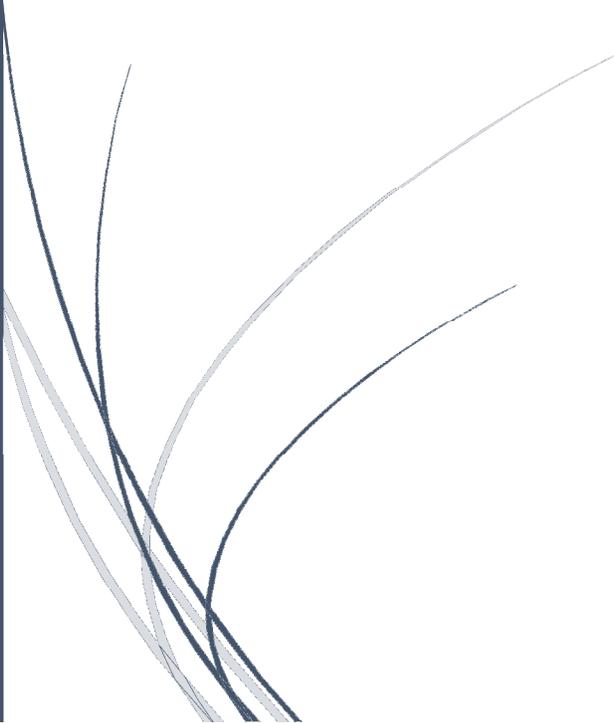


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1/1/2014

Language Arts Literacy

7th Grade Curriculum

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Cassandra Harvey
WALTER T. BERGEN MIDDLE SCHOOL

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Unit 1 Launching

(DURATION: 10 – 15 Lessons / Three Weeks)

Syllabus 1

**Launching Reader’s and Writer’s Notebook
Responding with RACERS**

The Art of Discussion

Project: Summer Reading Perfect 100 (see Appendix A)

Vocabulary: Academic

G.U.M.: Prepositional Phrases

Test: (R/W) RACERS

Quiz: none

Essential Questions:

How do you use RACERS to respond to a literary question?
 What tools do developing readers and writers use to strengthen their skills?
 What information is important in a text?
 How can understanding academic vocabulary assist in knowledge acquisition?
 What clues help the reader to discover the central idea or theme of a text?

Objectives

(TSWBAT):

- interpret the actions required by academic vocabulary
- demonstrate their ability to place prepositional phrases in a text to make the most impact.
- manipulate the Reader’s and Writer’s Notebooks to track progress toward goals, make meaning of text, and grow as readers and writers.
- set a goal for personal reading.
- use RACERS to construct a well-developed response to text.
- determine important ideas in text and how that translates into the central idea or theme.
- develop a readerly lens through which to analyze narratives by completing a project that involves thinking about the character, setting, plot, theme, and writer’s craft.

Activities:

- After viewing a PowerPoint about Bloom’s Taxonomy, sort the teacher-provided academic vocabulary into Bloom’s Taxonomy categories and add to the list with words of their own discovery.
- Set up the Reader’s and Writer’s Notebooks.
- Use one-on-one conferencing to assist in setting reading goals.
- Use the summer reading novel to respond to RACERS.
- Read articles to develop the good reading habits of previewing texts, determining importance, identifying central ideas and themes, and creating questions that evoke deeper understandings of text through close reading.
- Set rules for discussions and discuss greater understandings of the articles after the have been closely examined.
- Complete a Perfect 100 project for their second-choice summer reading novel.

Primary

Standards:

- RL.7.1, .2
- RI.7.1, .2
- W.7.1a, .1b, .8, .9a
- SL.7.1a, .1b
- L.7.1a, .4c, .4d, .6

Secondary

Standards:

- RL.7.4, .6, .10
- W.7.4, .5
- L.7.2a, .4a

Notes:

- Create and add academic vocabulary to a word wall.
- Summer Reading required novel: *Hope Was Here*
- “Questioning Texts” and “Analyzing Details” worksheets from Odell Education
- Topic of Study: Nutrition (articles gathered from the Internet by the teacher)
- Set personal reading in motion: First average goal is 800 pages.

Unit 2 Narrative Text Type

(DURATION: 10 – 15 Lessons / Three Weeks)

Syllabus 2 – Mini Unit 1

Narrative Structures

Composing Memoirs – Anecdotes and Vignettes

Investigating Character

Descriptive Language

Project: Personal Reading

Vocabulary: Greek and Latin Roots and Affixes

G.U.M.: Adjectives and Adverbs

Test: (Reading) Investigating Character

Quiz: None

Essential Questions:

What methods do authors use to influence audience opinion of characters, and which one is the most effective? Why?
 How can knowing Greek and Latin roots and affixes assist in understanding more complicated texts?
 In what ways do authors manipulate the structures of narrative to achieve the greatest impact on their audience?

Objectives

(TSWBAT):

- chart words with similar Greek and Latin roots and affixes.
- choose strong adjectives and adverbs to clearly convey an image.
- analyze the required summer reading novel to discover and understand narrative structure.
- listen as I demonstrate fluency and critical thinking skills during our read aloud.
- analyze our read aloud for author’s clues to character personality.
- compose anecdotes and vignettes about themselves and their lives.

Activities:

- Begin a year-long study of certain Greek and Latin roots and affixes by mining our reading lives for words that contain them.
- Use the textbook and writing compositions to practice choosing stronger descriptive words for clearer imagery.
- Sort the events of the required summer reading novel on a “Story Mountain” worksheet.
- Listen to and discuss our read aloud.
- Use a photocopied chapter of our read aloud to practice marking up text while looking for specific information; in this case, looking for evidence to support our judgments of characters’ personalities.
- Compose multiple anecdotes and vignettes while exploring characterization, word choice, narrative structure, and dialogue structure.

Primary

Standards:

- RL.7.2, .4, .6
- W.7.3a, .3b, .3e
- L.7.2b, .3a, .4b

Secondary

Standards:

- RI.7.1, .2
- W.7.4, .5
- SL.7.1a, .1b, .2, .3
- L.7.1a, .2b, .4a, .4c, .4d, 6

Notes:

- Create another section of the word wall to add our study of Greek and Latin roots and affixes all year.
- Summer Reading required novel: *Hope Was Here*
- Read Aloud: *Red Kayak* (or *Walk Two Moons*)
- For fun – view the movie *The Lady in White* to discuss the ways directors create a personality for a character. Send home permission slip for the movie.

Unit 3 Nonfiction Text Type

(DURATION: 10 – 15 Lessons / Three Weeks)

Syllabus 3 – Mini Unit 1

Analyzing Nonfiction Structures
 Analyzing Nonfiction Language
 Collegial Discussions

Vocabulary: domain-specific vocabulary
G.U.M.: Nouns and Verbs / Subject-Verb Agreement
Test: (W) Memoirs
Quiz: Writer’s Notebook

Project: Preparing for creating the Nonfiction Book (see Appendix B) / Personal Reading Perfect 100

Essential Questions:

What stories best reveal your personality? What’s the “big idea” they say about you?
 How does knowing the structure of nonfiction books aid in a reader’s research experience?
 What language reveals the perspective of the author and is it effective?
 Why is it helpful to familiarize oneself with domain-specific vocabulary?
 How can a discussion of multiple articles on the same topic deepen one’s understanding?

Objectives

(TSWBAT):
 -explain the need for understanding what domain-specific vocabulary is.
 -identify subject nouns and verbs correctly in order to agree them correctly.
 -listen as I demonstrate fluency and other critical thinking skills during our read aloud.
 -analyze author’s word choice and determine the perspective
 -determine the best anecdotes and vignettes to create an image of themselves to their audience.
 -use Microsoft Word to transpose, revise and edit the anecdotes and vignettes.
 -reflect on the “big idea” their memoir has revealed and include it in the conclusion of the anecdotes and vignettes to complete the memoir.
 -examine informative nonfiction for its print features.

Activities:

-After holding a collegial discussion, explain how knowing domain-specific vocabulary made it easier to understand the topic.
 -Listen to and discuss the read aloud.
 -Use articles from the group discussion to examine word choice and perspective.
 -Practice habits of good readers and discuss with groups their individual reactions.
 -Compose a memoir using Microsoft Word that demonstrates their ability to correctly agree verbs with their subject and their ability to discover “big ideas” and reflect.
 -Using a scavenger hunt worksheet, examine two or more nonfiction books for the following print features: table of contents, glossary, index, and works cited/references/bibliography.
 -Brainstorm nonfiction topics for the project.

Primary Standards:

RI.7.1, .3, .4, .5, .6, .9, .10
 SL.7.1a, .1b, .1c, .2
 L.7.6

Secondary Standards:

RI.7.3, .8
 SL.7.1d, 3
 W.7.5, .6
 L.7.1a, .2b, .4c, .4d

Notes:

-Create another section of the word wall specifically for domain-specific vocabulary.
 -Read Aloud: *Red Kayak* (or *Walk Two Moons*) -Create nonfiction book project groups based on common interests.
 -Group discussion: global warming articles from various Internet sources
 -End of the marking period approaching. Complete Perfect 100 project and set second marking period reading goals.

Unit 3 Nonfiction Text Type

(DURATION: 10 – 15 Lessons / Three Weeks)

Syllabus 4 – Mini Unit 2

Analyzing Nonfiction Text Structures
 Analyzing Nonfiction Supporting Details
 Research Skills

Vocabulary: Greek and Latin Roots and Affixes
G.U.M.: Simple and Compound Syntax
Test: (Reading) Analyzing Nonfiction
Quiz: Reader’s Notebook

Project: Gather ideas, research, and plan the Nonfiction Book

Essential Questions:

How do we know what information is reliable for research?
 What structures of nonfiction are best suited for accomplishing certain writing objectives?
 What components are necessary to creating an effective summary?

Objectives

(TSWBAT):
 -acquire more Greek and Latin roots and affixes.
 -practice punctuating a variety of simple and compound sentences.
 -listen as I read aloud to demonstrate fluency and critical thinking skills.
 -determine the structure of several nonfiction articles.
 -summarize the important ideas and details.
 -gather appropriate and credible research from the Internet.
 -cite research.
 -use an outline to plan the nonfiction book and individual chapter.

Activities:

-Continue studying Greek and Latin roots and affixes.
 -Identify a variety of simple and compound sentences and use them correctly in composition.
 -Listen to and discuss the read aloud.
 -While analyzing the articles for summary purposes, discover the following nonfiction structures: compare and/or contrast, cause and effect, problem-solution, chronological/sequential, and categorical, as well as hybrid texts.
 -Summarize an article.
 -Complete a website-credibility survey to practice determining credibility.
 -Gather research for the book project and cite the sources.
 -Create a group outline for their nonfiction book and an individual outline for their chapter of the book.

Primary

Standards:
 RI.7.5, .6, .8, .10
 W.7.7, .8, .9b
 L.7.1a

Secondary

Standards:
 RI.7.1, .4, .7, .9
 SL.7.1a, .1b, .1c, .1d, .2, .3, .5
 L.7.2b, .3a, .4a, .4b, .4c, .4d, .6

Notes:

-Read Aloud: *Red Kayak* (or *Walk Two Moons*)
 -Add vocabulary to word wall.

Unit 3 Nonfiction Text Type

(DURATION: 10 – 15 Lessons / Three Weeks)

Syllabus 5 – Mini Unit 3

Composing Nonfiction

Critical Thinking

Collegial Discussions

Project: Publish and present Nonfiction Book

Vocabulary: Critical Thinking

G.U.M.: Complex Syntax

Test: (Writing) Composing Nonfiction

Quiz: Writer's Notebook

Essential Questions:

How can critical thinking help deepen our understanding of the world around us?
Why is it important to discuss our ideas with others?
What are the most important steps in doing a research paper and why?

Objectives

(TSWBAT):

- demonstrate critical thinking in both of the writing pieces and the discussion.
- practice using complex syntax in the writing pieces.
- listen as I read aloud to demonstrate fluency and critical thinking skills.
- participate in a collegial discussion of a topic of their choice.
- compose a reaction paragraph to the discussion that includes critical thinking.
- use Microsoft Word to plan and compose a nonfiction piece for assessment.
- use Microsoft Word to compose their nonfiction chapter for the project.
- choose domain-specific vocabulary and index-worthy words for the project.
- create works-cited entries, a works-cited page, and a table of contents for the project.
- present the nonfiction book project to the class.

Activities:

- Explicitly discuss critical thinking.
- Listen to and discuss the read aloud.
- Hold a collegial discussion with a topic of their choice and practice demonstrating critical thinking.
- Compose a nonfiction piece that demonstrates critical thinking and the ability to correctly use complex sentences for assessment using Microsoft Word.
- Gather information for the print features of the nonfiction book.
- Use Microsoft Word to compose their chapter of the nonfiction book and the print features.
- Present the nonfiction book to the class during a publishing party.

Primary

Standards:

W.7.2a, .2b, .2c, .2d, .2e, .2f, .4, .5, .6, .9b, .10
SL.7.1a, .1b, .1c, .1d, .2, .4
L.7.1a, .1c, .1d, .2b, .3a, .5b

Secondary

Standards:

RL.7.1
RI.7.1
W.7.7, .8, 9a
SL.7.3, .5, .6
L.7.2b, .4a, .4c, .4d, 6

Notes:

- Read Aloud: *Red Kayak* (or *Walk Two Moons*)
- Schedule Publishing Party for the half day before the holiday break. (Read Foreword, # of Chapters, and Afterword.)
- Add vocabulary to the academic vocabulary section of the word wall.

Unit 2 Narrative Text Type

(DURATION: 10 – 15 Lessons / Three Weeks)

Syllabus 6 – Mini Unit 2

Historical Fiction

Revisit Narrative Text Structure with *The Devil’s Arithmetic*

Analyzing Literary Essays

The Art of Interpretation

Project: Personal Reading Perfect 100

Vocabulary: *The Devil’s Arithmetic* vocabulary

G.U.M.: Revisit Adjectives, Adverbs, and Prepositional Phrases for Comma Study and Syntax Errors

Test: (Reading) *The Devil’s Arithmetic*

Quiz: Quick Check of DA Comprehension

Essential Questions:

Could the Holocaust occur again today?
 How does setting impact the genre of historical fiction?
 How so the techniques of portraying setting and character differ between a movie and book?
 Which do you prefer, movie or book, and why?
 Is there any evidence in a text that suggests a secondary meaning?
 Why is it necessary to contemplate the big ideas in a text?

Objectives

(TSWBAT):
 -identify adjective, adverbs, and prepositional phrases.
 -correctly use commas with coordinating adjectives.
 -examine word choice for connotations and denotations.
 -understand the functions of literary devices – figurative language, mood, etc.
 -analyze quotes and poetry to determine underlying meanings.
 -participate in a discussion about World War II and the Holocaust.
 -analyze *The Devil’s Arithmetic* through the lens of setting.
 -examine literary essays and discuss how big ideas and characters are often the focus.

Activities:

-Practice proper comma usage with coordinating adjectives.
 -Practice analyzing, interpreting, and responding to text.
 -View a presentation and discuss to gain a general understanding of WWII and the Holocaust.
 -Read *The Devil’s Arithmetic* and have a series of discussions based on the setting. (How did the Holocaust impact people’s use of power?)
 -View the movie and compare setting and character portrayal between the movie and the book.
 -After viewing an example of how to contemplate the big ideas and characters in a text, we will write a class literary essay about *The Devil’s Arithmetic*.

Primary

Standards:

RL.7.1, .2, .3, .4, .5, .7, .9
 SL.7.1d
 L.7.1c, .2a, .4a, .5a, .5b, .5c

Secondary

Standards:

RL.7.6, .10
 SL.7.1a, .1b, .1c
 L.7.2a, .2b, .4c, .4d

Notes:

-End of the marking period approaching. Complete Perfect 100 project and set third marking period reading goals.
 -Send out permission slips to view the movie.

Unit 4 Argument Text Type

(DURATION: 10 – 15 Lessons / Three Weeks)

Syllabus 7 – Mini Unit 1

Composing Literary Essays
Analyzing Opinion Structures, Arguments, and Techniques
Collegial Discussions with Opinion Articles

Vocabulary: Greek and Latin Roots and Affixes
G.U.M.: Revisit Syntax to Practice Identifying Errors

Test: (Writing) Literary Essay

Quiz: Writer’s Notebook

Project: Preparing for the Debates (see Appendix C)

Essential Questions:

What techniques do authors use to get his/her point across?
 How were these techniques used to develop the central idea?
 What is the value of having differences of opinion?

Objectives

(TSWBAT):

- acquire more Greek and Latin roots and affixes.
- practice identifying run-ons, fragments, comma splices, and dangling modifiers.
- participate in a collegial discussion.
- analyze, interpret, and respond to a quote.
- break an opinion piece down to identify persuasive arguments and techniques and discuss their effectiveness.
- compose an individual literary essay of one of their personal reading books for assessment purposes.
- gather ideas to hold a debate.

Activities:

- Continue our study of Greek and Latin Roots and Affixes.
- Practice identifying syntax errors and fixing them.
- Choose a topic; become an expert of one of three articles; hold a collegial discussion.
- Compose a response essay after analyzing and interpreting a quote that demonstrates knowledge of appropriate syntax.
- After an explicit lesson on persuasive techniques, analyze the discussion articles’ arguments for effectiveness.
- Compose individual literary essays that demonstrate appropriate syntax for assessment purposes.

Primary

Standards:

RI.7.1, .2, .3, .4, .8, .9, .10
W.7.4, .9a, .9b

Secondary

Standards:

RL.7.1, .2, .3
RI.7.1, .9, .10
W.7.2a, .2b, .2c, .2d, .2e, .2f, .5, .6, .7, .8, .10
SL.7.1a, .1b, .1c, .1d, .2, .3, .6
L.7.1a, .1b, .1c, .2a, .2b, .3a, .4a, .4b, .4c, .4d, .5a, .5b, .5c, .6

Notes:

-Add vocabulary to the word wall.

Unit 4 Argument Text Type

(DURATION: 10 – 15 Lessons / Three Weeks)

Syllabus 8 – Mini Unit 2

Composing Opinion Essays

Practicing Interpretation

The Power of Persuasion

Project: Research and plan for the Debates

Vocabulary: Domain-Specific

G.U.M.: Complex Syntax

Test: (Reading) Timed: 30min - Opinion

Quiz: Reader’s Notebook

Essential Questions:

How are the persuasive techniques used to manipulate the audience?
 What are the three most effective techniques of persuasion and why?
 What are the reasons for trying to manipulate the audience?
 How does a speaker’s delivery of a speech impact the effect a message has on its audience?

Objectives

(TSWBAT):

- collect domain-specific word for their debate topic.
- correctly identify the parts of a complex sentence.
- practice analyzing, interpreting, and responding to speech.
- participate in a discussion that compares the impact of a speech in its written and performed forms.
- compose an opinion essay for practice.
- gather research for the debate.
- evaluate arguments in their research for reasoning and relevancy.
- cite research sources.
- create an outline of their arguments.

Activities:

- Once some research has been done for the debates, the students mine their research for domain-specific vocabulary words.
- After analyzing and interpreting a speech, compose a response essay that demonstrates the ability to use a variety of correctly punctuated complex sentences.
- View the speech being performed and discuss the impact of hearing someone speak it with voice inflections, gestures, and facial expressions as opposed to experiencing it in one’s own mind.
- Compose an opinion essay that demonstrates the ability to use a variety of correctly punctuated complex sentences.
- Gather appropriate research for the debate and cite the sources.
- Evaluate the chosen research for effectiveness and relevancy.
- Create an outline of the arguments to prepare for the debates.

Primary

Standards:

RI.7.7
 W.7.1a, .1b, .1c, .1d, .1e, .4

Secondary

Standards:

RI.7.1, .2, .3, .4, .7, .8, .9, .10
 W.7.5, .6, .7, .8, .9a, .9b, .10
 SL.7.1a, .1b, .1c, .1d
 L.7.1b, .2b, .3a, .4a, .4c, .4d, .5a, .5b, .5c, .6

Notes:

-Add vocabulary to the word wall.

Unit 4 Argument Text Type

(DURATION: 10 – 15 Lessons / Three Weeks)

Syllabus 9 – Mini Unit 3

Composing Opinion Essays

Practicing Interpretation and Collegial Discussions

The Art of Debate

Project: Debates

Vocabulary: Greek and Latin Roots and Affixes

G.U.M.: Combining Sentences

Test: (Writing) Timed: 45 min - Opinion

Quiz: Writer’s Notebook

Essential Questions:

What is the impact of varying sentence structure in a composition?
 How can debating an issue benefit all people involved?
 What structure and tone works best to influence other people’s opinions, especially if it’s different from one’s own?

Objectives

(TSWBAT):

- acquire more Greek and Latin roots and affixes.
- manipulate the parts of a sentence for the best impact.
- participate in a collegial discussion on a topic of their choice.
- evaluate the arguments used during the discussion for reasoning and relevancy.
- practice analyzing, interpreting, and responding to a quote.
- compose an opinion essay from a prompt in a given time limit.
- debate a researched topic in a set format.

Activities:

- Continue our study of Greek and Latin roots and affixes.
- Practice ways to combine sentences for the best impact.
- Choose a class topic. Read one of three articles and become an expert. Have a collegial discussion.
- Discuss the arguments made in the articles and whether they were reasonable and relevant.
- After analyzing and interpreting a quote, respond to the quote in an essay that demonstrates their ability to manipulate the syntax for the strongest effect.
- Compose an opinion essay from a prompt in 45 minutes that demonstrates their ability to manipulate sentence structure for the best effect.
- Using the ground rules for a debate, debate a thoroughly researched topic.

Primary

Standards:

SL.7.2, .3, .4, .5, .6
L.7.1b

Secondary

Standards:

W7.1a, .1b, .1c, .1d, .1e, .4, .5, .6, .7, .8, .9a, .9b, .10
 SL.7.1a, .1b.1c, .1d
 L.7.1c, .2b, 3a, .4a, .4b, .4c, .4d, .5a, .5b, .5c, .6

Notes:

-Add vocabulary to the word wall.

Unit 5 Standardized Testing

(DURATION: 10 – 15 Lessons / Three Weeks)

Syllabus 10 – Mini Unit 1

Standardized Test Preparation

Building Knowledge of Ancient Greek Civilization

Vocabulary: SAT Words

G.U.M.: Troublesome Words

Test: (R/W: half credit each)

30-Minute Timed Writing Prompt

30-Minute Timed Reading Passage

Project: Build background for Greek Magazine (see Appendix D)/

Personal Reading Perfect 100

Quiz: None

Essential Questions:

Is there value in treating people differently?
If so, what is it?
What does our society value today? (in terms of our standardized test)

Objectives

(TSWBAT):

- apply SAT words to a composition.
- correctly choose forms of words that typically are troublesome.
- participate in a discussion about the various multiple choice styles.
- evaluate narrative, informative, and opinion writing pieces previously scored by NJASK using the NJASK scoring rubric.
- practice planning, composing, revising and editing a writing piece from a prompt in thirty minutes.
- practice reading a passage and responding to questions in thirty minutes.
- utilize the Internet in order to complete a webquest about Ancient Greece.

Activities:

- Define and practice using higher-level vocabulary.
- Correctly use troublesome words.
- View and discuss a PowerPoint on NJASK multiple-choice style questions.
- Use previously-scored NJASK writing samples and the NJASK rubric to determine how the writing pieces got their scores.
- Practice planning, composing, revising, and editing a writing piece in thirty minutes.
- Practice reading a passage and responding to questions in thirty minutes.
- Complete a webquest about the Ancient Greek civilization to build background knowledge for the Greek Magazine project.

Primary

Standards:

RL.7.3, .4, .5, .10
RI.7.3, .4, .5, .8, .10

Secondary

Standards:

RL.7.1, .2, .7
RI.7.1, .2, .9
W.7.1a, .1b, .1c, .1d, .1e, .2a, .2b, .2c, .2d, .2e, .2f, .3a, .3b, .3c, .3d, .3e
SL.7.2b, .4c, .4d, .5a, .5b, .5c
L.7.2a, .4c, .4d, .5a, .5b, .5c, .6

Notes:

-End of the marking period approaching. Complete Perfect 100 project and set fourth marking period reading goals.

Unit 5 Standardized Testing

(DURATION: 5-10 Lessons / During Standardized Testing)

Syllabus 11 – Mini Unit 2

Social Issues Throughout History

Greek Mythology

Magazine Layout

Project: Greek Magazine

Vocabulary: None

G.U.M.: None

Test: None

Quiz: None

Essential Questions:

What issues affected Ancient Greek society?
 What issues affect modern American society?
 Have humans made any progress in dealing with said issues?
 How has the media contributed to American stereotypes?

Objectives

(TSWBAT):

- view the movie of *The Outsiders*.
- participate in a discussion of issues that have affected humans throughout time.
- participate in a discussion of how media contributes to American stereotypes.
- explain the purpose of a myth.
- build knowledge of common Greek myths.
- analyze multiple magazines for sections they have in common.
- examine magazine section articles for structure and content.

Activities:

- Watch *The Outsiders* and compare society issues in Ancient Greece to today. Discuss if humans have gotten any better at handling these issues.
- Discuss how the media has contributed to American stereotypes.
- Read the most common Greek myths to build their knowledge and understand the purpose of a myth was to teach a lesson or explain a scientific phenomenon that couldn't be explained.
- Sort through multiple magazines to discover the sections they have in common.
- Examine magazine articles from the various sections discovered and determine the structure and content included.

Primary

Standards:

RL.7.6, .9
RI.7.5

Secondary

Standards:

RL.7.1, .2, .3, .4
 RI.7.7
 L.7.2b, .5a, .5b, .5c, .6
 SL.7.1a, .1b, .1c, .1d, .2, .3

Notes:

Unit 2 Narrative Text Type

(DURATION: 10 – 15 Lessons / Three Weeks)

Syllabus 12 – Mini Unit 3

Realistic Fiction
Composing Narrative
Current Social Issues

Vocabulary: *The Outsiders* Vocabulary
G.U.M.: Verb Tense
Test: (Writing) Creative Narrative Writing
Quiz: Quick Check of *The Outsiders* Understanding

Project: Gather ideas, research, and plan their articles for the Greek Magazine

Essential Questions:

How do gender and class function in contemporary society?
 How do Nazis and gangs compare?
 What are the two most important reasons for writing creative narratives and why?
 Which is a better source of information: newspapers or magazines? Why?

Objectives

(TSWBAT):
 -correctly use the appropriate verb tense and form throughout a composition.
 -read *The Outsiders* to assist in the discussion of how gender and class function in American society.
 -compare Nazis and gangs.
 -compose a narrative creative writing piece that demonstrates proper verb tense for assessment purposes.
 -gather appropriate research and cite sources for their article of the Greek magazine.
 -organize their ideas into an outline.

Activities:

-Practice the appropriate use of verb tense.
 -Read and discuss *The Outsiders*.
 -Compose a creative narrative for assessment purposes.
 -Gather appropriate research and cite the sources.

Primary

Standards:
 W.7.3a, .3b, .3c, .3d, .3e, .4, .9a, .10

Secondary

Standards:
 RL.1, .2, .3, .4, .5, .6, .7, .9, .10
 W.7.5, .6, .7, .8, .9b
 L.7.1a, .2b, .3a, .4a, .4b, .4c, .4d, .5a, .5b, .5c, .6

Notes:

Unit 6 Text Type Blitz!

(DURATION: 10 – 15 Lessons / Three Weeks)

Syllabus 13 – Mini Unit 2

**Composing Articles of All Text Types
Participate in a Debate**

**Vocabulary: Greek and Latin Roots Prepare and
and Affixes**

**G.U.M.: Using Numbers and Abbreviations in
Formal Writing**

**Test: (R/W) Student Choice:
Opinion Essay about the Debate Topic OR
Literary Essay about *The Outsiders***

**Project: Publish the Greek Magazine /
Personal Reading Perfect 100**

Quiz: Quick Check of *The Outsiders* Understanding

Essential Questions:

What is the importance of writing numbers and abbreviations correctly in formal writing?
How does audience reaction in a debate affect the people involved?
Why is it necessary to reflect upon a task after you complete it?

Objectives:

(TWSBAT):
-acquire more Greek and Latin roots and affixes.
-apply the correct form of numbers and letters in a formal composition.
-brainstorm, gather research, cite sources and prepare a debate.
-participate in a debate.
-compose an opinion piece at the conclusion of the debate OR literary essay about *The Outsiders* for assessment purposes.
-compose their article for the Greek magazine that demonstrates proper verb tense.
-present magazines at a publishing party.

Activities:

-Continue our study of Greek and Latin roots and affixes.
-Use numbers and abbreviations correctly in formal writing.
-Prepare and participate in a debate.
-Complete reading *The Outsiders*.
-Compose a literary essay or opinion piece for assessment purposes.
-Compose the article for the Greek Magazine.
-Have a publishing party to present magazines to the class.

Primary Standards:

W.7.4
SL.7.3, .4, .5, .6

Secondary Standards:

RI.7.1, .2, .8, .9, .10
W.7.1a, .1b, .1c, .1d, .1e, .5, .6, .7, .8, .9b, .10
L.7.2b, .3a, .4a, .4b, .4c, .4d, .5a, .5b, .5c, .6

Notes:

-End of the marking period approaching. Complete Perfect 100 project.