Highlights of Grade 7, Unit 1: Generations

Dear Family,

In this unit, students will investigate what one generation can learn from another, considering how knowledge flows between age groups. Students will read a variety of texts, watch videos, and view media as they discuss the Essential Question for the unit.

ESSENTIAL QUESTION

As a class, in small groups, and independently, students will work to answer this question: What can one generation learn from another? Give your student the opportunity to continue the discussion at home.

TALK IT OVER WITH YOUR STUDENT

• What are some of the ways you could answer the question What can one generation learn from another?
• When is experience important? How can someone teach someone else about what they learned from their experience?
• Why do you think stories about a character learning from someone older or younger are so interesting?
• What is the most interesting part of the idea of “generations” that you learned from your reading?

PERFORMANCE TASKS AND PERFORMANCE-BASED ASSESSMENT

Your student will need to answer the question In what situations can one generation learn from another? He or she will write a nonfiction narrative.

STANDARDS

Activities and assignments in Unit 1 will help your child meet the following objectives for reading literature, informational texts, writing, and speaking and listening. Here are some key standards students will work toward in this unit.

**Reading**

• Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama.
• Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
• 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.
• Determine an author's point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others the text.

**Writing**

• Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
• Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
• Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

**Speaking and Listening**

• 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.
• Present claims and findings (e.g. argument, narrative, summary presentations), emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.
• Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.

Thank you for your continuing support!