



ESL
SCIENCE
BUSINESS
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WORLD LANGUAGES
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TECHNOLOGY EDUCATION
ENGLISH LANGUAGE ARTS
FINE & PERFORMING ARTS
FAMILY & CONSUMER SCIENCE
HEALTH & PHYSICAL EDUCATION

RAHWAY PUBLIC SCHOOLS

CURRICULUM & INSTRUCTION

Content Area: English

Course: Language Arts / Honors

Grade Level: 7

This curriculum is part of the Educational Program of Studies of the Rahway Public Schools.

ACKNOWLEDGMENTS

Dr. Leslie Septor, Program Supervisor of Literacy

The Board acknowledges the following who contributed to the preparation of this curriculum.

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Subject/Course Title:
**English Language Arts
Grade 7**

Date of Board Adoption:
**September 21, 2021
August 27, 2024**

RAHWAY PUBLIC SCHOOLS CURRICULUM

Course Name: Language Arts Grade 7

PACING GUIDE

Unit	Title	Pacing
1	Examining Prejudice and Conflict: Twelve Angry Men	10 weeks
2	Breaking Free: Choice, Identity, and Rebellion: The Giver	10 weeks
3	The Subjectivity of Truth: Nothing but the Truth	10 weeks
4	A Legacy of Injustice: A Farewell to Manzanar	10 weeks

ACCOMMODATIONS

<p>504 Accommodations:</p> <ul style="list-style-type: none"> ● Provide scaffolded vocabulary and vocabulary lists. ● Provide extra visual and verbal cues and prompts. ● Provide adapted/alternate/excerpted versions of the text and/or modified supplementary materials. ● Provide links to audio files and utilize video clips. ● Provide graphic organizers and/or checklists. ● Provide modified rubrics. ● Provide a copy of teaching notes, especially any key terms, in advance. ● Allow additional time to complete assignments and/or assessments. ● Provide shorter writing assignments. ● Provide sentence starters. ● Utilize small group instruction. ● Utilize Think-Pair-Share structure. ● Check for understanding frequently. ● Have student restate information. ● Support auditory presentations with visuals. ● Weekly home-school communication tools (notebook, daily log, phone calls or email messages). ● Provide study sheets and teacher outlines prior to assessments. ● Quiet corner or room to calm down and relax when anxious. ● Reduction of distractions. ● Permit answers to be dictated. ● Hands-on activities. ● Use of manipulatives. ● Assign preferential seating. ● No penalty for spelling errors or sloppy handwriting. ● Follow a routine/schedule. ● Provide student with rest breaks. ● Use verbal and visual cues regarding directions and staying on task. ● Assist in maintaining agenda book. 	<p>IEP Accommodations:</p> <ul style="list-style-type: none"> ● Provide scaffolded vocabulary and vocabulary lists. ● Differentiate reading levels of texts (e.g., Newsela). ● Provide adapted/alternate/excerpted versions of the text and/or modified supplementary materials. ● Provide extra visual and verbal cues and prompts. ● Provide links to audio files and utilize video clips. ● Provide graphic organizers and/or checklists. ● Provide modified rubrics. ● Provide a copy of teaching notes, especially any key terms, in advance. ● Provide students with additional information to supplement notes. ● Modify questioning techniques and provide a reduced number of questions or items on tests. ● Allow additional time to complete assignments and/or assessments. ● Provide shorter writing assignments. ● Provide sentence starters. ● Utilize small group instruction. ● Utilize Think-Pair-Share structure. ● Check for understanding frequently. ● Have student restate information. ● Support auditory presentations with visuals. ● Provide study sheets and teacher outlines prior to assessments. ● Use of manipulatives. ● Have students work with partners or in groups for reading, presentations, assignments, and analyses. ● Assign appropriate roles in collaborative work. ● Assign preferential seating. ● Follow a routine/schedule.
<p>Gifted and Talented Accommodations:</p> <ul style="list-style-type: none"> ● Differentiate reading levels of texts (e.g., Newsela). ● Offer students additional texts with higher lexile levels. ● Provide more challenging and/or more supplemental readings and/or activities to deepen understanding. ● Allow for independent reading, research, and projects. ● Accelerate or compact the curriculum. ● Offer higher-level thinking questions for deeper analysis. ● Offer more rigorous materials/tasks/prompts. ● Increase number and complexity of sources. ● Assign group research and presentations to teach the class. ● Assign/allow for leadership roles during collaborative work and in other learning activities. 	<p>ELL Accommodations:</p> <ul style="list-style-type: none"> ● Provide extended time. ● Assign preferential seating. ● Assign peer buddy who the student can work with. ● Check for understanding frequently. ● Provide language feedback often (such as grammar errors, tenses, subject-verb agreements, etc...). ● Have student repeat directions. ● Make vocabulary words available during classwork and exams. ● Use study guides/checklists to organize information. ● Repeat directions. ● Increase one-on-one conferencing. ● Allow student to listen to an audio version of the text. ● Give directions in small, distinct steps. ● Allow copying from paper/book. ● Give student a copy of the class notes. ● Provide written and oral instructions. ● Differentiate reading levels of texts (e.g., Newsela). ● Shorten assignments. ● Read directions aloud to student. ● Give oral clues or prompts. ● Record or type assignments. ● Adapt worksheets/packets. ● Create alternate assignments.

	<ul style="list-style-type: none">● Have student enter written assignments in criterion, where they can use the planning maps to help get them started and receive feedback after it is submitted.● Allow student to resubmit assignments.● Use small group instruction.● Simplify language.● Provide scaffolded vocabulary and vocabulary lists.● Demonstrate concepts possibly through the use of visuals.● Use manipulatives.● Emphasize critical information by highlighting it for the student.● Use graphic organizers.● Pre-teach or pre-view vocabulary.● Provide student with a list of prompts or sentence starters that they can use when completing a written assignment.● Provide audio versions of the textbooks.● Highlight textbooks/study guides.● Use supplementary materials.● Give assistance in note taking● Use adapted/modified textbooks.● Allow use of computer/word processor.● Allow student to answer orally, give extended time (time-and-a-half).● Allow tests to be given in a separate location (with the ESL teacher).● Allow additional time to complete assignments and/or assessments.● Read question to student to clarify.● Provide a definition or synonym for words on a test that do not impact the validity of the exam.● Modify the format of assessments.● Shorten test length or require only selected test items.● Create alternative assessments.● On an exam other than a spelling test, don't take points off for spelling errors.
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RAHWAY PUBLIC SCHOOLS CURRICULUM

UNIT I OVERVIEW

Content Area: English Language Arts

Unit I Title: Examining Prejudice and Conflict: Twelve Angry Men

Target Course/Grade Level: ELA Grade 7

Unit Summary: This unit will use Reginald Rose's powerful play, "Twelve Angry Men," to explore the ever-relevant themes of prejudice, injustice, the nature of truth, and the fight for a fair verdict. Through the intense deliberations of the twelve jurors, students will delve into unmasking prejudice, the pursuit of justice, the many facets of truth, and the power of communication.

Approximate Length of Unit: 10 Weeks

LEARNING TARGETS

NJ Student Learning Standards:

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.

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.

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.

RI.IT.7.3. Analyze how particular elements of a text interact including how a text makes connections and distinctions among individuals, events, and ideas (e.g., through comparisons, analogies, or categories).

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.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.

RI.CT.7.8. Analyze and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) how two or more authors writing informational texts about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts.

W.IW.7.2. Write informative/explanatory texts (including the narration of historical events, scientific procedures/experiments, or technical processes) 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; and 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 a formal/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.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; focusing on how well purpose and audience have been addressed.

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

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.

SL.ES.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.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.

L.SS.7.1. Demonstrate command of the system and structure of the English language 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.
- D. Use a comma to separate coordinate adjectives (e.g., It was a fascinating, enjoyable movie but not He wore an old green shirt).
- E. Recognize spelling conventions.

Career Readiness, Life Literacies, and Key Skills:

9.4.8. G CA Global and Cultural Awareness: Awareness of and appreciation for cultural differences is critical to avoid barriers to productive and positive interaction.

9.4.8. TL Technology Literacy: Some digital tools are appropriate for gathering, organizing, analyzing, and presenting information, while other types of digital tools are appropriate for creating text, visualizations, models, and communicating with others. Digital tools allow for remote collaboration and rapid sharing of ideas unrestricted by geographic location or time.

Interdisciplinary Connections and Standards:

Social Studies

6.3.8. CivicsPR.5: Engage in simulated democratic processes (e.g., legislative hearings, judicial proceedings, elections) to understand how conflicting points of view are addressed in a democratic society.

6.3.5. GeoGL.1: Use technology to collaborate with others who have different perspectives to examine global issues, including climate change and propose possible solutions.

6.2.8. HistoryCC.4.g: Evaluate the importance and enduring legacy of the major achievements of the people living Asia, Africa (Islam), Europe and the Americas over time.

Unit Understandings:

Students will understand that...

- A trial by a jury is considered one of the most important elements of American democracy.
- **Individuals can change their attitudes and opinions based on the influence of others in a group.**
- **The same facts can be interpreted differently by different people.**
- Individuals must recognize their own biases in order to treat others fairly.

Unit Essential Questions:

- How can prejudice interfere in the course of justice?
- How does it feel to stand alone with your beliefs?
- Is it better for a guilty man to go free than to send an innocent man to jail on faulty evidence?'

Knowledge and Skills:

Students will know...

- The U.S. judicial system guarantees the right to a fair and speedy trial by a jury of one's peers.
- A jury cannot convict a person of a crime if there is a reasonable doubt about their guilt.
- The narrative elements of a drama
- Authors use characters as symbols to reinforce messages in the text.

Students will be able to...

- Build background knowledge on the American criminal justice system
- Review parts of a drama
- Make inferences about character roles and relationships
- Make inferences about character motivation and setting through both stage directions and direct lines.
- Analyze conflicts that emerge between jurors.
- Define "reasonable doubt" and determine whether or not there is evidence of the defendant's guilt/innocence.

- Analyze how the playwright propels action in the plot.
- Evaluate Juror 8’s persuasion technique based on logic and rational, rather than emotion and gut feeling.
- Analyze how the playwright uses Juror 8 to propel action in the plot.
- Analyze the playwright’s deliberate choices of character actions and words.
- Analyze the symbolism of each character's actions during Juror 10's monologue.
- Explain how stage directions contribute to Rose's message about justice.

EVIDENCE OF LEARNING

Assessment:

What evidence will be collected and deemed acceptable to show that students truly “understand”?

- Take a position in writing about Rose’s ultimate message about the American criminal justice system.
- Choose one of the following themes and write an essay to show how Reginald Rose develops this theme throughout the play. To cite text, refer to both incidents and dialogue in the play
- One just person acting with moral conviction can ensure justice and fairness prevail.
- Intolerance and prejudice can sway a jury to deliver the wrong verdict.
- It takes courage for one man to stand alone against the group.
- **END OF UNIT ASSESSMENT:** Students will read independently from a long or paired text set and answer a combination of multiple-choice and constructed-response questions about the text. Additionally, students will complete a writing task in the following genre:
 - **Informative/Explanatory Writing Task (W2):** After reading a short passage, students will describe, discuss, explain or analyze an aspect of the passage. They will draw on their own experiences or opinions to develop their ideas for the essay.

Learning Activities:

What differentiated learning experiences and instruction will enable all students to achieve the desired results?

- Pre-Reading: “10 Supreme Court Cases Every Teen Should Know” (Jacobs, 2008) In order to establish context regarding the American criminal justice system that can be applied to their reading of the play,
- Students will read a nonfiction article, entitled, “10 Supreme Court Cases Every Teen Should Know”, and respond to a series of questions in complete sentences.
- *To access the article questions, reference the ELA7 Curriculum Materials shared folder on Google Drive. This file is *
- Demonstrate knowledge of the characters by acting/reading aloud Act I.
- Located in the 12 Angry Men folder. Study background information on seminal court cases throughout the country's history to broaden student understanding of the legal process.

RESOURCES

Teacher Resources:

- CommonLit: Supreme Court
- Supreme Court rules cheerleader's suspension violated First Amendment
- <https://podcasts.apple.com/us/podcast/the-daily/id1200361736?i=1000523023126>
- Fishtank Learning
- 12 Angry Men Packet (See ELA7 Curriculum Materials: 12 Angry Men shared folder on Google Drive)
- TAM Study Guide Prestwick
- Mock Debate activity from Teaching Sam & Scout
<http://www.samandscout.com/drama-and-persuasion-mini-unitwith-twelve-angry-men/>
- NYTimes Article: http://www.nytimes.com/learning/teachers/featured_articles/20080915monday.html
- 12 Angry Men Anticipation Guide (See ELA7 Curriculum Materials: 12 Angry Men shared folder on Google Drive)
- Juror Notices (See ELA7 Curriculum Materials: 12 Angry Men shared folder on Google Drive)
- Twelve Angry Men film

Equipment Needed:

- Projector
- Document camera
- Student Chromebook

UNIT II OVERVIEW

Content Area: English Language Arts

Unit II Title: Breaking Free: Choice, Identity, and Rebellion: *The Giver*

Target Course/Grade Level: ELA Grade 7

Unit Summary: This unit delves into Lois Lowry's dystopian novel, "The Giver," where a seemingly perfect society hides a dark secret. Students will read this dystopian story of a 12-year-old boy who comes to realize his seemingly idyllic existence actually lacks freedom and love. Students will examine aspects of the novel's society that they would wish to see in their own — and aspects they would never wish to see. Students will practice analyzing the interactions between text elements and how the setting shapes both character development and plot. To help students further engage with the themes of the unit, they will discuss the author's message about rules and expectations in a society and their opinions about those rules. Supplemental texts will extend thematic learning.

Approximate Length of Unit: 10 Weeks

LEARNING TARGETS

NJ Student Learning Standards:

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.

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.

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.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.

RI.PP.7.5. Determine how an author conveys or develops perspective or purpose in a text

W.IW.7.2. Write informative/explanatory texts (including the narration of historical events, scientific procedures/experiments, or technical processes) 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.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.

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. appropriate.

L.SS.7.1. Demonstrate command of the system and structure of the English language 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.
- D. Use a comma to separate coordinate adjectives (e.g., It was a fascinating, enjoyable movie but not He wore an old green shirt).
- E. Recognize spelling conventions.

Career Readiness, Life Literacies, and Key Skills:

9.4.8CI Creativity and Innovation: Gathering and evaluating knowledge and information from a variety of sources, including global perspectives, fosters creativity and innovative thinking.

9.4.8. GCA Global and Cultural Awareness: Awareness of and appreciation for cultural differences is critical to avoid barriers to productive and positive interaction.

9.4.8. TL Technology Literacy: Some digital tools are appropriate for gathering, organizing, analyzing, and presenting information, while other types of digital tools are appropriate for creating text, visualizations, models, and communicating with others. Digital tools allow for remote collaboration and rapid sharing of ideas unrestricted by geographic location or time.

Interdisciplinary Connections and Standards:

Social Studies

6.3.8. CivicsPR.5: Engage in simulated democratic processes (e.g., legislative hearings, judicial proceedings, elections) to understand how conflicting points of view are addressed in a democratic society.

6.3.5. GeoGL.1: Use technology to collaborate with others who have different perspectives to examine global issues, including climate change and propose possible solutions.

6.2.8. HistoryCC.4.g: Evaluate the importance and enduring legacy of the major achievements of the people living Asia, Africa (Islam), Europe and the Americas over time.

Unit Understandings:

Students will understand that...

- for a society to function there must be an appropriate balance between individual rights and government control
- how knowledge, memory, and perception influence individual points of view
- young people struggle with challenges and hardships to shape their identity and understanding of the world

Unit Essential Questions:

- Which matters more: safety or love?
- Why are memories important?
- Should the government restrict personal freedoms for the good of society?
- Should people be protected from making poor choices?
- How does a society benefit from diversity?

Knowledge and Skills:

Students will know...

- the interaction between text elements, with a specific focus on how the setting shapes both character development and plot
- that characters are shaped by the setting in which they live and the events which they experience
- how the development of characters reveals the theme of the novel
- that varied sentence structure enhances writing
- the difference between a utopia and a dystopia

Students will be able to...

- analyze how setting and plot shape characters
- analyze how character development reveals theme
- notice how an author develops different points of view
- compare various texts to evaluate whether perfection is worth a sacrifice
- compose a full-length literary analysis essay, which includes a discussion of how character change affects perspective

EVIDENCE OF LEARNING

Assessment:

What evidence will be collected and deemed acceptable to show that students truly “understand”?

- Thematic essay: How does gaining feelings change Jonas’s opinion of his community?
- Evidence-based responses about the interaction of narrative elements
- Vocabulary quizzes

- CommonLit assessments
- **END OF UNIT ASSESSMENT:** Students will read independently from a long or paired text set and answer a combination of multiple-choice and constructed-response questions about the text. Additionally, students will complete a writing task in the following genre:

Literary Analysis Task: After reading the passage(s), students will think about the similarities and differences in how the two authors developed the themes in each text. Students will write an essay in which they identify a theme from each text and analyze how the theme is developed using specific details from both selections.

Learning Activities:

What differentiated learning experiences and instruction will enable all students to achieve the desired results?

- analyze how setting and plot shape characters
- analyze how character development reveals theme
- notice how an author develops different points of view
- compare various texts to evaluate whether perfection is worth a sacrifice
- create and punctuate complex sentences
- participate in a thoughtful, well-reasoned discussion
- use 20 new academic vocabulary words correctly
- compose a full-length literary analysis essay, which includes a discussion of how character change affects perspective

RESOURCES

Teacher Resources:

- The Giver by Lois Lowry (dystopian fiction)
- Fish Tank Learning
- “Harrison Bergeron” (dystopian fiction)
- “Would You Marry a Stranger?” (informational): This text describes arranged marriages in the modern world.
- “At a Window” (poem): The speaker of this poem expresses loneliness and the longing for love.
- “Censorship: For The People, Or For Controlling The People?” (informational): This text explains why different governments have chosen to withhold information from their citizens.
- CommonLit Supplemental texts

Equipment Needed:

- Projector
- Document camera
- Student Chromebook

UNIT III OVERVIEW

Content Area: English Language Arts

Unit III Title: The Subjectivity of Truth: *Nothing But the Truth*

Target Course/Grade Level: ELA Grade 7

Unit Summary: This unit dives into the concept of truth through Avi's unique "documentary novel," *Nothing But the Truth*. Unlike traditional novels, this story unfolds through a collection of letters, diary entries, news reports, and transcripts, each offering a glimpse into the events from a single character's perspective. As detectives of truth, students will examine these fragmented pieces, analyze different viewpoints, and ultimately form our own conclusions about what truly happened.

Approximate Length of Unit: 10 Weeks

LEARNING TARGETS

NJ Student Learning Standards:

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.

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.

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.

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.

RI.AA.7.7. 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.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.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; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

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.

SL.ES.6.3. Deconstruct a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.

SL.PI.6.4. Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate speaking behaviors (e.g., eye contact, adequate volume, and clear pronunciation).

L.KL.7.2. Use knowledge of language and its conventions when writing, speaking, reading, or listening.

- 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.

Career Readiness, Life Literacies, and Key Skills:

9.4.8CI Creativity and Innovation: Gathering and evaluating knowledge and information from a variety of sources, including global perspectives, fosters creativity and innovative thinking.

9.4.8. TL Technology Literacy: Some digital tools are appropriate for gathering, organizing, analyzing, and presenting information, while other types of digital tools are appropriate for creating text, visualizations, models, and communicating with others. Digital tools allow for remote collaboration and rapid sharing of ideas unrestricted by geographic location or time.

Interdisciplinary Connections and Standards: Social Studies

6.3.8. CivicsPR.5: Engage in simulated democratic processes (e.g., legislative hearings, judicial proceedings, elections) to understand how conflicting points of view are addressed in a democratic society.

6.3.5. GeoGL.1: Use technology to collaborate with others who have different perspectives to examine global issues, including climate change and propose possible solutions.

6.2.8. HistoryCC.4.g: Evaluate the importance and enduring legacy of the major achievements of the people living Asia, Africa (Islam), Europe and the Americas over time.

Unit Understandings:

Students will understand that...

- The truth can be a complex concept, with different perspectives shaping how events are interpreted.
- Our actions, even small ones, can have unintended consequences.
- Taking responsibility for your choices is crucial.
- Communication and empathy are vital for navigating conflict.

Unit Essential Questions:

- What is the difference between truth and perspective?
- How can small lies spiral out of control and have serious consequences?
- What does it mean to be responsible for your actions?
- How can communication and empathy help us understand others' perspectives and resolve conflict?

Knowledge and Skills:

Students will know...

- the First Amendment of the Bill of Rights guarantees an individual's right to free speech
- the power of media and how events can be misrepresented.
- characters can have different perspectives on events, which are shaped by their traits and motivations
- the importance of critical thinking and evaluating information from different sources is emphasized.
- the concept of freedom of speech and its limitations within a school setting.

Students will be able to...

- analyze how the characters' words propel the action, reveal aspects of a character, or provoke a decision
- recognize the cause-and-effect relationship between actions and consequences.
- analyze different perspectives on the same event.
- develop effective communication and listening skills
- identify points of view through multiple sources in the “documentary novel”
- examine the nature of media bias

EVIDENCE OF LEARNING

Assessment:

What evidence will be collected and deemed acceptable to show that students truly “understand”?

END OF UNIT COMMON ASSESSMENT: Students will read independently from a long or paired text set and answer a combination of multiple-choice and constructed-response questions about the text. Additionally, students will complete a writing task in the following genre:

Argumentative Essay (W1): After reading a passage(s), students will write an argument to support their claims with clear reasons and relevant textual evidence, including direct quotations from the passage.

- Study Guides
- Vocabulary Quizzes
- End of Unit Project

Learning Activities:

What differentiated learning experiences and instruction will enable all students to achieve the desired results?

- Develop background knowledge by completing hyperdoc activity about the Five Freedoms in the First Amendment.
- Whole-class read aloud of dialogue.
- Discuss and respond in writing to essential questions and study guide questions.
- Engage in a Socratic Seminar to demonstrate understanding of the issues in the book.
- Maintain dialectical journals to cite quotations from text and interpret meaning.
- Write complex sentences for vocabulary words.

RESOURCES

Teacher Resources:

- NBTT Reading Packet
- Columbus City Schools ELA Curriculum
- Quizlet Vocab
- First Amendment Hyperdoc
- ACLU - Tinker v. Des Moines
- NBTT pdf

Equipment Needed:

- Projector
- Document camera
- Student chromebooks

UNIT IV OVERVIEW

Content Area: English Language Arts

Unit IV Title: A Legacy of Injustice: A Farewell to Manzanar

Target Course/Grade Level: ELA Grade 7

Unit Summary: This unit will explore the true story of Japanese Americans who were forced from their homes and imprisoned in camps during World War II. We will read "Farewell to Manzanar," a memoir by Jeanne Wakatsuki Houston, who experienced this injustice firsthand as a child. Through her words, students will travel back in time to understand the events that led to the internment, learn about life inside Manzanar, a harsh desert camp surrounded by barbed wire, explore the struggles and resilience of Japanese Americans who faced prejudice and lost their freedom and discuss the concept of injustice and its lasting impact on individuals and communities.

Approximate Length of Unit: 10 Weeks

LEARNING TARGETS

NJ Student Learning Standards:

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.IT.7.3. Analyze how particular elements of a text interact including how a text makes connections and distinctions among individuals, events, and ideas (e.g., through comparisons, analogies, or categories).

RI.TS.7.4. Analyze the structure an author uses to organize a text and how it contributes to the text as a whole, including using knowledge of text structures (e.g., cause-effect, proposition-support) and genre features (e.g., graphics, captions, indexes) to organize and analyze important information.

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.

- 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.

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.

L.SS.7.1. Demonstrate command of the system and structure of the English language 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.
- D. Use a comma to separate coordinate adjectives (e.g., It was a fascinating, enjoyable movie but not He wore an old green shirt).
- E. Recognize spelling conventions.

Career Readiness, Life Literacies, and Key Skills:

9.4.8CI Creativity and Innovation: Gathering and evaluating knowledge and information from a variety of sources, including global perspectives, fosters creativity and innovative thinking.

9.4.8.GCA Global and Cultural Awareness: Awareness of and appreciation for cultural differences is critical to avoid barriers to productive and positive interaction.

9.4.8.TL Technology Literacy: Some digital tools are appropriate for gathering, organizing, analyzing, and presenting information, while other types of digital tools are appropriate for creating text, visualizations, models, and communicating with others. Digital tools allow for remote collaboration and rapid sharing of ideas unrestricted by geographic location or time.

Interdisciplinary Connections and Standards: Social Studies

6.3.8.CivicsPR.5: Engage in simulated democratic processes (e.g., legislative hearings, judicial proceedings, elections) to understand how conflicting points of view are addressed in a democratic society.

6.3.5.GeoGI.1: Use technology to collaborate with others who have different perspectives to examine global issues, including climate change and propose possible solutions.

6.2.8.HistoryCC.4.g: Evaluate the importance and enduring legacy of the major achievements of the people living Asia, Africa (Islam), Europe and the Americas over time.

Unit Understandings:

Students will understand that...

- our identity is shaped by our culture and the shared experiences of that culture
- despite the contributions of AAPI citizens to the U.S., discrimination against Asian Americans continues today

Unit Essential Questions:

- How do our confrontations with justice and injustice help to shape our identity?
- How do those confrontations influence the things we say and do?
- How do stereotypes and prejudices affect our behavior and the choices we make?

Knowledge and Skills:

Students will know...

- U.S. citizens of Japanese descent were interned in camps following Japan's attack on Pearl Harbor.
- propaganda perpetuated anti-Japanese racism
- the conditions in the camps denied basic human rights to innocent people

Students will be able to...

- compare images of the Manzanar internment camp with the author's descriptions of same
- examine and explain how an individual/group's identity is shaped by the society in which they live
- analyze the relationships between the concepts of justice, injustice, identity and loyalty in order to apply these understandings to current issues
- analyze the ideas of historical exclusion, erasure, and invisibility then and now
- maintain a perspective journal to document inferences about the people and issues in the text
- listen to a podcast about anti-racism and create sketchnotes to develop their ideas
- analyze figurative language in poems
- create a project to honor Black history

EVIDENCE OF LEARNING

Assessment:

What evidence will be collected and deemed acceptable to show that students truly "understand"?

- BHM projects
- Personal Narrative: Write an autobiographical story of a personal experience of injustice or a time when they witnessed an injustice. (See page 63 of Teaching Farewell to Manzanar from FacingHistory.org)
- Teachers can use Writer's Workshop Personal Narrative mini-lessons/activities to support student writing or a more concise process such as the suggested plan-draft-revise approach from Teaching Farewell to Manzanar (see page 63-64 of PDF linked above).
- Essay: Students will explore the nature of stereotypes and prejudices, along with their effect on human behavior and decisions. In an extended essay that draws on evidence from Farewell to Manzanar and other class texts, students will examine how different stereotypes and prejudices contribute to behavior that is anti-democratic.

- Presentation: Students will create a multimedia presentation that illustrates the dangers of stereotypes, using a variety of mediums (images, videos, music, etc.) This presentation should draw on themes discussed in the unit and ultimately present some solutions for fighting prejudices in our world.
- ICS: Writer's Workshop mini-lessons, pre-writing organizers, flashdrafting, teacher and peer conferencing
- Honors: FacingHistory.org approach, supply organizers as needed, peer conferencing
- **END OF UNIT ASSESSMENT:** Students will read independently from a long or paired text set and answer a combination of multiple-choice and constructed-response questions about the text. Additionally, students will complete a writing task in the following genre:
 - **Narrative Essay (W1):** After reading a passage(s), students will write a narrative that tells a story of an experience from the passage (s) and that showcases creativity, analytical skills, and storytelling abilities.

Learning Activities:

What differentiated learning experiences and instruction will enable all students to achieve the desired results?

- Short Essay: Point of View study through Images and Text: Compare and contrast Ansel Adams images of Manzanar with Dorothea Lange's. Then, compare these images with Jeanne's descriptions of her family's experiences at Manzanar. Which point of view do you trust the most? Which point of view shows bias? Which form of expression is the most clear for you? Why?
- ICS: Provide digital or paper-based venn diagram for pre-writing organization. Teacher(s) can select a specific passage or chapter from novel and specific photographs from the collections to assist students in looking more closely at Jeanne's experiences in comparison to a specific image or images.
- Identity Charts: Students will create group and individual identity charts. Identity charts are a graphic tool that can help students consider the many factors that shape who we are as individuals and as communities. Use identity charts to deepen students' understanding of themselves, groups, nations, and historical and literary figures. (From FacingHistory.org)
- ICS: Whole class: Identity charts are created as a whole class with support from teacher(s). These charts are displayed/given access to throughout the entirety of the novel. Charts may be used as a supplemental resource on assessments.
- Honors: Students independently create identity charts for characters in the novel and add to these charts as the novel progresses. Identity charts may be used as a prompt for free writing/writing assessment/etc.
- Perspective Journals:
 - A journal is an instrumental tool for helping students develop their ability to critically examine their surroundings from multiple perspectives and to make informed judgments about what they see and hear. Many students find that writing or drawing in a journal helps them process ideas, formulate questions, and retain information. Journals make learning visible by providing a safe, accessible space for students to share thoughts, feelings, and uncertainties.
 - Teacher-selected prompts
 - Dual Entry: Students draw a line down the center of the journal page or fold the page in half. They write the factual notes ("What the text says" or "What the historians say") on one side and on the other side their feelings about the notes ("Reactions").
 - "Lifted Line" Journals: (Honors): Students will be asked to "lift a line" - select a particular quotation that strikes them-and then answer questions such as, "What is interesting about this quotation? What ideas does it make you think about? What questions does this line raise for you?"
- Poetry Analysis:
 - A Bend in the Road (pg 8)
 - My Plea. (Pg 24)
 - Students will use these poems written in 1945 by two young women held at the Gila River Relocation Center in Arizona to analyze the use of figurative language.
- ICS: As a whole group, students can work through these poems using PearDeck to review figurative language. Teacher(s) can choose a third poem from the collection and students can work in small

groups/independently to identify the figurative language within the poem. In addition, students can informally journal or complete a teacher-selected prompt on the poets' use of these devices.

- Honors: Students can choose a third poem from the collection, identify the figurative language, and journal/complete a writing prompt about the poet's use of these devices.
- Podcast Sketchnotes: Students will be introduced to the idea of sketchnotes in order to make observations and connections to audible content. Using the podcast episode, *Ableism and Racism: Roots of the Same Tree: Be Antiracist with Ibram X. Kendi* (or a similar piece of audio media), students will compose sketchnotes to identify the big ideas in the podcast and make connections to the novel.
- ICS: Teacher(s) can sketchnotes live alongside students as they listen to the podcast to provide an example.
- Teacher(s) can provide a second piece of audio media for students to use for sketch noting.
- Honors: Students can find and listen to a second podcast or piece of audio media that includes ideas from the essential questions/student goals. Using this self-selected piece, students can compose sketchnotes and compare/contrast it with the Ibram X. Kendi episode.
- All levels: Facilitate a physical or virtual gallery walk of student sketchnotes. Use physical post-its or create a Padlet board with comments for students to leave feedback and/or make connections to the novel.

RESOURCES

Teacher Resources:

- Farewell to Manzanar- Jeanne Wakatsuki Houston & James D. Houston
- Jeanne Wakatsuki Houston's American Story: Blog Post
- CommonLit.org: Farewell to Manzanar Book Pairings
- "Fish Cheeks" - Amy Tan : Short Story
- Facing History and Ourselves: Teaching Farewell to Manzanar
- Dorothea Lange's Censored Photographs of FDR's Japanese Concentration Camps
- Ansel Adams: Library of Congress: Photographs of Japanese Internment at Manzanar
- *Ableism and Racism: Roots of the Same Tree: Be Antiracist with Ibram X. Kendi*
- Facing History and Ourselves: George Takei: Standing Up to Racism, Then and Now Video
- *And Then They Came for Us* Documentary
- "Masks" - Shel Silverstein
- "The Rose That Grew from Concrete" - Tupac Shakur
- "Coolies" - Yin (Picture book)
- Lesson Ideas for Use with the Picture Book "Coolies"
- *Cactus Blossoms: A Collection of Student Poetry from the Gila River Relocation Center in Rivers, AZ in 1945*

Equipment Needed:

- Projector
- Document camera
- Student chromebooks