

Grade : 7th Grade Conflict and Change in the Community

Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6
Sept-Oct	Oct-Nov	Dec-Jan	Feb-Mar	Apr-May	May-June
Eye of the Tiger Personal recollection of a conflict in community.	What's Going On? Issues in the Community Part I	Take a Stand! Issues in the Community Part II	Rhyme and Reason Reflecting the Community in Poetry and Song	What A Character?! Overcoming Conflict in the Community	Rise Above! Embracing changes and maximizing your potential
Narrative essay, memoir,	Informational writing,	Opinion, Editorials, Feature Articles, Persuasive Writing, expository writing	Poetry and Song	Speeches and awards ceremonies, novels	Novels, inspiration speeches on personal growth, comics, etiquette books

Guiding Questions:

Essential Questions: What are we fighting for? How do we grow and change in response to conflict?

<i>How do we react to conflict? How does conflict change us and our community?</i>	<i>Why is it important to remain objective? What issues are important to my community? How current issues affect the people of the community?</i>	<i>When is it important to allow our point of view and emotions to influence our explanation of an issue? What are my ideas for changing our community?</i>	<i>How can poetry and songs explore conflicts and emotions? How can poetry and song capture the spirit the community in a particular moment in time?</i>	<i>What characteristics help a person overcome conflict? How do individuals react differently to conflict?</i>	<i>How can we use characteristics we possess to rise above conflicts in the community? How can we motivate and inspire others to overcome conflict and move towards positive change?</i>
Enduring Understandings ◆ Conflict leads to changes (big and small).	Enduring Understandings ◆ It is important to remain informed and objective about issues affecting our communities.	Enduring Understandings ◆ Sometimes emotion can blur issues, but can also provoke action.	Enduring Understandings ◆ Poetry and song allow us to explore the conflicts within a community more freely.	Enduring Understandings ◆ An individual's character both defines and is defined by conflict and change.	Enduring Understandings ◆ We can motivate and be motivated to use our potential to overcome conflicts in the community.

DESCRIPTION OF SUMMATIVE ASSESSMENT

Memoir on a conflict faced within the community. Essay must	Expository essay about an issue in the community that explains the issue, statistical	Digital feature article including pictures about the issue chosen for the expository piece in the	A digital portfolio of songs and poetry that deal with conflict. Each poem should	Students will choose a book in which a character overcomes a conflict in the	Students will create a survival guide or story to be presented to the
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<p>explain the lesson learned through the conflict/consequences of the conflict.</p> <p>The memoir allows students to write about a personal event in a way that is expressive and delves into the deeper meaning of an event. Through reading samples of memoirs and personal essays, students are able to see how personal events are linked to effects and helped to shape their lives. This assessment also spirals from their final project in the sixth grade, creating a continuous thread between grades.</p>	<p>information, and cause and effect that is devoid of emotion..</p> <p>Research is one of the key tools students will need for the rest of their lives in some form or another. By explicitly teaching students how to read the features of non-fiction writing and how to do research, we are setting them up to be independent learners. In addition, by teaching them to write about a subject objectively, they learn how to keep an open mind about issues and events until they know enough.</p>	<p>community that will include possible solutions for the community. In the expository essay students include their own point of view.</p> <p>In this digital feature article, students take the same issue as the expository essay, but apply the techniques of persuasion, subjectivity, emotive language, and visual propaganda tools to highlight how personal opinion affects the way we present information and position our audience. This task will encourage students to look at media with a critical eye, aware that personal agendas and opinions infiltrate and saturate the news consistently.</p>	<p>reflect the conflict and the lessons that were learned and emotions from the conflict. Students will choose one poem present with their voice reading the poem and illustrations.</p> <p>By creating a portfolio of work, students show that they have at least some mastery of writing in various forms of poetry. Since poetry can be used to create songs, students should be encouraged to hear the natural rhythm in their writing and to put their poems to music if they are able. Allowing the students to choose the poem that they are most proud of helps them to learn autonomy in writing. By using visual aids to present their poem, they are showing knowledge symbolism in their poetry. Teachers may choose to have students use 21st century technology to show seeing the connection between the various types of visual, audio, and written texts.</p>	<p>community. Students will write a speech and create a trophy/award for the character to receive at an awards ceremony in honor of her/his achievement.</p> <p>Awards ceremonies have become a common way for communities to band together to praise those people it feels are most deserving because of an impact or contribution they have made or a quality they possess. By using fiction, we can explore the different types of qualities that characters possess that allow them to overcome conflicts in the community around them. This, in turn, allows the students to look inward at their own qualities and outward into ways that they can use these qualities in the world around them. Through speech writing, they are sharing with their peers the ways that a character was able to use inherent qualities they possess to their advantage in a public forum.</p>	<p>upcoming seventh grade. It can be in comic form or written with visual accompaniment.</p>
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WORD WORK, ACADEMIC LANGUAGE, CONTENT VOCABUALY AND ORAL FLUENY WORKSHOPS

Narrative, essay, conflict, cause, solution, effect, expression, recollection, memoir, impact, author’s purpose, setting,	Research, expository writing, explicit, implicit, features, headlines, sub-headings, captions, text-box, visuals, illustrations, fact, opinion, feature, by-line, dispassionate, bias, subtext	Editorial, passionate, emotive language, subjectivity, personal agenda, propaganda, criticism, debate, controversy, point of view, transitional words, rebuttal, superlatives, hyperbole, euphamisms, manipulation,	Various poetic forms: free verse, sonnet, haiku, Various poetic terms: metaphor, simile, rhythm, meter, foot, onomatopoeia, stanza, chorus, couplet, rhyme scheme, figurative language, connotation, repetition, zeitgeist	Public, celebrate, characteristic, quality, inherent, ceremony, award, characterization	Etiquette, survival guides, social mores, appropriateness, inspiration, visualizing, self- esteem, confidence, personal growth
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READERS WORKSHOP

<p>Chart prior knowledge of types of conflicts and examples from the community (current events – national and international, personal issues, school issues).</p> <p>Expose students to a variety of memoirs and non-fiction texts that involve a variety of people and conflicts in various settings.</p> <p>Model and practice how to analyze memoirs and non-fiction texts for content and author’s purpose</p> <p>Model and practice how to analyze cause and effect in complex</p>	<p>Chart students knowledge of types of informational writing, types and purpose.</p> <p>Expose students to a variety of texts on local, national, and international news on a wide selection of topics.</p> <p>Model and practice how to use the features of articles to quickly assess what the article is about and see how information is organized.</p> <p>Model and practice how to tell fact from opinion and how to analyze subtext in an article.</p> <p>Model and practice how to use facts to come to conclusions about issues.</p> <p>Model and practice how to</p>	<p>Chart students’ prior knowledge of current controversial issues.</p> <p>Chart students’ understanding of editorial writing.</p> <p>Model and practice the features of editorial writing to assess the author’s point of view on a topic and the facts that the author uses to support their opinion.</p> <p>Model and practice how to recognize persuasive and emotive language techniques such word choice, editorial structure, personal anecdotes, and visuals.</p> <p>Model and practice how to recognize the line between editorials and propaganda pieces.</p>	<p>Expose students to a variety of poetry and lyric-heavy songs that focus on conflict, both internal and external.</p> <p>Model and practice how to analyze the author’s purpose in using poetry and song to express a deeper meaning or opinion on a topic in the community.</p> <p>Model and practice how to analyze figurative language and connotation of particular words to understand the deeper meaning of the poem or song.</p> <p>Model and practice how to recognize rhyme scheme and poetic structure.</p> <p>Model and practice how to analyze music videos and</p>	<p>Chart students’ prior knowledge of awards and why people receive them.</p> <p>Chart with students what they consider to be positive and negative characteristics that people possess.</p> <p>Model and practice how to analyze speeches to ascertain the reasons why communities celebrate individuals.</p> <p>Model and practice analyzing fictional stories for characterization. Focus on character development through conflict and how characters use qualities they possess in positive ways.</p> <p>Model and practice how to</p>	<p>Chart students’ knowledge of appropriate public and private behaviors.</p> <p>Analyze writing and speeches for techniques that the author uses to inspire the reader to change or reach for new goals, including voice patterns, word choice, movement, anecdotes, visuals, etc.</p> <p>Model and practice how to analyze how characters and real people overcome issues in middle school settings and beyond.</p>
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<p>conflicts.</p> <p>Model and practice how to analyze the effects that conflict has on character development.</p> <p>Model and practice story structure and the</p>	<p>read graphics and other text features that show information.</p> <p>Model and practice how to analyze bias in the way facts are presented in a non-fiction article.</p>		<p>poetry that has artistic representation for added meaning.</p>	<p>summarize, define, and explain a character's positive qualities using details from the text.</p>	
WRITERS WORKSHOP					
<p>Chart possible ideas that students have for different types of conflicts they have experienced in different communities they belong to.</p> <p>Model and practice how to introduce a conflict into a story</p> <p>Model and practice how to show through action and dialogue how dealing with the particular conflict led to change in a character.</p> <p>Model and practice how to write a resolution that shows the lessons learned through dealing with conflict</p>	<p>Chart ideas on issues in the community that students may wish to research for their writing assignment. Guide students to help them choose a topic that is both narrow enough to not be overwhelming and broad enough that they will be able to find information.</p> <p>Model and practice how to use the internet and the library to do research. Include information on how to tell if the source is valid by looking at the author and who supports the website.</p> <p>Model and practice how to organize research to be able to access it easily when needed for writing.</p>	<p>Chart ideas on controversial issues in the community that they wish to write on. Guide students to research the topic to develop their own point of view on a topic.</p> <p>Model and practice how to organize facts and sources to support the thesis for the topic.</p> <p>Model and practice how to use persuasive language in order to convince and audience on a topic.</p> <p>Model and practice how to use emotive language and personal anecdotes to strengthen argument.</p> <p>Model and practice how to answer opposing viewpoints in their writing.</p> <p>Use peer editing conventions to revise and strengthen editorials.</p>	<p>Chart the various topics that authors and songwriters use for inspiration. Have students start keeping a chart of issues that they could explore through figurative language.</p> <p>Allow students the time to practice using various forms of poetry in order to get a feel for different structures and how structure can change meaning.</p> <p>Share poems in order to improve them for quality through the writing process.</p> <p>Model and practice the importance of voice and beat when reading a poem out loud, i.e. where to pause, how to use inflection, etc.</p> <p>Model and practice the</p>	<p>Chart the characteristics of effective speeches.</p> <p>Model and practice how to summarize a story in writing.</p>	<p>Chart students' knowledge of what they wish they had known when they had entered middle school.</p> <p>Model and practice how to use pictures, writing, stories, and dialogue to teach incoming sixth graders what they need to know about the RFK community.</p>

	<p>Model and practice how to create a dispassionate expository writing piece that shows the facts in a manner that allows the reader to garner facts without the bias of the writer trying to sway their opinion.</p>		<p>importance of word choice in poetry through the use of connotations of certain words.</p> <p>Model and practice the use of illustrations or videos to enhance the meaning of a poem or song (have students draw or create videos for songs/poems).</p> <p>Model and practice how to use poetic forms to express feeling and opinions about conflicts, both personal and community-based.</p>		
		LISTENING AND SPEAKING WORKSHOP			
<p>Listen to a variety of stories to pick out the conflict and the resolution.</p> <p>Model and practice note taking skills to employ while listening to memoirs and non-fiction stories about personal conflict.</p>	<p>Listen and watch a variety of new programs in order to tell through voice and visual cues when a presenter is giving opinions or facts.</p> <p>Practice using note taking strategies to keep track of information while listening to informational essays.</p> <p>Work in groups and pairs to improve writing.</p>	<p>Listen and watch various news programs and radio broadcasts on a variety of topics and points of view. Analyze word choice and voice and visual cues and visual aids that are used to sway the audience.</p> <p>Practice note-taking strategies to keep track of information and use them to create reactions and rebuttal pieces.</p> <p>Work in groups and pairs to improve</p>	<p>Listen to various poems and songs for meaning, rhythm, and rhythm, and beat.</p> <p>Practice using intonation and rhythm to read poems in a way that adds meaning and feeling.</p> <p>Use accountable talk in writing groups in order to analyze and improve one another's writing.</p>	<p>Listen to a variety of speeches and award ceremonies for characteristics of effective speeches.</p>	<p>Listen to inspirational speeches and analyze for visual and verbal techniques employed to inspire the audience.</p>

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CONVENTIONS: SPELLING/GRAMMAR/USAGE/MECHANICS					
EMBEDDED TECHNOLOGY					
<p>Multimedia texts that bring depth to stories.</p>	<p>Audio and video presentations of news programs. Internet sources for news and research.</p>	<p>Audio and video presentation of news programs. Internet sources for news and research. Digital article using Word teaching students how to embed visual representations to editorials. Class surveys using CPS units.</p>			
SUGGESTED LITERATURE					
<p><i>A Child Called It,</i> <i>Time Capsule: Short Stories about Teenagers</i></p>	<p>Time Life Time for Kids readings Teen Ink</p>	<p>Time Life Time for Kids readings Teen Ink</p>	<p><i>Hip Hop Poetry and the Classics</i> <i>Hip Hop Speaks to Children</i></p>	<p><i>The Giver</i> <i>Cinnamon Girl: Letters Found Inside a Cereal Box</i> by Juan Felipe Herrera</p>	<p><i>Stuck in the Middle,</i> Etiquette guides from the turn of the century, <i>Ask Me No Questions</i> by</p>