

Griswold Middle School Grade 7 LA Curriculum Map

Unit Title	Social Issues and Global Perspectives	Journeys and Survival	Personal Freedom vs. Social Responsibility in The Giver	Research and Exploration
Unit Overview	<p>Students will learn about their communities, and the global community at large, with emphasis on social issues and the role these issues play on the global community. Students will explore relevant current events using a variety of lexile leveled narratives and informational texts.</p> <p>In addition, students will read a selection of narrative texts that fit into the context of real-world connections. These texts will develop academic vocabulary as well as the target focus skills of close reading, working with evidence, author’s purpose, and understanding and applying narrative elements. Students will focus on narrative writing including how to correctly and effectively incorporate textual evidence in a narrative account.</p>	<p>Students will discover ways in which culture, time, place, and situation can affect an individual’s identity and outlook on life. Students will explore subjects related to journeys and survival. Throughout this unit students will work on identifying an author’s purpose, as well as ways in which an author’s perspective may influence the theme throughout a piece of literature.</p> <p>In addition, students will also explore both historical and current global social issues such as the ones faced by the main characters of the play, <i>A Christmas Carol: Scrooge and Marley</i>.</p>	<p>Students will explore how dystopian societies are an exaggerated worst-case scenario, created to make a criticism about a current trend, societal norm, or the political system. Students will analyze the different characteristics of a dystopian society including government/ technological control, perceived utopia, and constant surveillance.</p> <p>Students will also explore what it means to be a dystopian protagonist in terms of feeling trapped, questioning the existing society, and helping the reader understand the negatives of the world the character lives in. The main text for this unit is <i>The Giver</i>. Students will focus on elements of short stories (plot structure, conflict, theme, point of view, and literary devices). As well as character development---</p>	<p>Students will work with a range of texts, including both informational and narrative, to question ideas surrounding humanity. Students will engage in collaborative discussions that cover topics surrounding The Holocaust and The Great Depression.</p> <p>Additionally, students will learn necessary research skills to complete their research papers including Google algorithms, in-text citations, library research, and how to quote, summarize, and paraphrase relevant information.</p>
Duration	10 Weeks	10 Weeks	10 Weeks	10 Weeks

<p>Priority Standards</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>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.</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>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.</p> <p>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.</p>	<p>R.7.5 Analyze how structure of texts, how specific sentences, paragraphs relate to others and the whole</p> <p>R.7.6 Assess how point of view or purpose shapes the content and style of a text.</p> <p>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.</p> <p>W. 7.1. Write arguments to support support claims with clear reasons and relevant evidence.</p> <p>RL.7.3 Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).</p> <p>RL 7.5 Demonstrate understanding of figurative language, word relationships, and nuances of word meanings</p> <p>RL.7.7</p>	<p>R.7.8 Delineate, evaluate the argument and claims in a text, validity of the reasoning, and the relevance and sufficiency of the evidence.</p> <p>RI.7.8 Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence relevant and sufficient to support the claims.</p> <p>W.7.3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details. And well-structured event sequences.</p> <p>L. 7.5 Figurative language, word relationships, figures of speech, analogy, connotation & denotations for analysis</p>	<p>W. 7.7 - 7.8: Research to answer a question, drawing on several sources, generate related, focused questions, assess credibility and accuracy of each source, quote & paraphrase data</p> <p>SL. 7.4: Present claims and findings, with pertinent facts & details, eye contact, volume & pronunciation, including multimedia components</p> <p>W. 7.7 Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions</p> <p>CCSS.ELA-Literacy.RI.7.1 Cite several pieces of textual evidence to support analysis of</p>
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Essential Questions	<p>What does it mean to be a global citizen?</p> <p>What is the best way to find the truth?</p> <p>Do our learned experiences shape how we view the world and others?</p> <p>Can the social issues of our times be found in literature from all eras?</p> <p>What connections do readers make between their lives and the text?</p> <p>How is your style of writing influenced by purpose?</p>	<p>How do individuals survive in challenging environments?</p> <p>What are ways in which a character may go through a journey of personal growth?</p> <p>What resources may an individual need in order to survive physical, mental, and emotional challenges?</p> <p>How do culture, time, and place influence the development of identity?</p> <p>How might being able to recognize literary features help in appreciating and understanding literature?</p>	<p><i>*How can societal rules help us or hurt us?</i></p> <p><i>*How can society balance individualism with responsibility to community?</i></p> <p><i>*When should one conform to the wishes or rules of others?</i></p> <p><i>*How does personal choice impact a society?</i></p>	<p>How can readers connect on similar topics/themes across a range of texts?</p> <p>Why is listening-to- understand critical to becoming a stronger listener?</p> <p>Why is it important to analyze sources?</p>

<p>Instructional Strategies</p> <p>http://www.isbe.net/common_core/pdf/ela-teach-strat-read-text-6-12.pdf</p>	<p>*Vocabulary study</p> <p>*Small student-led reading groups with student-driven discussions. Teacher will facilitate discussions.</p> <p>*Independent reading with whole-group discussions.</p> <p>*Close reading in pairs.</p> <p>*Summarizing and notetaking. *Summarizing: GIST Statements</p> <p>*Create visual displays of information. Ex: sketchnoting</p> <p>*utilizing graphic organizers</p> <p>*Structured note taking</p> <p>*Independent, skill set work.</p> <p>*Critical thinking discussions in small groups and in pairs.</p> <p>*Utilizing both heterogeneous and homogeneous grouping to achieve effective, differentiated instruction.</p> <p>*Anticipation Guides *Notice and Note: Aha Moments, Again and Again, Memory Moments</p>	<p>*Blue Ribbon Question of the Day</p> <p>*KHAN Academy - Grammar study</p> <p>*Comparing and contrasting different types of media.</p> <p>*Utilizing a compare and contrast grid -</p> <p>*Discuss how nonverbal communication can enhance/shift student understanding. Leading students to understand how nonverbal communication can add meaning to spoken language.</p> <p>*Use multiple styles of graphic organizers to visualize & develop answers.</p> <p>*Consulting both print and digital reference materials to learn and understand new vocabulary</p> <p>*Pattern Guide to determine text structure- strategy demonstrates the predominant pattern the author used to construct a text. The teacher</p>	<p>*Blue Ribbon Question of the Day, practice stories</p> <p>*SBAC IAB's & Review</p> <p>*Vocabulary: Shades of Meaning, Semantic Gradients</p> <p>*Dialectical Journal</p> <p>*Notice & Note Signposts</p> <p>*Literature Circles</p> <p>*Utopian Society collaborative work to develop societies and divisions within the communities</p> <p>*Close reading on short stories: Utopia/Dystopia, compare & contrast</p> <p>*Vocabulary</p> <p>*History of Utopian societies</p> <p>*Graphic organizer to track character, plot, and theme development</p>	<p>*Blue Ribbon Question of the Day</p> <p>*Scaffolding the research writing process. Focusing on summarizing, quoting, and paraphrasing.</p> <p>* Literature Circles</p> <ul style="list-style-type: none"> Mini lessons demonstrating source summarizing, paraphrasing, evaluation & citing sources, and plagiarism. <p>Utilizing educational videos, teacher demonstration, and full class and individual practice. Eventually implementing the skills into their final research papers.</p> <p>* iConn, research and MLA citation</p> <p>*graphic organizers for research, citations, Source evaluations</p>

	<p>*Anchor Charts</p>	<p>will choose a graphic organizer that will best fit the text (Herber, 1978).</p> <p>* Graphic organizer to develop specific text evidence to support predictions and inferences</p> <p>*Selective underlining to determine text structure.</p> <p>*KeyWord Strategy</p> <p>*Integrate information presented visually to better understand the text</p> <p>*Unit anticipation guide, representative of over-all themes and ideals to develop student opinions</p> <p>*B/D/A questioning charts <u>Questioning the Author (QtA)</u></p>		
<p>Key Resources/Texts</p>	<p>Newsela: Current Syrian and refugee news (Various sources)</p> <p>“Angela’s Ashes”: Excerpt from Frank McCourt novel; Famine and hardships of Ireland.</p> <p>“NINA”: No Irish Need Apply, “Highschool student proves Professor Wrong when he Denied ‘No Irish Need</p>	<p><u>A Long Walk to Water</u> Linda Sue Park</p> <p><u>A Christmas Carol, Scrooge & Marley, Pearson adapted version</u></p> <p>“Charles Dickens”, Great Source, Reading Comprehension.</p>	<p>“The Giver” Lois Lowry</p> <p>“Harrison Bergeron”, Kurt Vonnegut</p> <p>(film) “2081”</p> <p>“2026 There will Come Soft Rains” Ray Bradbury</p>	<p><u>Schools ban fidget toys as classroom distraction, Chicago Tribute, 5/11/17, Newsela.</u></p> <p><u>Many teachers say Melania Trump's copying would result in an F grade.</u></p> <p>Washington Post. 7/22/16 Newsela</p>

	<p>Apply' Signs Existed", Long Island WINS Article and primary documents.</p> <ul style="list-style-type: none"> Irish Immigration, Great Famine, England vs. Ireland tensions <p>Pearson: "mk" "From An American Childhood" "Barrio Boy/A Day's Wait", "Suzy & Leah".</p> <p>"Sudan's Lost Boys Find a Home." Rite Upadhyay</p> <p>*Papa's Parrot by Cynthia Rylant (PH Lit)</p> <p>*How Candy Conquered America. Scholastic's Action Magazine</p> <p>*All Summer in a Day by Ray Bradbury (PH Lit)</p>	<p>"Biography of Charles Dickens (1812-1870), Plot Synopsis", as provided by the Trinity Rep Theater.</p> <p>"Charles Dickens: The Man Behind the Carol", Excerpt from <u>A Little Book About a Christmas Carol</u>, by Linda Rosewood Hooper.</p> <p>NYS Common Core ELA Curriculum: Various articles from Expeditionary Learning: Sudanese Tribes, History of South Sudan, etc.</p> <p>"Twenty years after violence tore it apart", Newsela Adapted from Los Angeles Times.</p> <p>"Darfur crisis has activist angry all the time.", MAS-Ultra-School Edition</p> <p>"Long road from Sudan to diploma.", MAS-Ultra-School Edition.</p>	<p>(Poem) "There will Come Soft Rains" Sara Teasdale</p> <p>(Poem) "Dystopia/ Utopia" Anonymous</p> <p>As well as various non-fiction articles including the WSJ article "Darkness Too Visible" and " Why the Wall Street Journal is Wrong about Young Adult Books".</p> <p>* <i>"The Veldt" by Ray Bradbury</i></p> <p>* <i>Primary Sources: Utopia by Thomas More. Adapted by Newsela staff.</i></p> <p>* <i>Utopian Communities in America. National Park Service. Adapted by Newsela staff.</i></p> <p>* <i>"Primary Sources: The Bill of Rights." Adapted by Newsela staff.</i></p>	<p>Holocaust: Pyramid of Hate Lesson https://sfi.usc.edu/lessons/pyramid-hate</p> <p><u>Number the Stars</u> -Lois Lowry</p> <p><u>Boy in the Striped Pajamas</u>-</p>
Assessments	Pearson reading Comprehension tests: Barrio Boy, An American Childhood, MK, Riki Tiki Tavi, Suzy and Leah, and Angela's Ashes.	Novel portfolio Vocabulary quizzes Novel comprehension quizzes	Vocabulary quizzes Novel comprehension quizzes	Vocabulary quizzes Skills test: paraphrasing, summarizing, quoting.

	Vocabulary quizzes			Students will be assessed through a performance task of their choosing. Please see detailed explanation under the performance.
Performance Tasks	<p>Small group presentation of “NINA” article summary & lead classroom discussion for student developed essential question.</p> <p><u>A Long Walk to Water</u> Experiential Learning - Students will experience what the characters of <u>A Long Walk to Water</u> experience on a daily basis. This sets the tone for the unit - making students aware of the global water crises. Students will problem solve and tackle tasks that arise during their journeys for water. (See detailed description and directions in unit plan.)</p>	<p>Performance task: Argumentative essay. Is Salva weak or strong?</p>	<p>Created brochures for ideal utopian (imaginary) societies</p> <p>Group project: Assigned Department and job responsibilities within a Dystopian society. Present the importance of the department and job responsibilities.</p> <p>Presentations on examining the differences between the novel and the film.</p>	<p>Presentation</p> <p>Student-generated performance task. Students will demonstrate their knowledge of the lit-circle text by teaching the class.</p> <p>Students will create interesting and innovative methods of teaching their peers about their books. Students will be responsible for forming an objective for their lesson.</p> <p>Students will need to address the following questions in their objectives:</p>
Writing Tasks	<p>Informative Essay</p> <p>Informational Articles: “My Syrian Diary: Part 1, Day 1127 April 15th, 2014 by Marah.”</p> <p>“Report paints devastating picture of Syria’s people: 11.5% killed or hurt”. Newsela, 2/23/16.</p> <p>Up-to-date: Educational Syrian refugee crisis video</p> <p>Narrative Writing - Quick writes</p>	<p>Narrative Essay</p> <p>*Student driven from unit introduction and/or anticipation guided statements</p> <p>Performance task option: Argumentative essay. Is Salva Dut weak or strong?</p> <p>Journaling - Critical thinking as it relates to the content</p> <p>Narrative Writing - Quick writes</p>	<p>Argument Writing</p> <p>Students will write a narrative story based on a dystopian society similar to <i>The Giver</i>. Students will include elements of plot, sensory imagery, and dialogue.</p> <p>Journaling - Critical thinking as it relates to the content</p> <p>Narrative Writing - Quick writes</p>	<p>Research Paper</p> <p>Students will perform research to a student driven topic. Direct and essential questions will be developed prior to research work. Multiple sources will be required. MLA standard for citation.</p> <p>Journaling - Critical thinking as it relates to the content</p> <p>Narrative Writing - Quick writes</p>

	Journaling - Critical thinking as it relates to the content			
	Reading Comprehension Questions - As it relates to the content			