

Domain Anchor Statement Codes			
Reading	Writing	Speaking and Listening	Language
CR: Close Reading of Text	AW: Argumentative Writing	PE: Participate Effectively	RF: Foundational Skills: Reading Language
CI: Central Ideas and Themes	IW: Informative and Explanatory Writing	II: Integrate Information	WF: Foundational Skills: Written Language
IT: Interactions Among Text Elements	NW: Narrative Writing	ES: Evaluate Speakers	SS: System and Structure of Language
TS: Text Structure	WP: Writing Process	PI: Present Information	KL: Knowledge of Language
PP: Perspective and Purpose in Texts	WR: Writing Research	UM: Use Media	VL: Vocabulary Acquisition, Use, and Literal Meaning
MF: Diverse Media and Formats	SE: Sources of Evidence	AS: Adapt Speech	VI: Vocabulary Acquisition, Use and Interpretative Meaning
AA: Analysis of an Argument	RW: Range of Writing		
CT: Comparison of Texts			

Trimester	Unit Title	Recommended Instructional Days
<p style="text-align: center;">3 March 19, 2024-June 19, 2024</p>	<p style="text-align: center;">Unit 3: A Starry Home Unit 4: People and the Planet Unit 5: Facing Adversity</p>	<p style="text-align: center;">60 Days</p>

<p>Grade 7 NJSLS - ELA</p>	<p>Core Ideas and Practices Interdisciplinary Standards</p>
<p>Language Domain</p>	<p>***Weekly NJSLA Text- see separate document for suggested texts for each marking period. Texts will be used from CommonLit, AchievetheCore, ReadWriteThink, New Meridian, NJ Digital Library, Achieve the Core, Etc.</p> <p>Novel: Heroes, Gods and Monsters of Greek Myths by Bernard Evslin</p> <div data-bbox="1192 1081 1369 1373" data-label="Image"> </div> <p>MyPerspectives Unit 2: A Starry Home</p>
<p>L.SS.7.1. Demonstrate command of the system and structure of the English language when writing or speaking.</p> <p style="padding-left: 40px;">A. Explain the function of phrases and clauses in general and their function in specific sentences.</p> <p style="padding-left: 40px;">D. Use a comma to separate coordinate adjectives (e.g., It was a fascinating, enjoyable movie but not He wore an old [,] green shirt).</p> <p style="padding-left: 40px;">E. Recognize spelling conventions.</p> <p>L.KL.7.2. Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p>	

- A. **Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases.**
- B. **Gather vocabulary knowledge when selecting a word or phrase important to comprehension or expression.**
- C. Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.

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

- 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. **Analyze the impact of a specific word choice on meaning and tone.**
- D. 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.
- E. 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).

Essential Question/s:

- Should we make a home in space?
- Do the benefits of exploring Mars outweigh the risks?

Instructional Resource: Anchor Text “Dark They Were, and Golden-Eyed” by Ray Bradbury pgs 126-145

Activity Description:

Activate Prior Knowledge and Experiences:

1. Would you like to live on another planet? Why or why not?

-MAKING MEANING-

- **Concept Vocabulary:** submerged, canals, atmosphere, forlorn, immense, mosaic
- **First Read-** Students Notice, Annotate, Connect, Respond as they read the selection the first time.
- **Close Read the Text-** Students will review the Close Read Model and complete the close read sections in the selection.
- **Analyze the Text-** Students will respond to questions about the text, citing textual evidence. **(Use Question #2 as RACECE strategy. Do not have students answer with “I think”. ADD TO**
- **THE QUESTION:** “Use two pieces of textual evidence to support your response)
- **Analyze Craft & Structure Figurative Language: Metaphor and Simile:** Students will identify examples of simile, metaphor, or personification. **(Use Question #1 as RACE strategy from page 142 to extend understanding of metaphors. Use one piece of textual evidence to support your response.)**
- **Analyze Craft & Structure:** “The Last Dog” will not be used. Review internal and external conflict from page 197 as it applies to Harry Bittering’s character.

-LANGUAGE DEVELOPMENT-

- **Concept Vocabulary:** submerged, canals, atmosphere, forlorn, immense, mosaic.
- **Word Study:** Synonyms and Nuance

L.VI.7.4. 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. Analyze the impact of rhymes and other repetitions of sound (e.g., alliteration) on a specific verse or stanza or a poem or section of a story or drama.**
- D. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., refined, respectful, polite, diplomatic, condescending).

- **Conventions: Comparisons Using Adjectives and Adverbs-** Students identify examples of adverbs and adjectives.

-CROSS-CURRICULAR PERSPECTIVES-

- **Social Studies:** Review paragraph 20. Harry remarks, “Colonial days all over again.” Have students research and write short reports on colonialism. They should include information about where and when their examples of colonialism took place, and what happened as a result. How do these examples of colonialism relate to the story?
- **Science:** Have students research Mars, focusing on its natural features and atmospheric conditions, and write short reports on the challenges people from Earth would face if they lived on Mars. How might these challenges be overcome? Are these challenges addressed in the story? How?

Instructional Resource: Media/Radio Play “Dark They Were, and Golden-Eyed” by Ray Bradbury pgs 146-149

Activity Description:

Activate Prior Knowledge and Experiences:

- Have you ever heard of a radio play? What might the radio play have to do with the previous text?

-MAKING MEANING-

- **Media Vocabulary:** sound effects, human voice, silence
- **First Review:** Students Listen, Note, Connect, and Respond as they read the selection the first time.
- **Comprehension Check:** Students complete comprehension questions.
- **Close Review-** Students will listen to the radio play and write down any new observations.
- **Analyze the media-** Students will respond to questions about the play, citing evidence. **(Use Question #1 as RACECE strategy on pg. 149. Do not have students answer with “I think”. ADD TO THE QUESTION: “Use two pieces of textual evidence to support your response)**

Reading Domain

Reading Literature

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

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

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

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

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

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

Reading Informational

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

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

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

My Perspectives Unit 4: People and the Planet

Essential Question/s:

- What is the most significant effect that people have on the environment?
- Are the needs of people ever more important than the needs of animals and the planet?
- How do we overcome obstacles?
- How do people face challenges to overcome adversity?
- Climate Change: Do people always have a negative impact on the environment?

Activity Description:

Whole-Class Learning- Unit 4:

Instructional Resource (Launch Text): "Rethinking the Wild" pgs 356-459

Activity Description:

Activate Prior Knowledge and Experiences:

1. What is nature? Do you consider water and air part of nature? How do people have a positive or negative effect on nature? Have students write down their answer to each question, then ask volunteers to share their answers to start the discussion.
1. **Have students copy the definition of an argument as explained on pg. 356**

Academic Concept and Vocabulary: Argument: ethical; dissent; interject; discord; accuracy

- **Launch Activity:** Watch "Arctic Ice" and discuss it. In what way are people and animals dependent on our planet?
- **Word Network:** Students add new words to their Word Network as they read texts in the unit.
- **Read and Annotate:** Notice ways in which the writer weaves together elements of storytelling and informative writing in support of the argument.

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

Writing Domain

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

- A. Introduce claim(s) **about a topic or issue**, acknowledge alternate or opposing claims, and organize the reasons and evidence logically.
- B. Support claim(s) with logical reasoning and relevant, **accurate data** and evidence that demonstrate an understanding of the topic or text, **using credible sources.**
- 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.IW.7.2. Write informative/explanatory texts (including the narration of historical events, scientific procedures/ experiments, or technical processes) to

- **Summary:** Write a summary of “Rethinking the Wild.” A summary is a concise, complete, and accurate overview of a text. It should not include a statement of your opinion or an analysis.
- **QuickWrite:** Students write a response to the QuickWrite prompt: What are the most effective tools for establishing and preserving freedom?

Instructional Resource: Anchor Text from *Silent Spring* by Rachel Carson pgs. 362-371

Activity Description:

Activate Prior Knowledge and Experiences:

1. **First-Read-** Engage students in a discussion about environmental damage to help them make connections between the text and their own knowledge.
2. **Close-Read-** Have students closely read the title, *Silent Spring*. Ask students to suggest reasons why Carson picked this particular title. Also ask students to suggest other possible titles. Do they work as well? Why or why not?

-MAKING MEANING-

- **Concept Vocabulary:** blight; maladies; puzzled; stricken; stillness; deserted
- **First Read-** Students Notice, Annotate, Connect, Respond as they read the selection the first time.
- **Comprehension Check-** Students complete comprehension questions.
- **Close Read the Text-** Students will review the Close Read Model and complete the close read sections in the selection.
- **Analyze the Text-** Students will respond to questions about the text, citing textual evidence. **(Use Question #1 on page 366 as a small group discussion question. Have students respond with their groups and share out what the phrase suggests and why the author chose it; have students focus on the why.)**
- **Analyze Craft & Structure: Text Structure: Author’s Word Choice: Imagery-** Students will analyze imagery in the text. **(Use Question #2 on page 367 as a RACECE response. Students should be sure 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) when useful to **aid in** comprehension.
- 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/ grade-level- 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 (e.g., sentence, part of a paragraph, paragraph, or multiple paragraphs) that follows the flow of ideas, reflects back on the topic, and supports the information or explanation presented.

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

answer both part A and part b. Students use proper MLA format for their textual evidence.)

-LANGUAGE DEVELOPMENT-

- **Concept Vocabulary:** blight; maladies; puzzled; stricken; stillness; deserted. — Identify one synonym, or word with a similar meaning, and one antonym, or word with an opposite meaning, for each vocabulary word.
- **Word Study:** Anglo-Saxon Suffix: -ness
- **Conventions: Verb Mood –The Subjunctive-** Students identify mood in sentences.

-CROSS-CURRICULAR PERSPECTIVES-

- **Science:** Have students research and write short reports on the effects of environmental damage on people, animals, or plants.

Suggest that students narrow their topics by choosing one source of environmental damage, such as the use of pesticides, the burning of fossil fuels, or deforestation. Ask volunteers to share their research with the class, and discuss how this information is reflected in the text.

Interdisciplinary Connections:

- Creative writing piece in the style of science fiction (research may be necessary) (**Science & TECH**)
- Compose a Compare and Contrast essay (two texts, allegorical characters vs. real life, two viewpoints, etc.) (**SS & Science**)

Small-Group Learning

Instructional Resource:“Turtle Watchers” by Linda Hogan

““Nature” is what We see—” by Emily Dickinson

“The Sparrow” by Paul Laurence Dunbar
pgs 402-411

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

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

W.SE.7.6. Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source;

Activity Description:

Activate Prior Knowledge and Experiences:

1. **First Read:** Engage students in a discussion about the relationship between people and the natural world to set the context for reading the poems. Ask: Do you think people have had a negative effect on the environment? How? What would you like to change about the relationship? What can you, as an individual, do to live in harmony with nature?
2. **Close Read:** Ask groups to consider the following prompts: What effects have you had on the environment? What effects would you like to have on the environment? As students discuss in their groups, ask them to consider the relationship between people and the environment and the effects that people's choices have on the world around them.

-MAKING MEANING-

- **Concept Vocabulary:** permit; release; contact
- **First Read-** Students Notice, Annotate, Connect, Respond as they read the selection the first time.
- **Comprehension Check-** Students complete comprehension questions.
- **Close Read the Text-** Students will review the Close Read Model and complete the close read sections in the selection.
- **Analyze the Text-** Students will respond to questions about the text, citing textual evidence.
- **Analyze Craft & Structure: The Speaker in Lyric Poetry-** Students analyze the poetry in the collection reviewing the elements of poetry (stanza, verse, rhyme, mood, theme, figurative language, etc.)
- **Conventions: Author's Style: Diction and Tone-** Students identify specific word choices in each poem and how they affect meaning and tone. **(In the chart, have students use proper MLA format when filling out the word or phrase.)**

-LANGUAGE DEVELOPMENT-

- **Concept Vocabulary:** Students complete activities related to the Concept Vocabulary words: ancestors; wisdom; heed
- **Word Study:** Etymology

and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation. 🌱

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

Speaking and Listening Domain

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

- 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.

Instructional Resource: He-y, Come On Ou-t! Shinichi Hoshi translated by Stanleigh Jones pgs 420-429

Activity Description:

Activate Prior Knowledge and Experiences:

- **First Read:** What do we know about the destination of the stuff we put in our garbage cans? Can we really make the waste we create disappear? Engage students in a discussion about our relationship with garbage that sets the context for reading the short story "He—y, Come On Ou—t!"
- **Close Read:** Ask students to consider this prompt: Your community can choose between great productivity with high levels of pollution or less productivity within a cleaner environment. Which would you choose, and why?

-MAKING MEANING-

- **First Read-** Students Notice the kinds of people who react to the hole as the story develops; Annotate contrasts, such as contrasts between old and new, that occur throughout the story; Connect, Respond as they read the selection the first time.
- **Comprehension Check-** Students complete comprehension questions.
- **Close Read the Text-** Students will review the Close Read Model and complete the close read sections in the selection.
- **Analyze Craft & Structure: Literary Elements: Irony-** Students analyze examples of irony. (Use **Question #2 on page 427 as a**
- **RACECE response. Students must use proper MLA format for their textual evidence.)**

-LANGUAGE DEVELOPMENT-

- **Concept Vocabulary:** Students complete activities related to the Concept Vocabulary words: disposal, consequences, resolved
- **Word Study:** Latin Root: -sequ-
- **Conventions: Punctuation Marks:** Students identify examples of punctuation marks. (When filling out the chart on page 428, students must properly cite the example from the text.)

-CROSS-CURRICULAR PERSPECTIVES-

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

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

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

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

- **Science:** In paragraph 31, the concessionaire declares the hole “perfect for the disposal of such things as waste from nuclear reactors.” In fact, disposing of nuclear waste remains a challenge in nations that have nuclear reactors. Have students research the various methods that have been used for this purpose. Offer these questions to guide their research and organize their findings.
 - Why is nuclear waste treated differently from other chemical waste?
 - What happened to the nuclear waste from the first nuclear fission experiments conducted by the United States?
 - How is nuclear waste disposed of in the U.S. today?
 - What problems has Japan had with nuclear waste in the 21st century

Texts for Independent Learning Unit 4:

- “Science-Fiction Cradlesong” by C.S. Lewis
- UFO Sightings and News by Benjamin Radford
- from Packing for Mars by Mary Roach
- “Trip to Mars Could Damage Astronaut’s Brains” by Laura Sanders

Social and Emotional Learning: <i>Competencies</i>	Social and Emotional Learning: <i>Sub-Competencies</i>
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Self-Awareness Self-Management Social Awareness Relationship Skills Responsible Decision-Making	<p><u>Self-Awareness -</u></p> <ul style="list-style-type: none"> ● Recognize one’s feelings and thoughts ● Recognize the impact of one’s feelings and thoughts on one’s own behavior ● Recognize one’s personal traits, strengths, and limitations ● Recognize the importance of self-confidence in handling daily tasks and challenges <p><u>Self-Management-</u></p> <ul style="list-style-type: none"> ● Understand and practice strategies for managing one’s own emotions, thoughts, and behaviors
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MyPerspectives Unit 5: Facing Adversity

Whole-Class Learning- Unit 5:

Instructional Resource (Launch Text): “Against the Odds” pgs 442-449

Activity Description:

Activate Prior Knowledge and Experiences:

1. Ask students whether they have ever encountered an obstacle that stood in the way of something that they wanted to do. Were they able to overcome the obstacle?
1. **Have students copy the definition of an informative text as explained on pg. 446**

Academic Concept and Vocabulary: deviate, persevere, determination, diversity, tradition

	<ul style="list-style-type: none">● Recognize the skills needed to establish and achieve personal and educational goals● Identify and apply ways to persevere or overcome barriers through alternative methods to achieve one's goals. <p><u>Social Awareness-</u></p> <ul style="list-style-type: none">● Recognize and identify the thoughts, feelings, and perspectives of others● Demonstrate an awareness of the differences among individuals, groups, and others' cultural backgrounds● Demonstrate an understanding of the need for mutual respect when viewpoints differ● Demonstrate an awareness of the expectations for social interactions in a variety of settings <p><u>Relationship Skills-</u></p> <ul style="list-style-type: none">● Establish and maintain healthy relationships● Utilize positive communication and social skills to interact effectively with others● Identify ways to resist inappropriate social pressure● Demonstrate the ability to prevent and resolve interpersonal conflicts in constructive ways● Identify who, when, where, or how to seek help for oneself or others when needed. <p><u>Responsible Decision-Making-</u></p> <ul style="list-style-type: none">● Develop, implement, and model effective problem-solving and critical thinking skills	<ul style="list-style-type: none">● Launch Activity: Students will read "Against the Odds." Students will then be able to engage in discussions about facing diversity. Students participate in an activity related to the unit theme.● Word Network: Students add new words to their Word Network as they read texts in the unit. Summary: Students write a summary of the Launch Text.● QuickWrite: Students write a response to the QuickWrite prompt: What are the most effective tools for establishing and preserving freedom? <p><u>Small-Group Learning</u> <u>Instructional Resource: A Work in Progress: Personal Narrative by Aimee Mullins pgs. 493-498</u> <u>Activity Description:</u> Activate Prior Knowledge and Experiences:</p> <ul style="list-style-type: none">● What enables some people to face huge challenges with humor and grace?● How can humor help people face adversity?● What other qualities and attitudes can help face adversity?● How do we overcome obstacles? <p>-MAKING MEANING-</p> <ul style="list-style-type: none">● Concept Vocabulary: accomplishments; extraordinary; celebrate● First Read- Students Notice, Annotate, Connect, Respond as they read the selection the first time.● Comprehension Check- Students complete comprehension questions.● Close Read the Text- Students will review the Close Read Model and complete the close read sections in the selection.● Analyze the Text- Students will respond to questions about the text, citing textual evidence.● Analyze Craft & Structure- Development of Ideas: Text Structure- Students will identify various types of details used in the personal narrative. (Students should find direct text evidence and use correct MLA Citation.) <p>-LANGUAGE DEVELOPMENT-</p>
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- Identify the consequences associated with one's actions in order to make constructive choices
- Evaluate personal, ethical, safety, and civic impact of decisions.

- **Concept Vocabulary:** accomplishments; extraordinary; celebrate
- **Word Study: Latin Prefix: extra-**
- **Conventions: Informal Grammar :** Students will understand how to differentiate between formal and informal grammar.

-CROSS-CURRICULAR PERSPECTIVES-

- **Social Studies: Social Studies: Researching Historical Figures:** Divide the students into small groups and assign each group a historical figure who faced significant challenges and demonstrated personal growth. Possible figures include Helen Keller, Thomas Edison, Harriet Tubman, Nelson Mandela, and Malala Yousafzai. Each group will research their assigned figure, focusing on the challenges they faced and how they overcame them.

Students will create a short presentation or a report on their findings, highlighting key moments of personal growth and resilience.

Instructional Resource: *Heroes, Gods, and Monster of the Greek Myths* By Bernard Evslin

Activate Prior Knowledge:

1. Have students determine what a hero means to them. What does a hero mean to you? Describe who your hero is and why this person might be your hero. What are his/her qualities?
2. What do you think is the purpose of Greek mythology?

Academic and Concept Vocabulary:

- *Heroes, Gods, and Monster of the Greek Myths* Vocabulary(quizlet)

Read and Annotate:

First Read- Students Notice, Annotate, Connect, Respond as they read the selection the first time.

Comprehension Check- Students complete comprehension questions per chapter grouping. (*Check Schoology Group for Comprehension Question Grouping.*)

Analyze the Text Options:

- Instagram/Facebook template for a God/Goddess
- Rant: Written from a God/Goddess
- Greek Myth Characterization Chart

Analyze Craft & Structure: (CHOOSE 1)

- *Prompt A:* Describe three qualities the Ancient Greeks valued most in a hero: Use at least 2 myths and give specific details from your myth to support your answer.
- *Prompt B:* Using at least two different Greek myths, find specific examples that demonstrate the importance reputation had to the Greeks. Provide details and examples on how the importance of reputation influenced the events that took place in that myth. Make sure to cite your evidence and support your claims with examples from the text.
- *Prompt C:* How do myths account for natural events? Use three different myths and examples of phenomena in your response.
- Create an origin story similar to a Greek Myth about a character in one of the texts from Unit 5 myPerspectives.

<p align="center">Assessments (Formative) <i>To show evidence of meeting the standard/s, students will successfully engage within:</i></p>		<p align="center">Assessments (Summative) <i>To show evidence of meeting the standard/s, students will successfully complete:</i></p>
<p><u>Formative Assessments:</u></p> <ul style="list-style-type: none"> ● Weekly Quizzes ● Short Constructed Response (RACE) <ul style="list-style-type: none"> ○ See each story recommended RACE and RACECE questions in “Recommended Activities” ● Socratic Seminar Discussion Prompts/Questions: <ul style="list-style-type: none"> ○ Compare and contrast the emotions exhibited by the characters that populate the world of the novels we have read. How do those emotions affect how the characters handle the conflicts they experience? ○ What similarities exist between fictional characters and real people? Can you generalize about the types of experiences that a human being encounters when growing up? What kinds of experiences seem to have the greatest impact on us? ● Literature Circle ● Admit and Exit Slips ● Collins Type I Writing (Response Journal) ● Compare and Contrast Characters Graphic Organizer ● SAVVAS Comprehension and higher-level thinking questions per short story (Extended first-read questions on SAVVAS) 	<p><u>Benchmarks:</u></p> <ul style="list-style-type: none"> ● (Diagnostic/District Assessments) <p><u>Summative Assessments:</u></p> <ul style="list-style-type: none"> ● Unit / Section assessments from SAVVAS Realize <ul style="list-style-type: none"> ○ Selection Test: “Dark They Were and Golden Eyed” by Ray Bradbury ○ Selection Test: from Silent Spring by Rachel Carson ○ Selection Test: Poetry Collection, Unit 4 ○ Selection Test: “A Work in Progress” by Aimee Mullins ● Writing an Argument: Students will write a RACE/RACECE~Analyzing the text to answer the prompt: In <i>from Silent Spring</i>, does Carson’s description inspire readers to take action, or does it discourage action because the problem seems big? ● Narrative Writing Task: Write an alternate ending in which you explore what might happen after the story ends in <i>He-y, Come On, Ou-t</i>. <p><i>Novel: Heroes, Gods, and Monster of the Greek Myths by Bernard Evslin (Choose 1)</i></p> <ul style="list-style-type: none"> ● Prompt A: Describe three qualities the Ancient Greeks valued most in a hero: Use at least 2 myths and give specific details from your myth to support your answer. ● Prompt B: Using at least two different Greek myths, find specific examples that demonstrate the importance reputation had to the Greeks. Provide details and examples on how the importance of reputation influenced the events that took place in that myth. Make sure to cite your evidence and support your claims with examples from the text. 	

<ul style="list-style-type: none"> ● Vocabulary Checks 	<ul style="list-style-type: none"> ● Prompt C: How do myths account for natural events? Use three different myths and examples of phenomena in your response. ● Create an origin story similar to a Greek Myth about a character in one of the texts from Unit 5 myPerspectives.
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**Differentiated Student Access to Content:
Teaching and Learning *Resources/Materials***

Core Resources	Alternate Core Resources <i>IEP/504/At-Risk/ESL</i>	ML Core Resources	Gifted & Talented Core Resources
<ul style="list-style-type: none"> ● Launch Text “Rethinking the Wild” ● from <i>Silent Spring</i> by Rachel Carson ● “He-y, Come On Ou-t!” , Shinichi Hoshi translated by Stanleigh Jones ● “Turtle Watchers” by Linda Hogan, ● ““Nature” is what We see—” by Emily Dickinson, “The Sparrow” by Paul Laurence Dunbar ● <i>Heroes, Gods, and Monster of the Greek Myths</i> by Bernard Evslin ● Launch text: “Against the Odds” ● Personal Narrative: “A Work in Progress: by Aimee Mullins 	<ul style="list-style-type: none"> ● In addition to Core Resources: ● Extra Support Readers ● Provide options for comprehension ● Tiered Content/Activities ● Provide a variety of materials ● Provide options for perception 	<ul style="list-style-type: none"> ● Accessible Leveled Text ● Personalize for Learning English Language Support ● Teacher Edition sections for ELL Learners (ex. pg 80) ● Spanish language version of the text (when available) ● myPerspectives Unit Planning Guide- ELD Companion Support ● Audio Summary ● ESL Basics ● Cultivate Relationships and be culturally responsive. ● Topic choice ● Reflection activities ● Various assessment strategies ● Pair work ● Online Thesaurus ● Extra Support Readers ● Tiered Content/Activities 	<ul style="list-style-type: none"> ● See Document with G&T Savvas Challenges on Schoology ● Novel/Book of Choice (More than 1 per MKP) ● Write a research paper describing connections between two texts by the same author. ● Leadership Roles ● Assign independent projects. ● Speak to Student Interests ● Plan for differentiation. Consider pre-assessments, extension activities, and compacting the curriculum. ● Tiered Content/Activities ● Provide a variety of above-level material

Supplemental Resources

Technology:

- Savvas Realize
- Edulastic
- i-Ready
- brainpop.com
- achievethecore.com
- Slidesmania link for free virtual interactive notebooks
- NoRedInk
- Prezi
- Viewpure
- Bookcreator
- Flipgrid
- Scratch
- TedED Talks
- Padlet
- Peardeck
- Nearpod
- Youtube/Teachertube
- Sanford Harmony (SEL)
- Second Step (SEL)
- Middle School Community Rebuild Unit PDF (SEL)
- Character Strong (SEL)
- Conscious Discipline (SEL)
- From the Collaborative for Academic, Social, and Emotional Learning (CASEL): Reunite, Renew and Thrive: SEL Roadmap for Reopening School (SEL)

New Jersey Legislative Statutes and Administrative Code Resources

(These articles can be used with Notice and Note Nonfiction Signposts)

- **myPerspectives Unit 4 “People and the Planet”/ Unit 5 “Facing Adversity”**
- *Hatchet* by Gary Paulse/ *Heroes, Gods, and Monster of the Greek Myths* by Bernard Evslin
- **NJDOE Resources: Climate Smart: Cities Working Together**
 - **Standards in Action: Climate Change**
- **NJDOE Resources: Where Do You Put a Wind Farm?**
 - **Standards in Action: Climate Change**

- NJDOE Resources: “Dreaming in Green Young Voices on Climate Change”
 - Standards in Action: Climate Change
- Biography: Helen Keller- Disability Rights Activist
 - (LGBT and Disabilities Law: *N.J.S.A. 18A:35-4.35*) & (Diversity & Inclusion: *N.J.S.A. 18A:35-4.36a*)
- OneArchives.org- Were LGBT Americans welcome in Hollywood during the 1920s and 1930s? (As it applies to the Dust Bowl.)
 - (LGBT and Disabilities Law: *N.J.S.A. 18A:35-4.35*)

**Differentiated Student Access to Content:
Recommended *Strategies & Techniques***

Core Resources	Alternate Core Resources <i>IEP/504/At-Risk/ESL</i>	ML Resources	Gifted & Talented Core
<ul style="list-style-type: none"> ● Launch Text “Rethinking the Wild” ● from <i>Silent Spring</i> by Rachel Carson ● “He-y, Come On Ou-t!”, Shinichi Hoshi translated by Stanleigh Jones ● “Turtle Watchers” by 	<p>Vocabulary: Circulate around the room and support students as they write their sample sentences. Provide visual glossary on an anchor chart to scaffold. Reading: Work directly with students to read and annotate text. Model annotation for the first one or two paragraphs. Then, allow students to finish annotating with partners or in groups.</p> <p>Review Prompt and Rubric: Work directly with students as a group to review prompts and rubrics. Prewriting: Work</p>	<p>Personalized for Learning English Language Support in Teacher Edition (ex: pg 91, 115, 125, etc.)</p> <p>Four Corners Activity, Sentence Stems Anchor Chart for Vocabulary & Text Structure</p> <p>Audio Summary</p> <p>Accessible Leveled Text</p> <p>IXL</p> <p>“Personalize for ELS”</p> <p>Linguistics: Use sound and phonics transfer charts and lessons to identify where transfer of sounds occurs for English learners from students’ native languages into English. Create sound-spelling cards with images to pronounce English sounds.</p>	<p>Presentation Strategies: Vary the method of presentation: lecture, small groups, large group, demonstration, individual experimentation</p> <p>Organizational/Behavioral Strategies: Use a Study Contract for student to achieve outcomes Use a Learning Log for independent or outside learning Establish a timeline for long-range projects</p> <p>Motivational Strategies: Provide fewer drill and practice activities when material is learned Give student choices of activities in learning the content Allow the student to ‘buy’ time for self-directed activities after material is learned</p>

<p>Linda Hogan, ““Nature” is what We see—” by Emily Dickinson, “The Sparrow” by Paul Laurence Dunbar</p> <ul style="list-style-type: none"> • <i>Heroes, Gods, and Monster of the Greek Myths</i> by Bernard Evslin • Launch text: “Against the Odds” • Personal Narrative: “A Work in Progress: by Aimee Mullins 		<p>directly with students to begin planning their responses. Project a graphic organizer and complete as a group. Discussion: Work directly with students as a group. Use a discussion guide and speaking frames to facilitate the discussion.</p>	<p>Grammar Transfers: Use grammar transfer charts to address common mistakes that some English learners make in speaking and writing when they transfer grammatical forms from their native languages into English. Allow use of charts for grammar lessons and oral communication activities.</p> <p>Cognates: Cognate strategy instruction helps students whose first language shares cognates with English draw on their first language knowledge by teaching how to use cognate knowledge. Provide opportunities for English language learners to find cognates in authentic text and compare meanings with their native language.</p>	<p>Assessment Strategies: Give a pretest to allow the student to demonstrate mastery Provide self-checking materials Provide tests at a higher level of thinking</p> <p>Environmental Strategies: Arrange for a mentor to work with the student in interest area Cluster group gifted/talented students by areas of strength in the classroom Allow independent use of library</p>
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<p>NJSLS CAREER READINESS, LIFE LITERACIES & KEY SKILLS</p>	<p>Disciplinary Concept:</p>	
	<p><i>Core Ideas:</i></p>	<ul style="list-style-type: none"> • An individual’s strengths, lifestyle goals, choices, and interests affect employment and income. • Developing and implementing an action plan is an essential step for achieving one’s personal and professional goals. • Early planning can provide more options to pay for post-secondary

		<p>training and employment.</p> <ul style="list-style-type: none"> • There are a variety of resources available to help navigate the career planning process. • Employee benefits can influence your employment choices. • Communication skills and responsible behavior in addition to education, experience, certifications, and skills are all factors that affect employment and income.
	<i>Performance Expectation/s:</i>	<p>9.2.8.CAP.1: Identify offerings such as high school and county career and technical school courses, apprenticeships, military programs, and dual enrollment courses that support career or occupational areas of interest.</p> <p>9.2.8.CAP.2: Develop a plan that includes information about career areas of interest.</p> <p>9.2.8.CAP.3: Explain how career choices, educational choices, skills, economic conditions, and personal behavior affect income.</p> <p>9.2.8.CAP.4: Explain how an individual’s online behavior (e.g., social networking, photo exchanges, video postings) may impact opportunities for employment or advancement</p> <p>9.2.8.CAP.5: Develop a personal plan with the assistance of an adult mentor that includes information about career areas of interest, goals and an educational plan.</p> <p>9.2.8.CAP.6: Compare the costs of postsecondary education with the potential increase in income from a career of choice.</p> <p>9.2.8.CAP.7: Devise a strategy to minimize costs of postsecondary education.</p> <p>9.2.8.CAP.8: Compare education and training requirements, income potential and primary duties of at least two jobs of interest.</p> <p>9.2.8.CAP.9: Analyze how a variety of activities related to career preparation (e.g., volunteering, apprenticeships, structured learning experiences, dual enrollment, job search, scholarships).</p> <p>9.2.8.CAP.10: Evaluate how careers have evolved regionally, nationally, and globally.</p> <p>9.2.8.CAP.11: Analyze potential career opportunities by considering different types of resources, including occupation databases, and state and national labor market statistics.</p>

		<p>9.2.8.CAP.12: Assess personal strengths, talents, values and interests to appropriate jobs and careers to maximize career potential.</p> <p>9.2.8.CAP.13: Compare employee benefits when evaluating employment interests and explain the possible impact on personal finances.</p> <p>9.2.8.CAP.14: Evaluate sources of income and alternative resources to accurately compare employment options.</p> <p>9.2.8.CAP.15: Present how the demand for certain skills, the job market and credentials can determine an individual’s earning power.</p> <p>• 9.2.8.CAP.16: Research different ways workers/ employees improve their earning power through education and the acquisition of new knowledge and skills.</p> <p>9.2.8.CAP.17: Prepare a sample resume and cover letter as part of an application process.</p> <p>9.2.8.CAP.18: Explain how personal behavior, appearance, attitudes, and other choices may impact the job application process.</p> <p>9.2.8.CAP.19: Relate academic achievement, as represented by high school diplomas, college degrees, and industry credentials, to employability and to potential level</p>
	Career Readiness, Life Literacies, & Key Skills Practices	
	<p>How to Become a Children’s Doctor: Career and Education Roadmap</p> <p>How to Become a Teacher</p> <p>How to Teach Conversational Skills – An important skill for the workplace (Teacher Lesson)</p> <p>How to Become an Author/Illustrator</p> <p>How to Become a Newspaper Reporter</p> <p>How to Become a Poet</p>	

Content Area: English Language Arts (NJSLS-ELA) Grades
Grade: 7

Dev. Date:
July 2024

x	Amistad Law: <i>N.J.S.A. 18A 52:16A-88</i>	x	Holocaust Law: <i>N.J.S.A. 18A:35-28</i>	x	LGBT and Disabilities Law: <i>N.J.S.A. 18A:35-4.35</i>	x	Standards in Action: <i>Climate Change</i>
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