

NEPTUNE CITY SCHOOL DISTRICT

English Language Arts Curriculum 7th Grade



NEPTUNE CITY SCHOOL DISTRICT
Office of the Chief School Administrator, Principal
210 West Sylvania Avenue
Neptune City, NJ 07753

The Neptune City School District is appreciative and proud to accept and align the curriculum of the Neptune Township School District to properly prepare the Neptune City students for successful integration into the Neptune Township High School Educational Program.

August 2024

Document *

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SCHOOL DISTRICT MISSION STATEMENT

The Neptune City School District, in partnership with the parents and the community, will support and sustain an excellent system of learning, promote pride in diversity, and expect all students to achieve the New Jersey Student Learning Standards at all grade levels to become responsible and productive citizens.

NEPTUNE CITY SCHOOL DISTRICT

ENGLISH LANGUAGE ARTS

CURRICULUM

7TH GRADE

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Unit Plan Title	Unit 1 Reality Check
Suggested Time Frame	6 Weeks

Overview / Rationale

Unit 1 theme “In Reality Check” students will consider what’s real and what’s not. Students will reflect on how or whether we can tell the difference. The summative task of each novel is a writing task to demonstrate mastery of the skills taught through each unit. Each week students will complete writing geared toward the writing task for ELA. The objective is to build stamina to write routinely over an extended period of time addressing a variety of themes; preparing students for monthly writing tasks. Each writing should be a passage from the novel and a prompt for open-ended constructed response. As they explore and create written, oral, and visual texts, students expand and deepen their understanding of both real and imaginary worlds, and gain insight into their own lives and the lives of others. Students deeply understand and employ strategies to evaluate texts on various levels; factual, critical, interpretive and analytical. Through close reads & text mining of novels, short stories and nonfiction texts; as well as class discussions, students will achieve independence, confidence and demonstrate growth as critical thinkers

Stage 1 – Desired Results

Established Goals:
New Jersey Student Learning Standards - English Language Arts

RL.CR.7.1. Cite several pieces of textual evidence and make relevant connections to support analysis of what a literary text says explicitly as well as inferences drawn from the text.

RI.CR.7.1. Cite several pieces of textual evidence and make relevant connections to support analysis of what an informational text says explicitly as well as inferences drawn from the text.

RL.CI.7.2. Determine a theme in a literary text (e.g., stories, plays or poetry) and explain how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.

RI.CI.7.2. Determine a central idea in an informational text and explain how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.

RL.IT.7.3. Analyze how particular elements of a text interact including how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.

RI.IT.7.3. Analyze how particular elements of a text interact including how a text makes connections and distinctions among individuals, events, and ideas (e.g., through comparisons, analogies, or categories).

RL.TS.7.4. Analyze the structure an author uses to organize a text and how it contributes to the text as a whole, including how a drama's or poem's form or structure (e.g., soliloquy, sonnet) contributes to its meaning.

RI.TS.7.4. Analyze the structure an author uses to organize a text and how it contributes to the text as a whole, including using knowledge of text structures (e.g., cause-effect, proposition-support) and genre features (e.g., graphics, captions, indexes) to organize and analyze important information.

RL.PP.7.5. Determine how an author conveys or develops perspective or purpose in a text through contrasting the points of view of different characters or narrators in a text.

RI.PP.7.5. Determine how an author conveys or develops perspective or purpose in a text through distinguishing their position from that of others using evidence.

RL.MF.7.6. Compare and contrast texts (e.g., a written story, drama, or poem) to its audio, filmed, staged, or multimedia version and analyze the unique qualities of different mediums, including the effects of techniques unique to each medium (e.g., lighting, sound, color, or camera focus and angles in a film).

RI.MF.7.6. Compare and contrast texts to analyze the unique qualities of different mediums, including the integration of information from multiple formats and sources to develop deeper understanding of the concept, topic or subject and resolve conflicting information.

RI.AA.7.7. Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims.

RL.CT.7.8. Compare and contrast a fictional portrayal of an event, time, place, or character and a historical or scientific account of the same period or event as a means of understanding how authors of fiction use or alter history and/or events.

RI.CT.7.8. Analyze and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) how two or more authors writing informational texts about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts.

W.IW.7.2. Write informative/explanatory texts (including the narration of historical events, scientific procedures/ experiments, or technical processes) to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

W.NW.7.3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

W.WP.7.4. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning; flexibly making editing and revision choices and sustaining effort to complete complex writing tasks; and focusing on how well purpose and audience have been addressed.

L.SS.7.1. Demonstrate command of the system and structure of the English language when writing or speaking.

L.KL.7.2. Use knowledge of language and its conventions when writing, speaking, reading, or listening.

L.VL.7.3. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, including technical meanings, choosing flexibly from a range of strategies.

L.VI.7.4. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

SL.PE.7.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.

SL.II.7.2. Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.

SL.ES.7.3. Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence

SL.PI.7.4. Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.

SL.UM.7.5. Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.

SL.AS.7.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

Social Studies Connections:

Research Social Media (“Not Everything it Seems”)

Research the Court System (Monster)

Social Studies Connections:

Transplant Medicine (“Mirror Image”)

Computing Science

8.2.8.ITH.5: Compare the impacts of a given technology on different societies, noting factors that may make a technology appropriate and sustainable in one society but not in another.

- 8.2.8.EC.1: Explain ethical issues that may arise from the use of new technologies.

Career Readiness, Life Literacies, and Key Skills

9.2 Career Awareness, Exploration, Preparation, and Training

Career Awareness and Planning:

- 9.4.8.DC.1: Analyze the resource citations in online materials for proper use.
- 9.4.8.DC.2: Provide appropriate citation and attribution elements when creating media products

Key Skills

- Act as a responsible and contributing community member and employee.
- Attend to financial well-being.
- Consider the environmental, social and economic impacts of decision
- Demonstrate creativity and innovation.
- Utilize critical thinking to make sense of problems and persevere in solving them.
- Model integrity, ethical leadership and effective management
- Plan education and career paths aligned to personal goals.
- Use technology to enhance productivity, increase collaboration and communicate effectively.
- Work productively in teams while using cultural/global competence

Social and Emotional Learning Competencies

Self Awareness

Self-Management

Responsible Decision Making

Social Awareness

Relationship Skills

Motivation

Essential Question:

What can blur the lines between what is real and what is not?

Unit Goals

Students will be able to

- Analyze Plot and Flashback
- Analyze Character Trait
- Determine Author's Purpose
- Cite Evidence
- Analyze Folktales
- Analyze Humor
- Analyze Rhyme
- Analyze Rhyme Scheme and Mood
- Compare Moods
- Analyze Narrator
- Analyze Graphic Novels
- Compare Versions
- Write an Informative Essay
- Vocabulary: Suffixes
- Grammar: Punctuating Dialogue
- Compare Print and online dictionary entries
- Write sentences with correlative conjunction pair
- Write complex Sentences: Subordinating Conjunctions

<p>Texts:</p> <ul style="list-style-type: none"> ● Mirror Image (Short Story) by Lena Coakley 670L ● Not Everything It Seems (Article) by Arnetta Carter 950L ● Two Legs or One? (Folktale) by Josepha Sherman 600L ● Compare Moods: The Song of Wandering Aengus (Poem) by W.B. Yeats N/A L / Eldorado (Poem) by Edgar Allan Poe N/A L ● Compare Versions: from Monster (Screenplay) by Walter Dean Myers N/A L / from Monster (Graphic Novel) adapted by Guy A. Sims, illustrated by Dawud Anyabwile N/A L 	<p>Novel Options:</p> <ul style="list-style-type: none"> ● My Life as an Ice Cream Sandwich (Novel) by Ibi Zoboe 830L ● A Christmas Carol (Novel) by Charles Dickens 900L ● Planet Middle School (Novel in Verse) by Nikki Grimes 680L <p>End-Of-Unit Tasks:</p> <p>Write an Informative Essay</p> <p>Using ideas, information, and examples from multiple texts in this unit, write an informative essay for a print or online magazine for young adults explaining why it’s important to carefully consider information before accepting it as true.</p>
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Student Resources
<p>Rich selection of diverse books Reading/Writing Companion Literature Anthology Flexible Reader’s Choice Texts Flexible Long Read Options Online access Tool ED Peer Coach: Videos: Analyze Plot and Infer Character Traits Anchor Chart: Analyze Plot and Infer Character Traits Level UP Practice: Plot Sequence of events and Character Traits Peer Coach: Video: Identify Author’s Purpose and Cite Text Evidence of Point of View Anchor Chart: Identify Author’s Purpose and Cite Text Evidence of Point of View Level Up: Author’s Purpose Notice and Note Handbook Interactive Writing and Collaboration tool “Writable” HMH Text Library</p>

Teacher Resources

Teacher's Edition Into Literature
Unit Planning Guides
Online access "Teacher Corner"
Notice and Note Handbook
Digital Tools
HMH Text Library

Stage 2 – Assessment Evidence

Pre-Assessments:

- Placement and Diagnostic Assessment

Formative Assessments:

- Selection Tests
- Comprehension Quizzes
- Participation in class discussions/debates
- Exit tickets
- Daily Lesson Checks and Correct & Redirect Opportunities in Teacher's Guide
- Conference notes
- Small group work notes
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Benchmarks

- IXL, I-Ready or Commonlit

Summative Assessments:

- Unit Test
- IXL or Iready Assessment

Stage 3 – Learning Plan

Unit 1: Recommended Activities, Investigations, Interdisciplinary Connections, and/or Student Experiences to Explore within Unit

- Mirror Image
- Not Everything it Seems
- Monster Screenplay
- Monster Graphic Novel
- Novel Study: Monster or Where the Mountain Meets the Moon
- Write an Informative Essay
- Reading: Analyze Plot and Flashback
- Reading: Determine Author's Purpose
- Reading: Analyze Character Traits
- Reading: Cite Evidence
- Reading: Analyze Narrator
- Reading: Analyze Graphic Novels
- Reading: Compare Versions
- Social & Emotional Learning: Describe a Connection
- Social & Emotional Learning: Watch That Mouth, Friend!
- Speaking & Listening: News Report
- Writing: Diary Entry
- Writing: Good or Bad Influence
- Writing: Write a Character Analysis
- Writing: Write an Informative Text
- Writing: Gather Relevant Evidence
- Writing: Address Task, Purpose, and Audience
- Writing: Use Formal Style
- Writing: Improve Writing by Planning, Revising, Editing, and Rewriting
- Writing: Use Digital Tools to Produce and Share Writing
- Vocabulary: Reference Resources
- Vocabulary: Suffixes -able and -ible
- Vocabulary: Word Origins
- Grammar: Punctuating Dialogue
- Grammar: Correlative Conjunctions
- Grammar: Complex Sentences: Subordinating Conjunctions
- Grammar: Use Appropriate Capitalization

Accommodations/Modifications

Below please find a list of suggestions for accommodations and modifications to meet the diverse needs of our students. Teachers should consider this a resource and understand that they are not limited to the recommendations included below.

An **accommodation** *changes HOW a student learns*; the change needed does not alter the grade-level standard. A **modification** *changes WHAT a student learns*; the change alters the grade-level expectation.

Special Education and 504 Plans

All modifications and accommodations must be specific to each individual child's IEP (Individualized Educational Plan) or 504 Plan.

- Pre-teach or preview vocabulary
- Repeat or reword directions
- Have students repeat directions
- Use of small group instruction
- Pair visual prompts with verbal presentations
- Ask students to restate information, directions, and assignments
- Repetition and time for additional practice
- Model skills/techniques to be mastered
- Extended time to complete task/assignment/work
- Provide a copy of class notes
- Strategic seating (with a purpose - eg. less distraction)
- Flexible seating
- Repetition and additional practice
- Use of manipulatives
- Use of assistive technology (as appropriate)
- Assign a peer buddy
- Emphasize key words or critical information by highlighting
- Use of graphic organizers
- Scaffold with prompts for sentence starters
- Check for understanding with more frequency
- Provide oral reminders and check student work during independent practice
- Chunk the assignment - broken up into smaller units, work submitted in phases
- Encourage student to proofread assignments and tests
- Provide regular home/school communication
- Teacher checks student planner
- Provide students with clear expectations in writing and grading criteria for assignments (rubrics)

Testing Accommodations:

Students should receive all testing accommodations for Benchmark assessments that they receive for State testing.

English Language Learners:

All modifications and accommodations should be specific to each individual child's LEP level as determined by the WIDA screening or ACCESS, utilizing the WIDA Can Do Descriptors.

- Pre-teach or preview vocabulary
- Repeat or reword directions
- Have students repeat directions
- Use of small group instruction
- Scaffold language based on their Can Do Descriptors
- Alter materials and requirements according to Can Do Descriptors
- Adjust number of paragraphs or length of writing according to their Can Do Descriptor
- TPR (Total Physical Response-Sheltered Instruction strategy) Demonstrate concepts through multi sensory forms such as with body language, intonation
- Pair visual prompts with verbal presentations
- Repetition and additional practice
- Model skills and techniques to be mastered
- Native Language translation (peer, assistive technology, bilingual dictionary)
- Emphasize key words or critical information by highlighting
- Use of graphic organizers
- Scaffold with prompts for sentence starters
- Check for understanding with more frequency
- Use of self-assessment rubrics
- Increase one-on-one conferencing; frequent check ins
- Use study guide to organize materials
- Make vocabulary words available in a student created vocabulary notebook, vocabulary bank, Word Wall, or vocabulary ring
- Extended time
- Select text complexity and tiered vocabulary according to Can Do Descriptors
- Projects completed individually or with partners
- Use online dictionary that includes images for words:
<http://visual.merriamwebster.com/>.
- Use an online translator to assist students with pronunciation:
http://www.reverso.net/text_translation.aspx?lang=EN.

Students at Risk of Failure:

- Use of self-assessment rubrics for check-in
- Pair visual prompts with verbal presentations
- Ask students to restate information and/or directions

- Opportunity for repetition and additional practice
- Model skills/techniques to be mastered
- Extended time
- Provide copy of class notes
- Strategic seating with a purpose
- Provide student opportunity to make corrections and/or explain their answers
- Support organizational skills
- Check daily planner
- Encourage student to their proofread work
- Assign a peer buddy
- Build on students' strengths based on Multiple Intelligences: Linguistic (verbal); Logical (reasoning); Musical/Rhythmic; Intrapersonal Intelligence (understanding of self); Visual Spatial Intelligence; Interpersonal Intelligence (the ability to interact with others effectively); Kinesthetic (bodily); Naturalist Intelligence; and Learning Styles: Visual; Auditory; Tactile; Kinesthetic; Verbal

High Achieving:

Extension Activities

- Allow for student choice from a menu of differentiated outcomes; choices grouped by complexity of thinking skills; variety of options enable students to work in the mode that most interests them
- Allow students to pursue independent projects based on their individual interests
- Provide enrichment activities that include more complex material
- Allow opportunities for peer collaboration and team-teaching
- Set individual goals
- Conduct research and provide presentation of appropriate topics
- Provide student opportunity to design surveys to generate and analyze data to be used in discussion
- Allow students to move through the assignment at their own pace (as appropriate)

Strategies to Differentiate to Meet the Needs of a Diverse Learning Population

- Vocabulary Sorts-students engage with the vocabulary word by sorting into groups of similar/different rather than memorizing definitions
- Provide "Realia" (real life objects to relate to the five senses) and ask questions relating to the senses
- Role Play-students create or participate in role playing situations or Reader's Theater
- Moving Circle-an inside and outside circle partner and discuss, circles moves to new partner (Refer to Kagan Differentiated Strategies)
- Brainstorm Carousel-Large Post Its around the room, group moves in a carousel to music. Group discusses topics and responses on paper. Groups rotate twice to see comments of others. (Refer to Kagan Differentiated Strategies)
- Gallery Walk-Objects, books, or student work is displayed. Students examine artifacts and rotate.

- Chunking-chunk reading, tests, questions, homework, etc to focus on particular elements.
- Think Pair Share Write
- Think Talk Write
- Think Pair Share
- Note-taking -can be done through words, pictures, phrases, and sentences depending on level
- KWL (Know, Want to Know, Learned)/KWHL(Know, What to Know, How Will I Learn, learned)/KWLS (Know, Want to Know, Learned, Still Want to Know) /KWLQ (Know, What to Know, Learned, Questions I Still Have) Charts
- Corners Cooperative Learning Strategy:
<http://cooperativelearningstrategies.pbworks.com/w/page/28234420/Corners>.
- Circle Map strategy- place the main topic in a small circle and add student ideas in a bigger circle around the topic. Students may use their native language with peers to brainstorm.
- Flexible grouping -as a whole class, small group, or with a partner, temporary groups are created:
- Jigsaw Activities -cooperative learning in a group, each group member is responsible for becoming an "expert" on one section of the assigned material and then "teaching" it to the other members of the team: <http://www.adlit.org/strategies/22371/>.

Unit Plan Title	Unit 2 Take Control
Suggested Time Frame	6 Weeks

Overview / Rationale

Unit 2 theme “Take Control” students will consider what prompts people to take control and what happens when they do. The summative task of each novel is a writing task to demonstrate mastery of the skills taught through each unit. Each week students will complete writing geared toward the writing task for ELA. The objective is to build stamina to write routinely over an extended period of time addressing a variety of themes; preparing students for monthly writing tasks. Each writing should be a passage from the novel and a prompt for open-ended constructed response. As they explore and create written, oral, and visual texts, students expand and deepen their understanding of both real and imaginary worlds, and gain insight into their own lives and the lives of others. Students deeply understand and employ strategies to evaluate texts on various levels; factual, critical, interpretive and analytical. Through close reads & text mining of novels, short stories and nonfiction texts; as well as class discussions, students will achieve independence, confidence and demonstrate growth as critical thinkers

Stage 1 – Desired Results

Established Goals:

New Jersey Student Learning Standards - English Language Arts

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SL.UM.7.5. Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.

SL.AS.7.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

Science Connections:

Investigating Waves

Computer Science and Design Thinking

Computing Science

8.2.8.ITH.5: Compare the impacts of a given technology on different societies, noting factors that may make a technology appropriate and sustainable in one society but not in another.

- 8.2.8.EC.1: Explain ethical issues that may arise from the use of new technologies.

Career Readiness, Life Literacies, and Key Skills

9.2 Career Awareness, Exploration, Preparation, and Training

Career Awareness and Planning:

- 9.4.8.DC.1: Analyze the resource citations in online materials for proper use.
- 9.4.8.DC.2: Provide appropriate citation and attribution elements when creating media products

Key Skills

- Act as a responsible and contributing community member and employee.
- Attend to financial well-being.
- Consider the environmental, social and economic impacts of decision
- Demonstrate creativity and innovation.
- Utilize critical thinking to make sense of problems and persevere in solving them.
- Model integrity, ethical leadership and effective management
- Plan education and career paths aligned to personal goals.
- Use technology to enhance productivity, increase collaboration and communicate effectively.
- Work productively in teams while using cultural/global competence

Social and Emotional Learning Competencies

Self Awareness
Self-Management
Responsible Decision Making
Social Awareness
Relationship Skills
Motivation

**Amistad N.J.S.A. 18A:35-4.43:
“Thank You, M’am”**

**Diversity, Equity and Inclusion - N.J.S.A.18A:35-4.36a:
“Women In Aviation” and “Thank You, M’am”**

Essential Question:

How Do Actions define us?

Unit Goals

Students will be able to

- Analyze Character
- Analyze Conflict
- Analyze Myth
- Determine Themes
- Analyze Form in Poetry
- Analyze Word Choice
- Analyze Plot
- Make Inferences
- Determine Author’s Purpose
- Cite Evidence and Evaluate Details
- Analyze Setting and Conflict
- Analyze Structure
- Compare Characters and People
- Write an Informative Essay
- Compare Characters and People
- Demonstrate understanding Greek Prefixes
- Identify adjective clause and relative clause
- Identify denotation and connotation
- Identify possessive nouns
- Proper capitalization for titles, organiza

Texts:

- **Heartbeat** (Short Story) by David Yoo 820L
- **The Flight of Icarus** (Myth) by Sally Benson 1090L
- **Icarus's Flight** (Poem) by Stephen Dobyns N/A L
- **Rogue Wave** (Short Story) by Theodore Taylor 970L
- **Women in Aviation** (History Writing) by Patricia and Frederick McKissack 1120L
- Compare Characters and People: **Thank You, M'am** (Short Story) by Langston Hughes 660L / **A Police Stop Changed This Teenager's Life** (Article) by Amy B. Wang 890L

Novel Options:

- **The Hobbit** (Novel) by J.R.R. Tolkien 1000L
- **The Hunger Games** (Novel) by Suzanne Collins 810L
- **Buried Onions** (Novel) by Gary Soto 850L

End-Of-Unit Tasks:**Write an Informative Essay**

In this unit, individuals take decisive actions to achieve goals. How do they overcome obstacles? Using examples from multiple texts in this unit, write an informative essay for a blog about what it takes to overcome obstacles and achieve goals.

Present a Film Critique

Many movies from different genres, such as action, drama, or biography, portray strong characters who overcome huge obstacles. Choose a movie and watch it with a critical eye. You will plan and present a critique of the film to your classmates.

Student Resources

Rich selection of diverse books
Reading/Writing Companion
Literature Anthology
Flexible Reader's Choice Texts
Flexible Long Read Options
Online access Tool ED
Peer Coach: Videos: Infer Character Traits
Peer Coach: Videos: Analyze Character Motivation
Peer Coach: Videos: Identify Conflicts in Fiction
Anchor Chart: Infer Character Traits
Anchor Chart: Analyze Character Motivation
Anchor Chart: Identify conflicts in Fiction
Level Up: Conflict
Peer Coach Video: Universal Themes
Anchor Chart: Universal Themes

Level Up: Myths, Legends and Tales
 Level Up: Universal and Recurring Themes
 Peer Coach Videos: Analyze Plot
 Peer Coach Videos: Make Inferences
 Anchor Chart: Analyze Plot
 Anchor Chart: Make Inferences
 Level Up: Plot stages
 Level Up: Making Inferences
 Peer Coach Video: Identify Author's Purpose, Cite Evidence and Identify Key Details in Informational texts
 Anchor Chart: Identify Author's Purpose, Cite Evidence and Identify Key Details in Informational texts
 Level Up: Author's Purpose
 Peer Coach Video: Determine Text Structure
 Level Up: Chronological Organization
 Notice and Note Handbook
 Interactive Writing and Collaboration tool "Writable"
 HMH Text Library

Teacher Resources

Teacher's Edition Into Literature
 Unit Planning Guides
 Online access "Teacher Corner"
 Notice and Note Handbook
 Digital Tools
 HMH Text Library

Stage 2 – Assessment Evidence

Pre-Assessments:

- Placement and Diagnostic Assessment

Formative Assessments:

- Selection Tests
- Comprehension Quizzes
- Participation in class discussions/debates
- Exit tickets
- Daily Lesson Checks and Correct & Redirect Opportunities in Teacher's Guide
- Conference notes
- Small group work notes
-

Benchmarks

- IXL, I-Ready or Commonlit

Summative Assessments:

- Unit Test
- IXL or Iready Assessment

Stage 3 – Learning Plan

Unit 2: Recommended Activities, Investigations, Interdisciplinary Connections, and/or Student Experiences to Explore within Unit

- Heartbeat
- Flight of Icarus Myth
- Rogue Wave
- Women in Aviation
- Thank You, Ma'am
- A Police Stop Changed This Teenager's Life
- Novel Study: *The Westing Game*, or *The Hunger Games*
- Write an Informative Essay
- Reading: Analyze Character
- Reading: Analyze Conflict
- Reading: Analyze Myth
- Reading: Determine Themes
- Reading: Analyze Plot
- Reading: Make Inferences
- Reading: Determine Author's Purpose
- Reading: Cite Evidence and Evaluate Details
- Reading: Analyze Character
- Reading: Analyze Setting and Conflict
- Reading: Compare Characters and People
- Writing: Note of Apology
- Writing: Disaster-Film Proposal
- Writing: Tribute to Women Aviators
- Writing: Email Request
- Writing: Objective Summary
- Writing: Gather Information
- Writing: Address Task, Purpose, and Audience
- Writing: Develop a Controlling Idea
- Writing: Use Appropriate Supporting Details
- Writing: Use Formal Style
- Writing: Improve Writing by Planning, Revising, Editing, and Rewriting
- Writing: Use Digital Tools to Produce and Share Writing
- Speaking & Listening: Father-Son Role-Play
- Speaking & Listening: Bessie Coleman Presentation
- Social & Emotional Learning: Self-Help Infographic
- Social & Emotional Learning: Supporting a Grieving Person
- Social & Emotional Learning: Coping with Disasters
- Social & Emotional Learning: Making of a Mentor

- Media: Virtual-Reality Proposal
- Media: Aviation Timeline
- Research: Rogue Waves
- Research: 20th-Century Harlem
- Research: Crowdfunding
- Vocabulary: Greek Prefixes
- Vocabulary: Latin Suffixes
- Vocabulary: Latin Roots
- Vocabulary: Denotation and Connotation
- Vocabulary: Possessive Nouns
- Vocabulary: Context Clues
- Grammar: Commas and Coordinate Adjectives
- Grammar: Types of Clauses
- Grammar: Sentence Structure
- Grammar: Precise Language
- Grammar: Capitalization
- Grammar: More Than Enough Words
- Grammar: Use Consistent Verb Tenses

Accommodations/Modifications

Below please find a list of suggestions for accommodations and modifications to meet the diverse needs of our students. Teachers should consider this a resource and understand that they are not limited to the recommendations included below.

An **accommodation** *changes HOW a student learns*; the change needed does not alter the grade-level standard. A **modification** *changes WHAT a student learns*; the change alters the grade-level expectation.

Special Education and 504 Plans

All modifications and accommodations must be specific to each individual child's IEP (Individualized Educational Plan) or 504 Plan.

- Pre-teach or preview vocabulary
- Repeat or reword directions
- Have students repeat directions
- Use of small group instruction
- Pair visual prompts with verbal presentations
- Ask students to restate information, directions, and assignments

- Repetition and time for additional practice
- Model skills/techniques to be mastered
- Extended time to complete task/assignment/work
- Provide a copy of class notes
- Strategic seating (with a purpose - eg. less distraction)
- Flexible seating
- Repetition and additional practice
- Use of manipulatives
- Use of assistive technology (as appropriate)
- Assign a peer buddy
- Emphasize key words or critical information by highlighting
- Use of graphic organizers
- Scaffold with prompts for sentence starters
- Check for understanding with more frequency
- Provide oral reminders and check student work during independent practice
- Chunk the assignment - broken up into smaller units, work submitted in phases
- Encourage student to proofread assignments and tests
- Provide regular home/school communication
- Teacher checks student planner
- Provide students with clear expectations in writing and grading criteria for assignments (rubrics)

Testing Accommodations:

Students should receive all testing accommodations for Benchmark assessments that they receive for State testing.

English Language Learners:

All modifications and accommodations should be specific to each individual child's LEP level as determined by the WIDA screening or ACCESS, utilizing the WIDA Can Do Descriptors.

- Pre-teach or preview vocabulary
- Repeat or reword directions
- Have students repeat directions
- Use of small group instruction
- Scaffold language based on their Can Do Descriptors
- Alter materials and requirements according to Can Do Descriptors
- Adjust number of paragraphs or length of writing according to their Can Do Descriptor
- TPR (Total Physical Response-Sheltered Instruction strategy) Demonstrate concepts through multi sensory forms such as with body language, intonation
- Pair visual prompts with verbal presentations
- Repetition and additional practice
- Model skills and techniques to be mastered
- Native Language translation (peer, assistive technology, bilingual dictionary)
- Emphasize key words or critical information by highlighting
- Use of graphic organizers
- Scaffold with prompts for sentence starters

- Check for understanding with more frequency
- Use of self-assessment rubrics
- Increase one-on-one conferencing; frequent check ins
- Use study guide to organize materials
- Make vocabulary words available in a student created vocabulary notebook, vocabulary bank, Word Wall, or vocabulary ring
- Extended time
- Select text complexity and tiered vocabulary according to Can Do Descriptors
- Projects completed individually or with partners
- Use online dictionary that includes images for words:
<http://visual.merriamwebster.com/>.
- Use an online translator to assist students with pronunciation:
http://www.reverso.net/text_transla tion.aspx?lang=EN.

Students at Risk of Failure:

- Use of self-assessment rubrics for check-in
- Pair visual prompts with verbal presentations
- Ask students to restate information and/or directions
- Opportunity for repetition and additional practice
- Model skills/techniques to be mastered
- Extended time
- Provide copy of class notes
- Strategic seating with a purpose
- Provide student opportunity to make corrections and/or explain their answers
- Support organizational skills
- Check daily planner
- Encourage student to their proofread work
- Assign a peer buddy
- Build on students' strengths based on Multiple Intelligences: Linguistic (verbal); Logical (reasoning); Musical/Rhythmic; Intrapersonal Intelligence (understanding of self); Visual Spatial Intelligence; Interpersonal Intelligence (the ability to interact with others effectively); Kinesthetic (bodily); Naturalist Intelligence; and Learning Styles: Visual; Auditory; Tactile; Kinesthetic; Verbal

High Achieving:

Extension Activities

- Allow for student choice from a menu of differentiated outcomes; choices grouped by complexity of thinking skills; variety of options enable students to work in the mode that most interests them
- Allow students to pursue independent projects based on their individual interests
- Provide enrichment activities that include more complex material

- Allow opportunities for peer collaboration and team-teaching
- Set individual goals
- Conduct research and provide presentation of appropriate topics
- Provide student opportunity to design surveys to generate and analyze data to be used in discussion
- Allow students to move through the assignment at their own pace (as appropriate)

Strategies to Differentiate to Meet the Needs of a Diverse Learning Population

- Vocabulary Sorts-students engage with the vocabulary word by sorting into groups of similar/different rather than memorizing definitions
- Provide “Realia” (real life objects to relate to the five senses) and ask questions relating to the senses
- Role Play-students create or participate in role playing situations or Reader’s Theater
- Moving Circle-an inside and outside circle partner and discuss, circles moves to new partner (Refer to Kagan Differentiated Strategies)
- Brainstorm Carousel-Large Post Its around the room, group moves in a carousel to music. Group discusses topics and responses on paper. Groups rotate twice to see comments of others. (Refer to Kagan Differentiated Strategies)
- Gallery Walk-Objects, books, or student work is displayed. Students examine artifacts and rotate.
- Chunking-chunk reading, tests, questions, homework, etc to focus on particular elements.
- Think Pair Share Write
- Think Talk Write
- Think Pair Share
- Note-taking -can be done through words, pictures, phrases, and sentences depending on level
- KWL (Know, Want to Know, Learned)/KWHL(Know, What to Know, How Will I Learn, learned)/KWLS (Know, Want to Know, Learned, Still Want to Know) /KWLQ (Know, What to Know, Learned, Questions I Still Have) Charts
- Corners Cooperative Learning Strategy:
<http://cooperativelearningstrategies.pbworks.com/w/page/28234420/Corners>.
- Circle Map strategy- place the main topic in a small circle and add student ideas in a bigger circle around the topic. Students may use their native language with peers to brainstorm.
- Flexible grouping -as a whole class, small group, or with a partner, temporary groups are created:
- Jigsaw Activities -cooperative learning in a group, each group member is responsible for becoming an "expert" on one section of the assigned material and then "teaching" it to the other members of the team: <http://www.adlit.org/strategies/22371/>.

Unit Plan Title	Unit 3 The Terror and Wonder of Space
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Suggested Time Frame	6 Weeks
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Overview / Rationale

Unit 3 theme “The Terror and Wonder of Space” students will consider what it might be like to explore space and reflect on the hazards and limits of exploration. The summative task of each novel is a writing task to demonstrate mastery of the skills taught through each unit. Each week students will complete writing geared toward the writing task for ELA. The objective is to build stamina to write routinely over an extended period of time addressing a variety of themes; preparing students for monthly writing tasks. Each writing should be a passage from the novel and a prompt for open-ended constructed response. As they explore and create written, oral, and visual texts, students expand and deepen their understanding of both real and imaginary worlds, and gain insight into their own lives and the lives of others. Students deeply understand and employ strategies to evaluate texts on various levels; factual, critical, interpretive and analytical. Through close reads & text mining of novels, short stories and nonfiction texts; as well as class discussions, students will achieve independence, confidence and demonstrate growth as critical thinkers

Stage 1 – Desired Results

Established Goals:

New Jersey Student Learning Standards - English Language Arts

- RL.CR.7.1. Cite several pieces of textual evidence and make relevant connections to support analysis of what a literary text says explicitly as well as inferences drawn from the text.
- RI.CR.7.1. Cite several pieces of textual evidence and make relevant connections to support analysis of what an informational text says explicitly as well as inferences drawn from the text.
- RL.CI.7.2. Determine a theme in a literary text (e.g., stories, plays or poetry) and explain how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
- RI.CI.7.2. Determine a central idea in an informational text and explain how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
- RL.IT.7.3. Analyze how particular elements of a text interact including how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.
- RI.IT.7.3. Analyze how particular elements of a text interact including how a text makes connections and distinctions among individuals, events, and ideas (e.g., through comparisons, analogies, or categories).
- RL.TS.7.4. Analyze the structure an author uses to organize a text and how it contributes to the text as a whole, including how a drama’s or poem’s form or structure (e.g., soliloquy, sonnet) contributes to its meaning.

RI.TS.7.4. Analyze the structure an author uses to organize a text and how it contributes to the text as a whole, including using knowledge of text structures (e.g., cause-effect, proposition-support) and genre features (e.g., graphics, captions, indexes) to organize and analyze important information.

RL.PP.7.5. Determine how an author conveys or develops perspective or purpose in a text through contrasting the points of view of different characters or narrators in a text.

RI.PP.7.5. Determine how an author conveys or develops perspective or purpose in a text through distinguishing their position from that of others using evidence.

RL.MF.7.6. Compare and contrast texts (e.g., a written story, drama, or poem) to its audio, filmed, staged, or multimedia version and analyze the unique qualities of different mediums, including the effects of techniques unique to each medium (e.g., lighting, sound, color, or camera focus and angles in a film).

RI.MF.7.6. Compare and contrast texts to analyze the unique qualities of different mediums, including the integration of information from multiple formats and sources to develop deeper understanding of the concept, topic or subject and resolve conflicting information.

RI.AA.7.7. Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims.

RL.CT.7.8. Compare and contrast a fictional portrayal of an event, time, place, or character and a historical or scientific account of the same period or event as a means of understanding how authors of fiction use or alter history and/or events.

RI.CT.7.8. Analyze and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) how two or more authors writing informational texts about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts.

W.AW.7.1. Write arguments on discipline-specific content (e.g., social studies, science, technical subjects, English/Language Arts) to support claims with clear reasons and relevant evidence.

W.NW.7.3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

W.WP.7.4. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning; flexibly making editing and revision choices and sustaining effort to complete complex writing tasks; and focusing on how well purpose and audience have been addressed

W.RW.7.7. Write routinely over extended time frames (time for research, reflection, metacognition/self-correction, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

L.SS.7.1. Demonstrate command of the system and structure of the English language when writing or speaking.

L.KL.7.2. Use knowledge of language and its conventions when writing, speaking, reading, or listening.

L.VL.7.3. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, including technical meanings, choosing flexibly from a range of strategies.

L.VI.7.4. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

SL.PE.7.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.

SL.II.7.2. Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.

SL.ES.7.3. Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence

SL.PI.7.4. Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.

SL.UM.7.5. Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.

SL.AS.7.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

Science Connections:

Exploration of Space “Humans Need to Explore Outer Space,”

Social Studies Connection:

Research Colonialism, Colonization of Mars in “Dark They Were, and Golden Eyed”

Climate Change:

“Dark They Were and Golden Eyed” Colonization of Mars in the aftermath of Earth being polluted.

Computer Science and Design Thinking

Computing Science

8.2.8.ITH.5: Compare the impacts of a given technology on different societies, noting factors that may make a technology appropriate and sustainable in one society but not in another.

- 8.2.8.EC.1: Explain ethical issues that may arise from the use of new technologies.

Career Readiness, Life Literacies, and Key Skills

9.2 Career Awareness, Exploration, Preparation, and Training

Career Awareness and Planning:

- 9.4.8.DC.1: Analyze the resource citations in online materials for proper use.
- 9.4.8.DC.2: Provide appropriate citation and attribution elements when creating media products

Key Skills

- Act as a responsible and contributing community member and employee.
- Attend to financial well-being.
- Consider the environmental, social and economic impacts of decision
- Demonstrate creativity and innovation.
- Utilize critical thinking to make sense of problems and persevere in solving them.
- Model integrity, ethical leadership and effective management
- Plan education and career paths aligned to personal goals.
- Use technology to enhance productivity, increase collaboration and communicate effectively.
- Work productively in teams while using cultural/global competence

Social and Emotional Learning Competencies

Self Awareness
Self-Management
Responsible Decision Making
Social Awareness
Relationship Skills
Motivation

Essential Question:

Is space exploration a daring adventure or a dangerous risk?

Unit Goals

Students will be able to

- Analyze Science Fiction
- Analyze Mood
- Analyze Central Ideas
- Analyze Structure
- Analyze Author's Purpose
- Analyze Repetition
- Analyze Form
- Analyze Theme
- Analyze Argument
- Analyze Rhetorical Devices
- Analyze Video
- Write and argument
- Create a Podcast
- Vocabulary: Latin Roots
- Vocabulary Dangling Modifiers
- Greek Roots
- Capitalization
- Commas After Introductory Phrases
- Word Origins
- Subject Verb Agreement
- Use a Dictionary
- Connotations and Denotations
- Subordinate Conjunctions

<p>Texts:</p> <ul style="list-style-type: none"> ● Dark They Were, and Golden-Eyed (Science Fiction) by Ray Bradbury 540L ● Martian Metropolis (Science Writing) by Meg Thatcher 930L ● Challenges for Space Exploration (Argument) by Ann Leckie 880L ● What If We Were Alone? (Poem) by William Stafford N/A L ● Seven Minutes of Terror (Video) by NASA ● Compare Arguments: Humans Need to Explore Outer Space (Argument) by Claudia Alarcón 1060L / Let Robots Take to the Stars (Argument) by Eiren Caffall 1060L 	<p>Novel Options:</p> <ul style="list-style-type: none"> ● A Wrinkle in Time (Novel) by Madeleine L'Engle 740L ● Path to the Stars (Memoir) by Sylvia Acevedo 960L ● Ender's Game (Novel) by Orson Scott Card 780L <p>End-Of-Unit Tasks:</p> <p>Write an Argument Using ideas, information, and examples from multiple texts in this unit, write an argumentative essay for your school newspaper in which you support or oppose sending humans into space</p> <p>Create A Podcast A spacewalk is that exciting part of an astronaut's journey when he or she leaves the vehicle to explore outer space. With a group of classmates, you will plan and present a ten-minute podcast, or audio recording, explaining how a spacewalk is accomplished.</p>
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Student Resources
<p>Rich selection of diverse books Reading/Writing Companion Literature Anthology Flexible Reader's Choice Texts Flexible Long Read Options Online access Tool ED Peer Coach: Videos: Analyze Mood Level Up: Setting and Mood Peer Coach Videos: Analyze Form in Poetry, Analyze Themes in Literary Work Anchor Chart: Analyze Form in Poetry, Analyze Themes in Literary Work Anchor Chart: Identify Author's Purpose, Cite Evidence and Identify Key Details in Informational texts Level Up: Analyzing Arguments Notice and Note Handbook Interactive Writing and Collaboration tool "Writable"</p>

HMH Text Library

Teacher Resources

Teacher's Edition Into Literature
Unit Planning Guides
Online access "Teacher Corner"
Notice and Note Handbook
Digital Tools
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Stage 3 – Learning Plan

Unit 3: Recommended Activities, Investigations, Interdisciplinary Connections, and/or Student Experiences to Explore within Unit

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- Challenges for Space Exploration
- Humans Need to Explore Outer Space
- Let Robots Take to the Stars
- Novel Study: *A Wrinkle in Time*
- Write an Argumentative Essay
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- Reading: Analyze Mood
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- Reading: Analyze Repetition
- Writing: Literary Analysis
- Reading: Analyze Argument
- Reading: Analyze Rhetorical Devices
- Reading: Compare Arguments
- Writing: Write a Poem
- Writing: Write a Letter
- Writing: Write a Short Story
- Writing: Write an Argument
- Writing: Address Task, Purpose, and Audience
- Writing: Use Appropriate Tone
- Writing: Write and Support a Claim
- Writing: Improve Writing by Planning, Revising, Editing, and Rewriting
- Media: Podcast
- Media: Chart the Risks
- Speaking & Listening: Discuss Loaded Language
- Speaking & Listening: Demonstration
- Social & Emotional Learning: Group Discussion
- Social & Emotional Learning: Examine Exploration
- Social & Emotional Learning: Explore Health Demands
- Research: Explore the International Space Station
- Vocabulary: Latin Roots
- Vocabulary: Word Origins
- Vocabulary: Connotations and Denotations
- Vocabulary: Use a Dictionary
- Grammar: Subordinating Conjunctions
- Grammar: Subject-Verb Agreement
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Unit Plan Title	Unit 4 Inspired by Nature
Suggested Time Frame	6 Weeks

Overview / Rationale

Unit 4 theme “Inspired by Nature” students will reflect on what it means to be in harmony with nature and will consider whether that’s important. The summative task of each novel is a writing task to demonstrate mastery of the skills taught through each unit. Each week students will complete writing geared toward the writing task for ELA. The objective is to build stamina to write routinely over an extended period of time addressing a variety of themes; preparing students for monthly writing tasks. Each writing should be a passage from the novel and a prompt for open-ended constructed response. As they explore and create written, oral, and visual texts, students expand and deepen their understanding of both real and imaginary worlds, and gain insight into their own lives and the lives of others. Students deeply understand and employ strategies to evaluate texts on various levels; factual, critical, interpretive and analytical. Through close reads & text mining of novels, short stories and nonfiction texts; as well as class discussions, students will achieve independence, confidence and demonstrate growth as critical thinkers

Stage 1 – Desired Results

Established Goals:
New Jersey Student Learning Standards - English Language Arts

RL.CR.7.1. Cite several pieces of textual evidence and make relevant connections to support analysis of what a literary text says explicitly as well as inferences drawn from the text.

RI.CR.7.1. Cite several pieces of textual evidence and make relevant connections to support analysis of what an informational text says explicitly as well as inferences drawn from the text.

RL.CI.7.2. Determine a theme in a literary text (e.g., stories, plays or poetry) and explain how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.

RI.CI.7.2. Determine a central idea in an informational text and explain how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.

RL.IT.7.3. Analyze how particular elements of a text interact including how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.

RI.IT.7.3. Analyze how particular elements of a text interact including how a text makes connections and distinctions among individuals, events, and ideas (e.g., through comparisons, analogies, or categories).

RL.TS.7.4. Analyze the structure an author uses to organize a text and how it contributes to the text as a whole, including how a drama's or poem's form or structure (e.g., soliloquy, sonnet) contributes to its meaning.

RI.TS.7.4. Analyze the structure an author uses to organize a text and how it contributes to the text as a whole, including using knowledge of text structures (e.g., cause-effect, proposition-support) and genre features (e.g., graphics, captions, indexes) to organize and analyze important information.

RL.PP.7.5. Determine how an author conveys or develops perspective or purpose in a text through contrasting the points of view of different characters or narrators in a text.

RI.PP.7.5. Determine how an author conveys or develops perspective or purpose in a text through distinguishing their position from that of others using evidence.

RL.MF.7.6. Compare and contrast texts (e.g., a written story, drama, or poem) to its audio, filmed, staged, or multimedia version and analyze the unique qualities of different mediums, including the effects of techniques unique to each medium (e.g., lighting, sound, color, or camera focus and angles in a film).

RI.MF.7.6. Compare and contrast texts to analyze the unique qualities of different mediums, including the integration of information from multiple formats and sources to develop deeper understanding of the concept, topic or subject and resolve conflicting information.

RI.AA.7.7. Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims.

RL.CT.7.8. Compare and contrast a fictional portrayal of an event, time, place, or character and a historical or scientific account of the same period or event as a means of understanding how authors of fiction use or alter history and/or events.

RI.CT.7.8. Analyze and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) how two or more authors writing informational texts about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts.

W.IW.7.2. Write informative/explanatory texts (including the narration of historical events, scientific procedures/ experiments, or technical processes) to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content

W.WP.7.4. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning; flexibly making editing and revision choices and sustaining effort to complete complex writing tasks; and focusing on how well purpose and audience have been addressed

W.WR.7.5. Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.

W.SE.7.6. Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

L.SS.7.1. Demonstrate command of the system and structure of the English language when writing or speaking.

L.KL.7.2. Use knowledge of language and its conventions when writing, speaking, reading, or listening.

L.VL.7.3. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, including technical meanings, choosing flexibly from a range of strategies.

L.VI.7.4. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

SL.PE.7.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.

SL.II.7.2. Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.

SL.ES.7.3. Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence

SL.PI.7.4. Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.

SL.UM.7.5. Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.

SL.AS.7.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

Science Connections:

Exploration of Space “Humans Need to Explore Outer Space,” Research Humans' Impact on Nature; Research Humans' Impact on Earth; Researching Storms

Social Studies Connection:

Map the Mississippi River

Research Colonialism, Colonization of Mars in “Dark They Were, and Golden Eyed”

Climate Change:

“Dark They Were and Golden Eyed” Colonization of Mars in the aftermath of Earth being polluted.

Computer Science and Design Thinking

Computing Science

8.2.8.ITH.5: Compare the impacts of a given technology on different societies, noting factors that may make a technology appropriate and sustainable in one society but not in another.

- 8.2.8.EC.1: Explain ethical issues that may arise from the use of new technologies.

Career Readiness, Life Literacies, and Key Skills

9.2 Career Awareness, Exploration, Preparation, and Training

Career Awareness and Planning:

- 9.4.8.DC.1: Analyze the resource citations in online materials for proper use.
- 9.4.8.DC.2: Provide appropriate citation and attribution elements when creating media products

Key Skills

- Act as a responsible and contributing community member and employee.
- Attend to financial well-being.
- Consider the environmental, social and economic impacts of decision
- Demonstrate creativity and innovation.
- Utilize critical thinking to make sense of problems and persevere in solving them.
- Model integrity, ethical leadership and effective management
- Plan education and career paths aligned to personal goals.
- Use technology to enhance productivity, increase collaboration and communicate effectively.
- Work productively in teams while using cultural/global competence

Social and Emotional Learning Competencies

Self Awareness
Self-Management
Responsible Decision Making
Social Awareness
Relationship Skills
Motivation

Essential Question:

What does it mean to be in harmony with nature?

Unit Goals

Students will be able to

- Analyze Themes
- Analyze Style and Figurative Language
- Analyze Argument
- Analyze Point of View and Purpose
- Analyze memoir
- Analyze Sonnet
- Analyze Rhyme Scheme
- Analyze Ode
- Analyze Lyric Poetry
- Compare Forms and Elements
- Analyze Persuasive Media
- Analyze Video
- Analyze a Poster
- Write an Argument
- Create Analogies
- Use Precise Language
- Use Figurative Language

<p>Texts:</p> <ul style="list-style-type: none"> ● Allied With Green (Short Story) by Naomi Shihab Nye 880L ● Never Retreat <i>from</i> Eyes Wide Open (Argument) by Paul Fleischman 1010L ● <i>from</i> Mississippi Solo (Memoir) by Eddy Harris 820L ● <i>the Drought</i> (Poem) by Amy Helfrich N/A L ● Compare Forms and Elements: Ode to enchanted light (poem) by Pablo Neruda N/A L / Sleeping in the Forest N/A L (Poem) by Mary Oliver ● Compare Persuasive Media: <i>from</i> Trash Talk (Video) by National Oceanic and Atmospheric Administration / You're Part of the Solution (Poster) N/A L 	<p>Novel Options:</p> <ul style="list-style-type: none"> ● <i>Peak</i> (Novel) by Roland Smith 760L ● <i>Am Still Alive</i> (Novel) by Kate Alice Marshall 690L ● <i>Seedfolks</i> (Novella) by Paul Fleischman 710L <p>End-Of-Unit Tasks: Write an Argument Using ideas, information, and examples from multiple texts in this unit, write an argumentative essay for a local or school newspaper supporting or questioning the value of connecting to nature.</p>
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Student Resources
Rich selection of diverse books Reading/Writing Companion Literature Anthology Flexible Reader's Choice Texts Flexible Long Read Options Online access Tool ED Peer Coach: Videos: Analyze Themes in Literary Works and Analyze Figurative Language Anchor Chart: Analyze Themes in Literary Works and Analyze Figurative Language Level Up: Theme and Imagery Peer Coach Video: Evaluate Author's Argument and Determine Author's Perspective Anchor Chart: Author's Argument and Determine Author's Perspective Level Up: Elements of an Argument, Analyzing Arguments and Author's Perspective Peer Coach Video: Analyze Form in Poetry Anchor Chart: Analyze Form in Poetry Level Up: Rhyme

Peer Coach Video: Analyze Form in Poetry and Evaluate Structural and Stylistic Aspects of Poetry
Level Up: Elements of Poetry
Notice and Note Handbook
Interactive Writing and Collaboration tool “Writable”
HMH Text Library

Teacher Resources

Teacher’s Edition Into Literature
Unit Planning Guides
Online access “Teacher Corner”
Notice and Note Handbook
Digital Tools
HMH Text Library

Stage 2 – Assessment Evidence

Pre-Assessments:

- Placement and Diagnostic Assessment

Formative Assessments:

- Selection Tests
- Comprehension Quizzes
- Participation in class discussions/debates
- Exit tickets
- Daily Lesson Checks and Correct & Redirect Opportunities in Teacher’s Guide
- Conference notes
- Small group work notes
-

Benchmarks

- IXL, I-Ready or Commonlit

Summative Assessments:

- Unit Test
- IXL or Iready Assessment

Stage 3 – Learning Plan

Unit 4: Recommended Activities, Investigations, Interdisciplinary Connections, and/or Student Experiences to Explore within Unit

- Allied With Greens
- Never Retreat From Eyes Wide Open
- Mississippi Solo
- The Drought
- Ode To Enchanted
- Sleeping in the Forest
- Trash Talk
- You're Part of the Solution
- Reading: Analyze Theme
- Reading: Analyze Style and Figurative Language
- Reading: Analyze Argument
- Reading: Analyze Point of View and Purpose
- Reading: Analyze Memoir
- Reading: Analyze Sonnet
- Reading: Analyze Rhyme Scheme
- Reading: Analyze Ode
- Reading: Analyze Lyric Poetry
- Reading: Compare Forms and Elements
- Reading: Analyze Persuasive Media
- Reading: Analyze Video/Poster
- Reading: Compare Persuasive Media
- Writing: Write an Argument
- Writing: Develop a Claim
- Writing: Address an Opposing Claim
- Writing: Spill Lucy's Tea
- Writing: Green Projects Brochure
- Writing: Literary Analysis
- Writing: Be your Own BFF
- Writing: Mississippi River Drawings
- Writing: Experience in Nature
- Writing: Earth Day Plan
- Writing: Email NOAA
- Writing: Problem Solution Chart
- Writing: Natures Web
- Writing: Write a Research Paper
- Writing: Create a Photo Collage
- Speaking and Listening: Hold a Poetry Reading
- Speaking and Listening: Poster Critique

- Grammar: Sentence Variety
- Grammar: : Precise Language
- Grammar: Figures of Speech
- Grammar: Use Commonly Confused Words Correctly
- Grammar: Use Analogies
- Social and Emotional Learning: Social Awareness: Difference between being alone and being lonely
- Social and Emotional Learning: Self Management: What it means to stay motivated and positive in hard times.
- Social and Emotional Learning: Self Awareness: Feeling good gives self-confidence

Accommodations/Modifications

Below please find a list of suggestions for accommodations and modifications to meet the diverse needs of our students. Teachers should consider this a resource and understand that they are not limited to the recommendations included below.

An **accommodation** *changes HOW a student learns*; the change needed does not alter the grade-level standard. A **modification** *changes WHAT a student learns*; the change alters the grade-level expectation.

Special Education and 504 Plans

All modifications and accommodations must be specific to each individual child's IEP (Individualized Educational Plan) or 504 Plan.

- Pre-teach or preview vocabulary
- Repeat or reword directions
- Have students repeat directions
- Use of small group instruction
- Pair visual prompts with verbal presentations
- Ask students to restate information, directions, and assignments
- Repetition and time for additional practice
- Model skills/techniques to be mastered
- Extended time to complete task/assignment/work
- Provide a copy of class notes
- Strategic seating (with a purpose - eg. less distraction)
- Flexible seating
- Repetition and additional practice
- Use of manipulatives

- Use of assistive technology (as appropriate)
- Assign a peer buddy
- Emphasize key words or critical information by highlighting
- Use of graphic organizers
- Scaffold with prompts for sentence starters
- Check for understanding with more frequency
- Provide oral reminders and check student work during independent practice
- Chunk the assignment - broken up into smaller units, work submitted in phases
- Encourage student to proofread assignments and tests
- Provide regular home/school communication
- Teacher checks student planner
- Provide students with clear expectations in writing and grading criteria for assignments (rubrics)

Testing Accommodations:

Students should receive all testing accommodations for Benchmark assessments that they receive for State testing.

English Language Learners:

All modifications and accommodations should be specific to each individual child's LEP level as determined by the WIDA screening or ACCESS, utilizing the WIDA Can Do Descriptors.

- Pre-teach or preview vocabulary
- Repeat or reword directions
- Have students repeat directions
- Use of small group instruction
- Scaffold language based on their Can Do Descriptors
- Alter materials and requirements according to Can Do Descriptors
- Adjust number of paragraphs or length of writing according to their Can Do Descriptor
- TPR (Total Physical Response-Sheltered Instruction strategy) Demonstrate concepts through multi sensory forms such as with body language, intonation
- Pair visual prompts with verbal presentations
- Repetition and additional practice
- Model skills and techniques to be mastered
- Native Language translation (peer, assistive technology, bilingual dictionary)
- Emphasize key words or critical information by highlighting
- Use of graphic organizers
- Scaffold with prompts for sentence starters
- Check for understanding with more frequency
- Use of self-assessment rubrics
- Increase one-on-one conferencing; frequent check ins
- Use study guide to organize materials
- Make vocabulary words available in a student created vocabulary notebook, vocabulary bank, Word Wall, or vocabulary ring
- Extended time
- Select text complexity and tiered vocabulary according to Can Do Descriptors

- Projects completed individually or with partners
- Use online dictionary that includes images for words:
<http://visual.merriamwebster.com/>.
- Use an online translator to assist students with pronunciation:
http://www.reverso.net/text_translation.aspx?lang=EN.

Students at Risk of Failure:

- Use of self-assessment rubrics for check-in
- Pair visual prompts with verbal presentations
- Ask students to restate information and/or directions
- Opportunity for repetition and additional practice
- Model skills/techniques to be mastered
- Extended time
- Provide copy of class notes
- Strategic seating with a purpose
- Provide student opportunity to make corrections and/or explain their answers
- Support organizational skills
- Check daily planner
- Encourage student to their proofread work
- Assign a peer buddy
- Build on students' strengths based on Multiple Intelligences: Linguistic (verbal); Logical (reasoning); Musical/Rhythmic; Intrapersonal Intelligence (understanding of self); Visual Spatial Intelligence; Interpersonal Intelligence (the ability to interact with others effectively); Kinesthetic (bodily); Naturalist Intelligence; and Learning Styles: Visual; Auditory; Tactile; Kinesthetic; Verbal

High Achieving:

Extension Activities

- Allow for student choice from a menu of differentiated outcomes; choices grouped by complexity of thinking skills; variety of options enable students to work in the mode that most interests them
- Allow students to pursue independent projects based on their individual interests
- Provide enrichment activities that include more complex material
- Allow opportunities for peer collaboration and team-teaching
- Set individual goals
- Conduct research and provide presentation of appropriate topics
- Provide student opportunity to design surveys to generate and analyze data to be used in discussion
- Allow students to move through the assignment at their own pace (as appropriate)

Strategies to Differentiate to Meet the Needs of a Diverse Learning Population

- Vocabulary Sorts-students engage with the vocabulary word by sorting into groups of similar/different rather than memorizing definitions
- Provide “Realia” (real life objects to relate to the five senses) and ask questions relating to the senses
- Role Play-students create or participate in role playing situations or Reader’s Theater
- Moving Circle-an inside and outside circle partner and discuss, circles moves to new partner (Refer to Kagan Differentiated Strategies)
- Brainstorm Carousel-Large Post Its around the room, group moves in a carousel to music. Group discusses topics and responses on paper. Groups rotate twice to see comments of others. (Refer to Kagan Differentiated Strategies)
- Gallery Walk-Objects, books, or student work is displayed. Students examine artifacts and rotate.
- Chunking-chunk reading, tests, questions, homework, etc to focus on particular elements.
- Think Pair Share Write
- Think Talk Write
- Think Pair Share
- Note-taking -can be done through words, pictures, phrases, and sentences depending on level
- KWL (Know, Want to Know, Learned)/KWHL(Know, What to Know, How Will I Learn, learned)/KWLS (Know, Want to Know, Learned, Still Want to Know) /KWLQ (Know, What to Know, Learned, Questions I Still Have) Charts
- Corners Cooperative Learning Strategy:
<http://cooperativelearningstrategies.pbworks.com/w/page/28234420/Corners>.
- Circle Map strategy- place the main topic in a small circle and add student ideas in a bigger circle around the topic. Students may use their native language with peers to brainstorm.
- Flexible grouping -as a whole class, small group, or with a partner, temporary groups are created:
- Jigsaw Activities -cooperative learning in a group, each group member is responsible for becoming an "expert" on one section of the assigned material and then "teaching" it to the other members of the team: <http://www.adlit.org/strategies/22371/>.

Unit Plan Title	Unit 5 Game On
Suggested Time Frame	6 Weeks

Overview / Rationale
Unit 5 theme “Game On” students will consider attitudes about games and how people participate in and respond to them. The summative task of each novel is a writing task to demonstrate mastery of the skills taught through each unit. Each week students will complete writing geared toward the

writing task for ELA. The objective is to build stamina to write routinely over an extended period of time addressing a variety of themes; preparing students for monthly writing tasks. Each writing should be a passage from the novel and a prompt for open-ended constructed response. As they explore and create written, oral, and visual texts, students expand and deepen their understanding of both real and imaginary worlds, and gain insight into their own lives and the lives of others. Students deeply understand and employ strategies to evaluate texts on various levels; factual, critical, interpretive and analytical. Through close reads & text mining of novels, short stories and nonfiction texts; as well as class discussions, students will achieve independence, confidence and demonstrate growth as critical thinkers

Stage 1 – Desired Results

Established Goals:

New Jersey Student Learning Standards - English Language Arts

RL.CR.7.1. Cite several pieces of textual evidence and make relevant connections to support analysis of what a literary text says explicitly as well as inferences drawn from the text.

RI.CR.7.1. Cite several pieces of textual evidence and make relevant connections to support analysis of what an informational text says explicitly as well as inferences drawn from the text.

RL.CI.7.2. Determine a theme in a literary text (e.g., stories, plays or poetry) and explain how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.

RI.CI.7.2. Determine a central idea in an informational text and explain how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.

RL.IT.7.3. Analyze how particular elements of a text interact including how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.

RI.IT.7.3. Analyze how particular elements of a text interact including how a text makes connections and distinctions among individuals, events, and ideas (e.g., through comparisons, analogies, or categories).

RL.TS.7.4. Analyze the structure an author uses to organize a text and how it contributes to the text as a whole, including how a drama's or poem's form or structure (e.g., soliloquy, sonnet) contributes to its meaning.

RI.TS.7.4. Analyze the structure an author uses to organize a text and how it contributes to the text as a whole, including using knowledge of text structures (e.g., cause-effect, proposition-support) and genre features (e.g., graphics, captions, indexes) to organize and analyze important information.

RL.PP.7.5. Determine how an author conveys or develops perspective or purpose in a text through contrasting the points of view of different characters or narrators in a text.

RI.PP.7.5. Determine how an author conveys or develops perspective or purpose in a text through distinguishing their position from that of others using evidence.

RL.MF.7.6. Compare and contrast texts (e.g., a written story, drama, or poem) to its audio, filmed, staged, or multimedia version and analyze the unique qualities of different mediums, including the effects of techniques unique to each medium (e.g., lighting, sound, color, or camera focus and angles in a film).

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L.VL.7.3. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, including technical meanings, choosing flexibly from a range of strategies.

L.VI.7.4. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

W.NW.7.3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

W.WP.7.4. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning; flexibly making editing and revision choices and sustaining effort to complete complex writing tasks; and focusing on how well purpose and audience have been addressed.

W.WR.7.5. Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.

W.SE.7.6. Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation

W.RW.7.7. Write routinely over extended time frames (time for research, reflection, metacognition/self-correction, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

SL.PE.7.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.

SL.II.7.2. Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.

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SL.AS.7.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

Science Connections:

Social Studies Connection:

Computer Science and Design Thinking

Computing Science

8.2.8.ITH.5: Compare the impacts of a given technology on different societies, noting factors that may make a technology appropriate and sustainable in one society but not in another.

- 8.2.8.EC.1: Explain ethical issues that may arise from the use of new technologies.

Career Readiness, Life Literacies, and Key Skills

9.2 Career Awareness, Exploration, Preparation, and Training

Career Awareness and Planning:

- 9.4.8.DC.1: Analyze the resource citations in online materials for proper use.
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Key Skills

- Act as a responsible and contributing community member and employee.
- Attend to financial well-being.
- Consider the environmental, social and economic impacts of decision
- Demonstrate creativity and innovation.
- Utilize critical thinking to make sense of problems and persevere in solving them.
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- Use technology to enhance productivity, increase collaboration and communicate effectively.
- Work productively in teams while using cultural/global competence

Social and Emotional Learning Competencies

Self Awareness
Self-Management
Responsible Decision Making
Social Awareness
Relationship Skills
Motivation

Essential Question:

What does it mean to be in harmony with nature?

Unit Goals

Students will be able to

- Analyze Conflict
- Analyze Point of View
- Analyze Purpose and Perspective
- Predict
- Determine Central Ideas
- Analyze Organizational Structure
- Analyze NOvel in Verse
- Analyze Figurative Language
- Analyze Two-Voice Poetry
- Make Inferences
- Compare Themes
- Write a Short Story
- Determine meaning of Greek Roots
- Properly use commonly confused words
- Use Thesaurus

Texts:

- **·Ball Hawk** (Short Story) by Joseph Bruchac 830L
- **·Get in the Zone: The Psychology of Video-Game Design** (Informational Text) by Aaron Miller 800L
- **·It’s Not Just a Game (Informational Text)** by Lori Calabrese 990L
- **Compare Theme: from The Crossover (Novel in Verse)** by Kwame Alexander N/A L / **Double Doubles (Poem)** by J. Patrick Lewis N/A L

Novel Options:

- **The Crossover** (Novel in Verse) by Kwame Alexander 750L
- **Ghost** (Novel) by Jason Reynolds 730L
- **·Baseball in April and Other Stories** (Short Story Collection) by Gary Soto 830L

End-Of-Unit Tasks:

Write a Short Story

Using ideas and inspiration from texts in this unit, write a short story for publication on a class or school website. Your story should be about a character who is involved in a team or individual sport or game.

Rich selection of diverse books
 Reading/Writing Companion
 Literature Anthology
 Flexible Reader's Choice Texts
 Flexible Long Read Options
 Online access Tool ED
 Peer Coach: Videos: Analyze the effects of Point of View and Identify Conflicts In Fiction
 Anchor Chart: Analyze the effects of Point of View and Identify Conflicts In Fiction
 Level Up: Point of View and Characters and Conflict
 Peer Coach: Identify Characteristics of Expository Texts and Determine Author's Perspective
 Anchor Chart: Identify Characteristics of Expository Texts and Determine Author's Perspective
 Level Up: Author's Perspective and Making Predictions
 Peer Coach Video: Identify Main Idea and Determine Text Structure
 Anchor Chart: Identify Main Idea and Determine Text Structure
 Level Up: Main Idea, Supporting Details and Point by point Organization
 Peer Coach Video: Analyze Themes in Literary Work, Analyze Figurative Language, Analyze Personification
 Anchor Chart: Analyze Themes in Literary Work, Analyze Figurative Language, Analyze Personification
 Level Up: Theme
 Peer Coach Video: Make Inferences
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Benchmarks

- IXL, I-Ready or Commonlit

Summative Assessments:

- Unit Test
- IXL or Iready Assessment

Stage 3 – Learning Plan

Unit 5 Recommended Activities, Investigations, Interdisciplinary Connections, and/or Student Experiences to Explore within Unit

- Ball Hawk
- It's Not Just a Game
- Get in the Zone: The Psychology of Video-game Design
- The Crossover
- Double Doubles
- Novel Study: *The Crossover*
- Write a Short Story
- Reading: Analyze Conflict
- Reading: Analyze Point of View
- Reading: Determine Central Ideas
- Reading: Analyze Organizational Structure
- Reading: Analyze Purpose and Perspective
- Reading: Predict
- Reading: Analyze Novel in Verse
- Reading: Analyze Figurative Language
- Reading: Analyze Two-Voice Poetry
- Reading: Make Inferences
- Reading: Compare Themes
- Writing: Text Your Opinion
- Writing: Video-Game Storyline
- Writing: Poem with Type Effects
- Writing: Epilogue
- Writing: Write a Short Story
- Writing: Establish Context
- Writing: Establish Point of View
- Writing: Explore Character and Conflict
- Writing: Use Descriptive Language
- Writing: Improve Writing by Planning, Revising, Editing, and Rewriting
- Writing: Use Digital Tools to Produce and Share Writing
- Speaking & Listening: Present an Infographic
- Speaking & Listening: Group Discussion
- Speaking & Listening: Biopic Pitch
- Social & Emotional Learning: Sports Songs Playlist
- Social & Emotional Learning: Players' Struggles
- Media: Baseball Card
- Media: Tennis Timeline

- Research: Basketball Guide
- Vocabulary: Greek Roots
- Vocabulary: Thesaurus
- Vocabulary: Verify Meaning
- Grammar: Misplaced Modifiers

- Grammar: Verbals
- Grammar: Commonly Confused Words
- Grammar: Correct Punctuation of Dialogue

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- Pair visual prompts with verbal presentations
- Ask students to restate information, directions, and assignments
- Repetition and time for additional practice
- Model skills/techniques to be mastered
- Extended time to complete task/assignment/work
- Provide a copy of class notes
- Strategic seating (with a purpose - eg. less distraction)
- Flexible seating
- Repetition and additional practice
- Use of manipulatives
- Use of assistive technology (as appropriate)
- Assign a peer buddy

- Emphasize key words or critical information by highlighting
- Use of graphic organizers
- Scaffold with prompts for sentence starters
- Check for understanding with more frequency
- Provide oral reminders and check student work during independent practice
- Chunk the assignment - broken up into smaller units, work submitted in phases
- Encourage student to proofread assignments and tests
- Provide regular home/school communication
- Teacher checks student planner
- Provide students with clear expectations in writing and grading criteria for assignments (rubrics)

Testing Accommodations:

Students should receive all testing accommodations for Benchmark assessments that they receive for State testing.

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All modifications and accommodations should be specific to each individual child's LEP level as determined by the WIDA screening or ACCESS, utilizing the WIDA Can Do Descriptors.

- Pre-teach or preview vocabulary
- Repeat or reword directions
- Have students repeat directions
- Use of small group instruction
- Scaffold language based on their Can Do Descriptors
- Alter materials and requirements according to Can Do Descriptors
- Adjust number of paragraphs or length of writing according to their Can Do Descriptor
- TPR (Total Physical Response-Sheltered Instruction strategy) Demonstrate concepts through multi sensory forms such as with body language, intonation
- Pair visual prompts with verbal presentations
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- Model skills and techniques to be mastered
- Native Language translation (peer, assistive technology, bilingual dictionary)
- Emphasize key words or critical information by highlighting
- Use of graphic organizers
- Scaffold with prompts for sentence starters
- Check for understanding with more frequency
- Use of self-assessment rubrics
- Increase one-on-one conferencing; frequent check ins
- Use study guide to organize materials
- Make vocabulary words available in a student created vocabulary notebook, vocabulary bank, Word Wall, or vocabulary ring
- Extended time
- Select text complexity and tiered vocabulary according to Can Do Descriptors
- Projects completed individually or with partners
- Use online dictionary that includes images for words:

<http://visual.merriamwebster.com/>.

- Use an online translator to assist students with pronunciation:
[http://www.reverso.net/text_transla
tion.aspx?lang=EN](http://www.reverso.net/text_transla tion.aspx?lang=EN).

Students at Risk of Failure:

- Use of self-assessment rubrics for check-in
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- Provide student opportunity to make corrections and/or explain their answers
- Support organizational skills
- Check daily planner
- Encourage student to their proofread work
- Assign a peer buddy
- Build on students' strengths based on Multiple Intelligences: Linguistic (verbal); Logical (reasoning); Musical/Rhythmic; Intrapersonal Intelligence (understanding of self); Visual Spatial Intelligence; Interpersonal Intelligence (the ability to interact with others effectively); Kinesthetic (bodily); Naturalist Intelligence; and Learning Styles: Visual; Auditory; Tactile; Kinesthetic; Verbal

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- Allow for student choice from a menu of differentiated outcomes; choices grouped by complexity of thinking skills; variety of options enable students to work in the mode that most interests them
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Strategies to Differentiate to Meet the Needs of a Diverse Learning Population

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- Provide “Realia” (real life objects to relate to the five senses) and ask questions relating to the senses
- Role Play-students create or participate in role playing situations or Reader’s Theater
- Moving Circle-an inside and outside circle partner and discuss, circles moves to new partner (Refer to Kagan Differentiated Strategies)
- Brainstorm Carousel-Large Post Its around the room, group moves in a carousel to music. Group discusses topics and responses on paper. Groups rotate twice to see comments of others. (Refer to Kagan Differentiated Strategies)
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- Note-taking -can be done through words, pictures, phrases, and sentences depending on level
- KWL (Know, Want to Know, Learned)/KWHL(Know, What to Know, How Will I Learn, learned)/KWLS (Know, Want to Know, Learned, Still Want to Know) /KWLQ (Know, What to Know, Learned, Questions I Still Have) Charts
- Corners Cooperative Learning Strategy:
<http://cooperativelearningstrategies.pbworks.com/w/page/28234420/Corners>.
- Circle Map strategy- place the main topic in a small circle and add student ideas in a bigger circle around the topic. Students may use their native language with peers to brainstorm.
- Flexible grouping -as a whole class, small group, or with a partner, temporary groups are created:
- Jigsaw Activities -cooperative learning in a group, each group member is responsible for becoming an "expert" on one section of the assigned material and then "teaching" it to the other members of the team: <http://www.adlit.org/strategies/22371/>.

Unit Plan Title	Unit 6 Change Agents
Suggested Time Frame	6 Weeks

Overview / Rationale
<p>Unit 6 theme “Change Agents”students will consider attitudes about games and how people participate in and respond to them. The summative task of each novel is a writing task to demonstrate mastery of the skills taught through each unit. Each week students will complete writing geared toward the writing task for ELA. The objective is to build stamina to write routinely over an extended period of time addressing a variety of themes; preparing students for monthly writing tasks. Each writing should be a passage from the novel and a prompt for open-ended constructed response. As they explore and create written, oral, and visual texts, students expand and</p>

deepen their understanding of both real and imaginary worlds, and gain insight into their own lives and the lives of others. Students deeply understand and employ strategies to evaluate texts on various levels; factual, critical, interpretive and analytical. Through close reads & text mining of novels, short stories and nonfiction texts; as well as class discussions, students will achieve independence, confidence and demonstrate growth as critical thinkers

Stage 1 – Desired Results

Established Goals:

New Jersey Student Learning Standards - English Language Arts

RL.CR.7.1. Cite several pieces of textual evidence and make relevant connections to support analysis of what a literary text says explicitly as well as inferences drawn from the text.

RI.CR.7.1. Cite several pieces of textual evidence and make relevant connections to support analysis of what an informational text says explicitly as well as inferences drawn from the text.

RL.CI.7.2. Determine a theme in a literary text (e.g., stories, plays or poetry) and explain how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.

RI.CI.7.2. Determine a central idea in an informational text and explain how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.

RL.IT.7.3. Analyze how particular elements of a text interact including how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.

RI.IT.7.3. Analyze how particular elements of a text interact including how a text makes connections and distinctions among individuals, events, and ideas (e.g., through comparisons, analogies, or categories).

RL.TS.7.4. Analyze the structure an author uses to organize a text and how it contributes to the text as a whole, including how a drama's or poem's form or structure (e.g., soliloquy, sonnet) contributes to its meaning.

RI.TS.7.4. Analyze the structure an author uses to organize a text and how it contributes to the text as a whole, including using knowledge of text structures (e.g., cause-effect, proposition-support) and genre features (e.g., graphics, captions, indexes) to organize and analyze important information.

RL.PP.7.5. Determine how an author conveys or develops perspective or purpose in a text through contrasting the points of view of different characters or narrators in a text.

RI.PP.7.5. Determine how an author conveys or develops perspective or purpose in a text through distinguishing their position from that of others using evidence.

RL.MF.7.6. Compare and contrast texts (e.g., a written story, drama, or poem) to its audio, filmed, staged, or multimedia version and analyze the unique qualities of different mediums, including the

effects of techniques unique to each medium (e.g., lighting, sound, color, or camera focus and angles in a film).

RI.MF.7.6. Compare and contrast texts to analyze the unique qualities of different mediums, including the integration of information from multiple formats and sources to develop deeper understanding of the concept, topic or subject and resolve conflicting information.

RI.AA.7.7. Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims.

RL.CT.7.8. Compare and contrast a fictional portrayal of an event, time, place, or character and a historical or scientific account of the same period or event as a means of understanding how authors of fiction use or alter history and/or events.

RI.CT.7.8. Analyze and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) how two or more authors writing informational texts about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts.

L.SS.7.1. Demonstrate command of the system and structure of the English language when writing or speaking.

L.KL.7.2. Use knowledge of language and its conventions when writing, speaking, reading, or listening.

L.VL.7.3. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, including technical meanings, choosing flexibly from a range of strategies.

L.VI.7.4. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

W.IW.7.2. Write informative/explanatory texts (including the narration of historical events, scientific procedures/ experiments, or technical processes) to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

W.WP.7.4. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning; flexibly making editing and revision choices and sustaining effort to complete complex writing tasks; and focusing on how well purpose and audience have been addressed.

W.WR.7.5. Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.

W.SE.7.6. Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation

W.RW.7.7. Write routinely over extended time frames (time for research, reflection, metacognition/self-correction, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

SL.PE.7.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.

SL.II.7.2. Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.

SL.ES.7.3. Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence

SL.PI.7.4. Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.

SL.UM.7.5. Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.

SL.AS.7.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

Social Studies Connection:

- 6.1.12.CivicsPR.10.a:

Climate Change:

- MS-ESS2-6

Computer Science and Design Thinking

Computing Science

8.2.8.ITH.5: Compare the impacts of a given technology on different societies, noting factors that may make a technology appropriate and sustainable in one society but not in another.

- 8.2.8.EC.1: Explain ethical issues that may arise from the use of new technologies.

Career Readiness, Life Literacies, and Key Skills

9.2 Career Awareness, Exploration, Preparation, and Training

Career Awareness and Planning:

- 9.4.8.DC.1: Analyze the resource citations in online materials for proper use.
- 9.4.8.DC.2: Provide appropriate citation and attribution elements when creating media products

Key Skills

- Act as a responsible and contributing community member and employee.
- Attend to financial well-being.
- Consider the environmental, social and economic impacts of decision
- Demonstrate creativity and innovation.
- Utilize critical thinking to make sense of problems and persevere in solving them.
- Model integrity, ethical leadership and effective management
- Plan education and career paths aligned to personal goals.
- Use technology to enhance productivity, increase collaboration and communicate effectively.
- Work productively in teams while using cultural/global competence

Social and Emotional Learning Competencies

Self Awareness
Self-Management
Responsible Decision Making
Social Awareness
Relationship Skills
Motivation

Diversity, Equity and Inclusion - N.J.S.A.18A:35-4.36a:

“Sometimes A Dream Needs A Push” and “Craig Kielburger Reflects on Working Towards Peace” “Doubles Doubles” “A Poem for My Librarian, Mrs. Long “Walking With the Wind”

Amistad N.J.S.A. 18A:35-4.43:
Walking With the Wind” “Doris is Coming”

Holocaust N.J.S.A. 18A:35-28:
“Ashes of Roses”

Asian American and Pacific Islander (AAPI) Mandate: N.J.S.A 18A:35-4.44:
“It Takes A Child” “Kira, Kira”

Essential Question:

How Can Changing the World Change You?

Unit Goals

Students will be able to

- Analyze Realistic Fiction
- Analyze Character
- Analyze Point of View and Irony
- Analyze Themes
- Analyze Free-Verse Poems
- Paraphrase History Writing
- Determine Central Ideas
- Historical Figures
- Setting and Motivation
- Compare Author's Perspectives
- Analyze a Documentary
- Write a Research Report
- Participate in a Panel Discussion

<p>Texts:</p> <ul style="list-style-type: none"> ● Sometimes a Dream Needs a Push (Short Story) by Walter Dean Myers 770L ● Craig Kielburger Reflects on Working Toward Peace (Personal Essay) by Craig Kielburger 1050L ● from It Takes a Child (Documentary) by Judy Jackson ● A Poem for My Librarian, Mrs. Long (Poem) by Nikki Giovanni N/A L ● Compare Authors' Perspectives: Frances Perkins and the Triangle Factory Fire (History Writing) by David Brooks 930L / from Ashes of Roses (Novel) by Mary Jane Auch 670L 	<p>Novel Options:</p> <ul style="list-style-type: none"> ● Bud, Not Buddy (Novel) by Christopher Paul Curtis 950L ● Kira-Kira (Novel) by Cynthia Kadohata 740L ● Gabe and Izzy: Standing Up for America's Bullied (Memoir) by Gabrielle Ford 740L <p>End-Of-Unit Tasks:</p> <p>Write a Research Report After reviewing the experiences of the figures portrayed in the unit, choose a change agent you admire. Then, research information about that person and write a report sharing your findings. In your report, write about the challenges that person faced and the accomplishments he or she ultimately achieved.</p> <p>Participate in a Panel Discussion You have written a research report about a change agent you admire. Now, with a group of your classmates, you'll have a panel discussion about the change agents you have researched.</p>
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Student Resources
Rich selection of diverse books Reading/Writing Companion Literature Anthology Flexible Reader's Choice Texts Flexible Long Read Options Online access Tool ED Peer Coach: Videos: Character Traits Anchor Chart: Character Traits Peer Coach: Identify Main Ideas and Determine Author's Perspective Anchor Chart: Identify Main Ideas and Determine Author's Perspective Level Up: Author's Perspective Peer Coach Video: Evaluate Structural and Stylistic Aspects of Poetry and Analyze Themes in Literary work Anchor Chart: Evaluate Structural and Stylistic Aspects of Poetry and Analyze Themes in Literary work

Level Up: Elements of Poetry and Theme
Peer Coach Video: Identify Key Details in Informational Text
Anchor Chart: A Identify Key Details in Informational Text
Level Up: Main Idea and Supporting Details
Peer Coach Video: Infer Character Traits
Level Up: Infer Character Traits
Anchor Chart: Infer Character Traits
Notice and Note Handbook
Interactive Writing and Collaboration tool “Writable”
HMH Text Library

Teacher Resources

Teacher’s Edition Into Literature
Unit Planning Guides
Online access “Teacher Corner”
Notice and Note Handbook
Digital Tools
HMH Text Library

Stage 2 – Assessment Evidence

Pre-Assessments:

- Placement and Diagnostic Assessment

Formative Assessments:

- Selection Tests
- Comprehension Quizzes
- Participation in class discussions/debates
- Exit tickets
- Daily Lesson Checks and Correct & Redirect Opportunities in Teacher’s Guide
- Conference notes
- Small group work notes
-

Benchmarks

- IXL, I-Ready or Commonlit

Summative Assessments:

- Unit Test
- IXL or Iready Assessment

Stage 3 – Learning Plan

Unit 5 Recommended Activities, Investigations, Interdisciplinary Connections, and/or Student Experiences to Explore within Unit

- Sometimes a Dream Needs a Push
- Craig Keilburger Reflects on Working Toward Peace
- A Poem for My Librarian, Mrs. Long
- Frances Perkins and the Triangle Factory Fire
- from Ashes of Roses
- Novel Study *Lupita Mañana* or *Walking with the Wind*
- Write a Research Report
- Reading: Analyze Realistic Fiction
- Reading: Analyze Character
- Reading: Question
- Reading: Analyze Point of View and Irony
- Reading: Analyze Themes
- Reading: Analyze Free-Verse Poetry
- Reading: Paraphrase History Writing
- Reading: Determine Central Ideas
- Reading: Historical Fiction
- Reading: Setting and Motivation
- Reading: Compare Authors' Perspectives
- Writing: Mission Statement
- Writing: Basketball Article
- Writing: Free-Verse Poem
- Writing: Summary
- Writing: Historical Fiction
- Writing: Write a Research Report
- Writing: Conduct Research to Answer a Question
- Writing: Address Task, Purpose, and Audience
- Writing: Use and Cite Valid Sources
- Writing: Support Main Ideas with Evidence
- Writing: Improve Writing by Planning, Revising, Editing, and Rewriting
- Writing: Use Digital Tools to Produce and Share Writing
- Writing: Paraphrase to Avoid Plagiarism
- Social & Emotional Learning: Dealing with Guilt
- Social & Emotional Learning: Taking on the World
- Social & Emotional Learning: Calm Under Pressure
- Speaking & Listening: Ordinary Heroes
- Speaking & Listening: Primary Sources
- Speaking & Listening: Mock Interview

- Media: Video Critique
- Media: Fake Social-Media Page
- Research: Report on WE Charity
- Research: Advocate for Workers
- Vocabulary: Domain-Specific Words
- Vocabulary: Context
- Vocabulary: Latin Roots
- Vocabulary: Analogies
- Grammar: Commas
- Grammar: Colons, Ellipses, and Hyphens
- Grammar: Combining Sentences with Phrases
- Grammar: Subject-Verb Agreement and Prepositional Phrases

Accommodations/Modifications

Below please find a list of suggestions for accommodations and modifications to meet the diverse needs of our students. Teachers should consider this a resource and understand that they are not limited to the recommendations included below.

An **accommodation** *changes HOW a student learns*; the change needed does not alter the grade-level standard. A **modification** *changes WHAT a student learns*; the change alters the grade-level expectation.

Special Education and 504 Plans

All modifications and accommodations must be specific to each individual child's IEP (Individualized Educational Plan) or 504 Plan.

- Pre-teach or preview vocabulary
- Repeat or reword directions
- Have students repeat directions
- Use of small group instruction
- Pair visual prompts with verbal presentations
- Ask students to restate information, directions, and assignments
- Repetition and time for additional practice
- Model skills/techniques to be mastered
- Extended time to complete task/assignment/work
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- Flexible seating

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