

Unit 2 - Change

Established Benchmarks:

Reading Standards for Literature: (All standards are taught, but the ones in **bold** are the focus for this unit.)

- RL 1 – Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.**
- RL 2 - Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.**
- RL 3 – Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).**
- RL 4 – 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.**
- RL 5 – Analyze how a drama’s or poem’s form or structure (e.g., soliloquy, sonnet) contributes to its meaning.
- RL 6 – Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.
- RL 7 – Compare and contrast a written story, drama, or poem to its audio, filmed, staged, or multimedia version, analyzing the effects of techniques unique to each medium (e.g., lighting, sound, color, or camera focus and angles in a film).
- RL 8 – (Not applicable to literature)
- RL 9 – Compare and contrast 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.**
- RL10 – By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.

Reading Standards for Informational Text: (All standards are taught, but the ones in **bold** are the focus for this unit.)

- RI 1 – Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

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- RI 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 3 – 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).
- RI 4 – Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.
- RI 5 – Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas.
- RI 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 – Compare and contrast a text to an audio, video, or multimedia version of the text, analyzing each medium’s portrayal of the subject (e.g. how the delivery of a speech affects the impact of the words).
- RI 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 9 – Analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts.
- RI10 – By the end of the year, read and comprehend literary nonfiction in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.

Writing Standards: (All standards will be taught, but there should be a focus on the ones in **bold**).

W1 – Write arguments to support claims with clear reasons and relevant evidence.

W2 – Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

W3 – Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

W4 – Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

W5 – With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.

W6 – 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.

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- W7 – Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.
- W8 – 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.
- W9 – Draw evidence from literary or informational texts to support analysis, reflection, and research.
- W10 – Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Speaking & Listening: (ALL of these standards should be taught throughout the year.)

- SL 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 2 – Analyze the main ideas and supporting details presented in diverse media and formats (e.g. visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.
- SL 3 – Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.
- SL 4 – Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.
- SL 5 – Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.
- SL 6 – Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

Language: (ALL of these standards should be taught throughout the year.)

- L1 – Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- L2 – Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- L3 – Use knowledge of language and its conventions when writing, speaking, reading, or listening.
- L4 – Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies.
- L5 – Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.**
- L6 – Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather

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vocabulary knowledge when considering a word or phrase important to comprehension or expression.

<p>Enduring Understanding:</p> <p>Change is inevitable. Being able to adapt to and understand change enables people to learn and grow.</p>	<p>Essential Questions:</p> <ul style="list-style-type: none"> • Can your geographical location change you? If so, how? • What personal qualities are necessary to deal with conflict and change? • How are people transformed through their relationships with others?
<p>Student will know.....</p> <p><u>Reading Literature:</u></p> <ul style="list-style-type: none"> • Elements of a story • Figurative Language and Connotative Meaning • Sound Devices • Mood and Tone • Compare and Contrast • Impact of word choice on meaning and tone • Differences between fictional and historical accounts of the same period • Point of View <p><u>Writing:</u></p> <ul style="list-style-type: none"> • Arguments • Claims • Evidence 	<p>Student will be able to.....</p> <p><u>Reading Literature:</u></p> <ul style="list-style-type: none"> • Analyze how particular elements of a story or drama interact. • Determine the meaning of words and phrases as they are used in text. • Compare and contrast 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><u>Language:</u></p> <ul style="list-style-type: none"> • Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. <p><u>Writing:</u></p>

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	<ul style="list-style-type: none">• Write arguments to support claims with clear reasons and relevant evidence from the text.
<p>Vocabulary:</p> <p><i>This section refers to vocabulary from the extended text only. We strongly encourage teachers to add vocabulary from other texts chosen.</i></p> <p><u>Academic Vocabulary:</u> Analyze, theme, central idea, sequence, cite evidence, tone, connotative meaning, prologue, symbolism, relevance, support claims, nuances,</p> <p><u>Words to Front-Load:</u> Industrial Revolution, dialogue, stage directions, philanthropy, charity</p> <p><u>Words In Context:</u> Accost, anonymous, brusque, currency, incoherent, infuriated (p. 387)</p>	<p>Grammar Focus:</p> <p><i>Instructors should identify the common patterns of errors in student writing and address them in their instruction. Listed below are the skills that need explicit instruction this quarter.</i></p> <ul style="list-style-type: none">• Review clauses.• Use semi-colons and colons correctly.• Use ellipses correctly, (see examples in <i>A Christmas Carol</i>).

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<p><u>Instructional Methods:</u> Teach prefixes, suffixes, root words and strategies that aid in determining meaning.</p>	
Assessment Evidence	
<p>Formative Tasks: <i>Instructors should formatively assess their standards daily to track student progress and guide instruction. Strategies and tools for the use of formative assessments can be found at:</i></p> <p><u>Tools for Formative Assessments</u></p> <p><u>Tools and Strategies for Formative Assessments</u></p>	<p>Threshold: 69 and below on Summative Assessments</p> <p>Suggested Re-Teach Options: Study Island (web-based, available 2013-14) Textbook Resource Manager (Re-teach options) Test-corrections Small-group instruction Conferencing</p>

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<p>Develop tasks that reflect performance and summative evidence of mastery.</p> <ul style="list-style-type: none">• Text-based questions• Close reading• Read extended text• Respond to vocabulary• Respond to evidence-based selected response• Routine, daily writing. <p>See livebinder.com for suggested lessons and resources.</p>	
<p>Writing Tasks: <i>The instructor is expected to follow the PARCC Model Frameworks. Listed below are suggested writing activities.</i></p> <p>Align with PARCC Model Framework expectations:</p> <ul style="list-style-type: none">• 4–6 expository pieces of writing per “Informational Text” quarter; with focus on arguments.• 1-2 narrative pieces of writing per “Literary Text” quarter.• PARCC “Evidences” suggest topics to include author’s	<p>Summative Tasks:</p> <p>RL.3, RL. 4 & RL. 9 Text-dependent questions that measure students’ comprehension and provide them with the evidence needed to develop their literary analysis writing piece.</p> <p>Mini-summative Assessments on selected texts throughout the quarter.</p>

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<p>point of view; drawing inferences; emphasizing different evidence; and advancing different interpretations of text.</p> <ul style="list-style-type: none">• Routine, daily, purposeful writing. <p>Text-based writing to demonstrate content and process knowledge.</p> <p><u>Suggested Writing:</u></p> <ul style="list-style-type: none">• Identify specific choices Ebenezer Scrooge made that transformed his life. Explain what he learned from these experiences.• Which one of the three ghosts was the most influential to Scrooge transforming? Provide supporting evidence from the play. Include at least one time in your life when you were transformed because you learned from an experience.	<p>District Formative Assessment – Writing Task-Part A – ¾ through quarter - Essay Writing District Formative Assessment – Part B – end of quarter – all multiple choice</p>
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Resources

Extended Text that ALL students MUST read:

“A Christmas Carol” - a play dramatized by Charles Dickens, pg. 386.

Suggested pieces to accompany extended text are listed below. Students should read a minimum of 2-3 literature texts and a minimum of 1-2 informational texts per unit.

Literature Texts:

“Sarah, Cynthia, Sylvia Stout” by Shel Silverstein pg. 596

“Dark They Were and Golden-Eyed” by Ray Bradbury pg. 444

“A Crush” by Cynthia Rylant pg. 364

Poems “A Christmas Cactus” by Liz Rozenburg and “The Changling” by Siv Cedering, accompany the introductory activity
<http://jillcorcoran.blogspot.com/2008/12/poetry-friday-christmas-cactus-by-liz.html>

Poem “Embrace the Change” by Flying Lemmings
(visit www.livebinders.com)

Informational Texts:

The Industrial Revolution in the United States nonfiction article
http://www.loc.gov/teachers/classroommaterials/primarysourcesets/industrial-revolution/pdf/teacher_guide.pdf

“Dickens and Too Many Scrooges” online text, pg. 413

Film clips

Viewing guide

“An Interview With Ray Bradbury” pg. 462

“Workhouse Labour” article

Suggested Activities:

Introductory Activity:

Reflecting on Change (pg. 184 of Reading Poetry in the Middle Grades, see livebinders.com).

Quotable Quotes Worksheet

“Be the change that you wish to see in the world” – Ghandi and other quotes for reflection (10) analyze quotes and rate them according to their quotability (pdf on file in livebinders.com)

Dickens Activity – research, speaking and listening, writing
<http://www.readwritethink.org/classroom-resources/lesson-plans/beyond-story-dickens-party-238.html?tab=1#tabs>

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1852http://www.bl.uk/learning/langlit/dickens/poverty/workhouse
3/workhouselabour.html
Ben Carson Article (see livebinders.com)

Scaffolding / Intervention Strategies:

Below Grade Level:

Teaching drama basics, pg. 390
Use audio or video version of text (available on YouTube)
See the bottom of each page of the teacher's manual for
differentiation ideas for below grade level learners.

Above Grade Level:

See the bottom of each page of the teacher's manual for
differentiation ideas for above grade level learners.

PreAP/Gifted – Use original text for A Christmas Carol. Free
download is available through www.gutenberg.org