Great Meadows Regional
English Language Arts

Seventh Grade

CURRICULUM GUIDE

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This curriculum may be modified through varying techniques,
strategies and materials, as per an individual student's
Individualized Education Plan (IEP).

Approved by the Great Meadows Regional Board of Education
At the regular meeting held on 1/24/2017
And
Aligned with the New Jersey Student Learning Standards

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Philosophy and Rationale

New Jersey Student Learning Standards for English Language Arts set expectations in reading, writing, and language to help ensure all students are college and career ready. We build deep understanding by teaching students to approach reading from different points of view; that of the text, reader, task, and content. Grade-level appropriate texts will be selected to reflect the multiple transitions from grade six to grade eight while being mindful of increasing text complexity. All students will be exposed to increasingly complex and varied texts over the course of the school year. Students will read, interpret, and analyze text with a primary focus on collecting and utilizing relevant text evidence to support answers in text based critical thinking questions. As the year progresses, so will the text complexity; whereby the standard is applied to more complex text affording a deeper application of the standard. Students learn to use writing as a way of offering and supporting opinions, demonstrating understanding of the subjects they are studying, and conveying real and imagined experiences and events. They learn to appreciate that a key purpose of writing is to communicate clearly to an external, sometimes unfamiliar audience, and they begin to adapt the form and content of their writing to accomplish a particular task and purpose. They develop the capacity to build knowledge on a subject through research projects and to respond analytically to literary and informational sources. To meet these goals, students must devote significant time and effort to writing, producing numerous pieces over short and extended time frames throughout the year.
~ NJ Student Learning Standards for English Language Arts

Mission Statement

The Great Meadows Regional School District will provide quality educational opportunities that ensure the individual success of all students within a safe and supportive environment. and to build lifelong learners who will meet society's challenges into and beyond the 21'st century. To that end, it is anticipated that all students will achieve The New Jersey Student Learning Standards at all grade levels.

Scope and Sequence

Unit 1
Topic - Personal Identity
Reading - Literature and Informational Text
Target Skills:
- cite text evidence and make relevant connections
- determine a central idea of a text and how it is conveyed through particular details
- provide an objective summary of a text
- determine the meaning of words as used in text (figurative and connotative)
- analyze the structure an author uses to organize a text
- 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.
- Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.

Writing/Language
Write narratives to develop real or imagined experiences or events using effective technique, well chosen details and well structured event sequences.
Writing mode - Narrative
Target skills:
- engage and orient the reader by establishing a context and and point of view and introducing a narrator or characters
- organize an event sequence that unfolds naturally and logically
- use of narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, or characters
- use a variety of transition words, phrases and clauses to convey sequence and signal shifts from one time frame or setting to another
- use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events
- provide a conclusion that follows from and reflects on the narrated experiences or events
- uses proper spelling, capitalization and punctuation when writing
- uses figurative language, word relationships and nuances in word meanings

Writing Mode - Constructed Response short answer
Write explanatory informational or explanatory texts to examine and convey complex ideas and information clearly and accurately through effective selection, organization, and analysis of content.
Target Skills:
- Restate a question
- Clearly answer the question
- Find and use text evidence to support the answer
- Explain the text evidence used
- uses proper spelling, capitalization and punctuation when writing

Speaking and Listening
Engage effectively in a range of collaborative discussions with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.
Target Skills:
- Come to discussion prepared, having read or researched material under study
- Follow rules for collegial discussion
- Pose questions that elicit elaboration and respond to others
- Acknowledge new information expressed by others and, when warranted, modify their own views.

Unit 2

Topic - How Shared History Helps Shape Individual Identity
Reading - Informational Text
Target Skills:
- 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.
- Analyze the interactions between individuals, events, and ideas in a text
- Determine the technical meaning of words and phrases as they are used in a text; analyze the impact of a specific word choice on meaning and tone.
- 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.
- Analyze and reflect on (e.g. historical/cultural context) 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.
- Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words.
- 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.

Writing/Language

Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

Writing mode -Informative/Explanatory

Target Skills:
- Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using text structures (e.g., definition, classification, comparison/contrast, cause/effect, etc.) and text features (e.g., headings, graphics, and multimedia).
- Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
- Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.
- Use precise language and domain-specific vocabulary to inform about or explain the topic.
- Establish and maintain a formal style academic style, approach, and form.
- Provide a concluding statement or section that follows from and supports the information or explanation presented.
- Explain the function of phrases and clauses in general and their function in specific sentences.
- Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.
- Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.

Speaking and Listening

Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

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

<u>**Unit 3**</u>

<u>**Topic - How Role as a Citizen Shapes Personal Identity**</u>
<u>**Reading - Literature**</u>
Target Skills:
- Determine a theme of a text and analyze its development over the course of the text
- Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).
- 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.
- Analyze how a drama's or poem's form or structure (e.g., soliloquy, sonnet) contributes to its meaning.
- Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.

<u>**Writing/Language**</u>
Write arguments to support claims with clear reasons and relevant evidence. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
Writing Mode - Argument
Target Skills:
- Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically.
- Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.
- Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence.
- Establish and maintain a formal style/academic style, approach, and form.
- Provide a concluding statement or section that follows from and supports the argument presented.
- Use a comma to separate coordinate adjectives
- Spell correctly.
<u>***Speaking and Listening***</u>

Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric
Target Skills:

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

Unit 4

Topic - Social and Cultural Identity
Reading - Literature and Informational
Target Skills:

- 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.
- By the end of the year read and comprehend literary nonfiction at grade level text-complexity or above, with scaffolding as needed.

Writing/Language
Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.
Writing Mode - **Research to Build and Present Knowledge**
Target Skills:

- 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.
- Draw evidence from literary or informational texts to support analysis, reflection, and research.

Speaking and Listening

Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.
Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.
Target Skills:

- Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.
- Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

Unit 1
Stage 1: Desired Results

Topic - Personal Identity

Time Allotment ¼ of the school year

Essential Question -
- What are the various factors that shape our identity?
- What are creative ways we can express our unique identity?

Enduring Understandings -
- Words powerfully affect meaning.
- Good readers compare, infer, synthesize and make connections to make text personally relevant and useful.
- The more we learn about ourselves the better we can understand and appreciate differences in others.
- Writers get their ideas from many places which include memories, personal life experiences, literature, observations, etc.
- Narrative writing is writing that tells a story based on these ideas.

Content Standards
Reading
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.

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.

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.

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

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

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.

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

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.

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

> W.7.3.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.
>
> W.7.3.B. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.
>
> W.7.3.C. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.
>
> W.7.3.D. Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.
>
> W.7.3.E. Provide a conclusion that follows from and reflects on the narrated experiences or events.

W.7.4. Produce clear and coherent writing in which the development, organization, voice and style are appropriate to task, purpose, and audience.

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.

W.7.6. Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.

W.7.7. (Introduced) Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation

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

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.

Speaking and Listening
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.

> 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.
>
> SL.7.1.B. Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.
>
> 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.7.4. Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.

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

Language

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

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

L.7.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

Knowledge and Skills (SWBAT embedded course proficiencies)

SWBAT:
- utilize a variety of literary and informational texts to formulate an understanding of one's identity
- correctly cite evidence
- closely read the text (questioning, determining importance, looking for patterns) to extract quality evidence to support a claim
- use evidence from the text to make and check predictions as you read
- make personal connections, connections to other texts, and/or global connections, when relevant
- gather evidence from the text to support inferences or explicit meaning
- read and analyze a variety of literary genres and informational texts
- probe a segment of text in order to study and evaluate its multiple, deeper, and varied meanings
- combine text information and prior knowledge (personal experience and/or previous reading) to create new information in the form of inferences
- refer to the text for support when analyzing and drawing inferences
- provide a statement of a central idea(s) of a fictional text, based on textual evidence
- explain central idea of a fictional piece using key details as evidence, including details from the beginning, middle, and end of the text
- analyze the development a central idea over the course of the fictional text, including the relationship between characters, setting, and plot over the course of a text
- evaluate recurring ideas and changes in the characters and plot over the course of the text (why did the author make those changes, impact on the reader, effectiveness of the author's choices)
- identify how the theme or central idea relates to the characters, setting, and/or plot over the course of the text

- explain how two or more central ideas in a nonfiction piece develop over the course of the text, including the relationship between people, ideas, and events
- identify and use knowledge of common graphic features (charts, maps, diagrams, captions, illustrations) to help determine two or more central idea of a text
- summarize the text objectively, capturing the main ideas
- distinguish between essential and nonessential details of a text to create an objective summary of the text
- demonstrate the ability to determine the meaning of words and phrases as they are used in a text (e.g., figurative, connotative, technical)
- analyze the impact of specific word choice on meaning and/or tone
- analyze why the author used a specific word choice or sound device
- analyze the impact of a word choice or sound device on the reader
- evaluate the effectiveness of the author's word choice or sound device
- identify the author's point of view
- explain the techniques the author uses to distinguish his/her point of view from others
- evaluate the effectiveness of the techniques the author uses to distinguish his/her point of view from others
- engage the reader with a story hook
- introduce a narrator and/or characters
- establish a point of view and background story
- organize an event sequence that unfolds naturally and logically
- use narrative techniques effectively to develop experiences, events, and/or characters
- transition from one idea to the next by using appropriate words and phrases
- use figurative language to aid in description
- describe ideas by using sensory and specific language
- write a conclusion that brings the story events to a meaningful close
- clearly convey a conflict and a resolution to the conflict
- Identify defining characteristics of different genres of writing
- Unpack the writing prompt
- Write for a specific purpose and audience
- Select an appropriate text structure or format for the task
- Use language that is precise and powerful to create voice in writing
- Create a tone that is appropriate for one's audience
- Revise and edit intentionally to improve writing.
- Generate ideas to develop topic
- Revise writing with a partner or self-editing checklists

- View writing from the vantage point of the audience in order to determine the effectiveness of their words, organization, etc.
- Use technological resources to enhance writing
- Follow appropriate typing format and conventions
- Use technology to broaden research base
- Use evidence found online to support ideas
- Give and receive feedback using technology
- Seek out authentic publishing opportunities
- Engage in short research projects to answer a self-selected or teacher-assigned questions
- Determine keywords or topics for each question
- Search for informational sources in an effort to answer the question
- Identify phrases and clauses in sentences in reading
- Explain the function of phrases and clauses in general
- Explain the function of phrases and clauses in specific sentences
- Apply common rules and patterns to spell words correctly
- Use a combination of context clues, structural clues, and the word's position in a sentence to determine the meaning of unknown words or phrases
- Use dictionaries, glossaries, and/or thesauruses to find the pronunciation of a word
- Use dictionaries, glossaries, and/or thesauruses to determine the actual meaning of a word or its part of speech
- Verify the inferred meaning of a word is the actual meaning by using dictionaries, glossaries, and/or thesauruses
- Consult reference materials that are both printed and digital
- Read required texts prior to discussions
- Prepare for discussions
- Use previous knowledge to expand discussions about a topic
- Engage in conversations about grade-appropriate topics and texts
- Participate in a variety of rich, structured conversations
- Define and identify rules for discussions, including group and individual roles
- Model appropriate behavior during discussions
- Craft and respond to specific questions based on the topic or text, elaborating when necessary
- Reflect on and paraphrase what was discussed
- Summarize the ideas expressed
- Read required texts prior to discussions
- Prepare for discussions
- Use previous knowledge to expand discussions about a topic
- Engage in conversations about grade-appropriate topics and texts
- Participate in a variety of rich, structured conversations

- Define and identify rules for discussions, including group and individual roles
- Model appropriate behavior during discussions
- Craft and respond to specific questions based on the topic or text, elaborating when necessary
- Reflect on and paraphrase what was discussed
- Summarize the ideas expressed
- Use practices that engage the audience (ie: eye contact, volume, pronunciation)
- Emphasize important points with different pitch or volume
- Elaborate on a point that listeners may need more explanation to understand
- Orally present information, using appropriate speech, in a variety of situations
- Recognize and consider the audience
- Determine if the topic and language style correspond appropriately
- Reflect on the use of language and revise as needed

Stage 2: Evidence of Understanding, Learning Objectives and Expectations
Standards Based Computer Benchmarks
Benchmarks (embedded student proficiencies) -
Reading:
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. By the end of the year read and comprehend literary nonfiction at grade level text-complexity or above, with scaffolding as needed.
Writing:
Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. Draw evidence from literary or informational texts to support analysis, reflection, and research. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

Speaking and Listening:
Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
Language:
Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

Assessment Methods
Formative
Teacher Observation/Anecdotal notes
Note pages (graphic organizers)
Journal writing & quick writes
Prose Constructed Responses
Group work
Novel Quizzes

Summative Assessments
End of Novel Tests
Technology based reading assessments
Final Narrative Essay Project

Stage 3 Learning Plan
The first unit of study introduces the theme of identity. Through a targeted and guided analysis of literary nonfiction and fiction, students will begin to understand the way personal identity forms. Students will apply their understanding of their own personal identity to narrative writing thus allowing students to delve into the way each has shaped their own understanding of life. A pre-unit narrative will be assigned at the beginning of the unit and a post - narrative essay will be assigned at the end to measure growth. Through the use of multiple learning style activities (e.g. visual, auditory, kinesthetic, and tactile) students will be actively engaged throughout the unit. Differentiation will be embedded into the unit in the form of small groups, peer reviews, tiered instruction, graphic organizers, varied texts, literature circles, tiered stations, journal prompts, choice options, and level of independence required. Each student will come away with pivotal skills and understandings while being appropriately challenged throughout the unit. 21st century skills and technology used in this unit are:

Think Creatively
- Use a wide range of idea creation techniques (such as brainstorming)
- Create new and worthwhile ideas (both incremental and radical concepts)
- Elaborate, refine, analyze and evaluate their own ideas in order to improve and maximize creative efforts

Reason Effectively
- Use various types of reasoning (inductive, deductive, etc.) as appropriate to the situation

Communicate Clearly
- Articulate thoughts and ideas effectively using oral, written and nonverbal communication skills in a variety of forms and contexts
- Listen effectively to decipher meaning, including knowledge, values, attitudes and intentions
- Use communication for a range of purposes (e.g. to inform, instruct, motivate and persuade)

- Utilize multiple media and technologies, and know how to judge their effectiveness a priori as well as assess their impact
- Communicate effectively in diverse environments (including multi-lingual)

Collaborate with Others
- Demonstrate ability to work effectively and respectfully with diverse teams
- Exercise flexibility and willingness to be helpful in making necessary compromises to accomplish a common goal

Access information efficiently
- Evaluate information critically and competently

Apply Technology Effectively
- Use technology as a tool to research, organize, evaluate and communicate information

Manage Goals and Time
- Set goals with tangible and intangible success criteria
- Utilize time and manage workload efficiently

Interact Effectively with Others
- Know when it is appropriate to listen and when to speak

Work Effectively in Diverse Teams
- Respect cultural differences and work effectively with people from a range of social and cultural backgrounds
- Respond open-mindedly to different ideas and values

<u>Resources</u>
Teacher Collected Resources
Board Approved Novels
Board Approved Computer Programs- Newsela, Commonlit, Edmentum

Unit 2

Topic: How Shared History Helps Shape Individual Identity

Time Allotment
¼ of the school year

Stage 1: Desired Results

Essential Question -
- Do you believe that things are fated no matter what, or do you believe your actions can change the course of your life?
- How does the evaluation of past events help us to make future decisions?

Enduring Understandings -
- Knowledge of the past helps one understand the present and make decisions about the future.
- People respond to and resolve conflicts in a variety of ways
- Reading about social and economic patterns reveals continuity and change over time.

Content Standards:
Reading
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.
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.
RL.7.6. Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.
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.
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.
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.7.4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.
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 and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) 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.

Writing

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; 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) 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/academic style, approach, and form.
- 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, voice and style are appropriate to task, purpose, and audience.
- 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.
- W.7.6. Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.
- 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, 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.

Speaking and Listening
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.
- 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.
- SL.7.1.B. Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.
- 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.7.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.
- L.7.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

Language
- L.7.1.B. Choose among simple, compound, complex, and compound complex sentences to signal differing relationships among ideas.
- L.7.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- 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 or 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.C. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.
- 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).
- L.7.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
- L.7.5.B. Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words.
- 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.

Knowledge and Skills (SWBAT embedded course proficiencies)
Reading
SWBAT:
- Paraphrase evidence from text
- Correctly cite evidence
- Closely read the text (questioning, determining importance, looking for patterns) to extract quality evidence to support a claim
- Use evidence from the text to make and check predictions as you read
- Make personal connections, connections to other texts, and/or global connections, when relevant
- Gather evidence from the text to support inferences or explicit meaning
- Read and analyze a variety of literary genres and informational texts
- Probe a segment of text in order to study and evaluate its multiple, deeper, and varied meanings
- Combine text information and prior knowledge (personal experience and/or previous reading) to create new information in the form of inferences
- Refer to the text for support when analyzing and drawing inferences
- Provide a statement of a theme(s) or a central idea(s) of a fictional text, based on textual evidence
- Explain the theme or central idea of a fictional piece using key details as evidence, including details from the beginning, middle, and end of the text
- Analyze the development of the theme or central idea over the course of the fictional text, including the relationship between characters, setting, and plot over the course of a text
- Evaluate recurring ideas and changes in the characters and plot over the course of the text (why did the author make those changes, impact on the reader, effectiveness of the author's choices)
- Identify how the theme or central idea relates to the characters, setting, and/or plot over the course of the text
- Explain how two or more central ideas in a nonfiction piece develop over the course of the text, including the relationship between people, ideas, and events
- Identify and use knowledge of common graphic features (charts, maps, diagrams, captions, illustrations) to help determine two or more central idea of a text

- Summarize the text objectively, capturing the main ideas
- Distinguish between essential and nonessential details of a text to create an objective summary of the text
- Use a note taking structure to track key individuals, events, and/or ideas in informational texts.
- Explain the relationships between individuals, events, and ideas in a text
- Reflect on how historical figures influenced ideas or events of the time period and vice versa
- Analyze why the author chose to describe the interaction between ideas, individuals, and events in a particular way
- Analyze the impact of the interaction between ideas, individuals, and events on the reader
- Analyze the effectiveness of the interaction between ideas, individuals, and events in communicating the author's central idea
- Demonstrate the ability to determine the meaning of words and phrases as they are used in a text (e.g., figurative, connotative, technical)
- Analyze the impact of specific word choice on meaning and/or tone
- Analyze why the author used a specific word choice or sound device
- Analyze the impact of a word choice or sound device on the reader
- Evaluate the effectiveness of the author's word choice or sound device
- Describe the form and structure of a drama or poem
- Describe the structure used to organize a nonfiction text
- Explain how text structure impacts overall meaning of text
- Identify how the differing form or structure of a text contributes to its meaning
- Analyze how parts of a text contribute to meaning
- Explain why the author chose a specific form or structure
- Analyze the impact of the form or structure on the reader (how would the text be different if the form changed?)
- Evaluate the effectiveness of the chosen form or structure
- Identify the viewpoints of characters in a text
- Compare and contrast the characters' points-of-view
- Trace how the author created and conveyed the similar and/or dissimilar characters
- Analyze the impact of the author's point of view choices on the reader
- Evaluate the effectiveness of the author's point of view choices
- Identify the author's point of view
- Explain the techniques the author uses to distinguish his/her point of view from others
- Evaluate the effectiveness of the techniques the author uses to distinguish his/her point of view from others
- Analyze how content differs depending on the medium in which it is presented
- Explain how content shifts/transforms/re-shapes when presented in written, audio, video or multimedia formats
- Identify techniques present in each format
- Compare/contrast two or more formats' portrayal of the same subject

- Reflect upon how the techniques within all mediums utilized affect and/or shape/color the particular segment of text
- Support arguments presented in text with evidence.
- Identify arguments and specific claims in a text
- Determine which textual segments most strongly support the author's claim
- Determine the validity of the reasoning
- Determine the relevance and sufficiency of the evidence
- Delineate and evaluate the argument and specific claims in a text
- Track key individuals, events, and/or ideas in informational texts from two or more authors.
- Investigate how one topic may be presented in different ways
- Compare and contrast two or more authors' presentations of key information.
- Analyze the importance of the different information each author emphasized and excluded
- Analyze how the authors use the same information, but produce different texts because of interpretation
- Use a variety of previous knowledge (e.g. practical knowledge, historical/cultural context, and background knowledge) to make connections to and reflect on the text
- Evaluate the effectiveness of the authors' emphasis of specific evidence and different interpretations of facts for promoting their view

Writing

SWDAT:

- Focus writing on thoroughly describing or explaining a topic
- Identify the defining elements of this specific writing genre
- Explore topics from their content area classes.
- Introduce a topic clearly, previewing what is to follow
- Organize ideas, concepts, and information into broader categories 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
- Include relevant supporting facts, information, and details
- Transition between ideas using appropriate words and phrases
- Select precise language and domain-specific vocabulary
- Consistently use an appropriate style
- Create language that is appropriate to one's audience and follows a formal tone
- Write a conclusion to bring the text to a close
- Identify defining characteristics of different genres of writing
- Unpack the writing prompt
- Write for a specific purpose and audience
- Select an appropriate text structure or format for the task
- Use language that is precise and powerful to create voice in writing
- Create a tone that is appropriate for one's audience
- Revise and edit intentionally to improve writing.
- Generate ideas to develop topic
- Revise writing with a partner or self-editing checklists

- View writing from the vantage point of the audience in order to determine the effectiveness of their words, organization, etc.
- Use technological resources to enhance writing
- Follow appropriate typing format and conventions
- Use technology to broaden research base
- Use evidence found online to support ideas
- Give and receive feedback using technology
- Seek out authentic publishing opportunities
- Use search terms effectively
- Write a clear thesis statement
- Draw evidence from texts to support thesis
- Assess the credibility and accuracy of each source
- Select direct and indirect quotations that relate to the topic as evidence
- Follow published guidelines (MLA, APA, etc) to cite direct and indirect quotations Identify examples of plagiarism in writing
- Paraphrase source information to avoid plagiarism in writing
- Incorporate ideas from literary or informational texts to support writing
- Deconstruct and reflect upon textual evidence
- Identify evidence that supports claims in literary analysis
- Logically connect evidence to claims in writing
- Select direct and indirect quotations that relate to the topic as evidence
- Cite in-text direct and indirect quotations appropriately
- Explain quotations used as support to enhance meaning
- Recognize and identify multiple organizational models
- Apply a specific organizational strategy to a writing
- Practice writing in a myriad of situations (journals, dialogues, creative tasks, etc.)
- Reflect on and be able to explain decisions made while crafting a piece of writing
- Produce written reflections
- Write for a variety of audiences and purposes on an array of cross-curricular topics

Speaking and Listening

SWDAT:

- Read required texts prior to discussions
- Prepare for discussions
- Use previous knowledge to expand discussions about a topic
- Engage in conversations about grade-appropriate topics and texts
- Participate in a variety of rich, structured conversations
- Define and identify rules for discussions, including group and individual roles
- Model appropriate behavior during discussions
- Craft and respond to specific questions based on the topic or text, elaborating when necessary
- Reflect on and paraphrase what was discussed
- Summarize the ideas expressed
- Present information using sound, detailed, and relevant evidence in a coherent manner.
- Use practices that engage the audience (ie: eye contact, volume, pronunciation)
- Emphasize important points with different pitch or volume

- Elaborate on a point that listeners may need more explanation to understand
- Orally present information, using appropriate speech, in a variety of situations
- Recognize and consider the audience
- Determine if the topic and language style correspond appropriately
- Reflect on the use of language and revise as needed

Language
SWDAT:
- Identify phrases and clauses in sentences in reading
- Explain the function of phrases and clauses in general
- Explain the function of phrases and clauses in specific sentences
- Apply common rules and patterns to spell words correctly
- Select precise language
- Revise writing for wordiness and redundancies
- Use a combination of context clues, structural clues, and the word's position in a sentence to determine the meaning of unknown words or phrases
- Use dictionaries, glossaries, and/or thesauruses to find the pronunciation of a word
- Use dictionaries, glossaries, and/or thesauruses to determine the actual meaning of a word or its part of speech
- Verify the inferred meaning of a word is the actual meaning by using dictionaries, glossaries, and/or thesauruses
- Consult reference materials that are both printed and digital
- Understand and apply conversational, academic, and domain specific vocabulary
- Interpret unknown words and their meanings, using context clues, understanding Greek and Latin roots, and applying grammatical knowledge of function and form

Stage 2: Evidence of Understanding, Learning Objectives and Expectations
Standards Based Computer Benchmarks
Benchmarks (embedded student proficiencies) -
Reading:
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. By the end of the year read and comprehend literary nonfiction at grade level text-complexity or above, with scaffolding as needed.
Writing:
Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content. Draw evidence from literary or informational texts to support analysis, reflection, and research. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
Speaking and Listening:
Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.

Language:

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

Assessment Methods

Formative

Teacher Observation/Anecdotal notes
Note pages (graphic organizers)
Journal writing & quick writes
Prose Constructed Responses
Group work
Novel Quizzes

Summative Assessments

End of Novel Tests
Technology Based Reading Assessments
Final Informational Essay Project

Stage 3 Learning Plan

Our second unit of study furthers the theme of identity. In this unit students will read both a historical nonfiction text as well as a historical fiction novella. Mentor texts and complex texts will be paired with each novel to further understanding. The main protagonists in the novels are grappling with the ability to change who they believe they are to better society around them. Analyzing the decisions made and the historical time period in which the protagonists live will allow students to contemplate whether their identity has been carved out for them or whether they have the power to change both themselves and society. Informational and explanatory essay writing will allow students to explore a specific historical event read. Students will learn not to interject themselves into their writing and instead use credible sources to support the facts that they present. This provides a forum for students to report the information they have analyzed, summarize conclusions they have drawn from the information, consider the alternatives to the information presented, and make a series of recommendations based on the information.

Through the use of multiple learning style activities (e.g. visual, auditory, kinesthetic, and tactile) students will be actively engaged throughout the unit. Differentiation will be embedded into the unit in the form of small groups, peer reviews, tiered instruction, graphic organizers, varied texts, literature circles, tiered stations, journal prompts, choice options, and level of independence required. Each student will come away with pivotal skills and understandings while being appropriately challenged throughout the unit. 21st century skills and technology used in this unit are:

Think Creatively
- Use a wide range of idea creation techniques (such as brainstorming)
- Create new and worthwhile ideas (both incremental and radical concepts)
- Elaborate, refine, analyze and evaluate their own ideas in order to improve and maximize creative efforts

Reason Effectively
- Use various types of reasoning (inductive, deductive, etc.) as appropriate to the situation

Communicate Clearly
- Articulate thoughts and ideas effectively using oral, written and nonverbal communication skills in a variety of forms and contexts
- Listen effectively to decipher meaning, including knowledge, values, attitudes and intentions
- Use communication for a range of purposes (e.g. to inform, instruct, motivate and persuade)
- Utilize multiple media and technologies, and know how to judge their effectiveness a prioritze as well as assess their impact
- Communicate effectively in diverse environments (including multi-lingual)

Collaborate with Others
- Demonstrate ability to work effectively and respectfully with diverse teams
- Exercise flexibility and willingness to be helpful in making necessary compromises to accomplish a common goal

Access information efficiently
- Evaluate information critically and competently

Apply Technology Effectively
- Use technology as a tool to research, organize, evaluate and communicate information

Manage Goals and Time
- Set goals with tangible and intangible success criteria
- Balance tactical (short-term) and strategic (long-term) goals
- Utilize time and manage workload efficiently

Interact Effectively with Others
- Know when it is appropriate to listen and when to speak

Work Effectively in Diverse Teams
- Respect cultural differences and work effectively with people from a range of social and cultural backgrounds
- Respond open-mindedly to different ideas and values

Resources
Teacher Collected Resources
Board Approved Novels
Board Approved Computer Programs - Newsela, Commonlit, Edmentum

Unit 3

Topic: How Role as a Citizen Shapes Personal Identity

Time Allotment
¼ of the school year

Essential Questions -
- How is an individual's identity more than the product of his or her society, in both literature and life?
- In a culture where we are bombarded with other people trying to define us, how do we make decisions for ourselves?

Enduring Understandings
- People develop systems to manage conflict and create order.
- Democratic societies must balance the rights and responsibilities of individuals with the common good.
- Examining social and civic issues helps to expand one's understanding of the world, its people, and themselves.
- Effective communication relies on the purposeful use of information in a format appropriate to the task and the audience.
- Various types of materials enhance understanding.

Stage 1: Desired Results
Content Standards:
Reading
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.

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.

RL.7.3. Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).

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.

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

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

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).

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

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.

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.

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.

Writing

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.
- W.7.1.D. Establish and maintain a formal style/academic style, approach, and form.
- W.7.1.E. Provide a concluding statement or section that follows from and supports the argument presented.

W.7.4. Produce clear and coherent writing in which the development, organization, voice and style are appropriate to task, purpose, and audience.

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.

W.7.6. Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.

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.

Speaking and Listening

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.
- 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.
- SL.7.1.B. Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.
- 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.7.4. Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.

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

Language

L.7.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- 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 or 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.C. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.
- 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)

L.7.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
- L.7.5.A. Interpret figures of speech (e.g., literary, biblical, and mythological allusions) in context.
- L.7.5.C. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., refined, respectful, polite,

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.

Knowledge and Skills (SWBAT embedded course proficiencies)
Reading
SWBAT:
- Paraphrase evidence from text
- Correctly cite evidence
- Closely read the text (questioning, determining importance, looking for patterns) to extract quality evidence to support a claim
- Use evidence from the text to make and check predictions as you read
- Make personal connections, connections to other texts, and/or global connections, when relevant
- Gather evidence from the text to support inferences or explicit meaning
- Read and analyze a variety of literary genres and informational texts
- Probe a segment of text in order to study and evaluate its multiple, deeper, and varied meanings
- Combine text information and prior knowledge (personal experience and/or previous reading) to create new information in the form of inferences
- Refer to the text for support when analyzing and drawing inferences
- Provide a statement of a theme(s) or a central idea(s) of a fictional text, based on textual evidence
- Explain the theme or central idea of a fictional piece using key details as evidence, including details from the beginning, middle, and end of the text
- Analyze the development of the theme or central idea over the course of the fictional text, including the relationship between characters, setting, and plot over the course of a text •
- Evaluate recurring ideas and changes in the characters and plot over the course of the text (why did the author make those changes, impact on the reader, effectiveness of the author's choices)
- Identify how the theme or central idea relates to the characters, setting, and/or plot over the course of the text
- Explain how two or more central ideas in a nonfiction piece develop over the course of the text, including the relationship between people, ideas, and events
- Identify and use knowledge of common graphic features (charts, maps, diagrams, captions, illustrations) to help determine two or more central idea of a text
- Summarize the text objectively, capturing the main ideas
- Distinguish between essential and nonessential details of a text to create an objective summary of the text
- Analyze the impact specific story elements have on the text
- Relate the change in character to changes in setting or plot and vice versa (change in setting affects character or plot, change in plot affects character and setting)
- Analyze how the plot and setting affect the actions/choices of the characters
- Explain why the author chose to have elements of a story interact in a specific way
- Analyze the impact of the relationship between characters, setting, and plot on the reader

- Evaluate the author's effectiveness in determining the interactions between character, setting, and plot
- Demonstrate the ability to determine the meaning of words and phrases as they are used in a text (e.g., figurative, connotative, technical)
- Analyze the impact of specific word choice on meaning and/or tone
- Explain poetic devices used in text
- Analyze the impact of poetic sound devices (rhyme scheme, alliteration, consonance, etc) on a particular section of a text
- Analyze why the author used a specific word choice or sound device
- Analyze the impact of a word choice or sound device on the reader
- Evaluate the effectiveness of the author's word choice or sound device
- Describe the form and structure of a drama or poem
- Describe the structure used to organize a nonfiction text texts
- Explain how text structure impacts overall meaning of text
- Identify how the differing form or structure of a text contributes to its meaning
- Analyze how parts of a text contribute to meaning
- Explain why the author chose a specific form or structure • Analyze the impact of the form or structure on the reader (how would the text be different if the form changed?)
- Evaluate the effectiveness of the chosen form or structure
- Identify the viewpoints of characters in a text
- Compare and contrast the characters' points-of-view
- Trace how the author created and conveyed the similar and/or dissimilar characters
- Analyze the impact of the author's point of view choices on the reader
- Evaluate the effectiveness of the author's point of view choices
- Identify the author's point of view
- Explain the techniques the author uses to distinguish his/her point of view from others
- Evaluate the effectiveness of the techniques the author uses to distinguish his/her point of view from others
- Analyze how content differs because of the medium in which it is presented
- Interact with content expressed through multiple and varied formats (written, audio, staged, multimedia)
- Generate a list of techniques expressed in each medium
- Compare and contrast a written story, drama, or poem or its audio, filmed, staged, or multimedia version
- Determine how the techniques of a particular medium affect the content
- Analyze the effects of techniques unique to each medium
- Explain what makes each medium unique
- Analyze the impact of each medium on the reader
- Make judgments about which medium best represents the content
- Compare and contrast historical fiction and a factual text
- Explain how authors of historical fiction omit, embellish, or alter the information found in factual text to create a story

- Use a variety of previous knowledge (e.g. practical knowledge, historical/cultural context, and background knowledge) to make connections to and reflect on the text
- Analyze the importance of the information each author emphasized and the importance of what was excluded
- Analyze why the author of the fictional piece chose to use or alter history
- Analyze the impact that the author's use or alteration of history has on the reader
- Evaluate the effectiveness of the author's choices to use and/or alter history

Writing
SWBAT:
- Write arguments to support claims
- Support arguments with clear reasons and relevant evidence
- Introduce claim(s)
- Write a clear thesis statement
- Address opposing claims
- Organize the reasons and evidence logically.
- Choose appropriate reasoning and evidence to support claims
- Evaluate sources for accuracy and reliability
- Demonstrate an understanding of the topic or text
- Use transitional words and phrases
- Use transitions to clarify the relationships among claim(s), counterclaims, reasons, and evidence
- Choose a consistent style, approach, and form for the task
- Close the text with a conclusion
- Identify defining characteristics of different genres of writing
- Unpack the writing prompt
- Write for a specific purpose and audience
- Select an appropriate text structure or format for the task
- Use language that is precise and powerful to create voice in writing
- Create a tone that is appropriate for one's audience
- Revise and edit intentionally to improve writing.
- Generate ideas to develop topic
- Revise writing with a partner or self-editing checklists
- View writing from the vantage point of the audience in order to determine the effectiveness of their words, organization, etc.
- Use technological resources to enhance writing
- Follow appropriate typing format and conventions
- Use technology to broaden research base
- Use evidence found online to support ideas
- Practice writing in a myriad of situations (journals, dialogues, creative tasks, etc.)
- Reflect on and be able to explain decisions made while crafting a piece of writing
- Produce written reflections
- Write for a variety of audiences and purposes on an array of cross-curricular topics

Speaking and Listening
SWBAT:
- Read required texts prior to discussions
- Prepare for discussions
- Use previous knowledge to expand discussions about a topic
- Engage in conversations about grade-appropriate topics and texts
- Participate in a variety of rich, structured conversations
- Define and identify rules for discussions, including group and individual roles
- Model appropriate behavior during discussions
- Craft and respond to specific questions based on the topic or text, elaborating when necessary
- Reflect on and paraphrase what was discussed
- Summarize the ideas expressed
- Present information using sound, detailed, and relevant evidence in a coherent manner.
- Build arguments to prepare for persuasive speeches on topics of interest or address the class on a teacher-assigned topic
- Use practices that engage the audience (ie: eye contact, volume, pronunciation)
- Emphasize important points with different pitch or volume
- Elaborate on a point that listeners may need more explanation to understand
- Present information using sound, detailed, and relevant evidence in a coherent manner.
- Build arguments to prepare for persuasive speeches on topics of interest or address the class on a teacher-assigned topic
- Use practices that engage the audience (ie: eye contact, volume, pronunciation)
- Emphasize important points with different pitch or volume
- Elaborate on a point that listeners may need more explanation to understand

Language
SWBAT:
- Identify phrases and clauses in sentences when reading
- Accurately use phrases and clauses within a sentence in writing
- Recognize and correct misplaced and dangling modifiers
- Identify a series of adjectives in writing
- Use a comma to separate adjectives in a series
- Apply common rules and patterns to spell words correctly
- Select precise language
- Revise writing for wordiness and redundancies
- Use a combination of context clues, structural clues, and the word's position in a sentence to determine the meaning of unknown words or phrases
- Use dictionaries, glossaries, and/or thesauruses to find the pronunciation of a word
- Use dictionaries, glossaries, and/or thesauruses to determine the actual meaning of a word or its part of speech
- Verify the inferred meaning of a word is the actual meaning by using dictionaries, glossaries, and/or thesauruses
- Consult reference materials that are both printed and digital

- Define and identify figures of speech
- Determine the meaning of and purpose of figures of speech in context
- Identify the relationship of words
- Clarify words by using the relationship between them
- Discern the difference in meaning between closely related words
- Understand and apply conversational, academic, and domain specific vocabulary
- Interpret unknown words and their meanings, using context clues, understanding Greek and Latin roots, and applying grammatical knowledge of function and form

Stage 2: Evidence of Understanding, Learning Objectives and Expectations
Standards Based Computer Benchmarks
Benchmarks (embedded student proficiencies) -
Reading:
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. By the end of the year read and comprehend literary nonfiction at grade level text-complexity or above, with scaffolding as needed.
Writing:
Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. Draw evidence from literary or informational texts to support analysis, reflection, and research. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
Speaking and Listening:
Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.
Language:
Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
Standards Based Benchmarks

Assessment Methods

Formative

Teacher Observation/Anecdotal notes
Note pages (graphic organizers)
Journal writing & quick writes
Prose Constructed Responses
Group work
Novel Quizzes

Summative Assessments

End of Novel Tests
Technology Based Reading Assessments
Final Argument Essay Project

Stage 3 Learning Plan

In our third unit of study, students will read, interpret, and analyze a science fiction text with a primary focus on the protagonist's journey of self-discovery. The text has a central protagonist searching for a better understanding of his or her individual identity. Students will study how their roles as citizens influence their identity. Students will begin to question government and social media as an influencing force on society. Students will then make claims, based on the protagonist's experience, and begin to consider his or her own identity through a variety of writing pieces. They will demonstrate clear thinking through convincing arguments and support their statements with ample, credible evidence culminating in a logical conclusion. Additional literature (poetry, short story, literary nonfiction) will be paired with the novel to help students further their understanding in order to fully support their claim. Through the use of multiple learning style activities (e.g. visual, auditory, kinesthetic, and tactile) students will be actively engaged throughout the unit. Differentiation will be embedded into the unit in the form of small groups, peer reviews, tiered instruction, graphic organizers, varied texts, literature circles, tiered stations, journal prompts, choice options, and level of independence required. Each student will come away with pivotal skills and understandings while being appropriately challenged throughout the unit. 21st century skills and technology used in this unit are:

Think Creatively
● Use a wide range of idea creation techniques (such as brainstorming)
● Create new and worthwhile ideas (both incremental and radical concepts)
● Elaborate, refine, analyze and evaluate their own ideas in order to improve and maximize creative efforts

Reason Effectively
● Use various types of reasoning (inductive, deductive, etc.) as appropriate to the situation

Communicate Clearly

- Articulate thoughts and ideas effectively using oral, written and nonverbal communication skills in a variety of forms and contexts
- Listen effectively to decipher meaning, including knowledge, values, attitudes and intentions
- Use communication for a range of purposes (e.g. to inform, instruct, motivate and persuade)
- Utilize multiple media and technologies, and know how to judge their effectiveness a priori as well as assess their impact
- Communicate effectively in diverse environments (including multi-lingual)

Collaborate with Others
- Demonstrate ability to work effectively and respectfully with diverse teams
- Exercise flexibility and willingness to be helpful in making necessary compromises to accomplish a common goal

Access information efficiently
- Evaluate information critically and competently

Apply Technology Effectively
- Use technology as a tool to research, organize, evaluate and communicate information

Manage Goals and Time
- Set goals with tangible and intangible success criteria
- Balance tactical (short-term) and strategic (long-term) goals
- Utilize time and manage workload efficiently

Interact Effectively with Others
- Know when it is appropriate to listen and when to speak

Work Effectively in Diverse Teams
- Respect cultural differences and work effectively with people from a range of social and cultural backgrounds
- Respond open-mindedly to different ideas and values

Resources

Teacher Collected Resources
Board Approved Novels
Board Approved Computer Programs - Newsela, Commonlit, Edmentum

Unit 4

Stage 1: Desired Results

Topic - Social and Cultural Identity

Time Allotment ¼ of the school year

Essential Question
- Does social class and wealth affect happiness?
- How do cliques and gangs affect our worldview?
- When should an individual take a stand in opposition to an individual or larger group?

Enduring Understandings
- People are affected by environmental, economic, social, cultural, and civic concerns.
- Culture is both a unifying and divisive force in human relations.
- An empathetic person is able to understand others' perspectives and respond to conflict appropriately
- Analytical questioning creates a purpose for research.
- The research process requires the use of a variety of resources to ensure validity.

Content Standards

Reading

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.

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.

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.

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

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

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.

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.

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.

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

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.7.1.10. By the end of the year read and comprehend literary nonfiction (see Appendix A) at grade level text-complexity or above, with scaffolding as needed.

Writing

W.7.7. Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.

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.7.10. 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.

Speaking and Listening

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 here for specific expectations.)

Language

L.7.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. 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 or 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 reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.
- 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).

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.

Knowledge and Skills (SWBAT embedded course proficiencies)
Reading
SWBAT:
- Paraphrase evidence from text
- Correctly cite evidence
- Closely read the text (questioning, determining importance, looking for patterns) to extract quality evidence to support a claim
- Use evidence from the text to make and check predictions as you read
- Make personal connections, connections to other texts, and/or global connections, when relevant
- Gather evidence from the text to support inferences or explicit meaning
- Read and analyze a variety of literary genres and informational texts
- Probe a segment of text in order to study and evaluate its multiple, deeper, and varied meanings
- Combine text information and prior knowledge (personal experience and/or previous reading) to create new information in the form of inferences
- Refer to the text for support when analyzing and drawing inferences
- Provide a statement of a theme(s) or a central idea(s) of a fictional text, based on textual evidence
- Explain the theme or central idea of a fictional piece using key details as evidence, including details from the beginning, middle, and end of the text
- Analyze the development of the theme or central idea over the course of the fictional text, including the relationship between characters, setting, and plot over the course of a text
- Evaluate recurring ideas and changes in the characters and plot over the course of the text (why did the author make those changes, impact on the reader, effectiveness of the author's choices)
- Identify how the theme or central idea relates to the characters, setting, and/or plot over the course of the text
- Explain how two or more central ideas in a nonfiction piece develop over the course of the text, including the relationship between people, ideas, and events
- Identify and use knowledge of common graphic features (charts, maps, diagrams, captions, illustrations) to help determine two or more central idea of a text
- Summarize the text objectively, capturing the main ideas
- Distinguish between essential and nonessential details of a text to create an objective summary of the text
- Demonstrate the ability to determine the meaning of words and phrases as they are used in a text (e.g., figurative, connotative, technical)
- Analyze the impact of specific word choice on meaning and/or tone
- Explain poetic devices used in text
- Analyze the impact of poetic sound devices (rhyme scheme, alliteration, consonance, etc) on a particular section of a text
- Analyze why the author used a specific word choice or sound device
- Analyze the impact of a word choice or sound device on the reader

- Evaluate the effectiveness of the author's word choice or sound device
- Describe the form and structure of a drama or poem
- Describe the structure used to organize a nonfiction text texts
- Explain how text structure impacts overall meaning of text
- Identify how the differing form or structure of a text contributes to its meaning
- Analyze how parts of a text contribute to meaning
- Explain why the author chose a specific form or structure
- Analyze the impact of the form or structure on the reader (how would the text be different if the form changed?)
- Evaluate the effectiveness of the chosen form or structure
- Identify the viewpoints of characters in a text
- Compare and contrast the characters' points-of-view
- Trace how the author created and conveyed the similar and/or dissimilar characters •
- Analyze the impact of the author's point of view choices on the reader • Evaluate the effectiveness of the author's point of view choices
- Identify the author's point of view
- Explain the techniques the author uses to distinguish his/her point of view from others
- Evaluate the effectiveness of the techniques the author uses to distinguish his/her point of view from others
- Determine difficulties in comprehending and making meaning
- Apply appropriate strategies in order to increase comprehension when encountering grade level text
- Encounter appropriate texts at each grade level in order to develop the mature language skills and the conceptual knowledge needed for success in school and life
- Encounter the text with scaffolding when needed, make an increasing number of connections among ideas and between texts.

Writing

- Engage in short research projects to answer a self-selected or teacher-assigned questions
- Develop research questions
- Determine keywords or topics for each question
- Search for informational sources in an effort to answer the question
- Compose follow-up research questions based on the initial search
- Explain quotations used as support to enhance meaning
- Research and synthesize information from several sources
- Conduct research and synthesize multiple sources of information
- Use search terms effectively
- Write a clear thesis statement
- Draw evidence from texts to support thesis
- Assess the credibility and accuracy of each source
- Select direct and indirect quotations that relate to the topic as evidence
- Follow published guidelines (MLA, APA, etc) to cite direct and indirect quotations
- Identify examples of plagiarism in writing

- Paraphrase source information to avoid plagiarism in writing
- Incorporate ideas from literary or informational texts to support writing
- Deconstruct and reflect upon textual evidence
- Identify evidence that supports claims in literary analysis
- Logically connect evidence to claims in writing
- Select direct and indirect quotations that relate to the topic as evidence
- Cite in-text direct and indirect quotations appropriately
- Explain quotations used as support to enhance meaning
- Recognize and identify multiple organizational models
- Apply a specific organizational strategy to a writing
- Practice writing in a myriad of situations (journals, dialogues, creative tasks, etc.)
- Reflect on and be able to explain decisions made while crafting a piece of writing
- Produce written reflections
- Write for a variety of audiences and purposes on an array of cross-curricular topics

Speaking and Listening

- Extract the main ideas and the details used to support it presented in different media formats
- Synthesize the information, sorting between the main points and smaller details that work to support the main points
- Use a graphic organizer (ie: web, outline, etc)to analyze presented information
- Explain how the main idea and supporting details help to clarify a topic, text, or issue
- Use multimedia and visual displays to enhance work
- Identify the various types of multimedia (text, audio, still images, animation, and video) and visual displays (posters, props)
- Find meaningful ways to include these tools in presentations
- Identify where to incorporate multimedia and visual displays, as well as implement specific video clips to enhance audience interest and learning
- Use multimedia to help make claims and findings clear and to emphasize important points for the audience
- Determine when it is appropriate to use informal language versus formal English
- Orally present information, using appropriate speech, in a variety of situations.
- Recognize and consider the audience
- Determine if the topic and language style correspond appropriately
- Reflect on the use of language and revise as needed

Language

- Apply common rules and patterns to spell words correctly
- Select precise language
- Revise writing for wordiness and redundancies
- Use a combination of context clues, structural clues, and the word's position in a sentence to determine the meaning of unknown words or phrases
- Use dictionaries, glossaries, and/or thesauruses to find the pronunciation of a word

- Use dictionaries, glossaries, and/or thesauruses to determine the actual meaning of a word or its part of speech
- Determine the meaning of commonly used prefixes and suffixes
- Separate a base word from the prefix or suffix
- Use the definition of known prefixes and suffixes to define new words
- Identify root words in unknown words • Use known root words to aid in defining unknown words
- Verify the inferred meaning of a word is the actual meaning by using dictionaries, glossaries, and/or thesauruses
- Consult reference materials that are both printed and digital
- Understand and apply conversational, academic, and domain specific vocabulary
- Interpret unknown words and their meanings, using context clues, understanding Greek and Latin roots, and applying grammatical knowledge of function and form

Stage 2: Evidence of Understanding, Learning Objectives and Expectations
Standards Based Computer Benchmarks
Benchmarks (embedded student proficiencies) -
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Speaking and Listening:
Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.
Language:
Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
Standards Based Benchmarks

Assessment Methods
Formative
Teacher Observation/Anecdotal notes
Note pages (graphic organizers)
Journal writing & quick writes
Prose Constructed Responses
Group work
Novel Quizzes

Summative Assessments
End of Novel Tests
Technology Based Reading Assessments
Final Argument Essay Project

Stage 3 Learning Plan
This unit intertwines students' idea of identity and the world around them. Students will read a realistic fiction novel in which the protagonist is coming of age in a time of social change. Students will analyze the protagonist's journey in order to center on the awareness and development of important concepts, such as social justice, empathy, identity, morality, and life purpose. Students will examine the novel through multiple activities that enhance their understanding of these important concepts. Students will have multiple discussions on central themes, will write focusing on the elements of the story, and participate in activities that examine the voices and motivations of the characters in the novel. Broadening beyond the text, students will make connections that extend into the world, creating a sense of personal awareness and relating the text to their lives. Students will read non-fiction articles that enhance their understanding of the time period, thus understanding the social issues faced by the protagonist in the novel. Students will also pair the text to the movie, analyzing why the movie may be different than the text. Finally, students will culminate their study of identity by bridging the text and the world, connecting themselves to the lives of the characters by completing a "You vs. Who?" final assessment, a comparison/contrast essay in which students will be asked to reflect their own personalities and characteristics in contrast to and connection with those of a character from the novel. Together, these elements bring a rich sense of multidimensionality to the text and continually invite students to consider their place both in the world of the novel and in their own contemporary world. Through the use of multiple learning style activities (e.g. visual, auditory, kinesthetic, and tactile) students will be actively engaged throughout the unit. Differentiation will be embedded into the unit in the form of small groups, peer reviews, tiered instruction, graphic organizers, varied texts, literature circles, tiered stations, journal prompts, choice options, and level of independence required. Each student will come away with pivotal skills and understandings while being appropriately challenged throughout the unit. 21st century skills and technology used in this unit are:
Think Creatively
- Use a wide range of idea creation techniques (such as brainstorming)
- Create new and worthwhile ideas (both incremental and radical concepts)

- Elaborate, refine, analyze and evaluate their own ideas in order to improve and maximize creative efforts

Reason Effectively
- Use various types of reasoning (inductive, deductive, etc.) as appropriate to the situation

Communicate Clearly
- Articulate thoughts and ideas effectively using oral, written and nonverbal communication skills in a variety of forms and contexts
- Listen effectively to decipher meaning, including knowledge, values, attitudes and intentions
- Use communication for a range of purposes (e.g. to inform, instruct, motivate and persuade)
- Utilize multiple media and technologies, and know how to judge their effectiveness a priori as well as assess their impact
- Communicate effectively in diverse environments (including multi-lingual)

Collaborate with Others
- Demonstrate ability to work effectively and respectfully with diverse teams
- Exercise flexibility and willingness to be helpful in making necessary compromises to accomplish a common goal

Access information efficiently
- Evaluate information critically and competently

Apply Technology Effectively
- Use technology as a tool to research, organize, evaluate and communicate information

Manage Goals and Time
- Set goals with tangible and intangible success criteria
- Balance tactical (short-term) and strategic (long-term) goals
- Utilize time and manage workload efficiently

Interact Effectively with Others
- Know when it is appropriate to listen and when to speak

Work Effectively in Diverse Teams
- Respect cultural differences and work effectively with people from a range of social and cultural backgrounds
- Respond open-mindedly to different ideas and values

Resources

Teacher Collected Resources
Board Approved Novels
Board Approved Computer Programs - Newsela, Commonlit, Edmentum

New Jersey Student Learning Standards

http://www.state.nj.us/education/cccs/

Integration of 21st Century Theme(s)

The following websites are sources for the following 21st Century Themes and Skills:
http://www.nj.gov/education/code/current/title6a/chap8.pdf
http://www.p21.org/about-us/p21-framework .
http://www.state.nj.us/education/cccs/standards/9/index.html

21st Century Interdisciplinary Themes (into core subjects)
• **Global Awareness**
• **Financial, Economic, Business and Entrepreneurial Literacy**
• **Civic Literacy**
• **Health Literacy**
• **Environmental Literacy**

Learning and Innovation Skills
• **Creativity and Innovation**
• **Critical Thinking and Problem Solving**
• **Communication and Collaboration**

Information, Media and Technology Skills
• **Information Literacy**
• **Media Literacy**
• **ICT (Information, Communications and Technology) Literacy**

Life and Career Skills
• **Flexibility and Adaptability**
• **Initiative and Self-Direction**
• **Social and Cross-Cultural Skills**
• **Productivity and Accountability**
• **Leadership and Responsibility**

Integration of Digital Tools
● **Classroom computers/laptops**
● **Technology Lab**
● **FM system**
● **Other software programs**

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