

**Crawfordsville Community Schools
Course Description**

**Transition
Grade 7 - High Ability**

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MASTER 7/18/2022

NARRATIVE DESCRIPTION

The seventh-grade high- ability curriculum in language arts will cover the fundamentals of English grammar, continued vocabulary development (using Michael Clay Thompson's *Word within the Word*), oral and written composition, and the techniques for analyzing literary works. The theme for the entire year will be based on the transition occurring in the student's life and the world around him/her. Emphasis will be placed on an awareness of self and others.

Three interdisciplinary units will be incorporated using the themes of conflict, personal introspection, and the future. Through literature the student will develop an appreciation of differences that enhance individuality. Critical and creative thinking, independent inquiry, and affective skills such as valuing and characterizing are process skills that will be developed throughout the year.

The high-ability student will accomplish these goals through products such as original narratives, poems, and oral presentations. Additionally, the high-ability student will organize and research information for various reports and presentations, such as a country report and author's convention.

The seventh-grade high-ability student in language arts will correctly apply and demonstrate a working knowledge of English grammar through writing and through showing mastery on routinely administered assessments.

Differentiated District-Wide Goals

The high-ability student will maximize their gifted potential by completing a challenging, differentiated curriculum which will accelerate their learning experiences allowing them to become an independent yet interactive learner and leader.

The high-ability student will consistently utilize critical, logical, analytical, and creative thinking skills to seek original solutions to various problems and issues that are timely and realistic.

The high-ability student will learn from accelerated methods, materials, and experiences that will prepare them to become an independent producer of original and successful work that will enable greater self-expression and exploration of ideas.

Differentiated Learner Objectives

The seventh-grade high-ability student in language arts will examine, discriminate, assess, and judge how change occurs as a child progresses toward adulthood and synthesize their own experiences in original work.

The seventh-grade high-ability student in language arts will explore how an awareness of self enables one to understand, relate, analyze, and critique art, politics, and culture across times and peoples.

The seventh-grade high-ability student in language arts will judge and appraise how an appreciation of differences enhances individuality and demonstrate their understanding through presentations, discussions, and writings.

Course Concepts

Literature enables one to explore their growing and changing identity through exploration and empathy.

Nonfiction enriches one's understanding of others and their place in the world.

Writing enables one to explore various forms of self-expression and develop their identity, beliefs, and analytical skills.

UNITS

THEMES

APPROX. LENGTH OF TIME

Self-Expression Through Writing: The Outsiders	7 weeks
The World of Research: Engaging with Nonfiction	5 Weeks
Exploring Other Cultures and Values: Narrative Nonfiction	4 Weeks
“The Most Beautiful Things are Felt with the Heart”: The Little Prince	3 Weeks
The Hero's Journey: Treasure Island	7 Weeks
Stories across Time: Dreams and Fears of the Past, Present, and Future	4 Weeks
Finding My Voice: The Author's Convention	6 Weeks

Evaluation

Students will create a variety of poetic, narrative, informative, and argumentative compositions that demonstrate skill at writing for a variety of topics and purposes. Students will work to master word choice, text structures, and various literary techniques to continue developing their own style and identity as a writer. Students will also present, perform, and share their works with their peers in a variety of formats and develop as a speaker.

Students will analyze, critique, evaluate, and judge texts and literature befitting an accelerated learner, including classics and literature from a variety of time periods and cultures. Students will engage with these in a variety of ways, including objectively and through different perspectives.

Students will work to understand the English language through mastery of grammar and conventions. Similarly, stories can be deconstructed and analyzed through literary mechanics and appropriate terminology. Dramatic structure, literary techniques, implicit meanings, and author's intent can influence both the readers and broader culture and can be analyzed through personal reflection and objective writings.

Selected Resources

Teacher Resources

Culham, Ruth. *Traits of Writing: The Complete Guide for Middle School*. Scholastic, 2010.

The Traits of Writing: The Complete Guide for Middle School contains classroom-tested materials developed just for teachers of grades 6-8. Brand-new scoring guides, scored sample papers, Think Aouts, warm-up exercises, focus lessons, and activities for each trait, organized by that trait's key qualities, make it easy to assess writing and deliver targeted instruction. Includes printable reproducible forms!

Culham, Ruth. *Reproducible Forms for the Writing Traits Classroom: Middle School*. Scholastic Teaching Resources, 2010.

Compiled by the expert in trait-based teaching, it contains over 50 reproducible forms for assessing writing, planning instruction, keeping records, communicating with parents, and—most important—helping students in grades 6 to 8 write with conviction and confidence. With a CD of all reproducible forms from the book. For use with Grades 6–8.

Gould, Judith S., et al. *Four Square (4 Square) Writing Method: For Grades 4-6*. Teaching & Learning Co., 2010.

The Four Square method can be used with all forms of writing and will fit any reading or language arts program. This step-by-step approach is built around a simple graphic organizer that first shows students how to collect ideas and then helps them use those ideas to create clear and polished prose. Open-ended reproducibles make the technique accessible to writers of all ability ranges. Also great for content area writing.

Kiester, Jane Bell. *Blowing Away the State Writing Assessment Test: Four Steps to Better Writing Scores for Students of All Levels*. Maupin House, 2006.

Jane Bell Kiester gives you all the tools you need to teach your students how to respond to any fiction or nonfiction prompt with superior and creative writing that incorporates solid writing-craft principles. The expanded Third Edition allows you to: simplify the planning process for writing with several graphic organizers; help students use and retain vivid vocabulary with entertaining, classroom-proven activities; encourage and

explicitly teach strategies that foster well-organized and elaborated writing that reveals the writer’s voice; teach students how to recognize genre—a difficult skill for many students to master on assessments—with twenty passages from familiar and beloved children’s fiction and non-fiction literature; provide students with practice in all genres with more than 200 practice prompts, plus the newest test addition—quote analysis; assess writing quickly and confidently using the ninety reproducible, student-written responses to descriptive, expository, narrative, and persuasive writing prompts that include rubrics and teacher notes; and conform to your state’s scoring system using either holistic or domain scoring (explanations provided with the student samples).

Janeczko, Paul B. *Teaching Literary Elements Using Poetry: Engaging Poems Paired with Close-Reading Lessons That Teach Key Literary Elements--and Help Students Meet Higher Standards*. Scholastic Teaching Resources, 2014.

Boost students’ reading skills through poetry-based lessons and engaging activities presented by poet and teacher Paul Janeczko. Students will gain a solid understanding of key literary elements, including character, setting, theme, plot, metaphor, simile, and more! This knowledge will help students readily identify these elements not only in poetry but in all types of literature, allowing them to have a deeper comprehension of what they read. Each lesson includes background information, tips for reading the poem aloud, an opportunity for writing, reproducible activity sheets, and more. By completing the lessons in this book, students will also meet the Common Core State Standards that address literary elements and the genre of poetry. For use with Grades 4-8.

Thompson, Michael Clay. *The Magic Lens*. Royal Fireworks Press, 2015.

The Magic Lens I is entirely based on four-level sentence analysis. This analysis of parts of speech, parts of a sentence, phrases, and clauses is Michael Clay Thompson's original and enormously successful approach to teaching grammar. It uses his "t-models" to illustrate how sentences are constructed, exquisitely showcasing complex grammar relationships as simple but beautiful illustrations. This book not only includes a comprehensive look at grammar; it delves deeply into common grammar errors and usage problems and includes detailed explanations of how grammar affects punctuation. Michael often uses the sentences of great classic writers to show children examples of interesting grammar in some of the most famous literary works in the English language. Practice is provided at every stage so that children are immediately applying what they have learned and actively building a thorough understanding of the inner workings of the language.

“Listening That Sparks Learning.” Listenwise, <https://listenwise.com/>.

Teach and assess listening using the award-winning Listenwise program. Collections for English, social studies, science, and current events.- Utilized in conjunction with various assignments to incorporate science and social studies concepts into our ELA curriculum while continuing to practice and develop listening comprehension.

“Get the Content You've Been Missing.” Newsela, <https://newsela.com/>.

Newsela Social Studies. Learn More. Making great content great for classrooms. We align all content to ELA, social studies, or science state standards, and it's flexible enough to support your district's unique curriculum. Teach to standards. Engage every learner. Access content at five reading levels. - Utilized in various assignments to incorporate science and social studies concepts into our ELA curriculum.

“Educational Hip-Hop Songs & Videos for All Subjects, K-12.” *Flocabulary*, <https://admin.flocabulary.com/subjects/>.

Flocabulary's educational hip-hop videos and research-based curricular tools increase academic performance through an emphasis on vocabulary and literacy across the curriculum.

CommonLit, <https://www.commonlit.org/en>.

CommonLit is a free digital tool that helps students in grades 5-12 make measurable gains in reading and writing.

Thompson, Michael Clay. *The Word Within the Word*, Vol. 1. 1st ed., Royal Fireworks Press, 2003.

The Word Within the Word I is a rigorous vocabulary text that contains thirty lessons filled with readings and activities to illustrate the important role of Latin and Greek stems in academic English. The first twenty lessons offer a list of twenty-five stems, along with several example words that contain each stem, and the last ten lessons provide twenty-five words that students will need to be familiar with to navigate through advanced academic endeavors.

Each lesson contains discussions and illustrations that offer students a greater understanding of the classical roots of the English language. Much of the text is meant only to be read, with exercises interspersed that students or instructors can choose from to help solidify the knowledge through manipulation of the vocabulary.

Student Resources

Commonlit, *Commonlit*. <https://www.commonlit.org/>

Maptia, *Maptia: Home to a World of Stories*. <https://maptia.com/>

Newsela. *Newsela*. <https://newsela.com/>

Readworks. *Readworks*. <https://www.readworks.org/>

Scholastic Scope. Scholastic Corporation, various.

Thompson, Michael Clay. *The Magic Lens Volume I*. Unionville, NY: Royal Fireworks Plus, 2001.

Thompson, Michael Clay. *The Word Within the Word, Vol. 1*. 1st ed., Royal Fireworks Press, 2003.

STATE STANDARDS ELA 7

RL.1: LEARNING OUTCOME FOR READING LITERATURE - Read and comprehend a variety of literature independently and proficiently

- 7.RL.1: Read a variety of literature within a range of complexity appropriate for grades 6-8. By the end of grade 7, students interact with texts proficiently and independently at the middle of the range and with scaffolding as needed for texts at the high end of the range.

RL.2: KEY IDEAS AND TEXTUAL SUPPORT - Build comprehension and appreciation of literature by identifying, describing, and making inferences about literary elements and themes

- ***7.RL.2.1: Analyze what a text says explicitly as well as draw inferences from the text through citing several pieces of textual evidence.***
- ***7.RL.2.2: Analyze the development of a theme or central idea over the course of a work of literature; provide a detailed summary that supports the analysis.***
- 7.RL.2.3: Analyze the interaction of elements in a work of literature (e.g., how setting shapes the characters or plot).
- 7.RL.2.4: Students are expected to build upon and continue applying concepts learned previously.

RL.3: STRUCTURAL ELEMENTS AND ORGANIZATION

Build comprehension and appreciation of literature, using knowledge of literary structure and point of view

- 7.RL.3.1: Analyze how a work of literature's structural elements such as subplots, parallel episodes, climax, and conflicts contribute to its meaning and plot.
- 7.RL.3.2: Analyze how an author develops and contrasts the points of view of different characters or narrators in a work of literature.

RL.4: CONNECTION OF IDEAS - Build comprehension and appreciation of literary elements and themes and analyze how sensory tools impact meaning

- 7.RL.4.1: Compare and contrast a written story, play or poem with 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 film).

- 7.RL.4.2: 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.

RN.1: LEARNING OUTCOME FOR READING NONFICTION - Read and comprehend a variety of nonfiction independently and proficiently

- 7.RN.1: Read a variety of nonfiction within a range of complexity appropriate for grades 6-8. By the end of grade 7, students interact with texts proficiently and independently at the middle of the range and with scaffolding as needed for texts at the high end of the range.

RN.2: KEY IDEAS AND TEXTUAL SUPPORT - Extract and conduct meaning from nonfiction texts using a range of comprehension skills

- ***7.RN.2.1: Analyze what a text says explicitly as well as draw inferences from the text through citing several pieces of textual evidence.***
- ***7.RN.2.2: Analyze the development of two or more central ideas over the course of a text; provide a detailed, objective summary of the text.***
- 7.RN.2.3: 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).

RN.3: FEATURES AND STRUCTURES - Build understanding of nonfiction text, using knowledge of text features, structures, and author's perspective

- 7.RN.3.1: Students should continue to build upon and continue applying concepts learned previously
- 7.RN.3.2: 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.
- 7.RN.3.3: Determine an author's perspective or purpose in a text, and analyze how the author distinguishes his or her position from the positions of others.

RN.4: CONNECTION OF IDEAS - Build understanding of nonfiction texts by verifying points and making connections between topics and ideas

- 7.RN.4.1: 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, noting instances of bias and stereotyping.
- 7.RN.4.2: Compare and contrast a print or digital text with 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).
- 7.RN.4.3: 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.

RV.1: LEARNING OUTCOMES FOR READING VOCABULARY - Build and apply vocabulary using various strategies and sources

- 7.RV.1: Acquire and use accurately grade-appropriate general academic and content-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

RV.2: VOCABULARY BUILDING - Use strategies to determine and clarify words and understand their relationship

- ***7.RV.2.1: Use context to determine or clarify the meaning of words and phrases.***
- 7.RV.2.2: Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words.
- 7.RV.2.3: Distinguish among the connotations of words with similar denotations.
- 7.RV.2.4: Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of words (e.g., belligerent, bellicose, rebel).
- 7.RV.2.5: Consult general and specialized reference materials, both print and digital (e.g., dictionary, thesaurus, style guide), to find the pronunciation of a word or determine or clarify its precise meaning, part of speech, or origin.

RV.3: VOCABULARY IN LITERATURE AND NONFICTION TEXTS - Build appreciation and understanding of literature and nonfiction texts by determining or clarifying the meaning of words and their uses

- 7.RV.3.1: Determine the meaning of words and phrases as they are used in works of literature, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., analogies or allusions to other texts).
- 7.RV.3.2: Determine the meaning of words and phrases as they are used in a nonfiction text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.
- 7.RV.3.3: Interpret figures of Interpret figures of speech (e.g., allusions) in context.

W.1: LEARNING OUTCOME FOR WRITING - Write effectively for a variety of tasks, purposes, and audiences

- 7.W.1: Write routinely over a variety of time frames for a range of tasks, purposes, and audiences; apply reading standards to support analysis, reflection, and research by drawing evidence from literature and nonfiction texts.

W.2: HANDWRITING - Demonstrate the ability to write legibly

- 7.W.2: Students are expected to build upon and continue applying concepts learned previously.

W.3: WRITING GENRES - Develop writing skills by writing for different purposes and to specific audiences or people

- **7.W.3.1: Write arguments in a variety of forms that –**
 - *Introduce claim(s), acknowledge alternate or opposing claims, and use appropriate organizational structures.*
 - *Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.*
 - *Establish and maintain a consistent style and tone appropriate to purpose and audience.*
 - *Use effective transitions to create cohesion and clarify the relationships among claim(s), reasons, and evidence.*
 - *Provide a concluding statement or section that follows from and supports the argument presented.*
- **7.W.3.2: Write informative compositions in a variety of forms that-**
 - *Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition and classification; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.*
 - *Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples from various sources and texts.*
 - *Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.*
 - *Choose language and content-specific vocabulary that express ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.*
 - *Establish and maintain a style appropriate to purpose and audience.*
 - *Provide a concluding statement or section that follows from and supports the information or explanation presented.*
- **7.W.3.3 : Write narrative compositions in a variety of forms that –**
 - *a. Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters.*
 - *b. Organize an event sequence (e.g., conflict, climax, resolution) that unfolds naturally and logically, using a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.*
 - *c. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.*
 - *d. Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.*
 - *e. Provide an ending that follows from and reflects on the narrated experiences or events.*

W.4: THE WRITING PROCESS - Produce coherent and legible documents by planning, drafting, revising, editing, and collaborating with others

- 7.W.4: Apply the writing process to all formal writing including but not limited to argumentative, informative, and narrative –
 - a. Plan and develop; draft; revise using appropriate reference materials; rewrite; try a new approach; and edit to produce and strengthen writing that is clear and coherent, with some guidance and support from peers and adults.
 - b. Use technology to interact and collaborate with others to generate, produce, and publish writing and link to sources.

W.5: THE RESEARCH PROCESS - Build knowledge about the research process and the topic under study by conducting short research

- 7.W.5: Conduct short research assignments and tasks to build knowledge about the research process and the topic under study.
 - Formulate a research question.
 - Gather relevant information from multiple sources, using search terms effectively, and annotate sources.
 - Assess the credibility and accuracy of each source.
 - Quote or paraphrase the information and conclusions of others.
 - Avoid plagiarism and follow a standard format for citation.
 - Present information, choosing from a variety of formats.

W.6: CONVENTIONS OF STANDARD ENGLISH - Demonstrate command of the conventions of standard English

- ***7.W.6.1: Demonstrate command of English grammar and usage, focusing on:***
 - ***7.W.6.1A: Pronouns – Students are expected to build upon and continue applying conventions learned previously.***
 - ***7.W.6.1B: Verbs – Recognizing and correcting problems with subject/verb agreement.***
 - ***7.W.6.1C: Adjectives and Adverbs - Students are expected to build upon and continue applying conventions learned previously.***
 - ***7.W.6.1D: Phrases and Clauses - Recognizing and correcting misplaced and dangling modifiers.***
 - ***7.W.6.1E: Usage – Writing simple, compound, complex, and compound-complex sentences; recognizing and correcting sentence fragments and run-ons; varying sentence patterns for meaning, reader interest, and style.***
- ***7.W.6.2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling focusing on:***
 - ***7.W.6.2A: Capitalization – Students are expected to build upon and continue applying conventions learned previously.***

- **7.W.6.2B: Punctuation – Using commas with subordinate clauses.**
- **7.W.6.2C: Spelling – Students are expected to build upon and continue applying conventions learned previously.**

SL.1: LEARNING OUTCOME FOR SPEAKING AND LISTENING - Develop and apply effective communication skills through speaking and active listening

- 7.SL.1: Listen actively and adjust the use of spoken language (e.g., conventions, style, vocabulary) to communicate effectively with a variety of audiences and for different purposes.

SL.2: DISCUSSION AND COLLABORATION - Develop and apply reciprocal communication skills by participating in a range of collaborative discussions

- 7.SL.2.1: Engage effectively in a range of collaborative discussions (e.g., one-on-one in groups, and teacher-led) on grade- appropriate topics, texts, and issues, building on others' ideas and expressing personal ideas clearly.
- 7.SL.2.2: Investigate and reflect on ideas under discussion by identifying specific evidence from materials under study and other resources.
- 7.SL.2.3: Follow rules for considerate discussions, track progress toward specific goals and deadlines, and define individual roles as needed.
- 7.SL.2.4: Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.
- 7.SL.2.5: Acknowledge new information expressed by others, and consider it in relation to one's own views.

SL.3: COMPREHENSION - Develop and apply active listening and interpretation skills using various strategies

- 7.SL.3.1: 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.
- 7.SL.3.2: Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning, relevance, and sufficiency of the evidence.

SL.4: PRESENTATION OF KNOWLEDGE AND IDEAS - Develop and apply the skills to communicate ideas effectively in a variety of situations

- 7.SL.4.1: 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.
- 7.SL.4.2: Create engaging presentations that include multimedia components and visual displays to clarify claims and findings and emphasize salient points.

- 7.SL.4.3: Students are expected to build upon and continue applying concepts learned previously.

ML.1: LEARNING OUTCOME FOR MEDIA LITERACY - Develop an understanding of media and the roles and purposes of media

- 7.ML.1: Critically analyze information found in electronic, print, and mass media used to inform, persuade, entertain, and transmit culture.

ML.2: MEDIA LITERACY - Recognize the purpose of media and the ways in which media can have influences

- 7.ML.2.1: Interpret the various ways in which events are presented and information is communicated by visual image-makers to influence the public.
- 7.ML.2.2: Analyze the ways that the media use words and images to attract the public's attention.

Crawfordsville Community Schools
Skeletal Unit Plan
3/16/22
7 ELA A&E
Unit 1 (Approx. 7 Weeks)

Self-Expression through Writing: The Outsiders
High-Ability 7

DIFFERENTIATED DISTRICT-WIDE GOALS

The high-ability student will maximize their gifted potential by pursuing a challenging, differentiated curriculum which will accelerate their learning experiences allowing them to become an independent yet interactive learner and leader.

The high-ability student will learn from accelerated methods, materials, and experiences that will prepare them to become an independent producer of original and successful products that will satisfy individual and societal needs.

The high-ability student will become more aware of the needs they have in common with others and will utilize this knowledge to relate in a positive manner with peers and others.

DIFFERENTIATED LEARNER OBJECTIVES

The seventh-grade high-ability student in language arts will discuss, write, respond, and develop unique and individual responses to classroom and summer reading texts.

The seventh-grade high-ability student in language arts will move from developing skills to mastery of core literary terms to aid in discussion and analysis of the structure of literary works.

The seventh-grade high-ability student in language arts will create unique writings demonstrating their ability to relate, compare, and contrast their own experiences to characters and themes within core texts.

MAJOR CONCEPTS

Authors use and develop plot structure and characters to demonstrate core themes which can be analyzed using appropriate terminology.

Active readers are expected to respond to texts with their own unique reactions and develop a growing understanding of the author's aim over the course of a text.

Texts with different settings and significantly different characters can still be analyzed with common terminology and audiences can draw connections between them.

CONTENT OUTLINE

- I. Novels are composed of the following elements:
 - A. Characterization: internal and external traits, development, flat and round, static and dynamic, protagonists and antagonists
 - B. Figurative language: simile, metaphor, personification, idiom, hyperbole, alliteration, allusion, etc.
 - C. Plot Structure: exposition, conflict, rising action, climax, falling action, resolution/denouement.
 - D. Conflict involves opposition between two people, a person and himself, a person and his society, or a person and nature.
 - E. A theme is the main idea an author would like the reader to understand.
 - F. Point of View: 1st, 2nd, 3rd Person: Limited, Omniscient, Objective.
- II. The author uses these elements to convey certain ideas to the reader.
 - A. The reader is made aware of certain personality traits through direct and indirect characterization.
 - B. The author uses figurative language to create fresh and vivid pictures in the mind of the reader.
 - C. The author uses character and plot development to engage the reader and develop a text's themes.
 - D. The author uses conflict to create motivation that demands action from the characters.
 - E. An author draws from his own background and experiences when writing.
- III. Novels not only exist to entertain the audience, but solicit responses that can be qualified in writing.
 - A. A text can be objectively and structurally analyzed in writing.
 - B. Multiple texts can be compared and contrasted by structure, themes, or author's intent/purpose.
 - C. Original writing can react to, utilize, mirror, or respond to the themes in a text.
 - D. Novels demand a personal response and reaction from the reader in order to be fully engaged with.

DIFFERENTIATED ACTIVITIES

This pool of activities has been designed to differentiate curriculum for high-ability students. You may choose from this list or add new and original activities.

INTRODUCTORY ACTIVITIES Students will analyze a novel over the summer of their own choosing and write a review, building on skills learned in the previous year. (7.RL.1, **7.RL.2.1**, **7.RL.2.2**, 7.RL.2.4)

Students will read and analyze the novel *Seedfolks* over the summer, identifying themes and detailing two characters and their traits, building on skills learned in the previous year. (7.RL.1, **7.RL.2.1**, **7.RL.2.2**, 7.RL.3.2)

Students will demonstrate their understanding of the themes of *Seedfolks* and various methods of characterization by writing a narrative wherein they will create their own unique character and insert them into the novel's setting and have them interact with the novel's characters in a complete plot. (7.W.1, **7.W.3.3**, 7.W.4)

Students will view Pixar Shorts and identify the various literary elements used in each: type of conflict, protagonist/antagonist, theme. Students will create plot charts detailing the full events of the story. Pixar shorts usually featured in this unit are "Kitbull" and "La Luna". (7.RL.2.3, 7.RL.3.1, 7.ML.1, 7.ML.2.1)

Students will read the "The Right Kind of House" and practice drawing inferences and conclusions. Students will review the RACE format of writing and demonstrate their knowledge of the text's implications. (7.RL.1, **7.RL.2.1**, 7.RL.3.1)

Students will be able to identify the parts of speech and build on skills learned in the previous year. (**7.W.6.1**)

DEVELOPMENTAL ACTIVITIES

Students will learn the meaning and usage of word stems from Word within the Word. These lists are administered bi-weekly and are ongoing throughout the year, with the exception of the Author's Convention. (**7.RV.2.1**, 7.RV.2.2, 7.RV.2.3, 7.RV.2.4)

Students will work with the parts of speech, reviewing skills learned in the previous year, while also working with them in different contexts and increased complexity, including: contrasting the functions of adjective and adverbs, working with commas and similar adjectives, incorrect pronoun usage, conjunctions and comma usage, words that can be nouns or verbs depending on context, etc. (**7.W.6.1**)

Students will create a slideshow over a fantasy or science fiction novel of their own choosing, summarizing the events of the novel, identifying their favorite quote, and ending with a review. (7.W.1, 7.W.5)

Students will create a flyer over a realistic or historical fiction novel of their own choosing, advertising and summarizing the strong points of the novel, identifying their favorite scene, and ending with a review. (7.W.1, 7.W.5)

Students will practice utilizing grade-appropriate vocabulary in an original narrative writing detailing a unique setting, a marketplace or bazaar. (7.W.1, **7.W.3.3**, 7.RV.1)

Students will read *The Outsiders* and complete a packet covering both reading comprehension and skills-based core literary mechanics such as plot, characterization, theme, conflict, and point of view. (7.RL.1., **7.RL.2.1**, **7.RL.2.2**, 7.RL.2.3, 7.RL.2.4, 7.RL.3.1, 7.RL.3.2)

Students will create an original narrative writing using *The Outsiders*' settings and characters and insert themselves into the story. Students will prioritize using grade-appropriate vocabulary as well as make predictions as to how the story will continue. (7.W.1, **7.W.3.3**, 7.RV.1)

Students will read the poem "Nothing Gold Can Stay" and identify and analyze poetic structural elements and connect it to *The Outsiders*. (7.RL.1., **7.RL.2.1**, 7.RL.3.1, 7.RV.3.1, 7.RV.3.2, 7.RV.3.3)

Students will read "Mother to Son" and additional student-created poems and identify figurative language and imagery. (7.RL.1., **7.RL.2.1**, 7.RL.3.1, 7.RV.3.1, 7.RV.3.2, 7.RV.3.3)

Students will review the RACE writing formula for a variety of topics and purposes. (**7.W.3.1**, **7.W.6.1**, **7.W.6.2**)

Students will have a variety of discussions over texts, including class and groups, making predictions, exploring reactions to the texts, reflecting and collaborating on writings. (7.SL.2.1, 7.SL.2.2, 7.SL.2.3, 7.SL.2.4, 7.SL.2.5, 7.SL.3.2, 7.SL.4.1)

Students will read nonfiction supplementals covering different elements of *The Outsiders*, covering the setting (era/time period) and the author. (7.RN.1, 7.RN.4.3, 7.RL.4.2)

Students will create and review Venn Diagrams and review how to compare and contrast different subjects. (7.RN.1, **7.RN.2.1**, **7.RN.2.2**, 7.RN.2.3, 7.RN.3.2, **7.W.3.2**)

Students will review figurative language by creating their own notes page, utilizing examples from Flocabulary videos before constructing their own. (**7.RV.2.1**, 7.RV.2.2, 7.RV.2.3, 7.RV.3.1, 7.RV.3.2, 7.RV.3.3)

Students will read the book in verse/paired text *Love that Dog* and compare/contrast the protagonist's experiences with writing with Ponyboy and Johnny from *The Outsiders*. (7.RL.1, **7.RL.2.2**, 7.RL.3.1, 7.RL.3.2, 7.RL.4.2)

CULMINATING ACTIVITIES

Students will construct a narrative detailing a lesson they have learned from their own life experiences, demonstrating an understanding of the author's purpose of the Ponyboy's essay at the end of *The Outsiders* and applying it to their own lives. (7.W.1, **7.W.3.3**, 7.W.4, **7.W.6.2**)

Students will demonstrate an understanding of the structural elements of *The Outsiders* through various quizzes and writings and demonstrate mastery of core literary topics that will be used in future discussions throughout the year. (7.RL.1, **7.RL.2.1**, **7.RL.2.2**, 7.RL.2.3, 7.RL.2.4)

Students will create a poem about their favorite season using a variety of figurative language, imagery, and sensory vocabulary words to demonstrate their mastery of how words can be used to develop a topic and enable expression. (7.W.1, 7.W.4, **7.W.6.2**)

Students will compare and contrast two forms of media by analyzing *The Outsiders* with its film adaptation. (7.RL.4.1, 7.SL.2.1, 7.SL.2.2, 7.SL.3.1)

EVALUATION

The discussion of literary works and the development of original stories which will engage with the development of characters and themes, examining characteristics, and creating characters that are affected by physical and emotional change will be evaluated by the teacher and students using student and teacher created checklists and rubrics.

Literary texts will be deconstructed using grade-appropriate terminology in discussion and writing. This will be both formally and informally assessed via discussions, book reports, and quizzes.

Core ideas presented in a text will be responded to by students through both discussion and writing. Students will be able to produce written work connecting their own lives and experiences to the ideas presented within a text. Students will be able to argue their beliefs and analyses through structured writing forms.

SELECTED RESOURCES

TEACHER RESOURCES

Creech, Sharon. *Love That Dog*. 1st ed., HarperCollins, 2001.

Fleischman, Paul, and Judy Pedersen. *Seedfolks*. 1st ed., HarperTrophy, 2004.

Hinton, S. *The Outsiders*. Platinum ed., Viking Books for Young Readers, 2006.

Hughes, Langston, 1902-1967. *The Collected Poems of Langston Hughes*. New York :Knopf : Distributed by Random House, 1994.

Kitbull. Directed by Rosana Sullivan. Pixar Studios. 2019.

La Luna. Directed by Enrico Casarosa. Pixar Studios. 2011.

Slesar, Henry. "The Right Kind of House."

The Outsiders. Directed by Coppola, Francis Ford. Zoetrope Studios. 1983.

Thompson, Michael Clay. *The Word Within the Word, Vol. 1*. 1st ed., Royal Fireworks Press, 2003.

STUDENT RESOURCES

Additional: Students are to select one ability-appropriate “classic” novel for their Summer reading. A selection of recommended books is provided to students. Books are to be at minimum 150 pages in length and appear on recommended reading lists for college bound 8th and 9th graders.

Additional: Students are to select one ability-appropriate novel from the fantasy or science-fiction genre.

Additional: Students are to select one ability-appropriate novel from the realistic or historical fiction genre.

Creech, Sharon. *Love That Dog*. 1st ed., HarperCollins, 2001.

Fleischman, Paul, and Judy Pedersen. *Seedfolks*. 1st ed., HarperTrophy, 2004.

Hinton, S. *The Outsiders*. Platinum ed., Viking Books for Young Readers, 2006.

Slesar, Henry. “The Right Kind of House.”

Crawfordsville Community Schools
Skeletal Unit Plan
3/16/22
7 ELA A&E
Unit 2 (Approx. 5 Weeks)

The World of Research: Engaging with Nonfiction
High-Ability 7

DIFFERENTIATED DISTRICT-WIDE GOALS

The high-ability student will maximize their gifted potential by pursuing a challenging, differentiated curriculum which will accelerate their learning experiences allowing them to become an independent yet interactive learner and leader.

The high-ability student will learn from accelerated methods, materials, and experiences that will prepare them to become an independent producer of original and successful products that will satisfy individual and societal needs.

The high-ability student will become more aware of the needs they have in common with others and will utilize this knowledge to relate in a positive manner with peers and others.

DIFFERENTIATED LEARNER OBJECTIVES

The seventh-grade high-ability student in language arts will discuss, write, respond, and develop unique and individual responses to nonfiction texts, and identify connections between language arts and other disciplines when applicable.

The seventh-grade high-ability student in language arts will develop and produce their own research project and presentation, develop their own lines of inquiry for their project, as well as review proper research procedures such as writing a bibliography and avoiding bias.

The seventh-grade high-ability student in language arts will create unique writings demonstrating their ability to objectively summarize and analyze nonfiction texts.

MAJOR CONCEPTS

Nonfiction texts can be objectively summarized, analyzed, and sourced without bias.

Nonfiction can be explored actively through inquiry and research, with the ability to grow as a learner through pursuing additional understanding through further readings.

Nonfiction can provide an understanding of previously foreign topics, which can then be shared, responded to, and presented to others in order to build a greater understanding.

CONTENT OUTLINE

- I. Nonfiction and literature utilize various structural elements to persuade, inform, or entertain readers, and various terminology can be used to describe these elements and literary devices:
 - A. Author’s Purpose: to persuade, inform, or entertain readers.
 - B. Figurative language: juxtaposition may be used to emphasize contrasts.
 - C. Genre and Reference Texts: dictionary, encyclopedia, infographics, etc.
 - D. Tone and Mood: word choice changes the emotional element of a text.

- II. Research can be conducted without bias through a variety of texts by using various strategies.
 - A. A researcher should understand reference texts and parts of books can be identified to aid with specialized research, such as an atlas, index, or table of contents.
 - B. A researcher can identify potential forms of bias and stereotyping.
 - C. A researcher can use a variety of methods and sources to find information.
 - D. A researcher can cite their findings in various ways, including bibliographies and works cited pages.
 - E. A researcher should develop their own line of inquiry in order to further aid their research.
 - F. A researcher can break a project down into smaller tasks, paced appropriately by the researcher in order to complete larger projects and tasks.

- III. Information can be presented to others in a variety of ways.
 - A. Multimedia presentations can be constructed to serve as visual aids.
 - B. Public speaking skills can be practiced and developed in targeted ways, such as eye contact.
 - C. Notecards, practice, and confidence can aid one in presentations.
 - D. Summarizing can be done without bias or unnecessary details.
 - E. Trustworthy summaries remain objective and use transition words to guide readers.

DIFFERENTIATED ACTIVITIES

This pool of activities has been designed to differentiate curriculum for high-ability students. You may choose from this list or add new and original activities.

INTRODUCTORY ACTIVITIES

Students will read, analyze, and summarize a variety of informative nonfiction texts over African countries. This will serve as practice for their future research over a country of their own choosing. Options usually featured are “Colors of Namibia” and “Journey through the Sahara”. (7.RN.1, **7.RN.2.1**, **7.RN.2.2**, 7.RN.2.3, 7.RN.3.1, 7.RN.3.2, 7.RN.3.3, 7.RN.4.1)

Students will practice the research process of “pre-search” and form their own line of inquiry over a country and then develop an informative essay prior to selection. (7.W.1, 7.W.3.2., 7.W.5, 7.ML.2.1, 7.ML.2.2)

Students will learn about juxtaposition as one literary technique used to contrast various ideas. (7.RN.2.1, 7.RN.2.2, 7.RL.3.1, 7.RL.3.2, 7.RV.3.1)

Students will review bias and the basic flow of the research process, the three forms of authorial intent: to persuade, inform, and entertain, as well as how to summarize texts in a unified format without bias. Resources include Flocabulary (Author’s Purpose, Works Cited, and Summarizing, Source Evaluation, and The Research Process). (7.RN.4.1, 7.W.1, 7.W.3.2, 7.W.5, 7.ML.2.1, 7.ML.2.2)

DEVELOPMENTAL ACTIVITIES

Students will learn the meaning and usage of word stems from Word within the Word. These lists are administered bi-weekly and are ongoing throughout the year, with the exception of the time during the Author’s Convention. (7.RV.2.1, 7.RV.2.2, 7.RV.2.3, 7.RV.2.4)

Students will read, analyze, and summarize articles on their own and connect to topics featured in Social Studies. Students will also connect the nonfiction with their own lives in Indiana. Options usually include the newspaper article “Sorghum, a historic food still vital in rural Indiana”. (7.RN.1, 7.RN.2.1, 7.RN.2.2, 7.RN.2.3, 7.RN.3.1, 7.RN.3.2, 7.RN.3.3, 7.RN.4.1)

Students will review the Objective Summary writing formula for a variety of topics and purposes. (7.W.3.2, 7.W.4, 7.W.5, 7.W.6.1, 7.W.6.2)

Students will read a variety of texts and identify the author’s purpose and practice summarizing. Options usually include African folktales (Why the Sky is Far Away, Anansi the Spider) and Scholastic Scope Nonfiction (Can She Be Saved?, Welcome to the Hottest Place on Earth). (7.RL.1, 7.RL.2.1, 7.RL.2.2, 7.RL.2.3, 7.RL.2.4, 7.RN.1, 7.RN.2.1, 7.RN.2.2, 7.RN.2.3, 7.W.3.2, 7.W.5, 7.W.6.1, 7.W.6.2)

Students will read the Scholastic Scope article “I live in a Refugee Camp” and summarize the article, then draw connections between purposes of the nonfiction article and the fictional Pixar short “Wind”. (7.RN.1, 7.RN.2.1, 7.RN.2.2, 7.RN.2.3, 7.RL.4.2)

Students will watch the folktale “La Llorona” from Indiana PBS Learning and analyze the author’s purpose as well as the strengths of the speaker’s presentation skills. (7.ML.1, 7.ML.2.1, 7.ML.2.2, 7.SL.1, 7.SL.2.5, 7.SL.3.1, 7.SL.3.2)

Students will watch Severn Cullis-Suzuki’s U.N. Speech (“The Girl who Silenced the World for 5 Minutes”) and analyze the author’s purpose as well as the strengths of the speaker’s presentation skills as a middle-school peer. (7.ML.1, 7.ML.2.1, 7.ML.2.2, 7.SL.1, 7.SL.2.5, 7.SL.3.1, 7.SL.3.2)

Students will create a flyer over a realistic or historical fiction novel of their own choosing, advertising and summarizing the strong points of the novel, identifying their favorite scene, and ending with a review. (7.W.1, 7.W.3.2, 7.W.3.3, 7.W.5, 7.W.6.1, 7.W.6.2)

Students will review the RACE writing formula for a variety of topics and purposes. (7.W.3.1, 7.W.6.1, 7.W.6.2)

Students will have a variety of discussions over texts, including class and groups, making predictions, exploring reactions to the texts, reflecting and collaborating on writings. (7.SL.2.1, 7.SL.2.2, 7.SL.2.3, 7.SL.2.4, 7.SL.2.5, 7.SL.3.2, 7.SL.4.1)

CULMINATING ACTIVITIES

Students will select a country of their choice and create an informative essay after researching their topic from a minimum of four cited sources that they will feature in a bibliography. Their selection will reflect Social Studies standards and be from regions featured in their seventh grade year: Africa, Asia, or the Pacific. A&E students will generate their own line of inquiry and have their own unique facts that go beyond the basic requirements of the project. (7.RN.1, 7.RN.2.1, 7.RN.2.2, 7.RN.4.3, 7.W.3.2, 7.W.4, 7.W.5, 7.W.6.1, 7.W.6.2, 7.ML.1)

Students will produce and deliver a well-paced and practiced speech sharing their findings with their peers. Students will have note cards as a memory aid and will have appropriate volume and eye contact throughout their presentation. (7.W.3.2, 7.SL.1, 7.SL.2.1, 7.SL.2.2, 7.SL.2.3, 7.SL.2.4, 7.SL.2.5, 7.SL.3.1, 7.SL.3.2, 7.SL.4.1, 7.SL.4.2, 7.SL.4.3)

Students will produce an extensive and detailed multimedia visual aid, a Google slideshow, detailing their research findings with both written and visual elements that will be presented along with their speech. (7.W.3.2, 7.SL.4.1, 7.SL.4.2, 7.SL.4.3, 7.ML.1, 7.ML.2.1, 7.ML.2.2)

EVALUATION

Summaries of a variety of texts from different genres with different purposes (persuade, inform, entertain) will be summarized in a structured format with an objective tone without unnecessary details and utilizing transition words, which will be assessed with a teacher provided rubric.

Research can be quantified through a rigorous research process involving inquiry and a selection of a wide variety of texts, which can be navigated and cited. Larger research tasks can be broken down into approachable tasks, and this information can then be shared with others in a variety of written and multimedia formats.

Students will be able to share their findings with others through a variety of ways, including public speaking and presentations. These presentations should be of a high quality, demonstrating knowledge of the subject and any speaking should be well-practiced, utilizing skills such as eye contact, appropriate pacing, and appropriate volume.

SELECTED RESOURCES

TEACHER RESOURCES

Ammeson, Jane. "Sorghum, a historic food still vital in rural Indiana." *The Times of Northwest Indiana*.

https://www.nwitimes.com/niche/shore/blogs/will-travel-for-food/sorghum-a-historic-food-still-vital-in-rural-indiana/article_dda5c352-e5b2-5119-a67b-7c63b974eb47.html
Accessed 2018.

“Author’s Purpose.” *Flocabulary*. Accessed 2017.

Ayvar, Carrie Sue. “La Llorona.” *PBS Learning Media*.
<https://indiana.pbslearningmedia.org/resource/ket-storytelling-104/la-llorona/>

Bravo, Jacques. “Kingdom of Morocco.” *Maptia*. Accessed 2020.

Cullis-Suzuki, Severn. Earth Summit, United Nations, June 11, 1992, Rio de Janeiro, Brazil.
Plenary Session Closing Speech.

Lewis, Kristin. “I Live in a Refugee Camp.” *Scholastic Scope*. September 2019.

MacDonald, Jody. “Journey Through the Sahara.” *Maptia*. Accessed 2020.

McDermott, Gerald. *Anansi the Spider: A Tale From the Ashanti*. 1st Henry Holt paperback ed.
New York: Henry Holt and Company, 1986/1972. Print.

O’Neill, Justin. “Can She Be Saved?” *Scholastic Scope*. December 2016.

Plant, Ian. “Colors of Namibia.” *Maptia*. Accessed 2020.

“Source Evaluation.” *Flocabulary*. Accessed 2017.

“Summarizing.” *Flocabulary*. Accessed 2017.

“The Research Process.” *Flocabulary*. Accessed 2017.

Thompson, Michael Clay. *The Word Within the Word, Vol. 1*. 1st ed., Royal Fireworks Press,
2003.

Tocco, Tina. “Why the Sky is Far Away.” *Commonlit*. 2017. Accessed 2021.

“Welcome to the Hottest Place on Earth.” *Scholastic Scope*. September 2017.

Wind. Directed by Edwin Chang. Pixar Studios. 2019.

“Works Cited.” *Flocabulary*. Accessed 2017.

STUDENT RESOURCES

Additional: Students are to select one ability-appropriate novel from the realistic or historical fiction genre.

Additional: Students will need to utilize at least four resources about a country of their choosing for their research report.

Lewis, Kristin. "I Live in a Refugee Camp." *Scholastic Scope*. September 2019.

O'Neill, Justin. "Can She Be Saved?" *Scholastic Scope*. December 2016.

Crawfordsville Community Schools
Skeletal Unit Plan
3/16/22
7 ELA A&E
Unit 3 (Approx. 4 Weeks)

Exploring Other Cultures and Values: Narrative Nonfiction
High-Ability 7

DIFFERENTIATED DISTRICT-WIDE GOALS

The high-ability student will maximize their gifted potential by pursuing a challenging, differentiated curriculum which will accelerate their learning experiences allowing them to become an independent yet interactive learner and leader.

The high-ability student will learn from accelerated methods, materials, and experiences that will prepare them to become an independent producer of original and successful products that will satisfy individual and societal needs.

The high-ability student will become more aware of the needs they have in common with others and will utilize this knowledge to relate in a positive manner with peers and others.

DIFFERENTIATED LEARNER OBJECTIVES

The seventh-grade high-ability student in language arts will read about other cultures and value systems from different time periods and respond to them with their own developed sense of ethics.

The seventh-grade high-ability student in language arts will develop and create an argumentative essay responding to the laws and policies of another place and time and reason whether they are ethical using well-constructed and coherent arguments.

The seventh-grade high-ability student in language arts will explore the ways narrative nonfiction can make their subjects engage readers and relay information using a variety of literary mechanics.

MAJOR CONCEPTS

The world's ethical dimensions can be explored in texts and writings and require a response from the reader that requires them to develop their own well-reasoned code of ethics.

Narrative nonfiction uses a variety of strategies to engage readers and help them explore foreign topics. Subjects are multidisciplinary and connections between Language Arts and disciplines such as science and social studies will occur naturally.

Cultures and their value systems differ greatly by time and place and can be explored and discussed as well as compared and contrasted with modern beliefs and ethics.

CONTENT OUTLINE

- I. Cultures can be explored through fiction and nonfiction. Values, beliefs systems, and laws can be ethically evaluated and compared/contrasted with those of the reader. Agreements and disagreements about laws, beliefs, and policies can be shared through discussions, debates, and writings.
 - A. Argumentative writing should consider multiple sides of an issue.
 - B. Claims should be evaluated fairly.
 - C. Opposing viewpoints and counterclaims must be considered and responded to thoroughly.
 - D. Beliefs can be deconstructed into separate elements: Opinions, Reasoning, and Evidence
 - E. Claims must be supported by evidence in order to hold water.
 - F. Texts can be analyzed and annotated to break down an author’s claims.
- II. Narrative Nonfiction has a variety of textual elements that exist to relay information in numerous ways to appeal to its audience.
 - A. Unfamiliar topics can be understood through careful study.
 - B. Narrative nonfiction uses literary techniques such as connotations, tone/mood, foreshadowing, and figurative language to entertain as well as inform the reader.
 - C. Narrative nonfiction can use a variety of perspectives to relay factual information, including from experts, imaginings, and objective or omniscient narrators.
 - D. Cultural differences can be contrasted and viewed through various lenses, both within their own contexts and through modern ethics.
 - E. Specialized terms such as scientific processes and cultural practices must be learned by the reader in order form their own understanding and evaluation of the text. These terms can be made approachable to peers in writing through word choice.
- III. The beliefs of others should be responded to with a developing sense of ethics, which will vary by individual. Ethical systems are also a product of culture and era, which should be considered.
 - A. Differing opinions can be responded to respectfully in both discussion and writing.
 - B. Claims require evidence to justify their placement in arguments.
 - C. Cultural differences can be evaluated in a variety of ways and contexts.
 - D. Ethical stances require multiple positions to have been considered before argument.
 - E. Evaluating content in modern and historical contexts will produce different responses.

DIFFERENTIATED ACTIVITIES

This pool of activities has been designed to differentiate curriculum for high-ability students. You may choose from this list or add new and original activities.

INTRODUCTORY ACTIVITIES

Students will read a variety of texts over Asian culture, analyze, and summarize them to familiarize themselves with objective reflections and analyses prior to adopting a stance over a particular Chinese law: the One Child Policy. Resources include Newsela’s Mid-Autumn Festival article, the Chinese Zodiac folktale, and Maptia’s Rice Terrace article. (7.RL.1, **7.RL.2.1**, 7.RL.2.3, 7.RL.4.2, 7.RN.1, **7.RN.2.1**, 7.RN.2.3)

Students will read and annotate articles depicting both sides of the One Child Policy debate and evaluate the claims of each before deciding on their own stance over the policy using writing strategies such as OREO. (7.RN.4.1, 7.RN.4.2, 7.RN.4.3)

Students will read a variety of texts over culture, analyze, and summarize them to explore various literary techniques narrative nonfiction uses to engage the reader. (7.RN.1, 7.RN.3.1, 7.RN.3.2, 7.RN.3.3)

Students will review the structures of a fair argument: opinions, claims, logical reasoning, counterclaims, and supporting evidence. Students will also review ways to have civil debates and avoid making unsupported claims. (**7.W.3.1**, 7.SL.1, 7.SL.2.1, 7.SL.2.2, 7.SL.2.3, 7.SL.2.4, 7.SL.2.5, 7.SL.3.1, 7.SL.3.2, 7.SL.4.1, 7.SL.4.2, 7.SL.4.3)

DEVELOPMENTAL ACTIVITIES

Students will learn the meaning and usage of word stems from Word within the Word. These lists are administered bi-weekly and are ongoing throughout the year, with the exception of the Author’s Convention. (7.RV.1, **7.RV.2.1**, 7.RV.2.2, 7.RV.2.3, 7.RV.2.4)

Students will read, analyze, and summarize articles on their own and connect to topics featured in Social Studies. To engage with these texts, students will need to practice viewing texts through both an objective and personal lens. Students will analyze how cultural beliefs can be contextualized within their own time period as well as modern contexts, including China’s One Child Policy and the code of the samurai. (7.RN.1, 7.RN.3.1, 7.RN.3.2, 7.RN.3.3, 7.RN.4.1, 7.RN.4.2, 7.RN.4.3, **7.W.3.1**, **7.W.3.2**)

Students will review the Objective Summary writing formula for a variety of topics and purposes. (**7.RN.2.2**, **7.W.3.2**, 7.W.4, 7.W.5, **7.W.6.1**, **7.W.6.2**)

Students will explore primary and secondary sources of different formats and the ways they transmit and relay culture. Resources include various One Child Policy news articles from different time periods and the CNN news feature “The Spectacular Chinese Tradition of Molten Iron Fireworks”. (7.RN.1, 7.RN.3.1, 7.RN.3.2, 7.RN.3.3, 7.RN.4.1, 7.RN.4.2, 7.RN.4.3, **7.W.3.1**, **7.W.3.2**, 7.ML.1, 7.ML.2.1, 7.ML.2.2)

Students will review the RACE writing formula for a variety of topics and purposes. (**7.W.3.1**, **7.W.6.1**, **7.W.6.2**)

Students will read and write a variety of poetry and analyze its structural elements. Examples in this unit include the Haiku form. (7.RL.1, **7.RL.2.1**, **7.RL.2.2**, 7.RL.2.3, 7.W.3.3)

Students will explore the ways narrative nonfiction can engage readers using text structures and literary techniques, including perspective, tone/mood, imagery, and foreshadowing. The narrator may adopt an omniscient or objective point of view, use imaginings to draw the reader in, or consult experts for better understanding. (7.RL.1, **7.RL.2.1**, 7.RL.2.3, 7.RL.4.2, 7.RN.1, **7.RN.2.1**, 7.RN.2.3)

Students will read, analyze, and summarize articles on their own and connect to topics featured in Science. To engage with these texts, students will need to practice learning and relaying the meanings of specialized terms and using the knowledge of field experts. Resources include Readworks Finding Fault and Mt. Pinatubo and the Ring of Fire. (7.RN.1, 7.RN.3.1, 7.RN.3.2, 7.RN.3.3, **7.W.3.2**)

Students will read the newspaper article “Quite frankly, ‘Peanuts’ character Franklin had a major cultural impact” and explore the ways media can react to and impact culture in various contexts. (7.RN.1, 7.RN.3.1, 7.RN.3.2, 7.RN.3.3, 7.RN.4.1, 7.RN.4.2, 7.RN.4.3, **7.W.3.2**)

Students will view the Pixar short “Bao” and analyze ways that media can communicate meaning and culture without using dialogue. (7.ML.1, 7.ML.2.1, 7.ML.2.2)

Students will have a variety of discussions over texts, including class and groups, making predictions, exploring reactions to the texts, reflecting and collaborating on writings. (7.SL.2.1, 7.SL.2.2, 7.SL.2.3, 7.SL.2.4, 7.SL.2.5, 7.SL.3.2, 7.SL.4.1, 7.W.1)

CULMINATING ACTIVITIES

Students will create an essay arguing from their own sense of ethics whether they agree with China’s One Child Policy and whether the United States should adopt a similar policy. The essay must include their opponent’s counterclaim and a rebuttal against their stance. The essay will be logical and free of unsupported claims. (**7.W.3.1**, 7.W.4, 7.W.5, **7.W.6.1**, **7.W.6.2**)

Students will analyze, evaluate, and summarize narrative nonfiction of various formats that cover specialized fields in Science and different cultures explored in Social Studies. These summaries and analyses will have students demonstrate their understanding of specialized terms. (7.RN.1, **7.RL.2.1**, 7.RL.2.3, 7.RN.3.1, 7.RN.3.2, 7.RN.3.3, 7.RN.4.1, 7.RN.4.2, 7.RN.4.3, **7.W.3.1**, **7.W.3.2**)

Students will participate in discussions and analyses of various cultural practices and beliefs, such as the code of the samurai and China’s One Child Policy in respectful and nuanced ways that consider the different sides of issues and historical, ethical, and modern contexts. Students will practice ways to consider other sides objectively and fairly and evaluate their claims. (7.SL.2.1, 7.SL.2.2, 7.SL.2.3, 7.SL.2.4, 7.SL.2.5, 7.SL.3.2, 7.SL.4.1)

EVALUATION

Sound arguments can be crafted by understanding and detailing each of their parts in writings. Claims in essays will be logical and supported, and other stances will be addressed as counterclaims with rebuttals. These writings will be assessed with a teacher provided rubric.

Narrative nonfiction engages the reader in numerous ways that can be qualified and analyzed, including through quizzes and writings that analyze purpose, content, and structure. Students will engage with nonfiction texts that are interdisciplinary and draw connections between them, and contrast opposing viewpoints or interpretations of the same events using context and a clear perspective.

Students will be able to identify and communicate their beliefs and personal ethics through communication both spoken and written in a respectful manner that demonstrates that they have considered multiple or alternative viewpoints. Specialized terminology will be explained to others, and personal claims will be justified with evidence.

SELECTED RESOURCES

TEACHER RESOURCES

Bao. Directed by Domee Shi. Pixar Studios. 2018.

Bornier, Thierry. “The Spectacular Rice Terraces of Yuanyang.” *Maptia*. Accessed 2020.

Bruneel, Haike. “The Chinese Zodiac- Why Cats and Rats are Sworn Enemies.” Accessed 2018.

Dunlap, Keith. “Quite frankly, ‘Peanuts’ character Franklin had a major cultural impact.” Houston MSNBC. 18 Feb. 2021. Accessed 2021.

Gaile, Louise. “12 Pros and Cons of China’s One Child Policy.” Vittana.org. 2017.
<https://vittana.org/12-pros-and-cons-of-china-one-child-policy> Accessed 2018.

Los Angeles Times. “One Child Policy revised for some Chinese couples.” *Newsela*. 2013.
Accessed 2018.

“Mt. Pinatubo and the Ring of Fire.” *Readworks*. 2013. Accessed 2018.

Oerzen, Bobby. “Finding Fault.” *Readworks*. 2009. Accessed 2018.

“The Spectacular Chinese Tradition of Molten Iron Fireworks”, uploaded by Great Big Story
CNN. 2018.

Thompson, Michael Clay. *The Word Within the Word, Vol. 1*. 1st ed., Royal Fireworks Press, 2003.

Turner, Pamela S., author. *Samurai Rising : The Epic Life of Minamoto Yoshitsune*. Watertown, MA :Charlesbridge, 2016.

Vaporis, Constantine N. "A Day in the Life of a Teenage Samurai." *TED-Ed*. Accessed 2022.

Washington Post. "China, worried about aging society, lifts law limiting families to 1 child." *Newsela*. 2015. Accessed 2018.

Yim, Natasha. "Celebrating the Mid-Autumn Festival with Moon Cakes and Red Lanterns." *Newsela*. 2020. Accessed 2020.

STUDENT RESOURCES

Additional: Students are to select one ability-appropriate informational text for their book report.

Gaile, Louise. "12 Pros and Cons of China's One Child Policy." Vittana.org. 2017.
<https://vittana.org/12-pros-and-cons-of-china-one-child-policy> Accessed 2018.

Los Angeles Times. "One Child Policy revised for some Chinese couples." *Newsela*. 2013.
Accessed 2018.

Turner, Pamela S., author. *Samurai Rising : The Epic Life of Minamoto Yoshitsune*. Watertown, MA :Charlesbridge, 2016.

Washington Post. "China, worried about aging society, lifts law limiting families to 1 child." *Newsela*. 2015. Accessed 2018.

Crawfordsville Community Schools
Skeletal Unit Plan
3/16/22
7 ELA A&E
Unit 4 (Approx. 3 Weeks)

“The Most Beautiful Things are Felt with the Heart”: The Little Prince
High-Ability 7

DIFFERENTIATED DISTRICT-WIDE GOALS

The high-ability student will maximize their gifted potential by pursuing a challenging, differentiated curriculum which will accelerate their learning experiences allowing them to become an independent yet interactive learner and leader.

The high-ability student will learn from accelerated methods, materials, and experiences that will prepare them to become an independent producer of original and successful products that will satisfy individual and societal needs.

The high-ability student will become more aware of the needs they have in common with others and will utilize this knowledge to relate in a positive manner with peers and others.

DIFFERENTIATED LEARNER OBJECTIVES

The seventh grade high-ability student in language arts will read literature with a level of complexity beyond textual structure.

The seventh grade high-ability student in language arts will synthesize art that incorporates an understanding of previous topics while still imbuing new and personal meaning onto their own creations.

The seventh grade high-ability student in language arts will learn about the ways literature can help explore identity and the ways it transforms and changes within one person across their lifetime.

MAJOR CONCEPTS

Art can consist of elements outside of written text, such as irony, symbolism, genre conventions, or visuals that also serve an intentional purpose. These elements may be key to interpreting the full meaning or themes of the work.

Authors can intentionally engage with readers’ expectations to create new meaning and experiences. Art can reinvent old stories and reinterpret them from other perspectives. Personal stories and cultural myths and beliefs can be synthesized to create new meaning.

Identity is complex and multifaceted and can be explored through stories. One can be a product of a culture and exist outside it simultaneously. One's identity can differ from how they see their past self. How one compares and contrasts oneself from others is also a way to formulate one's sense of self.

CONTENT OUTLINE

- I. Art has elements that must be understood outside of literal textual elements that contribute to the work as a whole.
 - A. Symbolism requires interpretation on the part of the audience.
 - B. Irony subverts audience expectations.
 - C. Visual components in art can serve as more than just direct interpretations of the text.
 - D. Genre conventions inform audience expectations and can be subverted.
 - E. Audiences engage with text with prior biases and beliefs that can be responded to through author commentary, plot, and characterization.
 - F. Themes of a work may exist to challenge audiences to change their perspective or a call to action.
 - G. Cultural narratives, such as myths, can serve to persuade, inform, or entertain a people. These can be also alluded to or repurposed by narratives.
- II. Art can be synthesized from various components to create new art that imbues new meaning onto old stories.
 - A. Personal experiences can be weighed against collective ones.
 - B. Feelings of belonging or isolation to a group or culture can be compared and contrasted.
 - C. Themes from one text can add new meaning to another.
 - D. Nonfiction can contextualize fiction in various forms, such as the same time period or author's biography.
 - E. Author's purpose, tone/mood, and style can remain consistent across an author's work, including literature, poetry, or visual media.
 - F. Visual media can add additional dimensions to old stories.
- III.
- IV. III. Identity can be expressed through art. One's identity is multifaceted and can be explored in numerous ways.
 - A. One's connection to their culture's beliefs or values can be evaluated in a number of ways.
 - B. A person's identity changes as they age and mature. A person can evaluate themselves against their past self.
 - C. One's identity can be compared and contrasted with others.
 - D. Artistic style, intent or themes form an author's identity that audiences are expected to engage with in texts.
 - E. An author's self-evaluation can serve as a way to engage with a text.
 - F. Different forms of art allow for different forms of expression.

DIFFERENTIATED ACTIVITIES

This pool of activities has been designed to differentiate curriculum for high-ability students. You may choose from this list or add new and original activities.

INTRODUCTORY ACTIVITIES

Students will review literary terms that require a knowledge beyond the text, including symbolism, irony, and themes. Students will learn about the conventions of the fable genre and its emphasis on themes. Resources include Flocabulary. (**7.RL.2.1**, **7.RL.2.2**, 7.RL.2.3, 7.RL.3.1, 7.RV.2.2, 7.RV.3.1, 7.RV.3.3)

Students will review important cultural elements in Greek Mythology, including the characters of Greek Gods and the purpose of myths for the ancient world. Resources include Flocabulary. 7.RL.1, **7.RL.2.1**, **7.RL.2.2**, 7.RL.2.3, 7.RL.3.1, **7.RV.2.1**, 7.RV.3.1, 7.RV.3.3, 7.ML.1)

Students will practice synthesizing new meaning from the opening chapter of *The Little Prince* by mirroring the author’s intention with the book’s art, creating their own animal within a boa constrictor drawing and seeing if their classmates can guess the “unseen” animal. (7.SL.1, 7.SL.3.1, 7.SL.4.1, 7.SL.4.2, 7.SL.4.3)

DEVELOPMENTAL ACTIVITIES

Students will learn the meaning and usage of word stems from Word within the Word. These lists are administered bi-weekly and are ongoing throughout the year, with the exception of the Author’s Convention. (7.RV.1, **7.RV.2.1**, 7.RV.2.2, 7.RV.2.3, 7.RV.2.4)

Students will read *The Little Prince* and analyze and evaluate the novel, focusing on non-textual elements or elements that require an understanding outside of the text, such as author’s purpose, irony, genre conventions, and symbolism. (7.RL.1, **7.RL.2.1**, **7.RL.2.2**, 7.RL.2.3, 7.RL.3.1, 7.RL.3.2)

Students will read a number of Greek myths to familiarize themselves with how they transmit culture, as well as their purpose within the culture. (7.RL.1, **7.RL.2.1**, **7.RL.2.2**, 7.RL.2.3, 7.RL.3.1, 7.RV.2.1, 7.RV.3.1, 7.RV.3.3, 7.ML.1)

Students will practice their presentation skills in group readings of unfamiliar texts, including *The Little Prince* chapters and Greek myths. (7.SL.1, 7.SL.2.1, 7.SL.2.2, 7.SL.2.3, 7.SL.2.4, 7.SL.2.5, 7.SL.3.1, 7.SL.4.1, 7.SL.4.3)

Students will select a biography or autobiography of their choice and create a mock interview detailing a minimum of twelve facts learned from the text as their final book report for the semester. (7.RN.1, **7.RN.2.1**, **7.RN.2.2**, 7.RN.2.3, 7.RN.3.1, 7.RN.3.2, 7.RN.3.3, 7.RN.4.1)

Students will read a biography and selected poetry (“Generation to Generation”) from Antoine de Saint-Exupery and draw connections between it and *The Little Prince*, including analyzing

influences and comparable themes. (7.RL.1, **7.RL.2.1**, **7.RL.2.2**, 7.RL.2.3, 7.RL.4.2, 7.RV.2.1, 7.RV.3.1, 7.RV.3.2, 7.RV.3.3, 7.RN.4.3)

Students will synthesize new meaning from the chapters of *The Little Prince* by creating symbolic drawings that mirror elements of the author’s purpose with the visuals and non-literal elements, creating symbols from their own life and imitating the novel’s tone. (7.RL.3.2, 7.RV.3.1, 7.RV.3.3, 7.W.1, **7.W.3.3**, 7.SL.1, 7.SL.3.1, 7.SL.4.1, 7.SL.4.2, 7.SL.4.3)

Students will construct an OREO arguing which symbolic adult in *The Little Prince* is the most frustrating to them personally, demonstrating an understanding of a theme of *The Little Prince*. (**7.RL.2.1**, **7.RL.2.2**, 7.RL.2.3, **7.W.3.1**, 7.W.5, **7.W.6.1**, **7.W.6.2**)

Students will read, analyze, and summarize articles on their own and connect to topics featured in Social Studies. Options in this unit include Maptia’s “Walk the Salar”, in which students will compare and contrast with *The Little Prince*’s tone and themes. (7.RN.1, 7.RN.3.1, 7.RN.3.2, 7.RN.3.3, 7.RN.4.1, 7.RN.4.2, 7.RN.4.3, **7.W.3.1**, **7.W.3.2**)

Students will review the Objective Summary writing formula for a variety of topics and purposes. (**7.W.3.2**, 7.W.4, 7.W.5, **7.W.6.1**, **7.W.6.2**)

Students will review the RACE writing formula for a variety of topics and purposes. (**7.W.3.1**, **7.W.6.1**, **7.W.6.2**)

Students will “pre-search” for their selection of an author for the Author’s Convention, researching potential novels and nonfiction about the author. The Author’s Convention is a semester-long research project that will require students to research their own author and analyze their style, legacy, and contributions to literature, culminating in an essay, speech, and presentation in the Spring. (7.RN.1, **7.RN.2.1**, **7.RN.2.2**, 7.RN.4.2, 7.RN.4.3, 7.W.1, **7.W.3.2**, 7.W.5, 7.ML.2.1, 7.ML.2.2)

Students will have a variety of discussions over texts, including class and groups, making predictions, exploring reactions to the texts, reflecting and collaborating on writings. (7.SL.2.1, 7.SL.2.2, 7.SL.2.3, 7.SL.2.4, 7.SL.2.5, 7.SL.3.2, 7.SL.4.1, 7.W.1)

CULMINATING ACTIVITIES

Students will analyze and evaluate the novella *The Little Prince*, focusing on literary elements such as symbolism, irony, and theme. This will be evaluated through writings and quizzes. (**7.RL.2.1**, **7.RL.2.2**, 7.RL.2.3, 7.RL.3.1, 7.RL.4.2, 7.RN.4.3, 7.RV.2.2, 7.RV.3.1, 7.RV.3.3, **7.W.3.1**)

Students will analyze and evaluate the film *Song of the Sea*, and draw connections between the film, *The Little Prince*, and myths read in the unit. An understanding of the film’s synthesis of symbolism and cultural myths will be evaluated through class discussion and analysis worksheets. (7.RL.4.1, 7.RL.4.2, **7.W.3.1**, 7.SL.2.1, 7.SL.2.2, 7.SL.2.3, 7.SL.2.4, 7.SL.2.5, 7.ML.1, 7.ML.2.1, 7.ML.2.2)

EVALUATION

Literature can be evaluated beyond its basic structural components, and connections can be drawn from elements such as authorial intent or theme across various forms like an author’s poetry and fiction. Nonfiction texts can also inform an understanding of fiction, such as an author’s biography. This will be assessed through quizzes and writing rubrics.

The practice of synthesizing from multiple texts or using symbols to represent greater ideas to create new meaning is a powerful form of creation. Students will analyze this technique through discussion and written analysis of a variety of text including literature and film.

Students will process facets of their identity through synthesis, including non-textual responses such as imagery to demonstrate their understanding of a text’s intent. Evaluation will consist of peer and class evaluation.

SELECTED RESOURCES

TEACHER RESOURCES

“Apollo and Artemis- Twin Gods of Mount Olympus.” *Myparea*. Accessed 2021. Adapted.

De Saint-Exupery, Antoine. *The Little Prince*. Translated by Richard Howard, Mariner Books, 2018.

De Saint-Exupery, Antoine. “Generation to Generation”.

“Greek Mythology.” *Flocabulary*. Accessed 2019.

“Hera, Echo and Narcissus.” *Myths about the Ancient Greek Gods for Kids*. Accessed 2020. Adapted.

“How Athens Was Named.” *Myths about the Ancient Greek Gods for Kids*. Accessed 2020. Adapted.

Song of the Sea. Directed by Tomm Moore. Cartoon Saloon. 2014.

“The Reason for Seasons.” *Myths about the Ancient Greek Gods for Kids*. Accessed 2020. Adapted.

“Theme.” *Flocabulary*. Accessed 2017.

Waligora, Mateusz. “Walk the Salar.” *Maptia*. Accessed 2020.

STUDENT RESOURCES

Additional: Students are to select one ability-appropriate biography or autobiography for their book report.

Additional: Students are to begin to select their sources of research for the Author’s Convention. A minimum of five sources are required, both works by the author and nonfiction about them.

“Apollo and Artemis- Twin Gods of Mount Olympus.” *Myparea*. Accessed 2021. Adapted.

De Saint-Exupery, Antoine. *The Little Prince*. Translated by Richard Howard, Mariner Books, 2018.

“Hera, Echo and Narcissus.” *Myths about the Ancient Greek Gods for Kids*. Accessed 2020. Adapted.

“How Athens Was Named.” *Myths about the Ancient Greek Gods for Kids*. Accessed 2020. Adapted.

“The Reason for Seasons.” *Myths about the Ancient Greek Gods for Kids*. Accessed 2020. Adapted.

Crawfordsville Community Schools
Skeletal Unit Plan
3/16/22
7 ELA A&E
Unit 5 (Approx. 7 Weeks)

The Hero's Journey: Treasure Island
High-Ability 7

DIFFERENTIATED DISTRICT-WIDE GOALS

The high-ability student will maximize his or her gifted potential by pursuing a challenging, differentiated curriculum which will accelerate his or her learning experiences allowing him or her to become an independent yet interactive learner and leader.

The high-ability student will learn from accelerated methods, materials, and experiences that will prepare him/her to become an independent producer of original and successful products that will satisfy individual and societal needs.

The high-ability student will become more aware of the needs he/she has in common with others and will utilize this knowledge to relate in a positive manner with peers and others.

DIFFERENTIATED LEARNER OBJECTIVES

The seventh-grade high-ability student in language arts will read classic literature and develop an appreciation for their impact on culture and an understanding of how adaptations can be compared and contrasted with the original.

The seventh-grade high-ability student in language arts will develop a growing understanding of dramatic literary structures such as the Hero's Journey and coming of age and how they imbue greater meaning into the text.

The seventh-grade high-ability student in language arts will explore the ways characterization can unfold into greater complexity and respond to that characterization with a growing writer's maturity. Students can compare and contrast their experiences with that of the protagonist who comes of age within the novel and explore dramatic irony.

MAJOR CONCEPTS

Literature has a dramatic structure as well a textual structure, which informs and guides the work's plot, characters, and themes. This structure varies but can be analyzed objectively and evaluated.

Classic literature has a lasting impact on culture, even up to the present. Classics should be understood as significant achievements or works of art, and their legacy can also be analyzed and

evaluated. Many classic works are also adapted into new and different types of media and can be compared and contrasted with the original work.

Richly developed characters (such as this unit’s Long John Silver) move beyond simple characterization and can be a definitive element of a work of literature.

CONTENT OUTLINE

- I. Literature may utilize dramatic structures that inform or guide the work.
 - A. The Hero’s Journey is a structure used by many classics of literature to guide character development.
 - B. Coming of age stories emphasize a character’s growth from a child to a young adult, which informs the story’s themes.
 - C. Tragedies may be when a character fails to learn or grow, or when events prevent a story from ending in an expected or ideal way.
 - D. Subplots are small, self-contained stories that have their own beginnings and endings that illustrate bigger ideas within the story, such as themes.

- II. “Classic” literature has elements that make them a meaningful addition or influence on culture.
 - A. Classic literature has a clear influence on culture.
 - B. Works may be definitive examples of their genre.
 - C. The works have a legacy that impacts future generations' understanding of culture or impacts future artists.
 - D. Works may be adapted or reinterpreted through a variety of lenses, including through different types of media and genres.
 - E. Modern works can be compared and contrasted with classics.
 - F. Adaptations and reinterpretations of classics can also be compared and contrasted with the original work.

- III. Richly developed characters feature more complex characterization that requires close analysis by the reader.
 - A. Characters may be deceitful, dishonest, or exhibit a “gray” morality, forcing the audience to decide how much they trust the character. Characters may be an “antihero”. This may impact a work’s plot or themes.
 - B. Characters may change allegiance or their minds, shifting from antagonist to ally over the course of the plot.
 - C. Characters may serve as mentors to the protagonist, imparting knowledge that forms themes within a work.
 - D. Characters may be two things at once, such as an antagonist and a mentor character to learn from, or how not to be.
 - E. Characters may be foils of one another, and can be compared and contrasted.
 - F. Characterization may involve dramatic irony, where the audience understands more about a situation than the protagonist.
 - G. Characters may be definitive elements of a work of literature and require individual analysis as a key element of a text.

- H. Dialect may serve to frame a character in a particular way, making them feel more “real” or demonstrating their belonging to a particular region or social group.

DIFFERENTIATED ACTIVITIES

This pool of activities has been designed to differentiate curriculum for high-ability students. You may choose from this list or add new and original activities.

INTRODUCTORY ACTIVITIES

Students will research the legacy of Treasure Island, its author, and its impact on culture, including how pirates are envisioned today. (7.RN.2.2, 7.RN.2.3, 7.RN.4.3, 7.W.1, 7.W.5, 7., SL.3.1, 7.SL.3.2, 7.ML.1)

Students will learn about dialect and the influence of Treasure Island on the modern interpretations of pirates and the pirate dialect. (7.RL.4.2, 7.RN.2.2, 7.RN.2.3, 7.RN.4.3, 7.RV.1, 7.RV.2.1, 7.RV.2.2, 7.RV.2.3, 7.RV.2.4, 7.RV.2.5, 7.RV.3.1, 7.RV.3.2, 7.RV.3.3, 7.ML.1)

Students will learn about key dramatic literary structures such as the Hero’s Journey and coming of age stories. Resources include Commonlit and TED Ed. (7.RL.3.1, 7.RN.2.2, 7.RN.2.3, 7.RN.4.3, 7.ML.1)

Students will analyze the introductory poem to Treasure Island, then create a poem of their own using the poetic form of a quatrain. (7.RL.1, 7.RL.2.1, 7.RL.2.2, 7.RL.2.3)

Students will read a variety of nonfiction about the era of pirates, such as the Scholastic Scope article “The Hunt for Lost Pirate Gold”, which will conclude with a quiz. (7.RN.1, 7.RN.2.1, 7.RN.2.2, 7.RN.2.3, 7.RN.3.1, 7.RN.3.2, 7.RN.3.3, 7.RN.4.1)

Students will review direct and indirect characterization using the STEAL acronym. Students will then apply this to Pixar’s first trailer for the film *Brave*. (7.RL.2.3, 7.RL.3.1, 7.ML.1, 7.ML.2.1)

Students will read Edgar Allan Poe’s short story “The Cask of Amontillado”, learning about Poe’s legacy as an author and an influence of Robert Louis Stevenson. Students will also learn about literary foils using this text as an introduction. (7.RL.1, 7.RL.2.1, 7.RL.2.2, 7.RL.2.3, 7.RN.2.2, 7.RN.2.3, 7.RN.4.3, 7.SL.1, 7.SL.3.1, 7.SL.3.2)

DEVELOPMENTAL ACTIVITIES

Students will learn the meaning and usage of word stems from Word within the Word. These lists are administered bi-weekly and are ongoing throughout the year, with the exception of the Author’s Convention. (7.RV.2.1, 7.RV.2.2, 7.RV.2.3, 7.RV.2.4)

Students will review the Objective Summary writing formula for a variety of topics and purposes. (7.W.3.2, 7.W.4, 7.W.5, 7.W.6.1, 7.W.6.2)

Students will continue their research of an author for the Author's Convention, reading novels and nonfiction about the author. The Author's Convention is a semester-long research project that will require students to research their own author and analyze their style, legacy, and contributions to literature, culminating in an essay, speech, and presentation in the Spring. (7.RN.1, **7.RN.2.1**, **7.RN.2.2**, 7.RN.4.2, 7.RN.4.3, 7.W.1, **7.W.3.2**, 7.W.5, 7.ML.2.1, 7.ML.2.2)

Students will read, analyze, and evaluate the novel *Treasure Island* in a variety of forms: discussions, RACE, summaries, and a compare/contrast essay at the end of the unit. Students will be expected to engage with the story's dramatic structure as a coming of age story and a Hero's Journey. Students will engage with it as a classic piece of literature, and focus on textual elements such as foils, dialect, subplots. (7.RL.1, **7.RL.2.1**, **7.RL.2.2**, 7.RL.2.3, 7.RL.2.4, 7.RL.3.1, 7.RL.3.2, 7.RL.4.1)

Students will learn vocabulary in context from *Treasure Island*. Students will also learn grade-appropriate words to describe the deep characterization of the characters within the novel. (7.RV.1, **7.RV.2.1**, 7.RV.2.2, 7.RV.2.3, 7.RV.2.4, 7.RV.3.1, 7.RV.3.2, 7.RV.3.3)

Students will compare and contrast the mentor characters of *Treasure Island*, Long John Silver and Dr. Livesey, as foils in writings and Venn diagrams. (7.RL.1, **7.RL.2.1**, **7.RL.2.2**, 7.RL.2.3, 7.RL.2.4, 7.RL.3.1, 7.RL.3.2, 7.SL.1, 7.SL.4.1, 7.SL.4.2)

Students will read nonfiction about the female pirates Chang Shih and Granuaile and compare and contrast them in groups, forming Venn diagrams that will be presented to the class. (7.RN.1, **7.RN.2.2**, 7.RN.2.3, 7.SL.1, 7.SL.4.1, 7.SL.4.2)

Students will watch the opening scene of Pixar's *Up* and analyze how it uses tragedy as its dramatic structure. (7.RL.1, **7.RL.2.1**, **7.RL.2.2**, 7.RL.2.3, 7.RL.2.4, 7.ML.1, 7.ML.2.1, 7.ML.2.2)

Students will compare and contrast different adaptations of the character of Long John Silver in different films, such as Disney's 1950 adaptation of *Treasure Island* and the 2002's *Treasure Planet* in discussion and Venn diagrams. (7.RL.4.1, 7.SL.1, 7.SL.4.1, 7.SL.4.2, 7.ML.1, 7.ML.2.1, 7.ML.2.2)

Students will practice proper quotation of textual evidence from a novel. Students will practice proper punctuation usage, including commas, quotation marks, colons, and semicolons. Students will also review their usage relative to different forms of sentence structure: simple, compound, complex, and compound-complex sentences. (**7.W.3.2**, 7.W.4, 7.W.5, **7.W.6.1**, **7.W.6.2**)

Students will study the way media influences culture, including propaganda. Students will review the concepts of bias and stereotypes and analyze their relationship to propaganda. Students will watch the "Brown Eyes, Blue Eyes" psychological experiment and how bias and stereotyping arises in practice and the classroom. (7.ML.1, 7.ML.2.1, 7.ML.2.2)

Students will write their own narrative of being marooned on an island, focusing on using ability-appropriate vocabulary to engage their audience and develop the story. (7.RV.1, **7.RV.2.1**, 7.RV.2.4, 7.RV.3.1, **7.W.3.3**, 7.W.5, **7.W.6.1**, **7.W.6.2**)

Students will read “The Most Dangerous Game” to analyze how a writer uses various literary techniques to imbue a story with a feeling of suspense. Students will compare and contrast these techniques with how Robert Louis Stevenson does the same in *Treasure Island*. (7.RL.1, **7.RL.2.1**, **7.RL.2.2**, 7.RL.2.3, 7.RL.2.4, 7.RL.3.1, 7.RL.3.2)

Students will review the RACE writing formula for a variety of topics and purposes. (**7.W.3.1**, **7.W.6.1**, **7.W.6.2**)

Students will have a variety of discussions over texts, including class and groups, making predictions, exploring reactions to the texts, reflecting and collaborating on writings. (7.SL.2.1, 7.SL.2.2, 7.SL.2.3, 7.SL.2.4, 7.SL.2.5, 7.SL.3.2, 7.SL.4.1, 7.W.1)

CULMINATING ACTIVITIES

Students will analyze and evaluate the novel *Treasure Island*, focusing on dramatic literary elements such as the Hero’s Journey, coming of age, and foils. This will be evaluated through writings and quizzes. (7.RL.1, **7.RL.2.1**, **7.RL.2.2**, 7.RL.2.3, 7.RL.2.4, 7.RL.3.1, 7.RL.3.2)

Students will compare and contrast *Treasure Island* with one of its adaptations in the form of an essay. Students will focus on elements such as dramatic and literary structure, genre, and parallel episodes. Options include *Castle in the Sky* from Studio Ghibli or *Treasure Planet* from Disney. If students do not have access to a film and miss it in class, an alternative assignment will be provided. Current options include two nonfiction profiles over the creators of indie video games. (7.RL.1, **7.RL.2.1**, **7.RL.2.2**, 7.RL.2.3, 7.RL.2.4, 7.RL.3.1, 7.RL.3.2, 7.RL.4.1, 7.RL.4.2, **7.W.3.1**, 7.W.4, **7.W.6.1**, **7.W.6.2**)

Students will write an analysis of a richly developed character from the classic novel *Treasure Island*: Long John Silver. Students will focus on characterization and his status as a complex antagonist and mentor character with a legacy of his own. Students will reflect on their own feelings toward the character at the completion of the novel and what makes the character so impactful and memorable. (7.RL.1, **7.RL.2.1**, **7.RL.2.2**, 7.RL.2.3, 7.RL.2.4, 7.RL.3.1, 7.RL.3.2, 7.RL.4.1, 7.RL.4.2, **7.W.3.1**, 7.W.4, **7.W.6.1**, **7.W.6.2**)

EVALUATION

Literature can be evaluated through its dramatic structure and sophisticated literary techniques. Nonfiction texts can also inform an understanding of fiction, such as an author’s biography or understanding an author’s influences. Classic literature’s legacy can be evaluated as a subject of its own. This will be assessed through quizzes and writing rubrics.

Adaptations and reinterpretations of art can be compared and contrasted with the originals through a variety of lenses, including genre, literary technique and structure, and type of media.

This will be assessed through class discussions, presentations of Venn Diagrams, and writing rubrics.

Characterization can be deep and complex and requires a personal response from the audience that can be expressed through writing and shared through discussion. Additional vocabulary used to describe more in-depth characterization, both contextual and literary terminology, can lend itself to deeper analyses.

SELECTED RESOURCES

TEACHER RESOURCES

Brave Trailer #1. Pixar Studios. 2012.

Castle in the Sky. Directed by Hayao Miyazaki. Studio Ghibli. 1986.

“Colons & Semicolons.” *Flocabulary*. Accessed 2019.

“Commas.” *Flocabulary*. Accessed 2019.

“Compare and Contrast.” *Flocabulary*. Accessed 2017.

“Complex Sentences.” *Flocabulary*. Accessed 2018.

Connell, Richard. “The Most Dangerous Game.” *Commonlit*. 1924. Accessed 2019.

Hanna, Gary. “The Hunt for Lost Pirate Gold.” *Scholastic Scope*. November 2016.

McBirney, Jessica. “The Hero’s Journey.” *Commonlit*. 2017.

Poe, Edgar Allan. “The Cask of Amontillado.” *Commonlit*. 1846. Accessed 2019.

Schilling, Chris. “The Making of Undertale.” *PC Gamer*. December 2017. Accessed 2019.

“Simple & Compound Sentences.” *Flocabulary*. Accessed 2018.

Stevenson, Robert Louis. *Treasure Island*. Puffin Classics, 2016.

Tennyson, Alfred. “The Kraken” *Poetry.com*. Accessed 2018.

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STUDENT RESOURCES

Additional: Students are to be investigating their sources of research for the Author's Convention. A minimum of five sources are required, both works by the author and nonfiction about them.

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Tennyson, Alfred. "The Kraken" Poetry.com. Accessed 2018.

Crawfordsville Community Schools
Skeletal Unit Plan
3/16/22
7 ELA A&E
Unit 6 (Approx. 4 Weeks)

Stories across Time: Dreams and Fears of the Past, Present, and Future
High-Ability 7

DIFFERENTIATED DISTRICT-WIDE GOALS

The high-ability student will maximize their gifted potential by pursuing a challenging, differentiated curriculum which will accelerate their learning experiences allowing them to become an independent yet interactive learner and leader.

The high-ability student will learn from accelerated methods, materials, and experiences that will prepare them to become an independent producer of original and successful products that will satisfy individual and societal needs.

The high-ability student will become more aware of the needs they have in common with others and will utilize this knowledge to relate in a positive manner with peers and others.

DIFFERENTIATED LEARNER OBJECTIVES

The seventh-grade high-ability student in language arts will read fiction and nonfiction from a variety of time periods and learn how authors use different strategies to engage audiences with new topics.

The seventh-grade high-ability student in language arts will develop a growing understanding of how different writing techniques can be used to develop a sense of time and place as well as purpose.

The seventh-grade high-ability student in language arts will explore the ways an author can convey key ideas such as concerns about the future, express urgency over current events and problems, and how authors of the past used stories to make sense of their world.

MAJOR CONCEPTS

Cultures of the past can be understood and analyzed through both fiction and nonfiction. A culture's beliefs and stories can be appreciated through a historical lens, while nonfiction texts can illuminate details of the past with factual evidence.

Modern day problems can be expressed through a variety of textual forms. Authors of today may seek to persuade or inform their readers, or inspire them with a call to action. Calls to action can

be answered in a variety of ways, including through developing one's understanding of an issue or personal responses.

The promises and fears of the future are rooted in issues and concerns that exist today, such as how we engage with technology in the modern world. Authors can envision a variety of futures in their writings that explore these ideas in countless ways, both fantastical and foreboding.

CONTENT OUTLINE

- I. The past can be analyzed historically through both myth and fact.
 - A. Folktales have a variety of purposes. They may explain how the world works to an ancient culture, or they may detail a hero's adventures and the culture's values. Folktales vary across cultures, and can be compared and contrasted.
 - B. Nonfiction can use available evidence to supplement gaps in a reader's knowledge of the past. Skilled authors anticipate this and use a variety of strategies to address these gaps.
 - C. Narrative nonfiction can serve to both inform and entertain the reader. Techniques such as envisioning the past can be used to engage audiences.
 - D. A culture's beliefs about the world may be unscientific or inaccurate; nonfiction can address this to aid the reader. They can still be appreciated as meaningful works of fiction.
 - E. The same historical event can be understood through different lenses, such as past and present interpretations of the event. Visual aids can be used to aid understanding the past in the forms of ancient records or artifacts in substantive ways.
 - F. The legacy of myths or historical events can contextualize something and give it greater meaning.
 - G. Framing devices can complement a story and allow for greater understanding. They may demonstrate the interconnectedness of different texts.

- II. Authors use a variety of strategies to convey ideas about the modern world and present day issues.
 - A. Tone and mood can inform the reader objectively, but can also impart a sense of importance or urgency.
 - B. Authors may use a call to action to compel the audience to engage with modern day issues directly or personally.
 - C. Singular events can be compared and contrasted and connected to larger issues.
 - D. Authors can illustrate how issues are interconnected with one another as well as cause and effect.
 - E. Problems and solutions can be multifaceted, and authors may list or suggest a variety of strategies to solve them, or leave the reader to draw their own conclusions.
 - F. Word choice can influence how information is presented. Nonfiction can still reflect a non-neutral intent, such as presenting a location as a desirable travel destination.

- III. Texts that discuss the future exist not only to entertain their audiences, but also convince them of certain truths or relay particular fears, which the audience is expected to respond to in the present day.
- A. Genres such as science fiction, dystopia, and post-apocalyptic fiction emphasize themes about the future and technology that voice anxieties about the present.
 - B. Imagery and tone allow the author to craft complex settings and worlds, and ensure their audience feels intended emotions at certain points in the plot.
 - C. Objectivity can be used to produce a variety of effects beyond fairly relaying information. It may be used to produce a cold or horrific effect.
 - D. Protagonists and characterization can extend beyond people and animals. (Ex. a robotic house in “There Will Come Soft Rains”)
 - E. Authors may intend for their works to produce mutually contradictory moods, such as admiring technology while voicing concern about how it is used.
 - F. Futuristic settings and genres have themes that can be applied to today.

DIFFERENTIATED ACTIVITIES

This pool of activities has been designed to differentiate curriculum for high-ability students. You may choose from this list or add new and original activities.

INTRODUCTORY ACTIVITIES

Students will read a number of selected folktales from *One Thousand and One Nights* and learn about framing devices and frame narratives. The frame narrative is “Scherezade”, with additional folktale options being “Aladdin”, “Hodja and the Moonbeam”, and “Alibaba and the Forty Thieves”. (7.RL.1, **7.RL.2.1**, **7.RL.2.2**, 7.RL.2.3, 7.RL.2.4, 7.RL.3.1)

Students will read a number of selected Japanese folktales and compare and contrast them with Greek Myths. Options include “The Tongue Cut Sparrow” and “Urashima-taro”, which can be contrasted with “Pandora’s Box” or “Orpheus and Eurydice”. (7.RL.1, **7.RL.2.1**, **7.RL.2.2**, 7.RL.2.3, 7.RL.2.4, 7.RL.3.1)

Students will read a variety of nonfiction texts over past events and analyze how they frame the past in a different light from myths. Options include nonfiction articles from Scope and Newsela about Pompeii and the eruption of Mount Vesuvius that detail how the past was preserved. (7.RN.1, **7.RN.2.1**, **7.RN.3.2**, 7.RN.3.3, 7.RN.4.3, 7.RL.3.1, 7.RL.4.1, 7.RL.4.1)

Students will review the RACE writing formula for a variety of topics and purposes. (**7.W.3.1**, **7.W.6.1**, **7.W.6.2**)

Students will review the Objective Summary writing formula for a variety of topics and purposes. (**7.W.3.2**, 7.W.4, 7.W.5, **7.W.6.1**, **7.W.6.2**)

DEVELOPMENTAL ACTIVITIES

Students will learn the meaning and usage of word stems from Word within the Word. These lists are administered bi-weekly and are ongoing throughout the year, with the exception of the Author's Convention. (7.RV.1, **7.RV.2.1**, 7.RV.2.2, 7.RV.2.3, 7.RV.2.4)

Students will read a variety of texts tied to Social Studies about the ancient world and the forces continue to shape it today. Options include Scope's article "Why are your clothes so cheap?" and various fiction and nonfiction detailing cultural elements of the Middle East and Japan. (7.RN.1, **7.RN.2.1**, **7.RN.2.2**, 7.RN.3.1, 7.RN.3.2, 7.RN.3.3, 7.RN.4.2, 7.RN.4.3, 7.RL.1, 7.RL.4.2)

Students will analyze and compare how nonfiction texts can attempt to persuade readers, such as treating a location as a tourist destination or the site of a disaster. Options to contrast with the Pompeii articles or "Trapped in a Cave" from earlier in the unit include travel articles from Maptia and Lonely Planet, as well as videos from Hakai Magazine. (7.RN.1, **7.RN.2.1**, **7.RN.2.2**, 7.RN.3.1, 7.RN.3.2, 7.RN.3.3, 7.RN.4.2, 7.RN.4.3)

Students will read a variety of fiction and nonfiction articles tied to Science standards about the interconnected and multifaceted problems of the modern world, such as invasive species. Options include Scope's "The Fish that's Eating the World" and "Stalking the Bat Killer". Fiction includes the poem and video "There's a Rang Tan in My Bedroom", which can be compared and contrasted. (7.RN.1, **7.RN.2.1**, **7.RN.2.2**, 7.RN.3.1, 7.RN.3.2, 7.RN.3.3, 7.RN.4.2, 7.RN.4.3, 7.RL.1, 7.RL.4.2, 7.SL.3.1, 7.SL.3.2)

Students will demonstrate their understanding of specialized vocabulary by creating a poster detailing how to release fish safely without causing an invasive species problem by creating a poster supposedly written by an aquarium. Scope guidance for this is with "The Fish that's Eating the World" resources. (7.RV.3.1, 7.RV.3.2, 7.RV.3.3, 7.W.1, **7.W.3.2**, 7.W.5, 7.SL.4.1, 7.SL.4.1)

Students will read nonfiction that utilizes a tone that creates a sense of urgency and analyze the text's structure. Options include Scope's "Trapped in a Cave" and documentaries about the event. Students will practice creating their own story that uses an urgent tone and reflects on the events of "Trapped in a Cave" with their own original narrative that imagines them being present at the historical event. (7.RN.1, **7.RN.2.1**, 7.RN.2.3, 7.RN.3.1, 7.RN.3.2, 7.RN.3.3, 7.RN.4.2, 7.RN.4.3, 7.W.1, **7.W.3.3**, 7.W.4, 7.W.5, **7.W.6.1**, **7.W.6.2**)

Students will read a variety of post-apocalyptic, dystopian, and science fiction that has themes that voices concerns about the future. Options include a collection of short stories from Ray Bradbury ("The Veldt", "There Will Come Soft Rains", "A Sound of Thunder") and others ("The Test", "The Zoo", "Smash and Grab"). Students will read, watch and analyze the ways science fiction ties concerns about the future to modern day problems through metaphor, allegory, and theme. Additional options include "Proto". (7.RL.1, **7.RL.2.1**, **7.RL.2.2**, 7.RL.2.3, 7.RL.2.4, 7.RL.3.1, 7.RL.4.1, 7.ML.1)

Students will practice using a persuasive tone by creating their own original advertisement for a futuristic robot, incorporating themes common in Science Fiction works read throughout the unit. (7.RL.1, **7.RL.2.1**, **7.RL.2.2**, 7.RL.2.4, 7.RL.3.1, 7.RL.4.1, 7.W.1, **7.W.3.1**, 7.SL.4.2, 7.ML.2.1)

Students will continue their research of an author for the Author’s Convention, reading novels and nonfiction about the author. The Author’s Convention is a semester-long research project that will require students to research their own author and analyze their style, legacy, and contributions to literature, culminating in an essay, speech, and presentation in the Spring. (7.RN.1, **7.RN.2.1**, **7.RN.2.2**, 7.RN.4.2, 7.RN.4.3, 7.W.1, **7.W.3.2**, 7.W.5, 7.ML.2.1, 7.ML.2.2)

Students will have a variety of discussions over texts, including class and groups, making predictions, exploring reactions to the texts, reflecting and collaborating on writings. (7.SL.1, 7.SL.2.1, 7.SL.2.2, 7.SL.2.3, 7.SL.2.4, 7.SL.2.5, 7.SL.3.2, 7.SL.4.1, 7.W.1)

CULMINATING ACTIVITIES

Students will read and watch how authors were inspired by folktales of the past to create their own original works: options include “Rikki Tikki Tavi” and “The Legend of the Crabe Phare”. Students will then demonstrate their understanding of plot and folktales by creating their own original folktale with a unique setting, characters, and conflict. (7.RL.1, **7.RL.2.1**, **7.RL.2.2**, 7.RL.2.3, 7.RL.2.4, 7.RL.3.1, 7.W.1, **7.W.3.3**, 7.W.4, 7.W.5, **7.W.6.1**, **7.W.6.2**)

Students will demonstrate their understanding of specialized vocabulary from previous texts in the unit by creating an invasive species in a fictional encyclopedia entry of their own, detailing the ways in which it became invasive using cause and effect and how the problems it is causing are interconnected with other elements of the world, such as people. (7.RN.1, **7.RN.2.1**, **7.RN.2.2**, 7.RN.3.1, 7.RN.3.2, 7.RN.3.3, 7.RN.4.1, **7.RV.3.1**, **7.RV.3.2**, **7.RV.3.3**, 7.W.1, 7.W.3.3, 7.W.4, 7.W.5, **7.W.6.1**, **7.W.6.2**)

Students will create an original work of science fiction that embodies common themes found within the genre in the form of a newspaper article of a robot deviating from its original purpose and running amok. Students will utilize an objective tone and a sense of urgency in the work and may use their original robot created from earlier in the unit as a visual aid to supplement the narrative. (7.RL.1, **7.RL.2.1**, **7.RL.2.2**, 7.RL.2.3, 7.RL.2.4, 7.RL.3.1, 7.W.1, **7.W.3.3**, 7.W.4, 7.W.5, **7.W.6.1**, **7.W.6.2**, 7.SL.4.2, 7.ML.1, 7.ML.2.1, 7.ML.2.2)

EVALUATION

Fiction and nonfiction detailing the past or the beliefs of ancient cultures can be analyzed, summarized, and evaluated concerning their place and history. History can be appreciated through both myth and fact, as well as compared and contrasted. This will be assessed through written rubrics and class discussion.

Audiences can encounter modern day issues and deconstruct their complexity through evaluating, summarizing, and responding to both fiction and nonfiction texts. These texts can be analyzed for how they complement one another. Modern day issues may also inspire personal calls to action, which can be qualified through writing.

Tomorrow’s problems take root today. Students will evaluate and analyze the ways in which authors use writing strategies (ex. tone; word choice) and genres (ex. dystopia; science fiction) to develop themes and ideas that explore futures that unfold from modern day concerns. Students will write and develop their own stories and projects that reflect concern over the modern day issues and possible futures.

SELECTED RESOURCES

TEACHER RESOURCES

Scholastic Scope: Why are your clothes so cheap?

Scholastic Scope: The Fish that’s Eating the World

Scholastic Scope: Stalking the Bat Killer

Scholastic Scope: Trapped in a Cave

Urashima Taro (Adapted folktale)

The Tongue-Cut Sparrow (Adapted folktale)

Pandora’s Box (Adapted folktale)

Aladdin (Adapted folktale)

Hodja and the Moonbeam (Adapted folktale)

Alibaba and the 40 Thieves (Adapted folktale)

There’s a Rang Tan in My Bedroom (Greenpeace advert; narrated by Emma Thompson)

Smash and Grab (Pixar)

Maptia: Diving into the Land of Smiles

The Zoo (Edward Hoch)

The Test (Theodore Thomas)

“Proto” animated short

“The Evolution of Science Fiction” (It’s Lit- PBS Voices; narrated by Lindsay Ellis)

A Sound of Thunder (Ray Bradbury)

There Will Come Soft Rains (Ray Bradbury)

The Veldt (Ray Bradbury)

“The Legend of the Crabe Phare” animated short

Rikki Tikki Tavi (Rudyard Kipling)

Scholastic Scope: Mountain of Doom

Italy’s Fabulous Five- Planning your visit to the Cinque Terre (Lonely Planet)

The Gondola Maker (Hakai Magazine)

Newsela: Lost Cities- Pompeii, preserved by disaster, risks ruin all over again

STUDENT RESOURCES

Additional: Students are to be investigating their sources of research for the Author’s Convention. A minimum of five sources are required, both works by the author and nonfiction about them.

Scholastic Scope: Why are your clothes so cheap?

Scholastic Scope: The Fish that’s Eating the World

Scholastic Scope: Stalking the Bat Killer

Scholastic Scope: Trapped in a Cave

Urashima Taro (Adapted folktale)

The Tongue-Cut Sparrow (Adapted folktale)

Pandora’s Box (Adapted folktale)

Aladdin (Adapted folktale)

Hodja and the Moonbeam (Adapted folktale)

Alibaba and the 40 Thieves (Adapted folktale)

There’s a Rang Tan in My Bedroom (Greenpeace advert; read by Emma Thompson)

The Zoo (Edward Hoch)

Rikki Tikki Tavi (Rudyard Kipling)

Scholastic Scope: Mountain of Doom

Italy's Fabulous Five- Planning your visit to the Cinque Terre (Lonely Planet)

Crawfordsville Community Schools
Skeletal Unit Plan
3/16/22
7 ELA A&E
Unit 7 (Approx. 6 Weeks)

Finding My Voice: The Author's Convention
High-Ability 7

DIFFERENTIATED DISTRICT-WIDE GOALS

The high-ability student will maximize their gifted potential by pursuing a challenging, differentiated curriculum which will accelerate their learning experiences allowing them to become an independent yet interactive learner and leader.

The high-ability student will learn from accelerated methods, materials, and experiences that will prepare them to become an independent producer of original and successful products that will satisfy individual and societal needs.

The high-ability student will become more aware of the needs they have in common with others and will utilize this knowledge to relate in a positive manner with peers and others.

DIFFERENTIATED LEARNER OBJECTIVES

The seventh-grade high-ability student in language arts will learn that presentation skills are multifaceted and can be demonstrated in numerous ways for a variety of purposes.

The seventh-grade high-ability student in language arts will cultivate their own unique speaking and presentation style through personal expression and a sense of inquiry.

The seventh-grade high-ability student in language arts will begin to learn how to self-identify their presentation style's strengths and weaknesses, value their voice, and continue to develop confidence in how they communicate with others.

MAJOR CONCEPTS

Speaking skills are not monolithic and can be broken down into different types similarly to writing. Debate exists to persuade, presentations to inform, and dramatic readings to entertain. Speaking to and amongst peers are separate skills. How one chooses to aid their speaking through visuals, body language, dress and more can also impact how one is understood.

Speech is a powerful form of self-expression. Projects and speeches should have a personal element that engages the audience. Audiences should be able to recognize why a topic matters to the speaker and develop an appreciation for their craft.

Communication exists beyond the written word and varies greatly by speaker. Students should develop a sense of empathy for those who communicate differently and understand everyone has their own strengths, weaknesses, and challenges when it comes to speech. People with very different forms of communication can still be appreciated and understood to be deserving of respect.

CONTENT OUTLINE

- I. Speaking skills are not a general ability, but a collection of related skills that can be cultivated.
 - A. Persuasive speaking exists in the forms of debate as well as advertisement pitches.
 - B. Informative speeches and presentations exist to inform audiences about topics.
 - C. Dramatic readings exist to entertain. Speakers may act as a character.
 - D. Performances vary in style and structure, speaking alone is different from reading a text in a group.
 - E. Dialogue is written differently in books, plays, and graphic novels.
 - F. Speaking skills are complemented by elements such as body language and confidence.

- II. Speech is a tool that can be used to engage audiences.
 - A. Speakers should aim for a personal connection with the audience in their speaking.
 - B. Character voices and collaborating with peers enable better dramatic readings.
 - C. Notecards can be used to assist with memorization, but should be used judiciously.
 - D. Eye contact is a skill that complements speaking.
 - E. Preparation is key to fluency in speaking.

- III. Communication outside of written language can still be understood by audiences. Fictional characters and real people who speak differently are deserving of respect. Every speaker has individual strengths and weaknesses.
 - A. Peer feedback and self-evaluation can aid in developing speaking skills.
 - B. Every individual has some level of anxiety during performances and should be treated respectfully. Those who have higher levels of anxiety, performance anxiety, and social anxiety are still worthy of respect.
 - C. Characters and people who cannot communicate through typical means are still capable of being understood (ex. People who are deaf, mute, have nonverbal autism, etc.).
 - D. Communication barriers can be broken down over time.
 - E. Those who struggle with communication or speaking skills should be met with respect and patience.

DIFFERENTIATED ACTIVITIES

This pool of activities has been designed to differentiate curriculum for high-ability students. You may choose from this list or add new and original activities.

INTRODUCTORY ACTIVITIES

Students will prepare for ILEARN using IDOE materials over a variety of topics. Students will review various strategies used to draft an essay, such as 4-Square and OREO. (7.RL.1, **7.RL.2.1**, **7.RL.2.2**, 7.RL.2.3, 7.RN.1, **7.RN.2.1**, **7.RN.2.2**, 7.RN.2.3, 7.W.1, **7.W.3.1**, **7.W.3.2**, **7.W.3.3**)

Students will review the RACE writing formula for a variety of topics and purposes. (**7.W.3.1**, **7.W.6.1**, **7.W.6.2**)

Students will review the Objective Summary writing formula for a variety of topics and purposes. (**7.W.3.2**, 7.W.4, 7.W.5, **7.W.6.1**, **7.W.6.2**)

Students will review varying speaking skills in preparation for their informative speech for the author's convention. Their visual aid will be a costume inspired by their author's historical appearance. (7.SL.1, 7.SL.2.2, 7.SL.2.3, 7.SL.4.1, 7.SL.4.2, 7.ML.2.1)

DEVELOPMENTAL ACTIVITIES

Students will learn the meaning and usage of word stems from Word within the Word. These lists are administered bi-weekly and are ongoing throughout the year, with the exception of the Author's Convention. (7.RV.1, **7.RV.2.1**, 7.RV.2.2, 7.RV.2.3, 7.RV.2.4)

Students will practice speaking in a variety of styles with different purposes, such as to entertain when reading a play or to persuade, critique, or inform their peers. Students should receive feedback over their performances from peers and work to develop their skills as more confident speakers over the course of the unit. (7.SL.1, 7.SL.2.1, 7.SL.2.2, 7.SL.2.3, 7.SL.3.1, 7.SL.3.2, 7.SL.4.1, 7.SL.4.2, 7.SL.4.3)

Students will have a variety of discussions over texts, including class and groups, making predictions, exploring reactions to the texts, reflecting and collaborating on writings. (7.SL.2.1, 7.SL.2.2, 7.SL.2.3, 7.SL.2.4, 7.SL.2.5, 7.SL.3.2, 7.SL.4.1, 7.W.1)

Students will write a 3-page minimum informative essay over the author they have been researching for the end of year Author's Convention, utilizing the research gathered over the course of the year covering biographical elements, works, authorial style, and legacy. The essay should detail all research and findings in an objective manner, and the essay must have a Works Cited page at the end with no less than five entries. Students will also have a photo of their author as a visual aid that will serve as the inspiration for their performance outfit. (7.W.1, **7.W.3.2**, 7.W.4, 7.W.5, 7.W.6.1, 7.W.6.2, 7.SL.2.2, 7.ML.2.2)

Students will draft a Speech Outline prior to crafting their speech, identifying the most critical elements of their informative essay to summarize and themes to emphasize as a draft prior to writing their informative speech as their author. (**7.RN.2.2**, 7.W.1, **7.W.3.1**, 7.W.4, 7.W.5)

Students will do dramatic readings with the purpose of entertaining, including learning about the elements of a play and doing a dramatic class reading The Twilight Zone teleplay “The Monsters are Due on Maple Street” and then compare and contrast their class performance with actors of the televised episode. Alternative plays include “The Golden Curse” from Scholastic. Additional activities analyzing speakers whose purpose is to entertain include the PBS “La Llorona” ghost story video if it has not yet been taught this year. (7.RL.1, **7.RL.2.2**, 7.RL.3.1, 7.RL.4.1, 7.SL.1, 7.SL.2.1, 7.SL.2.2, 7.SL.2.3, 7.SL.3.1)

Students will practice their presentation skills by creating a high-quality and personalized slideshow about sign language, including basic research over the general nature of the language and instructing the audience on how to sign individual words. The individual signs will be chosen by each student, which will be presented step by step in the slideshow. Each slideshow is to be unique and a reflection of the presenter’s original line of inquiry. The slideshow will conclude with a source slide as a bibliography. (7.RN.1, 7.RN.3.1, 7.RN.4.3, 7.W.1, **7.W.3.2**, 7.SL.4.1, 7.RV.2.5, 7.ML.1, 7.ML.2.1, 7.ML.2.2)

Students will read a variety of nonfiction about the symbols used to represent autism during Autism Awareness Month and create a 4-Square draft over whether they believe the puzzle piece symbol should remain or change to prepare for the essay portion of ILEARN. (7.RN.1, **7.RN.2.1, 7.RN.2.2**, 7.RN.2.3, 7.RN.3.1, 7.RN.3.2, 7.RN.3.3, 7.RN.4.1)

Students will practice reading dialogue with the purpose to entertain in a variety of formats including plays and comics. Students will review onomatopoeia and other forms of figurative language and read excerpts from Jeff Smith’s *Bone*. Students will also write and review their experiences with reading a different medium of text. Alternative options include Svetlana Chmakova’s *Crush* or newspaper cartoons. (7.RL.1, **7.RL.2.1, 7.RL.2.2**, 7.RL.2.3, 7.RL.2.4, 7.RL.3.1, 7.RL.3.2, **7.RV.2.1**, 7.RV.3.1, 7.RV.3.3, 7.W.1, **7.W.3.1**)

Students will analyze the ways dialogue can impact a story and characterization through its absence or other means by watching various animated shorts. “Loop” explores characterization through a non-verbal autistic protagonist, “Glace a L’eau” through a nonverbal protagonist, and the use of subtitles in “Colza”. Students will create an OREO writing reflecting on their viewing experience. Alternatives include “Paperman” or “The Short Story of a Fox and a Mouse” for a nonverbal protagonist. (7.RL.1, **7.RL.2.1, 7.RL.2.2**, 7.RL.2.3, 7.RL.3.1, 7.RV.2.1, 7.W.1, **7.W.3.1**, 7.ML.1, 7.ML.2.1, 7.ML.2.2)

Students will analyze speaking to persuade by viewing Lego and Gender Parts 1 and 2, detailing the ways biases and stereotypes can be unconsciously transmitted in advertisements. Students will discuss gender-based stereotypes and delineate the speaker’s claims, Lego’s claims about their products, and the Lego commercials with a focus on the author’s purpose. Additional activities include Severn Cullis-Suzuki’s speech to the U.N. as a persuasive speech if it has not yet been taught this year. (7.SL.1, 7.SL.2.1, 7.SL.2.2, 7.SL.2.3, 7.SL.3.1, 7.SL.4.1, 7.ML.1, 7.ML.2.1, 7.ML.2.2)

Students will watch “Sundown” and complete the story on their own using the characterization provided in the animated short. Students will demonstrate their mastery of quotation marks and

traditional dialogue formatting to construct a complete resolution to finish the narrative. (7.W.1, 7.W.3.3, 7.W.4, 7.W.5, 7.W.6.1, 7.W.6.2, 7.SL.1, 7.SL.3.1, 7.ML.1, 7.ML.2.1)

Students will read and analyze the Newsela article “More and more students suffer from anxiety” and share with their peers their own feelings of anxiety in small group discussions. Students will acknowledge there are different types of anxiety, such as social anxiety, that produce different effects in people. (7.RN.1, 7.RN.2.1, 7.RN.2.2, 7.RN.2.2, 7.RN.2.3, 7.RN.3.1, 7.RV.1, 7.RV.2.1, 7.SL.1, 7.SL.2.1, 7.SL.2.2, 7.SL.2.3, 7.SL.3.1, 7.SL.4.1)

Students will read and analyze the Newsela article “Fighting stigma with Ice Cream at Sikia Cafe”, detailing the interconnected nature of the issue of deafness discrimination in Uganda and ways it is being combated. (7.RN.1, 7.RN.2.1, 7.RN.2.2, 7.RN.2.2, 7.RN.2.3, 7.RN.3.1)

CULMINATING ACTIVITIES

Students will write an informative speech about their author to present to the class. This speech will be written in first person and students will present as their author, complete with a visual aid (a costume of their author). This speech should synthesize all research with the student’s personal response to the author’s works and create a speech that informs and entertains their audience as a piece of original narrative nonfiction. (7.W.1, 7.W.3.2, 7.W.4, 7.W.5, 7.W.6.1, 7.W.6.2, 7.SL.2.2, 7.SL.3.1, 7.SL.4.1, 7.SL.4.2, 7.SL.4.3, 7.ML.2.2)

Students will present their informative speech to the class. This speech is to be an authoritative and summarized version of their informative essay. Audience members will take notes over each presenter. Presenters will utilize notecards and appropriate speaking skills for a public presentation and speak for a duration of two to four minutes about their author’s life, works, authorial style, and legacy. (7.SL.1, 7.SL.2.2, 7.SL.3.1, 7.SL.4.1, 7.SL.4.2, 7.SL.4.3, 7.ML.2.1, 7.ML.2.2)

Students will conclude the year with an analysis, class discussion, and written review of the film *A Silent Voice* and how it synthesizes various components of the unit into its themes, including the topics of deafness stigma, social anxiety, culpability, and speaking skills. Students will debate the levels of culpability each character has for the situations in the film. Students will also analyze the film structurally using elements from previous units, including the coming of age structure, symbolism, and plot. Alternative films include *Josee and the Tiger and the Fish* which focuses similarly on disability discrimination, symbolism, and developing confidence in one’s speaking skills. (7.RL.1, 7.RL.2.2, 7.RL.2.3, 7.RL.3.1, 7.RL.3.2, 7.RL.4.2, 7.SL.1, 7.SL.2.1, 7.SL.2.2, 7.SL.2.3, 7.SL.3.1, 7.SL.4.1, 7.ML.1, 7.ML.2.1, 7.ML.2.2)

EVALUATION

Speaking skills differ by purpose and can be broken down into various subcategories that can be assessed by the teacher and peers. These subcategories include but are not limited to volume, pacing, eye contact, and confidence. Elements such as preparation and visual aids can also be evaluated similarly.

Speech can be analyzed in fiction and nonfiction. The way dialogue is written differs by medium- a competent speaker can recognize this and adapt as needed. Developing these speaking skills can be done through peer feedback, teacher rubrics, and comparing/contrasting with other speakers of the same or similar content.

Speech is a form of self-expression, but “speech” can take on additional meanings that can still be analyzed through the lens of literary analysis. Deaf and nonverbal characters in literature, reading subtitles or stage directions or notecards, and other nonverbal elements such as presentations can be critiqued, analyzed, and discussed. Presentations and visual aids can be evaluated by rubrics, and other forms of communication can be explored as literary works through assessments, writings, and performances.

SELECTED RESOURCES

TEACHER RESOURCES

Additional: Up to date ILEARN resources from the IDOE provided repository should be utilized throughout the unit up to ILEARN.

“Loop” animated short

Flocabulary: Works Cited

Flocabulary: Public Speaking

A Silent Voice (Kyoto Animation)

“The Autism Puzzle Piece: A Symbol that’s Going to Stay or Go?” Article (Adapted)

“Autism no puzzle; nothing wrong with us” Article (Adapted)

Josee and the Tiger and the Fish (Studio Bones)

Crush (Svetlana Chmakova)

“Glace à l'eau” animated short

“Colza” animated short

“Sundown” animated short

Bone (Jeff Smith)

Lego and Gender: Parts I and II (Anita Sarkeesian)

Newsela: More and more students suffer from anxiety

Newsela: Fighting stigma with ice cream at Sikia Cafe

The Monsters are Due on Maple Street (The Twilight Zone Screenplay)

STUDENT RESOURCES

Additional: Students will present and cite their sources of research for the Author's Convention. A minimum of five sources are required, both works by the author and nonfiction about them.

Additional: Students will research and utilize nonfiction sources online about sign language and summarize their findings in a slideshow.

“The Autism Puzzle Piece: A Symbol that’s Going to Stay or Go?” Article (Adapted)

“Autism no puzzle; nothing wrong with us” Article (Adapted)

Crush (Svetlana Chmakova)

Bone (Jeff Smith)