

# **Fair Lawn Public Schools**

**Fair Lawn, NJ**

## **Literature Connections Grade 7**

**August**

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Literature Connections 8 is an English course that was developed by the Fair Lawn English Language Arts Grade 7 Team and aligned to the Grade 7 New Jersey Student Learning Standards Initiative.

# **Fair Lawn School District**

## **Committee Credits**

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## Literature Connections 7

### I. Course Synopsis

The Grade 7 Literature Connections course is closely aligned to the English Language Arts New Jersey Student Learning Standards. The course creates the foundation for students' growth and development within the areas of reading, writing, speaking, listening, and language acquisition. The four themes of Choices, Overcoming Adversity, Perseverance, and Decisions serve as the guiding principles of the course. Essential questions and New Jersey Student Learning Standards drive instruction within each unit and provide a purpose for learning. Timed reading and writing readiness preparation is infused into the curriculum and targeted throughout.

7th Grade Literature Connections Curriculum encourages students to find the link between literature and their lives. An integral objective of the course is to promote and foster independent readers and thinkers who identify themes and symbols that are woven throughout a piece of literature or unit of study. Students will apply higher order thinking skills and become engaged as they grapple with issues rooted in the text. An important component of the course is the continual written and spoken expression of their responses. Students will write formally and creatively, exhibiting standard mechanics of grammar while honoring student voice.

The comprehensive standards are available at: <http://www.corestandards.org/ELA-Literacy/>.

### II. Philosophy & Rationale

This course is designed to foster in students an attitude towards reading which will help them find the link between literature and our lives. Moreover, there is an aim to gain a broader perspective of our world. Students will apply higher order thinking skills and become engaged as they grapple with issues rooted in the text. An important component of the course is the continual collaboration about texts and experiences with consistent opportunities to express ideas effectively and eloquently through writing.

Teachers use English Language Arts New Jersey Student Learning Standards to create specific and measurable learning goals. Individual unit and/or lesson objectives will derive directly from the language of the grade-specific standards for Grade 7; teachers will look to the more general anchor standards and the New Jersey Department of Education's curriculum framework (<http://www.nj.gov/education/cccs/frameworks/ela/>) for guidance. The comprehensive standards are available at: <http://www.state.nj.us/education/cccs/2016/ela/>. Differentiated instruction for students at different levels of achievement and specific learning needs (e.g. special education, English language learners, at-risk and Gifted & Talented) is embedded in targeted scaffolding based on knowledge of each student's interests and assessment data.

## A. Philosophy and Rationale in Scaffolding Reading Instruction

Based on research on reading from the past forty years, the Fair Lawn English Department supports the three reading principles reported by Richard Allington (2003). Specifically, 1) students read better when they read more; 2) students learn from their reading when they have consistent opportunities to discuss and write about their reading; and 3) students need explicit instruction in reading comprehension strategies.

### 1. Reading More

In addition to curriculum-driven reading activities, independent reading is provided to support the various interests and learning needs of all students in each marking period (in Language Arts or Literature Connections). Teachers facilitate student opportunities to read books-of-choice and timely texts as part of classroom curriculum and instruction. In particular, reading conferences and, at times, project-based assignments foster a meaningful reading experience with differentiated rigor. The following questions support proficient reading reflection:

[A good reader asks...]

- What reading strategies impact comprehension?
- How does what you experience in life impact your interpretation of text?
- What additional perspectives are necessary for an enhanced understanding of the text?
- What parts of the text are most significant? Why?
- What is the author's purpose?
- What do you want to know more about?
- How is the study of academic vocabulary and vocabulary words in texts vocabulary so vital to a rigorous exploration of a text?

### 2. Sharing Ideas about Reading

In addition to written discussion and small-group collaboration, the Fair Lawn Language Arts Department engages students in purposeful paired discussions to share and process information more effectively. The following process may be used to operationalize "Turn and Talk" (Harvey & Daniels, 2009) as part of the classroom culture.

1. Explain the importance of actively sharing our thinking with a partner.
2. Teach the practice of partner conversation by reading a short text silently and modeling turn-and-talk guidelines. Ask students to notice the following: use eye contact; listen attentively, ask follow-up questions, disagree politely, share connections, and express reactions.

3. In guided practice, ask students to report their noticings. Create a classroom anchor chart that provides expectations for partner conversation. Choose a student-friendly topic and give it a go.
4. Provide consistent opportunities for partner conversations with deliberate student pairings. Whereas some prompts may be open-ended (e.g. What do you wonder about the text?), other prompts may be more specific (e.g. What was the main character’s motivation? Or, what is the most important information in the text?)

### **3. Explicit Instruction in Reading Strategy**

In-class reading of grade-level texts is supported by the application of reading strategies as noted in Harvey Daniels and Nancy Steineke’s *Texts and Lessons for Content-Area Reading* (2010), provided to all English department members. Teachers target Tier II words (i.e. high frequency words used across content areas) and Tier III words (content-specific vocabulary words) and teach the words before they are encountered in the text. Pre-reading, during-reading, and post-reading strategies promote strategic thinking. For example, “Think Aloud” (p. 62), “Pair Reading” (p. 66), and “Text Annotation” (p.41) are explained within model lessons by Daniels and Steineke (2010). One culminating goal is to model proficient reading behaviors such as higher order questioning and an enthusiastic passion for inquiry while gradually releasing this skill work to more strategic-thinking students.

#### **a. ACHIEVE 3000 Reading Comprehension Assessment Support**

All Grade 7 students participate in the ACHIEVE 3000 Level Set Assessment. This research-based assessment generates a Lexile reading measure for each student. In turn, this assessment data supports differentiated instruction by engaging students in texts at their independent reading levels with consistent challenge to improve nonfiction reading skills.

## B. Writing Scaffolding

Writing instruction in the Fair Lawn Language Arts Department includes a balance of student journaling, open-ended responses, and formative writing assessments. In the end, students complete summative processed and timed writing in designated writing genres. Teachers confer and write specific and individualized feedback to support revision during the writing process. Students will write on a variety of subjects, in a variety of genres, for a variety of readers.

The following questions support proficient writing reflection [A good writer asks...]:

- Why must the purpose of the writer be determined?
- What makes a piece of writing effective?
- Why is it important to have a cogent thesis statement or arguable claim?
- Why are supporting details essential in argument-based writing?
- How could voice be employed to engage the writer's audience?
- Why is it important, in terms of meaning, to use correct grammar conventions and organizational structure?

### Processed Writing Resources:

1. Although this course is novels-based, tools for writing development are integrated in the grade-specific textbook used in the Language Arts course. In particular, a hard copy of the *Common Core Edition Holt McDougal Literature* textbook is available in the classroom's workshop approach, while an online copy of the text is available to students at home.
2. In addition, the Fair Lawn Language Arts Department uses the *Purdue Online Writing Lab (OWL) web site* (<http://owl.english.purdue.edu/>) as a resource for facilitating the academic writing process: prewriting, drafting, sharing, revising, editing, proofreading, and publishing. Teachers create teaching points for writing instruction in collaboration in planning and with Fair Lawn students in mind.
3. The PARCC web site provides resources including standards-aligned rubrics for narrative writing and expository writing. These rubrics serve as starting points for teacher-driven writing rubrics that are created with Fair Lawn Language Arts students in mind. For example, the Fair Lawn Language Arts Department and Social Studies Department collaborated on an integrated expectation for document-based essay writing across the two subjects. These writing plans are shared in a department Google Drive. In addition, each writing assignment is supported with a clear writing expectation as represented in a writing rubric.

### III. Scope & Sequence

There are four thematic and genre-based units (Units 1-4); the goal is to study each unit within one marking period. Vocabulary, Literary Terms, and Grammar is embedded in each unit.

Marking Period 1	Marking Period 2
<p><b>Unit 1</b>  <b>Theme:</b> Choices  <b>Core Texts:</b></p> <ul style="list-style-type: none"> <li>• <i>The Giver</i> by Lois Lowry</li> <li>• Enriched: <i>The Little Prince</i> by Antoine de-Saint Exupery</li> </ul> <p><b>Literature Circles</b></p> <ul style="list-style-type: none"> <li>• <i>Gathering Blue</i> by Lois Lowry</li> <li>• <i>Messenger</i> by Lois Lowry</li> <li>• <i>Son</i> by Lois Lowry</li> </ul> <p><b>Film Study:</b> <i>The Truman Show</i> and/or <i>The Giver</i>  <b>WRITING FOCUS:</b> Literary Analysis/Letter Writing</p>	<p><b>Unit 2</b>  <b>Theme:</b> Overcoming Adversity  <b>Core Texts:</b></p> <ul style="list-style-type: none"> <li>• <i>The Contender</i> by Robert Lipsyte <b>or</b> <i>Brian’s Song</i> by William Blinn</li> <li>• Enriched: <i>Roll of Thunder, Hear My Cry</i> by Mildred D. Taylor <b>either/or</b> <i>A Tree Grows in Brooklyn</i> by Betty Smith</li> <li>• Independent Reading Options</li> </ul> <p><b>Film Study:</b> <i>Brian’s Song</i>, <i>Remember the Titans</i>, <i>Rudy</i>, <i>Creed</i>  <b>WRITING FOCUS:</b> Research Writing</p>
Marking Period 3	Marking Period 4
<p><b>Unit 3</b>  <b>Theme:</b> Perseverance  <b>Core Texts:</b></p> <ul style="list-style-type: none"> <li>• <i>Lupita Manana</i> by Patricia Beatty <b>or</b> <i>Esperanza Rising</i> by Pam Munoz Ryan</li> <li>• Enriched: <i>The Heart of a Chief</i> by Joseph Bruchac <b>either/or</b> <i>Farewell to Manzanar</i> by Jeanne Wakatsuki Houston</li> <li>• Independent Reading Options</li> </ul> <p><b>Film Study:</b> <i>Sweet 15</i>  <b>WRITING FOCUS:</b> Argument-Based Writing</p>	<p><b>Unit 4</b>  <b>Theme:</b> Decisions and Consequences  <b>Core Texts:</b></p> <ul style="list-style-type: none"> <li>• Enriched: <i>A Midsummer Night’s Dream</i> by William Shakespeare</li> </ul> <p><b>Optional Texts:</b></p> <ul style="list-style-type: none"> <li>• <i>Nothing but the Truth</i> by Avi</li> <li>• <i>On Borrowed Time</i> by Paul Osborn</li> <li>• <i>The Pigman</i> by Paul Zindel</li> </ul> <p><b>Literature Circles</b> (Suggested Texts)</p> <ul style="list-style-type: none"> <li>• <i>Bystander</i> by James Preller</li> <li>• <i>Out of My Mind</i> by Sharon Draper</li> <li>• <i>Fish in a Tree</i> by Lynda Mullaly Hunt</li> <li>• <i>Kira-Kira</i> by Cynthia Kadohata</li> <li>• <i>A Corner of the Universe</i> by Ann M. Martin</li> <li>• <i>Paperboy</i> by Vince Vawter</li> <li>• <i>The Misfits</i> by James Howe</li> <li>• <i>The Running Dream</i> by Wendelin Van Draanen</li> <li>• <i>Problem with Forever</i> by Jennifer L. Armentrout</li> <li>• <i>Outrun the Moon</i> by Stacey Lee</li> <li>• <i>A Long Walk to Water</i> by Linda Sue Park</li> <li>• <i>Walk Two Moons</i> by Sharon Creech</li> </ul> <p><b>Film Study:</b> <i>A Midsummer Night’s Dream</i>  <b>WRITING FOCUS:</b> Poetry</p>

**Additional Areas of Study:****Vocabulary**

1. Assigned vocabulary words from text
2. Define words based on context
3. Apply the vocabulary to students' own writing
4. Reinforce roots & affixes
5. Utilize semantic mapping (e.g., Frayer model, word webs, Wordle, etc.)

**Literary Terms/Figurative Language**

1. Assign literary terms from text
2. Define terms in context
3. Create authentic application of terms
4. Demonstrate understanding of terms in Literary Analysis Essays

**Unit 9: Independent Reading/Literature Circles**

1. Student choice of text and task, within given parameters (genre, assignment selections, etc.)
2. Assessment options include: written essays/interviews/letters, multimedia/oral presentations, scrapbook/poster projects, newspaper projects, skits, and news broadcasts
3. Literature Circles

Suggested Literature Circle Procedures:

- Students select texts based on preference, reading level, and teacher suggestion
- At times, students are responsible for completing assigned roles/tasks/reading prior to group discussions
- Small, flexible groups gather to discuss topics of choice or assigned topics
- Students use annotations and notes to guide reading and discussion
- Teacher serves as facilitator
- Culminating opportunities are provided in a large-group sharing and/or final project

## IV. Unit Descriptions

### Unit 1: Choices

#### Enduring Understandings:

1. Freedom should be protected.
2. Feelings and memories are essential qualities of being human.

#### Essential Questions:

- Should we trade individual freedom for safety and security in our lives?
- What are the advantages of diversity and individuality?
- How do our memories protect and serve us?
- What choices impact the development of a person's character

Texts	Films
<i>The Giver</i> by Lois Lowry	<i>The Truman Show</i> film study <i>The Giver</i> film study

#### Learning Targets Aligned to Grade-Specific New Jersey Student Learning Standards:

Objectives	Activities
<p><b>Learning Objectives RL.7.2</b> 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><b>RL.7.3</b> Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).</p> <p><b>RL.7.10.</b> By the end of the year read and comprehend literature, including stories, dramas, and poems at grade level text-complexity (see Appendix A) or above, scaffolding as needed.</p>	<p><b>Before the novel:</b></p> <ul style="list-style-type: none"> <li>• Examine utopian communities were established in the U.S., such as the Shakers in the eighteenth century, the Fruitlands led by Bronson Alcott (father of Louisa May Alcott) in the mid-nineteenth century, Twins Oaks, and the Amish. Students will choose one of these communities and list the principles that guided it, as well as the assumptions behind those principles. What generalizations might be made about why such a community may not last?</li> <li>• 4 corners activity for topics related to the novel (strongly agree, agree, disagree, strongly disagree)</li> <li>• Journal activities</li> <li>• Vocabulary building</li> </ul>

**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.

**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.

**W.7.1** Write arguments to support claims with clear reasons and relevant evidence.

**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.

**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.

**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.

**L.7.5** Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

#### During the novel:

- Reading comprehension questions
- Illustrate Jonas's community
- Compare/contrast Jonas's world and our world
- Summarize, make connections, make predictions
- Identify symbols and what they represent (i.e. Sevens-front buttoned jacket- independence)
- Create a bumper sticker for those living in Jonas's world
- Identify cause and effect relationships
- Identify pros/cons of the rules in Jonas's world
- Constructive controversy- Should Jonas leave the community?
- Color/memory activity
- Class, group, and partner discussions about themes and issues in novel
- Vocabulary in Context
- Double Entry Journals: notable quotations and analysis example "The worst part of holding the memories is not the pain. It is the loneliness of it. Memories need to be shared" (154).

#### After the novel & film study:

- **Writing:** Literary Analysis: Compare and Contrast Jonas's world from *The Giver* to Truman's world in *The Truman Show* or Compare and Contrast the setting of the novel *The Giver* to the setting of the film setting of the film *The Giver*.

#### Additional Suggested Activities:

- "Letters about Literature" Project
- Essay- Is Jonas a hero or villain? or Is Jonas's world a utopia?
- iPod playlist- Choose 3 songs that relate to the novel and explain where they would be played during the course of the novel. Cite lyrics in the paragraphs.
- Song parody- Take a song and rewrite the lyrics to include plot, characters, setting, conflict, and theme of the novel. Perform in class.
- Memory book- Create a booklet filled with illustrations, pictures and mementos. Pick one memory to explain in full detail.
- "Newbery Award Acceptance Speech" by Lois Lowry In her acceptance speech for the Newbery Medal, Lois Lowry explains how her own memories inspired ideas for her book. Evaluate the symbolism found within the novel.
- Postcard
- Narrative Extension

<p><b>L.7.6</b> 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.</p>	<p><b>Poems to Consider</b></p> <ul style="list-style-type: none"> <li>• “Crying” by Galway Kinnell</li> <li>• “Hope is the thing with Feathers” by Emily Dickinson</li> </ul> <p><b>Media</b></p> <ul style="list-style-type: none"> <li>• “Emotions and the Brain” <a href="https://www.youtube.com/watch?v=xNY0AAUth3g">https://www.youtube.com/watch?v=xNY0AAUth3g</a></li> </ul> <p><b>Nonfiction Connections</b></p> <ul style="list-style-type: none"> <li>• “The Science of Inside Out” <a href="http://www.nytimes.com/2015/07/05/opinion/sunday/the-science-of-inside-out.html?smprod=nytcore-ipad&amp;smid=nytcore-ipad-share%20NYTimes:%20The%20Science%20of%20C3%A2%E2%82%AC%CB%9CInside%20Out%C3%A2%E2%82%AC%E2%84%A2&amp;_r=0">http://www.nytimes.com/2015/07/05/opinion/sunday/the-science-of-inside-out.html?smprod=nytcore-ipad&amp;smid=nytcore-ipad-share%20NYTimes:%20The%20Science%20of%20C3%A2%E2%82%AC%CB%9CInside%20Out%C3%A2%E2%82%AC%E2%84%A2&amp;_r=0</a></li> <li>• “Negative Emotions are Key to Well Being” <a href="http://www.scientificamerican.com/article/negative-emotions-key-well-being/?page=1">http://www.scientificamerican.com/article/negative-emotions-key-well-being/?page=1</a></li> <li>• Twin Oaks Intentional Community</li> <li>• Pennsylvania Amish history &amp; beliefs</li> <li>• Sointula Co-operative Association</li> <li>• Shakers in Early American History</li> <li>• Scientists may be closer to erasing bad memories</li> <li>• New surgery claims to turn brown eyes blue</li> </ul>
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### Unit 1 Enriched Unit Option: Choices

#### Enduring Understandings:

1. The life of the author informs the text and provides valuable insight into the themes of the text.
2. Children’s literature can speak to a broader audience and satirize people, places, and events.

#### Essential Questions:

- What is the importance of seeing with the heart?
- Why might children see the world more clearly than adults?
- What causes individuals to lose their innocence?
- Why do living creatures look for companionship?
- How are sins and virtues reflected in the novel?

Texts	Films
<i>The Little Prince</i> by Antoine de Saint-Exupery	<i>The Little Prince</i> (2016)

<b>Learning Targets Aligned to Grade-Specific New Jersey Student Learning Standards:</b>	
<b>Objectives</b>	<b>Activities</b>
<p><b>Learning Objectives</b></p> <p><b>RL.7.2</b> 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><b>RL.7.3</b> Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).</p> <p><b>RL.7.4</b> 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.</p> <p><b>RL.7.6</b> Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.</p> <p><b>RI.7.2</b> 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.</p> <p><b>RI.7.6</b> 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><b>W.7.1</b> Write arguments to support claims with clear reasons and relevant evidence.</p>	<p><b>Before the novel:</b></p> <ul style="list-style-type: none"> <li>• Research- Antoine De Saint-Exupery's life.</li> <li>• Political atmosphere of the time such as World War II, Leon Werth</li> <li>• Journals</li> <li>• Vocabulary</li> </ul> <p><b>During the novel:</b></p> <ul style="list-style-type: none"> <li>• Reading comprehension questions</li> <li>• Summarize, make connections, make predictions</li> <li>• Identify satirized characters and who they represent</li> <li>• Identify cause and effect relationships</li> <li>• Examine Allegorical Connections</li> </ul> <p><b>After the novel:</b></p> <ul style="list-style-type: none"> <li>• <b>Writing:</b> Find similarities between Saint-Exupery's life and characters from the text.</li> </ul> <p><b>Additional Suggested Activities</b></p> <ul style="list-style-type: none"> <li>• Research on sins in today's world</li> <li>• Creation of a board game</li> <li>• Found Poetry</li> </ul> <p><b>Media:</b></p> <ul style="list-style-type: none"> <li>• <i>The Little Prince</i> (2016)</li> </ul> <p><b>Nonfiction Connections:</b></p> <ul style="list-style-type: none"> <li>• "The Little Prince Mystery Found" <a href="http://www.cbsnews.com/news/little-prince-mystery-solved/">http://www.cbsnews.com/news/little-prince-mystery-solved/</a></li> </ul>

**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.

**W.7.4** Produce clear and coherent writing in which the development, organization, voice and style are appropriate to task, purpose, and audience.

**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.

**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.

## Unit 2: Overcoming Adversity

### Enduring Understanding

1. It takes courage, discipline, and inner strength to change one's life.
2. To achieve something worthwhile, one must learn to face and control fears.

### Essential Questions

- How do obstacles affect the evolution of a character?
- How do people influence one another to evoke change?
- How does setting affect the outcome of potential conflict?

Texts	Films
<i>The Contender</i> by Robert Lipsyte <i>or</i> <i>Brian's Song</i> by William Blinn	<i>Brian's Song</i> <i>Remember the Titans</i> <i>Rudy</i> <i>Creed</i>

### Learning Targets Aligned to Grade-Specific New Jersey Student Learning Standards: (Unit related to Lipsyte's *The Contender*)

Objectives	Activities
<p><b>Learning Objectives</b> <b>RL.7.2</b> 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><b>RL.7.3</b> Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).</p> <p><b>RL.7.4</b> 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.</p>	<p><b>Before the novel:</b></p> <ul style="list-style-type: none"> <li>• Examine "The Road Not Taken" by Robert Frost</li> <li>• Discuss the use of informal English and colloquialisms vs. formal language</li> <li>• Write about a personal goal</li> </ul>

**RL.7.6** Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.

**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.

**RI.7.10** By the end of the year read and comprehend literary nonfiction (see Appendix A) at grade level text-complexity (see Appendix A) or above, with scaffolding as needed.

**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.

**W.7.4** Produce clear and coherent writing in which the development, organization, voice and style are appropriate to task, purpose, and audience.

**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.

**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.

#### During the novel:

- Identify imagery and descriptive details in chapter 1 (pages 1, 2, 8) related to setting
- Chart major conflicts (Alfred vs. James, Alfred vs. Major, Black nationalists vs. Reverend Price, Alfred's need to be "somebody" vs. his growing dislike for boxing)
- Character map/Identify influences on a character
- Identify and examine symbolism (cave, movie theater, stairs, robe, cash register)
- How can success be measured?
- Alfred and James grow up in Harlem during the post-Harlem Renaissance. Describe this setting and point out the difficulties these characters face. How does each character react differently to this environment?
- Double Entry Journals: notable quotations and analysis example "It's the climbing that makes the man. Getting to the top is an extra reward"(35).

#### After the novel:

- **Writing:** Research someone who is a contender.

#### Additional Suggested Activities:

- Character analysis/Identify character traits
- Compare/Contrast with *Rudy*

#### Poems to Consider:

- "What is success?" Ralph Waldo Emerson
- "To a Field Goal Kicker in a Slump" by Linda Pastan

#### Media:

- *Concussion* (2015) story of Dr. Bennet Omalu.
- "The Science of Concussions and Brain Injury" (<http://www.scientificamerican.com/report/the-science-of-concussion-and-brain-injury/>)
- "The Pact" "We Beat the Streets" "The Three Doctors" (video and autobiographies)

**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.

**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.

**SL.7.6** Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

**L.7.1** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

**L.7.5** Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

**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.

#### **Nonfiction Connections:**

- Compare/Contrast with Rudy
- “The Seventh Round” by James Merrill (from *The Yellow Pages*, 1974)
- “Fury” by T. Ernesto Bethancourt (from *Ultimate Sports*, 1995)
- “Joan Benoit: 1984 U. S. Olympic Marathon Gold Medalist” by Rina Ferrarelli (poem)
- “Head’s up!” (New Rules of the Game in Soccer to promote safety and prevent injury)  
(<http://magazines.scholastic.com/news/2016/04/Heads-Up>)
- “Bionic Body Parts” Rebuilding the Human Body from Head to Toe  
(<http://teacher.scholastic.com/scholasticnews/magazines/scienceworld/pdfs/SW-021411-bionic.pdf>)
- Parkinson’s Disease Foundation  
([http://www.pdf.org/about\\_pd](http://www.pdf.org/about_pd))
- *Muhammad Ali* by Bill Littlefield

**Learning Targets Aligned to Grade-Specific New Jersey Student Learning Standards  
(Unit related to Blinn's *Brian's Song*)**

Objectives	Activities
<p><b>Learning Objectives</b></p> <p><b>RL.7.2</b> 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><b>RL.7.3</b> Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).</p> <p><b>RL.7.4</b> 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.</p> <p><b>RL.7.5</b> Analyze how a drama's or poem's form or structure (e.g., soliloquy, sonnet) contributes to its meaning</p> <p><b>RL.7.6</b> Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.</p> <p><b>RL.7.9</b> 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><b>RI.7.9</b> 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.</p>	<p><b>Before the novel:</b></p> <ul style="list-style-type: none"> <li>• Examine the elements of drama.</li> <li>• Write an expository piece about a friend who is also a competitor or someone who faces tough situations with courage and/or a sense of humor</li> <li>• Vocabulary building</li> </ul> <p><b>During the novel:</b></p> <ul style="list-style-type: none"> <li>• Plot diagram (exposition, rising action, climax, resolution)</li> <li>• Identify internal and external conflicts as they relate to the progression of the plot</li> <li>• Discuss how characters' movements, gestures, and facial expressions affect their depiction</li> <li>• Character Analysis Map</li> <li>• Explain about how Brian affected those around him.</li> <li>• How is Brian's Song more a story of friendship than of football?</li> <li>• Describe the relationship between Brian and Gale at the beginning of the play. Tell how their relationship changed.</li> </ul> <p><b>After the novel:</b></p> <ul style="list-style-type: none"> <li>• <b>Writing:</b> Research the life of Brian Piccolo or Gale Sayers.</li> </ul>

**RI.7.10** By the end of the year read and comprehend literary nonfiction (see Appendix A) at grade level text-complexity (see Appendix A) or above, with scaffolding as needed.

**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.

**W.7.4** Produce clear and coherent writing in which the development, organization, voice and style are appropriate to task, purpose, and audience.

**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.

**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.

**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.

**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.

**SL.7.6** Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

#### **Additional Suggested Activities:**

- Identify themes found within the story
- Research the lives of Brian Piccolo and Gale Sayers
- Compare play with character relationships found in movie Remember the Titans
- Both Brian and Gale have serious medical conditions. Compare and contrast how each of the men reacts to the challenge.
- Double Entry Journals: notable quotations and analysis example "It's not how he died that they remember but, rather how he lived" (360).
- Gale Sayers said that Brian Piccolo "gave us all something, all of us who knew him."

#### **Nonfiction articles:**

- "40 Gale Sayers"  
[www.chicagobears.com/history](http://www.chicagobears.com/history)
- "Fame Couldn't Wait for Sayers" by M. B. Roberts [espn.com](http://espn.com) Gale Sayers sports encyclopedia
- "Brian's Life, a Song of Friendship and Courage" by Mike Puma [espn.com](http://espn.com)
- "The Brian Piccolo Cancer Research Fund"  
[www.brianpiccolo.org](http://www.brianpiccolo.org)
- "Cancer Research needs another Brian's Song" Wake Forest Magazine, July 1970
- "The Song Lives On" by Don Pierson TV Guide December 1, 2001 3.

**L.7.1** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

**L.7.5** Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

**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.

## Unit 2 Enriched Unit Option: Overcoming Adversity

### Enduring Understanding

1. Past sacrifices paved the way for future generations.
2. The importance of maintaining individuality.

### Essential Questions

- Why would an author choose to tell a story from one character's point of view?
- How does family play a role in shaping our values and beliefs?
- When and how should an individual take a stand in opposition to an individual or a large group?
- Do friends play a role in shaping values and beliefs? What makes a good friend?

Texts	Films
<i>Roll of Thunder, Hear My Cry</i> by Mildred D. Taylor <b>or</b> <i>A Tree Grows in Brooklyn</i> by Betty Smith	<i>Roll of Thunder, Hear My Cry</i> <i>A Tree Grows in Brooklyn</i>

**Learning Targets Aligned to Grade-Specific New Jersey Student Learning Standards  
(Unit related to Taylor’s *Roll of Thunder, Hear My Cry*)**

Objectives	Activities
<p><b>Learning Objectives</b></p> <p><b>RL.7.2</b> 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><b>RL.7.3</b> Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).</p> <p><b>RL.7.10</b> By the end of the year read and comprehend literature, including stories, dramas, and poems at grade level text-complexity (see Appendix A) or above, scaffolding as needed.</p> <p><b>RI.7.2</b> 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.</p> <p><b>RI.7.6</b> 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><b>W.7.1</b> Write arguments to support claims with clear reasons and relevant evidence.</p> <p><b>W.7.2</b> 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><b>W.7.4</b> Produce clear and coherent writing in which the development, organization, voice and style are appropriate to task, purpose, and audience.</p>	<p><b>Before the novel:</b></p> <ul style="list-style-type: none"> <li>• Research Mildred D. Taylor</li> <li>• Read “Song of the Trees” and discuss characters</li> <li>• Journals</li> <li>• Vocabulary</li> </ul> <p><b>During the novel:</b></p> <ul style="list-style-type: none"> <li>• Reading comprehension questions</li> <li>• Summarize, make connections, make predictions</li> <li>• Identify characters and who they represent</li> <li>• Identify cause and effect relationships</li> <li>• Double-Sided Journal Entries</li> <li>• Discuss racism throughout the text</li> <li>• Vocabulary application</li> </ul> <p><b>After the novel:</b></p> <ul style="list-style-type: none"> <li>• <b>Writing:</b> Research Simulation Task: Work in groups and write a research paper on a given topic. (Articles are provided)</li> </ul> <p><b>Additional Suggested Activities</b></p> <ul style="list-style-type: none"> <li>• Theme discussions</li> <li>• Create crossword puzzles</li> </ul> <p><b>Poems to Consider:</b></p> <ul style="list-style-type: none"> <li>• “The Term” by William Carlos Williams</li> </ul> <p><b>Nonfiction Connections:</b> <i>The Great Depression</i></p> <ul style="list-style-type: none"> <li>• “Sharecropping”</li> <li>• “The Great Depression Hits Farms and Cities in the 1930s”</li> <li>• “What Caused the Great Depression?”</li> <li>• “Black Thursday”</li> </ul>

<p><b>W.7.6</b> 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.</p> <p><b>SL.7.1</b> 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.</p> <p><b>L.7.1</b> Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p><b>L.7.3</b> Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p><b>L.7.4.A</b> Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.</p>	<p><i>Segregation</i></p> <ul style="list-style-type: none"> <li>• “Education for African Americans”</li> <li>• “Segregation”</li> <li>• “Jim Crow Laws”</li> <li>• “What was Jim Crow?”</li> </ul> <p><i>Harlem Renaissance</i></p> <ul style="list-style-type: none"> <li>• “The Harlem Renaissance”</li> <li>• “Great Days in Harlem”</li> <li>• “Harlem Renaissance”</li> </ul> <p><i>Civil Actions</i></p> <ul style="list-style-type: none"> <li>• “Boycotting”</li> <li>• “Don’t Buy Where You Can’t Work”</li> <li>• “Congress of Racial Equality”</li> <li>• “CORE”</li> </ul> <p><i>Notable People</i></p> <ul style="list-style-type: none"> <li>• “Mary McLeod Bethune”</li> <li>• “George Washington Carver”</li> <li>• “Ida Well-Barnett”</li> <li>• “W.E.B. Du Bois”</li> <li>• “Jessie Fauset”</li> <li>• “E. Franklin Frazier”</li> <li>• “Charles Drew”</li> </ul>
<p><b>Unit related to Smith’s <i>A Tree Grows in Brooklyn</i></b></p>	
<p><b>Objectives</b></p>	<p><b>Activities</b></p>
<p><b>Learning Objectives</b></p> <p><b>RL.7.2</b> 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><b>RL.7.3</b> Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).</p> <p><b>RL.7.10</b> . By the end of the year read and comprehend literature, including stories, dramas, and poems at</p>	<p><b>Before the novel:</b> Before the novel:</p> <ul style="list-style-type: none"> <li>• Read Non-Fiction Articles: immigration in the 1920’s, ethnic groups in Brooklyn during the 20’s</li> <li>• Introduce Controversial Topics: alcohol abuse, promiscuity, and gender bias</li> <li>• Notable Author</li> <li>• Journals (double and single entry)</li> <li>• Vocabulary</li> </ul>

grade level text-complexity, scaffolding as needed.

**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.

**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.

**W.7.1** Write arguments to support claims with clear reasons and relevant evidence.

**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.

**W.7.4** Produce clear and coherent writing in which the development, organization, voice and style are appropriate to task, purpose, and audience.

**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.

**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.

**L.7.1** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

**L.7.3** Use knowledge of language and its conventions when writing, speaking, reading, or listening.

**L.7.4.A** Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.

**During the novel:**

- Sustained silent reading
- Turn and Talk
- Post-it prompt
- Discussion questions
- Fish-bowl activity
- Identify cause and effect relationships

**After the novel:**

- **Writing:** Brooklyn Block Party (each group presents factual information about the topic through a written research report. Students will then create a display which represents themes, motifs, music, art, and food of the topic or culture that is represented)

**Additional Suggested Activities**

- Film Study: *The Pursuit of Happiness*
- Viewing Guide
- Questions about the American Dream

### Unit 3: Change: Internal Challenges

#### Enduring Understanding:

1. The power of positive thinking should not be underestimated.
2. Determination is essential to achieving goals.

#### Essential Questions:

- How do dreams and goals serve as driving forces?
- How do experiences change who we are as a person?
- How does an understanding of the historical and cultural background enhance the reading of the novel?

Texts	Films
<i>Esperanza Rising</i> Pam Munoz Ryan	
<i>Lupita Manana</i> Patricia Beatty	"Sweet 15"

#### Learning Targets Aligned to Grade-Specific New Jersey Student Learning Standards (Unit related to Ryan's *Esperanza Rising*)

Objectives	Activities
<p><b>Learning Objectives</b></p> <p><b>RL.7.1.</b> 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.</p> <p><b>RL.7.2</b> 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><b>RL.7.4</b> 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.</p>	<p><b>Before the novel:</b> Literature Connections, 2011 Page 13</p> <ul style="list-style-type: none"> <li>• "No hay rosas sin espinas." Create a rose of the student's life. The roots are their support; the stem holds them up; the thorns protect them and cause them pain; the blossom is what makes them shine.</li> <li>• Research a culturally significant element of the novel (i.e. Dust bowl, immigration, Great Depression)</li> <li>• Consider the kinds of changes that people might have to adapt to and endure when they immigrate to a new country</li> </ul>

**RL.7.9** Compare, contrast and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) 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.

**RL.7.10** By the end of the year read and comprehend literature, including stories, dramas, and poems at grade level text-complexity, scaffolding as needed.

**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.

**RI.7.3.** Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas how individuals influence ideas or events).

**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.

**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.

**RI.7.9.** Analyze and reflect on 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.

**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.

#### During the novel:

- *Separate visions:* Write journal entries for Esperanza and Miguel in which they each describe their feelings about leaving Mexico and starting a new life in California
- *Moment of Shame:* Both Esperanza and Mama are ashamed of how Esperanza treats the little girl on the train. How do you think other people who witnessed the incident interpreted Esperanza's actions? What would they have said?
- *Extra Extra!* Imagine you are a photojournalist for *The Bakersfield Gazette*. You are touring Esperanza's and Marta's labor camps, and you want the pictures taken to illustrate the conditions of the camps. Based on the scenes from the book, describe four photographs that you would take to tell the story.
- *Strike!* – Marta is trying to persuade all the workers to strike for higher wages and better conditions. Write each character's reason for not striking and explain whether you think each reason is strong or weak. Finally, tell whether you would have joined the strike and why.
- Double-entry journals: notable quotations and analysis example "Wait a little while and the fruit will fall into your hand." (2)

#### After the novel:

**Writing:** Argument-Based: What should we do with the current undocumented immigrants in America? (Use current Scope and Upfront magazines for topics and supporting articles)

#### Additional Suggested Activities:

- In small groups, nominate the hero of the book. Provide story details to back up reasoning.
- Imagine some years have passed since the end of the story. Write an epilogue for *Esperanza Rising* to explain what has happened to the characters since then.
- Create a classroom fiesta. To prepare, research culture, music, and traditions familiar to Esperanza.

**W.7.4** Produce clear and coherent writing in which the development, organization, voice and style are appropriate to task, purpose, and audience.

**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.

**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.

**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.

**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.

**L.7.5** Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

**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.

- "There is no rose without thorns" (p. 14). Have students create a personal rose for themselves in which they write about the challenges they face in their own lives and how they meet these challenges.
- For further discussion, have students interview immigrants or read biographies about immigrants. Compare and contrast the hardships Esperanza had to face to those of other immigrants. How is her story similar to other immigrants? What is unique about her experience?

**Poems to Consider:**

- "Dreams" by Langston Hughes
- "I Know Why the Caged Bird Sings" by Maya Angelou

**Media:**

- "The Dust Bowl: Black Blizzard" (Video - History Channel) (<http://www.history.com/topics/dust-bowl/videos/black-blizzard>)
- "The Dust Bowl in the Classroom" (PBS on-line) (<http://www.pbs.org/kenburns/dustbowl/educators/overview/>)

**Nonfiction Connections:**

- "Mexican Immigration" Library of Congress (<https://www.loc.gov/teachers/classroommaterials/presentationsandactivities/presentations/immigration/mexican6.html>)
- "The Quincenera Celebration" (<http://www.learnnc.org/lp/editions/chngmexico/218>)

<b>Unit related to Beatty's <i>Lupita Manana</i></b>	
<b>Objectives</b>	<b>Activities</b>
<p><b>Learning Objectives</b></p> <p><b>RL.7.1.</b> 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.</p> <p><b>RL.7.2</b> Determine a theme of a text and analyze its development over the course of the text</p> <p><b>RL.7.4</b> Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings</p> <p><b>RL.7.9</b> Compare, contrast and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) 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.</p> <p><b>RI.7.1.</b> 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.</p> <p><b>RI.7.2.</b> 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.</p> <p><b>RI.7.3.</b> 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).</p>	<p><b>Before the novel:</b></p> <ul style="list-style-type: none"> <li>• Locate the Baja Peninsula. Discuss working conditions in Mexico. Discuss immigration. Explain dangers/difficulty of crossing the border.</li> <li>• Identify and explain Spanish terms.</li> <li>• journals- Explain how you'd feel if you suddenly had to move out of state? Alone? No adults?</li> </ul> <p><b>During the novel:</b></p> <ul style="list-style-type: none"> <li>• I's activity- Students in groups of 4 take a different job for each section of the novel. Illustrator, Investigator (research), Illuminator (makes connections), Interrogator (option for a 5th I- Imitator- dramatize a scene)</li> <li>• Build vocabulary</li> <li>• Read articles about illegal immigration, migrant workers, green cards, INS</li> <li>• Reading comprehension questions</li> <li>• Map the journal</li> <li>• Double Entry Journals: notable quotations and analysis example "Salvador and Lupita were growing up, growing older and further apart in this alien land to which they had never been chosen to come. What would become of them separated as they were now?"</li> </ul> <p><b>After the novel:</b></p> <ul style="list-style-type: none"> <li>• <b>Writing:</b> Argument-Based: What should we do with the current undocumented immigrants in America? (Use current Scope and Upfront magazines for topics and supporting articles)</li> </ul>

**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.

**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.

**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.

**W.7.1** Write arguments to support claims with clear reasons and relevant evidence.

**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.

**W.7.4** Produce clear and coherent writing in which the development, organization, voice and style are appropriate to task, purpose, and audience.

**W.7.6** Use technology to produce and publish writing and link to and cite sources

**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

**W.7.8** Gather relevant information from multiple print and digital sources, using search terms effectively

**SL.7.1** Engage effectively in a range of collaborative discussions with diverse partners.

**Additional Suggested Activities:**

- Combine 4 I’s activities into a booklet.
- Create a newspaper of different aspects of the book. (Lupita’s struggles, classified, cartoons, editorials.)
- Film study: *Sweet 15*.
- Students will design a two-sided game where each of two teams must design strategies for getting from point A to point B via physical and mental challenges, while team B. maintains control of their territory while intercepting intruders.

**L.7.1** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

**L.7.2** Demonstrate command of the conventions of standard English capitalization, punctuation, or and spelling when writing.

**L.7.5** Demonstrate understanding of figurative language, word relationships, and nuances in word meanings

### Unit 3 Enriched Unit Option: Overcoming Adversity

#### Enduring Understanding

1. Every individual can make a difference in their school and community.
2. If you learn to stand up for your beliefs at an early age you are more likely to take on leaderships roles in your adult life.
3. Solutions can come from unexpected places.

#### Essential Questions

- How can you pay homage to the past but still progress in the modern world?
- Why do certain places hold value in a community?
- How do you build arguments using proper citations?

Texts	Films
<i>The Heart of a Chief</i> by Joseph Bruchac <b>or</b> <i>Farewell to Manzanar</i> by Jeanne Wakatsuki Houston	<i>500 Nations (Multi-part Documentary)</i>

**Learning Targets Aligned to Grade-Specific New Jersey Student Learning Standards  
(Unit related to Bruchac's *The Heart of a Chief*)**

Objectives	Activities
<p><b>Learning Objectives</b></p> <p><b>RL.7.2</b> 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><b>RL.7.3</b> Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).</p> <p><b>RL.7.10</b> By the end of the year read and comprehend literature, including stories, dramas, and poems at grade level text-complexity (see Appendix A) or above, scaffolding as needed.</p> <p><b>RI.7.2</b> 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.</p> <p><b>RI.7.6</b> 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><b>W.7.1</b> Write arguments to support claims with clear reasons and relevant evidence.</p> <p><b>W.7.2</b> 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><b>W.7.4</b> Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p>	<p><b>Before the novel:</b></p> <ul style="list-style-type: none"> <li>• Research Joseph Bruchac</li> <li>• Discuss Poem “The Beat of a Drum”</li> <li>• Journals</li> <li>• Native American Myths: Read selections from Native American Myths and Legends</li> <li>• Background on Penacook People</li> <li>• Vocabulary</li> </ul> <p><b>During the novel:</b></p> <ul style="list-style-type: none"> <li>• Have students create discussion questions</li> <li>• Identify cause and effect relationships</li> <li>• Summarize various chapters</li> <li>• After chapter five discuss the use of Native American names for mascots</li> </ul> <p><b>After the novel:</b></p> <ul style="list-style-type: none"> <li>• <b>Writing:</b> Argument -Based Essay. Decide whether or not sports teams should continue to use Native American names and mascots. Provide evidence to support your claim.</li> </ul> <p><b>Additional Suggested Activities</b></p> <ul style="list-style-type: none"> <li>• Interactive Poetry Wall: Write a journal entry that focuses on the natural world. Select a line from their journal and enhance it with figurative language. Groups then form their own poem and create a symbol of them which is reflective of their line. One group makes a mosaic from the images while the second group creates a group poem. Students will then switch roles.</li> </ul> <p><b>Poems to Consider:</b></p> <ul style="list-style-type: none"> <li>• Selections from <i>Multicultural America</i></li> </ul>

<p><b>W.7.6</b> 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.</p> <p><b>SL.7.1</b> 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.</p> <p><b>L.7.1</b> Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p><b>L.7.3</b> Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p><b>L.7.4.A</b> Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.</p>	<ul style="list-style-type: none"> <li>• <i>Between Earth and Sky</i> by Joseph Bruchac</li> </ul> <p><b>Media:</b></p> <ul style="list-style-type: none"> <li>• Joseph Bruchac: Author Reflection: <a href="http://www.scholastic.com/teachers/asset/joseph-bruchac-interview-bruchac-researching-and-planning-story">http://www.scholastic.com/teachers/asset/joseph-bruchac-interview-bruchac-researching-and-planning-story</a></li> <li>• Joseph Bruchac: Interview Transcript <a href="http://www.scholastic.com/teachers/article/joseph-bruchac-interview-transcript">http://www.scholastic.com/teachers/article/joseph-bruchac-interview-transcript</a></li> <li>• <i>500 Nations</i> (Multi-part Documentary)</li> </ul> <p><b>Nonfiction Connections:</b></p> <ul style="list-style-type: none"> <li>• “Real Story of Thanksgiving”</li> <li>• “Problem with Stereotypical Team Mascots”</li> <li>• Native American Studies Library <a href="http://libguides.lib.msu.edu/c.php?g=95603&amp;p=624343">http://libguides.lib.msu.edu/c.php?g=95603&amp;p=624343</a></li> </ul>
<p><b>Unit related to Houston’s <i>Farewell to Manzanar</i></b></p>	
<p><b>Objectives</b></p>	<p><b>Activities</b></p>
<p><b>Learning Objectives</b></p> <p><b>RL.7.2</b> 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><b>RL.7.3</b> Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).</p> <p><b>RL.7.10</b> 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</p>	<p><b>Before the novel:</b></p> <ul style="list-style-type: none"> <li>• Notable Author</li> <li>• Read Selections from <i>Multicultural America</i></li> <li>• Journals</li> <li>• Propaganda cartoons</li> <li>• Vocabulary</li> </ul>

scaffolding as needed at the high end of the range.

**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.

**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.

**W.7.1** Write arguments to support claims with clear reasons and relevant evidence.

**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.

**W.7.4** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

**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.

**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.

**L.7.1** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

**L.7.3** Use knowledge of language and its conventions when writing, speaking, reading, or listening.

**L.7.4.A** Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.

**During the novel:**

- Discussion questions
- Journals
- Identify cause and effect relationships
- Small and large group discussions
- Research information on life in an internment camp (topics will be provided)
- Presentation on information

**After the novel:**

- **Writing:** Students will evaluate the decision to create internment camps in the United States

**Additional Suggested Activities**

- Create a Japanese Museum Showcase

## Unit 4: Decisions and Consequences

### Enduring Understandings:

1. All decisions have consequences.
2. We are responsible for our actions.
3. When given the opportunity, how will I choose a book for enjoyment?

### Essential Questions:

- What role does conscience play in a character's decision-making process?
- What are the consequences of one's actions?
- Is honesty always the best policy?

### Optional Texts:

- *Nothing but the Truth* by Avi
- *On Borrowed Time* by Paul Osborn (play)
- *The Pigman* by Paul Zindel

### Literature Circles (options include):

- *Bystander* by James Preller
- *Out of My Mind* by Sharon Draper
- *Fish in a Tree* by Lynda Mullaly Hunt
- *Kira-Kira* by Cynthia Kadohata
- *A Corner of the Universe* by Ann M. Martin
- *Paperboy* by Vince Vawter
- *The Misfits* by James Howe
- *The Running Dream* by Wendelin Van Draanen
- *Problem with Forever* by Jennifer L. Armentrout
- *Outrun the Moon* by Stacey Lee
- *A Long Walk to Water* by Linda Sue Park
- *Walk Two Moons* by Sharon Creech

<b>Learning Targets Aligned to Grade-Specific New Jersey Student Learning Standards (Literature Circle-based Unit Plan)</b>	
<b>Objectives</b>	<b>Activities</b>
<p><b>Learning Objectives</b></p> <p><b>RL.7.1.</b> 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.</p> <p><b>RL.7.2</b> Determine a theme of a text and analyze its development over the course of the text</p> <p><b>RL.7.3</b> Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).</p> <p><b>RL.7.4</b> 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.</p> <p><b>RL.7.5</b> Analyze how a drama's or poem's form or structure (e.g., soliloquy, sonnet) contributes to its meaning</p> <p><b>RL.7.6</b> Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.</p> <p><b>W.7.4</b> Produce clear and coherent writing in which the development, organization, voice and style are appropriate to task, purpose, and audience.</p> <p><b>SL.7.1</b> Engage effectively in a range of collaborative discussions with diverse partners</p>	<p><b>Independent Reading/Literature Circles</b></p> <ul style="list-style-type: none"> <li>• Student choice of text and task, within given parameters (genre, assignment selections, etc.)</li> <li>• Activities may include: book jacket, fishbowl activities, multimedia/oral presentations, scrapbook/poster projects, newspaper projects, skits, and news broadcasts, etc.</li> <li>• Literature Circles</li> </ul> <p><b>Literature Circles</b></p> <ul style="list-style-type: none"> <li>• Option 1: Teacher selected text based on theme and/or reading level.</li> <li>• Option 2: Students select texts based on preference, reading level, and teacher suggestion</li> <li>• Students are responsible for completing assigned roles/tasks/reading prior to group discussions</li> <li>• Small, flexible groups gather to discuss topics of choice or assigned topics</li> <li>• Students use notes to guide reading and discussion</li> <li>• Teacher serves as facilitator</li> <li>• Culminate in large-group sharing and/or final project and/or assessment(s)</li> </ul>

## Unit 4 Enriched Unit Option: Decisions and Consequences

### Enduring Understanding

1. There is a timeless nature to certain pieces of literature which directly relates to universal themes and well developed characterization.
2. Develop an appreciation for the poetic qualities of the written word.

### Essential Questions

- How is a play different from a novel?
- How is a character developed through language and actions?
- How does this play connect to forms of today's entertainment?
- How much control should parents have over children?

Texts	Films
<i>A Midsummer Night's Dream</i> by William Shakespeare	<i>A Midsummer Night's Dream</i>

### Learning Targets Aligned to Grade-Specific New Jersey Student Learning Standards (Unit related to Shakespeare's *A Midsummer Night's Dream*)

Objectives	Activities
<p><b>Learning Objectives</b></p> <p><b>RL.7.2</b> 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><b>RL.7.3</b> Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).</p> <p><b>RL.7.10</b> By the end of the year read and comprehend literature, including stories, dramas, and poems at grade level text-complexity (see Appendix A) or above, scaffolding as needed.</p>	<p><b>Before the novel:</b></p> <ul style="list-style-type: none"> <li>• Research Shakespeare, Globe Theater, and Elizabethan Era</li> <li>• Examine Phrases coined by Shakespeare</li> <li>• Identify everyday Shakespearean connections</li> <li>• Vocabulary</li> </ul> <p><b>During the novel:</b></p> <ul style="list-style-type: none"> <li>• Act out play</li> <li>• Discussion questions</li> <li>• Show clips from <i>Shakespeare in</i></li> </ul>

**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.

**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.

**W.7.1** Write arguments to support claims with clear reasons and relevant evidence.

**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.

**W.7.4** Produce clear and coherent writing in which the development, organization, voice and style are appropriate to task, purpose, and audience.

**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.

**L.7.1** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

**L.7.3** Use knowledge of language and its conventions when writing, speaking, reading, or listening.

**L.7.4.A** Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.

*Love and A Midsummer Night's Dream*

- Incorporate poetic and literary terms

**After the novel:**

- **Writing:** Create a found poem

**Additional Suggested Activities**

- Make a flyer advertising the reopening the Globe Theater with a performance of *A Midsummer Night's Dream*.
- Select a scene to modernize.

**Nonfiction Connections:**

- "Background Information on Shakespeare and the Globe Theater"

## V. Course Materials

Most course materials include the texts specified in the curriculum-driven unit plans.

Language Arts Textbook:

- Allen, J., Applebee, A.N., Burke, J., Carnine, D., Jackson, Y., Jago, C., et al. (2012). *Holt McDougal literature grade 7*. Orlando, FL: Houghton Mifflin Harcourt.
- G.U.M. (Grammar, Usage, and Mechanics) Grade 7 Student Edition

## VI. Assessments

### Formative Assessments:

- Journal writing
- Text annotations
- MLA format instruction and use
- Exploration and explanation of quotes from novel, in writing and discussion
- Vocabulary activities and quizzes
- Written responses using textual evidence
- Writing tasks (literary analysis, RST, narrative) utilizing the writing process
- Quote analysis & responses
- Class discussions
- Homework/class work assignments
- Vocabulary and comprehension check quizzes
- Literature circles

### Summative Assessments

- Cumulative test
- Independent reading projects
- Presentations
- Timed and processed essays

## VII. Interdisciplinary Connections and Alignment to Technology Standards

### English/Media Arts

Students choose books for independent reading projects in collaboration with the middle school media specialist.

Technology-based process supports preparation for MLA-style academic writing. This includes a media-driven support.

### Language Arts/Literature Connections/Social Studies

1. Literature Connections and Social Studies teachers provide an integrated approach to document-based writing (including video texts). Teachers share integrated resources on a department Google Share Drive.
2. The three departments participate in an interdisciplinary vocabulary initiative with a focus on morphology.