

Summit Public Schools  
Summit, New Jersey

Lawton C. Johnson Summit Middle School  
Grade 7 / English Language Arts Curriculum  
Length of Course: Full Year  
*(revised 2016-2017)*

**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 comprised of instruction, reinforcement, and assessment. The curriculum meets the requirements of the New Jersey English Language Arts 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.

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

**Big Ideas:**

- 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. *Esperanza Rising*, *Fever 1793*\*, *Counting By 7s*, *Nothing But the Truth*, *Tangerine*).
- Review craft and structure of a 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.

\*=All students are reading *Fever 1793*.

**Essential Questions**

1. 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?
2. What can a person learn by facing conflict? Consider the different kinds of conflicts (e.g. person vs. person, 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?
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?
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

**Enduring Understandings**

*What will students understand about the big ideas?*

Students will understand that...

- 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 kinds of conflicts and potentially more than one (1) at any given time. However, not all protagonists or people change as a result of the challenges they may face.
- 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.

and/or direct quotations from the literary texts as evidence?

**Areas of Focus: Proficiencies  
(Cumulative Progress Indicators)**

Students will:

- **NJSLSELA.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.
- **NJSLSELA.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.
- **NJSLSELA.RL.7.3:** Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).
- **NJSLSELA.RL.7.6:** Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.
- **NJSLSELA.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.
- **NJSLSELA.W.7.2:** 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.
- **NJSLSELA.W.7.2.B:** Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
- **NJSLSELA.W.7.2.C:** Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.
- **NJSLSELA.W.7.2.D:** Use precise language and domain-specific vocabulary to inform about or explain the

**Examples, Outcomes, Assessments**  
(see [note](#) below about the content of this section)

**Instructional Focus:**

**21st Century Skills:**

- **Creativity and Innovation:**  
Identify a common theme portrayed in both *Fever 1793* and your self-selected summer reading novel. How can the plot events and conflicts leading up to the revelation of this theme be portrayed visually as in an infographic?
- **Critical Thinking and Problem Solving:**  
Imagine you are Maddie in *Fever 1793*. How would you attempt to survive in Philadelphia? Would you go back to the city? Would you take responsibility for Nell? How would you move on after Grandfather's death? Where would you seek help based upon the availability of services and people around you? Use the source provided to make an educated decision based upon practicality and predicted risk.  
<https://www.youtube.com/watch?v=MY5jXKo8Das>  
<http://hiddencityphila.org/2012/04/why-fever-1793-resonates/>
- **Communication and Collaboration:**  
Discuss the conflicts present in *Fever 1793* and your self-selected novel with your small group. As a group, list all of the conflicts you think are applicable to each novel (e.g. person vs. person, person vs. self, person vs. nature, person vs. society, person vs. fate). Do any of the conflicts overlap? Compare and contrast how any overlapping conflicts are presented in each of the novels.
- **Media Literacy:**  
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: Sloan: [https://www.youtube.com/watch?v=Fg4MmKi8s\\_E](https://www.youtube.com/watch?v=Fg4MmKi8s_E)  
Avi:

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:** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- **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.

<https://www.youtube.com/watch?v=OBIDvuWHnuk>

Bloor:

<https://www.youtube.com/watch?v=T688vzfapil>

Ryan:

<https://www.youtube.com/watch?v=sMop5mC25IU>

- **Life and Career Skills:**

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 novels selected for you to read?

[https://www.youtube.com/watch?v=Iq\\_O9kEcJ3w&list=PL0nC9dGvhYsAn5JOFfXJlqXlKjCitprn9](https://www.youtube.com/watch?v=Iq_O9kEcJ3w&list=PL0nC9dGvhYsAn5JOFfXJlqXlKjCitprn9)

### 21st Century Themes (as applies to content area):

- **Civic Literacy:** In each novel there is at least one (1) character that selflessly acts to help the protagonist with the conflict he or she is facing. Consider the personal risk each of these characters takes and whether or not you think they are wise to do so to help the protagonist. In what way may these characters be committing these acts for the greater good of their respective communities?

### Sample Assessments:

- Literary Terms Multiple Choice & Short Answer Response (based on a short reading passage) Quiz
- Short Answer Response Quiz: Read the passage from your self-selected summer reading book provided. Identify and explain a major character and a conflict he or she faces in the following passage. Use evidence from the text selection to support your identification. Be sure to use the proper paragraph format as you write your response.
- Literary Analysis/Expository Essay Topic: Every character has a perspective or viewpoint on his or her world. Often times, a character's perspective can change, and, consequently, so too can his or her identity. Following and understanding the character's viewpoint and how he or she may or may not change due to the circumstances that surround him or her is what keeps a reader interested in the story. Therefore, if one is to truly understand and enjoy any piece of literature they must first identify and understand the character's perspective and if it changes because of circumstances or conflicts that may arise. Use specific

support from your two (2) summer reading novels to construct a five (5) paragraph essay to address the following question: How can conflict affect character?

**Instructional Strategies:**

- Whole class mini-lessons using *Fever 1793* as a model (as well as previous student writing models) for identifying literary terms as applied in a fictional text as well as structuring/crafting the final literary analysis/expository essay
- Teacher-student conference throughout literary analysis/expository essay writing process (at least two (2) conferences per student)
- Student-paced/self-guided essay editing guides, peer assistance as needed
- Optional student-selected review mini-lessons for essay writing
- Student-paced/self-selected literary terms quiz on Socrative
- Small group (assigned according to self-selected summer reading book) discussions to review reading as well as outline ideas for literary analysis/expository essay
- Partner review (Flashcards app optional) for literary terms quiz

**Interdisciplinary Connections:**

- *Fever 1793* 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)**
- *Fever 1793* Science connection to the causes and cures 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 submit 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

**Global Perspectives:**

- *Fever 1793*: Standing of the United States in the world in 1793 (e.g. relations with England, France, Spain)
- *Esperanza Rising*: Immigration issues from the past and in the present with specific emphasis on Mexico and the United States, “Brexit”
- *Tangerine*: Special Education standards and application in the United States versus other countries such as England and France
- *Counting by 7s*: Poverty status in United States versus European and Asian countries (e.g. government resources)
- *Nothing But the Truth*: How the media can affect the distribution/tone of news stories in the United States versus abroad (e.g. use of social networks)

**Special Education Modifications/Resources:**

- Read text aloud (i.e.-Learning Ally, Snap&Read, etc.) to reread summer reading texts, if needed and identify information for essay support)
- Modified essay brainstorm (Provide a character list, specifying dynamic characters/static characters, traits & conflicts)
- Modified organizer for essay
- Modified assessments (literary terms, etc.) i.e.-highlighted, bolded, three-choice, word bank, underline, etc.
- Modified essay (limit amount of characters and/or number of body paragraphs)
- Provide students with student samples of summer reading essays from previous years
- Modified study guides
- BrainPop/Learnzillion/Flocabulary to review literary terms
- Frequent conferencing
- Additional mini-lessons, as needed

**Unit 1 Grade 7**  
**Unit 1 - Summer Reading Unit**  
**(Characters, Conflict, & Change)**

<b>Unit 1 Grade 7</b>		
<b>Unit 1 - Summer Reading Unit</b>		
<b>(Characters, Conflict, &amp; Change)</b>		
<b>District/School Formative Assessment Plan</b>		<b>District/School Summative Assessment Plan</b>
<ul style="list-style-type: none"> <li>● Google Drive/Classroom/Docs to participate in teacher-student writing conferences as well as peer editing</li> <li>● Socrative student-paced reading and writing check-in quizzes</li> <li>● Kahoot in-class literary terms and conflict confirmation reviews</li> <li>● Teacher-student conference throughout literary analysis/expository essay writing process (at least two (2) conferences per student)</li> <li>● Student-paced/self-guided essay editing guides, peer assistance as needed</li> <li>● Optional student-selected review mini-lessons for essay writing</li> <li>● Student-paced/self-selected literary terms quiz on Socrative</li> <li>● Small group (assigned according to self-selected summer reading book) discussions to review reading as well as outline ideas for literary analysis/expository essay</li> <li>● Partner review (Flashcards app optional) for literary terms quiz</li> </ul>		<ul style="list-style-type: none"> <li>● Literary Terms Multiple Choice &amp; Short Answer Response (based on a short reading passage) Quiz</li> <li>● Short Answer Response Quiz</li> <li>● Literary Analysis/Expository Essay</li> </ul>
<b>District/School Texts</b>		<b>District/School Supplementary Resources</b>
<ul style="list-style-type: none"> <li>● <i>Tangerine</i> by Edward Bloor</li> <li>● <i>Nothing But the Truth</i> by Avi</li> <li>● <i>Fever 1793</i> by Laurie Halse Anderson</li> <li>● <i>Counting by 7s</i> by Holly Goldberg Sloan</li> <li>● <i>Esperanza Rising</i> by Pam Munoz Ryan</li> </ul>		<ul style="list-style-type: none"> <li>● Sloan Interview: <a href="https://www.youtube.com/watch?v=Fg4MmKi8s_E">https://www.youtube.com/watch?v=Fg4MmKi8s_E</a></li> <li>● Avi Interview: <a href="https://www.youtube.com/watch?v=OBIDvuWHnuk">https://www.youtube.com/watch?v=OBIDvuWHnuk</a></li> <li>● Bloor Interview: <a href="https://www.youtube.com/watch?v=T688vzfapiI">https://www.youtube.com/watch?v=T688vzfapiI</a></li> <li>● Ryan Interview: <a href="https://www.youtube.com/watch?v=sMop5mC25IU">https://www.youtube.com/watch?v=sMop5mC25IU</a></li> <li>● Anderson Interview: <a href="https://www.youtube.com/watch?v=Iq_O9kEcJ3w&amp;list=PL0nC9dGvhYsAn5JOFfXJIqXIKjCitpm9">https://www.youtube.com/watch?v=Iq_O9kEcJ3w&amp;list=PL0nC9dGvhYsAn5JOFfXJIqXIKjCitpm9</a></li> <li>● Yellow Fever in Philadelphia: <a href="https://www.youtube.com/watch?v=MY5jXKo8Das;http://hiddencityphila.org/2012/04/why-fever-1793-resonates/">https://www.youtube.com/watch?v=MY5jXKo8Das;http://hiddencityphila.org/2012/04/why-fever-1793-resonates/</a></li> </ul>
<b>“District/School Writing Tasks</b>		
<b>Primary Focus</b>	<b>Secondary Focus</b>	<b>Routine Writing</b>

<ul style="list-style-type: none"> <li>Literary: Students will identify characters, conflicts, and change over the course of each novel.</li> </ul>	<ul style="list-style-type: none"> <li>As a summative assessment, students will analyze their findings using evidence from the texts in an expository essay.</li> </ul>	<ul style="list-style-type: none"> <li>Journal Writing</li> <li>Post-Its</li> <li>Short Constructed Responses</li> </ul>
<b>Instructional Best Practices and Exemplars</b>		
<ul style="list-style-type: none"> <li>Language Arts, Social Studies, Science, and Math classes work together to make inter/intradisciplinary connections.</li> <li>Teachers use Socratic circles to discuss and analyze main ideas.</li> <li>Activity lists are used for individual and collaborative group activities.</li> </ul>		

## Unit 2 - Historical Fiction: Chains

### Big Ideas: *Course Objectives / Content Statement(s)*

- 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.

<p><b>Essential Questions:</b></p> <ul style="list-style-type: none"> <li>How does history inform the future?</li> <li>How do historical documents (primary/secondary) inform a writer's work?</li> <li>How does a writer's craft and structure contribute to the overall novel and the story it conveys?</li> <li>How does a character's mindful response versus reaction affect their decisions?</li> </ul>	<p><b>Enduring Understandings</b></p> <p>Students will understand (that)...</p> <ol style="list-style-type: none"> <li>how to compare and contrast historical documents.</li> <li>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).</li> <li>how to write an argumentative essay using a variety of nonfiction and fiction sources.</li> <li>write an argumentative essay or explanatory essay using a variety of nonfiction and fiction sources.</li> <li>how to read, decode, and evaluate nonfiction primary and secondary sources to be used in an argumentative essay.</li> <li>how to compare and contrast historical documents' accounts of the American Revolution to the historical fiction account portrayed in <i>Chains</i>.</li> <li>how to understand and define key vocabulary words in context from <i>Chains</i>.</li> </ol>
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<p><b>Areas of Focus: Proficiencies (Cumulative Progress Indicators)</b></p> <p><b>NJSLSLA.RL.7.1.</b> 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><b>NJSLSLA.RL.7.2.</b> 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><b>NJSLSLA.RL.7.3.</b> Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).</p> <p><b>NJSLSLA.RL.7.4.</b> 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><b>NJSLSLA.RL.7.5.</b> Analyze how a drama’s or poem’s form or structure (e.g., soliloquy, sonnet) contributes to its meaning.</p> <p><b>NJSLSLA.RL.7.6.</b> Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.</p> <p><b>NJSLSLA.RL.7.7.</b> Compare and contrast a written story, drama, or poem to its audio,</p>	<p><b>Examples, Outcomes, Assessments</b> <i>(see <u>note</u> below about the content of this section)</i></p> <p><b>Instructional Focus:</b></p> <ol style="list-style-type: none"> <li>1. Supporting a claim through gleaning research from nonfiction sources.</li> <li>2. Read, decode, and evaluate nonfiction sources to be used in an argumentative essay or explanatory writing.</li> <li>3. Define and incorporate vocabulary appropriately in context.</li> <li>4. Analyze how the author uses various literary devices to add deeper meaning to the text.</li> </ol> <p><b>Sample Assessments:</b></p> <ul style="list-style-type: none"> <li>● Reading Comprehension Quizzes</li> <li>● Argumentative Essays</li> <li>● Explanatory Essays</li> <li>● Character Sketch</li> <li>● Vocabulary Quizzes</li> <li>● Essay Outlines</li> <li>● Conferences</li> <li>● Socratic Discussions</li> <li>● Journal Check</li> </ul> <p><b>Instructional Strategies:</b> Students will.</p> <ul style="list-style-type: none"> <li>● Use various flashcard apps/websites to understand and define key vocabulary words in context from <i>Chains</i>.</li> <li>● Reading for comprehension <ul style="list-style-type: none"> <li>○ Comprehension discussion questions and quizzes</li> </ul> </li> <li>● Participate in Socratic discussion circles. <ul style="list-style-type: none"> <li>○ Thematic discussion</li> <li>○ Symbolic discussion</li> <li>○ Decision between becoming Patriot or Loyalist</li> <li>○ Simile-Metaphor discussion</li> <li>○ Epigraph-Chapter connections discussion</li> <li>○ American Revolution events/people discussion</li> </ul> </li> </ul>

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

- Character Sketch
  - PASTA characterization technique
  - Dialogue
  - Active Description
- Chains Essay (five-paragraph essay)
  - RST Option
  - Focus on writing process
  - Integrating quotes
  - Analyzing quotes

#### Interdisciplinary Connections

- Social Studies: connections to American Revolution
  - Excerpts from Thomas Paine’s “Common Sense”
  - Primary sources support for five-paragraph essay

#### Technology Integrations

- 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 (Landfill Harmonic) for RST unit

#### Global Perspectives

- Contemporary slavery/human trafficking issues articles
- Find current articles that relate to the novel
  - Connect to Civil Rights movement

The following skills and themes should be reflected in the design of units and lessons for this course or content area-

**21st Century Skills:**

- Collaboration: Students will work together in Socratic discussions, characterization, .
- Creativity: Students will create a *Chains* Visualization Project in which they visualize through artistic choices an example of the writer's craft (e.g. symbol, theme, simile/metaphor).
- Critical Thinking: Students will respond to an argumentative Research Synthesis Task in which they have to make a decision as to which side would be more beneficial for a slave to choose during the American Revolution: Loyalists (British) or Patriots (Americans).
- Communication: Students will communicate with each other throughout the unit to share Post-It notes on the writer's craft and structure as identified and analyzed throughout the text (e.g. symbol, theme, simile/metaphor, conflict, characterization, epigraph-chapter connections, American Revolution events).

**21st Century Themes (as applies to content area):**

- To learn how historical issues can inform present and future events in our society.
- To understand the struggles experienced by marginalized groups and learn how they have been overcome/or are being overcome.

**Special Education Modifications/Resources:**

- Read text aloud (i.e.-Learning Ally, Snap&Read, etc.)
- Modified essay brainstorm
- Modified organizer for essay
- Modified essay (limit amount of characters and/or number of body paragraphs)
- Provide additional choices for essay question
- Provide students with student samples of essays from previous years
- Frequent conferencing
- Additional mini-lessons, as needed
- Models of sample post-its
- Modify Activity Lists/Classwork
- Provide chapter notes
- Modified assessments (vocabulary, etc.) i.e. highlighted, bolded, three-choice, word bank, underline, etc.
- Provide roman numerals correlation chart for chapters
- Read aloud assessments/ Socratic Reading Checks
- Limit amount of vocabulary (students choose a certain amount of words from a given list)
- Frequent connections to Social Studies activities/content

Unit 1 - Grade 7 Historical Fiction: Chains		
<b>District/School Formative Assessment Plan</b>		<b>District/School Summative Assessment Plan</b>
<ul style="list-style-type: none"> <li>● Reading Comprehension Quizzes</li> <li>● Vocabulary Quizzes</li> <li>● Essay Outlines</li> <li>● Conferences</li> <li>● Socratic Discussions</li> <li>● Journal Checks</li> </ul>		<ul style="list-style-type: none"> <li>● Argumentative Essays</li> <li>● Explanatory Essays</li> <li>● Character Sketch</li> </ul>
<b>District/School Texts</b>		<b>District/School Supplementary Resources</b>
<ul style="list-style-type: none"> <li>● Chains</li> </ul>		<ul style="list-style-type: none"> <li>● Letter from Alexander Hamilton to John Jay</li> <li>● Slave Codes</li> <li>● Reaction to Dunmore's Proclamation</li> <li>● Video of Benjamin Franklin and John Adams editing the constitution</li> <li>● Public Notice from Britain</li> <li>● Dunmore's Proclamation</li> </ul>
"District/School Writing Tasks		
<b>Primary Focus</b>	<b>Secondary Focus</b>	<b>Routine Writing</b>
<ul style="list-style-type: none"> <li>● Explanatory/Expository</li> <li>● Narrative</li> <li>● Argumentative</li> </ul>	<ul style="list-style-type: none"> <li>● Short constructed responses</li> <li>● Socratic reactions</li> </ul>	<ul style="list-style-type: none"> <li>● Journal writing</li> <li>● Post its</li> </ul>
Instructional Best Practices and Exemplars		
<ul style="list-style-type: none"> <li>● Language Arts and Social Studies classes work together to make interdisciplinary connections.</li> <li>● Teachers use Socratic circles to discuss and analyze main ideas.</li> <li>● Activity lists are used for collaborative group activities.</li> </ul>		

### Unit 3 - Media Literacy

**Big Ideas:** *Course Objectives / Content Statement(s)*

- The media has a tremendous impact upon the perception of the world.
- Propaganda can be used to exploit a person's emotions.
- Propaganda in advertising creates can create unchecked materialistic desires.

**Essential Questions**

*What provocative questions will foster inquiry, understanding, and transfer of learning?*

1. Who and/or what influence your perception of the world?
2. How does the mass media persuade you?
3. How can a writing pieces audience affect its tone, style, organization and content?
4. How can propaganda techniques be used to enhance a persuasive argument?
5. What is the role of propaganda within our political system?

**Enduring Understandings**

*What will students understand about the big ideas?*

Students will understand that...

- The mass media employs a multitude of strategies to manipulate your thoughts on a myriad of topics ranging from retail purchases to political decisions.
- A multitude of propaganda techniques are overtly or discreetly used in nearly every facet of media exposure.
- Every writing task is unique. Therefore, it is important to remember audience in order to choose the most effective format, style and organization structure for every piece of writing.
- The same techniques used by the media can be extremely effective in formal academic writing.
- Propaganda is the foundation of political discourse. In order to make informed political decisions one must be able to identify when and how propaganda is being used.

**Areas of Focus: Proficiencies  
(Cumulative Progress Indicators)**

**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.7.4**

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.

**Examples, Outcomes, Assessments**

*(see [note](#) below about the content of this section)*

**Instructional Focus:**

- See Below

**Sample Assessments: Formative**

- Propaganda terms quiz
- Socratic conversations
- Short story discussion
- Ad identification
- Assorted journal entries
- Rebranding project: email check-ins, group conferences

**Sample Assessments: Summative**

- Design an advertisement/create an infomercial
- Compose a political speech

**NJSLSELA.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).

**NJSLSELA..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.

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).

**NJSLSELA.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.

**NJSLSELA.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.

**NJSLSELA.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.

**NJSLSELA.SL.7.3**

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

- Rebranding Project: final presentation

**Instructional Strategies:**

- Whole class instruction
- Mini-lessons
- Weekly self-scheduled activities
- Socratic Seminars

**Interdisciplinary Connections**

- Propaganda in political speeches
  - Identify types of propaganda in historical and modern political speeches
- Compose a persuasive campaign speech to be performed in front of classmates

**Technology Integrations:**

- Chromebook Apps & Extensions to include: Screencastify, QR Code Readers, Educreations, Aww (Whiteboard App), iBrainstorm and MindMup
- 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

**NJSLSELA.L.7.3**

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

**NJSLSELA.L.7.3.A**

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

**NJSLSELA.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).

**NJSLSELA.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.

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).

**NJSLSELA.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.

**NJSLSELA.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.

**NJSLSELA.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.

**NJSLSELA.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.

**NJSLSELA.SL.7.3**

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

**NJSLSELA.SL.7.5**

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

**NJSLSELA.W.7.1.A-E**

Write arguments to support claims with clear reasons and relevant evidence.

**NJSLSELA.L.7.3**

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

**NJSLSELA.L.7.3.A**

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

**NJSLSELA.W.7.1**

Write arguments to support claims with clear reasons and relevant evidence.

**NJSLSELA.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.SL.7.5**

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

**NJSLSLA.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.)

**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. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 7 [here](#).)

**NJSLSLA.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.

**NJSLSLA.SL.7.4**

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

**NJSLSLA.SL.7.5**

<p>Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.</p> <p><b>NJSLELA.SL.7.6</b> Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.</p> <p><b>NJSLELA.L.7.3</b> Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p><b>NJSLELA.L.7.3.A</b> Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.*</p>	
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NOTE re: Examples, Outcomes and Assessments

*The following skills and themes should be reflected in the design of units and lessons for this course or content area.*

**Activities**

**Phase One: Intro to Propaganda**

<b>Materialism Paper Strip Activity.</b>	<b>Day 1</b>	<ul style="list-style-type: none"> <li>o Circle in Circle: 7 strips from each category (experience v. material).</li> <li>o Trading activity.</li> <li>§ What does each color represent?</li> <li>§ What does this reveal?</li> <li>o Journal reaction.</li> </ul>
<b>Short Story – A Mother’s Tale</b>  <b>Intro Essential Questions</b>	<b>Day 2</b>	<ul style="list-style-type: none"> <li>o Intro and discuss essential questions.</li> <li>o Read short story. Identify means of persuasion illustrated through the cows’ actions (bandwagon and fear). Identify how both factors are powerful human motivators.</li> <li>o Larger discussion following terms introduction/during introduction.</li> </ul>

<p><b>Heidi Cody Alphabet</b></p> <p><b>Non-Fiction: Article on Modern advertising and teenagers</b></p> <p><b>Read Task Statement</b></p>	<p><b>Day 3</b></p>	<ul style="list-style-type: none"> <li>o Show alphabet and have students guess what brand name each letter is from.</li> <li>o Tally scores- discuss what this says about advertising and why she chose to use an alphabet.</li> <li>o Have student watch infomercial and identify potential methods of persuasion.</li> <li>o This will be used as a point of comparison during note taking days.</li> </ul>
<p><b>Types of Propaganda Notes</b></p>	<p><b>Day 4/5</b></p>	<ul style="list-style-type: none"> <li>o Follow slideshow. Have students fill in close notes.</li> <li>o HW: each night find print ad examples for techniques we review in class.</li> <li>o Draw connection between first three techniques and “A Mother’s Tale”.</li> </ul>
<p><b>Watch “Century of Self”</b></p> <p><b>History of Marketing: Edward Bernays</b></p>	<p><b>Day 6</b></p>	<ul style="list-style-type: none"> <li>o Intro discussion questions</li> <li>o Begin at minute 7:15 (edit from 11:30-11:50)</li> <li>o Pause from group discussion regarding the creation of a consumer class.</li> </ul>
<p><b>Socratic (Morality of Advertising)</b></p>	<p><b>Day 7</b></p>	<ul style="list-style-type: none"> <li>o Student Generated Questions submitted via google.classroom</li> <li>o Prepare notes from “A Mother’s Tale, “Century or Self” and “ Children, Adolescents, and Advertising” to be used in conversation.</li> <li>o HW: journal reaction- submit via google.classroom</li> </ul>
<p><b>Commercial or Print Ad creation.</b></p>	<p><b>Day 8</b>  (possibly 9)</p>	<ul style="list-style-type: none"> <li>o Students will have to integrate all propaganda techniques into a single video commercial or several print advertisements.</li> <li>o Commercialà iMovie</li> </ul>

iMovie or Quark app (new app)		<ul style="list-style-type: none"> <li>o Print Ad à</li> <li>o Have students complete written reflection as part of final grade.</li> </ul>
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### Activities

#### **Phase Two: Propaganda in Politics (activity list)**

Thomas Paine	Day 9/13 List One	<ul style="list-style-type: none"> <li>o Students will work in groups to interpret and identify examples of propaganda within Thomas Paine’s “Common Sense”</li> <li>o What types of propaganda does he use? Why are they particularly effective in politics?</li> <li>o Share and discuss results in other groups.</li> <li>o Work with partners to identify a purpose and write a persuasive statement in the fashion of Thomas Paine.</li> <li>o Annotate as a group using Kami pdf collaboration</li> </ul>
WWII Print and Disney Ads	Day 9/13 List One	<ul style="list-style-type: none"> <li>● Explore different types of ads and discuss/answer corresponding questions with groups no greater than three. Prepare for whole class conversation.</li> </ul>
Vietnam War Posters	Day 9/13 List One	<ul style="list-style-type: none"> <li>● Explore different types of ads and discuss/answer corresponding questions with groups no greater than three. Prepare for whole class conversation.</li> </ul>
Current Politics Stump Speeches Television Ads	Day 14/18 List Two	<ul style="list-style-type: none"> <li>o Individual or group.</li> <li>o Identify at least five examples of propaganda.</li> <li>o Collect quotes on a google. doc.</li> <li>o Identify at least three patterns.</li> <li>§ Frequency, type, etc.</li> </ul>
Compose your own Political Speech	Day 14/18 List Two	<ul style="list-style-type: none"> <li>o Using observations from previous activity and propaganda techniques notes, compose a one-minute political speech.</li> <li>o Speech will be performed in front of class.</li> <li>o 3 X 5 notecard is permitted.</li> </ul>
Socratic	Day 14/18	<ul style="list-style-type: none"> <li>o Student Generated Questions submitted via google.classroom</li> <li>o HW: journal reaction- submit via google.classroom</li> </ul>

What is the role of propaganda within our political system?	List Two	
Famous Political Speech (Enrichment)	List One or Two	Explore different types of ads and discuss/answer corresponding questions with groups no greater than three.
Harrison Bergeron- Film (Enrichment)	List One or Two	Read story and write a reaction connecting it to unit's essential questions.

### Activities

#### **Phase Three: Rebranding Project (PBL)**

Intro to Rebranding	Day 19/25 List One	New York Times- Broccoli video
History of the Product	Day 2 Day 19/25 List One	<ul style="list-style-type: none"> <li>o Compose a five to seven sentence paragraph which provides me with a brief understanding of the product in its current state including: origin, uses, the public's attitude toward the product and any other relevant information that may help guide the rebranding process.</li> <li>o Cite all sources of information at the end of this paragraph. No direct quotes necessary.</li> </ul>
Problem Statement	Day 19/25 List One	<ul style="list-style-type: none"> <li>o Identify and explain the current problem/problems affecting the sales and popularity of this product.</li> <li>o Identify ways your company can overcome these problems. How will you make people, specifically your target audience (identified in step three), desire this product?</li> <li>o Compose a paragraph summarizing both the problems and possible solutions your company has developed.</li> </ul>
Target Audience/Demographics	Day 19/25 List One	<ul style="list-style-type: none"> <li>o Math cross-curricular</li> <li>o Utilize information taken from demographics reviewed in math teacher's classroom to identify an ideal target audience to gear the rebranding campaign towards. A link to this information can be found on my website.</li> <li>o Compose a "Rule of Three" paragraph explaining why this is an ideal target audience.</li> <li>o Use specific demographic statistics and numbers to support why this is an ideal target audience.</li> </ul>

Campaign Theme	Day 19/25 List One	<ul style="list-style-type: none"> <li>· Identify a main idea or theme that will be seen throughout the entire campaign. This may come in many forms including: <ul style="list-style-type: none"> <li>o A single word</li> <li>o A slogan</li> <li>o A “big idea” that unites all ads</li> </ul> </li> <li>· Include a short paragraph explaining why this theme is appropriate for the demographic you have chosen.</li> </ul>
Advertisements	Day 25-28 List Two	<ul style="list-style-type: none"> <li>· Identify the four to five types of advertisements you will be developing. There is a web link on my page to give ideas, but your own research and creativity is what will produce the most original and impressive advertisements. Advertisements should be varied in content, location, placement, type and form.</li> <li>· Each idea must be explained in a few sentences including the following information. <ul style="list-style-type: none"> <li>o A description of what the ad will look like and what information it will contain.</li> <li>o Specific explanations regarding the type of propaganda used and why it was chosen.</li> <li>o An explanation describing how this ad is appropriate for the target audience.</li> </ul> </li> </ul>
Rehearsal	Day 29/30	<ul style="list-style-type: none"> <li>· Run through entire pitch.</li> <li>o Determine who does what during the presentation.</li> <li>o Check all technology</li> </ul>
Presentation	Day 31/32	<ul style="list-style-type: none"> <li>· Present to other faculty and parents.</li> </ul>

## 21st Century Skills:

### Creativity and Innovation

- Students will develop their own business plans modeled using authentic business plan templates.

### Critical Thinking and Problem Solving

- o Students will analyze demographic information in order to decide target areas for marketing projects.

### Communication and Collaboration

- Socratic conversations
- Group project: Business plan

### Information Literacy

- Students will examine commercials and political speeches to determine truth from fiction.

Media Literacy

- Online research skills
- Advertising analysis

Life and Career Skills

<p><b>Special Education Modifications/Resources:</b></p> <ul style="list-style-type: none"> <li>● Modified assessments i.e.-highlighted, bolded, three-choice, word bank, underline, etc.</li> <li>● Modified study guides</li> <li>● Frequent conferencing</li> <li>● Additional mini-lessons, as needed</li> <li>● Previewing questions in preparation for a class discussion</li> <li>● Modify Classwork/Activity Lists</li> </ul>
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Unit 3 - Grade 7 Media Literacy		
<b>District/School Formative Assessment Plan</b>	<b>District/School Summative Assessment Plan</b>	
<ul style="list-style-type: none"> <li>● Reading Comprehension Quizzes</li> <li>● Vocabulary Quizzes</li> <li>● Business Plan Outline</li> <li>● Conferences</li> <li>● Socratic Discussions</li> <li>● Journal Checks</li> </ul>	<ul style="list-style-type: none"> <li>● Business plan</li> <li>● Business plan “pitch”</li> </ul>	
<b>District/School Texts</b>	<b>District/School Supplementary Resources</b>	
N/A	<ul style="list-style-type: none"> <li>● Assorted WWII/Vietnam propaganda</li> <li>● Assorted Television/Print Ads</li> <li>● “Spirit of Emulation” short story</li> <li>● Most recently available demographics- Summit NJ</li> <li>● Thomas Paine’s- “Common Sense”</li> <li>● NYT- broccoli campaigning video</li> </ul>	
“District/School Writing Tasks		
<b>Primary Focus</b>	<b>Secondary Focus</b>	<b>Routine Writing</b>
<ul style="list-style-type: none"> <li>● Explanatory/Expository</li> <li>● Narrative</li> </ul>	<ul style="list-style-type: none"> <li>● Short constructed responses</li> <li>● Socratic reactions</li> </ul>	<ul style="list-style-type: none"> <li>● Journaling</li> <li>● Post-its</li> </ul>

- Argumentative

### Instructional Best Practices and Exemplars

*This is a place to capture standards integration and instructional best practices.*

- Language Arts, and Math classes work together to make inter/intradisciplinary connections.
- Teachers use Socratic circles to discuss and analyze main ideas.
- Activity lists are used for individual and collaborative group activities.
- Students present in “real-world” scenarios to administrators and parents.

## Unit 4 - Short Stories

### Anchor Standards for Reading

**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.

**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.

**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.

### Big Ideas: Course Objectives / Content Statement(s)

- 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 the readers’ understanding of the text.
- Compare and contrast multiple short stories according to topic, point of view, or other literary techniques identified in the texts.

**Essential Questions:** 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?

**Areas of Focus: Proficiencies  
(Cumulative Progress Indicators)**

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.

**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.7.4.** 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.

**Enduring Understandings**

*What will students understand about the big ideas?*

Students will understand (that)...

- 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.

**Examples, Outcomes, Assessments**

*(see note below about the content of this section)*

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

**NJSLSELA.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).

**NJSLSELA.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.

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

A. Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.

B. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.

C. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.

D. Use precise words and phrases, relevant descriptive details, and sensory

#### **Instructional Focus:**

- Themes applicable to a reader's life can be found in most short stories
- Stories are comprised of a specific formula and specific elements
  - Plot mountain
    - Exposition
    - Rising Action
    - Climax
    - Falling Action
    - Resolution
  - Literary techniques (see worksheet)
- Research steps - use of Libguide, note taking, NoodleTools

#### **Sample Assessments:**

- Narrative writing assignment
  - Conferencing
    - Outline
    - Rough draft
- Literary terms quiz
- Socratic reactions
- Research paragraphs on current societal issue

#### **Instructional Strategies:**

##### **Introduction to research**

- Go to library to learn the step by step research process: use Libguide, note taking, NoodleTools, etc.
- Application of research to expository paragraphs

##### **Introduction to literary terms**

- Teach terms by identifying in short stories
- Discuss their use and purpose within specific stories

##### **Introduction to analytical reading**

- Identify theme within particular short stories through whole class readings
- Identifying symbols and their meanings through whole class readings

##### **Introduction to Socratic seminars**

- Discuss and practice collegial speaking skills

language to capture the action and convey experiences and events.

E. Provide a conclusion that follows from and reflects on the narrated experiences or events.

- Socratic reaction paragraphs
  - How to write a personal reaction
    - Discuss exemplar pieces

#### **Narrative writing**

- “The Little Prince” design your own planet and write a narrative description in the style of the story.
- Individual writing conferences

#### **Analytical writing**

- Close-reading paragraphs
  - Reinforce support format through exemplars and class discussion
  - Review integration of quotes through exemplars and class discussion
  - Individual writing conferences

#### **Expository writing**

- Apply research to expository writing

#### **Technology Integration:**

- The reading and writing extensions and Google docs tools that allow for students to highlight and use speech to text will also be explored
- 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 access to additional supports

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The following skills and themes should be reflected in the design of units and lessons for this course or content area-

**21st Century Skills:**

- Collaboration
- Technology
- Mindfulness

<p><b>Special Education Modifications/Resources:</b></p> <ul style="list-style-type: none"> <li>● Read text aloud (i.e.-Learning Ally, Snap&amp;Read, etc.)</li> <li>● Modified essay brainstorm</li> <li>● Modified organizer for essay</li> <li>● Modified essay (limit amount of characters and/or number of body paragraphs)</li> <li>● Provide additional choices for essay question</li> <li>● Provide students with student samples of essays from previous years</li> <li>● Frequent conferencing</li> <li>● Additional mini-lessons, as needed</li> <li>● Models of sample post-its</li> <li>● Modify Activity Lists/Classwork</li> <li>● Provide chapter notes</li> <li>● Modified assessments (vocabulary, etc.) i.e.-highlighted, bolded, three-choice, word bank, underline, etc.</li> <li>● Provide roman numerals correlation chart for chapters</li> <li>● Read aloud assessments/ Socratic Reading Checks</li> <li>● Limit amount of vocabulary (students choose a certain amount of words from a given list)</li> <li>● Frequent connections to Social Studies activities/content</li> <li>● Modified essay rubric</li> </ul>
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Unit 4 - Grade 7 Short Stories	
District/School Formative Assessment Plan	District/School Summative Assessment Plan
<ul style="list-style-type: none"> <li>● Individual Student Conferences</li> <li>● Outlines</li> <li>● Reading comprehension quizzes</li> <li>● Reaction writings</li> </ul>	<ul style="list-style-type: none"> <li>● Narrative</li> <li>● Video narrative</li> </ul>
District/School Texts	District/School Supplementary Resources

<ul style="list-style-type: none"> <li>● Currents in Fiction</li> <li>● Sixteen</li> </ul>	<ul style="list-style-type: none"> <li>● The Sniper</li> <li>● The Gift of the Magi</li> <li>● The Little Prince</li> <li>● The Jacket</li> <li>● The Scholarship Jacket</li> <li>● The Flowers</li> <li>● The Fun They Had</li> <li>● The Story of an Hour</li> <li>● The Landlady</li> <li>● Thank You Ma'am</li> </ul>	
<b>“District/School Writing Tasks</b>		
<b>Primary Focus</b> <ul style="list-style-type: none"> <li>● Narrative writing</li> <li>● Research current event</li> <li>● Use of literary devices in literature</li> </ul>	<b>Secondary Focus</b> <ul style="list-style-type: none"> <li>● Expository/explanatory reaction writing</li> <li>● Research paragraphs</li> </ul>	<b>Routine Writing</b> <ul style="list-style-type: none"> <li>● Journaling</li> </ul>
<b>Instructional Best Practices and Exemplars</b>		
<ul style="list-style-type: none"> <li>● Reflecting on current societal issues to apply to a narrative.</li> <li>● Socratic discussion circles</li> <li>● Incorporating research into a narrative to teach a theme/lesson concerning a current societal issue.</li> </ul>		

### Unit 5 - Drama Unit: *Hamilton*

**Big Ideas:** *Course Objectives / Content Statement(s)*

- Provide opportunities for students to explore themes identified within a drama by applying theatrical terms and concepts such as dramatic irony, foil, and hubris.
- Identify the role of a dramaturg in theatre then perform the functions of the role such as identifying and analyzing connections between contemporary musicals and past/historical musicals, American history, and theatrical history.
- Collaborate with Social Studies classes to identify connections between Alexander Hamilton, the founding fathers, and the establishment of America.
- Apply knowledge of point of view by creating alternative but historically consistent scenes told from the perspectives of characters other than the main narrator.

<p><b>Anchor Standards</b></p> <p><b>NJSLSA.R1.</b> 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>
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**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.

**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.

**Essential Questions:** *What provocative questions will foster inquiry, understanding, and transfer of learning?*

- How can the story of one's life be affected by the narrator?
- How do playwrights utilize nonfiction historical resources as well as musical and theatrical history to create a contemporary musical?
- How does the structure of a theatrical work affect or influence the meaning of the piece?
- How can theater act as a vehicle to communicate history to a contemporary society in order to inform the present and future societal issues ("Why this? Why now?")?

**Enduring Understandings**

*What will students understand about the big ideas?*

Students will understand (that)...

1. contemporary plays/musicals are informed by the dramaturgical process which includes but is not limited to contemporary music connections, musical theatre history connections, biographical character information, and nonfiction primary and secondary historical and current events sources.
2. contemporary plays/musicals being written and/or performed can be justified by the questions: Why this play? Why perform it now?
3. lyrics and music complement each other in musical theatre through such devices as alliteration, consonance, assonance, rhyme, and word painting.
4. the structure of a theatrical work can affect the meaning of the overall piece (e.g. chronological, thematic, compare/contrast).
5. dramatic vocabulary may be applied to the study of theatrical works including but not limited to comedy, tragedy, satire, hubris, hamartia, catharsis, and foil.
6. a variety modes of analysis such as character, action, conflict, theme, and symbolism/imagery in close readings of a script and/or lyrics

	may used to reveal meaning in the theatrical work.
<p><b>Areas of Focus: Proficiencies</b>  <b>(Cumulative Progress Indicators)</b>  Students will:  <i>(Enter NJSLSELA progress indicators here)</i></p> <ul style="list-style-type: none"> <li>● <b>NJSLSELA.RL:</b> 7.1, 7.2, 7.3, 7.4, 7.5, 7.6, 7.7, 7.9</li> <li>● <b>NJSLSELA.RI:</b> 7.1, 7.3, 7.5, 7.6, 7.8</li> <li>● <b>NJSLSELA.W:</b> 7.2.A-F, 7.3.A-E, 7.4, 7.5, 7.9.A-B</li> <li>● <b>NJSLSELA.SL:</b> 7.1 A-D, 7.2, 7.4, 7.5, 7.6</li> <li>● <b>NJSLSELA.L:</b> 7.2 A-B, 7.3, 7.4 A-D, 5 A-C, 6</li> </ul>	<p><b>Examples, Outcomes, Assessments</b>  <i>(see <u>note</u> below about the content of this section)</i></p> <p><b>Instructional Focus:</b></p> <ol style="list-style-type: none"> <li>1. Support a claim through gleaning research from fiction and nonfiction sources.</li> <li>2. Read, decode, and evaluate nonfiction sources to be used in discussion and/or explanatory writing.</li> <li>3. Define, incorporate, and apply vocabulary appropriately in context.</li> <li>4. Analyze how the author uses various literary and/or dramatic devices to add deeper meaning to the text and/or performance.</li> <li>5. Identify connections between a historical fiction-based theatrical work and nonfiction accounts of the time period then evaluate how the playwright and/or composer may alter history and for what purpose.</li> </ol> <p><b>Sample Assessments:</b></p> <ul style="list-style-type: none"> <li>● Reading Comprehension Quizzes</li> <li>● Short Answer/Explanatory Essays &amp; Outlines (use of nonfiction and fiction sources as support)</li> <li>● Character Sketches</li> <li>● Vocabulary Quizzes</li> <li>● Script Individual Student Writing Conferences</li> <li>● Socratic Discussions</li> <li>● Activity List Checks (e.g. Venn Diagrams, Graphic Organizers, Quick Writes)</li> <li>● Word Painting Prompts</li> <li>● Close Reading Analyses</li> </ul> <p><b>Instructional Strategies:</b>  Students will...</p> <ul style="list-style-type: none"> <li>● Use various flashcard apps/websites to understand and define key vocabulary words</li> <li>● Read for comprehension and take corresponding assessments</li> <li>● Participate in Socratic discussion circles including topics such as: theme, symbolism, point of view, Greek tragedy connections, historical accuracy.</li> <li>● Create a character sketch of protagonist and foil using</li> </ul>

PASTA/STEAL 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 protagonist.
- Present a verbal defense of the artistic choices made by the production team in creating the alternate scene for the theatrical work.

**Interdisciplinary Connections:**

- Social Studies: Research of American Revolution and specific historical figures' biographies and relationships with protagonist

**Technology Integration:**

- As Chromebooks are integrated appropriate sites and extensions will replace apps being used.
  - Socrative
  - Google Suite
  - Various Flashcard apps
  - Libguides
  - YouTube/news/music videos
  - LA7 Drama Unit: Hamilton website

**Global Perspectives:**

- Influence of theatrical works on society/social media responses

**RESOURCES:**

- *Hamilton* Vocal Selections by Lin-Manuel Miranda
- *Hamilton: The Revolution* by Lin-Manuel Miranda and Jeremy McCarter
- *Hamilton: The Outsider* by Jean Fritz
- *Alexander Hamilton: Writings (Library of America)* by Alexander Hamilton and Joanne B. Freeman (editor)
- *Alexander Hamilton* by Ron Chernow
- *The Duel: The Parallel Lives of Alexander Hamilton and Aaron Burr* by Judith St. George
- *1776: A Musical Play* by Sherman Edwards and Peter Stone
- *An Introduction to: The Art of Theatre* by Marsh Cassidy

**The following skills and themes should be reflected in the design of units and lessons for this course or content area:**

**21st Century Skills:**

- **Collaboration & Creativity:** Students will create an alternate scene for the theatrical work using a new narrator with historically documented connections to the protagonist. Each group of students will create the scene representing different positions of a real life theatrical production team including director, playwright, music director, choreographer, and the like. Students will get to vote for which job they would most like to do as part of the production team.
- **Critical Thinking:** Students will analyze and evaluate how the playwright/composer uses and alters history to create a theatrical work through the use of lyric close readings, word painting, and the like.
- **Communication:** Students will communicate their knowledge of the play through individual, partner, small group, and whole class discussion and individual as well as small group assessments.

**21st Century Themes (as applies to content area):**

- To learn how historical issues can inform present and future events in our society
- To understand the struggles experienced by marginalized groups and learn how they have been overcome and/or are being overcome
- To identify how a narrator can change the content/tone/context of a story
- To consider how theatre can act as a vehicle to communicate a theme (lesson) to a contemporary society

<b>Special Education Modifications/Resources:</b> <ul style="list-style-type: none"><li>●</li></ul>
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Unit 5 - Grade 7 Drama Unit: <i>Hamilton</i>	
District/School Formative Assessment Plan	District/School Summative Assessment Plan
<ul style="list-style-type: none"><li>● Reading Comprehension Quizzes</li><li>● Short Answer/Explanatory Essays &amp; Outlines (use of nonfiction and</li></ul>	<ul style="list-style-type: none"><li>● Character Sketches</li><li>● Short Answer/Explanatory Essays &amp; Outlines (use of</li></ul>

<p>fiction sources as support)</p> <ul style="list-style-type: none"> <li>● Character Sketches</li> <li>● Vocabulary Quizzes</li> <li>● Script Individual Student Writing Conferences</li> <li>● Socratic Discussions</li> <li>● Activity List Checks (e.g. Venn Diagrams, Graphic Organizers, Quick Writes)</li> <li>● Word Painting Prompts</li> <li>● Close Reading Analyses</li> </ul>	<p>nonfiction and fiction sources as support)</p> <ul style="list-style-type: none"> <li>● Alternate Scene Script</li> </ul>
<p><b>District/School Texts</b></p>	<p><b>District/School Supplementary Resources</b></p>
<ul style="list-style-type: none"> <li>● <i>Hamilton</i> Vocal Selections by Lin-Manuel Miranda</li> <li>● <i>Hamilton: The Outsider</i> by Jean Fritz</li> <li>● <i>Alexander Hamilton: Writings (Library of America)</i> by Alexander Hamilton and Joanne B. Freeman (editor)</li> <li>● Hamilton’s Writings <ul style="list-style-type: none"> <li>○ Excerpt from Alexander Hamilton’s “The Farmer Refuted,” February 25, 1775</li> <li>○ Excerpt from Alexander Hamilton’s “Account of a Duel between Major General Charles Lee and Lieutenant Colonel John Laurens,” December 24, 1778</li> <li>○ Excerpt from “The Birth of a Son” to Richard Kidder Meade</li> <li>○ Excerpt from “The Death of Philip Hamilton” to Benjamin Rush</li> <li>○ Excerpt from “New Reasons for a Definite Reply” from Aaron Burr” &amp; “Expressions Indecorous and Improper” to Aaron Burr</li> </ul> </li> <li>● <i>New York Times</i> Article - “Lin-Manuel Miranda, Creator and Star of ‘Hamilton,’ Grew Up on Hip-Hop and Show Tunes”:  <a href="http://www.nytimes.com/2015/08/16/theater/lin-manuel-miranda-creator-and-star-of-hamilton-grew-up-on-hip-hop-and-show-tunes.html?_r=0">http://www.nytimes.com/2015/08/16/theater/lin-manuel-miranda-creator-and-star-of-hamilton-grew-up-on-hip-hop-and-show-tunes.html?_r=0</a> </li> </ul>	<ul style="list-style-type: none"> <li>● PBS Documentary: <i>Alexander Hamilton</i></li> <li>● Charlie Rose Interview with Miranda, Kail, &amp; Groff:  <a href="https://charlierose.com/episodes/28020">https://charlierose.com/episodes/28020</a></li> <li>● Lin-Manuel @ White House:  <a href="https://www.youtube.com/watch?v=WNFf7nMIGnE">https://www.youtube.com/watch?v=WNFf7nMIGnE</a></li> <li>● Cast Performs @ White House:  <a href="https://www.youtube.com/watch?v=ZPrAKuOBWzw">https://www.youtube.com/watch?v=ZPrAKuOBWzw</a></li> <li>● <i>West Side Story</i>’s “America”:  <a href="https://www.youtube.com/watch?v=Qy6wo2wpT2k">https://www.youtube.com/watch?v=Qy6wo2wpT2k</a></li> <li>● <i>West Side Story</i> Brief Summary:  <a href="http://www.tcm.com/tcmdb/title/23623/West-Side-Story/full-synopsis.html">http://www.tcm.com/tcmdb/title/23623/West-Side-Story/full-synopsis.html</a></li> <li>● <i>Pirates of Penzance</i>’s “I Am the Very Model of a Modern Major-General”:  <a href="https://www.youtube.com/watch?v=zSGWoXDFM64&amp;list=RDzSGWoXDFM64#t=13">https://www.youtube.com/watch?v=zSGWoXDFM64&amp;list=RDzSGWoXDFM64#t=13</a></li> <li>● <i>Pirates of Penzance</i> Brief Summary:  <a href="http://www.rnh.com/show/84/The-Pirates-of-Penzance">http://www.rnh.com/show/84/The-Pirates-of-Penzance</a></li> <li>● Brandy &amp; Monica’s “The Boy Is Mine”:  <a href="https://www.youtube.com/watch?v=Va1Y6uAgNJY">https://www.youtube.com/watch?v=Va1Y6uAgNJY</a>  (Slate.com: “Eliza also twice says “The boy is mine” in an apparent shout-out to Brandy and Monica’s No. 1 hit of the same name.”)</li> <li>● Yorktown Performance @ Tony’s with Obama Intro:  <a href="http://www.slate.com/blogs/browbeat/2016/06/12/hamilton_tonys_cast_performs_yorktown_the_world_turned_upside_down_video.html">http://www.slate.com/blogs/browbeat/2016/06/12/hamilton_tonys_cast_performs_yorktown_the_world_turned_upside_down_video.html</a></li> </ul>

"District/School Writing Tasks"		
<b>Primary Focus</b> <ul style="list-style-type: none"> <li>● Explanatory/Expository</li> <li>● Narrative (Script)</li> </ul>	<b>Secondary Focus</b> <ul style="list-style-type: none"> <li>● Short Constructed Responses</li> <li>● Socratic Reactions</li> </ul>	<b>Routine Writing</b> <ul style="list-style-type: none"> <li>● Song Close Readings</li> </ul>
Instructional Best Practices and Exemplars		
<ul style="list-style-type: none"> <li>● Language Arts and Social Studies classes work together to make interdisciplinary connections.</li> <li>● Teachers use Socratic circles to discuss and analyze main ideas.</li> <li>● Activity lists are used for collaborative group activities.</li> </ul>		

**Unit 6 - INCITE CHANGE/NONFICTION (I Am Malala/The Boy Who Harnessed the Wind)**

**Big Ideas:**

- 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.

<p><b>Essential Questions</b></p> <ol style="list-style-type: none"> <li>1. What factors influence our beliefs?</li> <li>2. How do our beliefs affect our identity?</li> <li>3. How can education influence our ability to transform ourselves and the world in which we live?</li> <li>4. How can developing such qualities as resilience and resourcefulness enhance our ability to respond to challenges and problems in our community and world?</li> <li>5. What are the most significant contexts that influence one to incite change in their world?</li> <li>6. How are nonfiction sources used to support a claim?</li> </ol>	<p><b>Enduring Understandings</b>  <i>What will students understand about the big ideas?</i>  Students will understand that...</p> <ol style="list-style-type: none"> <li>1. Although human beings are fundamentally the same, various CONTEXTS influence our beliefs and identity: <ul style="list-style-type: none"> <li>● <b>Life experiences</b></li> <li>● <b>Environment</b></li> <li>● <b>Economy/resources</b></li> <li>● <b>Family/community</b></li> <li>● <b>Time period</b></li> <li>● <b>Government/politics</b></li> <li>● <b>Ethnicity: religion, geography, shared language</b></li> <li>● <b>Culture: values, traditions</b></li> <li>● <b>Race: biological</b></li> <li>● <b>Access to education</b></li> </ul> </li> <li>2. Identify and understand key characteristics of resourcefulness and resilience.</li> <li>3. Being <b>resourceful</b> and <b>resilient</b> are tools to help us problem solve.</li> <li>4. Anyone can incite change, even just by starting small within our own communities.</li> <li>5. A variety of perspectives are necessary when developing a true understanding of any culture.</li> </ol>
<p><b>Areas of Focus: Proficiencies (Cumulative Progress Indicators)</b>  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</p>	<p><b>Examples, Outcomes, Assessments</b>  <i>(see <a href="#">note</a> below about the content of this section)</i></p> <p>Instructional Focus:</p> <ol style="list-style-type: none"> <li>1. Defining key aspects of various contexts (see above) in which people live.</li> <li>2. Exploring examples of how these contexts influence people's identities, consequently their actions (through articles, documentaries, interviews, etc.)</li> <li>3. Supporting a claim through gleaning research from nonfiction sources.</li> <li>4. Researching contexts and protagonists who were the agents of change using technology (steps, note taking, Works Cited).</li> <li>5. Identifying other agents of social change in modern society.</li> <li>6. Developing and enacting a plan for social change within one's community</li> </ol> <p>Sample Assessments:</p> <ol style="list-style-type: none"> <li>1. Socratic App: to check basic comprehension of content.</li> <li>2. Research Simulation Task: using various nonfiction sources to support and</li> </ol>

analyze their development over the course of the text; provide an objective summary of the text.

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).

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.

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.

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).

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.

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.

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.

W.7.1: Write arguments to support claims with clear reasons and relevant evidence.

W.7.1.A: Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically.

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.

W.7.1.C: Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence.

prove how different contexts influence one to incite change.

3. Small group and whole class conversations.
4. Collaborative research projects: research various contexts (see above) and created an informational google slideshow to share with class.
5. Informational/explanatory paragraphs presenting specific contexts of countries.
6. Comprehension quizzes.

#### Instructional Strategies:

1. Steps/Parts of a research simulation task essay addressing the question: what two contexts influence one to incite change?
2. Research (visit to library): finding support and applying in writing
3. Transition use in writing
4. Public Speaking: tone, eye contact, inflection, etc.
5. Book discussions: employment of appropriate speaking and listening etiquette.

#### Interdisciplinary Connections

1. Social Studies: Looking at how history informs the future- specific examples of historical figures from the past that incited change
2. Science: Looking at scientists that created change through their research/inventions.
3. Science: physics- how electricity is generated
4. Science: alternative forms of power
5. Math: compare/contrast statistics of interest in developing country (of book) to gain a true perspective.

#### Technology Integration

1. Research using websites, blogs, libguides, documentaries, youtube, etc.
2. Creating google slide shows to convey research on specific contexts.
3. Apps: Socrative, TED, Google (drive, classroom, forms, docs, etc.)

#### Global Perspectives

1. *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.
2. *I Am Malala*: A young girl takes on the fight for girls' education, risking her life.
3. Researching country (Malawi, Pakistan) of nonfiction topic using contexts

W.7.1.D: Establish and maintain a formal style.

W.7.1.E: Provide a concluding statement or section that follows from and supports the argument presented.

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.

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.

W.7.2.B: Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.

W.7.2.C: Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.

W.7.2.D: Use precise language and domain-specific vocabulary to inform about or explain the topic.

W.7.2.E: Establish and maintain a formal style.

W.7.2.F: Provide a concluding statement or section that follows from and supports the information or explanation presented.

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.)

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](#).)

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 interact and collaborate with others, including linking to and citing sources.

W.7.7: Conduct short research projects to answer a question,

(see above) as guiding topics.

4. Service learning project: Students find local cause of interest to volunteer and write reflection.

drawing on several sources and generating additional related, focused questions for further research and investigation.

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.

W.7.9: Draw evidence from literary or informational texts to support analysis, reflection, and research.

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").

W.7.9.B: Apply *grade 7 Reading standards* 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").

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.

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.

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.

SL.7.1.D: Acknowledge new information expressed by others and, when warranted, modify their own views.

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.

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

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 herefor specific expectations.)

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

L.7.1.A: Explain the function of phrases and clauses in general and their function in specific sentences.

L.7.1.B: Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.

L.7.1.C: Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.\*

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

L.7.2.A: Use a comma to separate coordinate adjectives (e.g., *It was a fascinating, enjoyable movie* but not *He wore an old[,] green shirt*).

L.7.2.B: Spell correctly.

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

L.7.3.A: Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.\*

L.7.4: 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.

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.

L.7.4.B: Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., *belligerent*, *bellicose*, *rebel*).

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

<p>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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Unit 1 Grade 7	
Grade Incite Change	
District/School Formative Assessment Plan	District/School Summative Assessment Plan
<p><i>Formative assessment informs instruction and is ongoing throughout a unit to determine how students are progressing against the standards.</i></p> <ul style="list-style-type: none"> <li>● Google Drive /Classroom/Docs to participate in teacher-student writing conferences as well as peer editing</li> <li>● Socratic student-paced reading and writing check-in quizzes</li> <li>● Teacher-student conference throughout nonfiction research simulation tasks/expository writing process (at least two (2) conferences per student)</li> <li>● Student-paced/self-guided essay editing guides, peer assistance as needed</li> <li>● Optional student-selected review mini-lessons for essay writing</li> <li>● Student-paced/self-selected reading comprehension quizzes on Socratic</li> </ul>	<p><i>Summative assessment is an opportunity for students to demonstrate mastery of the skills taught during a particular unit.</i></p> <ul style="list-style-type: none"> <li>● Reading Comprehension Quizzes</li> <li>● Short Answer Responses</li> <li>● Expository Paragraphs</li> <li>● Research Simulation Task</li> </ul>

<ul style="list-style-type: none"> <li>Small group (assigned according to self-selected nonfiction book) discussions to review reading as well as outline ideas for research simulation task/expository essay</li> </ul>		
<b>District/School Texts</b>		<b>District/School Supplementary Resources</b>
<i>Districts or schools choose appropriate grade level texts that may be traditional texts as well as digital texts.</i> <ul style="list-style-type: none"> <li><i>I Am Malala</i> by William Kamkwamba and Bryan Mealer</li> <li><i>The Boy Who Harnessed the Wind</i> by Malala Yousafzai and Patricia McCormick</li> </ul>		<i>Districts or schools choose supplementary resources that are not considered "texts."</i> <ul style="list-style-type: none"> <li></li> </ul>
<b>"District/School Writing Tasks"</b>		
<b>Primary Focus</b> <i>This is connected to the types of writing as indicated in the standards: Informational or Literary.</i> <ul style="list-style-type: none"> <li>Literary: Students will identify characters, conflicts, contexts and what influences people to incite change.</li> </ul>	<b>Secondary Focus</b> <i>This may be to develop a skill or connect to writing from resources or research writing.</i> <ul style="list-style-type: none"> <li>As a summative assessment, students will analyze their findings using evidence from various nonfiction sources in a research simulation task.</li> </ul>	<b>Routine Writing</b> <i>This is daily writing or writing that is done several times over a week.</i> <ul style="list-style-type: none"> <li>Journal Writing</li> <li>Post-Its</li> <li>Short Constructed Responses</li> </ul>
<b>Instructional Best Practices and Exemplars</b>		
<i>This is a place to capture standards integration and instructional best practices.</i> <ul style="list-style-type: none"> <li>Teachers use Socratic circles to discuss and analyze main ideas.</li> <li>Activity lists are used for individual and collaborative group activities.</li> </ul>		

## Poetry

### Big Ideas:

- 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.

<p><b>Essential Questions</b></p> <ul style="list-style-type: none"> <li>● How do poetic devices and structure contribute to the meaning and reading of the poem?</li> <li>● How does a poet’s life experiences influence their work?</li> <li>● How are poet’s beliefs portrayed thematically through their work?</li> </ul>	<p><b>Enduring Understandings</b></p> <p><i>What will students understand about the big ideas?</i></p> <p>Students will understand ...</p> <ul style="list-style-type: none"> <li>● Identify and apply poetry devices.</li> <li>● The reader will be able to make logical inferences and relevant connections.</li> <li>● Determine themes of poems and analyze their development.</li> <li>● How an individual’s reading of a poem impacts the meaning.</li> </ul>
<p><b>Areas of Focus: Proficiencies (Cumulative Progress Indicators)</b></p> <p>Students will:</p> <p><b><u>Key Ideas and Details</u></b></p> <p><b><u>NJSLELA.RL.7.1.</u></b> 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><b><u>NJSLELA.RL.7.2</u></b> Determine a theme or central idea of a text and <b>analyze its development over the course of the text</b>; provide an <b>objective</b> summary of the text.</p> <p><b><u>Craft and Structure</u></b></p> <p><b><u>NJSLELA.RL.7.4.</u></b> 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</p>	<p><b>Examples, Outcomes, Assessments</b></p> <p><i>(see <u>note</u> below about the content of this section)</i></p> <p>Instructional Focus:</p> <ul style="list-style-type: none"> <li>● Students will recognize how poetic devices are utilized to add meaning to the poetry</li> <li>● Use evidence from the poems to support the poet’s life experiences and/or beliefs</li> <li>● Make personal connections, make connections to other texts, and/or make global connections when relevant</li> <li>● Gather evidence from the poems to support inferences or explicit meaning.</li> <li>● Analyze poems in order to study and evaluate its multiple, deeper, and varied meanings</li> <li>● Combine text and prior knowledge (personal experience and/or previous reading) to create new information in the form of inferences</li> <li>● Refer to the text for support when analyzing and drawing inferences</li> <li>● Correctly cite evidence from the text</li> <li>● Explain the theme or central idea using key details from the poetry as evidence,</li> <li>● Identify and use knowledge of common graphic features (charts, maps, diagrams, captions, illustrations) to help determine the central idea of a text</li> <li>● Summarize poetry by evaluating key details in which the central idea or theme is</li> </ul>

repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama.

**NJSLSLA.RL.7.5.** Analyze how a drama's or poem's form or structure (e.g., soliloquy, sonnet) contributes to its meaning.

**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.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.

**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.

**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,

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

Sample Assessments:

- Conferences
- Journal check (activities, reflections, etc.)
- Student summaries that reflect comprehension
- Short constructed responses- analysis paragraphs (focusing on themes, compare/contrast, connections to author's life experiences/beliefs, personal connections)
- Vocabulary quiz/test (poetry devices)
- Poetry writing
- Poem music video

Instructional Strategies:

- Read poetry of varied levels and analyze (using specific steps)
- Ask students to identify essential poetic devices within poems
- Discuss how a poet's life experiences affect their work by reading bios and making connections
- Use evidence from the text to support various analysis types (compare/contrast, theme, connections to poet's life, personal connections, global connections)
- Summarize poems by evaluating key details in which the central idea or theme is located
- Using paired texts that share a common theme or central idea

Technology Integrations

- iPads, chromebooks
- Various poetry websites
- Socrative

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.

- Various youtube videos (bios, poetry readings)

#### Global Perspectives

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

- Provide a concluding statement or section that follows from and supports the information or explanation presented.

**NJSLSELA.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.

**NJSLSELA.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.)

**NJSLSELA.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.

**NJSLSELA.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.

**NJSLSELA.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.

**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.

**NJSLSLA.L.7.5.A-C.** Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

**NJSLSELA.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.

<b>Grade 7</b>	
<b>Grade 7 Poetry</b>	
<b>District/School Formative Assessment Plan</b>	<b>District/School Summative Assessment Plan</b>
<ul style="list-style-type: none"> <li>● Conferences</li> <li>● Socratic comprehension quizzes</li> <li>● Short constructed responses</li> <li>● Activity lists</li> <li>● Socratic circles</li> </ul>	<ul style="list-style-type: none"> <li>● Poem music video</li> <li>● Recitation of poems</li> <li>● Explanatory essay</li> <li>● Narrative</li> <li>● Craft authentic poems</li> </ul>
<b>District/School Texts</b>	<b>District/School Supplementary Resources</b>
	<ul style="list-style-type: none"> <li>○ “Intro to Poetry”- Billy Collins</li> <li>○ “An Old Man’s Thoughts on School”- Walt Whitman</li> <li>○ “Blackbird”- The Beatles</li> <li>○ “The Road Not Taken”- Robert Frost</li> <li>○ “Stopping by the Woods on a Snowy Evening”- Robert Frost</li> <li>○ “Nothing Gold Can Stay”- Robert Frost</li> <li>○ *memorize this poem</li> <li>○ “Grasshopper”- e.e. Cummings</li> <li>○ “Mother to Son”- Langston Hughes</li> <li>○ “Theme for English B”- Langston Hughes</li> <li>○ Assorted Haikus- see slideshow</li> </ul>

		<ul style="list-style-type: none"> <li>○ "If"- Rudyard Kipling</li> <li>○ "Caged Bird"- Maya Angelou</li> <li>○ "Tao te Ching" (excerpts from)- Lao Tzu</li> </ul>
<b>"District/School Writing Tasks"</b>		
<b>Primary Focus</b> <ul style="list-style-type: none"> <li>● Poem analysis- point of view/perspectives, life experiences impact poetry, structure, etc.</li> </ul>	<b>Secondary Focus</b> <ul style="list-style-type: none"> <li>● Applying research concerning poet's life experiences</li> <li>● Short constructed responses (various analysis)</li> </ul>	<b>Routine Writing</b> <ul style="list-style-type: none"> <li>● Journal responses</li> <li>● Brainstorming/planning</li> </ul>
<b>Instructional Best Practices and Exemplars</b>		
<ul style="list-style-type: none"> <li>● Language Arts and Social Studies classes work together to make interdisciplinary connections.</li> <li>● Teachers use Socratic circles to discuss and analyze main ideas.</li> <li>● Activity lists are used for collaborative group activities.</li> </ul>		

**Realistic Fiction: *The Outsiders***

**Big Ideas:** *Course Objectives / Content Statement(s)*

- 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.

<b>Essential Questions:</b> <i>What provocative questions will foster inquiry, understanding, and transfer of learning?</i>	<b>Enduring Understandings</b> <i>What will students understand about the big ideas?</i>  Students will understand that...
<ul style="list-style-type: none"> <li>● How can an author's writing be influenced by current local, national, and international events?</li> <li>● How can the social constructs of culture, status, and community affect a character's development and self-identity?</li> <li>● How does a filmed version of a novel compare and contrast with a the original written version?</li> </ul>	Students will understand (that)... <ol style="list-style-type: none"> <li>1. authors are influenced by their political and social environments which manifests in their writing.</li> <li>2. culture, status, and community are external factors that can influence the internal development of a character.</li> <li>3. the film version of a novel may divert from the original novel and these changes may be artistically justified.</li> <li>4. a variety of viewing lenses may be applied to a film in order to explore the depth of literary devices incorporated in a novel.</li> </ol>

<ul style="list-style-type: none"> <li>• 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?</li> <li>• How do literary devices enhance a text and create depth of meaning such as symbols? How can students' understandings of the use of such literary devices be communicated through an electronically devised medium such as an infographic?</li> </ul>	<ol style="list-style-type: none"> <li>5. the content and analysis of a literary work can be shared through images such as in an infographic.</li> <li>6. language and colloquialisms evolve throughout generations (e.g. tough vs. "tuff).</li> </ol>
<p><b>Areas of Focus: Proficiencies (Cumulative Progress Indicators)</b></p>	<p><b>Examples, Outcomes, Assessments</b> (see <u>note</u> below about the content of this section)</p>

Students will:

*(Enter NJSLSELA progress indicators here)*

- 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

**Instructional Focus:**

1. Students will support a claim from fiction and nonfiction sources citing textual evidence and making relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text.
2. Students will analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).
3. Students will compare and contrast a written story, drama, or poem to its audio, filmed, staged, or multimedia version, analyzing the effects of techniques unique to the mediums.
4. Students will use technology to create infographs and presentations to communicate literary and film analysis.
5. Students will engage effectively in a range of collaborative discussions.

**Sample Assessments:**

- Reading Comprehension Quizzes
- Short Answer/Explanatory Essays & Outlines (use of nonfiction and fiction sources as support)
- Character Sketches
- Novel-Specific Vocabulary Quizzes
- Individual Student Writing Conferences
- Socratic Discussions
- Activity List Checks (e.g. Venn Diagrams, Graphic Organizers, Quick Writes)
- Close Reading Analyses
- Film Lens Analyses

**Instructional Strategies:**

Students will...

- use various flashcard apps/websites to understand and define key vocabulary words.
- read for comprehension and take corresponding assessments.
- participate in Socratic discussion circles including topics such as: theme, symbolism, point of view, Greek tragedy connections, historical accuracy.
- create a character sketch of the protagonist and other significant characters using characterization techniques, dialogue, and active description.
- create an infograph based on a literary device.

**Interdisciplinary Connections:**

	<ul style="list-style-type: none"> <li>• Social Studies: Research of the 1960s and application of information on: War &amp; Peace, Pop Culture, Revolutions, &amp; Politics.</li> </ul> <p><b>Technology Integration:</b></p> <ul style="list-style-type: none"> <li>• As Chromebooks are integrated appropriate sites and extensions will replace apps being used. <ul style="list-style-type: none"> <li>○ Socrative</li> <li>○ Google Suite</li> <li>○ Various Flashcard apps</li> <li>○ Libguides</li> <li>○ YouTube/news/music videos</li> </ul> </li> </ul> <p><b>Global Perspectives:</b></p> <ul style="list-style-type: none"> <li>• Influence of theatrical works on society/social media responses</li> </ul>
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**RESOURCES:**

- *The Outsiders* by S.E. Hinton

**The following skills and themes should be reflected in the design of units and lessons for this course or content area:**

**21st Century Skills:**

- Collaboration & Creativity: Students will create infographs based on literary devices identified throughout the novel and present them to their classmates. Throughout the process of creating the infographs, students will meet with small groups focused on the same literary device to elaborate on and verify information.
- Critical Thinking: Students will identify how culture, status, and community affect characters and their development over the course of the novel.
- Communication: Students will communicate their knowledge of the novel through individual, partner, small group, and whole class discussion and individual as well as small group assessments.

**21st Century Themes (as applies to content area):**

- To compare and contrast how different characters deal with conflict in the novel and reflect on the life lessons they learn and how they might be applied to students' own lives
- To understand the struggles experienced by marginalized groups and learn how they have been overcome and/or are being overcome in our current society
- To analyze how characters' points of view are affected by their culture, status, and community.

<b>Grade 7: Realistic Fiction Unit</b>	
<b>District/School Formative Assessment Plan</b>	<b>District/School Summative Assessment Plan</b>

<p>Formative assessment informs instruction and is ongoing throughout a unit to determine how students are progressing against the standards.</p> <ul style="list-style-type: none"> <li>• Reading Comprehension Quizzes</li> <li>• Short Answer/Explanatory Essays &amp; Outlines (use of nonfiction and fiction sources as support)</li> <li>• Character Sketches</li> <li>• Vocabulary Quizzes</li> <li>• Conferences</li> <li>• Socratic Discussions</li> <li>• Activity List Checks (e.g. Venn Diagrams, Graphic Organizers, Quick Writes)</li> <li>• Close Reading Analyses</li> </ul>		<p>Summative assessment is an opportunity for students to demonstrate mastery of the skills taught during a particular unit.</p> <ul style="list-style-type: none"> <li>• Short Answer/Explanatory Essays &amp; Outlines (use of nonfiction and fiction sources as support)</li> <li>• Infograph</li> <li>• Explanatory Essay</li> <li>• Yearbook Project</li> <li>• Facebook Project</li> <li>• Character Resumes</li> </ul>	
<p><b>District/School Texts</b></p> <p>Districts or schools choose appropriate grade level texts that may be traditional texts as well as digital texts.</p> <ul style="list-style-type: none"> <li>• The Outsiders</li> </ul>		<p><b>District/School Supplementary Resources</b></p> <p>Districts or schools choose supplementary resources that are not considered “texts.”</p> <ul style="list-style-type: none"> <li>• The Outsiders film</li> <li>• 1960’s: <a href="http://www.pbs.org/opb/thesixties/">http://www.pbs.org/opb/thesixties/</a></li> <li>• Libguides</li> <li>• Various Databases</li> <li>• Various nonfiction resource texts</li> </ul>	
<p><b>“District/School Writing Tasks</b></p>			
<p><b>Primary Focus</b> This is connected to the types of writing as indicated in the standards: Informational or Literary.</p> <ul style="list-style-type: none"> <li>• Explanatory/Expository</li> <li>• Research application: slideshows, short constructed response, etc.</li> </ul>	<p><b>Secondary Focus</b> This may be to develop a skill or connect to writing from resources or research writing.</p> <ul style="list-style-type: none"> <li>• Short Constructed Responses</li> <li>• Socratic Reactions</li> </ul>		<p><b>Routine Writing</b> This is daily writing or writing that is done several times over a week.</p> <ul style="list-style-type: none"> <li>• Journal responses</li> </ul>
<p><b>Instructional Best Practices and Exemplars</b></p>			
<p>This is a place to capture standards integration and instructional best practices.</p> <ul style="list-style-type: none"> <li>• Teachers use Socratic circles to discuss and analyze main ideas.</li> <li>• Activity lists are used for collaborative group activities.</li> </ul>			