

Grade Level: 7	Trimester	Length
<p>Unit - Learning from Experience</p> <p>**Need to double check standards to ensure that we meet all/are not missing any</p>		
<p>Unit Overview</p> <p>How do people, young and old, grow from their encounters with others, their experiences, and from their successes and failures? Selections in this unit explore how ordinary and extraordinary people and events lead individuals to self-knowledge and an understanding of their place in the world.</p> <p>*Unit Comes Before <i>The Giver</i> - Individuality</p>		
<p>Focus Standards</p> <p>Bold = assessment included</p> <p>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.</p> <p>RL.7.3 Analyze how particular elements of a story or drama interact.</p> <p>RL.7.6 Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.</p> <p>RL.7.7 Compare and contrast a written story, drama, or poem to its audio, filmed, staged, or multimedia version, analyzing the effects of techniques unique to each medium (e.g., lighting, sound, color, or camera focus and angles in a film).</p> <p>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.</p> <p>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.</p> <p>W.7.2a Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.</p> <p>W.7.2b Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.</p> <p>W.7.2c Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.</p> <p>W.7.2f Provide a concluding statement or section that follows from and supports the information or explanation presented.</p> <p>W.7.9a Draw evidence from literary or informational texts to support analysis, reflection, and research.</p>		

SL.7.1c 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.

SL.7.1d Acknowledge new information expressed by others and, when warranted, modify their own views.

L.7.4c Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.

L.7.5a Interpret figures of speech (e.g., literary, biblical, and mythological allusions) in context.

L.7.5b Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words.

Overarching Standards:

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.

RI.7.10 By the end of the year, read and comprehend literary nonfiction in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.

W.7.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

SL.7.6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 7 Language standards 1 and 3 on page 65 for specific expectations.)

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.

Key Understandings to Explore

Students will understand that

Often individuals must go through a painful process to find their own identities.

Often individuals must reconcile their strengths and weaknesses to understand who they really are.

Certain character traits contribute to how individuals handle or face situations.

We learn things about ourselves through characters in literature.

Essential Questions for thought, discussion, and collaboration

To what extent do specific qualities enable a person to handle the situations that he/she faces?

How does a character's individual experience(s) affect the character's development and the outcome of the situation?

Why is it so difficult to be an individual against the backdrop of societal pressures?

Declarative and Factual Knowledge (Recall, memorize, define)

Students will know...

- Theme
- Story or drama elements
- Point of View
- Characters
- Narrator
- Audio, film, stage and multimedia techniques
- Literature genres
- Poetry
- Comprehension strategies
- Impact of word choice
- Tone
- Different authors present key information in different ways
- Evidence interpretation of facts
- Range of topics in informational text
- Informative, explanatory, compare/contrast text structure
- Transition words and phrases
- Formal writing style
- Writers write for different purposes and audiences
- Rules for class discussion
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Skills (Organize, apply, analyze, integrate, evaluate)

Students will be able to....

- Determine the theme or central idea of a text
- Describe the different points of view of characters or narrators in a text
- Analyze how the author develops and contrasts these points of view
- Compare and contrast a written text with its audio, filmed, staged, or multimedia version.
- Read grade-level literature, poetry and informational text
- Apply comprehension strategies
- Demonstrate understandings of texts read
- Identify unknown words and phrases in text
- Recognize and analyze the impact of word choice on meaning and tone
- Identify key points of two or more authors on the same topic
- Analyze how authors emphasize and present different evidence and interpretation of facts
- Write various texts using the particular text structure
- Include preview of topic in the introduction
- Use facts, definitions, details, quotations, etc to develop topic
- Use appropriate transition words, phrases and clauses
- Use precise language and domain-specific vocabulary
- Employ a formal writing style
- Write a concluding statement
- Write routinely over time for a range of audiences and purposes
- Pose questions that elicit elaboration

	<ul style="list-style-type: none"> • Acknowledge new viewpoints • Locate the meaning/usage of a word
<p>Key Vocabulary:</p> <p>Adversity, biography, autobiography, memoir, integrity, perseverance,</p>	
<p>Performance Assessments (may be formative or summative)</p> <p>Zebra Essay – How is Zebra healing emotionally, physically and spiritually?</p> <p>3 ½ x 5 Postcard – visual depiction and personal postcard (narrative)</p> <p>Mango Street Old House vs. Dream House – quotation explication and visual representation.</p> <p>Compare and Contrast Essay for You Tube video production/dramatization of “Seventh Grade” by Gary Soto and text version</p> <p>Compare and Contrast Essay for film version of “Thank You M’am” by Phoenix Films and text version.</p> <p>Evaluate lines in Dickinson poem versus Mrs. Jones in “Thank You M’am”</p> <p>Open Response for “Names/Nombres” graded with MCAS Open Response Rubric</p> <p>Narrative Response – Personal Response – on origin of students’ names.</p> <p>“Eleven” Open Response on Use of Literary Terms</p>	<p>Other Evidence/Assessments</p> <p>- Ongoing chart of character, experience, response and outcome</p>

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Unit Title (continued from previous page):

Literary Texts: Poems

If I Can Stop One Heart from Beating (Emily Dickinson) Red Anthology - Use with Thank You M'am

The Rider (Naomi Shihab Nye) Red Anthology - Use with Zebra

Mother to Son (Langston Hughes)

Literary Texts: Stories/Novels

Drama:

Picture Books:

Non-fiction:

Offerings at the Wall Magazine Article from The Smithsonian

Fable/Folktale:

Narcissus retold by Roger Lancelyn Green – in Red Anthology

Other Media:

Short Stories:

“Zebra” by Chaim Potok

“The House of Mango Street” by Sandra Cisneros

“Seventh Grade” by Gary Soto

“Thank You, M'am” by Langston Hughes

“3 ½ x5” by Thisbe Nissen

“Eleven” by Sandra Cisneros

“Names/Nombres” by Julia Alvarez

Informational Texts from The Autobiography of Eleanor Roosevelt (anthology) Eleanor Roosevelt by William Jay Jacobs From “The Noble Experiment” by Jackie Robinson
Independent Novels
Art/Music/Media You Tube video production/dramatization of “Seventh Grade” by Gary Soto “Thank You M’am” by Phoenix Films 42 – The Jackie Robinson Movie
Online Resources http://www.timeforkids.com/files/homework_helper/aplus_papers/CompareContrastorganizer.pdf http://owl.english.purdue.edu/owl/resource/713/02
Differentiation for Struggling Learners and ELL - Graphic organizers for writing assignments - Venn Diagram to organize compare and contrast - Paragraph frames
Interdisciplinary Connections

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