

Summit Public Schools
Summit, New Jersey
Lawton C. Johnson Summit Middle School
Grade 7 / English Language Arts Curriculum
Length of Course: Full Year
(revised 2022)

Course Description:

The seventh grade English curriculum includes a study of literature (novel, short story, poetry, and drama), composition, grammar, vocabulary, spelling, speech, and listening skills. During the year, there is a review of study skills and test-taking strategies. Students and teachers, in a variety of ways, use computers. When appropriate, English is integrated with other subjects. All units of study are instruction, reinforcement, and assessment. The curriculum meets the requirements of the New Jersey English Language Arts Student Learning Standards.

Anchor Standards for Reading

Key Ideas and Details

NJSLSA.R1. Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

NJSLSA.R2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

NJSLSA.R3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

Craft and Structure

NJSLSA.R4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

NJSLSA.R5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.

NJSLSA.R6. Assess how point of view or purpose shapes the content and style of a text.

Integration of Knowledge and Ideas

NJSLSA.R7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

NJSLSA.R8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.

NJSLSA.R9. Analyze and reflect on how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

NJSLSA.R10. Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed. knowledge or to compare the approaches the authors take.

Range of Reading and Level of Text Complexity:

NJSLSA.10. Read and comprehend complex literary and informational texts independently and proficiently.

Anchor Standards for Writing

Text Types and Purposes

- NJSLSA.W1.** Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
- NJSLSA.W2.** Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
- NJSLSA.W3.** Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

Production and Distribution of Writing

- NJSLSA.W4.** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- NJSLSA.W5.** Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
- NJSLSA.W6.** Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

Research to Build and Present Knowledge

- NJSLSA.W7.** Conduct short as well as more sustained research projects, utilizing an inquiry-based research process, based on focused questions, demonstrating understanding of the subject under investigation.
- NJSLSA.W8.** Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
- NJSLSA.W9.** Draw evidence from literary or informational texts to support analysis, reflection, and research.

Range of Writing

- NJSLSA.W10.** Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

Note on range and content in student writing

To build a foundation for college and career readiness, students need to learn to use writing as a way of offering and supporting opinions, demonstrating understanding of the subjects they are studying, and conveying real and imagined experiences and events. They learn to appreciate that a key purpose of writing is to communicate clearly to an external, sometimes unfamiliar audience, and they begin to adapt the form and content of their writing to accomplish a particular task and purpose. They develop the capacity to build knowledge on a subject through research projects and to respond analytically to literary and informational sources. To meet these goals, students must devote significant time and effort to writing, producing numerous pieces over short and extended time frames throughout the year.

Anchor Standards for Speaking and Listening

Comprehension and Collaboration

- NJSLSA.SL1.** Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
- NJSLSA.SL2.** Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
- NJSLSA.SL3.** Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

Presentation of Knowledge and Ideas

NJSLSA.SL4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.

NJSLSA.SL5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.

NJSLSA.SL6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

Note on range and content of student speaking and listening

To build a foundation for college and career readiness, students must have ample opportunities to take part in a variety of rich, structured conversations—as part of a whole class, in small groups, and with a partner. Being productive members of these conversations requires that students contribute accurate, relevant information; respond to and develop what others have said; make comparisons and contrasts; and analyze and synthesize a multitude of ideas in various domains.

New technologies have broadened and expanded the role that speaking and listening play in acquiring and sharing knowledge and have tightened their link to other forms of communication. Digital texts confront students with the potential for continually updated content and dynamically changing combinations of words, graphics, images, hyperlinks, and embedded video and audio.

Anchor Standards for Language

Conventions of Standard English

NJSLSA.L1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

NJSLSA.L2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

Knowledge of Language

NJSLSA.L3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

Vocabulary Acquisition and Use

NJSLSA.L4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

NJSLSA.L5. Demonstrate understanding of word relationships and nuances in word meanings.

NJSLSA.L6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

Note on range and content of student language use

To build a foundation for college and career readiness in language, students must gain control over many conventions of standard English grammar, usage, and mechanics as well as learn other ways to use language to convey meaning effectively. They must also be able to determine or clarify the meaning of grade-appropriate words encountered through listening, reading, and media use; come to appreciate that words have nonliteral meanings, shades of meaning, and relationships to other words; and expand their vocabulary in the course of studying content. The inclusion of Language standards in their own strand should not be taken as an indication that skills related to conventions, effective language use, and vocabulary are unimportant to reading, writing, speaking, and listening; indeed, they are inseparable from such contexts.

Unit 1 - Summer Reading Unit (Characters, Conflict, & Change)

Overview:

The New Jersey seventh grade state standards state that, to be “college and career ready, students must grapple with works of exceptional craft and thought whose range extends across genres, cultures, and centuries. Such works offer profound insights into the human condition and serve as models for students’ own thinking and writing” (“New Jersey Student Learning Standards” 2).

In accordance with the state standards, this unit has students exploring how conflicts affect a character. Using their summer reading novels, students will purport to answer this question while also practicing many of the basic skills that they will need to be successful in seventh grade. Along with identifying literary terms and vocabulary, and using the writing process, students will also begin their understanding of literary analysis as they will revisit their novels to collect support and have to clarify their understanding through an analysis.

Unit 1: Summer Reading (Characters, Conflict, and Change)	
Big Ideas: <i>Course Objectives/ Content Statement(s)</i> <ul style="list-style-type: none"> Identify and define major literary terms (e.g. protagonist, antagonist, dynamic, static, setting, mood, tone, conflict, parts of plot, point(s) of view, dialogue, foreshadowing, symbol, subplot, flashback, characterization). Apply major literary terms to at least two (2) literary works with ability to compare and contrast protagonists, conflicts, and themes (e.g. <i>Esperanza Rising</i>, <i>Fever 1793*</i>, <i>Counting By 7s</i>, <i>Nothing But the Truth</i>, <i>Tangerine</i>). Review craft and structure of literary analysis/expository essay writing including introduction paragraphs, thesis statements, body paragraphs, and conclusion paragraphs. Make connections between literary works and how their conflicts and resultant themes can translate to the “real” world. 	
Essential Questions <i>What provocative questions will foster inquiry, understanding, and transfer of learning?</i>	Enduring Understandings <i>What will students understand about the big ideas?</i>
<ol style="list-style-type: none"> What is a protagonist? How does the protagonist function in a fictional text, specifically with regard to propelling the plot, identifying his or her antagonist, facing conflict, and learning from his or her tribulations? What can a person learn by facing conflict? Consider the different kinds of conflicts (e.g. person vs. person, 	Students will understand that: <ul style="list-style-type: none"> following a protagonist’s journey over the course of a novel, including plot and conflict, will ultimately yield a theme or life lesson. people, whether fictional or not, can learn from the conflicts they face in life to help guide them and others in the future. people, whether fictional or not, can face a variety of

<p>person vs. self, person vs. nature, person vs. fate, person vs. society) and how each one can affect the protagonist in a positive way. Do characters always become dynamic or do some remain static?</p> <p>3. How can a fictional text identify and promote a life lesson or theme for the “real” world? How can an author promote positive change in the world through literature?</p> <p>4. How can we craft a literary analysis (expository essay) of our chosen summer reading books’ protagonists’ journeys while applying our unit vocabulary using specific examples and/or direct quotations from the literary texts as evidence?</p>	<p>kinds of conflicts, and potentially more than one, at any given time. However, not all protagonists or people change as a result of the challenges they may face.</p> <ul style="list-style-type: none"> • positive change can be promoted in the world through the written word, fictional texts included. • In order to prove whether a character changes as a result of the conflict the author challenges them with, specific evidence must be cited from the text and used as facts in the structure of a literary analysis/expository essay. • Using specific nouns, and knowing the differences between your nouns, can help to add clarity to your writing. • properly capitalizing and formatting titles makes writing universally understood.
Areas of Focus: Proficiencies (New Jersey Student Learning Standards)	Lessons
<p>Students will:</p> <ul style="list-style-type: none"> • NJSLSLA.RL.7.1: Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. • NJSLSLA.RL.7.2: Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text. • NJSLSLA.RL.7.3: Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot). • NJSLSLA.RL.7.6: Analyze how an author develops and contrasts the points of view of different characters or narrators in a text. • NJSLSLA.W.7.2: Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. • NJSLSLA.W.7.2: Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, 	<p>Teachers will cover the following topics over the course of this unit:</p> <ul style="list-style-type: none"> • Simple summaries <ul style="list-style-type: none"> ○ To ensure that students understand how to summarize what they have read, students should practice by summarizing their summer reading books. ○ One method that can be used for this skill is “somebody, wanted, but, so, then” (SWBST). • Parts of plot <ul style="list-style-type: none"> ○ Exposition: setting (place, time, mood) ○ Rising action ○ Climax ○ Falling action ○ Resolution • Types of characters <ul style="list-style-type: none"> ○ Protagonists ○ Antagonist

<p>classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.</p> <ul style="list-style-type: none"> ● NJSLSLA.W.7.2.B: Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. ● NJSLSLA.W.7.2.C: Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts. ● NJSLSLA.W.7.2.D: Use precise language and domain-specific vocabulary to inform about or explain the topic. ● NJSLSLA.W.7.2.E: Establish and maintain a formal style. ● NJSLSLA.W.7.2.F: Provide a concluding statement or section that follows from and supports the information or explanation presented. ● NJSLSLA.SL.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. ● NJSLSLA.SL.7.1.A: Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. ● NJSLSLA.L.7.1.A: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Explain the function of phrases and clauses in general and their function in specific sentences. ● NJSLSLA.L.7.2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. ● NJSLSLA.L.7.3.A-B: Use knowledge of language and its conventions when writing, speaking, reading, or listening. 	<ul style="list-style-type: none"> ○ Dynamic ○ Static <ul style="list-style-type: none"> ● Types of conflicts <ul style="list-style-type: none"> ○ Character vs. character ○ Character vs. self ○ Character vs. society ○ Character vs. nature ○ Character vs. fate <p>Students will write an essay that purports to answer the question, how does conflict affect a character? The lessons above are provided to give the students the vocabulary needed to answer this essay question using both their summer reading books. To ensure that students understand the full writing process, it is important that the teacher reviews the following:</p> <ul style="list-style-type: none"> ● How to write an intro paragraph <ul style="list-style-type: none"> ○ Can be taught using the funnel method: <ul style="list-style-type: none"> ■ Hook ■ Background ■ Thesis ● How to structure a body paragraph <ul style="list-style-type: none"> ○ Students will learn the support=fact + explanation model of writing. The goal of the teacher is to ensure that students understand that any fact they give about the book must be explained through an analysis as to how it relates to the essay. ○ Students will learn the expectation that every body paragraph needs three pieces of support. ○ Students will use a combination of direct quotes and retells with proper MLA parenthetical citations. ○ Students will also practice how to properly format the titles of texts. ● How to write a conclusion paragraph <ul style="list-style-type: none"> ○ Can be taught using the reverse funnel method:
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<p>Career-Ready Practices</p> <p>CRP1: Act as a responsible and contributing citizen and employee.</p> <p>CRP2: Apply appropriate academic and technical skills.</p> <p>CRP3: Attend to personal health and financial well-being.</p> <p>CRP4: Communicate clearly and effectively and with reason.</p> <p>CRP5: Consider the environmental, social and economic impacts of decisions.</p> <p>CRP6: Demonstrate creativity and innovation.</p> <p>CRP7: Employ valid and reliable research strategies.</p> <p>CRP8: Utilize critical thinking to make sense of problems and persevere in solving them.</p> <p>CRP9: Model integrity, ethical leadership and effective management.</p> <p>CRP10: Plan education and career paths aligned to personal goals.</p> <p>CRP11: Use technology to enhance productivity.</p> <p>CRP12: Work productively in teams while using cultural global competence.</p>	<ul style="list-style-type: none"> ■ Restate thesis ■ Summarize body paragraphs ■ Connect to the world <p>These lessons should be delivered as a mixture of whole class, small group, and individual lessons in an effort to help develop the classroom structure for the year.</p> <ul style="list-style-type: none"> ● The novel <i>Fever 1793</i> should be used for whole class instruction as it is the common text among all students. ● The second novel that students read will be used in small group and independent work. ● Additional materials may be used to help support the teaching of skills i.e. fairy tales or picture books. <p>Nouns:</p> <p>In teaching nouns, direct instruction will be given as a whole class and mini lesson for smaller groups if necessary. Students will practice the skill through group and individual practice, both at home and in class, along with homework and summative assessments. Please see the appendix for a scope and sequence of these skills.</p> <ul style="list-style-type: none"> ● Review proper and common nouns ● Re-introduce concrete and abstract nouns ● Re-introduce pronouns ● Introduce antecedents ● Introduce pronoun antecedent agreement ● Noun Clauses ● Capitalizing proper nouns
Differentiation	Assessments
<p>Interdisciplinary Connections</p> <ul style="list-style-type: none"> ● <i>Fever 1793</i> Social Studies connection to Philadelphia in 1793, post American revolution based upon historical documentation of the time (e.g. historical figures like George Washington, historical events like the transmission of the Yellow Fever) (Information Literacy connection) ● <i>Fever 1793</i> Science connection to the causes and cures 	<p>Formative Assessments:</p> <ul style="list-style-type: none"> ● Summer Reading Quiz ● Summer Reading Essay ● Literary Terms Quiz ● Nouns, formatting titles, & capitalization <ul style="list-style-type: none"> ○ Teachers should determine how best to assess students on this topic. Teachers can choose to assess students through:

of the Yellow Fever in 1793 (**Health Literacy connection**)

- *Fever 1793* Math connection to the number of deaths that occurred as a result of the Yellow Fever as portrayed in graph format

Technology Integration

- Use of GSuite which includes Google Drive/Slides/Classroom/Docs/Forms to participate in teacher-student writing conferences as well as peer editing, student presentations, and classroom assignments
- Formative Assessments - Socrative/PollEverywhere/Quizziz/GoFormative provide student-paced reading and writing check-in quizzes
- Kahoot in-class literary terms and conflict confirmation reviews
- Flashcards using Flashcards+/Quizlet/Google Sheets to use as a studying tool for literary terms
- YouTube videos selected by teacher then self-selected by students
- CommonLit.org for reading resources and tracking progress
- Infographics can visually represent learning using apps such as: Visual.ly, Canvas, Google Drawing, and Piktochart

Media Literacy Integration

- View the interview with the author of your self-selected summer reading novel. Then, the most important points the author makes about the craft of writing as well as their characters, conflict, and the nature of change. Video interviews can be found for each author on Youtube.

Global Perspectives

- View Laurie Halse Anderson's interview regarding her inspiration and writing process. Consider what inspires you to write, especially for this unit. Why were the

- quiz/ test
- Rubric
- Mini project

Summative Assessments, Projects, and Celebrations:

- Socratic Reactions
- Journal Responses
- Classwork assignments as determined by teacher

novels selected for you to read? Related videos can be found on Youtube.

Supports for English Language Learners		
Sensory Supports	Graphic Supports	Interactive Supports
Real-life objects	Charts	In pairs or partners
Manipulatives	Graphic Organizers	In triands or small groups
Pictures	Tables	In a whole group
Illustrations, diagrams & drawings	Graphs	Using cooperative group
Magazines & Newspapers	Timelines	Structures
Physical activities	Number lines	Internet / Software support
Videos & Film		In the home language
Broadcasts		With mentors
Models & Figures		

Intervention Strategies		
Accommodations	Interventions	Modifications
Allow for verbal	Multi-sensory	Modified

responses	techniques	tasks/expectations
Repeat/confirm directions	Increase task structure (e.g. directions, checks for understanding, feedback	Differentiated materials
Permit response provided via computer or electronic device	Increase opportunities to engage in active academic responding	Individualized assessment tools based on student need
Audio Books	Utilize pre-reading strategies and activities previews, anticipatory guides, and semantic mapping	Modified assessment grading

Recommended Texts to Support Unit:

- *Fever 1793*
- *Tangerine*
- *Esperanza Rising*
- *The Mighty Heart of Sunny St. James*
- *Counting by 7s*

Unit 2 - Short Story Unit

(Narrative & Compare and Contrast Writing)

Overview:

The New Jersey seventh grade state standards state that, to be “college and career ready, students must grapple with works of exceptional craft and thought whose range extends across genres, cultures, and centuries. Such works offer profound insights into the human condition and serve as models for students’ own thinking and writing” (“New Jersey Student Learning Standards” 2).

In accordance with the state standards, this unit has students exploring a variety of genres in the medium of short stories and dramas. Along with identifying literary terms, vocabulary, and elements of short story and drama, students will also grapple with understanding the human condition through these stories. Students will evaluate, compare and contrast, and analyze stories to better understand what they say about themselves and society. Students will explore an author’s purpose and how an author’s influence can impact a story.

Unit 2: Short Stories	
Big Ideas: <i>Course Objectives/ Content Statement(s)</i> <ul style="list-style-type: none"> ● Provide opportunities for reading short fiction texts that represent a multicultural assortment of writers and protagonists. ● Identify and analyze writers’ uses of literary techniques and how they contribute to the readers’ understanding of the text. ● Compare and contrast a drama with a short story ● Compare and contrast multiple short stories according to topic, point of view, or other literary techniques identified in the texts. 	
Essential Questions <i>What provocative questions will foster inquiry, understanding, and transfer of learning?</i>	Enduring Understandings <i>What will students understand about the big ideas?</i>
<ul style="list-style-type: none"> ● What provocative questions will foster inquiry, understanding, and transfer of learning? ● How do authors use literary techniques to enrich and enliven their narratives? ● How can literature expand one’s worldview? ● How are the elements in a drama similar or different from those of a short story? 	Students will understand that: <ul style="list-style-type: none"> ● The employment of abstract concepts such as symbols and literary techniques such as figurative language allow authors to convey messages and paint vivid mental pictures in a way that transcends basic narrative writing. ● Universal themes found in literature can be unpacked, discussed and used as a lens to view both personal philosophies and the world in which one lives. ● A single issue has multiple perspectives. ● The ability to identify similarities and differences between a drama and a short story. ● Verbs consist of more than just action verbs and can help to clarify information in a sentence. ● Interjections are little words that express a big feeling in a word or two.

Areas of Focus: Proficiencies (New Jersey Student Learning Standards)	Lessons
<p>Students will:</p> <p>NJSLSA.R1. Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.</p> <p>NJSLSA.R2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.</p> <p>NJSLSA.R3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.</p> <p>NJSLSA.R4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.</p> <p>NJSLSA.R5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.</p> <p>NJSLSA.R6. Assess how point of view or purpose shapes the content and style of a text.</p> <p>NJSLSA.R9 Analyze and reflect on how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.</p> <p>NJSLSA.R10. Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.</p> <p>NJSRLA.7.10. By the end of the year read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above, scaffolding as needed.</p> <p>RL.7.3. Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).</p> <p>RL.7.5. Analyze how a drama's or poem's form or structure (e.g., soliloquy, sonnet) contributes to its meaning.</p> <p>RL.7.7. Compare and contrast a written story, drama, or poem to its audio, filmed, staged, or multimedia version, analyzing the effects of techniques unique to each medium (e.g., lighting, sound, color, or</p>	<p>Teachers will read between 1-3 short stories a week focusing on:</p> <ul style="list-style-type: none"> ● Themes applicable to a reader's life can be found in most short stories ● Stories are comprised of a specific formula and specific elements <ul style="list-style-type: none"> ○ Plot mountain <ul style="list-style-type: none"> ■ Exposition ■ Rising Action ■ Climax ■ Falling Action ■ Resolution ○ Points of view ○ Literary terms <ul style="list-style-type: none"> ■ Characterization ■ Theme ■ Flashback ■ Symbolism ■ Foreshadowing ■ Mood ■ Tone ■ Satire ■ Irony <p>Based on the short story that is being taught.</p> <p>During this time, teachers will ensure that they teach:</p> <p>Introduction to literary terms</p> <ul style="list-style-type: none"> ● Teach terms by identifying in short stories ● Discuss the use and purpose of literary terms within stories <p>Introduction to analytical reading</p> <ul style="list-style-type: none"> ● Identify theme within particular short stories through whole class readings ● Identify symbols and their meanings through whole class readings <p>Introduction to Socratic seminars</p>

camera focus and angles in a film).

RL.7.10. By the end of the year read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above, scaffolding as needed.

Career-Ready Practices

CRP1: Act as a responsible and contributing citizen and employee.

CRP2: Apply appropriate academic and technical skills.

CRP3: Attend to personal health and financial well-being.

CRP4: Communicate clearly and effectively and with reason.

CRP5: Consider the environmental, social and economic impacts of decisions.

CRP6: Demonstrate creativity and innovation.

CRP7: Employ valid and reliable research strategies.

CRP8: Utilize critical thinking to make sense of problems and persevere in solving them.

CRP9: Model integrity, ethical leadership and effective management.

CRP10: Plan education and career paths aligned to personal goals.

CRP11: Use technology to enhance productivity.

CRP12: Work productively in teams while using cultural global competence.

- Discuss and practice collegial speaking skills
- Socratic reaction paragraphs
 - How to write a personal reaction
 - Discuss exemplar pieces

In addition, teachers will choose two of the following assignments to show students' understanding of this unit:

1. Genre Emulation Narrative Writing
2. Drama and Short Story Compare and Contrast Writing
3. Societal Topic Research Narrative Writing

Genre Emulation Narrative Writing:

- After reading a collection of short stories, students will choose one short story to emulate. Students will identify areas of the short story such as:
 - Literary terms used
 - Tone and mood of the story
 - Genre of the storyand will craft their own narrative using the same elements.
- Additional element: Students can share and discuss their reading identity and journey by identifying which short stories they liked and did not like. Students should be able to express what they liked/disliked about the author's writing style or what they liked/disliked about the genre itself.

Drama and Short Story Compare and Contrast Writing:

- Students will read a short drama followed by a related short story.
- When reading the drama, students will be introduced to drama terms and elements such as:
 - stage directions
 - dialogue
 - set/ scenery
 - props
 - acts and scenes
 - comedy vs. tragedy
 - three act plays
 - monologues
 - soliloquies
- Students will notice the related drama terms in their reading.

- After reading the short story and noticing literary elements, students will write a compare and contrast piece identifying related elements.
- This writing piece will be two paragraphs in length.

Societal Topic Research Narrative Writing:

- Throughout the unit, students will notice the societal issues that appear such as:
 - Bullying (e.g. cyber, social media)
 - Self- Identity (e.g. personality, gender)
 - Scientific/ Technological Advancements (e.g. cloning, space exploration)
 - People & Society (e.g. homeless, elderly)
 - Discrimination (e.g. race, ethnicity, religion)
 - Family Issues (e.g. college, divorce)
 - Global Issues (e.g. pollution, deforestation)
- Go to the library to learn the step by step research process: use Libguide, note taking, NoodleTools, etc.
 - Students will take their research and summarize their findings in a one paragraph response about the topic, and or, a Slides presentation.
- Students will craft a short story that focuses on a central theme around their chosen social issue.

Independent Reading:

- Throughout the unit, students will choose one novel to read alongside the short stories read in class.
- Students should choose a book that is connected to their reading identity:
 - Each student's reading identity should be identified through activities, surveys, or other processes as specified by the teacher.
- The novel should culminate in a final assignment as designated by the teacher.

Verbs:

In teaching verbs, direct instruction will be given as a whole class and mini lesson for smaller groups if necessary. Students will practice the skill through group and individual activities, both at home and in class, along with homework and summative assessments. Please see the

	<p>appendix for a scope and sequence of these skills.</p> <ul style="list-style-type: none"> • Students will review what an action verb is. • Students will be introduced to linking verbs, helping verbs, and verb phrases. • Students will practice skills and be assessed on their ability to recognize and utilize all verbs. <p>Interjections: In teaching interjections, direct instruction will be given as a whole class and mini lessons for smaller groups if necessary. Students will practice the skill through group and individual practice, both at home and in class, along with homework and summative assessments. Please see the appendix for a scope and sequence of these skills.</p> <ul style="list-style-type: none"> • What is an interjection and how is it used effectively?
Differentiation	Assessments
<p>Interdisciplinary Connections</p> <ul style="list-style-type: none"> • Short stories may be related to other content areas. These content areas can be used as background knowledge, if necessary, or another area of analysis. <p>Technology Integration</p> <ul style="list-style-type: none"> • Student will explore the reading and writing extensions and Google docs tools that allow for students to highlight and use speech to text • Websites and subscriptions used also include: IXL, Newsela, Readworks, Learning Ally, Khan Academy and teacher created sites with all unit materials • Pre-recorded readings will be posted to Google Classroom and teacher website • Review Apps and Games include: Quizlet, Socrative, Kahoot, and PearDeck • Use of GSuite which includes Google Drive/Slides/Classroom/Docs/Forms to participate in teacher-student writing conferences as well as peer editing, student presentations and submit classroom assignments • Libguide developed by the Library Learning Commons • New Google Sites to provide unit resources, activity lists, and 	<p>Formative Assessments:</p> <ul style="list-style-type: none"> • Socrative Reactions • Journal Responses • Classwork assignments as determined by teacher • Expository writing <p>Summative Assessments, Projects, and Celebrations: Sample Assessments:</p> <ul style="list-style-type: none"> • Literary terms quiz • Genre Emulation Narrative Writing • Drama and Short Story Compare and Contrast Writing • Societal Topic Research Narrative Writing • Verbs & interjections: <ul style="list-style-type: none"> ○ Teachers should determine how best to assess students on this topic. Teachers can choose to assess students through: <ul style="list-style-type: none"> ■ quiz/ test ■ Rubric ■ Mini project • Independent Reading Project

access to additional supports

Media Literacy Integration

- LCJSMS media center database & Libguides

Global Perspectives

- Students will begin the process of looking at texts through the Human Condition to better understand their views on topics as well as how others may have different views on the same topic.

Supports for English Language Learners		
Sensory Supports	Graphic Supports	Interactive Supports
Real-life objects	Charts	In pairs or partners
Manipulatives	Graphic Organizers	In triads or small groups
Pictures	Tables	In a whole group
Illustrations, diagrams & drawings	Graphs	Using cooperative group
Magazines & Newspapers	Timelines	Structures
Physical activities	Number lines	Internet / Software support
Videos & Film		In the home language
Broadcasts		With mentors
Models & Figures		

Intervention Strategies		
Accommodations	Interventions	Modifications
Allow for verbal responses	Multi-sensory techniques	Modified tasks/expectations
Repeat/confirm directions	Increase task structure (e.g. directions, checks for understanding, feedback	Differentiated materials
Permit response provided via computer or electronic device	Increase opportunities to engage in active academic responding	Individualized assessment tools based on student need
Audio Books	Utilize pre-reading strategies and activities previews, anticipatory guides, and semantic mapping	Modified assessment grading

Recommended Texts to Support Unit:

● Short Stories:

- “The Sniper”
- “The Gift of the Magi”
- “Priscilla and the Wimps”
- “The Pedestrian”
- “The Lottery”
- “They’re Made out of Meat”
- “Seventh Grade”
- “The Tell Tale Heart”
- “The Jacket”
- “The Scholarship Jacket”
- “The Flowers”

- “The Fun They Had”
- “The Story of an Hour”
- “The Landlady”
- “Thank You Ma’am”

- **Dramas:**

- “The Monsters are Due on Maple Street”
- “From Grandpa and the Statue”
- “Head Full of Sunshine”

Unit 3 - Historical Fiction (*Chains* by Laurie Halse Anderson)

Overview:

The New Jersey seventh grade state standards state that, to be “college and career ready, students must grapple with works of exceptional craft and thought whose range extends across genres, cultures, and centuries. Such works offer profound insights into the human condition and serve as models for students’ own thinking and writing” (“New Jersey Student Learning Standards” 2).

In accordance with the state standards, this unit has students exploring how historical events can influence literature. Students will continue to notice literary terms taught in previous chapters in their new novel. In this unit, however, there will be more focus on students discovering these elements as they read. Students will also grapple with more human condition questions through their understanding of symbolism and author’s purpose. There are also opportunities in this unit for cross curricular learning.

Unit 3: Historical Fiction	
Big Ideas: <i>Course Objectives/ Content Statement(s)</i> <ul style="list-style-type: none"> Identify how history informs the future and what lessons can be learned from the conflicts of the past. Analyze how writers use nonfiction to inform their fiction work to communicate universal themes that can apply to readers’ lives. Identify how and where writers use craft techniques (e.g. symbol, metaphor, simile) as well as how those craft techniques build depth within the text. Recognize characters’ use of mindfulness strategies and impulse reactions to analyze their consequences in relationships. 	
Essential Questions <i>What provocative questions will foster inquiry, understanding, and transfer of learning?</i>	Enduring Understandings <i>What will students understand about the big ideas?</i>
<ul style="list-style-type: none"> How does history inform the future? How do historical documents (primary/secondary) inform a writer’s work? How does a writer’s craft and structure contribute to the overall novel and the story it conveys? How does a character’s mindful response versus emotional reaction affect their decisions? 	Students will understand that: <ul style="list-style-type: none"> How to compare and contrast historical documents. How to identify a writer’s craft and structure in a historical fiction novel. Then, apply similar writing techniques to students’ own writing through historical fiction dramatic scripts (optional final format). How to write an argumentative essay using a variety of nonfiction and fiction sources. Write an argumentative essay or explanatory essay using a variety of nonfiction and fiction sources. How to read, decode, and evaluate nonfiction primary and secondary sources to be used in an argumentative essay.

	<ul style="list-style-type: none"> • How to compare and contrast historical documents' accounts of the American Revolution to the historical fiction account portrayed in <i>Chains</i>. • How to understand and define key vocabulary words in context from <i>Chains</i>. • Adjectives and adverbs help to tell more about a noun, verb, and other adverbs. These words can be helpful in clarifying. • Understanding the parts of a sentence helps a writer to know what is and is not a sentence as well as helps the writer to master writing techniques. • Prepositions mark relationships between persons, objects, and locations.
Areas of Focus: Proficiencies (New Jersey Student Learning Standards)	Lessons
<p>Students will:</p> <p>NJSLSLA.RL.7.1. Cite several pieces of textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>NJSLSLA.RL.7.2. Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.</p> <p>NJSLSLA.RL.7.3. Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).</p> <p>NJSLSLA.RL.7.4. Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama.</p> <p>NJSLSLA.RL.7.5. Analyze how a drama's or poem's form or structure (e.g., soliloquy, sonnet) contributes to its meaning.</p>	<p>Teachers will be sure to cover the following topics over the course of this unit:</p> <p>Background Information:</p> <ul style="list-style-type: none"> • Students will identify the relevant historical facts that are needed to understand events coming up in the novel. • To complete this task, teachers may have students: <ul style="list-style-type: none"> ○ Participate in cross curricular lessons with Social Studies (See relevant unit). ○ Read related historical documents and discuss Loyalists vs. Patriots. ○ Create a timeline leading up to events leading into <i>Chains</i>. ○ Think, Pair, Share what information we already know going into the novel and fill in needed information with related research. <p>Novel Specific Vocabulary:</p> <ul style="list-style-type: none"> • Use various flashcard apps/websites to understand and define key vocabulary words in context from <i>Chains</i>. • Vocabulary word lists can be found in shared Google

NJSLSLA.RL.7.6. Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.

NJSLSLA.RL.7.7. Compare and contrast a written story, drama, or poem to its audio, filmed, staged, or multimedia version, analyzing the effects of techniques unique to each medium (e.g., lighting, sound, color, or camera focus and angles in a film).

NJSLSLA.RL.7.9. Compare, contrast and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history.

NJSLSLA.RL.7.10. By the end of the year read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above, scaffolding as needed

Career-Ready Practices

CRP1: Act as a responsible and contributing citizen and employee.

CRP2: Apply appropriate academic and technical skills.

CRP3: Attend to personal health and financial well-being.

CRP4: Communicate clearly and effectively and with reason.

CRP5: Consider the environmental, social and economic impacts of decisions.

CRP6: Demonstrate creativity and innovation.

CRP7: Employ valid and reliable research strategies.

CRP8: Utilize critical thinking to make sense of problems and persevere in solving them.

CRP9: Model integrity, ethical leadership and effective management.

CRP10: Plan education and career paths aligned to personal goals.

CRP11: Use technology to enhance productivity.

CRP12: Work productively in teams while using cultural global

Folder.

- Vocabulary should be worked into either writing assignments, or vocabulary quizzes.

Reading for comprehension

- Students will take sticky notes, at the teacher's discretion, to recognize:
 - Author's purpose
 - Literary terms covered in Unit 1 & 2
 - Major plot points
- Students will participate in whole class, small group, partner, and individual analysis of the novel.
- Comprehension discussion questions and quizzes

Socratic discussion circles:

- Thematic discussion
- Symbolic discussion
- Decision between becoming Patriot or Loyalist
- Simile-Metaphor discussion
- Epigraph-Chapter connections discussion
- American Revolution events/people discussion

Chains Essay (five-paragraph essay):

- RST Option
- Focus on writing process
- Integrating quotes
- Analyzing quotes

Parts of a sentence:

In teaching parts of a sentence, direct instruction will be given as a whole class and mini lesson for smaller groups if necessary. Students will practice the skill through group and individual practice, both at home and in class, along with homework and summative assessments. Please see the appendix for a scope and sequence of these skills.

- What is the subject of a sentence?

competence.	<ul style="list-style-type: none"> ○ What is the predicate of a sentence? ○ What are direct and indirect objects? <p>Prepositions:</p> <p>In teaching prepositions, direct instruction will be given as a whole class and mini lesson for smaller groups if necessary. Students will practice the skill through group and individual practice, both at home and in class, along with homework and summative assessments. Please see the appendix for a scope and sequence of these skills.</p> <ul style="list-style-type: none"> ● What is a preposition? <p>Teachers may also choose to include drama within the unit and cover the following through the anchor of <i>Hamilton</i>.</p> <ul style="list-style-type: none"> ● Support a claim through gleaning research from fiction and nonfiction sources. ● Read, decode, and evaluate nonfiction sources to be used in discussion and/or explanatory writing. ● Define, incorporate, and apply vocabulary appropriately in context. ● Analyze how the author uses various literary and/or dramatic devices to add deeper meaning to the text and/or performance. <p>Vocabulary covered in this unit should include:</p> <ul style="list-style-type: none"> ○ drama ○ stage directions ○ comedy ○ tragedy ○ hubris ○ catharsis ○ ensemble ○ three act plays ● Use various flashcard apps/websites to understand and define key vocabulary words ● Read for comprehension and take corresponding assessments <p>Socratic Discussions:</p>
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	<ul style="list-style-type: none"> Participate in Socratic discussion circles including topics such as: theme, symbolism, point of view, Greek tragedy connections, historical accuracy.
Differentiation	Assessments
<p>Interdisciplinary Connections</p> <ul style="list-style-type: none"> Social Studies: connections to American Revolution <ul style="list-style-type: none"> Excerpts from Thomas Paine’s “Common Sense” Primary sources support for five-paragraph essay Please see relevant Unit for additional details. <p>Technology Integration</p> <ul style="list-style-type: none"> Chromebook Apps & Extensions to include: Screencastify, QR Code Reader, Educreations, Aww (Whiteboard App), Socrative/PollEverywhere/Quizlet Live/Kahoot used for Formative Assessments Use of GSuite which includes Google Drive/Slides/Classroom/Docs/Forms to participate in teacher-student writing conferences as well as peer editing, student presentations and submit classroom assignments Libguide developed by the Library Learning Commons New Google Sites to provide unit resources, activity lists, and access to additional supports Flashcards +/-Quizlet/Google Sheets to develop vocabulary flashcards Google Templates utilized to create Journal Entries for weekly submission <p>Media Literacy Integration</p> <ul style="list-style-type: none"> LCJSMS media center database & Libguides <p>Global Perspectives</p> <ul style="list-style-type: none"> Contemporary slavery/human trafficking issues articles Find current articles that relate to the novel 	<p>Formative Assessments:</p> <ul style="list-style-type: none"> Conferences Socratic Discussions Journal Check One Pager poster <p>Summative Assessments, Projects, and Celebrations:</p> <ul style="list-style-type: none"> Reading Comprehension Quizzes Argumentative Essays Explanatory Essays Vocabulary Quizzes Essay Outlines Parts of a sentence & prepositions: <ul style="list-style-type: none"> Teachers should determine how best to assess students on this topic. Teachers can choose to assess students through: <ul style="list-style-type: none"> quiz/ test Rubric Mini project Hamilton: <ul style="list-style-type: none"> Create a character sketch of protagonist and foil using PASTA (physical appearance, action, speech, thoughts, actions of others about the character) STEAL (speech, thoughts, effect on others, actions, looks) characterization techniques, dialogue, and active description. Write an alternate scene for the theatrical work from the perspective of another researched character with historical, real-life connections to the protagonist.

- Connect to Civil Rights movement

Supports for English Language Learners

Sensory Supports	Graphic Supports	Interactive Supports
Real-life objects	Charts	In pairs or partners
Manipulatives	Graphic Organizers	In triands or small groups
Pictures	Tables	In a whole group
Illustrations, diagrams & drawings	Graphs	Using cooperative group
Magazines & Newspapers	Timelines	Structures
Physical activities	Number lines	Internet / Software support
Videos & Film		In the home language
Broadcasts		With mentors
Models & Figures		

Intervention Strategies

Accommodations	Interventions	Modifications
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Allow for verbal responses	Multi-sensory techniques	Modified tasks/expectations	
Repeat/confirm directions	Increase task structure (e.g. directions, checks for understanding, feedback	Differentiated materials	
Permit response provided via computer or electronic device	Increase opportunities to engage in active academic responding	Individualized assessment tools based on student need	
Audio Books	Utilize pre-reading strategies and activities previews, anticipatory guides, and semantic mapping	Modified assessment grading	

Unit 3 Continued- Cross Curricular
(*Chains* by Laurie Halse Anderson)

Overview:

Within this unit, 7th grade Social Studies and ELA classes will collaborate in an effort to better understand the manner in which historical elements influence historical fiction. Historical curiosity can be enhanced through the experience of historical fiction. Elements of Social Studies and ELA will merge through critical reading, annotating, analyzing, conversing, researching, and general collaborating.

Lessons to be completed during the Units: Historical Fiction <i>Chains</i> & American Revolution	
Big Ideas: <i>Course Objectives/ Content Statement(s)</i> <ul style="list-style-type: none"> ● Cultivate an ever-expanding historical lens ● Construct a framework of American history that connects to our nation's present and future ● Exploration leads to careful examination of previous knowledge and new understandings (schema) ● Critically read, annotate, and analyze historical documents/artifacts ● Analyze historical sources through written and spoken modalities 	
Essential Questions <i>What provocative questions will foster inquiry, understanding, and transfer of learning?</i>	Enduring Understandings <i>What will students understand about the big ideas?</i>
<ul style="list-style-type: none"> ● What is the value of looking at the past through an expansive lens? ● How does the study of American history inform our nation's present and future? ● How does a student's exploration of historical documents/artifacts influence their view of the past? ● How does a writer's/artist's craft and structure contribute to a work's historical significance? 	<p>Students will understand that:</p> <p>Analysis of Primary Source Documents</p> <ul style="list-style-type: none"> ● Given excerpts from selected historical documents, students will analyze documents and participate in small-group conversations. Students will demonstrate understanding of historical content and language by annotating documents and engaging in enlightened conversations. <p>Character Sketch</p> <ul style="list-style-type: none"> ● Through conducting and utilizing research on daily life in Colonial New York City, students will craft a historical character sketch that creates a snapshot in the day of this fictional character's life. To demonstrate mastery, students will receive a 20 or above out of 25 on a given rubric.

	<p>Authentic Voices</p> <ul style="list-style-type: none"> Throughout the unit, teachers will include primary and secondary sources/excerpts from or about historical figures who lend an authentic view of Colonial America. Students will demonstrate understanding by comparing authentic voices to nonfiction or fictional events.
Areas of Focus: Proficiencies (New Jersey Student Learning Standards)	Lessons
<p>Students will:</p> <p>NJSLSLA.RL.7.1. Cite several pieces of textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>NJSLSLA.RL.7.2. Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.</p> <p>NJSLSLA.RL.7.3. Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).</p> <p>NJSLSLA.RL.7.4. Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama.</p> <p>NJSLSLA.RL.7.5. Analyze how a drama's or poem's form or structure (e.g., soliloquy, sonnet) contributes to its meaning.</p> <p>NJSLSLA.RL.7.6. Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.</p> <p>NJSLSLA.RL.7.7. Compare and contrast a written story, drama, or poem to its audio, filmed, staged, or multimedia version, analyzing the effects of techniques unique to each medium (e.g., lighting, sound, color, or camera focus and angles in a film).</p> <p>NJSLSLA.RL.7.9. Compare, contrast and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) a</p>	<p>Analysis of Primary Sources</p> <ul style="list-style-type: none"> <u>Lesson 1 (Social Studies): (1-2 days)</u> <ul style="list-style-type: none"> Objective: Students will read, highlight, and annotate “Excerpts from The Declaration of Independence: Annotations”. Activity/HW: Conclude work on “Excerpts...” <u>Lesson 1 (ELA): (1-2 days)</u> <ul style="list-style-type: none"> Objective: Students will read, highlight, and annotate “Excerpts from The Declaration of Independence: Annotations”. Activity/HW: Conclude work on “Excerpts...” <u>Lesson 2 (Social Studies): (1-2 days)</u> <ul style="list-style-type: none"> Objective: Students will participate in combined SS/ELA mini-Harkness groups to discuss the key literary and historical components of the primary source document. Conversation guide. Note-taking guide. Activity/HW: <ul style="list-style-type: none"> Turn in “Excerpts...” at the conclusion of the activity. Complete “Harkness Reflection”. <u>Lesson 2 (ELA): (1-2 days)</u> <ul style="list-style-type: none"> Objective: Students will participate in combined SS/ELA mini-Harkness groups to discuss the key literary and historical components of the primary source document. Conversation guide. Note-taking guide. Activity/HW: <ul style="list-style-type: none"> Turn in “Excerpts...” at the conclusion of the activity. Complete “Harkness Reflection”. <p>Character Sketch</p>

fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history.

NJSLSLA.RL.7.10. By the end of the year read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above, scaffolding as needed

2020 New Jersey Student Learning Standards – Social Studies

6.1.8.CivicsDP.3.a: Use primary and secondary sources to assess whether or not the ideals found in the Declaration of Independence were fulfilled for women, African Americans, and Native Americans during this time period.

6.1.8.CivicsHR.3.b: Evaluate the impact of the institution of slavery on the political and economic expansion of the United States.

6.1.8.CivicsHR.3.c: Construct an argument to explain how the expansion of slavery violated human rights and contradicted American ideals.

6.1.8.HistoryCC.3.d: Compare and contrast the Articles of Confederation and the United States Constitution in terms of the decision-making powers of national government.

6.1.8.HistoryUP.3.a: Use primary sources as evidence to explain why the Declaration of Independence was written and how its key principles evolved to become unifying ideas of American democracy.

6.1.8.HistorySE.3.b: Analyze a variety of sources to make evidence-based inferences about how prominent individuals and other nations contributed to the causes, execution, and outcomes of the American Revolution.

New Jersey Student Learning Standards for English Language Arts: Companion Standards - History, Social Studies, Science and Technical Subjects / Grades 6-8 (Anchor Standards for Reading)

- **Lesson 1 (Social Studies)**

- **Objective:** Students will work to research various topics on daily life in Colonial New York City.
- **Activity/HW:** [Review research expectations](#). Research in the Library Day 1

- **Lesson 1 (ELA)**

- **Objective:** Students will begin the novel *Chains*.
- **Activity/HW:** Students will discuss and review the viewpoints of a loyalist, patriot, and a fencesitter.

- **Lesson 2 (Social Studies)**

- **Objective:** Students will work to research various topics on daily life in Colonial New York City.
- **Activity/HW:** Research in the Library Day 2. Students' notes will be reviewed and checked.

- **Lesson 2 (ELA)**

- **Objective:** Students will review the character sketch and how the novel applies to the activity.
- **Activity/HW:** Students will review the [project sheet](#) & begin outline.

- **Lesson 3 (ELA)**

- **Objective:** Students will continue outlines for character sketch. [*Example of planning*](#)
- **Activity/HW:** Students will continue work on their outlines independently. Teachers will conference with students as they complete their outline to be graded and begin their rough draft.

- **Lesson 4+ (ELA)**

This lesson will take multiple days and should be adjusted for students' writing stamina.

- **Objective:** Students will write their rough drafts.
- **Activity/HW:** Students will work to include all requirements to their rough draft as they type. The teacher will have open conferences for students to ask questions and have pieces of their work reviewed.

- **Lesson 5 (ELA)**

- **Objective:** Students will edit and revise their rough drafts into final drafts to be submitted.
- **Activity/HW:** Students will be able to have a final conference before turning in their final draft. Students should review their [rubric](#) before turning in any work.

NJSLSA.R1. Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

NJSLSA.R2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

NJSLSA.R3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

NJSLSA.R4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

NJSLSA.R5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.

NJSLSA.R6. Assess how point of view or purpose shapes the content and style of a text. Integration of Knowledge and Ideas

NJSLSA.R7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

NJSLSA.R8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.

NJSLSA.R9. Analyze and reflect on how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

NJSLSA.R10. Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.

RH.6-8.1. Cite specific textual evidence to support analysis of

Authentic Voices

Throughout the unit, in both Social Studies and ELA, when there is a chance to read and discuss an authentic voice, it will be at the teacher's discretion to include the authentic point of view as a mini lesson or full class activity. Authentic Voice documents, excerpts, videos, and other related materials are linked in the "Recommended Text" section at the bottom of the Unit Guide. A sample lesson structure is included below:

Possible Lesson Structure:

- After completing Chapter 18 of *Chains* the instructor will identify that Thomas Hickey is a true historical figure.
- The instructor will provide for the students the video that provides more details on the real Thomas Hickey and the plot to kill Washington.
- Students should take notes and discuss in small groups what new historical information they learned about Hickey, the plot to kill Washington, or the time period.
- The instructor should choose an activity for students to complete that compares the historical information to the events in chapter 18. These activities can be, but are not limited to:
 - Whole class discussion
 - Small group discussion
 - In class writing based on a given prompt
 - Compare contrast assignment
 - Writer's craft: identifying how the historical event adds to the fictional character's story

primary and secondary sources.

RH.6-8.2. Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.

RH.6-8.3. Identify key steps in a text's description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered). Craft and Structure

RH.6-8.4. Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.

RH.6-8.5. Describe how a text presents information (e.g., sequentially, comparatively, causally).

RH.6-8.6. Identify aspects of a text that reveal an author's point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts). Integration of Knowledge and Ideas

RH.6-8.7. Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.

RH.6-8.8. Distinguish among fact, opinion, and reasoned judgment in a text.

RH.6-8.9. Analyze the relationship between a primary and secondary source on the same topic. New Jersey Student Learning Standards for English Language Arts Companion **RH.6-8.10.** By the end of grade 8, read and comprehend history/social studies texts in the grades 6-8 text complexity band independently and proficiently.

Career-Ready Practices

CRP1: Act as a responsible and contributing citizen and employee.

CRP2: Apply appropriate academic and technical skills.

CRP3: Attend to personal health and financial well-being.

CRP4: Communicate clearly and effectively and with reason.

CRP5: Consider the environmental, social and economic impacts of

<p>decisions.</p> <p>CRP6: Demonstrate creativity and innovation.</p> <p>CRP7: Employ valid and reliable research strategies.</p> <p>CRP8: Utilize critical thinking to make sense of problems and persevere in solving them.</p> <p>CRP9: Model integrity, ethical leadership and effective management.</p> <p>CRP10: Plan education and career paths aligned to personal goals.</p> <p>CRP11: Use technology to enhance productivity.</p> <p>CRP12: Work productively in teams while using cultural global competence.</p>	
Differentiation	Assessments
<p>Interdisciplinary Connections</p> <ul style="list-style-type: none"> Directly correlates with ELA reading <i>Chains</i> with the American Revolution as covered in social studies. <p>Technology Integration</p> <ul style="list-style-type: none"> Chromebook Apps & Extensions to include: Screencastify, QR Code Reader, Educreations, Aww (Whiteboard App), Socrative/PollEverywhere/Quizlet Live/Kahoot used for Formative Assessments Use of GSuite which includes Google Drive/Slides/Classroom/Docs/Forms to participate in teacher-student writing conferences as well as peer editing, student presentations and submit classroom assignments Libguide developed by the Library Learning Commons New Google Sites to provide unit resources, activity lists, and access to additional supports Flashcards +/- Quizlet/Google Sheets to develop vocabulary flashcards Google Templates utilized to create Journal Entries for weekly submission YouTube videos <p>Media Literacy Integration</p> <ul style="list-style-type: none"> LCJSMS media center database & Libguides <p>Global Perspectives</p>	<p>Formative Assessments:</p> <ul style="list-style-type: none"> Analysis of Primary Source Documents <ul style="list-style-type: none"> Verbal feedback and coaching throughout the unit. Character Sketch <ul style="list-style-type: none"> Check & review of research notes Writing conferences regarding outline, rough, and final draft Authentic Voices <ul style="list-style-type: none"> Whole class discussion Small group discussion In class writing based on a given prompt Compare contrast assignment Writer's craft: identifying how the historical event adds to the fictional character's story <p>Summative Assessments, Projects, and Celebrations:</p> <ul style="list-style-type: none"> Analysis of Primary Source Documents <ul style="list-style-type: none"> Teacher evaluation of "Excerpts..." "Harkness Reflection" Character Sketch <ul style="list-style-type: none"> Character Sketch Outline Character Sketch final draft

- Connecting the practice of viewing historical documents and artifacts through a wide lens, students apply these routines and understandings to the influence on *Chains* and the further study of American History.

Supports for English Language Learners

Sensory Supports	Graphic Supports	Interactive Supports
Real-life objects	Charts	In pairs or partners
Manipulatives	Graphic Organizers	In triads or small groups
Pictures	Tables	In a whole group
Illustrations, diagrams & drawings	Graphs	Using cooperative group
Magazines & Newspapers	Timelines	Structures
Physical activities	Number lines	Internet / Software support
Videos & Film		In the home language
Broadcasts		With mentors
Models & Figures		

Intervention Strategies

Accommodations	Interventions	Modifications
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- **Authentic Voices**
 - NA

Allow for verbal responses	Multi-sensory techniques	Modified tasks/expectations	
Repeat/confirm directions	Increase task structure (e.g. directions, checks for understanding, feedback)	Differentiated materials	
Permit response provided via computer or electronic device	Increase opportunities to engage in active academic responding	Individualized assessment tools based on student need	
Audio Books	Utilize pre-reading strategies and activities previews, anticipatory guides, and semantic mapping	Modified assessment grading	

Recommended Texts to Support Unit:

Anchor Text	Character Sketch	Analysis of Primary Source Documents	Authentic Voices
<ul style="list-style-type: none"> • <i>Chains</i> by Laurie Halse Anderson • <i>The American Nation: Beginnings Through 1877</i> by James West Davidson 	<ul style="list-style-type: none"> • Loyalist & Patriots review • Slavery in New York City • Slavery in Colonial New York City (for teacher reference) • Character Sketch artwork #1 • Character Sketch artwork #2 	<ul style="list-style-type: none"> • Declaration of Independence <p>Alternative Selections</p> <ul style="list-style-type: none"> • Articles of Confederation • The Crisis - Thomas Paine • Common Sense - Thomas Paine • The United States Constitution • The Treaty of Paris- 1763 • The Treaty of Paris- 1783 • “Concord Hymn”- Ralph 	<ul style="list-style-type: none"> • Thomas Hickey & the plot to kill Washington • The story of Elizabeth Key • Who is Henry “Box” Brown? • Slavery in New York City <ul style="list-style-type: none"> ◦ Fact sheet ◦ Life Stories • Slavery in Colonial New York City (for teacher reference)

		<p>Waldo Emerson</p> <ul style="list-style-type: none"> • <i>"Paul Revere's Ride"</i> - Henry Wadsworth Longfellow 	<ul style="list-style-type: none"> • The Bloody Massacre • Join or Die
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Unit 4 - Nonfiction/ Research
(I Am Malala, The Boy Who Harnessed the Wind, I Will Always Write Back, and Claudett Colvin: Twice Towards Justice)

Overview:

The New Jersey seventh grade state standards state that, to be “college and career ready, students must grapple with works of exceptional craft and thought whose range extends across genres, cultures, and centuries. Such works offer profound insights into the human condition and serve as models for students’ own thinking and writing” (“New Jersey Student Learning Standards” 2).

In accordance with the state standards, this unit has students exploring how young people can make an impact when they are able to identify problem areas in their world. Students will spend their time in this unit with nonfiction texts dealing with young people creating a change. Students will practice how to create a research paper based on their nonfiction sources and novel.

Unit 4: Nonfiction/ Research	
Big Ideas: <i>Course Objectives/ Content Statement(s)</i> <ul style="list-style-type: none"> Non-fiction literature can provide authentic, multi-dimensional cultural connections and understandings which transcend traditional educational texts. A person’s resourcefulness and grit can allow them to overcome profound challenges and incite both local and global change. Context shapes a person’s perception of reality. 	
Essential Questions <i>What provocative questions will foster inquiry, understanding, and transfer of learning?</i>	Enduring Understandings <i>What will students understand about the big ideas?</i>
<ol style="list-style-type: none"> What factors influence our beliefs? How do our beliefs affect our identity? How can education influence our ability to transform ourselves and the world in which we live? How can developing such qualities as resilience and resourcefulness enhance our ability to respond to challenges and problems in our community and world? What are the most significant contexts that influence one to incite change in the world? How are nonfiction sources used to support a claim? 	Students will understand that: <ul style="list-style-type: none"> although human beings are fundamentally the same, various contexts influence our beliefs and identity: <ul style="list-style-type: none"> life experiences environment economy/resources family/community time period government/politics ethnicity: religion, geography, shared language culture: values, traditions race: biological access to education

	<ul style="list-style-type: none"> ● identify and understand key characteristics of resourcefulness and resilience. ● being resourceful and resilient are tools to help us solve problems. ● anyone can create a change, even just by starting small within our own communities. ● Adjectives and adverbs help to tell more about a noun, verb, and other adverbs. These words can be helpful in clarifying.
Areas of Focus: Proficiencies (New Jersey Student Learning Standards)	Lessons
<p>Students will:</p> <p>RL.7.1: Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>RL.7.2: Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.</p> <p>RL.7.6: Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.</p> <p>RI.7.1: Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>RI.7.2: Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.</p> <p>RI.7.3: Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).</p>	<p>Defining key aspects of various contexts in which people live:</p> <ul style="list-style-type: none"> ● life experiences ● environment ● economy/resources ● family/community ● time period ● government/politics ● ethnicity: religion, geography, shared language ● culture: values, traditions ● race: biological ● access to education <p>Novel Specific Vocabulary:</p> <ul style="list-style-type: none"> ● Use various flashcard apps/websites to understand and define key vocabulary words in context from the student's chosen novel. ● Vocabulary word lists can be found in shared Google Folder. ● Students will also be able to accurately define: <ul style="list-style-type: none"> ○ empathy

<p>RI.7.5: Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas.</p> <p>RI.7.6: Determine an author's point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others.</p> <p>RI.7.7: Compare and contrast a text to an audio, video, or multimedia version of the text, analyzing each medium's portrayal of the subject (e.g., how the delivery of a speech affects the impact of the words).</p> <p>RI.7.8: 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.</p> <p>RI.7.9: Analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts.</p> <p>RI.7.10: By the end of the year, read and comprehend literary nonfiction in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p> <p>W.7.1: Write arguments to support claims with clear reasons and relevant evidence.</p> <p>W.7.1.A: Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically.</p> <p>W.7.1.B: Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.</p> <p>W.7.1.C: Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence.</p> <p>W.7.1.D: Establish and maintain a formal style.</p>	<ul style="list-style-type: none"> ○ vulnerability ● Vocabulary should be worked into either writing assignments or vocabulary activities and quizzes. <p>Exploring examples of how these contexts influence people's identities, consequently their actions (through articles, documentaries, interviews, etc.):</p> <ul style="list-style-type: none"> ● All resources are updated in the shared Google Drive and will be updated for relevancy. ● Students will analyze sources using a note collecting worksheet that is located in the shared Google Drive. <p>Supporting a claim through gleaning research from nonfiction sources:</p> <ul style="list-style-type: none"> ● All resources are updated in the shared Google Drive and will be updated for relevancy. ● Students will participate in whole-class, small-group, and one-on-one discussions. ● Students will complete quick write activities <p>Researching contexts and protagonists who were the agents of change using technology</p> <ul style="list-style-type: none"> ● Students will research the country of origin for their novel's protagonist and identify the contexts that are most likely to impact change. ● Students will practice steps to research, including: <ul style="list-style-type: none"> ○ Legitimacy of sources ○ Viewing both sides of the topic (if necessary) ○ Parenthetical citations ○ Work cited <p>Identifying other agents of social change in modern society through discussion and written analysis.</p> <p>Developing and enacting a plan for social change within one's community by participating in, or identifying how one could help to create a change at home.</p> <p>Reading for comprehension</p> <ul style="list-style-type: none"> ○ Students will take sticky notes, at the teacher's discretion, to recognize:
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<p>W.7.1.E: Provide a concluding statement or section that follows from and supports the argument presented.</p> <p>W.7.2: Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</p> <p>W.7.2.A: Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.</p> <p>W.7.2.B: Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.</p> <p>W.7.2.C: Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.</p> <p>W.7.2.D: Use precise language and domain-specific vocabulary to inform about or explain the topic.</p> <p>W.7.2.E: Establish and maintain a formal style.</p> <p>W.7.2.F: Provide a concluding statement or section that follows from and supports the information or explanation presented.</p> <p>W.7.4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)</p> <p>W.7.5: With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 7 here.)</p> <p>W.7.6.A-E: Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to</p>	<ul style="list-style-type: none"> ■ Author's purpose ■ Literary terms covered in Unit 1 & 2 ■ Major plot points ■ How contexts are impacting the protagonist and plot. <ul style="list-style-type: none"> ○ Students will participate in whole-class, small-group, partner, and individual analysis of the novel. ○ Comprehension discussion questions and quizzes <p>Socratic discussion circles:</p> <ul style="list-style-type: none"> ○ Thematic discussion ○ Symbolic discussion ○ Impact of contexts ○ Compare and contrast novels ○ Compare and contrast other nonfiction sources with the novel <p>Adjectives and Adverbs:</p> <p>In teaching adjectives and adverbs, direct instruction will be given as a whole class and mini lesson for smaller groups if necessary. Students will practice the skill through group and individual practice, both at home and in class, along with homework and summative assessments. Please see the appendix for a scope and sequence of these skills.</p> <ul style="list-style-type: none"> ○ What is an adjective and what it modifies. ○ What is an adverb and what it modifies ○ What is an adverb clause? ○ What is an adjective clause?
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<p>interact and collaborate with others, including linking to and citing sources.</p> <p>W.7.7: Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.</p> <p>W.7.8: 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.</p> <p>W.7.9: Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>W.7.9.A: Apply grade 7 Reading standards to literature (e.g., “Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history”).</p> <p>W.7.9.B: Apply <i>grade 7 Reading standards</i> to literary nonfiction (e.g. "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").</p> <p>W.7.10: Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p> <p>SL.7.1.A-D: 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.</p> <p>SL.7.1.C: Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.</p> <p>SL.7.1.D: Acknowledge new information expressed by others</p>	
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<p>and, when warranted, modify their own views.</p> <p>SL.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.</p> <p>SL.7.5: Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.</p> <p>SL.7.6: Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 7 Language standards 1 and 3 here for specific expectations.)</p> <p>L.7.1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>L.7.1.A: Explain the function of phrases and clauses in general and their function in specific sentences.</p> <p>L.7.1.B: Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.</p> <p>L.7.1.C: Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.*</p> <p>L.7.2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>L.7.2.A: Use a comma to separate coordinate adjectives (e.g., <i>It was a fascinating, enjoyable movie</i> but not <i>He wore an old[,] green shirt</i>).</p> <p>L.7.2.B: Spell correctly.</p> <p>L.7.3: Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p>L.7.3.A: Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and</p>	
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<p>redundancy.*</p> <p>L.7.4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 7 reading and content</i>, choosing flexibly from a range of strategies.</p> <p>L.7.4.A: Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.</p> <p>L.7.4.B: Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., <i>belligerent</i>, <i>bellicose</i>, <i>rebel</i>).</p> <p>L.7.4.C: Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.</p> <p>L.7.4.D: Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).</p> <p>L.7.5: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>L.7.5.A: Interpret figures of speech (e.g., literary, biblical, and mythological allusions) in context.</p> <p>L.7.5.B: Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words.</p> <p>L.7.5.C: Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., <i>refined</i>, <i>respectful</i>, <i>polite</i>, <i>diplomatic</i>, <i>condescending</i>).</p> <p>L.7.6: Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p>	
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<p>Career-Ready Practices</p> <p>CRP1: Act as a responsible and contributing citizen and employee.</p> <p>CRP2: Apply appropriate academic and technical skills.</p> <p>CRP3: Attend to personal health and financial well-being.</p> <p>CRP4: Communicate clearly and effectively and with reason.</p> <p>CRP5: Consider the environmental, social and economic impacts of decisions.</p> <p>CRP6: Demonstrate creativity and innovation.</p> <p>CRP7: Employ valid and reliable research strategies.</p> <p>CRP8: Utilize critical thinking to make sense of problems and persevere in solving them.</p> <p>CRP9: Model integrity, ethical leadership and effective management.</p> <p>CRP10: Plan education and career paths aligned to personal goals.</p> <p>CRP11: Use technology to enhance productivity.</p> <p>CRP12: Work productively in teams while using cultural global competence.</p>	
Differentiation	Assessments
<p>Interdisciplinary Connections</p> <ul style="list-style-type: none"> • Social Studies: Looking at how history informs the future—specific examples of historical figures from the past that incited change • Science: Looking at scientists that created change through their research/inventions. • Science: physics—how electricity is generated • Science: alternative forms of power • Math: compare/contrast statistics of interest in a developing country (of book) to gain a true perspective. <p>Technology Integration</p> <ul style="list-style-type: none"> • Research using websites, blogs, libguides, documentaries, youtube, etc. • Creating Google slide shows to convey research on 	<p>Formative Assessments:</p> <ul style="list-style-type: none"> • Conferences • Socratic Discussions • Journal Check • One Pager poster <p>Summative Assessments, Projects, and Celebrations:</p> <ul style="list-style-type: none"> • Research Simulation Task: <ul style="list-style-type: none"> ○ Using various nonfiction sources to support and prove how different contexts influence one to create a change. • Collaborative research projects: <ul style="list-style-type: none"> ○ Research various contexts that impact the chosen novel's protagonist. ○ Working in groups, create a way to share this information with the class.

- specific contexts.
- Apps: Socrative, TED, Google (drive, classroom, forms, docs, etc.)

Media Literacy Integration

- Utilizing the library for research.

Global Perspectives

- *The Boy Who Harnessed the Wind*: A boy who lives through drought and lack of education overcomes it all by teaching himself and creating a windmill benefitting the entire village.
- *I Am Malala*: A young girl takes on the fight for girls' education, risking her life.
- Researching country (Malawi, Pakistan) of nonfiction topic using contexts (see above) as guiding topics.
- Service learning project: Students find local cause of interest to volunteer and write reflection.

Supports for English Language Learners		
Sensory Supports	Graphic Supports	Interactive Supports
Real-life objects	Charts	In pairs or partners
Manipulatives	Graphic Organizers	In triands or small groups
Pictures	Tables	In a whole group
Illustrations, diagrams & drawings	Graphs	Using cooperative group
Magazines & Newspapers	Timelines	Structures

- How students will share is at the discretion of the teacher.
 - Students will write a 1-2 paragraph response identifying what they learned about their protagonist's country and contexts.
- Vocabulary quizzes
- Reading Comprehension quizzes
- Adjectives & Adverbs:
 - Teachers should determine how best to assess students on this topic. Teachers can choose to assess students through:
 - Quiz/Test
 - Rubric
 - Mini project

Physical activities	Number lines	Internet / Software support
Videos & Film		In the home language
Broadcasts		With mentors
Models & Figures		

Intervention Strategies		
Accommodations	Interventions	Modifications
Allow for verbal responses	Multi-sensory techniques	Modified tasks/expectations
Repeat/confirm directions	Increase task structure (e.g. directions, checks for understanding, feedback)	Differentiated materials
Permit response provided via computer or electronic device	Increase opportunities to engage in active academic responding	Individualized assessment tools based on student need
Audio Books	Utilize pre-reading strategies and activities previews, anticipatory guides, and semantic mapping	Modified assessment grading

Recommended Texts to Support Unit:

- *I Am Malala* (Young Readers Edition)
- *The Boy Who Harnessed the Wind* (Young Readers Edition)
- *I Will Always Write Back*
- *Claudette Colvin: Twice Towards Justice* (Young Readers Edition)

Unit 5: Poetry

Overview:

The New Jersey seventh grade state standards state that, to be “college and career ready, students must grapple with works of exceptional craft and thought whose range extends across genres, cultures, and centuries. Such works offer profound insights into the human condition and serve as models for students’ own thinking and writing” (“New Jersey Student Learning Standards” 2).

In accordance with the state standards, this unit has students exploring the elements of poetry. Students will read and analyze a collection of different types and styles of poems by different poets. Students will refine their analytical skills in this unit by synthesizing their literary analysis and poetic structure and elements. Students will explore their connections to poems and poets through an understanding of who the poet is. Students will also be given the opportunity to share how their life experiences impact their written works.

Unit 5: Poetry	
Big Ideas: <i>Course Objectives/ Content Statement(s)</i> <ul style="list-style-type: none"> Identify how poems are structured and how their structures contribute to the meaning and reading intended by the poet. Research and connect information between a poet’s life and their poetry with specific reference to theme, symbolism, and point of view. Identify and apply poetic devices in poems to understand the depth of meaning in a poem in conjunction with its literal content. 	
Essential Questions <i>What provocative questions will foster inquiry, understanding, and transfer of learning?</i>	Enduring Understandings <i>What will students understand about the big ideas?</i>
<ul style="list-style-type: none"> How do poetic devices and structure contribute to the meaning and reading of the poem? How does a poet’s life experiences influence their work? How are poet’s beliefs portrayed thematically through their works? 	Students will understand that: <ul style="list-style-type: none"> identify and apply poetic devices. the reader will be able to make logical inferences and relevant connections. determine themes of poems and analyze their development. how an individual’s reading of a poem impacts the meaning. each type of sentence serves a different purpose in their writing. conjunctions help create better sentences; they create a natural flow and rhythm to your speech or writing. punctuation changes the way a reader understands what is written.

Areas of Focus: Proficiencies (New Jersey Student Learning Standards)	Lessons
<p>Students will: NJSLSLA.RL.7.1. Cite several pieces of textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text. NJSLSLA.RL.7.2 Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.</p> <p>Craft and Structure</p> <p>NJSLSLA.RL.7.4. Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama.</p> <p>NJSLSLA.RL.7.5. Analyze how a drama's or poem's form or structure (e.g., soliloquy, sonnet) contributes to its meaning.</p> <p>NJSLSLA.RL.7.6. Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.</p> <p>NJSLSLA.RL.7.7. Compare and contrast a written story, drama, or poem to its audio, filmed, staged, or multimedia version, analyzing the effects of techniques unique to each medium (e.g., lighting, sound, color, or camera focus and angles in a film).</p> <p>NJSLSLA.RI.7.1. Cite several pieces of textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>NJSLSLA.RI.7.2. Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.</p>	<p>Students will read poetry focusing on: Introduction of poetic terms:</p> <ul style="list-style-type: none"> ● Students will recognize how poetic devices are utilized to add meaning to the poetry. The vocabulary for this unit consists of: <ul style="list-style-type: none"> ○ Poetry ○ Lines ○ Stanza ○ Refrain ○ Stanza break ○ End-stopped line ○ Enjambment ○ Imagery ○ Simile ○ Metaphor ○ Personification ○ Hyperbole ○ Rhyme & rhyme scheme ○ Alliteration ○ Repetition ○ Onomatopoeia ○ End rhyme ○ Internal rhyme ○ Narrative poems ○ Free verse poems ○ Haiku poems ○ Ballads poems ○ Concrete poems <p>Analytical reading of a poem:</p> <ul style="list-style-type: none"> ● Use evidence from the poems to support the poet's life experiences and/or beliefs ● Make personal connections, make connections to other texts, and/or make global connections when relevant ● Gather evidence from the poems to support

NJSLSLA.RI.7.3. Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).

NJSLSLA.RI.7.4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.

NJSLSLA.RI.7.6. Determine an author's point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others.

NJSLSLA.RI.7.7. Compare and contrast a text to an audio, video, or multimedia version of the text, analyzing each medium's portrayal of the subject (e.g., how the delivery of a speech affects the impact of the words).

- Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using text structures (e.g., definition, classification, comparison/contrast, cause/effect, etc.) and text features (e.g., headings, graphics, and multimedia).
- Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
- Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.
- Use precise language and domain-specific vocabulary to inform about or explain the topic.
- Establish and maintain a formal style academic style, approach, and form.
- Provide a concluding statement or section that follows from and supports the information or explanation presented.

NJSLSLA.W.7.2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information

inferences or explicit meaning.

- Analyze poems in order to study and evaluate its multiple, deeper, and varied meanings
- Combine text and prior knowledge (personal experience and/or previous reading) to create new information in the form of inferences
- Refer to the text for support when analyzing and drawing inferences
- Correctly cite evidence from the text

Recognizing literary elements in poems:

- Explain the theme or central idea using key details from the poetry as evidence,
- Summarize poetry by evaluating key details in which the central idea or theme is located
- Distinguish key (thematic) details from all other details
- Distinguish between essential and nonessential details of a poem to support creating unbiased summaries withholding personal opinion and judgment

Socratic discussion circles:

- Thematic discussion
- Symbolic discussion
- Impact of contexts
- Compare and contrast

Poet to Poem research:

- Students will research a poet and their works to identify how their life was influenced by their work.
- Students will practice steps to research, including:
 - Legitimacy of sources
 - Viewing both sides of the topic (if necessary)
 - Parenthetical citations
 - Work cited
- Students final outcome will be a presentation on their poet and their work along with a 1-2 paragraph detailing their findings.

Six Word Memoir:

through the selection, organization, and analysis of relevant content.

NJSLSLA.W.7.4. Produce clear and coherent writing in which the development, organization, voice and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.

NJSLSLA.W.7.5. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.

NJSLSLA.W.7.10. 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.

NJSLSLA.SL.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.

- Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
- Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.
- Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.
- Acknowledge new information expressed by others and, when warranted, modify their own views.

- Students will work throughout the unit to identify how poets' lives connect to their poetry.
 - Students will research what a Six Word Memoir is and how one is written.
 - Students will practice steps to research, including:
 - Legitimacy of sources
 - Viewing both sides of the topic (if necessary)
 - Parenthetical citations
 - Work cited
- Students will emulate this by creating a Six Word Memoir (free verse poem) based on their lives.
 - Students final outcome will be a presentation of their Six Word Memoir, and a 1-2 paragraph detailing their findings.

Independent Reading:

- Throughout the unit, students will choose one novel to read alongside the poetry read in class.
- Students should choose a book that is connected to their reading identity:
 - Student's reading identity should be identified through activities, surveys, or other processes as specified by the teacher.
- The novel should culminate in a final assignment as designated by the teacher.

Types of Sentences:

In teaching types of sentences, direct instruction will be given as a whole class and mini lesson for smaller groups if necessary. Students will practice the skill through group and individual practice, both at home and in class, along with homework and summative assessments. Please see the appendix for a scope and sequence of these skills.

- What is a simple sentence?
- What is a compound sentence?
- What is a complex sentence?
- What is a compound-complex sentence?

NJSLSLA.SL.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.

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

NJSLSLA.L.7.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

A. Explain the function of phrases and clauses in general and their function in specific sentences.

B. Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.

C. Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.

NJSLSLA.L.7.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

A. Use a comma to separate coordinate adjectives (e.g., *It was a fascinating, enjoyable movie* but not *He wore an old[,] green shirt*).

B. Spell correctly.

NJSLSLA.L.7.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening

A. Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.

NJSLSLA.L.7.4.A-D. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grade 7 reading and content*, choosing flexibly from a range of strategies.

Conjunctions:

In teaching conjunctions, direct instruction will be given as a whole class and mini lesson for smaller groups if necessary. Students will practice the skill through group and individual practice, both at home and in class, along with homework and summative assessments. Please see the appendix for a scope and sequence of these skills.

Punctuation:

In teaching conjunctions, direct instruction will be given as a whole class and mini lesson for smaller groups if necessary. Students will practice the skill through group and individual practice, both at home and in class, along with homework and summative assessments. Please see the appendix for a scope and sequence of these skills.

- Commas
- Ellipsis
- Dialogue

<p>NJSLSLA.L.7.5.A-C. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>NJSLSLA.L.7.6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression</p> <p>Career-Ready Practices</p> <p>CRP1: Act as a responsible and contributing citizen and employee.</p> <p>CRP2: Apply appropriate academic and technical skills.</p> <p>CRP3: Attend to personal health and financial well-being.</p> <p>CRP4: Communicate clearly and effectively and with reason.</p> <p>CRP5: Consider the environmental, social and economic impacts of decisions.</p> <p>CRP6: Demonstrate creativity and innovation.</p> <p>CRP7: Employ valid and reliable research strategies.</p> <p>CRP8: Utilize critical thinking to make sense of problems and persevere in solving them.</p> <p>CRP9: Model integrity, ethical leadership and effective management.</p> <p>CRP10: Plan education and career paths aligned to personal goals.</p> <p>CRP11: Use technology to enhance productivity.</p> <p>CRP12: Work productively in teams while using cultural global competence.</p>	
Differentiation	Assessments
<p>Interdisciplinary Connections</p> <ul style="list-style-type: none"> • Language Arts and Social Studies classes work together to make interdisciplinary connections. • Students will identify how poetry can share how one feels about topics outside of Language Arts. <p>Technology Integration</p> <ul style="list-style-type: none"> • Various poetry websites 	<p>Formative Assessments:</p> <ul style="list-style-type: none"> • Conferences • Journal check (activities, reflections, etc.) • Student summaries that reflect comprehension <p>Summative Assessments, Projects, and Celebrations:</p> <ul style="list-style-type: none"> • Short constructed responses—analysis paragraphs

- Socratic
- Various youtube videos (bios, poetry readings)

Media Literacy Integration

- Utilizing the library for research.
- Podcasts

Global Perspectives

- Analysis of poems addressing various cultures, issues, perspectives, etc.

Supports for English Language Learners

Sensory Supports	Graphic Supports	Interactive Supports
Real-life objects	Charts	In pairs or partners
Manipulatives	Graphic Organizers	In triads or small groups
Pictures	Tables	In a whole group
Illustrations, diagrams & drawings	Graphs	Using cooperative group
Magazines & Newspapers	Timelines	Structures
Physical activities	Number lines	Internet / Software support
Videos & Film		In the home language
Broadcasts		With mentors

(focusing on themes, compare/contrast, connections to author's life experiences/beliefs, personal connections)

- Vocabulary quiz/test (poetry devices)
- Types of sentences, conjunctions, & punctuation:
 - Teachers should determine how best to assess students on this topic. Teachers can choose to assess students through:
 - quiz/ test
 - Rubric
 - Mini project

Teacher will choose between 1-2 projects below to accomplish during this unit:

- Poetry writing
- Poem music video
- Six Word Memoir
- Poet to Poem Connection

Models & Figures																				
<table> <tr> <th colspan="3">Intervention Strategies</th></tr> <tr> <th>Accommodations</th><th>Interventions</th><th>Modifications</th></tr> <tr> <td>Allow for verbal responses</td><td>Multi-sensory techniques</td><td>Modified tasks/expectations</td></tr> <tr> <td>Repeat/confirm directions</td><td>Increase task structure (e.g. directions, checks for understanding, feedback)</td><td>Differentiated materials</td></tr> <tr> <td>Permit response provided via computer or electronic device</td><td>Increase opportunities to engage in active academic responding</td><td>Individualized assessment tools based on student need</td></tr> <tr> <td>Audio Books</td><td>Utilize pre-reading strategies and activities previews, anticipatory guides, and semantic mapping</td><td>Modified assessment grading</td></tr> </table>			Intervention Strategies			Accommodations	Interventions	Modifications	Allow for verbal responses	Multi-sensory techniques	Modified tasks/expectations	Repeat/confirm directions	Increase task structure (e.g. directions, checks for understanding, feedback)	Differentiated materials	Permit response provided via computer or electronic device	Increase opportunities to engage in active academic responding	Individualized assessment tools based on student need	Audio Books	Utilize pre-reading strategies and activities previews, anticipatory guides, and semantic mapping	Modified assessment grading
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Recommended Texts to Support Unit:

Poet	Poem(s)
Billy Collins	<ul style="list-style-type: none"> “Intro to Poetry”
Mark Strand	<ul style="list-style-type: none"> “Eating Poetry”

Walt Whitman	<ul style="list-style-type: none"> ● “An Old Man’s Thoughts on School”
Rupi Kaur	<ul style="list-style-type: none"> ● Selections from <i>Milk and Honey</i>
Robert Frost	<ul style="list-style-type: none"> ● “The Road Not Taken” ● “Stopping by the Woods on a Snowy Evening” ● “Nothing Gold Can Stay”
E.E. Cummings	<ul style="list-style-type: none"> ● “Grasshopper”
Poe	<ul style="list-style-type: none"> ● “Annabelle Lee” ● “The Raven”
Gary Soto	<ul style="list-style-type: none"> ● “Oranges”
Tupac Shakur	<ul style="list-style-type: none"> ● “The Rose that Grew from Concrete”
Langston Hughes	<ul style="list-style-type: none"> ● “Mother to Son” ● “Theme for English B”
Rudyard Kipling	<ul style="list-style-type: none"> ● “If”
Walter de la Mare	<ul style="list-style-type: none"> ● “The Listener” (Science Fiction)
Sylvia Plath	<ul style="list-style-type: none"> ● “Mirror”
Maya Angelou	<ul style="list-style-type: none"> ● Abridged “I Rise” ● “Caged Bird”
Marshall Davis	<ul style="list-style-type: none"> ● “Touchscreen”
Lao Tzu	<ul style="list-style-type: none"> ● Abridged “Tao Te Ching
John McCrea	<ul style="list-style-type: none"> ● “Flanders Field”
Wilfred Owen	<ul style="list-style-type: none"> ● “Dulce Et Decorum Est”
Brian Turner	<ul style="list-style-type: none"> ● “Here Bullet”
Emily Dickinson	<ul style="list-style-type: none"> ● “Because I Could Not Stop For Death”

Songs	<ul style="list-style-type: none"> • The Beatles “Blackbird” • Taylor Swift “Love Story” • Student choice
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Unit 6: Fantasy

Overview:

The New Jersey seventh grade state standards state that, to be “college and career ready, students must grapple with works of exceptional craft and thought whose range extends across genres, cultures, and centuries. Such works offer profound insights into the human condition and serve as models for students’ own thinking and writing” (“New Jersey Student Learning Standards” 2).

This unit will encompass novels and short stories that satisfy the genre of fantasy. Elements of this genre include characters who possess special powers or magical ability; animals or mythical creatures that act like people; a setting that is imagined, dreamlike, or another world or universe; plot that includes events not realistic or possible in the reader’s world; the hero’s quest; and conflict that leads to universal themes, such as good vs. evil.

Unit 6: Fantasy	
Big Ideas: <i>Course Objectives/ Content Statement(s)</i> <ul style="list-style-type: none"> ● Exploration leads to new relationships and careful examination of old ones (universal theme: loss of innocence / of childhood). ● A need to escape a powerful foe propels exploration (universal theme: good vs. evil). ● Conflicts are discovered through exploration (universal theme: loss of innocence / of childhood). ● A deeper examination of/ understanding of self manifests through exploration (universal theme: relationship with the self/ loneliness). 	
Essential Questions <i>What provocative questions will foster inquiry, understanding, and transfer of learning?</i>	Enduring Understandings <i>What will students understand about the big ideas?</i>
<ul style="list-style-type: none"> ● Why is it important to question authority? ● Why/ how does knowledge breed power? ● How can fiction still provide an opportunity for realistic reflection, and how does a fictional universe relate to ours? ● What is the Hero’s Journey and how is it exemplified in this unit of literature? ● How do the traits of a hero portray societal values? 	Students will understand: <ul style="list-style-type: none"> ● the elements of what makes up a fantasy. ● the Hero’s Journey can be seen in most of our stories. ● that a fantasy world, though different from our own, can teach us about the human condition and ourselves. ● how to recognize vocabulary that they struggle with and techniques on how to find the words meaning. ● how to analyze particular elements of the novel and how they shape the characters and the plot. ● How to identify and explain allusions.

	<ul style="list-style-type: none"> ● how to write arguments to support claims with clear reasons and relevant evidence from the novel based on class and small group discussions. ● how to demonstrate command of the conventions of standard English grammar and usage when participating in classroom discussions. ● understanding a dependent and independent clause lets a writer know when they are writing a complete sentence.
Areas of Focus: Proficiencies (New Jersey Student Learning Standards)	Lessons
<p>Students will:</p> <p>READING: LITERATURE RL.7.1, 7.2, 7.3, 7.4, 7.6, 7.7, 7.9, 7.10</p> <p>READING: INFORMATION RI.7.1, 7.3, 7.4, 7.5, 7.6, 7.7</p> <p>WRITING W.7.1, 7.2, 7.3, 7.4, 7.5, 7.6, 7.7, 7.8, 7.9</p> <p>SPEAKING & LISTENING SL.7.1, 7.2, 7.4, 7.5, 7.6</p> <p>LANGUAGE L.7.1, 7.2, 7.3, 7.4, 7.5, 7.6</p> <p>Career-Ready Practices CRP1: Act as a responsible and contributing citizen and employee. CRP2: Apply appropriate academic and technical skills. CRP3: Attend to personal health and financial well-being. CRP4: Communicate clearly and effectively and with reason. CRP5: Consider the environmental, social and economic</p>	<p>Teachers will be able to choose how to cover this unit based on the the two possibilities below:</p> <p><i>The Girl Who Drank the Moon</i> Urban Legends & Media Bias:</p> <ul style="list-style-type: none"> ● Students should understand throughout the novel that the Witch is an Urban Legend controlled by the elders in the community. ● Students will track this throughout the novel and be able to answer the following questions <ul style="list-style-type: none"> ○ How do those in power control a narrative? ○ How do urban legends gain power? ○ When does a story become indisputable fact? ○ Why is it important to have multiple sources to a story? ○ Why read stories from multiple perspectives? ○ ... in addition to others that come up organically throughout the unit. <p>Novel Specific Vocabulary:</p> <ul style="list-style-type: none"> ● Use various flashcard apps/websites to understand and define key vocabulary words in context from <i>The Girl Who Drank the Moon</i>. ● Vocabulary word lists can be found in shared Google Folder. <ul style="list-style-type: none"> ○ Students will be given 2-5 words by the

impacts of decisions.

CRP6: Demonstrate creativity and innovation.

CRP7: Employ valid and reliable research strategies.

CRP8: Utilize critical thinking to make sense of problems and persevere in solving them.

CRP9: Model integrity, ethical leadership and effective management.

CRP10: Plan education and career paths aligned to personal goals.

CRP11: Use technology to enhance productivity.

CRP12: Work productively in teams while using cultural global competence.

teacher to identify

- Students will then identify and create their own vocabulary list based on words they do not know.
- Vocabulary should be worked into either writing assignments or vocabulary quizzes.
- Example Axis can be found in shared drive.

Greek Mythology Allusions:

- Connections to Selene; the personification of the moon as a goddess.
- Connection to similar themes in Greek Mythology:
 - Sacrifice for power
 - Characters falling short of potential
 - The greater good provalling

Harry Potter and the Cursed Child

Teachers will be sure to cover the topics below.

Background Information:

- Students will be introduced to the Hero's Journey. Students should know what the Hero's Journey is and how it can be seen in other areas.
- Students will be introduced to character archetypes that are found in the Hero's Journey:
 - Hero
 - Mentor
 - Threshold Guardian
 - Herald
 - Shapeshifter
 - Shadow
 - Trickster

Reading for comprehension

- Students will take sticky notes, at the teacher's discretion, to recognize:
 - Author's purpose
 - Literary terms covered in Unit 1 & 2
 - Major plot points
 - Hero's Journey

	<ul style="list-style-type: none"> ■ Archetypes <ul style="list-style-type: none"> ○ Students will participate in whole class, small group, partner, and individual analysis of the novel. ○ Comprehension discussion questions and quizzes. <p>Socratic discussion circles:</p> <ul style="list-style-type: none"> ○ Thematic discussion ○ Symbolic discussion ○ Mythological Connection ○ Urban Legends/ Myths and how they get their power ○ Character Archetypes ○ Hero's Journey <p>Understanding Fantasy: To better understand the Genre, teachers can provide short examples throughout the unit to compare and contrast to anchor text.</p> <p>Character Moral Axis: This activity, if done, should extend through the full unit.</p> <ul style="list-style-type: none"> ● Based on the Dungeons and Dragons Alignment system, the moral axis has students identify how to characterize characters and predict their actions throughout the text. <p>Novel Specific Writing: At this point in the year, students will have tackled multiple different writing styles. The teacher should choose which writing style fits the class best/ if there should be a choice of different writing activities.</p> <ul style="list-style-type: none"> ● Literary Analysis based on human condition/ archetypal characters/ based on socratic discussions ● Character Sketch ● Literary analysis: Why is it important that this story is told from multiple perspectives? ● Fantasy Narrative ● Research: what other fantasy books, shows, etc.
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	<p>influenced the anchor text.</p> <p>Dependent/ Independent & subordinate Clauses: In teaching dependent and independent clauses, direct instruction will be given as a whole class and mini lesson for smaller groups if necessary. Students will practice the skill through group and individual practice, both at home and in class, along with homework and summative assessments. Please see the appendix for a scope and sequence of these skills.</p> <ul style="list-style-type: none"> • What is a dependent clause? • What is an independent clause? • What is a subordinate clause? <p>Connotation & Denotation: In teaching connotation and denotation, direct instruction will be given as a whole class and mini lesson for smaller groups if necessary. Students will practice the skill through group and individual practice, both at home and in class, along with homework and summative assessments. Please see the appendix for a scope and sequence of these skills.</p>
Differentiation	Assessments
<p>Interdisciplinary Connections</p> <ul style="list-style-type: none"> • “Think like a [disciplinarian]” created by Dr. Sandra Kaplan. <ul style="list-style-type: none"> ○ Look at elements of the novel as a scientist, mathematician, hisorican, director... and complete the activity. ○ Google “Think Like a Disciplinarian” to get a blank PDF. <p>Technology Integration</p> <ul style="list-style-type: none"> • Students will use online resources such as: <ul style="list-style-type: none"> ○ Socrative ○ Google Suite ○ Various Flashcard apps ○ Libguides ○ YouTube/news/music videos 	<p>Formative Assessments:</p> <ul style="list-style-type: none"> • Conferences • Socrative Discussions • Journal Check • One Pager poster <p>Summative Assessments, Projects, and Celebrations:</p> <ul style="list-style-type: none"> • Vocabulary quizzes • Reading Comprehension quizzes • Dependent/ Independent Clauses quiz • Novel Specific writing • Dependent, subordinate, & independent clauses, & connotation & denotation : <ul style="list-style-type: none"> ○ Teachers should determine how best to assess students on this topic. Teachers can choose to assess students through: <ul style="list-style-type: none"> ■ quiz/ test

Media Literacy Integration

- Utilizing the library for research.

Global Perspectives

- Analysis of power and exploration, and relationships and conflicts seen in the novel and applied to self and world.

Supports for English Language Learners		
Sensory Supports	Graphic Supports	Interactive Supports
Real-life objects	Charts	In pairs or partners
Manipulatives	Graphic Organizers	In triads or small groups
Pictures	Tables	In a whole group
Illustrations, diagrams & drawings	Graphs	Using cooperative group
Magazines & Newspapers	Timelines	Structures
Physical activities	Number lines	Internet / Software support
Videos & Film		In the home language
Broadcasts		With mentors
Models & Figures		

- Rubric

- Mini project

Intervention Strategies		
Accommodations	Interventions	Modifications
Allow for verbal responses	Multi-sensory techniques	Modified tasks/expectations
Repeat/confirm directions	Increase task structure (e.g. directions, checks for understanding, feedback)	Differentiated materials
Permit response provided via computer or electronic device	Increase opportunities to engage in active academic responding	Individualized assessment tools based on student need
Audio Books	Utilize pre-reading strategies and activities previews, anticipatory guides, and semantic mapping	Modified assessment grading

Recommended Texts to Support Unit:

Short Stories:	<ul style="list-style-type: none"> • “Fragile Things” Neil Gaiman • “The Snow Queen” Hans Christian Anderson
Excerpts from books:	<ul style="list-style-type: none"> • <i>The Power of the Myth</i> Bill Moyer • <i>Eragon (Inheritance Cycle)</i> • <i>Harry Potter</i> • <i>The Darkest Part of the Forest</i> • <i>City of Ember</i> • <i>The Lightning Thief</i>

	<ul style="list-style-type: none"> ● <i>The Hobbit</i> ● <i>Inkheart</i>
Poems:	<ul style="list-style-type: none"> ● “The Listener” Walter de la Mare ● “The Hoard” J.R.R. Tolkein
TV Episodes/ Movie Clips:	<ul style="list-style-type: none"> ● <i>Fantastic Beasts and Where to Find Them</i> ● <i>Star Wars</i> ● <i>Star Trek</i> ● <i>Spiderman: No Way Home</i> or other superhero movie/television show ● <i>Ghostbusters</i>

Unit 7: Realistic Fiction

Overview:

The New Jersey seventh grade state standards state that, to be “college and career ready, students must grapple with works of exceptional craft and thought whose range extends across genres, cultures, and centuries. Such works offer profound insights into the human condition and serve as models for students’ own thinking and writing” (“New Jersey Student Learning Standards” 2).

In accordance with the state standards, this unit has students exploring how the process of maturation is one that everyone goes through. As students read realistic fiction, they will be able to apply all skills they learned throughout the school year including how to analyze a text, write about their findings, and express how they are better able to understand the human condition through their reading of literature.

Unit 8: Realistic Fiction	
Big Ideas: <i>Course Objectives/ Content Statement(s)</i> <ul style="list-style-type: none"> Identify how a particular time in history can influence the content and themes explored in a novel. Analyze the concepts of culture, status, and community and how they can affect not only a fictional character’s identity but also a reader’s. Compare and contrast a novel with its film version to identify how elements of film can emphasize and/or add additional layers of meaning to the story being portrayed. 	
Essential Questions <i>What provocative questions will foster inquiry, understanding, and transfer of learning?</i>	Enduring Understandings <i>What will students understand about the big ideas?</i>
<ul style="list-style-type: none"> How can an author’s writing be influenced by current local, national, and international events? How can the social constructs of culture, status, and community affect a character’s development and self-identity? How does a filmed version of a novel compare and contrast with an original written version? How can a film be viewed using a variety of different lenses for understanding and analysis such as images, word choice, character action, and psychological motivation? How do literary devices enhance a text and create depth of meaning such as symbols? How can point of view impact how a novel is understood? 	Students will understand that: <ul style="list-style-type: none"> authors are influenced by their political and social environments which manifests in their writing. culture, status, and community are external factors that can influence the internal development of a character. the film version of a novel may divert from the original novel and these changes may be artistically justified. a variety of viewing lenses may be applied to a film in order to explore the depth of literary devices incorporated in a novel. language and colloquialisms evolve throughout generations (e.g. tough vs. “tuff”). the use of ethos, pathos, and logos in writing can create an impact in swaying a reader to believe one side in favor of another.

<ul style="list-style-type: none"> How can you win an argument? 	<ul style="list-style-type: none"> properly placed modifiers are the key to clarity in a sentence. voice provides a guide for the reader to know the author better.
Areas of Focus: Proficiencies (New Jersey Student Learning Standards)	Lessons
<p>Students will:</p> <ul style="list-style-type: none"> RL: 7.1, 7.2, 7.3, 7.4, 7.5, 7.6, 7.7, 7.8, 7.9 RI: 7.3, 7.6, 7.8 W: 7.2.A-F, 7.4, 7.5, 7.6, 7.7, 7.9.A SL: 7.1.A-D, 7.2, 7.4, 7.5, 7.6 L: 7.1.A-C, 7.2.A-B, 7.3.A, 7.4.A-D, 7.5.A-C, 6 <p>Career-Ready Practices</p> <p>CRP1: Act as a responsible and contributing citizen and employee.</p> <p>CRP2: Apply appropriate academic and technical skills.</p> <p>CRP3: Attend to personal health and financial well-being.</p> <p>CRP4: Communicate clearly and effectively and with reason.</p> <p>CRP5: Consider the environmental, social and economic impacts of decisions.</p> <p>CRP6: Demonstrate creativity and innovation.</p> <p>CRP7: Employ valid and reliable research strategies.</p> <p>CRP8: Utilize critical thinking to make sense of problems and persevere in solving them.</p> <p>CRP9: Model integrity, ethical leadership and effective management.</p> <p>CRP10: Plan education and career paths aligned to personal goals.</p> <p>CRP11: Use technology to enhance productivity.</p> <p>CRP12: Work productively in teams while using cultural global competence.</p>	<p>Teacher should be focused on supporting the following instructional focuses throughout the unit:</p> <p>Background Information:</p> <ul style="list-style-type: none"> Students will identify the relevant historical facts that are needed to understand events coming up in the novel. <ul style="list-style-type: none"> Students should focus on relevant social movements of the 1960s to best understand the unrest in the novel (supporting documents can be found in shared Google Folder) <p>Novel Specific Vocabulary:</p> <ul style="list-style-type: none"> Use various flashcard apps/websites to understand and define key vocabulary words in context from the student's chosen novel. Vocabulary word lists can be found in shared Google Folder. Vocabulary should be worked into either writing assignments, or vocabulary quizzes. <p>Reading for comprehension</p> <ul style="list-style-type: none"> Students will take sticky notes, at the teacher's discretion, to recognize: <ul style="list-style-type: none"> Author's purpose Literary terms covered in Unit 1,2,3, & 5 Major plot points How contexts are impacting the protagonist and plot. How rhetoric plays a role in understanding characters better

	<ul style="list-style-type: none"> ■ Writer's voice <ul style="list-style-type: none"> ○ Students will participate in whole class, small group, partner, and individual analysis of the novel. ○ Comprehension discussion questions and quizzes <p>Socratic discussion circles:</p> <ul style="list-style-type: none"> ○ Thematic discussion ○ Symbolic discussion ○ Impact of contexts ○ Compare and contrast novels ○ Compare and contrast other nonfiction sources with the novel <p>The People VS. Johnny Cade (Trial):</p> <ul style="list-style-type: none"> ● Students will write the summation of the Trial that Johnny Cade would have undergone. Students goal in the activity is: <ul style="list-style-type: none"> ○ Create a persuasive argument using rhetoric and voice. ○ Support their case with evidence from the book. ○ Present their summation to a professional in the legal field. <p>Film Viewing Guide:</p> <ul style="list-style-type: none"> ● While watching the film, students will focus on comparing and contrasting the film and the book. ● Suggested activities: <ul style="list-style-type: none"> ○ Google Form or guided notes taken during film. ○ Recasting of movie ○ Identify most impactful scenes verses most impactful book scenes ○ Character Eulogies <p>Voice:</p> <p>In teaching voice, direct instruction will be given as a whole class and mini lesson for smaller groups if necessary. Students will practice the skill through group and individual practice,</p>
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	<p>both at home and in class, along with homework and summative assessments. Please see the appendix for a scope and sequence of these skills.</p> <ul style="list-style-type: none"> ● Recognize S.E. Hinton's voice throughout the novel. ● What is your voice in your persuasive writing? <p>Misplaced & Dangling Modifiers: In teaching misplaced & dangling Modifiers, direct instruction will be given as a whole class and mini lesson for smaller groups if necessary. Students will practice the skill through group and individual practice, both at home and in class, along with homework and summative assessments. Please see the appendix for a scope and sequence of these skills.</p> <ul style="list-style-type: none"> ● What is a misplaced modifier and how to fix it? ● What is a dangling modifier and how to fix it?
Differentiation	Assessments
<p>Interdisciplinary Connections</p> <ul style="list-style-type: none"> ● Social Studies: Research of the 1960s and application of information on: War & Peace, Pop Culture, Revolutions, & Politics. <p>Technology Integration</p> <ul style="list-style-type: none"> ● Students will use online resources such as: <ul style="list-style-type: none"> ○ Socrative ○ Google Suite ○ Various Flashcard apps ○ Libguides ○ YouTube/news/music videos <p>Media Literacy Integration</p> <ul style="list-style-type: none"> ● Utilizing the library for research. <p>Global Perspectives</p> <ul style="list-style-type: none"> ● Influence of theatrical works on society/social media responses 	<p>Formative Assessments:</p> <ul style="list-style-type: none"> ● Individual Student Writing Conferences ● Socratic Discussions ● Activity List Checks (e.g. Venn Diagrams, Graphic Organizers, Quick Writes) ● Close Reading Analysis ● Film Lens Analyses <p>Summative Assessments, Projects, and Celebrations:</p> <ul style="list-style-type: none"> ● Reading Comprehension Quizzes ● Short Answer/Explanatory Essays & Outlines (use of nonfiction and fiction sources as support) ● Novel-Specific Vocabulary Quizzes ● Summation Writing ● Film Viewing Guide ● Misplaced & dangling modifiers, & voice: <ul style="list-style-type: none"> ○ Teachers should determine how best to assess students on this topic. Teachers can choose to assess students through: <ul style="list-style-type: none"> ■ quiz/ test ■ Rubric

Supports for English Language Learners		
Sensory Supports	Graphic Supports	Interactive Supports
Real-life objects	Charts	In pairs or partners
Manipulatives	Graphic Organizers	In triands or small groups
Pictures	Tables	In a whole group
Illustrations, diagrams & drawings	Graphs	Using cooperative group
Magazines & Newspapers	Timelines	Structures
Physical activities	Number lines	Internet / Software support
Videos & Film		In the home language
Broadcasts		With mentors
Models & Figures		

■ Mini project

Intervention Strategies		
Accommodations	Interventions	Modifications
Allow for verbal responses	Multi-sensory techniques	Modified tasks/expectations

Repeat/confirm directions	Increase task structure (e.g. directions, checks for understanding, feedback	Differentiated materials
Permit response provided via computer or electronic device	Increase opportunities to engage in active academic responding	Individualized assessment tools based on student need
Audio Books	Utilize pre-reading strategies and activities previews, anticipatory guides, and semantic mapping	Modified assessment grading

Curricular Addendum

<p>Career-Ready Practices</p> <p>CRP1: Act as a responsible and contributing citizen and employee.</p> <p>CRP2: Apply appropriate academic and technical skills.</p> <p>CRP3: Attend to personal health and financial well-being.</p> <p>CRP4: Communicate clearly and effectively and with reason.</p> <p>CRP5: Consider the environmental, social and economic impacts of decisions.</p> <p>CRP6: Demonstrate creativity and innovation.</p> <p>CRP7: Employ valid and reliable research strategies.</p> <p>CRP8: Utilize critical thinking to make sense of problems and persevere in solving them.</p>	<p>Interdisciplinary Connections</p> <ul style="list-style-type: none"> • Close Reading of works of art, music lyrics, videos, and advertisements • Use Standards for Mathematical Practice and Cross-Cutting Concepts in science to support debate/inquiry across thinking processes <p>Technology Integration</p> <p>Ongoing:</p> <ul style="list-style-type: none"> • Listen to books on CDs, Playaways, videos, or podcasts if available.
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CRP9: Model integrity, ethical leadership and effective management.
CRP10: Plan education and career paths aligned to personal goals.
CRP11: Use technology to enhance productivity.
CRP12: Work productively in teams while using cultural global competence.

- Use document camera or overhead projector for shared reading of texts.

Other:

- Use word processing software to write the words from their word sorts.
- Use available technology to create concept maps of unit learning.

Instructional Strategies: Supports for English Language Learners:

Sensory Supports	Graphic Supports	Interactive Supports
Real-life objects (realia)	Charts	In pairs or partners
Manipulatives	Graphic organizers	In triads or small groups
Pictures & photographs	Tables	In a whole group
Illustrations, diagrams, & drawings	Graphs	Using cooperative group structures
Magazines & newspapers	Timelines	With the Internet (websites) or software programs
Physical activities	Number lines	In the home language
Videos & films		With mentors
Broadcasts		
Models & figures		

from <https://wida.wisc.edu>

Media Literacy Integration

- Use multiple forms of print media (including books, illustrations/photographs/artwork, video clips, commercials, podcasts, audiobooks, Playaways, newspapers, magazines) to practice reading and comprehension skills.

Global Perspectives

- [The Global Learning Resource Library](#)

Differentiation Strategies:

Accommodations	Interventions	Modifications
Allow for verbal responses	Multi-sensory techniques	Modified tasks/ expectations
Repeat/confirm directions	Increase task structure (e.g., directions, checks for understanding, feedback)	Differentiated materials
Permit response provided via computer or electronic device	Increase opportunities to engage in active academic responding (e.g., writing, reading aloud, answering questions in class)	Individualized assessment tools based on student need
Audio Books	Utilize prereading strategies and activities: previews, anticipatory guides, and semantic mapping	Modified assessment grading

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