

New Paltz Central School District
English Language Arts
Seventh Grade

Unit 2: *The Cay*
(November - December)
(8 weeks)

Essential Questions

- How do characters grow and change throughout a novel?
- What is the author's purpose (theme)?
- What causes prejudice and how is it perpetuated?
- How does outside information help us understand a work of realistic fiction?
- How do different authors examine different subjects?

Content

- Types of conflict
- Character traits
- Social, cultural, ethnic, and historical perspectives
- Point of view
- Validity and accuracy of information

Standard

- 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 or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.
- Recognize, interpret, and make connections in narratives, poetry, and drama, ethically and artistically to other texts, ideas, cultural perspectives, eras, personal events, and situations.
- Write arguments to support claims with clear reasons and relevant evidence.
- Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
 - Produce text (print or nonprint) that explores a variety of cultures and perspectives.
- Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.
- 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.
- Use knowledge of language and its conventions when writing, speaking, reading, or listening.
 - Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.

- 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.

Skills

- Identify the ways in which characters change and develop throughout a story.
- Infer character traits.
- Identify different perspectives (such as social, cultural, ethic, historical) on an issue presented in more than one text.
- Recognize how one's own point of view contributes to forming an opinion about information and ideas.
- Evaluate examples, details, or reasons used to support ideas.
- Use paraphrase and quotation correctly.
- Compare and contrast characters in more than one literary text.

Assessments (formative and summative)

- Media Literacy project
- Thematic literary essay
- Reading recall quizzes
- Vocabulary tests
- Mini-research project
- Literature logs

Key Vocabulary/Teacher Language

able-ism	plot
ageism	poetry
alliteration	prejudice
allusion	racism
appearance	religion
characterization	repetition
climax	research
conflict	resolution
dénouement	rhyme
dialect	rising action
dialogue	setting
exposition	simile
falling action	sources
hyperbole	stanza
Martin Luther King Jr.	theme
metaphor	works cited
MLA	World War II
personification	

Resources

- *The Cay*, Theodore Taylor
- “The Shark,” John Ciardi
- “Lord Neptune,” Judith Nichols
- “Sea Calm” and “Death of an Old Sea Man,” Langston Hughes
- “Survive the Savage Sea,” Dougal Robertson
- “Three Kiwi Teens Survive 50 Day Ordeal at Sea” (web article)
<http://www.dogonnews.com/2010/11/28/three-kiwi-teens-survive-50-day-ordeal-at-sea>
- Youtube.com - *The Cay* scenes from the movie

Possible Minilessons

- Graphic organizers
- Writing literature logs
- Diagramming the island
- Modeling writing samples
- Poetry
- Plot triangle
- Connecting other literature to novel
- Writing constructed response question