The LA 7 curriculum is comprised of four concept-based units.

- Concept-based units include unit topics and conceptual lenses, enduring understandings, and critical content that must be used as the organizational framework for teaching. Teachers should include guiding questions, instructional activities, and formative assessments for each unit in its assigned quarter. The guiding questions and learning experiences listed in the units are suggestions for teacher use. The final performance assessment (CBA) must be administered as close to the end of the quarter as possible and scored using the appropriate rubric.

- It is up to teachers to determine what critical skills best fit with the literature for each unit, but it is expected that all critical skills for LA 7 be taught. These skills are identified in the Nebraska Language Arts Standards and are expected to be incorporated in the curriculum in all of the required language arts courses.

- A vertical alignment of literary terms and grammatical structures for LA 7-8 is incorporated into this curriculum. The teacher is responsible for the direct instruction of these elements. Students should be involved in the application and analysis of these elements with both fiction and non-fiction texts.

- Teachers may choose from the recommended quarterly selections, all of which have been chosen and aligned with their appropriate topics and conceptual lenses. It is imperative that teachers do not deviate from using aligned texts in any given quarter. The choice of text should consider students with special needs and abilities (SPED, ELL, TG) and appropriate accommodations (e.g., graphic organizers, tiered assignments) should be made to differentiate and scaffold learning. Literature circles are encouraged although whole book instruction is appropriate as long as students are engaged in rich and deep conversations and writing in response to the text. Study guides are discouraged unless composed of questions from the higher levels of Bloom’s Taxonomy that require authentic written responses. Students should be reading a minimum of two novels per quarter or the equivalent in addition to a variety of short stories, poetry, and non-fiction.

<table>
<thead>
<tr>
<th>Lang Arts 7 Concept Units</th>
<th>Quarter 1 Conceptual Lens: Identity</th>
<th>Quarter 2 Conceptual Lens: Choices</th>
<th>Quarter 3 Conceptual Lens: Perspectives</th>
<th>Quarter 4 Conceptual Lens: Conviction</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course Topic: Discovery</td>
<td></td>
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<td></td>
<td></td>
</tr>
</tbody>
</table>
### 7th Grade Overview

#### Critical Content and Skills

#### Connection to State & District Standards

<table>
<thead>
<tr>
<th>Students will know…</th>
<th>State Standards</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students will read a variety of grade-level texts fluently with accuracy, appropriate pace, phrasing, and expression.</td>
<td>7.1.4, 7.1.4.a-b</td>
</tr>
<tr>
<td>Students will build literary, general academic and content specific grade-level vocabulary.</td>
<td>7.1.5, 7.1.5.a-e</td>
</tr>
<tr>
<td>Students will extract and construct meaning using prior knowledge, applying text information, and monitoring comprehension while reading grade-level text.</td>
<td>7.1.6, 7.1.6.a-o</td>
</tr>
<tr>
<td>Students will apply the writing process to plan, draft, revise, edit, and publish writing using correct spelling, grammar, punctuation, and other standard conventions appropriate for grade level.</td>
<td>7.2.1, 7.2.1.a-f</td>
</tr>
<tr>
<td>Students will write for a variety of purposes and audiences in multiple genres.</td>
<td>7.2.2, 7.2.2.a-e</td>
</tr>
<tr>
<td>Students will develop, apply, and refine speaking skills to communicate key ideas in a variety of situations.</td>
<td>7.3.1, 7.3.1.a-c</td>
</tr>
<tr>
<td>Students will develop, apply, and refine active listening skills across a variety of situations.</td>
<td>7.3.2, 7.3.2.a-c</td>
</tr>
<tr>
<td>Students will develop, apply, and adapt reciprocal communication skills.</td>
<td>7.3.3, 7.3.3.a-c</td>
</tr>
<tr>
<td>Students will research, synthesize, evaluate and communicate information in a variety of media and formats (textual, visual, and digital).</td>
<td>7.4.1, 7.4.1.a-g</td>
</tr>
<tr>
<td>Analyze author’s use of literary devices (e.g. foreshadowing, personification, idiom, oxymoron, hyperbole, flashback, suspense, symbolism, irony, transitional devices, simile, metaphor, alliteration, assonance and onomatopoeia)</td>
<td>7.1.6.c</td>
</tr>
</tbody>
</table>
### Key skills…

<table>
<thead>
<tr>
<th>Skill</th>
<th>State Standards</th>
<th>Date Unit Taught, Reviewed, &amp; Assessed</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Fluency</strong>&lt;br&gt;Students will read a variety of grade-level texts fluently with accuracy, appropriate pace, phrasing, and expression.</td>
<td>7.1.4</td>
<td></td>
</tr>
<tr>
<td>• Incorporate elements of prosodic reading to communicate text.</td>
<td>7.1.4.a</td>
<td></td>
</tr>
<tr>
<td>• Adjust oral or silent reading pace based on purpose, text difficulty, form and style.</td>
<td>7.1.4.b</td>
<td></td>
</tr>
<tr>
<td>• Recognize and represent writer’s tone and style while reading individually or in groups (e.g., choral reading, reader’s theatre performances)</td>
<td>7.1.4.c</td>
<td></td>
</tr>
<tr>
<td><strong>Vocabulary</strong>&lt;br&gt;Students will build literary, general, academic and content specific grade-level vocabulary.</td>
<td>7.1.5</td>
<td></td>
</tr>
<tr>
<td>• Determine meaning of words through structural analysis, using knowledge of Greek, Latin, and Anglo-Saxon roots, prefixes, and suffixes to understand complex words, including words in science, mathematics, and social studies</td>
<td>7.1.5.a</td>
<td></td>
</tr>
</tbody>
</table>
### 7th Grade Language Arts Curriculum

- Relate new grade level vocabulary to prior knowledge and use in new situations. 7.1.5.b
- Select a context clue strategy to determine meaning of unknown word appropriate to text (e.g., restatement, example, gloss, annotation, sidebar) 7.1.5.c

#### Reading

**Students will extract and construct meaning using prior knowledge, applying text information, and monitoring comprehension while reading grade-level text.**

<table>
<thead>
<tr>
<th>Activity</th>
<th>Standard</th>
</tr>
</thead>
<tbody>
<tr>
<td>Analyze the meaning, reliability, and validity of the text considering author's purpose, perspective, and information from additional sources</td>
<td>7.1.6.a</td>
</tr>
<tr>
<td>Identify and analyze elements of narrative text (e.g., character development, setting, plot development, conflict, point of view, inferred and recurring themes)</td>
<td>7.1.6.b</td>
</tr>
<tr>
<td>Analyze author’s use of literary devices (e.g., foreshadowing, personification, idiom, oxymoron, hyperbole, flashback, suspense, symbolism, irony, transitional devices)</td>
<td>7.1.6.c</td>
</tr>
<tr>
<td>Summarize, analyze, and synthesize informational text using main idea and supporting details</td>
<td>7.1.6.d</td>
</tr>
<tr>
<td>Apply knowledge of organizational patterns found in informational text (e.g., sequence, description, cause and effect, compare/contrast, fact/opinion, proposition/support)</td>
<td>7.1.6.e,  7.1.6.f</td>
</tr>
<tr>
<td>Analyze and evaluate information from text features (e.g., index, annotations, maps, charts, tables, graphs, headings, subheadings, lists)</td>
<td>7.1.6.f</td>
</tr>
<tr>
<td>Analyze and make inferences based on the characteristics of narrative and informational genres</td>
<td>7.1.6.g</td>
</tr>
<tr>
<td>Analyze a variety of genres for the social, historical, cultural, and biographical influences</td>
<td>7.1.6.h</td>
</tr>
<tr>
<td>Use narrative and informational text to develop a national and global multi-cultural perspective</td>
<td>7.1.6.i</td>
</tr>
<tr>
<td>Generate and/or answer literal, inferential, critical, and interpretive questions, analyzing and synthesizing prior knowledge, information from the text and additional sources, to support answers</td>
<td>7.1.6.j</td>
</tr>
<tr>
<td>Select text for a particular purpose (e.g., understand, interpret, enjoy, solve problems, form an opinion, answer a specific question, discover models for own writing)</td>
<td>7.1.6.k</td>
</tr>
<tr>
<td>Build and activate prior knowledge in order to clarify text, deepen</td>
<td>7.1.6.l</td>
</tr>
</tbody>
</table>

*Updated 08/01/10*
### 7th Grade Language Arts Curriculum

**Reading**
- understanding, and make connections while reading
- Self-monitor comprehension for accuracy and understanding when errors detract from meaning by applying appropriate strategies to self-correct
- Make complex or abstract inferences or predictions by synthesizing information while previewing and reading text
- Respond to text verbally, in writing, or artistically

**Writing Process**

Students will apply the writing process to plan, draft, revise, edit, and publish writing using correct spelling, grammar, punctuation, and other standard conventions appropriate for grade level.

- Use prewriting activities and inquiry tools to generate and organize information, guide writing, answer questions, and synthesize information
- Generate a draft by:
  - Defining and stating a thesis
  - Structuring ideas and arguments in an effective and sustained way, following an organizational pattern appropriate to the purpose and intended audience
  - Identifying and using parallelism to present items in a series and items juxtaposed for emphasis
- Revise to improve writing (e.g., quality of ideas, organization, sentence fluency, word choice, voice)
- Provide oral, written, and electronic feedback to other writers; utilize others’ feedback to improve own writing

**Writing Genres**

Students will write for a variety of purposes and audiences in multiple genres.

- Write in a variety of genres, considering purpose and audience
- Write considering typical characteristics of the selected genre (e.g., business letter, report, email, class notes, research paper, play, web page/blog)
- Select and apply an organizational structure appropriate to the task (e.g., problem/solution, persuasion)
- Analyze models and examples (own and others) of various genres in order to create a similar piece

**Speaking**

Students will develop, apply, and refine speaking skills to communicate key ideas in a variety of situations.

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Updated 08/01/10
<table>
<thead>
<tr>
<th>Listening Skills</th>
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<tbody>
<tr>
<td>Students will develop, apply, and refine active listening skills across a variety of situations.</td>
</tr>
<tr>
<td>- Apply listening skills needed for multiple situations and modalities (e.g., video, audio, distance, one-to-one, group)</td>
</tr>
<tr>
<td>- Listen and ask questions concerning the speaker’s content, delivery, and purpose.</td>
</tr>
<tr>
<td>- Listen to, analyze, and evaluate thoughts, ideas, and credibility of information being communicated</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Reciprocal Communication</th>
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</thead>
<tbody>
<tr>
<td>Students will develop, apply, and adapt reciprocal communication skills.</td>
</tr>
<tr>
<td>- Demonstrate sensitivity to the use of words (e.g., stereotypes, connotations, subtleties of language)</td>
</tr>
<tr>
<td>- Interact and collaborate with others in learning situations by contributing questions, information, opinions, and ideas using a variety of media and formats</td>
</tr>
<tr>
<td>- Respect diverse perspectives while collaborating and participating as a member of the community</td>
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</table>

<table>
<thead>
<tr>
<th>Multiple Literacy</th>
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<tbody>
<tr>
<td>Students will research, synthesize, evaluate and communicate information in a variety of media and formats (textual, visual, and digital).</td>
</tr>
<tr>
<td>- Select and use multiple resources to answer questions and support conclusions using valid information (e.g., print, subscription databases, web resources)</td>
</tr>
<tr>
<td>- Demonstrate ethical and legal use of information by citing sources using prescribed formats and tools (e.g., online citation assistance, publication guidelines)</td>
</tr>
<tr>
<td>- Practice safe and ethical behaviors when communicating and interacting with others (e.g., safe information to share online, appropriate language use, utilize appropriate sites and materials, respect diverse perspectives)</td>
</tr>
<tr>
<td>- Engage in activities with learners from a variety of cultures through electronic means (e.g., podcasts, video chats, distance learning)</td>
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</tr>
<tr>
<td>7th Grade Language Arts Curriculum</td>
</tr>
<tr>
<td><strong>• While reading, listening, and viewing, evaluate the message for bias, commercialism and hidden agendas (e.g., product placement, television ad, radio ad, movie, body image, sexism)</strong></td>
</tr>
<tr>
<td><strong>• Gather and share information and opinions as a result of communication with others (e.g., video/audio chat, interview, podcast, multi-media presentations)</strong></td>
</tr>
<tr>
<td><strong>• Use social networks and information tools to gather and share information (e.g., social bookmarking, online collaborative tools)</strong></td>
</tr>
</tbody>
</table>
Language Arts 7: Discovery
Quarter 1 Conceptual Lens: Identity

Thematic Concepts
- Conflict
- Identity
- Perspective
- Culture
- Relationships
- Power
- Influence

Reader’s Craft
- Background Knowledge
- Characterization (antagonist/protagonist)
- Context Clues
- Inferences
- Interaction with text
- Motivation
  - Evaluation
  - Judgment
  - Text Evidence
  - Synthesis of ideas/information
- Plot Diagram
  - Exposition
  - Rising action
  - Conflict
  - Climax
  - Falling action
  - Resolution
- Theme
- Point of View: Omn, 1st, 3rd, objective
- Reflection
- Response to Text
- Self Regulation
- Vocabulary
- Summarization
- Question, Clarify, Predict
- Setting
- Main Idea

Author’s Craft
- Audience Awareness
- Accuracy & Authenticity
- Tone
- Genre
- Voice
- Metaphor
- Onomatopoeia
- Personification Symbolism
- Foreshadowing
- Hyperbole
- Repetition
- Irony
- Alliteration
- Flashback
- Purpose
- Simile
- Style
- Imagery
- Stereotype
- Concrete/Abstract
- Essay

Writer’s Craft
- Six Traits of Writing
- Genres: Poetry, Business Letter, Descriptive/Expository/Persuasive Essay

Grammar (1st Semester)
- Capitalization & Punctuation
- Sentence Parts
- Types of sentence: Declarative, Interrogative, Exclamatory, Imperative
- Nouns
- Pronouns
- Verbs
- Adjectives
- Adverbs
## Language Arts 7
### Unit: Discovery

#### Q1 Lens: Identity

<table>
<thead>
<tr>
<th>Suggested Unit Resources</th>
<th>Enduring Understandings</th>
<th>Guiding Questions</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Novels</strong></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
| *Hoop Queens*            | Opportunities through discovery refine identity and shape perspective. | • What factors influence identity and perspective? (C)  
• How do opportunities (positive or negative) help us discover our identity? (C)  
• Are we always on a quest to refine our identity? (D) |
| *Holes*                  |                         |                  |
| *So B. It*               |                         |                  |
| *A Piece of Heaven*      |                         |                  |
| *On the Bike With Lance Armstrong* |                 |                  |
| *The Acorn People*       |                         |                  |
| *Freak the Mighty*       |                         |                  |
| *My Life in Dog Years*   |                         |                  |
| **Short**                |                         |                  |
| “The Luckiest Time of All” ** |                     |                  |
| “A Day’s Wait”           |                         |                  |
| “Seventh Grade”          |                         |                  |
| “Melting Pot”**          |                         |                  |
| “Ribbons”                |                         |                  |
| **Non-Fiction**          |                         |                  |
| from “Angela’s Ashes” ** |                         |                  |
| from “An American Childhood” |                     |                  |
| from “Barrio Boy”        |                         |                  |
| “Volar: To Fly” **       |                         |                  |
| “I Am a Native of North America” |               |                  |
| “Conversational Ballgames” ** |                    |                  |
| “A Special Gift: The Legacy of ‘Snowflake’ Bentley” |         |                  |
| “No Gumption”            |                         |                  |
| “Mongoose on the Loose”  |                         |                  |
| **Poems**                |                         |                  |
| “Maestro”**              |                         |                  |
| “Loo-Wit”                |                         |                  |
| “I’m Nobody”             |                         |                  |
| **Drama/Oral Tradition** |                         |                  |
| “My Head is Full of Starshine” |                 |                  |
| “Duckbilled Platypus vs. Beesnakestick” |         |                  |
| **A reader’s background knowledge assists in the interpretation of a piece of literature and provides a unique experience for each reader.** | | • How does a reader’s background knowledge assist in the interpretation of a piece of literature? (C)  
• What is background knowledge? How can one attain it? (C) |
<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>How does literature help mold your identity? (D)</strong></td>
<td>**What criterion determines if something is a “good” piece of</td>
</tr>
<tr>
<td><strong>What makes a great book or story “great”? (D)</strong></td>
<td><strong>literature? (D)</strong></td>
</tr>
<tr>
<td><strong>How do I know I am getting the point and not merely imposing</strong></td>
<td><strong>my views and experiences? (C)</strong></td>
</tr>
</tbody>
</table>

** Indicates higher-level reading selections.

Debatable questions (D) often ask for a “yes” or “no” answer. Students are expected to support their responses with evidence and logic from their reading and personal experience.
Quarter 1 Learning Experience

Unit: Discovery
Q1 Lens: Identity
Enduring Understanding Focus for Learning Experience:
Beliefs and values built from family relationships shape attitudes and perspectives.

In this learning experience, students will begin to examine how attitudes and perspectives are shaped from relationships. This Learning Experience could be tied into classroom policies and procedures at the beginning of the year, and then transition into individuals, family relationships, attitudes, beliefs, values and perspectives. Students will have an opportunity to look at literature that ties into this concept and write literary responses to the literature, as well as considering how the literature connects to their own life and experiences.

Suggestions for this Learning Experience:
Making connections to classroom policies and procedures:
- Have students create a list of policies/rules and procedures he/she has at home. Then ask students to analyze why or how they feel this shapes who they are. Make a comparison of different policies/rules for different households. Does this have an effect on different beliefs, values, attitudes, or perspectives?
- The classroom can be described as a type of family relationship. Discuss ways the classroom requires policies/rules to help it function, and how it compares to our policies/rules at home.
- Take a look at the school handbook and examine the informational text format. Make a list of possible classroom policies/rules and procedures that will help every member of the family to feel safe and secure. Then put it into the same format as the school handbook, creating a classroom handbook.

Things you may want to require from students in order to assess Readers’ Craft, Author’s Craft, or Writer’s Craft concepts you touch on throughout the course of this Learning Experience.
- The idea behind Learning Experiences is to assess how well students understand the Enduring Understandings.
- Teachers may also want to provide students with a rubric for assessing writing, or make one of the activities a requirement to assess one of the craft concepts. An example may be that teachers require students to compare a character’s relationship with one of their own relationships. This would allow the teacher to assess how students interact with text or respond to text.
- Teachers may want to provide students with the rubric and have students score certain presentations/projects based on the rubric.

Suggestions to further differentiate the Learning Experience include:
• Changing the required points for different levels of students. Honors-by-contract students are required to have more points in order to encourage them to do the assignments that are at a higher level. Students are able to choose projects they would like to do, but students are more likely to choose the activities with a higher point value (higher level).

• After students have submitted their plans, teachers can conference with students to help ensure they are picking activities that will best demonstrate their abilities.

• Teachers may also want to help potential procrastinators plan for or set due dates for the projects.
**Q1 Lens: Identity**

**You will need to choose three different people in your family who have had a positive impact on your life.**

**Guidelines:**
1. Please choose two of the activities below. **Honors by Contract students must do at least one activity that has an asterisk by it.**
2. You may be as creative as you would like within the guidelines listed below.
3. You must show your plan to your teacher by ________.
4. Activities are due by__________.
5. **Honors by contract students will be required to give an oral presentation of the astericked project to fulfill their individual scholarly quarter project requirement.**

<table>
<thead>
<tr>
<th>Plan to Do</th>
<th>Activity to Complete: Identity</th>
<th>Date Completed</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td><em>Create a handbook that outlines the procedures and routines for your home. Use the informational text format found in your student handbook as a guide. The handbook will need to have a dedication page that explains how one of your family members helped to contribute to the handbook.</em></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Choose 2 of the 3 people in your family that have made a positive impact on your life. Create a list of 5 questions to ask about their values, beliefs, attitudes, fears or other characteristics that make them who they are. Ask them for an interview and write a well developed paragraph summarizing each of the interviews.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Create a poem for each person that you chose. In the poem explain/identify different ways that person helped to shape who you are as a person. Then give the poem as a gift to say thank you for the wonderful gift of identity.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Create a collage that compares one of the people you chose to a character we have read about. The collage must include descriptive words to express how these people look, act, and/or makes you feel. Write a well-developed paragraph summarizing what the pictures and words represent in the collage.</td>
<td></td>
</tr>
<tr>
<td></td>
<td><em>Using your creativity, create a comic strip with at least 6 cells/panes. In the comic strip, choose one character from something we read. The comic strip should demonstrate how one of your family members could help them change something about their identity.</em></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Research the life of an author from one of the stories you read. Write a newspaper article describing how that author’s family influenced the identity of the author and whether this had an impact on the story you read.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Write a letter to each of the people that you chose outlining how they have influenced your life and shaped your identity. You will need to use a friendly letter format.</td>
<td></td>
</tr>
<tr>
<td></td>
<td><em>Choose a story you read that shows how relationships shape or change the identity of a character. Design a scrapbook that illustrates the relationship and identities of the character. Write a well-developed paragraph that demonstrates how this scrapbook relates to you.</em></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Create a picture dictionary of words that identify the characteristics of the three people who have influenced your identity. (You will also need to create an additional section of words that describe the characteristics of your identity.)</td>
<td></td>
</tr>
<tr>
<td>Self</td>
<td>Description</td>
<td>Advanced/HBC</td>
</tr>
<tr>
<td>------</td>
<td>-------------</td>
<td>--------------</td>
</tr>
<tr>
<td>Content-Understanding how relationships affect our identity</td>
<td>The project demonstrates a personal and universal understanding of how one’s relationship affects identity.</td>
<td>The project presents a clear connection between relationships and their affect on identity.</td>
</tr>
<tr>
<td>Requirements: The projects contain all relevant requirements.</td>
<td>All information needed is included. Projects meet the product criteria.</td>
<td>All information is included. Projects meet most of the product criteria</td>
</tr>
<tr>
<td>Writing: 6 Trait Writing Organization &amp; Ideas</td>
<td>See the 6 Trait writing rubric for Organization and Ideas</td>
<td></td>
</tr>
</tbody>
</table>

Updated 08/01/10
Language Arts 7: Discovery
Quarter 2 Conceptual Lens: Choices

Thematic Concepts

Friendship
Perspective
Tolerance
Conflict
Sacrifice
Compromise

Reader’s Craft

- Background Knowledge
- Characterization
- Context Clues
- Imagery
- Inferences
- Interaction with text
- Interpretation of Actions
  - Evaluation
  - Judgment
  - Text Evidence
  - Synthesis of ideas/information
- Plot Diagram
  - Exposition
  - Rising action
  - Climax
  - Falling action
  - Resolution
  - Theme
  - Point of View
- Reflection
- Response to Text
- Self Regulation
- Vocabulary
- Summarization

Author’s Craft

- Audience Awareness
- Tone
- Voice
- Onomatopoeia
- Symbolism
- Oxymoron
- Alliteration
- Purpose
- Style
- Accuracy & Authenticity

Writer’s Craft

Six Traits of Writing

Grammar (1st Semester)

- Capitalization & Punctuation
- Sentence Parts
- Types of sentence: Declarative, Interrogative, Exclamatory, Imperative
- Nouns
- Pronouns
- Verbs
- Adjectives
## Language Arts 7
### Unit: Discovery
#### Q2 Lens: Choices

<table>
<thead>
<tr>
<th>Suggested Unit Resources</th>
<th>Enduring Understandings</th>
<th>Guiding Questions</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Novels</strong></td>
<td>Learning from mistakes may promote in personal growth.</td>
<td>• Are all mistakes negative? (D)</td>
</tr>
<tr>
<td><em>Flush</em></td>
<td></td>
<td>• How does making mistakes affect personal growth? (C)</td>
</tr>
<tr>
<td><em>Green Boy</em></td>
<td></td>
<td>• Are there irreversible mistakes? (D)</td>
</tr>
<tr>
<td><em>Begging for Change</em></td>
<td></td>
<td>• Are we able to forgive all mistakes? (D)</td>
</tr>
<tr>
<td><em>Crossing the Wire</em></td>
<td></td>
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<tr>
<td><em>Esperanza Rising</em></td>
<td></td>
<td></td>
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<tr>
<td><em>What the Moon Saw</em></td>
<td></td>
<td></td>
</tr>
<tr>
<td><em>Letters from Rifka</em></td>
<td></td>
<td></td>
</tr>
<tr>
<td><em>The Road to Paris</em></td>
<td></td>
<td></td>
</tr>
<tr>
<td><em>Gold Dust</em></td>
<td></td>
<td></td>
</tr>
<tr>
<td><em>Joey Pigza Loses Control</em></td>
<td></td>
<td></td>
</tr>
<tr>
<td><em>Walk Two Moons</em></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Short Stories</strong></td>
<td>New information invites questioning of traditional practices and beliefs, encouraging change.</td>
<td>• What are traditions and why do they exist? (C)</td>
</tr>
<tr>
<td>“<em>The Third Wish</em>”</td>
<td></td>
<td>• How does new information, or a new situations, affect our tradition? (C)</td>
</tr>
<tr>
<td>“<em>Amigo Brothers</em>” **</td>
<td></td>
<td>• How do traditions affect our choices? (C)</td>
</tr>
<tr>
<td>“<em>H-ey, Come on O-ut!</em>”</td>
<td></td>
<td>• Is it appropriate to question traditional practices and beliefs? (D)</td>
</tr>
<tr>
<td>“<em>Papa’s Parrot</em>”</td>
<td></td>
<td>• How does our tradition affect our identity? (C)</td>
</tr>
<tr>
<td><strong>Non-Fiction</strong></td>
<td>Motivation to take responsibility may come from understanding and accepting consequences.</td>
<td>• What responsibilities do we have when making choices? (C)</td>
</tr>
<tr>
<td>“<em>All Together Now</em>”</td>
<td></td>
<td>• Why is it difficult to accept responsibility? (C)</td>
</tr>
<tr>
<td>“<em>The Eternal Frontier</em>”</td>
<td></td>
<td>• When do you need to start accepting responsibility for your actions? (D)</td>
</tr>
<tr>
<td><strong>Poems</strong></td>
<td>Cultural and moral norms and influences may spark inner conflict when making choices.</td>
<td>• Are all consequences negative? (D)</td>
</tr>
<tr>
<td>“<em>Sarah Cynthia Sylvia Stout…</em>”</td>
<td></td>
<td>• How are motivation and responsibility related to consequences? (C)</td>
</tr>
<tr>
<td>“<em>Jim</em>”</td>
<td></td>
<td>• How do social structure depend on individual responsibility? (C)</td>
</tr>
<tr>
<td><strong>Drama/Oral Tradition</strong></td>
<td>A writer selects traits of writing to formulate organized communication.</td>
<td>• How does culture affect choice? (C)</td>
</tr>
<tr>
<td>“<em>Christmas Carol</em>”</td>
<td></td>
<td>• What are morals? (C)</td>
</tr>
<tr>
<td>“<em>The Monster are Due on Maple Street</em>”</td>
<td></td>
<td>• How do choices affect cultural and moral beliefs? (C)</td>
</tr>
<tr>
<td>“<em>Icarus and Daedalus</em>”</td>
<td></td>
<td>• How much control do we have in our choices? (D)</td>
</tr>
<tr>
<td>“<em>The Fox and the Crow</em>”</td>
<td></td>
<td></td>
</tr>
<tr>
<td>“<em>Grasshopper Logic</em>”</td>
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</tr>
</tbody>
</table>

- Level 7 (C): Common
- Level 7 (D): Deeper
| People exercise choices in their actions and all actions have subsequent consequences. | • What do we do when consequences from our choices are not what we expect? (C)  
• Should consequences equal the weight of the actions? (D)  

| Relationships require sacrifice and compromise and may promote or hinder individual growth. | • What are you willing to sacrifice to get what you want? (C)  
• How do sacrifice and compromise help one grow? (D)  
• Do sacrifice and compromise allow for a successful or equitable relationship? (D)  
• How can failed relationships result in isolation? (D) |

** Indicates higher-level reading selections.**

Debatable questions (D) often ask for a “yes” or “no” answer. Students are expected to support their responses with evidence and logic from their reading and personal experience.
Quarter 2 Learning Experience

Unit: Discovery
Q2 Lens: Identity
Enduring Understanding Focus for Learning Experience:

This learning experience is designed to have students explore their own personality trait based on Dr. John Oldham’s categories. Also, students will identify the personality trait of a character in literature read this quarter based on dialogue, actions, and relationships with other characters within the story.

Steps to Personal Identity Identifier:
1. Teacher presents copies of Dr. John Oldham’s personality styles. Students may read them as a whole class, in small groups, or silently to self.
2. In small groups, have students discuss what trait they think most represents them and have them explain why. Group members may offer other suggestions and feedback. Also, brainstorm ideas and examples to illustrate how he or she fits the personality trait.
3. Fold a piece of paper (notebook, typing, or construction) in half. Have the student copy the personality trait that they identify with most at the top.
4. Then, pulling words or phrases from Oldham, write what specifically you identify with. Also, write a paragraph which provides appropriate examples from your life to illustrate how you fit that personality trait. This should be able to describe your identity. Focus on action verbs and descriptive language.
5. On the bottom half of the paper, identify the character, the story, and the personality trait that best fits him or her.
6. In a similar format to the top, use words or phrases from Oldham that exemplifies why that character fits the traits.
7. Write a paragraph to summarize or describe the character’s actions which provide examples to illustrate why he or she fits that particular trait. Focus on action verbs and descriptive language.
8. Students may decorate or illustrate if they wish
9. HBC students will create and present a Power Point of their personality trait and the trait of the character. They will include direct quotes and page numbers.

This idea has been adapted by materials by Ruth Puls at Monroe Middle School
# Q2 Identity Learning Experience Rubric

<table>
<thead>
<tr>
<th></th>
<th>Advanced</th>
<th>Proficient</th>
<th>Progressing</th>
<th>Beginning</th>
<th>Teacher</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Identifying personality traits</strong></td>
<td>Words or phrases from Oldham strongly pertain and explains relationship clearly</td>
<td>Words or phrases from Oldham somewhat pertain and somewhat explains relationships</td>
<td>Words and phrases from Oldham are vague or somewhat unrelated and doesn’t clearly explain relationship</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Paragraph about self</strong></td>
<td>Uses strong action verbs and vivid descriptive language</td>
<td>Uses some strong action verbs and some descriptive language</td>
<td>Uses few or weak action verbs and little descriptive language</td>
<td>Does not use action verbs nor uses descriptive language</td>
<td></td>
</tr>
<tr>
<td><strong>Summary and examples from literature</strong></td>
<td>Provides specific and concrete examples from literature which may include direct quotes</td>
<td>Provides some examples from literature</td>
<td>Provides vague or confusing examples from literature</td>
<td>Provides no examples or unrelated examples from literature</td>
<td></td>
</tr>
<tr>
<td><strong>Organized final product</strong></td>
<td>Final product is neat, legible, and well organized</td>
<td>Final product is mostly neat, legible, and mostly organized</td>
<td>Final product is mostly sloppy, somewhat illegible, and disorganized</td>
<td>Final product is sloppy, illegible, and disorganized</td>
<td></td>
</tr>
</tbody>
</table>
Quarter 2 Learning Experience

Unit: Discovery
Q2 Lens: Choices

Enduring Understanding Focus for Learning Experience:
Personal growth comes from the learning resulting from mistakes.

This learning experience incorporates literature circles and cooperative learning. Literature circles are an effective way to encourage students to manage and direct their learning. Teachers will discover enthusiastic discussions regarding books. Several different combinations of suggested novels may be used. Listed below are some possibilities:

Environmental theme:
   Flush
   Green Boy

Cultural movement:
   Letters from Rifka*
   Crossing the Wire*
   Esperanza Rising*
   The Circuit*

* indicates multicultural theme

Examining one’s life:
   Begging for Change*
   The Road to Paris*
   Walk Two Moons*
   Joey Pigza Loses Control

Suggested steps to implementing Literature Circles:
1. Students can be divided into groups of 5 or 6. The groups may be divided by interest, ability, or compatibility.
2. Each group is assigned roles that should shift so that everyone has an opportunity to experience each role. Some basic roles may include: Discussion Director, Literary Luminator, Connector, Character Captain, Artful Artist, Vocabulary Enricher.
3. Students can make the decisions on meeting dates, and/or the number of pages. If students are not able to handle this responsibility, the teacher may also aide students with determining a reasonable goal.
4. Literature Circle meetings:
   a. Each student will be responsible for filling out his/her role sheets for the designated pages of reading.
   b. The Discussion Director will need to fill out the Attendance Evaluation Sheet for each meeting.

Updated 08/01/10
c. Students should spend 15-20 minutes discussing the passages that they read and how they relate to making choices. Each week present students with one or two of the following questions to consider while they read and discuss.
   i. Are all mistakes negative? Why or why not?
   ii. How does making mistakes affect personal growth?
   iii. What kinds of mistakes may be irreversible?
   iv. How are we able to forgive all mistakes?
   v. What responsibilities do we have when making choices?
   vi. Are all consequences negative? Explain.
   vii. Why is it difficult to accept responsibility?
   viii. How do cultural and societal traditions affect our choices?

d. Students will then need to clarify or identify when the next meeting will take place, and/or how many pages they will need to read. It will really help students if they know the final date the book should be completed.

e. Journaling can be done before or after the literature meeting. Students should take some time to respond to the literature passages they have read, and how they relate to making choices.

5. The final assessment:
   a. Students will present a portion of their book in a book talk. (This will help to prepare students for the Curriculum-Based Assessment at the end of the quarter). Each group will need to clarify which member of the group is going to present parts of the book. These can be divided in a number of ways:
      i. Presentations by character- How did the character grow personally from the challenges he/she experienced?
      ii. Summarization of conflicts or mistakes and how they created growth opportunities.
      iii. Different points of view- characters and students. How did the student relate to a character’s personal growth after making a mistake?
      iv. Roles
   b. The book talk must have some visual representation to use during the class presentation. This may be in the form of a PowerPoint, podcast, Facebook simulation, Webpage. If technology is an issue, students can replicate a paper copy of the visual portion. **HBC students are required to use technology to meet Multimedia Presentation/Exhibitions for the Individual Scholarly Quarter Project.**
   c. The book talk must relate to making choices and how choices invoke personal growth. This is clarified in the rubric.

Below is the rubric for scoring the final assessment as well as the different sheets students will need to complete this literature circle process.

This idea has been adapted from Janet Lopez at Dzantik’i Heeni Middle School. You can go to her website for more information on Literature circles at: [http://litsite.alaska.edu/workbooks/circlereading.html](http://litsite.alaska.edu/workbooks/circlereading.html).
## Rubric for Scoring the Oral Presentation

<table>
<thead>
<tr>
<th>Self</th>
<th>Description</th>
<th>Advanced</th>
<th>Proficient</th>
<th>Progressing</th>
<th>Beginning</th>
<th>Teacher</th>
</tr>
</thead>
<tbody>
<tr>
<td>Content-Understanding the effects of making choices.</td>
<td>The book talk represented a clear connection between the characters in the book and the effects of choices being made.</td>
<td>The book talk showed some connection between the characters in the book and choices that were made by the characters.</td>
<td>The book talk talks about characters but does not make a connection with choices that were made or the effects of the choices.</td>
<td>The book talk included some information about characters, but the information was irrelevant to the topic.</td>
<td>It was hard to tell what the topic was.</td>
<td>There was no visual representation.</td>
</tr>
<tr>
<td>Consistency-Speaker stayed on the topic during the presentation.</td>
<td>Presenter stayed on topic 100% of the time.</td>
<td>Presenter stayed on topic 90-99% of the time.</td>
<td>Presenter stayed on topic 80-89% of the time.</td>
<td>There was no visual representation.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Visual Representation-Speaker had at representation that directly related to the presentation</td>
<td>Presenter referred to the visual representation and it complimented the presentation.</td>
<td>Presenter had a visual representation, but it did not relate well to the presentation.</td>
<td>Presenter had a visual representation, but it did not relate to the presentation at all.</td>
<td>There was no visual representation.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Flow- The speaker knew the presentation well, so the words were well-spoken and flowed well together.</td>
<td>Presentation flowed well. Speaker did not stumble over words or have long pauses.</td>
<td>Some flow problems, but they did not distract from the information.</td>
<td>Some flow problems interrupted presentation: presenter was not familiar with the materials being presented.</td>
<td>Constant flow problems; information was not presented in a way that could be understood.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Total Grade: **

---

Updated 08/01/10
Name: ____________________  Block #: __________________  Group Name: __________________

Pre-group journal entry:

In the space below, please write a summary of the material you have read in 150 words or less.

In the space below, please write a response to the material you have read.
In the space below, please write a prediction about what you think will happen next.

Post-group entry:

In the space below, please describe how your understanding of the text was enriched by your group discussion.

In the space below, please describe your contribution to the group in the role to which you were assigned today.

Updated 08/01/10
Using the descriptors provided in your scoring guide, award yourself a grade for your role sheet and your journal entries. Circle the letter that best describes you in each area.

<table>
<thead>
<tr>
<th>Self Assessment</th>
<th>Teacher Assessment</th>
<th>Comments:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Role Sheet:</td>
<td>Role Sheet:</td>
<td></td>
</tr>
<tr>
<td>E M IP</td>
<td>E M IP</td>
<td></td>
</tr>
<tr>
<td>Journal:</td>
<td>Journal:</td>
<td></td>
</tr>
<tr>
<td>E M IP</td>
<td>E M IP</td>
<td></td>
</tr>
</tbody>
</table>

E= Exceeds expectations  
M= Meets expectations  
IP= In progress
**Attendance Evaluation**

**Literature Circles: To be evaluated by the Discussion Director/or Alternate Facilitator:**

**Daily Participation Scoring Guide for: ______________________________**

**Date: ________**

<table>
<thead>
<tr>
<th>Attendance</th>
<th>Was student prepared for day's discussion?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Discussion Director/Facilitator:</td>
<td>Yes  No  Comments</td>
</tr>
<tr>
<td>Literary Luminary/Alternate Facilitator:</td>
<td>Yes  No  Comments</td>
</tr>
<tr>
<td>Character Captain:</td>
<td>Yes  No  Comments</td>
</tr>
<tr>
<td>Connector:</td>
<td>Yes  No  Comments</td>
</tr>
<tr>
<td>Artful Artist:</td>
<td>Yes  No  Comments</td>
</tr>
<tr>
<td>Vocabulary Enricher:</td>
<td>Yes  No  Comments</td>
</tr>
</tbody>
</table>
# Group Standards

<table>
<thead>
<tr>
<th></th>
<th>Meets Standards</th>
<th>Exceeds Standards</th>
<th>In Progress</th>
</tr>
</thead>
</table>
| Group Skills: Habits of Work | Group Members:  
* Worked well  
* Were productive  
* Met all objectives  
* Planned for next meeting | Group Members:  
* Worked extremely well  
* Provided a model for other students  
* Were supportive of one another’s views | Group Members:  
* Did not function well  
* Failed to meet objectives  
* Were unable or unwilling to collaborate  
* Were off-task |

As a group, assess your work habits for today. Discuss and circle the standard your group met for today. If your group fell into the "IP" category, explain what didn’t work in the “comments” section below, and make a plan for what you'll do differently at your next meeting.

**Comments:**
Discussion Director's Log for: __________________________

Group Members:

________________________  __________________________
________________________  __________________________
________________________  __________________________

Group Roles

1st meeting date: _________  # of pages to read for next meeting _________
Discussion Director ___________  Literary Luminary _________________
Connector _____________  Character Captain _________________
Artful Artist _______________  Vocabulary Enricher _______________

2nd meeting date: _________  # of pages to read for next meeting _________
Discussion Director ___________  Literary Luminary _________________
Connector _________________  Character Captain _________________
Artful Artist ________________  Vocabulary Enricher _______________
7th Grade Language Arts Curriculum

3rd meeting date: ____________
Discussion Director ______________
Connector _____________________
Artful Artist ___________________

# of pages to read for next meeting ____________
Literary Luminary ______________
Character Captain ______________
Vocabulary Enricher ____________

5th meeting date: ____________
Discussion Director ______________
Connector _____________________
Artful Artist ___________________

# of pages to read for next meeting ____________
Literary Luminary ______________
Character Captain ______________
Vocabulary Enricher ____________

6th meeting date: ____________
Discussion Director ______________
Connector _____________________
Artful Artist ___________________

# of pages to read for next meeting ____________
Literary Luminary ______________
Character Captain ______________
Vocabulary Enricher ____________
<table>
<thead>
<tr>
<th>Role</th>
<th># of pages to read for next meeting</th>
</tr>
</thead>
<tbody>
<tr>
<td>Discussion Director</td>
<td></td>
</tr>
<tr>
<td>Connector</td>
<td></td>
</tr>
<tr>
<td>Artful Artist</td>
<td></td>
</tr>
<tr>
<td>Literary Luminary</td>
<td></td>
</tr>
<tr>
<td>Character Captain</td>
<td></td>
</tr>
<tr>
<td>Vocabulary Enricher</td>
<td></td>
</tr>
</tbody>
</table>
Role Descriptions

Overview: A "Literature Circle" is a structure for talking about a book with one’s peers as the book is read together. Students are in charge of the discussion and for setting reading assignments together (how many pages read before next discussion). There are between 4 -6 members in each literature circle, and each member assumes all roles at least once throughout the project.

Discussion Director/Facilitator: This student is responsible for writing down 5 thought-provoking questions for the purpose of group discussion based on that day’s reading assignment. As the group Facilitator, it is also this student’s job to direct the group discussion, keep track of student work, and rate the group's "Habits of Work" each day the group meets.

Literary Luminary/Alternate Facilitator: This student is responsible for choosing parts of the story that he/she wants to read out loud to the group. The idea is to help students remember some interesting, powerful, puzzling, or important sections of the text being read. The Literary Luminary must decide which passages or paragraphs are worth reading aloud, and justify the reason for selecting them. Additionally, if the Discussion Director is absent, this student will serve as the Facilitator.

Connector: This student is responsible for finding connections between the text his/her group is reading and the outside world. This means connecting the reading to the following: his/her own life, happenings at school or in the community, similar events at other times and places, other books or stories, other writings on the same topic, or other writings by the same author.

Character Captain: This student is responsible for revealing specific personality traits of the character(s) within the novel. This means he/she will find examples in the assigned reading of behaviors/actions that help group members to know the character(s).

Artful Adventurer: This student is responsible for sharing an artistic representation of the material read. Avenues for expression may include: artwork in any medium, music, poetry, collage, music, mobile or anything else which represents an aspect of the material read.

Vocabulary Enricher: This student is responsible for finding especially important vocabulary in the story. Vocabulary selected should focus on words that are unfamiliar, interesting, important, repetitive, funny, puzzling, descriptive, vivid or those used in an unusual way.
Artistic Adventurer

Date: _____
Novel you're reading: __________________________
Pages read to prepare for this discussion: ______

As the Artistic Adventurer it is your responsibility for sharing an artistic representation of the material you read for today's Literature Circle. Some ideas for sharing may include: a character, the setting, a problem, an exciting part, a surprise, a prediction, or anything else. Examples of genres for expression may include:

* Artwork * Music * Poetry * Collage * Mobile

Have fun! Let your imagination soar!

What I shared: __________________________

In the space below please provide a written description of what you shared and explain how it represents a facet of the assigned reading.
Character Captain

Date: _____
Novel you're reading: ____________________________
Pages read to prepare for this discussion: _______

As the Character Captain, it is your job to share observations you have about the main character(s). Select three adjectives that describe one or more of the characters in your novel, and support your selection with an example taken from your reading assignment.

<table>
<thead>
<tr>
<th>Character</th>
<th>Specific Example of behavior/action that demonstrates character’s choices and the consequences of the choices:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Character:</td>
<td>Page: _____ Paragraph: _____</td>
</tr>
<tr>
<td>Adjectives:</td>
<td>Evidence/Explanation:</td>
</tr>
<tr>
<td>Character:</td>
<td>Page: _____ Paragraph: _____</td>
</tr>
<tr>
<td>Adjectives:</td>
<td>Evidence/Explanation:</td>
</tr>
<tr>
<td>Character:</td>
<td>Page: _____ Paragraph: _____</td>
</tr>
<tr>
<td>Adjectives:</td>
<td>Evidence/Explanation:</td>
</tr>
</tbody>
</table>
Vocabulary Enricher

Date: _____
Novel you're reading: _______________________
Pages read to prepare for this discussion: ______

As the Vocabulary Enricher, it is your job to look for especially important vocabulary words within the book your group is reading. Words chosen should be:

* Important * Unfamiliar * Different * Puzzling
* Funny * Used in an unusual way * Interesting

List a minimum of 5 words you feel would be worth discussing with your group.

<table>
<thead>
<tr>
<th>Word selected and page # where found:</th>
<th>Definition based on context -- use of dictionary is encouraged!</th>
<th>Reason word was selected:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</tbody>
</table>

When your group members meet, help them find and discuss the words you have chosen. You might discuss the following:

- How does the word fit in the story?
- How does this word make you feel?
- What is the etymology of this word?
- What images does this word evoke?
- Does this word carry any specific connotations?
Discussion Director

Date: _____
Novel you're reading: _______________________
Pages read to prepare for this discussion: _____

As the Discussion Director, it is your job to write down some good questions that you think your group would want to talk about. The questions should discuss characters, the choices they make, the consequences of the choices, and the growth that results from the choices and consequences. List a minimum of five thought provoking questions below. (Think of these starters: Why..., If..., What..., Who..., and How...)

1.)
2.)
3.)
4.)
5.)
Connector

Date: _____
Novel you’re reading: ________________________
Pages read to prepare for this discussion: ______

As the Connector, it is your job to find connections between the novel your group is reading and choices/consequences of the choices. This means connecting the reading to choices in:

* Your own life * At school or in the neighborhood

* Similar events at other times and places * Other books or stories

* Other writings on same topic * Other writings by the same author

Think about a minimum of two connections today’s reading reminded you of. List the connection and explain how the events are similar.

1.)

2.)
Literary Luminary

Date: _____
Novel you're reading: _______________________
Pages read to prepare for this discussion: _____

As the Literary Luminary, it is your job to read aloud parts of the story to your group in order to help your group members remember some interesting, powerful, puzzling, or important sections of the text. You decide which passages or paragraphs are related to making choices and/or the consequences of making choices. Write the page numbers and paragraph numbers on this form along with the reason you chose each passage. You must choose a minimum of 3 passages.

<table>
<thead>
<tr>
<th>Location</th>
<th>Reason for choosing the passage and how it relates to choices and/or consequences.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Page ____</td>
<td></td>
</tr>
<tr>
<td>Paragraph</td>
<td></td>
</tr>
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<td></td>
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</tbody>
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<tr>
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<tr>
<td>Paragraph</td>
<td></td>
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<tr>
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</tr>
</tbody>
</table>
Language Arts 7: Discovery
Quarter 3 Conceptual Lens: Perspectives

Thematic Concepts
Identity
Relationships
Conflict
Compromise
Jealousy
Courage
Humanity

Reader’s Craft
Background Knowledge
Characterization
Context Clues
Imagery
Inferences
Interaction with text
Interpretation of Actions
- Evaluation
- Judgment
- Text Evidence
- Synthesis of ideas/information
Plot Diagram
- Exposition
- Rising action
- Climax
- Falling action
- Resolution
- Theme
- Point of View
Reflection
Response to Text
Self Regulation
Vocabulary
Summarization

Author’s Craft
Audience Awareness
Voice
Onomatopoeia
Symbolism Foreshadowing
Oxymoron
Alliteration
Purpose
Style
Accuracy & Authenticity
Tone
Metaphor
Personification
Hyperbole
Irony
Flashback
Simile
Imagery
Genre

Writer’s Craft
Six Traits of Writing
Revision/ Peer Editing

Grammar
Capitalization & Punctuation
Prepositions
Conjunctions
Interjections
Verbs & Verbal Phrases
Sentence Structure
- Compound Sentences
- Complex Sentences
- Fluency
Subject/Verb Agreement
# Language Arts 7
## Unit: Discovery
### Q3 Lens: Perspectives

<table>
<thead>
<tr>
<th>Suggested Unit Resources</th>
<th>Enduring Understandings</th>
<th>Guiding Questions</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Novels</strong></td>
<td>Perspectives shift as an understanding of humanity develops through life experiences.</td>
<td>• What events can change the face of humanity? (C)</td>
</tr>
<tr>
<td><em>Crash</em></td>
<td>Change exposes vulnerability which may prompt action.</td>
<td>• How do viewpoints change? (C)</td>
</tr>
<tr>
<td><em>The Color of My Words</em></td>
<td>Understanding inequity may foster empathy.</td>
<td>• Does understanding others change our point of view? (D)</td>
</tr>
<tr>
<td><em>Under the Blood-Red Sun</em></td>
<td>Revision provides an opportunity to change initial ideas and refine viewpoint.</td>
<td>• Can change be uncomfortable? (D)</td>
</tr>
<tr>
<td><em>A Step From Heaven</em></td>
<td>A variety of reading experiences establishes deeper understanding and facilitates changes in perspective.</td>
<td>• How does discomfort bring about action? (C)</td>
</tr>
<tr>
<td><em>Boy From Over There</em></td>
<td>Interactions with society can create internal changes.</td>
<td>• Does action lead to change? (D)</td>
</tr>
<tr>
<td><em>Flipped</em></td>
<td></td>
<td>• What can hinder empathy? (C)</td>
</tr>
<tr>
<td>*Forbidden City ***</td>
<td></td>
<td>• Does equality hold the same meaning for everyone? (D)</td>
</tr>
<tr>
<td><em>Gentlehands (restricted)</em></td>
<td></td>
<td>• What does it mean to experience empathy? (C)</td>
</tr>
<tr>
<td><em>The Land I Lost: Adventures of a Boy in Vietnam</em></td>
<td></td>
<td>• How does being empathetic take courage? (C)</td>
</tr>
</tbody>
</table>

| **Short Stories**        |                                           | • Why is it important to explore different genres? (C) |
| “The Night the Bed Fell” |                                           | • How do different genres help us gain deeper understandings? (C) |
| “Stolen Day” **          |                                           | • Do different genres facilitate change in viewpoints? (D) |
| “The Treasure of Lemon Brown” |                                           | • How do social interactions bring about internal change? (C) |
| “The Bear Boy”          |                                           | • Can internal changes affect external interactions? (D) |
| “Rikki-Tikki-Tavi” **   |                                           | • How can we maintain a sense of self in the face of external forces? (C) |
| “Zoo”                   |                                           | • Should honing one’s self come before external influences? (D) |
| “After Twenty Years”    |                                           | • What is the purpose of revision? (C) |
| “Three Century Woman”   |                                           | • How do our ideas change through revision? (C) |
| **Non-Fiction**         |                                           | • Does revision refine our viewpoints? (D) |
| “Atlas of East Asia”    |                                           | • Is a piece of writing ever finished? (D) |
| “Discovery of a Paper Sun” ** |                                           | |
| “My First Free Summer”  |                                           | |
| “Alligator”            |                                           | |
| **Poems**               |                                           | |
| “The Rider”             |                                           | |
| “Father William”        |                                           | |
| “Miracles”              |                                           | |
| “The Cremation of Sam McGee” |                                           | |
| **Drama/Oral Tradition**| “Grandpa and the Statue” | |

** Indicates higher-level reading selections.

Debatable questions (D) often ask for a “yes” or “no” answer. Students are expected to support their responses with evidence and logic from their reading and personal experience.

Updated 08/01/10
**Language Arts 7: Discovery**

**Quarter 4 Conceptual Lens: Conviction**

<table>
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<tr>
<th>Thematic Concepts</th>
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<tr>
<td>Control</td>
</tr>
<tr>
<td>Survival</td>
</tr>
<tr>
<td>Power</td>
</tr>
<tr>
<td>Fear</td>
</tr>
<tr>
<td>Respect</td>
</tr>
<tr>
<td>Justice</td>
</tr>
<tr>
<td>Risk</td>
</tr>
<tr>
<td>Courage</td>
</tr>
<tr>
<td>Morals</td>
</tr>
</tbody>
</table>

**Reader’s Craft**

- Background Knowledge
- Characterization
- Context Clues
- Imagery
- Inferences
- Interaction with text
- Interpretation of Actions
  - Evaluation
  - Judgment
  - Text Evidence
  - Synthesis of ideas/information
- Plot Diagram
  - Exposition
  - Rising action
  - Climax
  - Falling action
  - Resolution
  - Theme
  - Point of View
- Reflection
- Response to Text
- Self Regulation
- Vocabulary
- Summarization

**Author’s Craft**

- Audience Awareness
- Tone
- Voice
- Metaphor
- Onomatopoeia
- Personification
- Symbolism
- Foreshadowing
- Hyperbole
- Oxymoron
- Irony
- Alliteration
- Flashback
- Purpose
- Simile
- Style
- Imagery
- Accuracy & Authenticity
- Genre

**Writer’s Craft**

- Six Traits of Writing
- Revision/ Peer Editing

**Grammar**

- Capitalization & Punctuation
- Prepositions
- Conjunctions
- Interjections
- Verbals and Verbal Phrases
- Sentence Structure
  - Compound Sentences
  - Complex Sentences
  - Fluency
- Subject/Verb Agreement
**Language Arts 7**  
**Unit: Discovery**  
**Q4 Lens: Conviction**

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</table>
| *Tangerine*              | Taking a stand on an issue empowers an individual to make a difference. | • What are the different ways to take a stand? (C)  
• What are the difference and similarities between fear and respect? (C)  
• What responsibilities do you have when taking a stand? (D)  
• What are the consequences of standing alone? (C) |
| *Iqbal*                  |                         |                  |
| *The Young Man and the Sea* |                         |                  |
| *Listening for Lions*     |                         |                  |
| *Call it Courage*        |                         |                  |
| *Endless Steppe*         |                         |                  |
| *Roll of Thunder, Hear My Cry*   |                         |                  |
| *Zlata’s Diary: A Child’s Life in Sarajevo* |                         |                  |
| **Short Stories**        |                         |                  |
| from “Letters from Rifka”|                         |                  |
| “Two Kinds” from “The Joy Luck Club” |                         |                  |
| “All Summer in a Day”    |                         |                  |
| **Non-Fiction**          |                         |                  |
| “Keeping it Quiet”        |                         |                  |
| “On the Boardwalk”        |                         |                  |
| “The Real Story of a Cowboy’s Life” |                         |                  |
| “Rattlesnake Hunt”        |                         |                  |
| **Poems**                |                         |                  |
| “The Highway Man”         |                         |                  |
| “Annabel Lee”            |                         |                  |
| “Martin Luther King Jr.”  |                         |                  |
| “The Courage That My Mother Had” |                         |                  |
| “Mother to Son”          |                         |                  |
| “How I Learned English”  |                         |                  |
| **Drama/Oral Tradition** |                         |                  |
| “The Other Frog Prince”  |                         |                  |
| “Demeter and Persephone” |                         |                  |
| “The People Could Fly”   |                         |                  |
| “Popocatepetl and Ixtlaccihuatl” |                         |                  |

** Indicates higher-level reading selections.

Debatable questions (D) often ask for a “yes” or “no” answer. Students are expected to support their responses with evidence and logic from their reading and personal experience.

Updated 08/01/10
Differentiation Strategies for ELL and SPED (including alternative selections and assignments)

Writing Graphic Organizers
- 4-Square
- Step-Up to Writing outlines
- RAFT (Role, Audience, Format, Topic)
- Formal Outlining

Reading/Vocabulary Graphic Organizers
- Somebody Wanted…But So…
- Target Notes
- Timeline
- Story/Plot Map
- Character Chart
- T-Chart
- KWL chart
- Venn Diagram
- OPS Comparison Matrix
- Compare-Contrast Matrix
- Cause-Effect
- Problem-Solution
- Anticipation Guides: Predict-o-Gram, Story Impressions
- Concept Definition Map
- Mind portrait/Mind-mapping
- SAW (Student Action Words)
- Summary Wheel
- Semantic Mapping
- Information Text Thinking/writing pattern
- Frayer Model
- Text-Tabbing
- Word Wall

Note-taking
- Dialogue/Dialectic Journals
- Double-Entry Diaries
- Learning Logs
- Cornell Note-Taking System
- MVP (Most Valuable Point)
- Combination Note-Taking
- Formal Outlining
- SQ3R
- Adaptive Notes/CLOZE notes
- Foldables

Reading Strategies

Reading Differentiation
- Audio-Books
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- Alternative Text
- Parallel Texts
- Literature Circles
- Highlighted text
- Adapted text
- CD versions of text
- Online versions of text

Cooperative Learning Groups

- Jigsaw
- Small Group Work (only students and/or with teacher for support)
- Think-Pair-Share
- Triads
- Socratic Circles
- Literature Circles
- Cooperative Retelling and/or Summarizing
- Discussion Web
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Suggested Websites

Lesson Planning
http://www.lessonplanet.com/
http://www.webenglishteacher.com
http://readwritethink.org
http://www.educationworld.com/index.shtml
http://www.pbs.org/now/classroom/index.html
http://www.pbs.org/teachers/readlanguage/
http://english.unitecnology.ac.nz/
http://www.kimskorner4teachertalk.com/
http://webmail.ops.org/~keelda/teacherlessonplanpage
http://www.theapple.com/
http://www.lessonplanspage.com/LAJH.htm
http://www.teach-nology.com/
http://www.edhelper.com/

Writing
http://www.bham.wednet.edu/bio/biomaker.htm
http://www.discover-writing.com/
http://www.inspiredtojournal.com/
http://home.cogeco.ca/~rayser3/writing.htm
http://www.writersdigest.com/WritingPrompts/

http://ettcweb.lr.k12.nj.us/forms/newpoem.htm
http://www.geocities.com/fifth_grade_tpes/five.html
http://grammar.ccc.commnet.edu/grammar/
http://www.kimskorner4teachertalk.com/writing/menu.html
http://www.loc.gov/poetry/180/
http://schools.sd68.bc.ca/bars/englishroom/writing.htm
http://www.ttms.org/index.htm
http://www.wordle.net/

Grammar/Conventions
http://www.usingenglish.com/lesson-plans.html
http://grammar.ccc.commnet.edu/grammar/
http://www.kimskorner4teachertalk.com/grammar/menu.html
http://www.chompchomp.com/
http://www.brainpop.com
http://grammar.quickanddirtytips.com/
http://www.k12station.com/k12link_library.html?subject=NLE&sub_cat=105168&final=105169
http://www.eduplace.com/kids/hme/6_8/grammar/
http://www.english-online.org.uk/games/gamezone2.htm
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**Reading/Literature**

http://www.middleweb.com/MWLresources/dbova1.html
http://www.teachingliterature.org/teachingliterature/chapter6/links.htm
http://www.kimskorner4teachertalk.com/readingliterature/menu.html
http://www.dowlingcentral.com/MrsD/area/literature/LitTerms.html
http://www.loc.gov/poetry/180/
http://www.teachingbooks.net/home/
http://www.nlc.state.ne.us/nebraskaccess/school.html

**Technology/On-line Activities**

http://www.internet4classrooms.com/lang_mid.htm
http://quizhub.com/quiz/quizhub.cfm
http://www.edublogs.org
http://www.pbwiki.com
http://www.visualCV.com
http://www.animoto.com

**Vocabulary**

http://www.visualthesaurus.com/
http://www.freerice.com

**Reference**

http://www.teachwithmovies.org/
http://www.snopes.com
http://www.npr.org
http://www.teachertube.com
http://dictionary.reference.com/
http://www.merriam-webster.com/
http://www.refdesk.com/
http://www.osls.org/resources/cm/mlacitationss
http://www.noodletools.com

**Graphic Organizers/Handouts**

http://www.region15.org/curriculum/graphicorg.html
http://www.greece.k12.ny.us/instruction/ela/6-12/Tools/Index.htm
http://www.mrs cassel.com/helpful_handouts.htm#Poetry & Literary Analysis Organizers

**Rubrics**

http://rubistar.4teachers.org/index.php?screen=NewRubric&PHPSESSID=0efbb440b9d82e02f20b2f58b94
ID=fca38f099fbf402a35fe1be065e24ed4
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**Multi-Cultural/History/Art Connections**

http://www.history.com/

http://www.edchange.org/multicultural/sites1.html

http://www.elmuseolatino.org/index.html

http://cyberschoolbus.un.org/

http://dsc.discovery.com/guides/history/history.html

http://www.smithsonianeducation.org/educators/lesson_plans/language_arts.html


http://www.durhammuseum.org/

http://online.culturegrams.com/

http://www.linwoodschools.org/holocaust/ladderofprejudice.htm

(includes a power point presentation of the ladder of prejudice)


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**Anne Frank Connections**

http://www.tolerance.org/teach/?source=redirect&url=teachingtolerance

http://www.ushmm.org/topics

http://www.remember.org/auschwitz/ (videos/pictures of Auschwitz)

http://www.remember.org/jacobs/ (pictures of Auschwitz)

http://www.ushmm.org/wlc/en/

http://www.remember.org/educate/vocabulary.html

http://www.remember.org/komski/komski-paintings1-001.html

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**Suggested Websites for students**

www.freerice.com

www.funbrain.com

www.chompchomp.com

www.omaha.com

www.wordlab.com

www.wordsmith.org

www.grammargirl.com

www.tenbyten.org

www.factmonster.com

www.dictionary.com

www.googleearth.com
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