7th Grade Language Arts

COURSE OUTLINE		
Unit One	*Learning to Accept Differences and to See Similarities*	*Duration of Unit: eight weeks*
Unit Two	*An Exploration of Relationships Between Individuals, Events, Ideas and Poetry*	*Duration of Unit: eight weeks*
Unit Three	*Facing Adversity and Overcoming Challenges*	*Duration of Unit: eight weeks*
Unit Four	*Medieval Times: An Examination of Honor, Human Rights, and a Sense of Self*	*Duration of Unit: ten weeks*
Unit Five	*Exploring the Effects of Intolerance and Our Role in Society Through Heroism*	*Duration of Unit: ten weeks*
Unit Six	*Seeing Life Through a Multicultural Lens*	*Duration four weeks*

School-wide Academic Expectations Taught In This Course
- o   Literacy School-Wide Rubric
- o   Analysis School-Wide Rubric
- o   Collaboration School-Wide Rubric
- o   Communication School-Wide Rubric

School-wide Social and Civic Expectations Taught in This Course
- o   Demonstrate Honesty
- o   Demonstrate Responsibility
- o   Demonstrate Respect
- o   Demonstrate Safety

Unit 1:

Introduction and Established Goals:
This unit will focus on accepting the differences that individuals have and focus on finding the similarities. This will show that regardless of perceptions of being an outsider, people can find commonalities with others.

Desired Outcome(s):
- • Students will use various comprehension strategies to comprehend text and use it in their discussion and writing.
- • Students will learn to incorporate imagery, figurative language, cause and effect sentences, compare and contrast sentences, and information gathered from research as ways to elaborate in their writing.
- • Students will work in both whole groups and small groups to think critically about literature and extend their knowledge about the text.
- • Students will learn new vocabulary and transfer it to both written and oral language.
- • Students will practice proper grammar while conveying ideas through writing.

Common Core Standard(s):

RL. 7.1, 7.2, 7.3, 7.4, 7.6, 7.7, 7.9, 7.10
RI. 7.9
W. 7.1, 7.4, 7.5, 7.7, 7.8, 7.9
SL. 7.1, 7.5
L. 7.3, 7.4, 7.5

Essential Question(s):
- What does it mean to be an outsider?
- How are outsiders created?
- What role do we play in making people feel like outsiders?
- What consequences may there be to being an outsider?
- What connections are there between discrimination and outsiders?
- What commonalities exist to combat this idea of being an outsider?

Key Terms/Concepts:
Outsiders, Commonalities, Similarities, Equality, Symbolism, Foreshadow, Rivalry

LEARNING PLAN

STANDARD	LEARNING OBJECTIVES (Content and Skill)	INSTRUCTIONAL STRATEGIES	ASSESMENT EVIDENCE
SL 7.1a,b c, d	• Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion • Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed • Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed • Acknowledge new information expressed by others and, when warranted, modify their own views	• *The Outsiders* anticipation guide • *The Outsiders* Trial • Circle discussions for *The Pigman, Stargirl, Crash* • Fishbowl discussion	• Student participation • Trial rubric • Collegial Discussion rubric • Communication school-wide rubric • Analysis school-wide rubric

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.	• Friendly letter graphic organizer • Friendly letter writing, editing, revising with teacher • Peer editing	• Friendly letter peer editing worksheet
RL.7.1 **RL.7.2**	• Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. • Determine a theme of a text and analyze its development over the course of the text;	• Trial • Character descriptions • Summary of important event • Reader response questions used to focus students on important elements of novel • Small group discussions • Quote activity • Graphic organizers • Venn diagrams	• Trial rubric • Quiz • Unit Test • Completion of worksheets • Journals • Literacy school wide rubric • Communication school-wide rubric
RL. 7.4.	• Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings	• *The Outsiders* Language Analysis worksheet • *The Outsiders* Figurative Language worksheet • Poetry analysis from *The Outsiders* • *The Outsiders* vocabulary analysis	• Completion of worksheets • Analysis school-wide rubric
W. 7.4	• Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience	• Friendly letter Assignment • Persuasive essay assignment	• Friendly letter rubric • Persuasive writing rubric • Literacy school-wide rubric
RL. 7.2	• Provide an objective summary of the text	• Daily summaries of previous readings • Short answer responses • Johnny's jumping summary • Church fire summary	• Paragraph responses • Literacy school-wide rubric

RL. 7.9	• 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 use or altar history.	• Example of padlet.com	• Padlet assignment
W.7.6	• Use technology, including the Internet, to produce and publish writing	• Example of padlet.com	• Padlet assignment
W.7.9	• Draw evidence from literary or informational texts to support analysis, reflection, and research	• Padlet.com assignment • Small group discussions • Short answer responses in summaries • Homework essay research	• Use of individual white boards • Paragraph responses • Padlet assignment
SL 7.5	• Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points	• Use of prezis • Use of padlet.com	• Padlet assignment
RL 7.7	• Compare and contrast a written story, drama, or poem to its audio, filmed, staged, or multimedia version, analyzing the effects of techniques unique to each medium (eg., lighting, sound, color, or camera focus and angles in a film	• Note taking during the filmed version of *The Outsiders* • Compare/Contrast paragraph assignment	• Paragraph assignment • Literacy school-wide rubric
L 7.3 a	• Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy	• Circle discussions • Homework essay	• Participation in class discussions • Rubric for Homework essay • Literacy school-wide rubric
L 7.4 c	• Consult general and specialized reference materials, both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech	• *The Outsiders* vocabulary analysis worksheet	• Completion of worksheet
L 7.5 a, c	• Interpret figures of speech (eg., literary, Biblical, and mythological allusions) in	• *The Outsiders* poem activity • Small group discussion	• Completion of worksheets • Individual white board answers

	context. • - Distinguish among the connotations (associations) of words with similar denotations (definitions)	• Vocabulary analysis for *The Outsiders*	
RI 7.9	• Analyze 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	• Notes taken on two articles about homework • T-chart comparing/contrasting notes • Gang articles analysis	• Graded T chart • Gang worksheet
W 7.1 a-e	• Introduce claims, acknowledge alternate claims, and organize the reasons and evidence logically • Support claims with logical reasoning and relevant evidence, using accurate sources and demonstrating an understanding of the text • Use words, phrases, and clauses to create cohesion and clarify the relationship among claims and evidence • Use words, phrases, and clauses to create cohesion and clarify the relationships among claims, reasons, and evidence • - Provide a concluding statement or section that follows from and supports the argument presented	• Homework essay • Figurative Language essay • *The Outsiders* Trial	• Homework essay rubric • Figurative language essay rubric • Trial rubric • Literacy school-wide rubric
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	• Reading two articles about homework	Notes in a T chart
W 7.8	• Gather relevant information from multiple print and digital sources, using search terms effectively; assess	• Homework persuasive essay • Assessing credibility of article about gangs in New York	• Persuasive essay rubric • Literacy school-wide rubric • Website Analysis

			worksheet
	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		
RL.7.10	• By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.	• Read and complete activities associated with *The Outsiders* • *The Pigman*	• Quiz • Unit Test
RL. 7.6	• Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.	• Point of view analysis • Point of view essay for *The Pigman*	• *The Pigman* point of view essay rubric • Literacy school-wide rubric
RL.7.3	• Analyze how particular elements of a story or drama interact.	• Open-ended questions • Crash elements of literature pyramid	• Individual white board responses • Pyramid rubric • Literacy school-wide rubric

Suggested Resources and Texts:

- *Crash* by Jerry Spinelli
- *Stargirl* by Jerry Spinelli
- *The Pigman* by Paul Zindel
- *The Outsiders* by S.E. Hinton
- "The Road Not Taken" by Robert Frost
- Movie The Outsiders
- "Summer: 15 Days or 2 ½ Months?" Persuasive Essay
- "Do Kids Have Too Much Homework?" by LyNell Hanck
- "How Much Homework Is Too Much?" by Guy Winch
- http://www.npr.org/2017/08/18/544365061/identifying-ms-13-members
- "Poverty, Broken Homes, Violence: The Making of a Gang Member" by Robert T Muller
- "Official Site of The Los Angeles Police Department: Why Young People Join Gangs"
- "Why People Join Gangs" by 2008 Gang Alternatives Program

Suggested Technology:

- Kurzweil 3000 Text-to-Speech program
- Use of the Epsen Board for youtube videos, prezi presentations, and voki presentations
- Inspiration software is used for graphic organizers to provide students with a visual structure for a writing assignment.

- www.padlet.com
- DVD of The Outsiders

Unit 2:

Introduction and Established Goals:
An Exploration of Relationships Between Individuals, Events, Ideas and Poetry:
This unit provides the students with the opportunity to examine different types of poetry while exploring the idea that writing can promote change in society and provides an outlet when struggles occur with characters. Additionally, students will observe wordplay within poetry and experiment with writing poetry.

Desired Outcome(s):
- Students will use various comprehension strategies to comprehend text and use it in their discussion and writing.
- Students will learn to identify elements of poetry and analyze how it impacts the writing.
- Students will learn about different struggles that people feel when marginalized because of disabilities.
- Students will work in both whole groups and small groups to think critically about poetry and extend their knowledge about the text.
- Students will learn new vocabulary and transfer it to both written and oral language.
- Students will practice proper grammar while conveying ideas through writing.

Common Core Standard(s):
- **RL 7.1, 7.2, 7.3, 7.4, 7.5, 7.6, 7.10**
- **RI 7.1, 7.4, 7.7**
- **W 7.1 a-e, 7.5, 7.6**
- **L 7.1, 7.2, 7.3**

Essential Question(s):
- Analyze the relationships between individuals, events, ideas, and words.
- Explain how the motives and personality of a character impact the events of the story.
- Explain how the characters in the book affect the ideas or themes of the story.
- Explain how the words or poems in the story are important to the character, events or the theme of the book.

Key Terms/Concepts:
Analyze, concrete poetry, motives, Cerebral Palsy, adoption, Schizophrenia, institution, Native American culture

LEARNING PLAN

STANDARD	LEARNING OBJECTIVES (Content and Skill)	INSTRUCTIONAL STRATEGIES	ASSESMENT EVIDENCE
RI 7.4	- Determine the meaning of words and phrases as they are used in a text, including figurative,	- Slave narrative, examination of the word usage of "cimmaron." - Examining use of figurative language in poetry, group	- Short essay response - Journal responses - Literacy school-

		connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone	discussions	wide rubric
RI.7.1		• Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences of the text	• Slave narrative, examination of the word usage of "cimmaron." • Journal responses • Final poetry project for *Firefly Letters* • Analyze and create index card activity for slave narrative • Small group discussions for poetry	• Short essay response • Final poetry project rubric • Group discussions • Communication school-wide rubric • Literacy school-wide rubric
RI. 7.7		• Compare and contrast a text to an audio, video, or multimedia version of the text, analyzing each medium's portrayal of the subject	• Compare/contrast audio and written version of the slave narrative of Esteban Montejo	• Paragraph response • Literacy school-wide rubric
RL. 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	• Point of view chart • Whole group reading and discussion • Poetry final project for *Firefly Letters*	• completion of class work • Final poetry project rubric • Literacy school-wide rubric
RL.7.3		• Analyze how particular elements of a story or drama interact.	• Small group work on essential topic. • Independent poetry project	• Independent poetry project rubric • Literacy school-wide rubric
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	• Blog assignment	• Blog assignment
RL.7.1		• Cite several pieces of textual evidence to support analysis of	• Independent poetry project	• Short essay responses in

	what the text says explicitly as well as inferences drawn from the text.	• Small group discussions • Journal responses	journals • Literacy school-wide rubric • Independent poetry project rubric
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 on a specific verse or stanza of a poem	• Small group discussion • Journal responses • Persuasive writing workshop, analyzing poetry	• Short essay responses in journals • Literacy school-wide rubric
RL.7.5	• Analyze how a poem's form or structure contributes to its meaning	• *It's Technically Not My Fault* analysis	• Classroom participation
W.7.3 a-e	• Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. • Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically. • Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters. • Use a variety of transition words, phrases, and clauses to convey sequence	• Persuasive writing workshop	• Persuasive writing workshop rubric • Literacy school-wide rubric

	- and signal shifts from one time frame or setting to another. - Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events. - Provide a conclusion that follows from and reflects on the narrated experiences or events.		
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	- Direct instruction about persuasive poetry, editorials, essays, and narratives - Quick write experimenting with persuasive styles - Persuasive writing workshop - Peer editing	- Peer editing worksheets - Persuasive writing workshop rubric.
RL. 7.6	Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.	- Whole group instruction - Small group discussion - Firefly Letters comprehension activity - Firefly Letters project	- Completion of point of view chart - Comprehension activity worksheet - Firefly Letters project rubric
L. 7.1 b	Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.	Persuasive Writing Workshop – grammar goals	- Persuasive Writing Workshop rubric
L. 7.2 a-b	- Use a comma to separate coordinate adjectives. -Spell correctly	Persuasive Writing Workshop – grammar goals	Persuasive Writing workshop rubric

RL. 7.10	• By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6-8 complexity band proficiently, with scaffolding as needed at the high end of the range.	• Read *The Firefly Letters: A Suffragettes's Journey to Cuba* • Read *13 Moons on Turtle's Back*	• Final project rubric • Group discussion

Suggested Resources and Texts:

- MoAD Slave Narratives Transcript of Esteban Montejo
- *13 Moons on Turtle's Back* by Joseph Bruchac
- *The Firefly Letters: A Suffragette's Journey to Cuba* by Margarita Engle
- *Stop Pretending* by Sonya Sones
- *Locomotion* by Jacqueline Woodson
- *Reaching for Sun* by Tracie Vaughn Zimmer
- *Technically, It's Not My Fault* by John Grandits
- *Blue Lipstick* by John Grandits
- "Do We Have to Mess Up Outer Space, Too?" New London Day 2008
- "Spend a Little More and Keep Colleges Safer" New London Day 2008
- *No Easy Answers: Short Stories About Teenagers Making Tough Choices* by Donald R. Gallo

Suggested Technology:

- Kurzweil 3000 Text-to-Speech program
- www.youtube.com for book trailers to introduce books
- Audio of slave narrative of Esteban Montejo
- www.charlesliteraturediscussion.weebly.com – my own website for blogging discussions

Unit 3:

Introduction and Established Goals:

Facing Adversity and Overcoming Challenges:
 A variety of genres will be presented to allow for student choice in this unit. All books will focus on extreme life or death adversity for the characters. Characters will be analyzed for emotional and physical strength which enables them to survive. This unit allows the students a level of independence as they grapple with finding new vocabulary within their reading, responding to text, and analyzing non-fiction survival stories.

Desired Outcome(s):
- Students will use their personal interests to choose a fiction and non-fiction book to analyze for this unit.
- Students will analyze context to identify new words that challenge them and analyze their synonyms and antonyms.
- Students will respond to text through journaling and use quotes and detailed examples from text to support responses.
- Students will work in both whole groups and small groups to think critically about literature and extend their knowledge about the text.

Common Core Standard(s):
- **RL. 7.1, 7.4, 7.9**
- **RI. 7.5, 7.8**
- **W. 7.2, 7.4**
- **SL. 7.1 a-d**
- **L. 7.4 a-d, 7.5 b**

Essential Question(s):
- In the face of adversity, what causes some people to prevail while others fail?
- How are people changed through struggles with their environment/culture?
- What personal qualities and beliefs help the characters deal with difficult and unexpected circumstances that they encounter?
- What skills were necessary for survival and what were the greatest obstacles to overcome?

Key Terms/Concepts:

Adversity, prevail, trace, evaluate, assessing, sound, relevant, sufficient, contribute, development, synonym, antonym, dialogic journals

LEARNING PLAN

STANDARD	LEARNING OBJECTIVES (Content and Skill)	INSTRUCTIONAL STRATEGIES	ASSESMENT EVIDENCE
RL. 7.1	• Cite several pieces of textual evidence to support analysis of what the text says	• Model short answer responses • Journal responses • Dialogic journal	• Reading response rubric • Literacy school-

	explicitly and as well as inferences drawn from the text.	responses	wide rubric
RL. 7.4	• Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings.	• Model vocabulary activity worksheets • 2 different vocabulary worksheets	• Vocabulary objective rubric • completion of classroom work.
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.	• Magazine article response	• Non-fiction paragraph response rubric • Literacy school-wide rubric
RI. 7.5	• Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the main idea.	• Non-fiction book response	• Non-fiction book paragraph response rubric • Literacy school-wide rubric
W. 7.2 a-f	• Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, information, using strategies such as definition, classification, comparison/contrast, and cause/effect. • Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. • Use appropriate transitions to create cohesion and clarify the relationships among ideas and	• Short essay journal responses • Dialogic journal responses • Use of quotations in responses • Maintaining a formal style of journal responses and a non-formal style for dialogic responses • Non-fiction paragraph responses	• Reading response rubric • Non-fiction paragraph response rubric • Literacy school-wide rubric

	• Use precise language and domain-specific vocabulary to inform about or explain the topic. • Establish and maintain a formal style. • Provide a concluding statement or section that follows from and supports the information or explanation presented.		
W.7.4	• Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience	• Short essay journal responses • Dialogic journal entries • Non-fiction paragraph responses	• Reading response rubric • Non-fiction paragraph response rubric
RL 7.9	• Compare and contrast the fictional portrayal of a time, place, character, or historical account as a means of understanding how authors of fiction use or altar history.	• Analysis and critique of a book's realistic components • T-chart • Paragraphs	• Literacy Rubric
SL.7.1 a-d	• Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. • Follow the rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as	• Notes for discussion • Collegial Discussion	• Homework notes • Collegial discussion rubric • Communication school-wide rubric

	needed.		
	• Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.		
	• Acknowledge new information expressed by others and, when warranted, modify their own views.		
L.7.4 a-d	• Use context as a clue to the meaning of a word • Use common, grade appropriate Greek or Latin affixes and roots as clues to the meaning of a word • Consult general and specialized reference materials, both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech. • Verify the preliminary determination of the meaning of a word or phrase.	• Vocabulary worksheets	• Vocabulary worksheet rubric
L.7.5 b	• Use the relationship between particular words (e.g. synonym/antonym, analogy) to better understand each of the words.	• Vocabulary worksheets	• Vocabulary worksheet rubric

Suggested Resources and Texts:
- "Trapped" from the *Above and Beyond Survivors.* Sydney: McGraw-Hill Education. 2012
- *Amistad* by Alex Pate

- *Unwind* by Neal Shusterman
- *Nation* by Terry Pratchett
- *Runaway* and *The Running Dream* both by Wendelin Van Draan
- *The Maze Runner* by James Dashner
- *Gregor the Overlander* by Suzanne Collins
- *Brian's Winter* by Gary Paulson
- *Wanting Mor* by Rukhsana Khan
- *Artemis Fowl* by Eoin Colfer
- *Touching Spirit Bear* by Ben Mikaelsen
- *90 Miles to Havana* by Enrique Flores-Galbis
- *Brothers in Arms* by Paul Cannon & Ben Alirez
- *Legend* by Marie Lu
- *People Magazine "Amazing Survival stories: Tales of Hope, Heroism, and Astounding Luck"*
- *However Tall the Mountain: A Dream, 8 Girls, and a Journey Home* by Awista Ayub
- *Simeon's Story: An Eye Witness Account to the Kidnapping of Emmitt Till* by Simeon Wright and Herb Boyd
- *An American Plague: The True and Terrifying of the Yellow Fever Epidemic of 1793* by Jim Murphy
- *Denied, Detained, Deported: Stories from the Dark Side of American Immigration* by Ann Bausum
- *She Touched the World: Laura Bridgman, Deaf-Blind Pioneer* by Sally Hobart Alexander and Robert Alexander
- *Kids at Work: Lewis Hine and the Crusade Against Child Labor* by Russell Freeman and Lewis Hine
- "The Tuskegee Timeline" *Centers for Disease Control and Prevention.*
- "US Apologizes for Guatemala STD Experiments" *NBC News.*
- "FBI Reportedly Investigating Stolen Body Parts Trade in Detroit" *Fox 2 News.*
- "Blood, Bones and Organs: The Gruesome 'Red Market' " *NPR All Things Considered.*
- "The Three-Degree World: The Cities That Will be Drowned by Global Warming" *The Guardian.*
- "States Consider Restorative Justice as Alternative to Mass Incarceration" *PBS News Hour.*
- "These Are the Faces of America's Growing Youth Homeless Population" *The Washington Post.*
- "Inside the Elaborate Hoax That Made British Society Believe in Fairies" *Time.*
- "Double-amputee Teen Defies Odds and Plays High School Football" *Today.*
- "Former Gang Member to Speak About Turning His Life Around" *Daily Times.*
- "9-Year Old Boy With Cancer Wants Cards for His Last Christmas" *CBS Boston.*

Suggested Technology:
- www.dictionary.com
- www.youtube.com for book trailers
- Kurzweil 3000 Text-to-Speech program
- Audio books

Unit 4:

Introduction and Established Goals:
An Examination of Honor, Human Rights, and a Sense of Self:
This unit requires students to explore another time period to analyze the idea of honor and human rights and how these ideas have changed over time. The topic of identity and what makes up a sense of self is also delved into while in the context of Medieval times and the twenty-first century.

Desired Outcome(s):
- Students will understand basic components of life during the Medieval times.
- Students will use this knowledge of the time period to write creatively while using new vocabulary terms.
- Students will understand the idea of honor and how/why it differs from today.
- Students will show their comprehension of text by independently creating projects and managing their time wisely.
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Common Core Standard(s):
o **RL.7.1, 7.2, 7.4, 7.5, 7.6, 7.9**
o **W.7.3 a-d, 7.6, 7.10**
o **SL. 7.1 a-d, 7.4**
o **L.7.1 a, 7.2, 7.3**

Essential Question(s):
- How do we form and shape our identities?
- What can we learn about ourselves by studying the lives of others?
- What turning points determine our individual pathways to adulthood?
- What is honor and how can it be exhibited in the daily lives of students?

Key Terms/Concepts:
Middle Ages, feudalism, serfs, lords, honor, identity, chivalry

LEARNING PLAN

STANDARD	LEARNING OBJECTIVES (Content and Skill)	INSTRUCTIONAL STRATEGIES	ASSESMENT EVIDENCE
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.	• Medieval Times Homework Blog	• Homework blog
RL.7.5	• Analyze how a poem's form or structure contributes to its meaning.	• "Jacob Ben Saolomon the Moneylender's Son and Petronella the Merchant's Daughter" paragraph response	• Paragraph response rubric • Literacy school-wide rubric
W.7.3 a-d	• Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically • Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters • Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another. • Use precise words and phrases, relevant	• Narrative Vocabulary Writing Assignment	• Narrative Vocabulary Writing Assignment rubric • Literacy school-wide rubric

	descriptive details, and sensory language to capture the action and convey experiences and events. • Provide a conclusion that follows from and reflects on the narrated experiences or evens		
RL.7.1	• Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	• Reading Menu Project	• Reading menu rubric
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	• Reading Menu Project	• Reading menu rubric
RL.7.4	• Determine the meaning of words and phrases as they are used in a text, including figurative language and connotative meanings; analyze the impact of rhymes and other repetitions of sounds on a specific verse or stanza of a poem or section of a story or drama	• *Crispin* Vocabulary Activity Ch 9-13	• Vocabulary activity assessment
RL.7.6	• Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.	• Crispin versus Bear notes • Crispin versus Bear discussion • Reading Menu Project	• Crispin vs. Bear notes assignment • Communication school-wide rubric • Reading Menu Project rubric
RL.7.9	• Compare and contrast a fictional portrayal of a time, place, or character and a	• Reading Menu Project • Class discussion	• Reading Menu project rubric

	historical account of the same period as a means of understanding how authors of fiction use or alter history.		
W.7.10	• Write routinely over extended time frames and shorter time frames for a range of discipline-specific tasks, purposes, and audiences.	• Medieval Time Homework • Poetry paragraph response • Reading Menu Project	• Homework blog • Paragraph response rubric • Reading Menu Project rubric
SL.7.1 a-d	• Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. • Follow the rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed. • Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed. • Acknowledge new information expressed by others and, when warranted, modify their own views.	• *Crispin: Cross of Lead* Socratic Seminar	• Participation in Socratic Seminar • Communication school-wide rubric
SL.7.4	• Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent	• Socratic Seminar	• Participation in Socratic Seminar

	descriptions, facts, details, and examples use appropriate eye contact, adequate volume, and clear pronunciation		
L7.1 a.	• Explain the function of phrases and clauses in general and their function in specific sentences	• Dependent phrase and Appositive phrase grammar worksheets	• Grammar worksheets
L.7.2 a-b	• Use a comma to separate coordinate adjectives • Spell correctly	• Grammar worksheets • Narrative Vocabulary Writing Assignment	• Grammar worksheets • Narrative Vocabulary Writing Assignment rubric
L.7.3	• Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.	• Reading Menu Project • Narrative Vocabulary Writing Assignment	• Reading Menu Project rubric • Narrative Vocabulary Writing Assignment rubric

Suggested Resources and Texts:
- *Good Masters! Sweet Ladies! Voices From a Medieval Village* by Laura Amy Schlitz
- *Crispin: Cross of Lead* by Avi
- *The Trumpeter of Krawkow* by Eric Kelly
- *Catherine, Called Birdy* by Karen Cushman
- *Edge of the Sword* by Rebecca Tingle
- *Adam of the Road* by Elizabeth Janet Gray

Suggested Technology:
- Kurzweil 3000 Text-to-Speech program
- www.charlesliteraturediscussion.weebly.com for Medieval blog homework assignment
- Use of internet for background knowledge
- www.youtube.com for book trailers to introduce books
- www.glogster.com and/or www.prezi.com for Reading Menu Project

Unit 5:

Introduction and Established Goals:
Exploring the Effects of Intolerance and Our Role in Society Through Heroism:
This unit will use many of the skills taught throughout the school year to analyze the consequences that people's choices or lack of choices have on others, especially in the context of the Holocaust era. The idea of heroism will be explored and the role of individuals within a society will be considered. The culminating assignment will be a research project that investigates heroic individuals during World War Two.

Desired Outcome(s):
- Through fiction, memoirs, and non-fiction reading, students will understand the ramifications of intolerance.
- Students will use note taking skills and outlining skills to gather and organize relevant information.
- Students will form an opinion and support that opinion using research skills obtained throughout the year.
- Students will acquire important information and be able to comprehend how actions can sometimes have severe consequences.
- Students will use all of their knowledge from this unit to prepare an oral presentation.

Common Core Standard(s):
- o **RL.7.1, 7.2, 7.6**
- o **RI. 7.1, 7.2, 7.6**
- o **W.7.1 a-d, 7.2 a-f, 7.5, 7.6, 7.7, 7.8,7.9**
- o **SL. 7.4, 7.5**
- o **L.7.1, 7.2, 7.3**

Essential Question(s):
- What are the responsibilities of the individual or society in regard to human rights?
- What attributes do heroes need to have?
- What are the effects of intolerance?

Key Terms/Concepts:
Nationalism, imperialism, balance of power, alliances, Treaty of Versailles, Hitler, Himmler, Aryan, master race, heroism, intolerance

LEARNING PLAN

STANDARD	LEARNING OBJECTIVES (Content and Skill)	INSTRUCTIONAL STRATEGIES	ASSESMENT EVIDENCE
RI.7.1	• Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	• Holocaust Literature Unit Project for memoirs • Research paper notecards • Research paper	• Holocaust Literature Project Rubric • Research paper note cards rubric • Research paper rubric • Literacy school-wide rubric
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.	• Holocaust Literature Unit Project for memoirs about intolerance.	• Holocaust Literature Project Rubric • Literacy school-wide rubric
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.	• Holocaust Literature Unit Project for memoirs	• Holocaust Literature Project Rubric
RL.7.1	• Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn	• Holocaust Literature Unit Project for fiction books	• Holocaust Literature Project Rubric

	from the text.		
RL.7.2	• Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.	• Holocaust Literature Unit Project for fiction books	• Holocaust Literature Project Rubric
RL.7.6	• Determine an author develops and contrasts the points of view of different characters or narrators.	• Holocaust Literature Unit Project for fiction books	• Holocaust Literature Project Rubric
W7.1 a-d	• Introduce claims, acknowledge alternate claims, and organize the reasons and evidence logically • Support claims with logical reasoning and relevant evidence, using accurate sources and demonstrating an understanding of the text • Use words, phrases, and clauses to create cohesion and clarify the relationship among claims and evidence • Use words, phrases, and clauses to create cohesion and clarify the relationships among claims, reasons, and evidence • Provide a concluding statement or section that follows from and supports the argument presented	• World War 1 notes in note card format • Research paper note cards • Research paper outline • Research paper rough draft • Research paper final draft	• Research paper note cards rubric • Research paper outline rubric • Research paper rough draft rubric • Research paper final draft rubric • Literacy school-wide rubric
W.7.2 a-f	• Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and	• Research paper rough draft • Research paper final draft	• Research paper rough draft rubric • Research paper final draft rubric

	information, using strategies such as definition, classification, comparison/contrast, cause/effect; include formatting, graphics, and multimedia when useful to aiding comprehension. • Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. • Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts. • Use precise language and domain-specific vocabulary to inform about or explain the topic. • Establish and maintain a formal style. • Provide a concluding statement or section that follows from and supports the information or explanation presented.		• Literacy school-wide rubric
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	• Know and Want to Know worksheet • Edit and revise with teacher • Peer edit with student with same topic and student with different topic • Complete peer edit worksheet	• One on one editing and revising workshop with teacher • Peer editing worksheet

		• addressed.	• Highlight weaknesses on final draft rubric	
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.	• Type rough draft of paper on computers • Use Internet for research sources • Cite internet sources correctly using easybib.com • Create Works Cited page for research paper	• Correct internal citations according to rough draft research paper rubric • Correct Works Cited page according to final draft research paper rubric
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.	• Note taking for research paper • Outline for the research paper • Writing rough draft of research paper	• Note cards rubric • Outline rubric • Rough draft for the research paper rubric
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.	• Note taking for research paper • Website assessment worksheet • Rough draft of research paper	• Note cards rubric • Completed website assessment worksheet • Rough draft of research paper rubric
W.7.9	• Draw evidence from literary or informational texts to support analysis, reflection, and research.	• Final draft of research paper	• Final draft of research paper rubric
SL.7.4	• Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent	• Group work for oral presentation • Practice for oral presentation	• Senior Project Presentation Rubric • Communication school-wide rubric

	descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.	• Research paper oral presentation	
SL.7.5	• Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.	• Incorporation of pictures for oral presentation	• Senior project presentation rubric • Communication school-wide rubric • Literacy school-wide rubric
L.7.1	• Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	• Final draft of research paper • Oral presentation	• Final draft research paper rubric • Senior project presentation rubric
L.7.2	• Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	• Rough draft of research paper • Editing and revising with peers and teachers • Final draft of research paper	• Final draft of research paper rubric
L.7.3	• Use knowledge of language and its conventions when writing, speaking, reading, or listening by choosing language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.	• Rough draft of research paper • Editing and revising with peers and teachers • Final draft of research paper • Group work and practice for oral presentations	• Rough draft of research paper rubric • Senior project presentation rubric
L.7.6	• Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or	• Discussions with both peers and teachers about both fiction and non-fiction literature • Oral presentation	• Discussions with students about various topics • Senior project presentation rubric

	appropriate.		

Suggested Resources and Texts:

- *A Place to Hide: True Stories of Holocaust Rescues* by Jayne Pettit
- *Voices of the Holocaust* by Julie A Schumacher
- *Number the Stars* by Lois Lowry
- *Stones in Water* by Donna Jo Napoli
- *The Wave* by Todd Strasser
- *Boy in the Striped Pajamas* by John Boyne
- *The Diary of a Young Girl* by Anne Frank
- *Night* by Elie Wiesel
- *The Boy on the Wooden Box* by Leon Leyson
- *I Will Plant You a Lilac Tree* by Laura Hillman
- DVD World War II Genocide
- DVD Freedom Writers
- Numerous book and internet sources for World War Two Heroism research topic

Suggested Technology:

- Kurzweil 3000 Text-to-Speech program
- Audio books
- www.youtube.com for book trailers and resources for research paper
- Internet for research
- www.iconn.org
- www.easybib.com
- www.worldbookonline.com
- www.glogster.com or www.prezi.com or www.padlet.com for Holocaust reading project

Unit 6:

Introduction and Established Goals:
Experiencing Diversity Through the Different Cultures of Characters:
During this unit, students will utilize the skills that they have used all year long to understand the concept of being prejudice and explain how this can impact people. Cultures, other than their own, will be analyzed and the idea of universal human values will be explored.

Desired Outcome(s):
- Through fiction reading, students will understand the ramifications of prejudice and racism.
- Students will use comprehension strategies and note taking skills to keep track of ideas over a long period of time.
- Students will analyze central ideas throughout the texts that they read.
- Students will acquire information about other cultures and seek to find similarities throughout humanity.
- Students will evaluate criteria for book awards and assess their relevance to their books.
- Students will use all of their knowledge from this unit to prepare an oral presentation.

Common Core Standard(s):
- **RL 7.1, 7.2**
- **RI 7.3, 7.8**
- **W 7.4**
- **SL 7.4**
- **L 7.1, 7.2, 7.3**

Essential Question(s):
- What does it mean to have a prejudice?
- What are universal human values?
- What are components of culture?
- How are minorities marginalized?

Key Terms/Concepts:
 Prejudice, racism, culture, customs, stereotypes, human values, marginalized

LEARNING PLAN

STANDARD	LEARNING OBJECTIVES (Content and Skill)	INSTRUCTIONAL STRATEGIES	ASSESMENT EVIDENCE
RL.7.1	• Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	• Assignment #1 • Assignment #2 • Assignment #3 • Assignment #4	• Assignment rubrics • Literacy school-wide rubric
RL.7.2	• Determine a central idea in a text and analyze its development over the course of the text; provide an objective summary of the text.	• Assignment #3	• Assignment rubric • Literacy school-wide rubric
RI.7.3	• Analyze the interactions between individuals, events, and ideas in a text.	• Assignment #1	• Assignment rubric • Literacy school-wide rubric
RL.7.8	• Trace and evaluate the specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claim.	• Assignment #2	• Assignment rubric • Literacy school-wide rubric
W. 7.4	• Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	• Assignment #1 • Assignment #2 • Assignment #3 • Assignment #4	• Assignment rubric • Literacy school-wide rubric

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.	• Oral Presentation	• Modified senior presentation rubric • Communication school-wide rubric
L.7.1	• Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	• Assignment #1 • Assignment #2 • Assignment #3 • Assignment #4	• Assignment rubrics
L.7.2	• Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	• Assignment #1 • Assignment #2 • Assignment #3 • Assignment #4	• Assignment rubrics
L.7.3	• Use knowledge of language and its conventions when writing, speaking, reading, or listening.	• Assignment #1 • Assignment #2 • Assignment #3 • Assignment #4 • Oral Presentation	• Assignment rubrics • Communication school-wide rubric

Suggested Resources and Texts:

- *Danny Blackgoat, Navajo Prisoner* by Tim Tingle
- *Save Me a Seat* by Sarah Weeks, Gita Varadarajan
- *The Living* by Matt De La Pena
- *Ink and Ashes* by Valynne E. Maetani
-

Suggested Technology:
- Kurzweil 3000 Text-to-Speech program
- Audio books
- www.youtube.com for book
- Epson board for assignment directions and example

- *Freedom Writers* the movie