

Fort Stockton ISD

7th Grade Unit 1: Relationships

Suggested Time Frame: First 6 Weeks

TAKS Objective: 1, 2, 3, 4

TEKS: 7.9B, 7.10E, 7.10F, 7.10G, 7.10H, 7.10L, 7.11A, 7.11B, 7.11C, 7.12F, 7.12G, 7.12J

| Unit Overview | | |
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| This unit deals with a variety of personal and community relationships and ways in which people gain understanding of themselves and others. | | |
| <p>Enduring Understandings</p> <ul style="list-style-type: none"> • People are impacted by the relationships they make. • Relationships can have both positive and negative effects on people's lives. • Decisions can have positive and adverse effects on relationships. • People act as they do with each other depending on their society. • A person's relationship to his/her environment shapes his/her character. | <p>Essential Questions</p> <ul style="list-style-type: none"> • What decisions do people make that impact their relationships with others? • How do the decisions and actions of characters affect their relationships? • Why do characters act as they do, or why do they fail to act? • How can a person's relationships change his/her life? • How do we know how to make good decisions? • Is winning more important than agreeing? • Can humans live in harmony and peace despite their differences? • How important are communication skills in building relationships? | <p>TAKS objective: 1, 2, 3, 4, 5 & 6</p> <p>Writing Purpose</p> <ul style="list-style-type: none"> • Character sketch • Understand the principle parts of writing a paper • Narrative writing <p>Focus and Coherence</p> <ul style="list-style-type: none"> * Maintain focus * Logical flow from opening to conclusion * All sentences address prompt <p>Organization</p> <ul style="list-style-type: none"> * Beginning- introduce the incident including the people and place involved * Middle- describe the incident using descriptive details and dialogue to make the essay interesting and memorable * End- tell the outcome or result of the event and present the writer's feelings about the experience * Arrange ideas in a logical order that moves the reader through the piece <p>Development of Ideas</p> <ul style="list-style-type: none"> * Arrange ideas in a logical order that moves the reader through the piece. * Improve the flow of writing by using varied sentence lengths * Make ideas clear, focused, and well supported with details. <p>Voice</p> <ul style="list-style-type: none"> * Express ideas in a way that shows individual style and reflects the writer's personality * Choose words that are precise, powerful, and engaging. <p>Conventions</p> <ul style="list-style-type: none"> • Teach and review: • Capitalization and punctuation rules, • Sentence structure, • Pronouns, • Subject/verb agreement, • Using adjectives and adverbs, • Spelling rules |
| <p>Language of Instruction</p> <p>Vocabulary from literary sources, i.e. poetry, short stories, novels, essays, speeches, etc.</p> <ul style="list-style-type: none"> • cause/ effect • exposition • plot • rising action • falling action • climax • resolution • inference • setting • flashback • theme • predictions • irony • idioms • slang • characterization • sequence | <p>Relationships and/or Connections that should emerge</p> <ul style="list-style-type: none"> • Respect for other people • Acceptance for physical and emotional differences of others • Our world is made up of insiders and outsiders. <i>Ex. Students aren't always welcome in other groups. For example, band, preps, skaters, etc.</i> | |

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| <p>Text Resources</p> <p>from <i>McDougal Littell</i> text</p> <p>Language of Literature stories:</p> <p>Seventh Grade, Thank You, M'am, Names/Nombres, Offerings at the Wall, A Crush, from The Autobiography of Eleanor Roosevelt, from No Ordinary Time, Homeless, Burns in the Attic from The House on Mango Street, The War of the Wall, Rikki-tikki-tavi, Primal Compassion, Dirk the Protector from My Life in Dog Years, After Twenty Years, A Retrieved Reformation, From Short Story to the Big Screen</p> <p>Poems:</p> <p>If I Can Stop One Heart from Breaking, The Rider, from Song of Myself</p> <p>Select Novel from the following:</p> <ul style="list-style-type: none"> • The Chosen • Where the Red Fern Grows • Animal Farm • Dogsong • Homecoming • The Pearl • The Light in the Forest • Hatchet • Summer on Wheels • Lupita Mañana <p>Suggested Text Resources</p> <p>Effective Instruction for Secondary Struggling Readers: Research-Based Practices Super Story-Writing Strategies and Activities Empowering Writers – Narrative Writing Guide Mizzi Merrill notebook from training</p> | <p>Workstations</p> <p>Whole group</p> <p>Small group</p> <p>Paired learning (partners)</p> <p>Library</p> <p>Computer Lab</p> <ul style="list-style-type: none"> • reading skills • word study/ vocabulary station • literature circle/ book club <p>Technology & Electronic Resources</p> <p>Audio-visual Resources:</p> <ul style="list-style-type: none"> • United Streaming video Relationships: When They Help...When They Hurt. • Literature in Performance VHS (McDougal Littell) • Audio CDs from McDougal Littell • VHS tape Literature in Performance: Thank You, M'am, A Retrieved Reformation <p>Teacher:</p> <ul style="list-style-type: none"> • www.mcdougalittell.com • www.classzone.com • www.unilestreaming.com | <p>Reading Skills/Processes</p> <table border="0"> <tr> <td><input type="checkbox"/> 7.6A</td> <td><input type="checkbox"/> 7.9E</td> <td><input type="checkbox"/> 7.12G</td> </tr> <tr> <td><input 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| <p>WRITING MINILESSONS:</p> <ul style="list-style-type: none"> • Follow Mizzi Merrill's sentence patterns to write complete sentences using varied structure and length • Plan, brainstorm and organize thoughts • Proofreading exercises • Edit and revise • Recognize and analyze other students' essays that demonstrate strong voice • Descriptive writing (describe critical setting, character or object) • Activities from Empowering Writers workshop | <p>Graphic Organizers</p> <p>Thinking Maps</p> <ul style="list-style-type: none"> -Circle Map -Bubble Map -Double Bubble Map -Bridge Map -Tree Map -Brace Map -Multi Flow Map -Flow Map <p>Diagrams</p> <p>Literature response journals</p> | <p>Method(s) of Assessment</p> <p>Observation</p> <p>A Observation evaluated by peers B Students engaged in learning activities C Direct questioning D Observation of performance or process E Checklists/Rubrics</p> <p>Constructed Response</p> <ol style="list-style-type: none"> TEKS Check Open-ended Essay Research Paper Log / Journal Story / Play / Poem Model / Map / Video Oral / Visual / Multimedia Presentation <p>Selected Response</p> <ol style="list-style-type: none"> Fill-in-the-blank test Matching test Multiple choice test True/False test | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |