

**Glen Ridge Board of Education**  
**English**  
**7th**  
***Required***  
***Full Year***

***New Jersey Student Learning Standards***

**English Language Arts Mission Statement:**

The Glen Ridge Language Arts Program establishes a foundation for lifelong learning and effective communication. Through a sequential and challenging curriculum, our students will become proficient readers, effective writers, active listeners and articulate speakers. Students learn to respect various points of view while displaying creative, collaborative, and critical thinking skills. The Language Arts Program enables our students to participate effectively in a technological, complex and ever-changing world.

**Course Description:** English 7 is a course of study that takes a genre approach to literature. It incorporates the study of the short story, poetry, drama, nonfiction, and the novel. Students will read numerous literary selections, additional core works, and supplemental reading. These literary selections will provide students the opportunity to learn critical reading strategies to maximize their learning. To further enhance their reading and writing skills, students will participate in weekly grammar and vocabulary lessons. The curriculum stresses the development of critical thinking, personal expression, reading comprehension, analysis, research and writing skills, as well as an appreciation of literature.

Name of Course
<b>Unit 1: Discovering Our Identities</b>
<b>Time Allotted (days of instruction): 9 weeks</b>
<b>New Jersey Student Learning Standards (NJSLS)</b>
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.7.6. 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.
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.7.3. 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.

RI.7.10. By the end of the year read and comprehend literary nonfiction at grade level text-complexity or above, with scaffolding as needed.

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

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

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 link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.

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

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.7.2. 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.7.3. Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.

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.7.5. 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.

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

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

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

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.

Essential Questions	Student Learning Objectives	Activities
<ul style="list-style-type: none"> <li>● How does one form an identity?</li> <li>● How does it impact people if others view them differently than they view themselves?</li> <li>● What responsibility do we have to attempt to understand those who are different from ourselves?</li> <li>● How do characters from fiction relate to and help us understand our own lives?</li> </ul>	<p>Students will be able to...</p> <ul style="list-style-type: none"> <li>● Define: identity, characterization, direct and indirect characterization, theme, symbol, and conflict</li> <li>● Identify text evidence which supports important character choices, events, and main ideas from novels and short stories.</li> <li>● Incorporate text evidence from reading selections into both discussion and writing samples</li> <li>● Compose creative and analytical writing which demonstrates comprehension of texts</li> <li>● Discuss, both formally and informally, main ideas, themes, and subjects from texts and ground their answers in significant moments from their reading.</li> <li>● Make significant text-to-text, text-to-self, and text-to-world connections with reading</li> </ul>	<ul style="list-style-type: none"> <li>● Identify literary aspects in novel (i.e., how setting contributes to mood, cause &amp; effect relationships).</li> <li>● Analyze “Good Old Days” lyrics by Macklemore and Frost’s “Nothing Gold Can Stay”. Rewrite lyrics from the point of view of a character from the novel or create a 2-voice poem comparing characters from the novel.</li> <li>● Discuss literary selection using student-generated questions as well as teacher-generated questions that allow for critical thought and expression.</li> <li>● Demonstrate knowledge of <u>The Outsiders</u> by completing a writing project (i.e., poetry analysis, newspaper article, CD mix list, characterization and cell phone collaborative activity).</li> <li>● Curate artifacts to convey information about selected character from novel. Present character exhibit.</li> <li>● Take notes on persuasive and argumentative writing and research skills.</li> <li>● Write a persuasive essay on a topic from novel. (i.e., heroic character, young adult literature). Include support from at least two additional sources (poem, news article)</li> <li>● Read and annotate “On Turning Ten” by Billy Collins. View speech “Hold onto Your Inner Child” <a href="https://youtu.be/kHiKqkxnypg">https://youtu.be/kHiKqkxnypg</a>. How does being judgmental affect one’s life? What advice would Emerson give to the speaker of the poem "On Turning Ten" by Collins.</li> <li>● Read a variety of short stories together in class as well as independently at home to examine how writers craft stories.</li> </ul>

		<ul style="list-style-type: none"> <li>● Define, annotate and discuss exposition, rising action, climax, falling action, and resolution.</li> <li>● Annotate stories for literary devices.</li> <li>● Define direct and indirect characterization. Complete a graphic organizer to display the difference between these types of characterization.</li> <li>● Students may compose an alternate ending to short stories using text evidence from the original text to build context.</li> <li>● Students may compose a news article about the events of a short story which reveal important characters, events, and themes.</li> <li>● Review and continue to strengthen reading and writing skills using Study Island.</li> <li>● Complete unit activities in <i>Vocabulary from Latin and Greek Roots: A Study of Word Families</i>, Level VII, 3rd Edition</li> </ul>
<b>Resources/Materials</b>	<ul style="list-style-type: none"> <li>● <i>The Outsiders</i> by S.E. Hinton</li> <li>● Short stories, poems, and plays that display themes discussed in class. Sample texts: “S.E. Hinton and the Y.A. Debate”, “On Turning Ten” by Billy Collins, “The Good Ol’ Days” poem by Ralph Fletcher</li> <li>● Tenement Museum <a href="https://www.c-span.org/video/?318401-1/american-artifacts-tenement-museum">https://www.c-span.org/video/?318401-1/american-artifacts-tenement-museum</a></li> <li>● <i>Vocabulary from Latin and Greek Roots: A Study of Word Families</i>, Level VII, 3rd Edition</li> <li>● Various selections from <i>Prentice Hall Literature</i> Penguin Edition Grade Seven (2007) such “The Treasure of Lemon Brown” by Walter Dean Myers and “All Summer in A Day” by Ray Bradbury</li> </ul>	
<b>Interdisciplinary Connections</b>	<ul style="list-style-type: none"> <li>● History: <i>The Outsiders</i> is set in 1960’s Midwest and an understanding of cultural norms, slang, and popular culture will help students connect with and understand the novel more deeply. Students will be exposed to other fiction and non-fiction which will enable them to both visualize the characters’ lives and understand their speech.</li> <li>● Related Arts: Students will use art, drama, and music to display comprehension of reading as well as demonstrate understanding of themes in reading selections.</li> </ul>	
<b>21st Century Life and Skills</b>	<ul style="list-style-type: none"> <li>● 9.2 Career Awareness, Exploration, and Preparation - This standard outlines the importance of being knowledgeable about one's interests and talents, and being well informed about postsecondary and career options, career planning, and career requirements.</li> <li>● 9.3 Career and Technical Education ○ This standard outlines what students should know and be able to do upon completion of a CTE Program of Study.</li> </ul>	
<b>Technology Standards</b>	<ul style="list-style-type: none"> <li>● 8.1 Educational Technology - All students will use digital tools to access, manage, evaluate, and</li> </ul>	

	<p>synthesize information in order to solve problems individually and collaborate and create and communicate knowledge.</p> <ul style="list-style-type: none"> <li>8.2 Technology Education, Engineering, Design and Computational Thinking - Programming - All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment</li> </ul>
<b>Diversity/Inclusion</b>	<ul style="list-style-type: none"> <li>This 9 week unit offers students the opportunity to discuss and discover the meaning of identity through a variety of time periods and cultural lenses. Students will gain an understanding of what it means to be identified by things that one may not consider their most important attributes and consider how that contributes to an identity overall. The unit overall will offer students an opportunity to develop empathy for others.</li> </ul>

<b>Assessments</b>			
<b>Formative</b>	<b>Summative</b>	<b>Benchmarks</b>	<b>Alternative</b>
<ul style="list-style-type: none"> <li>Large &amp; small group discussions</li> <li>Poetry/news article annotations</li> <li>Think pair share</li> <li>Reflection writing</li> </ul>	<ul style="list-style-type: none"> <li>Persuasive essay about novel</li> <li>Literary analysis</li> <li>Open-ended and multiple choice assessments to test students' comprehension of texts and terms studied.</li> </ul>	<ul style="list-style-type: none"> <li>Graphic organizers</li> <li>Thesis composition</li> <li>Guided outline</li> <li>Mini-lessons on how to compose a literary analysis essay</li> <li>Mini-lessons on infusing textual evidence and including in-text citations</li> <li>Rubric alignment</li> </ul>	<ul style="list-style-type: none"> <li>In groups, write a two-page script dramatizing the event in the novel. Present script.</li> <li>Compare and contrast the novel and 1983 film "The Outsiders".</li> <li>Read the short story "Raymond's Run" by Toni Cade Bambara, "Lather and Nothing Else by Hernando Tellez", "The Dinner Party" by Mona Gardner and discuss the identity discovered by characters</li> <li>Students may participate in an independent reading activity and produce a culminating project.</li> </ul>

<b>Modifications</b>		
<b>English Language Learners</b>	<b>Special Education/504</b>	<b>Gifted and Talented</b>
<ul style="list-style-type: none"> <li>Provide correction for language errors by modeling, not overt correction</li> <li>Ability to access Google translate in native</li> </ul>	<ul style="list-style-type: none"> <li>Post learning outcome on the students notes; example. "When you read this chapter, you should be able to..."</li> </ul>	<ul style="list-style-type: none"> <li>Students will be encouraged to serve as model readers and writers for classwork assignments and assist peers in the writing process.</li> </ul>

<p>language</p> <ul style="list-style-type: none"> <li>● Verbal testing for written assessments</li> <li>● Providing texts in native language if possible</li> <li>● Providing audiobooks for novels</li> <li>● Use of Graphic Organizers; scaffolding</li> <li>● Make lessons visual.</li> <li>● Use visual representations of new vocabulary</li> <li>● Cooperative and partner activities.</li> <li>● Give students a job in a group. Monitor that they are participating</li> <li>● Direct instruction of new vocabulary.</li> </ul>	<ul style="list-style-type: none"> <li>● At teacher discretion, shorten assignment to focus on mastery of key concepts</li> <li>● Modify testing and homework as needed. Content area homework and assessments need to be differentiated. Alternate assessment; oral, test modifications</li> <li>● Instructional Groups (e.g., peer partners, buddy systems)</li> </ul>	<ul style="list-style-type: none"> <li>● Students will be encouraged to explore additional titles by authors covered in this unit to build on personal understanding of themes.</li> <li>● Students will be encouraged to explore historic connections more deeply to better connect with texts.</li> </ul>
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Name of Course
<b>Unit 2: Making Choices and Exhibiting Growth</b>
<b>Time Allotted (days of instruction): 9 weeks</b>
<b>New Jersey Student Learning Standards (NJSLS)</b>
<p>RL.7.1. Cite several pieces of textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>RL.7.2. Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.</p> <p>RL.7.3. Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).</p> <p>RL.7.4. Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama.</p> <p>RL.7.5. Analyze how a drama's or poem's form or structure (e.g., soliloquy, sonnet) contributes to its meaning.</p> <p>RL.7.6. Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.</p> <p>RL.7.7. Compare and contrast a written story, drama, or poem to its audio, filmed, staged, or multimedia version, analyzing the effects of techniques unique to each medium (e.g., lighting, sound, color, or camera focus and angles in a film).</p> <p>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.</p> <p>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.</p>
<p>RI.7.1. Cite several pieces of textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>RI.7.2. Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.</p> <p>RI.7.3. Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).</p>

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.

RI.7.10. By the end of the year read and comprehend literary nonfiction at grade level text-complexity or above, with scaffolding as needed.

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

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

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 link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.

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

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.7.2. 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.7.3. Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.

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.7.5. 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.



- 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.7.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.
- L.7.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies.
- L.7.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
- 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.

Essential Questions	Student Learning Objectives	Activities
<ul style="list-style-type: none"> <li>● How do the choices we make impact both our immediate lives and our futures?</li> <li>● What does it mean to make a “good” choice?</li> <li>● How do our personal choices impact others?</li> <li>● How do we learn from the choices that we make?</li> </ul>	<p>Students will be able to:</p> <ul style="list-style-type: none"> <li>● Recognize the differences between fiction and nonfiction narration.</li> <li>● Discuss and analyze the way figurative language builds characters, setting, and plot in a story.</li> <li>● Make connections between the choices people make and the outcomes of them.</li> <li>● Make text to self connections between characters and events in reading and students’ lives.</li> <li>● Make text to world connections between literature and real life events.</li> <li>● Make text to text connections between similar literary sources.</li> <li>● Defend claims using relevant text evidence.</li> <li>● Demonstrate understanding of characters and their actions through creative writing exercises.</li> <li>● Realize that personal choices impact both oneself and others.</li> <li>● Recognize the impact of choices on one’s future.</li> <li>● Develop a personal understanding of what it means to make positive choices.</li> </ul>	<ul style="list-style-type: none"> <li>● Read and analyze the myth “Daedalus and Icarus”. Discuss the decisions and consequences of the father and son.</li> <li>● Write a bio-poem related to one of the characters in the myths discussed.</li> <li>● Take notes on the structures and styles of non-fiction writing.</li> <li>● Read essays “Bernie Williams: Yankee Doodle Dandy” by Joel Poiley and “No Gumption” by Russell Baker. Discuss with regard to style differences. Compare and contrast the lives of the subjects of each piece. Discuss which of the two subjects is the more “successful”. Defend the argument using evidence from the texts.</li> <li>● Read the memoir <i>The Boy Who Harnessed the Wind</i> by William Kamkwamba and Bryan Mealer. The story is a memoir of a thirteen year old boy in Malawi who invents an unconventional way to save his family and village from famine.</li> <li>● Kamkwamba uses metaphors, imagery, similes, and other descriptive language often, in order to bring readers into a world they may not be familiar with. Find examples of figurative or descriptive language.</li> <li>● Explain the importance of this quotation “We began dancing around in circles and I wasted no time.” (33) Explain the quotation as it relates to plot,</li> </ul>

		<p>characterization, setting, and conflict and the decisions made by the young boy.</p> <ul style="list-style-type: none"> <li>● Compare and contrast the memoir to the film.</li> <li>● Read the play <i>A Christmas Carol: Scrooge and Marley</i> and write an argumentative essay on which ghost had the most impact on Scrooge.</li> <li>● Write a short monologue from the perspective of a character from <i>A Christmas Carol: Scrooge and Marley</i> which illuminates the thoughts, feelings, and decision-making of the character. Perform with a small group.</li> <li>● Read “The Eighth Tuesday We Talk About Money” independently. Discuss the following: How does Morrie support the following idea: “These were people so hungry for love that they were accepting substitutes”? According to Morrie, “We put our values in the wrong things. And it leads to very disillusioned lives.” Explain what Morrie means by explaining how a character in <i>A Christmas Carol...</i> and one of the short stories we’ve read is disillusioned by valuing the wrong thing.</li> <li>● Review and continue to strengthen reading and writing skills using Study Island.</li> <li>● Complete unit activities in <i>Vocabulary from Latin and Greek Roots: A Study of Word Families</i>, Level VII, 3rd Edition</li> </ul>
<p><b>Resources/Materials</b></p>	<ul style="list-style-type: none"> <li>● <i>The Boy Who Harnessed the Wind</i> by William Kamkwamba and Bryan Mealer</li> <li>● Short stories, poems, and plays that display themes discussed in class. Sample texts: “You Can Buy Happiness if it’s an Experience”, “Grit: The Power of Passion and Perseverance” <a href="https://www.ted.com/talks/angela_lee_duckworth_grit_the_power_of_passion_and_perseverance?language=en">https://www.ted.com/talks/angela_lee_duckworth_grit_the_power_of_passion_and_perseverance?language=en</a></li> <li>● “The Eighth Tuesday We Talk About Money” from Tuesdays with Morrie by Mitch Albom <a href="http://tuesdays-with-morrie.blogspot.com/2006/04/eighth-tuesday-we-talk-about-money.html">http://tuesdays-with-morrie.blogspot.com/2006/04/eighth-tuesday-we-talk-about-money.html</a></li> <li>● <i>Vocabulary from Latin and Greek Roots: A Study of Word Families</i>, Level VII, 3rd Edition</li> <li>● Various selections from <i>Prentice Hall Literature</i> Penguin Edition Grade Seven (2007) such as various Greek and Roman myths; “Scrooge and Marley: A Christmas Carol adaptation”; “No Gumption”; “Bernie Williams: Yankee Doodle Dandy”; “Daedalus and Icarus”</li> </ul>	
<p><b>Interdisciplinary Connections</b></p>	<ul style="list-style-type: none"> <li>● History: Students will be afforded the opportunity to revisit ancient history lessons through Greek and Roman mythology.</li> </ul>	

	<ul style="list-style-type: none"> <li>● Related Arts: Students will use dramatic interpretation to demonstrate understanding of characters, setting, and major plot events. They will infuse imagery and music to add depth to their work.</li> </ul>
<b>21st Century Life and Careers</b>	<ul style="list-style-type: none"> <li>● 9.2 Career Awareness, Exploration, and Preparation - This standard outlines the importance of being knowledgeable about one's interests and talents, and being well informed about postsecondary and career options, career planning, and career requirements.</li> <li>● 9.3 Career and Technical Education - This standard outlines what students should know and be able to do upon completion of a CTE Program of Study.</li> </ul>
<b>Technology Standards</b>	<ul style="list-style-type: none"> <li>● 8.1 Educational Technology - All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and create and communicate knowledge.</li> <li>● 8.2 Technology Education, Engineering, Design and Computational Thinking - Programming - All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment</li> </ul>
<b>Diversity/Inclusion</b>	<ul style="list-style-type: none"> <li>● This 9 week unit asks students to evaluate the choices of both fictional and real characters with regard to how the choices impact their lives. Students not only connect the lessons in their reading to themselves but to the world in which they live and the people who surround them. By evaluating the choices of these subjects, students are learning to understand the choices of those who are different from themselves.</li> </ul>

<b>Assessments</b>			
<b>Formative</b>	<b>Summative</b>	<b>Benchmarks</b>	<b>Alternative</b>
<ul style="list-style-type: none"> <li>● Class Discussions</li> <li>● Plot Sequences</li> <li>● Bio-Poem</li> <li>● Dramatic Interpretations and Performances</li> <li>● Open-Ended Responses</li> <li>● Figurative Language Practice</li> </ul>	<ul style="list-style-type: none"> <li>● Literary analysis</li> <li>● Open-ended and multiple choice assessments to test students' comprehension of texts and terms studied.</li> <li>● Argumentative essay</li> </ul>	<ul style="list-style-type: none"> <li>● Writing Benchmarks <ul style="list-style-type: none"> <li>○ Thesis writing</li> <li>○ Mini lessons on writing skills and techniques</li> <li>○ Drafting</li> <li>○ Peer and self-edit</li> <li>○ Essay revision</li> </ul> </li> <li>● Reading Checks and quizzes</li> </ul>	<ul style="list-style-type: none"> <li>● Read <i>Through My Eyes</i> by Ruby Bridges. Discuss the impact of personal choices.</li> <li>● Independently read a novel from a list of recommended titles and complete and present an independent reading project</li> <li>● Reflect on ways your community could improve one area addressed in <i>The Boy...: healthcare, environment/agriculture, eco-nomics, or education. What could you</i></li> </ul>

			<p>invent that might make life better for yourself and those around you, not just now, but for many years to come?</p> <ul style="list-style-type: none"> <li>● Students may participate in an independent reading activity and produce a culminating project.</li> </ul>
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Modifications		
English Language Learners	Special Education/504	Gifted and Talented
<ul style="list-style-type: none"> <li>● Provide correction for language errors by modeling, not overt correction</li> <li>● Ability to access Google translate in native language</li> <li>● Verbal testing for written assessments</li> <li>● Providing texts in native language if possible</li> <li>● Providing audiobooks for novels</li> <li>● Use of Graphic Organizers; scaffolding</li> <li>● Make lessons visual.</li> <li>● Use visual representations of new vocabulary</li> <li>● Cooperative and partner activities.</li> <li>● Give students a job in a group. Monitor that they are participating</li> <li>● Direct instruction of new vocabulary.</li> </ul>	<ul style="list-style-type: none"> <li>● Post learning outcome on the students notes; example. "When you read this chapter, you should be able to..."</li> <li>● At teacher discretion, shorten assignment to focus on mastery of key concepts</li> <li>● Modify testing and homework as needed. Content area homework and assessments need to be differentiated. Alternate assessment; oral, test modifications</li> <li>● Instructional Groups (e.g., peer partners, buddy systems)</li> </ul>	<ul style="list-style-type: none"> <li>● Students will be encouraged to serve as model readers and writers for classwork assignments and assist peers in the writing process.</li> <li>● Students will be encouraged to explore additional titles by authors covered in this unit to build on personal understanding of themes.</li> <li>● Students will be encouraged to explore historic connections more deeply to better connect with texts.</li> </ul>

Name of Course
<b>Unit 3: Overcoming Obstacles Through Perseverance</b>
<b>Time Allotted (days of instruction): 9 weeks</b>
<b>New Jersey Student Learning Standards (NJSLS)</b>
<ul style="list-style-type: none"> <li>● 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.</li> <li>● 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.</li> <li>● RL.7.3. Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).</li> <li>● 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.</li> </ul>

- 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.
- 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.7.3. 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.
- RI.7.10. By the end of the year read and comprehend literary nonfiction at grade level text-complexity or above, with scaffolding as needed.

- W.7.1. Write arguments to support claims with clear reasons and relevant evidence.
  - A. Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically.
  - B. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.
  - C. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence.
  - D. Establish and maintain a formal style/academic style, approach, and form.
  - E. Provide a concluding statement or section that follows from and supports the argument presented.
- W.7.2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
  - A. 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).
  - B. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.

- C. Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.
  - D. Use precise language and domain-specific vocabulary to inform about or explain the topic.
  - E. Establish and maintain a formal style, academic style, approach, and form.
  - F. Provide a concluding statement or section that follows from and supports the information or explanation presented.
  - W.7.3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
    - A. Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.
    - B. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.
    - C. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.
    - D. Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.
    - E. Provide a conclusion that follows from and reflects on the narrated experiences or events.
  - W.7.4. Produce clear and coherent writing in which the development, organization, voice and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
  - 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 link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.
  - W.7.7. Conduct short research projects to answer a question, 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.
    - 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”).
    - 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.
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- 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.
    - 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.
    - B. Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.
    - 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.
    - 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.7.3. Delineate a speaker’s argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.
- 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.7.5. 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.

- L.7.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
  - A. Explain the function of phrases and clauses in general and their function in specific sentences.
  - B. Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.
  - C. Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.
- L.7.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
  - A. Use a comma to separate coordinate adjectives (e.g., *It was a fascinating, enjoyable movie* but not *He wore an old[,] green shirt*).
  - B. Spell correctly.
- L.7.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.
  - A. Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.
- L.7.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grade 7 reading and content*, choosing flexibly from a range of strategies.
  - 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.
  - B. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., *belligerent, bellicose, rebel*).
  - 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.
  - 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.
  - A. Interpret figures of speech (e.g., literary, biblical, and mythological allusions) in context.
  - B. Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words.
  - C. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., *refined, respectful, polite, diplomatic, condescending*).
- 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.

Essential Questions	Student Learning Objectives	Activities
<ul style="list-style-type: none"> <li>● How does reading historical fiction help readers think critically about their current times?</li> </ul>	Students will be able to... <ul style="list-style-type: none"> <li>● Realize how discrimination and prejudices shape people’s lives.</li> </ul>	<ul style="list-style-type: none"> <li>● View informative clip on The Cold War Era. Respond to viewing guide.</li> </ul>

<ul style="list-style-type: none"> <li>● How do characters, real and fictional, use words and actions to demonstrate certain character traits such as curiosity, integrity, perseverance, and courage?</li> <li>● How can knowing the historical and contemporary context of a novel enhance understanding?</li> <li>● How do literary devices enhance one's reading experience?</li> <li>● How do readers construct meaning from text?</li> <li>● How are essential elements of a plot affected by each other and by other elements of a story?</li> </ul>	<ul style="list-style-type: none"> <li>● Develop a sense of historical empathy by connecting personal experiences, information, insights, and ideas with the experiences of others.</li> <li>● Identify and analyze an author's purpose.</li> <li>● Determine the meaning of words in context, including words with multiple meanings.</li> <li>● Identify examples of literary devices and analyze its impact on a piece of text.</li> <li>● Determine how conflict can be resolved and progress can be made, despite obstacles.</li> <li>● Make text-to-self and text-to-world connections to understand the universal quality of literature</li> <li>● Utilize textual support to support claims in speaking, formal, and informal writing</li> <li>● Compare and contrast characters and their traits from different pieces of literature</li> <li>● Make connections with across literary genres (poetry, nonfiction, drama, short stories, myths)</li> <li>● Recognize reading and writing are transformative acts that improve self and society.</li> </ul>	<ul style="list-style-type: none"> <li>● Read NY Times article "Radio's War of the World's Broadcast" (1938). Discuss how media hype may change thoughts, actions, opinions, and feelings.</li> <li>● Read <i>The Monsters Are Due on Maple Street</i> by Rod Serling. Discuss the conflict and the impact the setting has on the storyline.</li> <li>● Write a blurb for the teleplay that might appear in a TV or Netflix listing.</li> <li>● Create a list of five songs that contain themes or ideas similar to those in <i>The Monsters Are Due on Maple Street</i>. Give some sample lyrics with the titles, and explain why you chose these five songs.</li> <li>● Read "Reconstruction" informational text. Analyze the social climate of southern states and the reaction of people during this time period. View video <i>Reconstruction and 1876: Crash Course US History</i>. How does the visual depiction compare to the text?</li> <li>● Read historical fiction novel, <i>Roll of Thunder, Hear My Cry</i> by Mildred D. Taylor.</li> <li>● Research topics (sharecropping, Jim Crow Laws, Great Depression ) to better understand the setting of the novel. Present findings to the class.</li> <li>● Write a persuasive letter from Mary Logan's point of view trying to convince people to join the boycott despite the risks.</li> <li>● Rewrite a scene from the point of view of one of Cassie's siblings. Why did author Taylor choose Cassie as narrator?</li> <li>● Read and annotate "The Chase" from <i>An Adult Childhood</i> by Annie Dillard.</li> <li>● In two-three paragraphs, write about a momentous and significant event from your childhood. Narrate the incident as vividly as you can (much like Dillard in "The Chase"). Include vivid imagery about the setting and dialogue to develop the characters.</li> <li>● Read and annotate the narrative poem "Oranges" by Gary Soto about the speaker's first time experience. Identify the poet's use of imagery and make</li> </ul>
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		<p>text-to-self connections. How does this poem relate to you?</p> <ul style="list-style-type: none"> <li>● Compose a free verse narrative poem about a first time experience.</li> <li>● Read and discuss informative texts related to literary selections.</li> <li>● Read and discuss poems related to theme literary selections.</li> <li>● Closely read the text to make inferences about the characters based on their speech and actions</li> <li>● Use details from the text to draw relevant inferences</li> <li>● Discuss literary selections using student-generated questions as well as teacher-generated questions that allow for critical thought and expression.</li> <li>● Review and continue to strengthen reading and writing skills using Study Island.</li> <li>● Complete unit activities in <i>Vocabulary from Latin and Greek Roots: A Study of Word Families</i>, Level VII, 3rd Edition</li> </ul>
<p><b>Resources/Materials</b></p>	<ul style="list-style-type: none"> <li>● Literary selections and video resources <a href="https://pbs.org">https://pbs.org</a></li> <li>● Literary selections and video resources <a href="https://www.commonlit.org/">https://www.commonlit.org/</a></li> <li>● <i>Roll of Thunder, Hear My Cry</i> by Mildred D. Taylor</li> <li>● The Cold War Era clip <a href="https://youtu.be/5YDYfByEPAY">https://youtu.be/5YDYfByEPAY</a></li> <li>● Short stories, poems, and plays that display themes discussed in class. Sample texts: “Mother to Son” by Langston Hughes, “Still I Rise” by Maya Angelou, “The Power of One” by Ashish Ram, “Oranges” by Gary Soto, “On Turning Ten” by Billy Collins, “We Wear the Mask” by Paul Laurence Dunbar, “Myth of Atalanta”, <i>Fourteen</i> by Alice Gerstenberg</li> <li>● Online poetry databases (Poetry Foundation &amp; Academy of American Poets)</li> <li>● <i>Vocabulary from Latin and Greek Roots: A Study of Word Families</i>, Level VII, 3rd Edition</li> <li>● Various selections from <i>Prentice Hall Literature</i> Penguin Edition Grade Seven (2007) such as “The Chase” by Annie Dillard, “Seventh Grade” by Gary Soto, “Ribbons” by Laurence Yep</li> </ul>	
<p><b>Interdisciplinary Connections</b></p>	<ul style="list-style-type: none"> <li>● The close reading and writing skills used are transferable to all subject areas.</li> <li>● The ability to do research and support a claim are useful skills for writing in all subject areas.</li> <li>● The use of MLA format is common in multiple disciplines and provides students preparation for college level work.</li> <li>● Students connect with and understand different environments and historical periods while analyzing settings in literary selections.</li> </ul>	

	<ul style="list-style-type: none"> <li>● Discussion of literature enables students to apply understanding of psychological, economic, historical, and cultural contexts to character growth and development.</li> <li>● Discussion of current issues as they relate to the reading material.</li> </ul>
<b>21st Century Life and Careers</b>	<ul style="list-style-type: none"> <li>● 9.2 Career Awareness, Exploration, and Preparation - This standard outlines the importance of being knowledgeable about one's interests and talents, and being well informed about postsecondary and career options, career planning, and career requirements.</li> <li>● 9.3 Career and Technical Education - This standard outlines what students should know and be able to do upon completion of a CTE Program of Study.</li> </ul>
<b>Technology Standards</b>	<ul style="list-style-type: none"> <li>● 8.1 Educational Technology - All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and create and communicate knowledge.</li> <li>● 8.2 Technology Education, Engineering, Design and Computational Thinking - Programming - All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment</li> </ul>
<b>Diversity/Inclusion</b>	<ul style="list-style-type: none"> <li>● This 9 week unit invites students to think about how people persevere through challenging situations, specifically those who are challenged due to their race, personal beliefs, and nationality. Students will engage in discussion and literary analysis which asks them to consider different challenges from those that they may contend with to broaden their understanding of perseverance.</li> </ul>

<b>Assessments</b>			
<b>Formative</b>	<b>Summative</b>	<b>Benchmarks</b>	<b>Alternative</b>
<ul style="list-style-type: none"> <li>● Text annotations</li> <li>● In-class discussions</li> <li>● Reading check quizzes</li> <li>● Think pair share</li> <li>● Reflection writing</li> </ul>	<ul style="list-style-type: none"> <li>● Open-ended and multiple choice assessments to test students' comprehension of texts and terms studied.</li> <li>● Narrative poem</li> </ul>	<ul style="list-style-type: none"> <li>● Graphic organizers</li> <li>● Guided outline</li> <li>● Mini-lessons on how to compose a narrative poem</li> <li>● Rubric alignment</li> </ul>	<ul style="list-style-type: none"> <li>● Analyze a short story and a piece of art. In an oral presentation, discuss the symbolism</li> <li>● Find a current events article that connects a literary selection. Provide a literary analysis of the text-to-text connection.</li> <li>● Compare and contrast themes in Serling's play to another play or dramatic scene (<i>The Key Suspect</i> by Kimberly Fain)</li> </ul>

			<p>of alienation, bias, characterization, motivation, and suspicion.</p> <ul style="list-style-type: none"> <li>• Students may participate in an independent reading activity and produce a culminating project.</li> </ul>
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Modifications		
English Language Learners	Special Education/504	Gifted and Talented
<ul style="list-style-type: none"> <li>• Provide correction for language errors by modeling, not overt correction</li> <li>• Ability to access Google translate in native language</li> <li>• Verbal testing for written assessments</li> <li>• Providing texts in native language if possible</li> <li>• Providing audiobooks for novels</li> <li>• Cooperative and partner activities</li> <li>• Use visual representations of new vocabulary</li> <li>• Direct instruction of new vocabulary.</li> </ul>	<ul style="list-style-type: none"> <li>• Provide preferential seating</li> <li>• Offer audio books</li> <li>• Provide study guides and class notes</li> <li>• Testing in an alternate setting</li> <li>• Modify length and requirements for longer assignments and essays</li> <li>• Provide examples of exemplar for written work</li> <li>• Provide benchmarks for written work and adjust due dates when necessary</li> </ul>	<ul style="list-style-type: none"> <li>• Provide opportunities to study additional works by authors we read in class. Read the other stories from the Logan family series such as <i>The Land</i> and <i>Let the Circle Be Unbroken</i>, complete an author study on Mildred Taylor.</li> <li>• Create a Logan family tree, apply the pillars of good character to the characters in the series.</li> <li>• Encourage exploration of wider context or historical significance for pieces we read in class (Sharecropping, The Great Depression, and Jim Crow Laws) followed by jigsaw/ technology presentation to class.</li> </ul>

Name of Course
<b>Unit 4: Journeys and Character Development</b>
<b>Time Allotted (days of instruction): 9 weeks</b>
<b>New Jersey Student Learning Standards (NJSLS)</b>
<ul style="list-style-type: none"> <li>• 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.</li> <li>• 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.</li> <li>• RL.7.3. Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).</li> <li>• 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.</li> <li>• RL.7.5. Analyze how a drama's or poem's form or structure (e.g., soliloquy, sonnet) contributes to its meaning.</li> <li>• RL.7.6. Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.</li> <li>• 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).</li> <li>• RL.7.9. Compare, contrast and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) a fictional portrayal of a time,</li> </ul>

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

- 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.
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- 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.
  - RI.7.10. By the end of the year read and comprehend literary nonfiction at grade level text-complexity or above, with scaffolding as needed.
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- W.7.1. Write arguments to support claims with clear reasons and relevant evidence.
    - A. Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically.
    - B. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.
    - C. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence.
    - D. Establish and maintain a formal style/academic style, approach, and form.
    - E. Provide a concluding statement or section that follows from and supports the argument presented.
  - W.7.2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
    - A. 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).
    - B. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
    - C. Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.
    - D. Use precise language and domain-specific vocabulary to inform about or explain the topic.
    - E. Establish and maintain a formal style, academic style, approach, and form.
    - F. Provide a concluding statement or section that follows from and supports the information or explanation presented.
  - W.7.3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event

sequences.

- A. Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.
  - B. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.
  - C. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.
  - D. Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.
  - E. Provide a conclusion that follows from and reflects on the narrated experiences or events.
  - W.7.4. Produce clear and coherent writing in which the development, organization, voice and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
  - 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 link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.
  - W.7.7. Conduct short research projects to answer a question, 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.
    - 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”).
    - 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.
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- 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.
    - 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.
    - B. Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.
    - 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.
    - 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.7.3. Delineate a speaker’s argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.
  - 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.7.5. 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.
- L.7.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
  - A. Explain the function of phrases and clauses in general and their function in specific sentences.
  - B. Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.
  - C. Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.
- L.7.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
  - A. Use a comma to separate coordinate adjectives (e.g., *It was a fascinating, enjoyable movie* but not *He wore an old[,] green shirt*).
  - B. Spell correctly.
- L.7.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.
  - A. Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.
- L.7.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grade 7 reading and content*, choosing flexibly from a range of strategies.
  - 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.
  - B. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., *belligerent, bellicose, rebel*).
  - 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.
  - 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.
  - A. Interpret figures of speech (e.g., literary, biblical, and mythological allusions) in context.
  - B. Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words.
  - C. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., *refined, respectful, polite, diplomatic, condescending*).
- 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.

Essential Questions	Student Learning Objectives	Activities
<ul style="list-style-type: none"> <li>● What does it mean to go on a journey?</li> <li>● How does embarking on a journey shape a character?</li> <li>● What are the defining characteristics of a hero?</li> <li>● What makes an effective storyteller?</li> </ul>	<p>Students will be able to...</p> <ul style="list-style-type: none"> <li>● Identify the central components of the hero’s journey and the narrative structure of an epic.</li> <li>● Identify the role of heroes in our everyday lives.</li> <li>● Describe the basic plots of several myths</li> <li>● Determine the meaning of words in context, including words with multiple</li> </ul>	<ul style="list-style-type: none"> <li>● Read Alice Walker’s reflective essay from <i>In Search of Our Mothers’ Gardens</i> and identify attributes of an effective storyteller.</li> <li>● Write a first paragraph for a reflective essay in response to the common expression “the apple never falls far from the tree.” While drafting the introductory paragraph, examine connections between personal events and the generalizations which have led you to agree or disagree with the fact that we are all products of our upbringings.</li> </ul>

	<p>meanings.</p> <ul style="list-style-type: none"> <li>● When reading informational and fictional texts, students will learn how to recognize multiple perspectives, compare and contrast, and analyze form and structure.</li> <li>● Identify an example of the use of figurative language and analyze its impact on a piece of text.</li> <li>● Make text-to-self and text-to-world connections to understand the universal quality of literature</li> <li>● Utilize textual support to support claims in speaking, formal, and informal writing</li> <li>● Compare and contrast characters and their traits from different pieces of literature</li> <li>● Make connections with across literary genres (poetry, nonfiction, drama, short stories, myths)</li> <li>● Use evidence to support an arguable position.</li> <li>● Recognize reading and writing are transformative acts that improve self and society.</li> </ul>	<ul style="list-style-type: none"> <li>● Using evidence, respond to the DBQ Does Atalanta follow the hero's journey?</li> <li>● Respond to journal prompts related to folktales, mythology, legends, and fables.</li> <li>● Complete research and then write a bio-poem about a god or goddess.</li> <li>● Choose a scene from a myth or legend that reveals information about that culture. Work with classmates to present the scene as a dramatic reading.</li> <li>● Rewrite the conclusion to a selected myth.</li> <li>● Students present readers' theatre adaptation of select myths. Complete viewing guide critiquing myths and performances.</li> <li>● Research Greek Mythology's Influence on Everyday Language and complete collaborative activity and presentation.</li> <li>● Complete graphic organizer on writing a myth or legend (i.e., explanation of setting, the problem, failure to solve the problem). Draft a myth or legend.</li> <li>● Read "The Highwayman" by Alfred Noyes. Write a monologue as one of the characters.</li> <li>● Discuss literary selections using student-generated questions as well as teacher-generated questions that allow for critical thought and expression.</li> <li>● Engage in literary circle discussions and activities by reading selected novel. (possible novels include <i>That Was Then, This is Now</i> by S.E. Hinton, <i>Treasure Island</i> by Robert Louis Stevenson, <i>The Light in the Forest</i> by Conrad Richter, <i>The Contender</i> by Robert Lipsyte)</li> <li>● Review and continue to strengthen reading and writing skills using Study Island.</li> <li>● Complete unit activities in <i>Vocabulary from Latin and Greek Roots: A Study of Word Families</i>, Level VII, 3rd Edition</li> </ul>
<p><b>Resources/Materials</b></p>	<ul style="list-style-type: none"> <li>● Literary selections and video resources <a href="https://pbs.org">https://pbs.org</a></li> <li>● Short stories, poems, plays, and myths related to themes discussed during class. Sample texts: "The Cruel Tribute" by James Baldwin, Myth of Atalanta, Myth of Arachne, excerpts of <i>Travels with Charley</i> by John Steinbeck</li> </ul>	

	<ul style="list-style-type: none"> <li>● Possible novels for literary circles include <i>That Was Then, This is Now</i> by S.E. Hinton, <i>Treasure Island</i> by Robert Louis Stevenson, <i>The Light in the Forest</i> by Conrad Richter, <i>The Contender</i> by Robert Lipsyte</li> <li>● <i>Vocabulary from Latin and Greek Roots: A Study of Word Families</i>, Level VII, 3rd Edition</li> <li>● Various selections from <i>Prentice Hall Literature</i> Penguin Edition Grade Seven (2007) such as “The Highwayman” by Alfred Noyes, Alice Walker’s reflective essay from <i>In Search of Our Mothers’ Gardens</i>, “dramatization of <i>Dragonwings</i>” by Laurence Yep, “My Head is Full of Starshine” by Peg Kehret, “<i>The People Could Fly</i>” by Virginia Hamilton, “Demeter and Persephone”</li> </ul>
<b>Interdisciplinary Connections</b>	<ul style="list-style-type: none"> <li>● The close reading and writing skills used are transferable to all subject areas.</li> <li>● The ability to do research and support a claim are useful skills for writing in all subject areas.</li> <li>● The use of MLA format is common in multiple disciplines and provides students preparation for college level work.</li> <li>● Students connect with and understand different environments and historical periods while analyzing settings in literary selections.</li> <li>● Discussion of literature enables students to apply understanding of psychological, economic, historical, and cultural contexts to character growth and development.</li> <li>● Discussion of current issues as they relate to the reading material.</li> </ul>
<b>21st Century Life and Careers</b>	<ul style="list-style-type: none"> <li>● 9.2 Career Awareness, Exploration, and Preparation - This standard outlines the importance of being knowledgeable about one's interests and talents, and being well informed about postsecondary and career options, career planning, and career requirements.</li> <li>● 9.3 Career and Technical Education - This standard outlines what students should know and be able to do upon completion of a CTE Program of Study.</li> </ul>
<b>Technology Standards</b>	<ul style="list-style-type: none"> <li>● 8.1 Educational Technology - All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and create and communicate knowledge.</li> <li>● 8.2 Technology Education, Engineering, Design and Computational Thinking - Programming - All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment</li> </ul>
<b>Diversity/Inclusion</b>	<ul style="list-style-type: none"> <li>● This 9 week unit invites students to think about the many ways to interpret a “journey”. Students will participate in a variety of independent and group assignments that ask them to consider the perspective of people of different ages, races, and across many time periods with regard to how they have journeyed to learn a lesson. Students can relate this to themselves as well as to the world around them as they continue on their own journey.</li> </ul>

**Assessments**



Formative	Summative	Benchmarks	Alternative
<ul style="list-style-type: none"> <li>● Text annotation</li> <li>● In-class discussions and activities</li> <li>● Reading check quizzes</li> </ul>	<ul style="list-style-type: none"> <li>● Open-ended and multiple choice assessments to test students' comprehension of texts and terms studied.</li> <li>● Essay on the myth Atalanta (DBQ)</li> <li>● Poetry booklet based on poems written throughout the school year</li> </ul>	<ul style="list-style-type: none"> <li>● Daily homework</li> <li>● Writing workshop with mini-lessons to teach and model skills (DBQ)</li> <li>● Outlining</li> <li>● Writing conferences</li> <li>● Rubric alignment.</li> </ul>	<ul style="list-style-type: none"> <li>● Read a graphic novel version of myth. Compare and contrast the storytelling genres.</li> <li>● Read <i>Travels with Charley</i> by John Steinback. Consider taking a journey. Complete "Travels with..." project</li> <li>● Students may participate in an independent reading activity and produce a culminating project.</li> </ul>

Modifications		
English Language Learners	Special Education/504	Gifted and Talented
<ul style="list-style-type: none"> <li>● Provide correction for language errors by modeling, not overt correction</li> <li>● Ability to access Google translate in native language</li> <li>● Verbal testing for written assessments</li> <li>● Providing texts in native language if possible</li> <li>● Providing audiobooks for novels</li> <li>● Cooperative and partner activities</li> </ul>	<ul style="list-style-type: none"> <li>● Provide preferential seating</li> <li>● Offer audio books</li> <li>● Provide study guides and class notes</li> <li>● Testing in an alternate setting</li> <li>● Modify length and requirements for longer assignments and essays</li> <li>● Provide examples of exemplar for written work</li> <li>● Provide benchmarks for written work and adjust due dates when necessary</li> </ul>	<ul style="list-style-type: none"> <li>● Provide opportunities to study additional works by authors we read in class.</li> <li>● Encourage exploration of wider context or historical significance for pieces we read in class.</li> <li>● Create a reader's theatre play from a chosen myth and present to the class.</li> </ul>