of the protagonist and secondary characters throughout the novel.</p> <p>SWBAT examine the literary element point of view and determine how the point of view can affect a piece of literature.</p> | <p>Choose one character from the novel so far and create a character web with everything you know about the character so far.</p> <p>Students will be split into reading groups. Each member will be assigned a job (literary luminary, vocabulary finder, summarizer, and discussion leader). Groups will read together in class and independently at home. Each member is responsible for completing his/her job for the</p> | <p>Reading Journal: Students should keep a reading log with questions and reactions to what is being read. It should be complete two times per week and about a paragraph in length.</p> <p>Write your own version of a fairy tale from a different point of view.</p> <p>Rewrite the ending of “All Summer in a Day” from the perspective of one of the other students.</p> | <p>RL7.1</p> <p>RL7.3</p> <p>RL7.6</p> <p>RI7.1</p> <p>RI7.3</p> <p>RI7.6</p> <p>W7.1</p> <p>W7.4</p> <p>W7.9</p> <p>SL7.1</p> |

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| | <p>SWBAT assess how a character's decisions help shape his/her personality.</p> <p>SWBAT track their reactions to the selected novel(s) through completion of a reading log.</p> <p>SWBAT establish connections between the characters from the selected novel(s) and the characters from supplementary texts.</p> | <p>assigned reading. The class will have whole class discussions based on the information found by the groups. This method may be used with book clubs or a whole class novel.</p> <p>Explore the idea of looking at different perspectives through reading aloud in reading groups the story of the "Three Little Pigs" and "The True Story of the Three Little Pigs." Discuss within the groups how the story changes when looked at from a different perspective.</p> <p>Read aloud, annotate, and discuss "All Summer in a Day." As a class. Highlight the signposts while reading and notes should be recorded in reading notebooks. Focus should be on the perspective of the children within the story.</p> <p>Literature Circles will read and discuss the short story "Gift of the Magi". After reading "The Gift of the Magi," create a character chart for Della and James. Using textual evidence, analyze how the choices each character made throughout the story helps reveal his/her character. Explain how the story would have been different James were the narrator.</p> | <p>Choose a secondary character from the selected novel(s) and detail the events of the novel(s) based on how you think this character would feel or react to the events. This should be done in reader's notebook.</p> <p>Students will be asked each week to write a 2 to 3 paragraph response on a close reading topic or passage from the selected work of that week. It should focus on class discussion and ability to show connections within other literature, articles, and daily life. The signposts should also be included within the response.</p> <p>Develop an "Instagram" page poster for the character from the novel(s). Make sure to include at least three pictures that you think this character would post on Instagram. Each picture should have at least three comments from other characters in the novel.</p> <p>Select a character from the novel. On a piece of printer paper, draw a picture of that character. Around the picture, include at least four quotes from the novel that depict what the character sees, thinks, hears, and says. Each quote should be properly cited. Include a written paragraph for each quote explaining why this quote is important to the character.</p> | SL7.4 |
| Ethical | SWBAT to debate the concept of | Discuss in class the idea that people are either born | Reading Journal: Students should keep a reading log with | RL7.1 |

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| <p>Perspectives</p> <p>1-2 weeks</p> | <p>nature vs. nurture in terms of a person’s moral and ethic decisions.</p> <p>SWBAT examine the literary element point of view and determine how the point of view can affect a piece of literature.</p> <p>SWBAT evaluate and debate various ethical issues.</p> <p>SWBAT determine why people choose to reveal certain parts of themselves to the world while hiding other parts.</p> <p>SWBAT track their reactions to the selected novel(s) through completion of a reading log.</p> | <p>inherently good or bad. Using the article “Are We Born Good (or Evil)?”, by Samantha Smithstein, discuss this idea as a whole class.</p> <p>Students will be split into reading groups. Each member will be assigned a job (literary luminary, vocabulary finder, summarizer, and discussion leader). Groups will read together in class and independently at home. Each member is responsible for completing his/her job for the assigned reading. The class will have whole class discussions based on the information found by the groups. This method may be used with book clubs or a whole class novel.</p> <p>Group discussions on stem cell research and cloning. Use a graphic organizer to take notes.</p> <p>Debate the ethical issues of one of the two topics: stem cell research or cloning with a partner in the group and tie it into the articles already read on the topic.</p> <p>Read aloud “Ministers Black Veil” and discuss within the class the comparison and the idea of having faults or hiding behind wrong doings. Use this also to incorporate the element of symbolism</p> | <p>questions and reactions to what is being read. It should be complete two times per week and about a paragraph in length.</p> <p>Write an opinion piece in your reader’s notebook regarding whether you think people are born good or bad or if their behaviors is changed by the environment.</p> <p>Compose a 1 page paper regarding “The Minister’s Black Veil” and why people hide things from others, even the people to whom they are closest. What is the reason behind this decision? To be put in portfolio.</p> <p>Students will be asked each week to write a 2 to 3 paragraph response on a close reading topic or passage from the selected work of that work. It should focus on class discussion and ability to show connections within other literature, articles, and daily life. The sign posts should also be included within the response.</p> <p>Students will examine an ethical issue within the selected novel(s). After selecting an issue, the students will compose a letter to the author of the novel(s) in which they explain their thoughts on this topic. Evidence from the novel(s) should be included in the response.</p> | <p>RL7.3</p> <p>RL7.6</p> <p>RI7.1</p> <p>RI7.3</p> <p>RI7.6</p> <p>W7.1</p> <p>W7.4</p> <p>W7.9</p> <p>SL7.1</p> <p>SL7.4</p> |
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| | | within both the story and the selected novel(s). | <p>Create a mask in which you explain elements you share with the world and elements you hide from the world. You should include at least three elements for each category. Compose a four paragraph essay in which you explain the elements you share with the world and why you are comfortable sharing them and why you hide the elements you hide from the world. Teachers should stress that all information must be school appropriate and any alarming information will be shared with the guidance department and/or an administrator.</p> | |
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- 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.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.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.
- 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.RI.7.6 Determine an author's point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others.
- LA.W.7.9.A Apply grade 7 Reading standards to literature (e.g., "Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history").
- 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.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.7.4 Produce clear and coherent writing in which the development, organization, voice and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
- LA.RL.7.3 Analyze how particular elements of a story or drama interact (e.g., how setting

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| | shapes the characters or plot). |
| LA.W.7.1 | Write arguments to support claims with clear reasons and relevant evidence. |
| 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.7.6 | Analyze how an author develops and contrasts the points of view of different characters or narrators in a text. |
| LA.W.7.9 | Draw evidence from literary or informational texts to support analysis, reflection, and research. |

Suggested Modifications for Special Education, ELL and Gifted Students

- Modifications for any individual student’s IEP or 504 plan must be met.
- Allow additional time when in full class discussing for processing and discussion.
- Although all lengths should be attempted, teacher should reduce work on written assignments depending on special needs.
- Students should be provided with graphic organizers during annotations, discussions, and when having to formulate any mini papers.
- Check for understanding by conferencing with teacher.
- Students may choose a partner or teacher may chose a partner to work that student is comfortable with.
- Use of audio support when applicable
- Achieve 3000 ELL supports
- Achieve 3000 articles leveled for all reading levels
- Achieve 3000 individualized learning

Suggested Technological Innovations/Use

- 8.1.8. E.1: Effective use of digital tools assists in gathering and managing information.
- 8.2.8. F.2: Technology is created through the application and appropriate use of technological resources.
- 8.2.8. D.1: Information literacy skills, research, data analysis and prediction are the basis for the effective design of technology systems.
- 8.2.8. D.1: Information literacy skills, research, data analysis and prediction are the basis for the effective design of technology systems.

Cross Curricular/21st Century Connections

- 9.1.8.A.1: Develop strategies to reinforce positive attitudes and productive behaviors that impact critical thinking and problem-solving skills.
- 9.1.8.B.2: Assess data gathered to solve a problem for which there are varying perspectives (e.g., cross-cultural, gender-specific, generational), and determine how the data can best be used to design

multiple solutions.

- 9.1.8.C.2: Demonstrate the use of compromise, consensus, and community building strategies for carrying out different tasks, assignments, and projects.
- 9.1.8.D3: Use effective communication skills in face-to-face and online interactions with peers and adults from home and from diverse cultures.
- 9.1.8.F.1: Demonstrate how productivity and accountability contribute to realizing individual or group work goals within or outside the classroom.

Reading Unit 4: Reading to Analyze Characters Deeply

Content Area: **Language Arts**
Course(s): **Honors Bilingual Physics, Language Arts**
Time Period: **4th Marking Period**
Length: **6 Weeks**
Status: **Published**

Summary of the Unit

This unit has considerable freedom in choosing core texts of study and can be taught through whole class instruction or the use of literature circles. This unit should last about 6-7 weeks. The focus of this unit is to develop the idea that overcoming bad times and trying outcomes can change a person in many different ways through the reading of contemporary literature. Students will examine the concept that social norms and the decisions an individual makes help to develop the character of that person. Students will be able to examine choices through the chosen novels as well as reflect upon nonfiction and art pieces which provoke similar concepts

Enduring Understandings

Society, and what it deems acceptable, has a great amount of influence over people and the decisions they make. Society has differing opinions of people who rebel against the norms; some see those people as heroes, while others see them as villains. Rebellion is often necessary for change, both in terms of social norms and a person's character.

Essential Questions

- How do societal norms and values affect a person's decision making?
- Is the person who speaks up against societal norms a hero or a villain?
- Is rebellion a good thing or just a way for a person to get in trouble?
- How does the choice of rebellion change a person's character?

Summative Assessment and/or Summative Criteria

Required: the summative assessment for this unit will consist of an individual grade. Teachers may select either one of the following options:

- Individual Grade- Students will compose a 3-5 page personal narrative that details their journey during the decision making process of a difficult decision. After describing their personal experience, students will be required to liken their experience to the experience of a character from the novel studied throughout the unit. Focus on whether or not you and the character experienced similar situations and

made similar choices. Textual evidence from the novel must be included. Write a 3-5 page narrative in MLA format, Times New Roman font size 12. Graded according to NJSLA rubric.

- Individual Grade- Students will be required to interview someone who is older than they are and someone who is younger than they are. During the interview process, students should ask the person being interviewed at least ten questions about his/her decision making process. After interviewing both individuals, students should compose a 3-5 page paper that compares and contrasts their decision making process to the decision making processes of the two people who were interviewed, as well as one character's process within the chosen novel. Students should include the list of questions that were asked during the interview and each participant's responses with their final paper. Write a 3-5 page paper in MLA format, Times New Roman font size 12. Graded according to NJSLA rubric.

Resources

Texts:

- Double Dutch (**Diversity & Equity title**)
- Lord of the Flies
- Hunger Games
- Among the Hidden

- Face On Milk Carton

- Elsewhere
- The Miracle Worker

- A Christmas Carol

- Ghost (**Diversity & Equity title**)
- "All Summer in a Day"
- "Are We Born Good (or Evil)?" Samantha Smithstein
- Harry Potter and the Chamber of Secrets
- Something Wicked this Way Comes
- Beastly
- "Beauty and the Beast"
- The Day the Crayons Quit: Drew Daywalt (730)
- The Lottery: Shirley Jackson (980)
- The Gift of the Magi: O. Henry (950)

Music/Art:

- *Shays' Rebellion*
- *China Rebellion*
- *Boston Tea Party*

- *Mona Lisa: DaVinci*
- *Water Lilies: Monet*
- *Starry Night: Van Gogh*
- *Black City: Julie Mehretu's*
- *Obama: Ren Zhenyu*
- *Campbell's Tomato Soup: Andy Warhol*

Movie/TV Clips:

- *The Outsiders (Diversity & Equity title)*
- *Lost*
- *Beauty and the Beast*
- *Beastly*
- *The Miracle Worker (Diversity & Equity title)*
- *Are You Afraid of the Dark: Mr. Top Hat*
- *Harry Potter and the Chamber of Secrets*
- *Hunger Games*
- *The Blind Side (2009): <https://www.youtube.com/watch?v=xVbSQpoFDdb0> (Diversity & Equity title)*
- *The Lottery: <https://www.youtube.com/watch?v=vQQoMCaUz5Y>*

Poetry:

- Charge of the Light Brigade
- Have a Coke With You

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Achieve:

- "Billie's Message"
- "Teens Step Up and Speak Out"
- "Women Who Won the Vote" (**Diversity & Equity title**)
- "How to Spot a Hero"
- "Saving the Children"
- "Kids Who Give"
- "Malala Carries On" (**Diversity & Equity title**)
- "A Look Back at Elie Wiesel" (**Holocaust title**)
- "An Amazing Story"
- "Miracle on the Hudson"

Websites/Links:

- <https://www.fastcompany.com/1842370/how-fiction-impacts-fact-social-impact-books>
- <https://play.kahoot.it/v2/?quizId=6b83cc0e-f453-4314-a324-1b871a90568f>
- https://quizizz.com/admin/quiz/start_new/580688298dd61b2f2d95c02d
- <https://www.wordclouds.com/>

- <https://edpuzzle.com/media/5e9f0f7e29832c3f6d0faadc>
- <https://edpuzzle.com/media/5f0762b87b94e73f20af5c4a>
- <https://edpuzzle.com/media/5eb2c341bc334a3f8e3e4ea6>
- <https://play.kahoot.it/v2/?quizId=7a73acdc-a0a8-4464-9bcd-cca96f39e95d>
- <https://create.kahoot.it/details/among-the-hidden-final/e96276fc-3bb7-4eb4-964a-49db33aed7dd>
- <https://play.kahoot.it/v2/?quizId=7075782a-9a44-4342-bc36-ceae8007c248>
- <https://play.kahoot.it/v2/?quizId=832b85cc-6399-4fdc-8db8-e8a4b0cb3c46>
- <https://play.kahoot.it/v2/?quizId=fcc35355-3b1d-457c-9e90-38c3d506193a>
- <https://play.kahoot.it/v2/?quizId=107c6b57-02c7-4c2f-8493-75bc384061a5>
- <https://play.kahoot.it/v2/?quizId=42f7c613-48bb-4fca-8422-39575efa4b15>

<https://play.kahoot.it/v2/?quizId=a139313a-b22f-4e30-ab42-b63980e87ac1>

Unit Plan

| Topic/Selection | General Objectives | Instructional Activities | Benchmarks/Assessments |
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| Introduction to Contemporary Literature 2-3 days | <p>SWBAT evaluate the differences between classic and contemporary art and literature.</p> <p>SWBAT identify the elements of utopian and dystopian societies.</p> <p>SWBAT assess important quotes from the selected novel(s) in order to predict the novel's underlying motifs and themes.</p> | <p>View pieces of classic art and contemporary art. Discuss the similarities and the differences between the pieces and what one prefers.</p> <p>With a partner, students will participate in a WebQuest in which they will research the components of contemporary literature. Students will be required to provide at least three aspects that classify a piece of literature as contemporary.</p> <p>Class discussion regarding utopian and dystopian societies. Following the discussion, students will be asked to create their own utopia. Students should name their utopia, create a picture of the utopia, and be prepared to explain why this</p> | <p>Compare and contrast the classic paintings and the contemporary paintings. In writer's notebook record how art has evolved over time through each of the paintings viewed. Why do you think art has changed? How does this compare to literature and the evolution of text.</p> <p>After completing the Web quest, each partnership will create a poster board that depicts the aspects which classify literature as contemporary. Students must include pictures or drawings that represent contemporary literature on their poster board. Students must also include a list of at least 5 contemporary novels and the authors of those novels. Each partnership will present their poster board to the class.</p> <p>Provide the students with a "crystal ball" worksheet. Each student will</p> |

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| | | <p>place is considered a utopia.</p> <p>Select quotes from the novel. Write selected quotes at the top of a piece of chart paper. Post chart paper around the classroom. Have students travel around the classroom, read the quotes, and write their predictions for the novel based on the quotes. This activity could also be completed as a station.</p> | <p>select at least one quote that he/she found interesting. The students will illustrate their predictions for the novel, based on the quotes, on their crystal ball worksheet.</p> |
| <p>Societal Influences on Character</p> <p>2 weeks</p> | <p>SWBAT identify social norms and evaluate their place in society.</p> <p>SWBAT comprehend how authors of literature often draw inspiration from actual people and events.</p> <p>SWBAT how societal norms and the decisions a person makes help shape his/her character.</p> <p>SWBAT grasp that social norms vary based on geographical location and culture.</p> <p>SWBAT track their reactions to the selected novel(s) through completion of a reading log.</p> | <p>Students will be split into reading groups. Each member will be assigned a job (literary luminary, vocabulary finder, summarizer, and discussion leader). Groups will read together in class and independently at home. Each member is responsible for completing his/her job for the assigned reading. The class will have whole class discussions based on the information found by the groups. This method may be used with book clubs or a whole class novel.</p> <p>Read aloud and annotate the article, “How Fiction Impacts Fact: The Social Impact of Books.” Students should discuss their reaction to the article within reading groups.</p> <p>Provide each student with a copy of “The Charge of the Light Brigade” in order to participate in a class reading. Instruct students to annotate the poem during the class reading. After the class reading, play a clip from <i>The Blind Side</i> and instruct students to write down what they notice about choice (or lack of choice) the characters encounter</p> | <p>Reading Journal: Students should keep a reading log with questions and reactions to what is being read. It should be complete two times per week and about a paragraph in length.</p> <p>After reading “The Charge of the Light Brigade” and viewing the clip from <i>The Blind Side</i>, write a reflection piece in your reader’s notebook. Focus on the concept that although we are born with the ability to have choices and options in life, we cannot always make these decisions for ourselves. Explain why this occurs. What factors do you consider when you are faced with a decision you need to make?</p> <p>Compose a mini paper on the importance of social norms, why do people feel the need to follow social norms. Discuss factors that influence social norms. Select a social norm from the class list that you feel is the most important social norm to follow. Why do you feel this way? Select a social norm you believe is the least important to follow. Why do you feel this way? Responses must be at least 1.5-2 pages in length. Typed in Times New Roman font size 12. To be placed in writing</p> |

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| | | <p>in their notebooks.</p> <p>Create a class list of American social norms on anchor chart paper. Students should compose a list of approximately 15 social norms. As a class, discuss how individuals feel when another person breaks a social norm.</p> <p>Provide each student with a copy of the nonfiction article entitled “The Obamas push a U.S. Program to Help Educate Girls Around the World” to participate in a class reading. While reading, instruct students to write down their thoughts, reactions, and questions in their readers’ notebook.</p> | <p>portfolio.</p> <p>Imagine you have been denied one of your basic rights (e.g., the right to attend school; the right to play on a sports team or participate in a club; the right to choose your own friends.) With the members of your group, create a public service announcement that addresses why you are entitled to the right you have selected. Each group will be required to present their public service announcement to the class. Groups may choose to record the PSA in advance or perform the PSA live in front of the class. Each PSA should be 3-5 minutes in length. Graded using a teacher created rubric.</p> |
| <p>Conflict/ Rebellion that Shapes Character</p> <p>2 weeks</p> | <p>SWBAT evaluate the cause(s) of various historical rebellions.</p> <p>SWBAT analyze different types of rebellion and determine if rebellion is beneficial or harmful to a society.</p> <p>SWBAT track their reactions to the selected novel(s) through completion of a reading log.</p> | <p>Students will be split into reading groups. Each member will be assigned a job (literary luminary, vocabulary finder, summarizer, and discussion leader). Groups will read together in class and independently at home. Each member is responsible for completing his/her job for the assigned reading. The class will have whole class discussions based on the information found by the groups. This method may be used with book clubs or a whole class novel.</p> <p>Display a piece of artwork depicting Shays’ Rebellion. Instruct students to write down their reactions to the piece in their notebooks. Have students examine the piece closely (e.g., examine setting, characters’</p> | <p>Reading Journal: Students should keep a reading log with questions and reactions to what is being read. It should be complete two times per week and about a paragraph in length.</p> <p>After reading the article “Students Rebel Against Dress Code by Wearing Crop Tops and Cutoffs,” compose an opinion- editorial piece regarding Tottenville High School’s dress code. Be sure to include at least two pieces of textual evidence from the article in your writing. Opinion-editorials should be at least 1.5- 2 pages in length. Typed in Times New Roman font size 12. To be placed in writing portfolio.</p> <p>After reading the second third of the novel, compose a mini paper that compares and contrasts Shays’</p> |

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| | | <p>clothing, weapons) and determine the time period of the piece. Have students hypothesize what might have caused this rebellion to take place.</p> <p>Participate in a class reading of <i>The Day the Crayons Quit</i>. Instruct students to take notes in their readers' notebook that focus on the concept of rebellion present throughout the story.</p> <p>Provide students a copy of the nonfiction article "Students Rebel Against Dress Code by Wearing Crop Tops and Cutoffs." Instruct students to annotate the article in their readers' notebook. Have students write down their thoughts, reactions, and questions to the article.</p> | <p>Rebellion to the theme of rebellion in the chosen novel. Be sure to include textual evidence from your research of Shays' Rebellion and the novel. Focus on the major characters of each rebellion and the decisions these characters chose to make. Analyze the reasons Shays and the characters of the novel were rebelling. Do you believe their actions were justifiable? Why or why not? If the rebellion in the novel has not already been resolved, predict the outcome. Do you believe the characters will be successful with their rebellion? Why or why not? Mini paper must be at least 1.5-2 pages in length and typed in Times New Roman font size 12. To be placed in writing portfolio.</p> |
| <p>Choices that Shape Character 2 weeks</p> | <p>SWBAT comprehend how the decisions they make on a daily basis help develop their character and the way in which they are perceived by others.</p> <p>SWBAT evaluate that a person may follow societal norms and expectations even if these norms are not ethical.</p> <p>SWBAT grasp the concept that rebellions can be both violent and peaceful.</p> | <p>Students will be split into reading groups. Each member will be assigned a job (literary luminary, vocabulary finder, summarizer, and discussion leader). Groups will read together in class and independently at home. Each member is responsible for completing his/her job for the assigned reading. The class will have whole class discussions based on the information found by the groups. This method may be used with book clubs or a whole class novel.</p> <p>Pair students with a partner. Provide each partner with a set of "Would You Rather?" questions. Students will participate in a game of "Would You Rather?" with their partners</p> | <p>After reading "The Gift of the Magi," create a character chart for Della and James. Using textual evidence, analyze how the choices each character made throughout the story helps reveal his/her character.</p> <p>Divide students into groups of four. Each group will select an historical figure who rebelled against social norms. With the members of your group, research your historical figure and create a PowerPoint presentation or Pow Toons presentation that explains who he/she was, what choices he/she made, and why he/she made these choices. Presentations should include properly cited textual evidence from internet sources and visual aids.</p> |

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| <p>SWBAT grasp the concept that there are times when rebellion is essential for progress to be made.</p> | <p>for approximately 15-20 minutes.</p> <p>Provide students with a copy of “The Lottery” to participate in a class reading. Instruct students to take notes on the story in their readers’ notebook. Explain to students that they should focus on the decisions the characters are forced to make throughout the story.</p> <p>Read aloud, annotate, and discuss “All Summer in a Day.” As a class. Highlight the signposts while reading and notes should be recorded in reading notebooks. Focus should on the choices that were made impacted others.</p> <p>Pair students with a partner in order to play the game “Builder.” One of the partners will be instructed to wear a blind fold. The partner who is not blind folded will instruct his or her partner to create a structure out of Legos solely through verbal communication. After a span of 5 minutes, the partner will switch roles.</p> <p>Provide students with a copy of “The Gift of the Magi” to participate in a class reading. Instruct students to take notes on the story in their readers’ notebook. Explain to the students that they should focus on the decisions the characters are forced to make throughout the story.</p> | <p>After completing the novel, select a character and analyze the choices he/she made throughout the novel. Create a collage which includes words and pictures that describe this character and the choices he/she made throughout the novel. Include a one page write up that traces the evolution of the character you selected throughout the novel. Focus on the decisions he/she made, why he/she made those decisions, and how those decisions affected him/her. Be prepared to present your collage to the class.</p> <p>After reading “The Lottery” and/or “All Summer in a Day”, students will compose a mini paper explaining how the choices of the characters in each story helped develop the theme. Students should examine how the choices of the characters affected other characters in the story, as well as the events of the story.</p> | |
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| | | <p>Provide students with a copy of the nonfiction article entitled “Girl Shot by Taliban Now Back to School, in England.” Instruct students to write down their thoughts, reactions, and questions in their readers’ notebook while reading.</p> <p>Using the notebook recordings of choices each character has made, students should create a class choices chart that will map out how decisions affected the events of the novel(s).</p> | |
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Suggested Modifications for Special Education, ELL and Gifted Students

- Modifications for any individual student’s IEP or 504 plan must be met.
- Allow additional time when in full class discussing for processing and discussion.
- Although all lengths should be attempted, teacher should reduce work on written assignments depending on special needs.
- Students should be provided with graphic organizers during annotations, discussions, and when having to formulate any mini papers.
- Check for understanding by conferencing with teacher.
- Students may choose a partner or teacher may chose a partner to work that student is comfortable with.
- Use of audio support when applicable
- Achieve 3000 ELL supports
- Achieve 3000 Leveled Reading and Individualized Instruction
- Leveled Anchor Text Selections to meet varying needs of readers in class

Suggested Technological Innovations/Use

- 8.1.8. E.1: Effective use of digital tools assists in gathering and managing information.
- 8.2.8. F.2: Technology is created through the application and appropriate use of technological resources.
- 8.2.8. D.1: Information literacy skills, research, data analysis and prediction are the basis for the effective design of technology systems.
- 8.2.8. D.1: Information literacy skills, research, data analysis and prediction are the basis for the effective design of technology systems.

Cross Curricular/21st Century Connections

- 9.1.8.A.1: Develop strategies to reinforce positive attitudes and productive behaviors that impact critical thinking and problem-solving skills.
- 9.1.8.B.2: Assess data gathered to solve a problem for which there are varying perspectives (e.g., cross-cultural, gender-specific, generational), and determine how the data can best be used to design multiple solutions.
- 9.1.8.C.2: Demonstrate the use of compromise, consensus, and community building strategies for carrying out different tasks, assignments, and projects.
- 9.1.8.D3: Use effective communication skills in face-to-face and online interactions with peers and adults from home and from diverse cultures.
- 9.1.8.F.1: Demonstrate how productivity and accountability contribute to realizing individual or group work goals within or outside the classroom.

Writing Unit 1: Writing Realistic Fiction Symbolism, Syntax, and Truth

Content Area: **Language Arts**
Course(s): **Honors Bilingual Physics, Language Arts**
Time Period: **1st Marking Period**
Length: **6 weeks**
Status: **Published**

Summary of the Unit

This unit is the introduction and foundation for establishing students' rapport with writing. This unit should last about 6 – 7 weeks. Through the program of writer's workshop, this unit acts as a stepping stone from composing personal narratives to developing realistic fiction. The unit will be used in conjunction with various mentor texts and mini-lessons to culminate in a published realistic fiction piece.

Enduring Understandings

Dialogue is imperative to realistic fiction through the explanation of human interaction. Creating meaningful characters is important in developing a well-constructed story. Symbolism and meaning are the focus in drafting and revising. The purpose of realistic fiction is to entertain and keep the audience invested.

Essential Questions

- How do we construct dialogue in way that explains human interactions?
- What lengths does a writer have to go to in order to create a memorable character?
- What strategies are imperative to the revising and drafting phase in order to provide symbolism and meaning that show relevance to the story's overall themes?
- How does the writer create a story that the reader is invested in?

Summative Assessment and/or Summative Criteria

Required: Session 17: Publishing Anthologies Using the sessions and mini-lessons taught throughout the unit, students will compose a realistic fiction piece for publication. The story should be a minimum of 2 pages typed in length. It should encompass all the story elements, dialogue, and take into account the audience. The writing piece should be typed and put into the student's writing portfolios within the Google Drive. A celebration should be held where students can share their published pieces with the class.

Resources

Core Text/Teacher:

- Writing Realistic Fiction: Symbolism Syntax and Truth: M. Colleen Cruz

Mentor Texts

- “13 and a Half” : Rachel Vail
- “Ribbons : Lawrence Yep

Optional Texts:

- Alexander and the Terrible, Horrible, No Good, Very Bad Day: Judith Viorst (570)
- The True Story of the Three Little Pigs: Jon Scieszki (570)
- Marshfield Dreams : Ralph Fletcher (700)
- Tuck Everlasting: Natalie Babbitt (770)
- Dragons Love Tacos: Adam Rubin (720)
- Creepy Carrots: Aaron Reynolds (410)
- Eats, Shoots and Leaves: Lynne Truss (380)
- The Plot Chickens: Mary Jane and Herm Auch (590)
- Three Hens and Peacock: Lester Laminack
- Nine, Ten, Eleven: Nora Raleigh Baskin

Instrumental Versions:

- “At Last” Etta James
- “The Fox” Ylvis

Websites:

- <https://play.kahoot.it/v2/?quizId=a1f64c8a-0db6-401f-83a1-551c0114b8c8>
- <https://play.kahoot.it/v2/?quizId=ee05d600-acfa-4998-a81e-2f451a14b759>
- <https://edpuzzle.com/media/5e7e48697c5c423f2d9bad5c>

Unit Plan

| Topic/Selection Timeframe | General Objectives | Instructional Activities | Benchmarks/Assessments | S |
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| Intro to Writer's Workshop / Realistic Fiction 1 Week | <p>-develop a writer's notebook showing ownership</p> <p>-organize a table of contents for writer's notebook</p> <p>-create a list of memories and goals to use as inspiration</p> <p>-write journal entries using list items.</p> <p>-discuss what makes a good story</p> | <p>Set up writer's notebooks by personalizing them through decorations. This creates a sense of ownership for the writer.</p> <p>Set up the table of contents for writer's notebooks with session titles in case of absences and to show accountability and organization</p> <p>Work individually to generate personal lists regarding the following topics:</p> <ul style="list-style-type: none"> • Things you are passionate about • Favorite childhood memories • What you did over the summer • Looking towards the future <p>Read aloud "The Plot Chickens" with the class and discuss what makes a good story.</p> | <p>Completed decorated Notebook</p> <p>Complete Table of Contents</p> <p>Using the personals lists, students should generate 4 seed journal entries regarding one choice from each list. These entries should be at least one paragraph or 8 -10 sentences in length and will work as the base for realistic fiction topics later in the unit.</p> | L L L L L |
| Bend 1: Creating and Developing Meaningful Stories and Characters 2 Weeks | <p>-define a small moment through close reading examples and discussion</p> <p>-present a small moment to your group</p> <p>-construct the beginning of realistic fiction</p> | <p>Session 1: Imagining Stories from Everyday Moments</p> <p>Work in groups to read an example of a small moment from <u>Marshfield Dreams</u> or <u>Nine, Ten, Eleven</u>. Define in the groups what a small moment is and how it can be transformed into a story.</p> <p>With a writing partner, tell a small moment from the first day of school. Generate a list of small moments from your own life in Writer's notebook. Use the example of Esmerelda from the teacher's guide to model.</p> | <p>Choose one small moment from your writer's notebook and construct a realistic fiction story. students will conference with teacher and writing partner for support through the process.</p> <p>Choose one story that you wished existed from your writer's notebook and construct a realistic fiction story. Students will conference with teacher and writing partner for support through the</p> | L L L L L L L L |

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| <p>through a small moment story</p> <p>-create a class chart of wishes for the world</p> <p>-identify character traits and struggles</p> <p>-compose a story that you wished existed</p> <p>-describe a scene using everyday examples</p> <p>-examine the emotional and physical qualities of a character</p> <p>-develop a scene centered around a strong character</p> <p>-work collaboratively to understand the importance of struggle within a story</p> | <p>EdPuzzle: https://edpuzzle.com/media/5e7e48697c5c423f2d9bad5c</p> <p>Session 2: Imagining Stories You Wish Existed in the World</p> <p>Create a class chart of ideas for stories one wish existed. Examples could be that of a story about struggles of a biracial child or a story about kids who don't like sports.</p> <p>With a writing partner, chose one idea from the class list and turn and talk about the character traits and struggles that a character might encounter.</p> <p>Session 3: Developing Believable Characters through Scene Boot Camp</p> <p>Discuss as a class what a scene is composed of and provide examples of everyday scenes.</p> <p>With a writing partners work on characterizing a character. Use the example of Esmerelda from the Teacher's Guide as reference. Discuss physical and emotional qualities of the character.</p> <p>Session 4: Giving Characters Struggles and Motivations that Mirror Real Life</p> <p>Read aloud with students <u>Alexander and the Terrible, Horrible, No Good, Very Bad Day</u> in order to demonstrate a character's struggle. Have students take notes while reading to discuss after.</p> <p>Construct comic style example of what could be a bad</p> | <p>process.</p> <p>Choose one scene and a character from your writer's notebook and construct a realistic fiction story using your own character. Students will conference with teacher and writing partner for support through the process.</p> <p>Choose one struggle from your writer's notebook and construct a realistic fiction story using your character. Students will conference with teacher and writing partner for support through the process.</p> <p>In writer's notebook, students should plot there original story.</p> |
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| <p>drama</p> <p>-evaluate the leads of favorite stories</p> <p>-edit narratives by composing a lead</p> <p>-develop the use of dialogue within drafts</p> <p>-asses the importance of a good ending</p> <p>-revise narratives to ensure that the endings are strong</p> | <p>Session 7: Stepping Into the Drama of the Story to Draft</p> <p>Discuss using “13 and a Half” how to put yourself within a character’s story in order to develop good drama.</p> <p>Teacher model using the Esmerelda story from the Teacher’s Guide how to envision yourself within the drama.</p> <p>Read aloud <u>The True Story of the Three Little Pigs</u> and within writing partners students should discuss how point of view effects the drama of the story.</p> <p>With writing partner practice what you learned by drafting the next Esmerelda scene. Share after about 5 minutes to keep the mini lesson moving.</p> <p>Session 8: Studying Published Texts to Write Leads</p> <p>Define a lead within class discussion. Using the students provided examples openly discuss the effectiveness of leads. Use the example of <u>Tuck Everlasting</u> prologue in order to show how a lead introduces a story.</p> <p>With writing partner, students should read the leads of “13 and a Half” and “Ribbons.” They should discuss how the lead affects the story, mood, time, place, and or foreshadows.</p> <p>Session 9: Grounding Dialogue in Scenes</p> <p>Discuss as a class how dialogue is used within a scene. It should ground the scene, show action, and give the reader an understanding of space and time.</p> <p>With writing partner, students should look at the class</p> | <p>the process.</p> <p>Begin redrafting your narrative. Students should draft more than one lead and discuss with reading partner and teacher which lead makes the most sense. Use the mini-lesson and discussion with writing partner to anchor your writing. Students will conference with teacher and writing partner for support through the process.</p> <p>Begin revising drafts adding dialogue that is meaningful and replacing dialogue that does not advance the story. Use the mini-lesson and discussion with writing partner to anchor your writing. Students will conference with teacher and writing partner for support through the process.</p> <p>Begin revising drafts adding endings that match the anchor charts and are satisfying to the reader. Use the mini-lesson and discussion with writing partner to anchor your writing. Students will conference with teacher and writing partner for support through the process.</p> |
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| <p>drafts of realistic fiction</p> <p>-describe items and events in the draft of realistic fiction</p> <p>-edit realistic fiction for grammar and spelling</p> <p>-redraft writing through, checklists, symbolism and imagery, rhythm, intent, mood, and sentence structure</p> <p>-produce a completed realistic fiction piece.</p> | <p>Imagery to Bring Out Meaning</p> <p>Teacher will introduce writing by discussing symbols used in past or current stories that students know. Class discussion should center on how symbolism and imagery adds a layer to the story.</p> <p>Using the Esmerelda class story as a model, teacher should demonstrate how to add symbolism to a story. This should be done through thinking out loud and showing as a whole group.</p> <p>With writing partner, students should use the excerpt from the Teacher’s Guide and practice adding imagery and symbolism with the story.</p> <p>Session 13: Conducting the Rhythm of Language</p> <p>Play the instrumental versions of both “At Last” and “The Fox.” Turn and talk about the rhythm of each song. Explain how sentences should almost flow like a beat with differences in rhythm and tone. That’s what make a good story.</p> <p>Model using the class Esmerelda story how to change sentence length in order to help the rhythm of the story. With a writing partner, students should try it with a section of the class story as well.</p> <p>Session 14: Using Mentor Texts to Help Match Authorial Intent with the Page</p> <p>Discuss and revisit the idea of tone and mood through a brief discussion. Using those ideas, students should focus on “13 and a Half” and reread the section looking at it through the lens of tone and mood.</p> <p>Students should annotate while reading “13 and a Half.”</p> <p>With a writing partner they should discuss the different</p> | <p>Students will revise their draft with the focus on rhythm and sentence structure. Use the mini-lesson and discussion with writing partner to anchor your writing. Students will conference with teacher and writing partner for support through the process.</p> <p>Students will revise their draft with the focus on mood and tone. Students should incorporate or embellish on scenes in order to give the reader a change to make a connection with the story. Use the mini-lesson and discussion with writing partner to anchor your writing. Students will conference with teacher and writing partner for support through the process.</p> <p>Students will revise their draft with the focus “tightening sentences.” Use the mini-lesson and discussion with writing partner to anchor your writing. Students will conference with teacher and writing partner for support through the process.</p> <p>Students will edit their stories with the focus on lenses of punctuation, tense, and spelling. Use the mini-lesson and discussion with writing partner to anchor your writing. Students will conference with teacher and writing partner for support through</p> |
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| | | <p>emotions and feelings experienced when reading the piece and where these were located.</p> <p>Session 15: Economizing on the Sentence and Word Level</p> <p>Teacher models how to produce writing that is focused and has enough detail without being too descriptive or not descriptive enough. The excerpt from the “Teacher’s Guide” should be used to model or <u>Creepy Carrots</u> for emphasis on who is your audience.</p> <p>With a writing partner, students should “tighten” the writing of the given excerpt from the Teaching Guide. Students will report back revisions.</p> <p>Session 16: Editing with Lenses and Independence</p> <p>Students should look around the room for 10 seconds. After that, they will be asked to write down everything they just noticed in their writer’s notebook. They will repeat this exercise using the lenses of literature, furniture, and people.</p> <p>In writing partners, pair with another grouping and discuss the lenses you use when editing your stories.</p> <p>Students should be given the exemplar from the Teaching Guide and use the idea of lens to edit the work. Share with the class.</p> | <p>the process.</p> |
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LA.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.

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.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.

LA.RL.7.2

Determine a theme or central idea of a text and analyze its development over the

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| | course of the text; provide an objective summary of the text. |
| LA.L.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. |
| 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.7.6 | Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. |
| 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.L.7.1 | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. |
| LA.W.7.2.B | Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. |
| 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.L.7.2 | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. |
| LA.W.7.4 | Produce clear and coherent writing in which the development, organization, voice and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.) |
| LA.RL.7.3 | Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot). |
| 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.L.7.3 | Use knowledge of language and its conventions when writing, speaking, reading, or listening. |
| LA.W.7.7 | Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation. |
| LA.W.7.9 | Draw evidence from literary or informational texts to support analysis, reflection, and research. |
| LA.W.7.10 | Write routinely over extended time frames (time for research, reflection, metacognition/self correction, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. |

Suggested Modifications for Special Education, ELL and Gifted Students

Suggested Modifications for Special Education, ELL and Gifted Students

- Allow additional time when in full class discussing for processing and discussion.
- Although all lengths should be attempted, teacher should reduce work on written assignments depending on special needs.
- Students should be provided with graphic organizers during annotations, discussions, and when having to formulate any mini papers.

- Check for understanding by conferencing with teacher.
- Students may chose a partner or teacher may chose a partner to work that student is comfortable with.
- Repeat and Clarify any directions given
- Use of audio tapes when applicable
- Allow for preferential seating within groups and whole class
- Modifications may be made for summative assessment to reflect the appropriate level of the students in the class

Suggested Technological Innovations/Use

- 8.1.8.E.1: Effective use of digital tools assists in gathering and managing information.
- 8.2.8.F.2: Technology is created through the application and appropriate use of technological resources.
- 8.2.8.D.1: Information literacy skills, research, data analysis and prediction are the basis for the effective design of technology systems.
- Peer reviews are to be commented on mini papers through Google Documents
- 8.2.8.D.1: Information literacy skills, research, data analysis and prediction are the basis for the effective design of technology systems.
- 8.1.8.C.1: Digital tools and environments support the learning process and foster collaboration in solving local or global issues and problems.
- Use of educational websites including Kahoot, Edpuzzle, Quizizz, and Achieve 3000

Cross Curricular/21st Century Connections

- 9.1.8.A.1: Develop strategies to reinforce positive attitudes and productive behaviors that impact critical thinking and problem-solving skills.
- 9.1.8.B.2: Assess data gathered to solve a problem for which there are varying perspectives (e.g., cross-cultural, gender-specific, generational), and determine how the data can best be used to design multiple solutions.
- 9.1.8.C.2: Demonstrate the use of compromise, consensus, and community building strategies for carrying out different tasks, assignments, and projects.
- 9.1.8.D3: Use effective communication skills in face-to-face and online interactions with peers and adults from home and from diverse cultures.

Writing Unit 2: Writing About Reading: From Reader's NB to Companion Books

Content Area: **Language Arts**
Course(s): **Honors Bilingual Physics, Language Arts**
Time Period: **2nd Marking Period**
Length: **6 weeks**
Status: **Published**

Summary of the Unit

This unit continues to establish students' rapport with writing. This unit should last about 5 – 6 weeks. Through the program of writer's workshop, this unit acts as a stepping stone from composing research-based information writing pieces to developing companion books which incorporate literary analysis. The unit will be used in conjunction with various mentor texts and mini-lessons to culminate in a published companion book piece.

Enduring Understandings

Concrete details, such as quotes and character relationships, and more abstract elements, such as symbolism and theme, are essential to analytical writing. The planning and drafting steps of the writing process are imperative when writing a companion book. Symbolism, text structure, and fan fiction are the focus in writing to expand literary analysis. The purpose of literary analysis is to understand the deeper meanings of a text and to inform other readers of the importance of the deeper meanings of a novel.

Essential Questions

- How do we use graphics such as maps and diagrams to better understand a text?
- What lengths does a writer have to go to in order to fully explain their thinking?
- What strategies are imperative to the revising and drafting phase in order to incorporate symbolism and inside perspectives that show relevance to the novel's overall themes?
- How does the writer create a companion book that the reader is invested in?

Summative Assessment and/or Summative Criteria

Required: Session 16: Final Edits and a Celebration

Using the sessions and mini-lessons taught throughout the unit, students will compose a companion book piece for publication. The companion book should be a minimum of 4 chapters that are each 1.5-2 pages typed

in length. It should encompass elements such as important symbols, themes, and character development and how these elements are significant to the deeper meanings of the novel. The writing piece should be typed and put into the student's writing portfolios within the Google Drive

Resources

Core Text/Teacher

Writing about Reading: From Reader's Notebooks to Companion Books: Audra Kirschbaum Robb

Mentor Texts

"The Stolen Party" : Liliana Heker

Various novels from the 7th grade Language Arts Literature Curriculum

The Hunger Games Companion: The Unauthorized Guide to the Series: Lois H. Gresh

The Divergent Companion: The Unauthorized Guide to the Series: Lois H. Gresh

The True Story of the Three Little Pigs: Jon Scieszka

Excerpt of the poem "Dreams": Langston Hughes

Musical Versions

"Wings" Macklemore

"I Hope You Dance" Lee Ann Womack

Film Versions

Clip from *Harry Potter and the Sorcerer's Stone*

Clip from the television sitcom *Modern Family*

Unit Plan

| Topic/Selection Timeframe | General Objectives | Instructional Activities | Benchmarks/Assessments | Standards |
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| Bend 1: Planning and Drafting Companion Books 2-3 Weeks | -record abstract elements of a read aloud -analyze a characters inner thoughts -evaluate a note taking strategy -develop a map, timeline, or image of a scene -demonstrate understanding of abstract elements using novels -critique writing for concrete details -elaborate on inner thoughts of characters -explain symbolism with the | <p>Session 1: Writing about Reading with Voice and Investment</p> <p>Listen to a reading of the first page of “The Stolen Party.” During the reading, take notes that grasp the more abstract elements of the story.</p> <p>Create a chart or diagram, have a conversation with one of the characters, or write a character’s potential inner thoughts.</p> <p>Meet in groups and discuss which note-taking strategies were used throughout the lesson. Discuss the effectiveness and ineffectiveness of each strategy.</p> <p>Session 2: Using Graphics to Think and Rethink about Literature</p> <p>Other note-taking strategies can be used to analyze literature. Notes can be color coded or contain symbols to mark important information within literature. Writing is not the only option for effective note-taking. Create a character map, a timeline, or an artistic representation of an important scene in the story.</p> <p>Reread the mentor text and take notes on the story using one of the “innovative note-taking strategies.” Focus on elements such as symbols, themes, and character relationships.</p> <p>Session 3: Thinking Big, Thinking Small: Ideas and Specifics</p> <p>Revisit recent entries in the writer’s notebook. Select one entry that discusses concrete details of the novel (e.g., character relationships, quotes,</p> | <p>Select a note-taking strategy that you believe to be the most effective. Detail the steps of the strategy and how this strategy will be applied throughout the unit.</p> <p>Independent novels or a whole class novel will be used in this unit to write a companion book. After session two, students should have at least three entries pertaining to the more abstract elements of the novel. At least one entry should use an “innovative note-taking strategy.” The written entries should be at least one page in length.</p> <p>Select a symbol seen in the beginning of the chosen companion book novel. Complete a one page entry discussing the deeper meaning of the symbol, how the deeper meaning is seen in the novel, and why this symbol is significant to the novel. Be sure to include at least one piece of properly cited textual evidence.</p> <p>Write at least another two pages in the writer’s notebook. Focus on the craft of elaboration and how to expand a thought.</p> <p>Write a one to two page entry that examines a major</p> | <p>LA.RL7.1</p> <p>LA.RL7.2</p> <p>LA.RL7.3</p> <p>LA.RL7.4</p> <p>LA.RL7.5</p> <p>LA.RL7.6</p> <p>LA.RL7.10</p> <p>LA.W7.1</p> <p>LA.W7.2</p> <p>LA.W7.3C</p> <p>LA.W7.4</p> <p>LA.W7.5</p> <p>LA.W7.9</p> <p>LA.W7.10</p> <p>LA.SL7.1</p> <p>LA.SL7.2</p> <p>LA.SL7.3</p> <p>LA.SL7.4</p> <p>LA.L7.1</p> <p>LA.L7.2</p> <p>LA.L7.3</p> <p>LA.L7.6</p> |

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| <p>original novel to show deeper meaning</p> <p>-analyze the main plot events of novel to show character development</p> <p>-write about major themes within the novel</p> <p>-justify the emotions and moods felt by characters within a novel</p> <p>-design a scene around a pivotal moment</p> <p>-construct a table of contents for companion book.</p> <p>-judge through examples why certain ideals are used within a companion</p> | <p>specific events, etc.). List three ways to move toward discussing the more abstract elements of the novel.</p> <p>Session 4: Explaining Thinking</p> <p>With a partner, find an entry where the writer's thoughts were not explained. Partner 1 should explain his/her thoughts to Partner 2. Partner 1 should say a whole paragraph worth of thoughts. Partner 2 will then explain his/her thinking to Partner 1.</p> <p>Return to an entry that was already written and work on elaboration and expanding thoughts independently.</p> <p>Session 5: Close Reading and Analytic Writing</p> <p>Use "The Stolen Party" to analyze how story elements are connected. Write a one page entry on two of the following: how characters respond to a certain event, how characters react to setting, how a character feels/acts at different points of the plot, examine settings at different points of the plot, how characters feel/act in different settings.</p> <p>With a partner, list three different connections between story elements and explain how these connections affect the companion book novel.</p> <p>Session 6: Letting the Book Teach You How to Respond</p> <p>Create a class chart that maps character emotions and reader reactions throughout "The Stolen Party."</p> <p>Discuss the potential strategies that could be used to overcome challenges a writer may face while reading a complicated story. (e.g., timeline or T-</p> | <p>theme of the novel. Discuss what the theme is and what message about the theme the author is trying to convey.</p> <p>Write at least one page long entry that focuses on a pivotal moment in the companion book novel. Focus on how this scene will affect the characters and the remainder of the novel.</p> <p>Compose a table of contents for the companion book novel. Focus on important story elements such as character relationships, symbols, themes.</p> <p>Begin drafting the companion books for the independent or whole class novel. Each chapter should be at least 1 ½-2 pages typed.</p> <p>By the end of session 9, have at least two chapters of the companion book finalized. Each chapter should be at least 1 ½-2 pages typed and contain a compelling introduction and conclusion.</p> | |
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| | <p>book</p> <p>-draft the beginning chapters of a companion book</p> | <p>chart that traces character emotions/reader reactions throughout the story, a web that displays character relationships, detailed sketches of important scenes, a “pressure map” that traces a character’s sources of pressure.</p> <p>Session 7: Working Toward a Companion Book</p> <p>Create a class table of contents for “The Stolen Party.” Include important elements such as character relationships, important settings, and important symbols. With a partner, combine like chapters into an “umbrella chapter” in order to improve the organization of the table of contents.</p> <p>Session 8: Incorporating Evidence from the Text as a Means to Elaborate</p> <p>Use <i>The Hunger Games Companion Book: The Unauthorized Guide to the Series</i> as a guide for writing a companion book. Examine an excerpt from chapter 3 “Hunger: Starving in the Districts.” With a partner, examine why Lori Gresh chose to write about hunger in the Districts.</p> <p>Session 9: Reflection and Goal-Setting Using the Information Writing Checklist—and a Mini-Celebration</p> <p>Review the Information Writing Checklist. Focus on the section regarding introductions.</p> <p>Return to the drafts to redraft/revise the introductions of each chapter that has already been composed. If the chapters do not have introductions, begin composing an introduction for each chapter</p> | | |
| Bend 2: Writing to Deepen | -examine a short story for | Session 10: Reading Like Writers— | Create a chapter about author’s craft for the | LA.RL7.1 |

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| <p>Literary Analysis</p> <p>2-3 Weeks</p> | <p>author's craft</p> <p>-apply the concept of author's craft to companion book draft</p> <p>-analyze song lyrics for symbolism and apply ideas to companion books</p> <p>-determine the importance and placement of flashbacks within stories</p> <p>-develop an imaginative section of the companion book regarding fanfiction or elaborating on the ending of stories</p> <p>-produce chapters of the companion book using checklist</p> | <p>and Writing about It</p> <p>Reread the first few lines of "The Stolen Party." With a partner, determine why the author chose to incorporate so much inner thinking in her writing. As a class, review certain goals that writers aim toward in order to convey meaning and purpose in their writing (e.g., provide context/background information, introduce the characters, show character motivation, stir empathy within the reader, create the setting, build a mood, establish the conflict, raise the stakes, build suspense, make readers predict future events, support the theme, show the resolution).</p> <p>Session 11: Writing about Symbolism in Texts</p> <p>Provide students with a copy of the lyrics of "Wings" by Macklemore or "I Hope You Dance" by Lee Ann Womack. Trace the symbolism of the song as the song plays. What do certain symbols represent? How are these deeper meanings seen in the song?</p> <p>Session 12: Analyzing Structure in a Text</p> <p>Reread the first few lines of "The Stolen Party." With a partner, discuss why the author may have chosen to incorporate a flashback in the beginning of the story.</p> <p>Show the clip from <i>Harry Potter and the Sorcerer's Stone</i> that shows Harry's arrival at his aunt and uncle's house after his parents were killed. Jot down thoughts as to why the flashback was incorporated into the film</p> | <p>companion book. Analyze an author's choices by asking "WHY did the author use [certain technique] in this particular way, in this text? How does this choice affect the characters and the novel?"</p> <p>Select an important symbol in the companion book novel. Discuss what the symbol represents and how the deeper meaning is seen in the novel. Explain how the author uses this symbol to convey a message to the reader.</p> <p>Use the Information Writing Checklist to set a goal for elaboration and craft in at least two chapters of the companion book.</p> <p>Find a scene that is hinted at in the companion book novel. Create a chapter in the companion book containing this fan fiction scene. Be sure to incorporate techniques of writing realistic fiction from Unit I of Writer's Workshop.</p> <p>Revise the fan fiction scenes drafted in Session 13 to include inner thoughts and perspectives of the characters in the scene.</p> <p>Craft an introduction and conclusion for each chapter of the companion book. Focus on keeping readers engaged and interested in the writing.</p> | <p>LA.RL7.2</p> <p>LA.RL7.3</p> <p>LA.RL7.4</p> <p>LA.RL7.5</p> <p>LA.RL7.6</p> <p>LA.RL7.10</p> <p>LA.W7.2</p> <p>LA.W7.3</p> <p>LA.W7.4</p> <p>LA.W7.5</p> <p>LA.W7.6</p> <p>LA.W7.9</p> <p>LA.W7.10</p> <p>LA.SL7.1</p> <p>LA.SL7.2</p> <p>LA.SL7.6</p> <p>LA.L7.1</p> <p>LA.L7.2</p> <p>LA.L7.3</p> <p>LA.L7.6</p> |
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| | <p>-distinguish how different people see and are involved within the same scene</p> <p>-construct introductions and conclusions to each companion book chapter.</p> <p>-revise companion chapters to incorporate all lessons</p> | <p>Session 13: Writing <i>Inside</i> the Story: Improvisations and Fan Fiction</p> <p>With a partner, write a short scene about what may have happened the day before the party in “The Stolen Party.” Imagine Rosuara and Luciana are at Luciana’s house doing their homework and discussing the party.</p> <p>Use <i>The Real Story of the Three Little Pigs</i> as a mentor text to show how fan fiction can be told from another character’s point of view.</p> <p>Session 14: Writing Inside Perspectives</p> <p>Show a clip from the television sitcom <i>Modern Family</i> that shows a family conflict. Jot down what each character is thinking in this scene and how that information is revealed to the audience.</p> <p>Session 15: Writing Introductions and Conclusions</p> <p>With a partner, advertise the companion books. Partners will take turns convincing their partner to read their companion book. Use an excerpt from the poem “Dreams” by Langston Hughes as an epigraph for “The Stolen Party.” Discuss how this epigraph relate to the deeper meaning of “The Stolen Party.”</p> | | |
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LA.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.

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.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.

LA.L.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.

- 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.7.3 Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.
- 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.7.6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.
- 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.7.2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
- LA.W.7.3.C Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.
- LA.L.7.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- LA.L.7.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- LA.W.7.4 Produce clear and coherent writing in which the development, organization, voice and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
- LA.RL.7.3 Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).
- 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.7.6 Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.
- LA.W.7.1 Write arguments to support claims with clear reasons and relevant evidence.
- 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.L.7.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.
- 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.W.7.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.
- LA.W.7.10 Write routinely over extended time frames (time for research, reflection, metacognition/self correction, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and

audiences.

Suggested Modifications for Special Education, ELL and Gifted Students

- Allow additional time when in full class discussing for processing and discussion.
- Although all lengths should be attempted, teacher should reduce work on written assignments depending on special needs.
- Students should be provided with graphic organizers during annotations, discussions, and when having to formulate any mini papers.
- Check for understanding by conferencing with teacher.
- Students may chose a partner or teacher may chose a partner to work that student is comfortable with.
- Repeat and Clarify any directions given
- Use of audio tapes when applicable
- Allow for preferential seating within groups and whole class
- Modifications may be made for summative assessment to reflect the appropriate level of the students in the class

Suggested Technological Innovations/Use

- 8.1.8.E.1: Effective use of digital tools assists in gathering and managing information.
- 8.2.8.F.2: Technology is created through the application and appropriate use of technological resources.
- 8.2.8.D.1: Information literacy skills, research, data analysis and prediction are the basis for the effective design of technology systems.
- Peer reviews are to be commented on mini papers through Google Documents
- 8.2.8.D.1: Information literacy skills, research, data analysis and prediction are the basis for the effective design of technology systems.
- 8.1.8.C.1: Digital tools and environments support the learning process and foster collaboration in solving local or global issues and problems.
- Use of educational websites including Kahoot, Edpuzzle, Quizizz, and Achieve 3000

Cross Curricular/21st Century Connections

- 9.1.8.A.1: Develop strategies to reinforce positive attitudes and productive behaviors that impact critical thinking and problem-solving skills.
- 9.1.8.B.2: Assess data gathered to solve a problem for which there are varying perspectives (e.g., cross-cultural, gender-specific, generational), and determine how the data can best be used to design multiple solutions.
- 9.1.8.C.2: Demonstrate the use of compromise, consensus, and community building strategies for carrying out different tasks, assignments, and projects.
- 9.1.8.D3: Use effective communication skills in face-to-face and online interactions with peers and adults from home and from diverse cultures.

Writing Unit 3: The Art of Argument

Content Area: **Language Arts**
Course(s): **Honors Bilingual Physics, Language Arts**
Time Period: **3rd Marking Period**
Length: **6 weeks**
Status: **Published**

Summary of the Unit

This unit is the introduction and foundation for student's ability to write an argument. This unit should last about 6 – 7 weeks. Through the program of writer's workshop, this unit acts as a stepping stone for composing an argumentative piece. Students will participate in debates and complete research in order to develop evidence based arguments and produce a published writing piece.

Enduring Understandings

Establishing and supporting a position is the most important aspect in argument writing. The use of nuanced arguments are used to make student's writing more focused and well crafted. Being able to argue on a global scale is beneficial in the writing process.

Essential Questions

- How do you support an argument in the correct way?
- Why is it important to see both sides of an argument?
- What does arguing on a global scale do for the writer?

Summative Assessment and/or Summative Criteria

Required: Using the sessions and mini-lessons taught throughout the unit, students will compose an argumentative piece for publication. The piece should be a minimum of 2 pages typed in length. It should encompass all the elements taught in the mini-lessons and provide a deep understanding of argumentative writing. The writing piece should be typed and put into the student's writing portfolios within the Google Drive. A celebration should be held where students can share their published pieces with the class.

Resources

Core Text/Teacher:

The Art of Argument: Research-Based Essays: Lucy Calkins, Kelly Boland Hohne, Annie Taranto

Mentor Texts

The Giving Tree: Shel Silverstein (530)

Red Light Camera Saves Lives

Optional Texts

The Day the Crayons Quit: Drew Daywalt (740)

Eats, Shoots and Leaves: Lynne Truss (380)

Oh, Rats: Albert Marrin (960)

Girls Think of Everything: Catherine Thimmeh (960)

Articles:

“Listening to Wisdom from a 10-Year Old Son about His Head Injury”

Essays:

Get Off That Couch and Play

Websites:

<http://www.scholastic.com/americanjustice/makeyourcase/>

<https://www.icivics.org/games/argument-wars>

Videos:

“The Art of Debate”: THINKR <https://www.youtube.com/watch?v=LesGw274Kjo>

“Flavored Milk: Tasty Nutrition:” Midwest Council

“The Puzzle of Motivation:” Dan Pink’s TED talk

“How to Write An Argumentative Essay” https://www.youtube.com/watch?v=-lzGy5gizKg&feature=emb_title

Supplemental:

Ethical Dilemmas

Graphic Organizer

The Game Jenga

Unit Plan

| Topic/Selection Timeframe | General Objectives | Instructional Activities | Benchmarks/Assessment |
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| Intro to Argument 1 Week | -define and determine what ethics means in the world today -analyze various videos for good argument writing -justify your end of a class debate - | Discuss the meaning of ethics and how ethical dilemmas are pertinent in everyday life. Working cooperatively choose 2-3 dilemmas and discuss them with your group. Use the following websites in order to introduce argument essay writing. These websites provide an online tutorial on how arguments are created and executed. http://www.scholastic.com/americanjustice/makeyourcase/ https://www.icivics.org/games/argument-wars Video: https://www.youtube.com/watch?v=-lzGy5gizKg&feature=emb_title View the video: “The Art of Debate” https://www.youtube.com/watch?v=LesGw274Kjo and take notes regarding the process of debating Read aloud “The Giving Tree” to the class. Prep students before reading that they should be forming a debate whether they feel the tree is strong or weak. Students should also be introduced to terms for debate such as caucus, rebut, and claim. | Present both sides of one ethical dilemma chosen in order to show the importance of argument and the art of crafting a debate. Conduct a class debate after reading “The Giving Tree” to the class. Students should choose a side and orally present a whole class debate with the teacher as the judge |
| Bend 1: Creating and Developing Meaningful | -determine the pros and cons of arguments and understanding of | Session 1: Weighing Evidence to Form Considered Positions Introduce the idea of arguing as a universal event in | In writer’s notebook, students should read “Get off the Couch and Play.” Notes should be taken on |

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| <p>Stories and Characters</p> <p>2 Weeks</p> | <p>peoples sides.</p> <p>-analyze a model debate</p> <p>-formulate a position on a debate topic</p> <p>-evaluate an argument through a short story</p> <p>-devise an argument in response to a point of view</p> <p>-cite evidence correctly</p> <p>-revise and reframe evidence</p> <p>-sort through evidence to determine the correct format</p> <p>-assess a mentor text for the ability to keep the reader engaged when citing evidence.</p> | <p>everyone’s life. Turn and talk with your writing partner about an argument that you had recently. Use this to segue into the topic from the Teacher’s Guide: Should kids be involved in competitive sports?</p> <p>Research the topic pay attention to the different sides that people take on the topic. Use graphic organizers to keep notes together. Reference the articles, “Listening to Wisdom from a 10-Year Old Son about His Head Injury” Model how notes should be taken on a Pro, Con, and Other Chart. Use Post-Its to have the kids place the evidence under the correct columns during the mini-lesson.</p> <p>Session 2: Take Your Argument into a Scrimmage: Debating to Test and Strengthen a Position</p> <p>Model a mock debate between the teacher and idly another staff member. The topic can be of your choosing but the Teaching Guide suggests debating over reading comics during reading workshop. Students should take notes with their writing partner about moves they noticed.</p> <p>Turn and talk with a partner about what was noticed during the mock debate. Teacher should circulate the discussions. Students should report back answers to class and discuss anything questionable.</p> <p>Students will be divided up into two groups. For competitive sports and against. They should caucus with their group in order to discuss their position.</p> <p>Further discuss the importance of a strong position by reading The Day the Crayons Quit. Discuss with the class the details of each crayons argument and record them on a chart.</p> <p>Session 3: Bam! Bolstering Positions by Adding Relevant Evidence</p> <p>Review orally what it means to frame evidence. Look for</p> | <p>the Pro and Con side of competitive sports and put into their notebook in the same way that it was modeled. Students will conference with their writing partners and their teacher for support through the process.</p> <p>In writer’s notebook, students should draft their position. This will help in the debate process in order to help the students feel comfortable with concrete facts. Students will conference with their writing partners and their teacher for support through the process.</p> <p>In response to the crayons from The Day the Crayons Quit, write a letter as Duncan to rebut the crayon’s arguments. This should be done on Google Classroom as part of their online yearly portfolio.</p> <p>In writer’s notebook, students should work on revising with a lens for framing evidence. Student will conference with their writing partners and their teacher for support through the process.</p> <p>In writer’s notebook, students should continue work on revising with a lens for keeping the reading with their argument. Students will conference with their writing partners and their</p> |
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| | <p>-revise evidence based on engagement of the reader.</p> <p>-define and list items that could be sub topics for your argument</p> <p>-produce a final draft of argument essay</p> | <p>answers like, “adding quotes,” “summarizing points,” “put the page number where the evidence is,” or “cut quotes to only the important parts.”</p> <p>With a writing partner, conference regarding their argument draft. Look for areas that need better framing of evidence and point them out to respective partners.</p> <p>Provide guidelines on the correct way to cite evidence</p> <p>Session 4: Stay with Me Now: Balancing Evidence with Analysis</p> <p>With writing partner, review citations that were difficult to write in the correct format.</p> <p>Model using Oh Rats or Girls Think of Everything on how to keep the reader with you when arguing your point. Using the Teacher’s Guide example model a walkthrough with the students.</p> <p>With a writing partner, students should use the walkthrough model to do the same for their essay.</p> <p>Session 5: Taking Stock</p> <p>Students and teacher will define the term subtopic and begin to generate a list of subtopic that they are interested in exploring further. They should be related to the argument essay they are finishing.</p> <p>With a writing partner, use the Argument Writing Checklist to assess their current essay.</p> | <p>teacher for support through the process.</p> <p>In writer’s notebook, students should work on their final draft of their current essay. This will lead into the subtopics essays to come. Students will conference with their writing partners and their teacher for support through the process.</p> |
| <p>Bend 2: 2 Weeks</p> | <p>-evaluate subtopics listed about a particular issue</p> | <p>Session 6: Forming Coalition Groups</p> <p>Discuss the teaching point that the take of studying a particular topic, relates to the idea that students need to</p> | <p>In writer’s notebook, students should work on developing their claim based on their subtopic. This will lead to the type of</p> |

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| | <p>-plan out how information should be organized in subtopics</p> <p>-develop a claim based on an argument topic</p> <p>-critique a sample model with a critical eye and apply it to their own essay</p> <p>-debate small topics within groups to strengthen positions</p> <p>-compose an introduction to an introduction essay</p> <p>-define a counterargument</p> <p>-produce a draft of an essay with an eye for the counterargument</p> <p>-devise</p> | <p>clarify the focal question or subtopic.</p> <p>On their own, students should write down in their writer’s notebook subtopics about the competitive sports issue. Students will share and teacher should create a chart in which all subtopics are recorded.</p> <p>Working in their coalition groups, or subtopic groups, students will discuss with other groups members how the research will be done and how the information should be organized. Teacher should provide articles on the subtopics. They can use the examples of organization and developing topics from the Teacher’s Guide.</p> <p>Session 7: Bringing a Critical Perspective to your Research</p> <p>Watch the video, “Flavored Milk: Tasty Nutrition” Students should make note on the conversations and how the information is presented. A brief class share should follow the video.</p> <p>Choose one topic that a group is researching and model for the class how to read with a critical eye. In partners divide yourself into jobs and use the example from the Teacher’s Guide for the activity. One person will ask, “Who wrote this? What’s the person’s role, and what might he stand to gain from taking this position on the issue?” The other person will think about whether their patterns of evidence in the kinds and the sources of information that has been valued and ignored in the text.</p> <p>Session 8: Debating to Prepare to Draft</p> <p>Revisit the idea of debating and review the key ideas and ways in which debating is beneficial and productive.</p> <p>With their coalition groups, students should work within their groups on small debates arguing their topics in order to strengthen their positions. Feedback should be provided not only by the members of the group but also by the</p> | <p>research and direction of the paper. Students will conference with their writing partners and their teacher for support through the process.</p> <p>In writer’s notebook, students should work on critiquing their own evidence in the same way we practiced as a class. This will lead to the type of research and direction of the paper. Students will conference with their writing partners and their teacher for support through the process.</p> <p>In writer’s notebook, students should draft their position. This will help in the debate process in order to help the students feel comfortable with concrete facts. Students will conference with their writing partners and their teacher for support through the process.</p> <p>In writer’s notebook, students should draft their argument with a lens toward the introduction. Students will conference with their writing partners and their teacher for support through the process.</p> <p>Students will work on a provided argument from the Teacher’s Guide. They</p> |
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| <p>attainable goals for your argument writing</p> <p>-identify through various examples formal and informal tone</p> <p>-revise essay in the lens of tone</p> <p>-present argument essay</p> | <p>teacher. Improvement in skills should be noted.</p> <p>Session 9: Introducing and Writing Your Argument</p> <p>Discuss the importance of drafting an introduction before writing the other parts of the paper. Outline the idea that it may need revisions as your paper is written but it helps provide a general basis.</p> <p>After viewing the Teacher’s Guide anchor chart, students should look at the example piece of an introduction and discuss with their writing partner where the elements of the anchor chart are present.</p> <p>Session 10: Self-Assessment with an Eye toward Counterargument</p> <p>The teacher will orally review the term counterargument and model examples for the class.</p> <p>Using the Argument Writing Checklist from the Teacher’s Guide students should discuss with the reader partner where counterargument is evaluated in their drafts.</p> <p>Session 11: Studying Author’s Craft, Including Rhetorical Devices</p> <p>With a writing partner, discuss goals that argument writers aim towards and how writers accomplish these goals. Come together and share as a class. Teacher should create a chart outlining the ideas.</p> <p>View a video or clip of “The Puzzle of Motivation.” While viewing the clips keep track of other goals to add to the list. Once the video is done, share as a class.</p> <p>Session 12: When Company Comes: Knowing When and How to Maintain Formal Tone</p> <p>Review and discuss the idea of tone, especially formal</p> | <p>are required to annotate and identify the counterarguments and reasons for the argument.</p> <p>In writer’s notebook, students should view their argument and their writing partner’s argument with a lens toward the goals and how they accomplish their goals. Students will conference with their writing partners and their teacher for support through the process.</p> <p>In writer’s notebook, students should revise the argument with a lens toward the tone. Students will conference with their writing partners and their teacher for support through the process.</p> <p>Students will orally present their argument essays. Students not presenting will use the same checklist to score fellow classmates</p> |
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| | | <p>tone using the example regarding how one should behave when company comes over.</p> <p>Teacher should actively model using the Teacher’s Guide how to present formally and how one should not. Students should discuss the difference in writing partners and then share out to the class.</p> <p>With a writing partner, look at the two versions of one argument presented in the Teacher’s Guide. Students should annotate at least four things that make the formal one more formal.</p> <p>Session 13: Celebration: Symposium</p> <p>As a self-reflection before the presentation, students should use the writing checklist to self-assess their grades.</p> | |
| <p>Bend 3 1-2 Weeks</p> | <p>-define an activist determine the qualities that one must possess.</p> <p>--analyze close readings for radical views</p> <p>-relate Jenga to building a strong foundation</p> <p>-evaluate evidence when presented different types of claims.</p> <p>-develop and understanding of</p> | <p>Session 14: Taking Opportunities to Stand and Be Counted</p> <p>Discuss the idea of what it means to be an activist. Provide examples such as Nelson Mandela, Martin Luther King Jr, Mother Teresa, Ghandi, Eleanor Roosevelt, or Jimmy Carter. Provide different examples from the Teacher’s Guide that discuss Middle School children and how they have made a difference.</p> <p>Confer with writing partners to create a class chart regarding Steps Activists Took to Make a Difference.</p> <p>Session 15: Revising by Qualifying Your Claim</p> <p>Discuss the idea of radical views. Provide modeling examples. With a partner, students should be presented with a couple different scenarios and be asked to tell what each radical position would be.</p> <p>Define and identify a qualifier while using the examples from the Teacher’s Guide to help model</p> | <p>In writing notebook, brainstorm what steps one can take to be an activist regarding their topic. Students will conference with their writing partners and their teacher for support through the process.</p> <p>In writing notebook, brainstorm what qualifiers one can use to enhance their claim. Students will conference with their writing partners and their teacher for support through the process.</p> <p>In writing notebook, revise your argument reasons where the foundation is not strong. Students will conference with their writing partners and their teacher for support through</p> |

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| | <p>cyberactivism</p> <p>-publish work on a virtual platform.</p> | <p>Session 16: Revising with Logical Fallacies in Mind: Evaluating Evidence</p> <p>Use the game Jenga to discuss a solid foundation. Play a couple of rounds. Discuss with playing group, how important a strong foundation is. Use this example as a bridge to writing discussing how a strong foundation helps build strong writing.</p> <p>With a writing partner, using the example for the Teacher’s Guide regarding cell phones, students should rank the claims good, bad, and okay. They need to be able to provide reasoning behind their ranking. Use the logical fallacies chart given to show where each of the provided arguments may fit.</p> <p>Session 17: Cyberactivism</p> <p>Discuss as a class different avenues in which their writing can be viewed virtually. (i.e Twitter, Blogger, Animoto, PowToons, Vine, Instagram, etc) (12,16) With a writing partner, discuss what the best avenue would be for the students writing</p> | <p>the process.</p> <p>Publish student’s writing piece on a virtual platform (6,7,8,9, 15,16,17)</p> |
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- LA.L.7.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
- 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.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.L.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.
- 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.RI.7.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.
- LA.SL.7.3 Delineate a speaker’s argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.
- LA.RI.7.5 Analyze the structure an author uses to organize a text, including how the major

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| | sections contribute to the whole and to the development of the ideas. |
| LA.RI.7.6 | Determine an author’s point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others. |
| 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.7.6 | Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. |
| LA.RI.7.8 | Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims. |
| LA.RI.7.9 | Analyze and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts. |
| LA.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. |
| LA.L.7.1 | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. |
| LA.L.7.2 | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. |
| LA.W.7.4 | Produce clear and coherent writing in which the development, organization, voice and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.) |
| LA.W.7.6 | Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources. |
| LA.W.7.1 | Write arguments to support claims with clear reasons and relevant evidence. |
| LA.L.7.3 | Use knowledge of language and its conventions when writing, speaking, reading, or listening. |
| LA.W.7.7 | Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation. |
| LA.W.7.8 | Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation. |
| LA.W.7.9 | Draw evidence from literary or informational texts to support analysis, reflection, and research. |
| LA.W.7.10 | Write routinely over extended time frames (time for research, reflection, metacognition/self correction, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. |

Suggested Modifications for Special Education, ELL and Gifted Students

- Allow additional time when in full class discussing for processing and discussion.
- Although all lengths should be attempted, teacher should reduce work on written assignments depending on special needs.

- Students should be provided with graphic organizers during annotations, discussions, and when having to formulate any mini papers.
- Check for understanding by conferencing with teacher.
- Students may chose a partner or teacher may chose a partner to work that student is comfortable with.
- Repeat and Clarify any directions given
- Use of audio tapes when applicable
- Allow for preferential seating within groups and whole class
- Modifications may be made for summative assessment to reflect the appropriate level of the students in the class

Suggested Technological Innovations/Use

- 8.1.8.E.1: Effective use of digital tools assists in gathering and managing information.
- 8.2.8.F.2: Technology is created through the application and appropriate use of technological resources.
- 8.2.8.D.1: Information literacy skills, research, data analysis and prediction are the basis for the effective design of technology systems.
- Peer reviews are to be commented on mini papers through Google Documents
- 8.2.8.D.1: Information literacy skills, research, data analysis and prediction are the basis for the effective design of technology systems.
- 8.1.8.C.1: Digital tools and environments support the learning process and foster collaboration in solving local or global issues and problems.
- Use of educational websites including Kahoot, Edpuzzle, Quizizz, and Achieve 3000

Cross Curricular/21st Century Connections

- 9.1.8.A.1: Develop strategies to reinforce positive attitudes and productive behaviors that impact critical thinking and problem-solving skills.
- 9.1.8.B.2: Assess data gathered to solve a problem for which there are varying perspectives (e.g., cross-cultural, gender-specific, generational), and determine how the data can best be used to design multiple solutions.
- 9.1.8.C.2: Demonstrate the use of compromise, consensus, and community building strategies for carrying out different tasks, assignments, and projects.
- 9.1.8.D3: Use effective communication skills in face-to-face and online interactions with peers and adults from home and from diverse cultures.