

SEVENTH GRADE LANGUAGE ARTS

Nine Weeks Student Planning Guide 2015-2016

We will be reading and writing around a common theme each grading period. This year's theme is:

ADVERSITY (ad vs. -er, -ity) a state, condition or period of serious or continued difficulty or distress

Each grading period will also be organized around an essential question. This question will support the theme of adversity and guide the reading that we do and the pieces of writing we complete.

The following chart outlines the novels we will be reading each grading period as well as the routine assignments and research projects that will be completed quarterly in 7th grade ELA class.

| Second Nine Weeks | First Nine Weeks |
|--|--|
| <p>Essential Question: Does literature make us fear the unknown, or does it bring us to a greater understanding of what could be?</p> | <p>Essential Question: How do individuals, real and fictional, use words and actions to demonstrate perseverance?</p> |
| <p>Routine Assignments:</p> <ul style="list-style-type: none"> • Study Island, Accelerated Reader, Daily Language Review (DLR), and routine informal writing <p>Extended Text:</p> <ul style="list-style-type: none"> • <i>The Giver</i> by Lois Lowry | <p>Routine Assignments:</p> <ul style="list-style-type: none"> • Study Island, Accelerated Reader, Daily Language Review (DLR), and routine informal writing <p>Extended Text:</p> <ul style="list-style-type: none"> • <i>The Outsiders</i> by S.E. Hinton |
| <p>Short Text:</p> <ul style="list-style-type: none"> • Students will read both literature and informational text to support the essential question above. These texts, both fiction and nonfiction) may be related to the novel above and its relationship to the novel's core themes (s) <p>Writing:</p> <ul style="list-style-type: none"> • Students will complete writing assignments of varied length focusing on arguments and to convey experiences, events, or procedures. <p>Research Project:</p> <ul style="list-style-type: none"> • A research project will be completed based on the theme of Utopian society in <i>The Giver</i> and problems faced in modern society. | <p>Short Text:</p> <ul style="list-style-type: none"> • Students will read both literature and informational text to support the essential question above. These may include: <ul style="list-style-type: none"> ◦ <i>Oranges</i> by Gary Soto ◦ <i>The Cremation of Sam McGee</i> by Robert Service ◦ <i>The Night the Bed Fell</i> by James Thurber <p>Writing:</p> <ul style="list-style-type: none"> • Students will be writing a personal narrative detailing a time they overcame or persevered. |
| <p>Research Project:</p> <ul style="list-style-type: none"> • A mini-research project will be conducted where students will research a significant or famous person who persevered despite significant challenges. | <p>Research Project:</p> <ul style="list-style-type: none"> • A mini-research project will be conducted where students will research a significant or famous person who persevered despite significant challenges. |

SEVENTH GRADE LANGUAGE ARTS

Nine Weeks Student Planning Guide 2013-2014

Third Nine Weeks

Essential Question: What makes characters in historical fiction believable?

Routine Assignments:

- Study Island, Accelerated Reader, Daily Language Review (DLR), and routine informal writing

Extended Text:

- *Catherine, Called Birdy* by Karen Cushman

- *Catherine, Called Birdy* is the story of

Catherine, the daughter of a moderately well-off baron in the years 1290 and 1291, when Catherine is thirteen and fourteen years old. The book takes the form of a journal Catherine is keeping to please her brother Edward, who is a monk and thus knowledgeable about the importance of reading and writing.

Short Text:

- Students will read both literature and informational text to support the essential question above, as well as integrate historical information into the context of Cushman's work of fiction.

Writing:

- Students will complete writing assignments of varied length focusing on arguments and to convey experiences, events, or procedures.

Research Project:

- A research project will be conducted connecting Social Studies content to the historical fiction of *Catherine, Called Birdy*

Fourth Nine Weeks

Essential Question: Is literature always a reflection of life?

Routine Assignments:

- Study Island, Accelerated Reader, Daily Language Review (DLR), and routine informal writing

Extended Text:

- *Literature Circles*

◦ A literature circle is a students' equivalent of an adult book club, but with greater structure, expectation and rigor. The aim is to encourage thoughtful discussion and a love of reading in young people. The true intent of literature circles is "to allow students to practice and develop the skills and strategies of good readers" (Dalie, 2001).

Short Text:

- Students will read both literature and informational text to support the essential question above and their individual literature circle choices.

Writing:

- Students will complete writing assignments of varied length focusing on arguments and to convey experiences, events, or procedures.

Research Project:

- An independent research project will be conducted based on an important theme in each student's individual literature circle book choice.

Literature is my Utopia. Here I am not disenfranchised. No barrier of the senses shuts me out from the sweet, gracious discourses of my book friends. They talk to me without embarrassment or awkwardness. ~Helen Keller

I tell my students, it's not difficult to identify with somebody like yourself, somebody next door who looks like you. What's more difficult is to identify with someone you don't see, who's very far away, who's a different color, who eats a different kind of food. When you begin to do that then literature is really performing its wonders. ~Chinua Achebe