

Harmony Township Elementary School District



Language Arts and Literacy

7th Grade

Special Standards Embedded (Labeled) throughout:

Asian, Pacific, Islander Standards

Amistad Commission

Climate Change Standards

Diversity, Equity and Inclusion

UNITS	PACING GUIDE
<u>Unit 1</u> : Red Scarf Girl and Narrative	17-25 Days
<u>Unit 2</u> : Character and Conflict	18-25 Days
<u>Unit 3</u> : Brain Science	16-24 Day
<u>Unit 4</u> : Poetry and Poe	17-25 Days
<u>Unit 5</u> : The Frida and Diego Collection	16-24 Days
<u>Unit 6</u> : The Gold Rush Collection	12-20 Days
<u>Unit 7</u> : Grammar	20 Days

Student Learning

Instructional Materials And Accommodations

Core:

- Amplify CKLA
- Knowledge/Skills

Supplemental:

- Amplify CKLA Writing Studio
- Read Works
- iReady Reading
- Learning AZ

Modifications and Accommodations:

- Printed copy of board work/notes provided
- Additional time for skill mastery
- Assistive technology
- Behavior management plan
- Center-Based Instruction
- Check work frequently for understanding
- Computer or electronic device utilization
- Extended time on tests/ quizzes
- Have student repeat directions to check for understanding
- Highlighted text visual presentation
- Modified assignment format
- Modified test content
- Modified test format
- Modified test length
- Multiple test sessions
- Multi-sensory presentation
- Preferential seating
- Preview of content, concepts, and vocabulary
- Reduced/shortened written assignments
- Secure attention before giving instruction/directions
- Shortened assignments
- Student working with an assigned partner
- Teacher initiated weekly assignment sheet
- Use open book, study guides, test prototypes
- Cubing activities
- Exploration by interest
- Flexible grouping
- Goal setting with students
- Jigsaw
- Mini workshops to re-teach or extend skills
- Open-ended activities
- Think-Pair-Share
- Varied supplemental materials

ELL

- Allowing students to correct errors (looking for understanding)

- Teaching key aspects of a topic Eliminate nonessential information Using videos, illustrations, pictures, and drawings to explain or clarify
- allowing products (projects, timelines, demonstrations, models, drawings, dioramas, poster boards, charts, graphs, slideshows, videos, etc.) to demonstrate student's learning
- Allowing students to correct errors (looking for understanding)
- Allowing the use of note cards or open-book during testing
- Decreasing the amount of work presented or required
- Having peers take notes or providing a copy of the teacher's notes
- Modifying tests to reflect selected objectives
- Providing study guides
- Reducing the number of answer choices on a multiple choice test
- Tutoring by peers
- Explain/clarify key vocabulary terms

At Risk

- Allowing students to correct errors (looking for understanding)
- Teaching key aspects of a topic Eliminate nonessential information allowing products (projects, timelines, demonstrations, models, drawings, dioramas, poster boards, charts, graphs, slideshows, videos, etc.) to demonstrate student's learning
- Allowing students to select from given choices .
- Allowing the use of note cards or open-book during testing
- Collaborating (general education teacher and specialist) to modify vocabulary, omit or modify items to reflect objectives for the student, eliminate sections of the test, and determine how the grade will be determined prior to giving the test
- decreasing the amount of work presented or required .
- Having peers take notes or providing a copy of the teacher's notes
- Marking students' correct and acceptable work, not the mistakes
- Modifying tests to reflect selected objectives
- Providing study guides
- Reducing the number of answer choices on a multiple choice test
- Tutoring by peers
- Using authentic assessments with real-life problem-solving
- Using true/false, matching, or fill in the blank tests in lieu of essay tests
- using videos, illustrations, pictures, and drawings to explain or clarify
- Flexible grouping
- Goal setting with students
- Jigsaw
- Mini workshops to re-teach or extend skills Open-ended activities
- Think-Pair-Share
- Varied supplemental materials

Gifted and Talented

- Alternative formative and summative assessments
- Choice boards
- Games and tournaments
- Group investigations
- Independent research and projects Interest groups for real world application
- Learning contracts
- Leveled rubrics
- Multiple intelligence options
- Personal agendas

- Project-based learning
- Problem-based learning
- Stations/centers
- Think-Tac-Toes
- Tiered activities/assignments
- Tiered products

504

- Printed copy of board work/notes provided
- Additional time for skill mastery
- Assistive technology
- Behavior management plan
- Center-Based Instruction
- Check work frequently for understanding
- Computer or electronic device utilization
- Extended time on tests/ quizzes
- Have student repeat directions to check for understanding
- Highlighted text visual presentation
- Modified assignment format
- Modified test content
- Modified test format
- Modified test length
- Multiple test sessions
- Multi-sensory presentation
- Preferential seating
- Preview of content, concepts, and vocabulary
- Reduced/shortened written assignments
- Secure attention before giving instruction/directions
- Shortened assignments
- Student working with an assigned partner
- Teacher initiated weekly assignment sheet
- Use open book, study guides, test prototype
- Exploration by interest
- Flexible grouping
- Goal setting with students
- Mini workshops to re-teach or extend skills Open-ended activities
- Think-Pair-Share
- Varied supplemental materials

Unit 1 Overview:

Unit 1 Summary:

Students begin the unit with narrative writing to quickly boost their writing production and to learn the foundational skill of Focus. Students will gain an understanding of the key elements of powerful narrative writing, including using dialogue, sensory details, and precise descriptions of setting and events, to maintain focus on a key moment in time. After publishing their narratives, students read excerpts from *Red Scarf Girl: A Memoir of the Cultural Revolution* by Ji-li Jiang. While reading this primary source and analyzing a series of propaganda images, students learn the history and politics of the Chinese Cultural Revolution. They will examine the impact of social and political forces on an individual's experiences by analyzing the author's structure and perspective. Throughout the unit, students will work towards improving their reading comprehension by engaging in daily practice of grade-appropriate academic and domain-specific words and phrases.

Essential Questions:

- How does analyzing historical propaganda images improve students understanding of the time period and the text?
- How does historical context affect the power of the author's writing?
- How does the author use both dialogue and actions to convey the feelings of the people during this historical period?
- How can students improve reading comprehension through vocabulary mastery?
- How does using specific details and supporting evidence enhance the reader's understanding of a moment in time?
- How can students apply feedback from peers to improve writing?
- How can students communicate effectively and build on each others' ideas during collaborative discussions?

Enduring Understandings:

- The impact of social and political forces on individual experience
- Improve reading comprehension through vocabulary mastery
- Examine the differences between a character's thoughts and actions
- Use revision to strengthen and elaborate
- Use dialogue, sensory details, and vivid descriptions to bring a moment to life
- Communicate effectively to build on each others' ideas during collaborative discussions
- Analyze historical propaganda images

New Jersey Student Learning Standards

Language:

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.

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.

L.VI.7.4. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

- D. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., refined, respectful, polite, diplomatic, condescending).

Reading:

- 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.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.
- 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.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:

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.

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.

- B. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
- E. Establish and maintain a formal style academic style, approach, and form.

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.
- D. Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and 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.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:

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

21st Century Themes:

- 9.2.8.CAP.3: Explain how career choices, educational choices, skills, economic conditions, and personal behavior affect income.
- 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) impacts postsecondary options.
- 9.2.8.CAP.10: Evaluate how careers have evolved regionally, nationally, and globally.
- 9.2.8.CAP.12: Assess personal strengths, talents, values, and interests to appropriate jobs and careers to maximize career potential
- 9.2.8.CAP.18: Explain how personal behavior, appearance, attitudes, and other choices may impact the job application process.
- 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
- 9.4.8.CT.3: Compare past problem-solving solutions to local, national, or global issues and analyze the factors that led to a positive or negative outcome.
- 9.4.8.DC.4: Explain how information shared digitally is public and can be searched, copied, and potentially seen by public audiences.
- 9.4.8.GCA.1: Model how to navigate cultural differences with sensitivity and respect (e.g., 1.5.8.C1a).
- 9.4.8.GCA.2: Demonstrate openness to diverse ideas and perspectives through active discussions to achieve a group goal.
- 9.4.8.IML.7: Use information from a variety of sources, contexts, disciplines, and cultures for a specific purpose (e.g., 1.2.8.C2a, 1.4.8.CR2a, 2.1.8.CHSS/IV.8.AI.1, W.5.8, 6.1.8.GeoSV.3.a, 6.1.8.CivicsDP.4.b, 7.1.NH.IPRET.8).
- 9.4.8.IML.9: Distinguish between ethical and unethical uses of information and media (e.g., 1.5.8.CR3b, 8.2.8.EC.2).
- 9.4.8.IML.10: Examine the consequences of the uses of media (e.g., RI.8.7).
- 9.4.8.IML.14: Analyze the role of media in delivering cultural, political, and other societal messages.
- 9.4.8.IML.15: Explain ways that individuals may experience the same media message differently.
- 9.4.8.TL.3: Select appropriate tools to organize and present information digitally.
- 9.4.8.TL.6: Collaborate to develop and publish work that provides perspectives on a real-world problem.

Interdisciplinary Connections:

- 6.2.8.CivicsPI.3.a: Compare and contrast the methods (i.e., autocratic rule, philosophies, and bureaucratic structures) used by the rulers of Rome, China, and India to control and unify their expanding empires.

- 6.2.8.CivicsHR.3.a: Compare and contrast the rights and responsibilities of free men, women, slaves, and foreigners in the political, economic, and social structures of classical civilizations.
- 6.2.8.HistoryCC.3.a: Determine the extent to which religion, economic issues, and conflict shaped the values and decisions of the classical civilizations.
- 6.2.8.HistoryUP.3.a: Compare and contrast social hierarchies in classical civilizations as they relate to power, wealth, and equality.
- 6.2.8.CivicsPI.2: Evaluate the extent to which different forms of government reflect the history and values of various societies (e.g., monarchy, democracy, republic, dictatorship).

Additional Resources

- Nonfiction and everyday text including essays, speeches, biographies/autobiographies, scientific and historical accounts, digital/paper sources, newspaper and magazine articles
- Poems
- Video clips
- Writing rubrics (PARCC and/or 6+1 Traits)
- Teacher-created materials
- Reading and writing workshop programs supported by district
- Technology including computers, SmartBoards, Webquests, etc.
- Textbooks
- MLA Resources
- Ocean County AVA Media Resources
- <http://www.liketoread.com>
- http://www.corestandards.org/assets/Appendix_B.pdf - Lists of optional text
- www.readwritethink.org – Language arts lesson plans
- www.writingfix.com – Lessons and resources for 6+1 writing traits
- www.scholastic.com – Reading resources
- www.enotes.com – Subscription-only site for various literary resources
- www.readworks.org – Lessons for literary elements
- www.ttms.org – (Teaching that makes sense) reading and writing strategies and prompts
- www.quizlet.com – Teacher tool—vocabulary flashcards and games to reinforce which can be embedded to teacher’s website, also in other languages

Core and Extra Texts:

- *Red Scarf Girl: A Memoir of the Cultural Revolution* by Ji-li Jiang
- EXTRA: Excerpt from *A Christmas Carol* by Charles Dickens
- EXTRA: "A Boy's Summer Song" by Paul Laurence Dunbar
- EXTRA: Excerpt from *Colors of the Mountain* by Da Chen

Unit 1 Student Learning Objectives

Overall Learning Outcomes

Students will...

- demonstrate understanding of key vocabulary
- demonstrate command of the English Language when speaking and writing
- distinguish among the connotations of words with similar denotations
- cite several pieces of textual evidence when responding to open-ended questions
- determine the central idea in an informational text

- analyze how particular elements of text interact
- analyze how an author organizes a text to convey or develop perspective
- write narratives using precise details to bring a moment to life
- engage effectively in a range of collaborative discussions

Unit 1 Assessments

Formative:

- Do-Nows
- Literature responses/circles
- Cooperative learning groups
- Book talks
- Vocabulary assessments
- Open-ended questions
- Anecdotal Notes
- Exit/Admit Slips
- Peer/Self Assessments
- Reading/Writing Conferences
- Writing Portfolio
- Speeches
- Graphic organizers/Venn Diagrams
- Timed reading/writing
- Writing assignments
- Rubrics
- Journal responses
- Class discussions
- Peer conferences
- Questioning
- Oral presentations
- Powerpoint/Prezi presentations
- Individual Whiteboards
- Book reviews
- Debates

Summative:

- Common Unit / Marking Period Assessment
- End-of-unit or chapter tests
- Writing portfolio
- Writing assessments/essays
- NJSLA ELA
- Oral presentations

Benchmark:

- Common Unit / Marking Period Assessment
- Speaking and Listening/Research-based speeches
- NJSLA ELA

Unit 2 Overview

Unit 2 Summary:

During this unit, students will analyze characters' responses to conflict and consider the author's development of ideas over the course of a piece of fiction. The primary text for this unit is the play *A Raisin in the Sun* by Lorraine Hansberry which depicts the life of an African-American family coping with poverty and racism in 1950s Chicago. While reading, students will examine how characters respond to conflicts and hardships. The play provides students with a rich opportunity to observe growth and change in characters whose motivations are often hidden, even from themselves. Students will interpret text details by acting out scenes from *A Raisin in the Sun*. They will also compare and contrast film versions of the play with the original script. At the end of the unit, students will write an essay describing how one of the characters changes from the beginning of the play to the end of the play. Throughout the unit, students will work towards improving their reading comprehension by engaging in daily practice of grade-appropriate academic and domain-specific words and phrases.

Essential Questions:

- How did racism and societal restrictions affect individuals and their families?
- How does the author develop the characters through stage directions and dialogue?
- How does the film version of the text compare to the original version?
- How can students use evidence from the text to support an argument?
- How can students improve reading comprehension through vocabulary mastery?
- How can students apply feedback from their peers to improve their writing?
- How can we communicate effectively and build on each others' ideas during collaborative discussions?

Enduring Understandings:

Students will understand that...

- The impact of societal restrictions and racism on individual dreams and family dynamics
- Improve reading comprehension through vocabulary mastery
- Analyze a character's unconscious motivations
- Make thematic connections across genre
- Interpret text details by acting out scenes from *A Raisin in the Sun*
- Compare and contrast film versions of a play with the original script
- Examine the impact stage directions have on understanding the setting and characters' actions in a play
- Explore mid-20th century Chicago through photographs, speeches, and documents

New Jersey Student Learning Standards

Language:

L.SS.7.1. Demonstrate command of the system and structure of the English language when writing or speaking.

- E. Recognize spelling conventions.
- 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.
- 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.
- L.VI.7.4. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
- 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).

Reading:

- 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.MF.7.6. Compare and contrast texts (e.g., a written story, drama, or poem) to its audio, filmed, staged, or multimedia version and analyze the unique qualities of different mediums, including the effects of techniques unique to each medium (e.g., lighting, sound, color, or camera focus and angles in a film).
- 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 author of fiction use or alter history and/or events.

Writing:

- 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.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.

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:

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

Companion Standards:

- 9.2.8.CAP.3: Explain how career choices, educational choices, skills, economic conditions, and personal behavior affect income.
- 9.2.8.CAP.8: Compare education and training requirements, income potential, and primary duties of at least two jobs of interest.
- 9.2.8.CAP.10: Evaluate how careers have evolved regionally, nationally, and globally.
- 9.2.8.CAP.15: Present how the demand for certain skills, the job market, and credentials can determine an individual's earning power.
- 9.4.8.CT.3: Compare past problem-solving solutions to local, national, or global issues and analyze the factors that led to a positive or negative outcome.
- 9.4.8.GCA.1: Model how to navigate cultural differences with sensitivity and respect (e.g., 1.5.8.C1a).
- 9.4.8.GCA.2: Demonstrate openness to diverse ideas and perspectives through active discussions to achieve a group goal.
- 9.4.8.IML.12: Use relevant tools to produce, publish, and deliver information supported with evidence for an authentic audience.
- 9.4.8.IML.13: Identify the impact of the creator on the content, production, and delivery of information (e.g., 8.2.8.ED.1).
- 9.4.8.TL.3: Select appropriate tools to organize and present information digitally.

Interdisciplinary Connections:

- 6.1.8.CivicsDP.3.a: Use primary and secondary sources to assess whether or not the ideals found in the Declaration of Independence were fulfilled for women, African Americans, and Native Americans during this time period.
- 6.1.8.CivicHR.3.b: Evaluate the impact of the institution of slavery on the political and economic expansion of the United States.
- 1.4.8.Pr.5b: Use various character objectives and tactics in a theatre work to identify the conflict and overcome the obstacle.

Additional Resources:

- Nonfiction and everyday text including essays, speeches, biographies/autobiographies, scientific and historical accounts, digital/paper sources, newspaper and magazine articles
- Poems
- Video clips
- Writing rubrics (PARCC and/or 6+1 Traits)
- Teacher-created materials
- Reading and writing workshop programs supported by district
- Technology including computers, SmartBoards, Webquests, etc.
- Textbooks
- MLA Resources
- Ocean County AVA Media Resources

- <http://www.liketoread.com>
- http://www.corestandards.org/assets/Appendix_B.pdf - Lists of optional text
- www.readwritethink.org – Language arts lesson plans
- www.writingfix.com – Lessons and resources for 6+1 writing traits
- www.scholastic.com – Reading resources
- www.enotes.com – Subscription-only site for various literary resources
- www.readworks.org – Lessons for literary elements
- www.ttms.org – (Teaching that makes sense) reading and writing strategies and prompts
- www.quizlet.com – Teacher tool—vocabulary flashcards and games to reinforce which can be embedded to teacher's website, also in other languages

Core and Extra Texts:

- *A Raisin in the Sun* by Lorraine Hansberry
- "Harlem" by Langston Hughes
- Excerpt from *To Be Young, Gifted and Black: An Informal Autobiography of Lorraine Hansberry* by Lorraine Hansberry
- "Sucker" by Carson McCullers
- EXTRA: Excerpt from "The Gift of the Magi" by O. Henry
- EXTRA: "Mother to Son" by Langston Hughes
- EXTRA: "Dreams" by Langston Hughes

Unit 2 Student Learning Objectives

Students will...

- demonstrate understanding of key vocabulary
- demonstrate command of the English Language when speaking and writing
- distinguish among the connotations of words with similar denotations
- cite several pieces of textual evidence when making connections and drawing inferences
- analyze how stage directions and dialogue in a play reveal different aspects of the characters
- determine how an author develops perspective through contrasting the points of view of different characters
- compare and contrast a written play to its film versions
- compare and contrast a fictional portrayal of a historical time period to actual events
- write and support a claim about a characters change over the course of the play

Unit 2 Assessments

Formative:

- Do-Nows
- Literature responses/circles
- Cooperative learning groups
- Book talks
- Vocabulary assessments
- Open-ended questions
- Anecdotal Notes
- Exit/Admit Slips
- Peer/Self Assessments
- Reading/Writing Conferences
- Writing Portfolio

- Speeches
- Graphic organizers/Venn Diagrams
- Timed reading/writing
- Writing assignments
- Rubrics
- Journal responses
- Class discussions
- Peer conferences
- Questioning
- Oral presentations
- Powerpoint/Prezi presentations
- Individual Whiteboards
- Book reviews
- Debates

Summative:

- Common Unit / Marking Period Assessment
- End-of-unit or chapter tests
- Writing portfolio
- Writing assessments/essays
- NJSLA ELA
- Oral presentations

Benchmark:

- Common Unit / Marking Period Assessment
- Speaking and Listening/Research-based speeches
- NJSLA ELA

Unit 3 Overview

Unit 3 Summary:

During this unit, students will explore brain development and brain disorders through a variety of non-fiction texts. The primary text for this unit is *Phineas Gage: A Gruesome but True Story About Brain Science*. The students will read excerpts from the text to examine the medical case of Phineas Gage. Phineas Gage experienced and survived one of the worst brain injuries of all time. Then, they will compare Phineas Gage's injuries to the brain structure and the brain science associated with adolescence and brain disorders to explain how Phineas's brain changed after the accident. While reading, students will examine how medical advancements have impacted brain science. Students will analyze how two or more authors writing informational text about the same topic emphasize different evidence or interpretations of facts. At the end of the unit, students write and support a claim comparing and contrasting how after Phineas's accident his behavior is like that of an adolescent. Throughout the unit, students will work towards improving their reading comprehension by engaging in daily practice of grade-appropriate academic and domain-specific words and phrases using the Vocab App embedded in the Amplify program.

Essential Questions:

- How did technology and medical advances improve brain science and the treatment of brain disorders?
- How can students synthesize information from various informational texts to develop an understanding of the intricate workings of the brain?
- How can students cite textual evidence to support a claim?
- How can students improve reading comprehension through vocabulary mastery?
- How can students interact with peers to refine their understanding of informational text?

Enduring Understandings:

- Explore brain development and brain disorders
- Improve reading comprehension through vocabulary mastery
- Explore narrative non-fiction and informational text that expose the intricate workings of the brain
- Synthesize central ideas developed throughout text sections and across text features
- Describe facts, explain concepts, and use logical reasoning to support claims
- Interact with peers to refine understanding of informational texts
- Examine Diagrams, Photographs, Illustrations, and Data Analysis Charts pertaining to discoveries in brain science

New Jersey Student Learning Standards

Language:

- L.SS.7.1. Demonstrate command of the system and structure of the English language when writing or speaking.
- E. Recognize spelling conventions.
- 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.
- 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.
- L.VI.7.4. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
- D. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., refined, respectful, polite, diplomatic, condescending).

Reading:

- 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.
- 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.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.
- 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.
- 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.

Writing:

- 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 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.

- 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.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:

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.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.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.

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

Companion Standards:

- 9.2.8.CAP.3: Explain how career choices, educational choices, skills, economic conditions, and personal behavior affect income.
- 9.2.8.CAP.10: Evaluate how careers have evolved regionally, nationally, and globally.
- 9.2.8.CAP.12: Assess personal strengths, talents, values, and interests to appropriate jobs and careers to maximize career potential
- 9.4.8.IML.2: Identify specific examples of distortion, exaggeration, or misrepresentation of information
- 9.4.8.IML.7: Use information from a variety of sources, contexts, disciplines, and cultures for a specific purpose (e.g., 1.2.8.C2a, 1.4.8.CR2a, 2.1.8.CHSS/IV.8.AI.1, W.5.8, 6.1.8.GeoSV.3.a, 6.1.8.CivicsDP.4.b, 7.1.NH. IPRET.8).
- 9.4.8.IML.12: Use relevant tools to produce, publish, and deliver information supported with evidence for an authentic audience.
- 9.4.8.TL.3: Select appropriate tools to organize and present information digitally.

Interdisciplinary Connections:

- RST.6-8.1: Cite specific textual evidence to support analysis of science and technical texts. (MS-LS1-1), (MS-LS1-3), (MS-LS1-4)
- RI.6.8: Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not. (MS-LS1-3), (MS-LS1-4)
- WHST.6-8.1: Write arguments that focus on discipline content. (MS-LS1-3), (MS-LS1-4)

Additional Resources

- Nonfiction and everyday text including essays, speeches, biographies/autobiographies, scientific and historical accounts, digital/paper sources, newspaper and magazine articles
- Poems
- Video clips
- Writing rubrics (NJSLA and/or 6+1 Traits)
- Teacher-created materials
- Reading and writing workshop programs supported by district
- Technology including computers, SmartBoards, Webquests, etc.
- Textbooks
- MLA Resources
- Ocean County AVA Media Resources
- <http://www.liketoread.com>
- http://www.corestandards.org/assets/Appendix_B.pdf) - Lists of optional text
- www.readwritethink.org – Language arts lesson plans
- www.writingfix.com – Lessons and resources for 6+1 writing traits
- www.scholastic.com – Reading resources
- www.enotes.com – Subscription-only site for various literary resources
- www.readworks.org – Lessons for literary elements
- www.ttms.org – (Teaching that makes sense) reading and writing strategies and prompts
- www.quizlet.com – Teacher tool—vocabulary flashcards and games to reinforce which can be embedded to teacher’s website, also in other languages

Core and Extra Texts:

- *Phineas Gage: A Gruesome but True Story About Brain Science* by John Fleischman
- Excerpts from *Inventing Ourselves: The Secret Life of the Teenage Brain* by Sarah-Jayne Blakemore
- Excerpt from "Demystifying the Adolescent Brain" by Laurence Steinberg
- Excerpts from *The Man Who Mistook His Wife for a Hat* by Oliver Sacks
- Excerpts from the majority and dissenting opinions in *Roper v. Simmons*
- EXTRA: “Sonnet—To Science” by Edgar Allan Poe
- EXTRA: “The Brain” by Emily Dickinson
- EXTRA: “Recovery from the Passage of an Iron Bar Through the Head” by John M. Harlow, MD

Unit 3 Student Learning Objectives

Overall Learning Outcomes

Students will...

- demonstrate understanding of key vocabulary
- demonstrate command of the English Language when speaking and writing
- cite textual evidence when supporting an analysis of informational text
- determine the central idea of an informational text
- evaluate the argument in an informational text and assess whether the evidence is sufficient to support the claim
- analyze how two or more authors write informational text on the same topic
- write and support a claim comparing and contrasting how Phineas’s behavior is like that of an adolescent

Unit 3 Assessments

Formative:

- Do-Nows
- Literature responses/circles
- Cooperative learning groups
- Book talks
- Vocabulary assessments
- Open-ended questions
- Anecdotal Notes
- Exit/Admit Slips
- Peer/Self Assessments
- Reading/Writing Conferences
- Writing Portfolio
- Speeches
- Graphic organizers/Venn Diagrams
- Timed reading/writing
- Writing assignments
- Rubrics
- Journal responses
- Class discussions
- Peer conferences
- Questioning
- Oral presentations
- Powerpoint/Prezi presentations
- Individual Whiteboards
- Book reviews
- Debates

Summative:

- Common Unit / Marking Period Assessment
- End-of-unit or chapter tests
- Writing portfolio
- Writing assessments/essays
- NJSLA ELA
- Oral presentations

Benchmark:

- Common Unit / Marking Period Assessment
- Speaking and Listening/Research-based speeches
- NJSLA ELA

Unit 4 Overview

Unit 4 Summary:

During this unit, students will examine poetry and short stories written by D. H Lawrence, Federico Garcia Lorca, Emily Dickinson, and Edgar Allen Poe. Students will practice a set of visualization techniques and make storyboards to represent their vision. Through these activities, students begin conceiving their own approach to perspective, characters, setting, sounds, and mood, which are all great close reading practices. Students will also compare animated movies to the original texts. They will analyze the choices made by filmmakers and critique whether they would have made the same or different choices. By the end, students will be able to determine if the narrator of each of the short stories is reliable or unreliable. Throughout the unit, students will work towards improving their reading comprehension by engaging in daily practice of grade-appropriate academic and domain-specific words and phrases.

Essential Questions:

- How does the author use figurative language and vivid details to help the reader visualize the setting and characters?
- How does the animated version of the text compare to the written version?
- How can students use evidence from the text to support an argument?
- How can students improve reading comprehension through vocabulary mastery?
- How can students apply feedback from their peers to improve their writing?
- Can the reader trust that the narrator is accurately describing what is happening in the story or poem?

Enduring Understandings:

Visual storytelling and the art of suspense

- Improve reading comprehension through vocabulary mastery
- Analyze the influence of unreliable narrators
- Compare and contrast characters' perspectives
- Use a digital storyboard app to visualize different perspectives in "The Tell-Tale Heart"
- Examine the text features of American Poetry, Gothic literature, and Unreliable narrators

New Jersey Student Learning Standards

Language:

- L.SS.7.1. Demonstrate command of the system and structure of the English language when writing or speaking.
- E. Recognize spelling conventions.
- 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.
- L.VL.7.3. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 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.

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).

Reading:

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.MF.7.6. Compare and contrast texts (e.g., a written story, drama, or poem) to its audio, filmed, staged, or multimedia version and analyze the unique qualities of different mediums, including the effects of techniques unique to each medium (e.g., lighting, sound, color, or camera focus and angles in a film).

Writing:

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 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.

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:

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.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.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.

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.

Companion Standards:

- 9.4.8.CI.4: Explore the role of creativity and innovation in career pathways and industries.
- 9.4.8.DC.1: Analyze the resource citations in online materials for proper use.
- 9.4.8.DC.2: Provide appropriate citation and attribution elements when creating media products (e.g., W.6.8).
- 9.4.8.GCA.2: Demonstrate openness to diverse ideas and perspectives through active discussions to achieve a group goal.
- 9.4.8.IML.3: Create a digital visualization that effectively communicates a data set using formatting techniques such as form, position, size, color, movement, and spatial grouping (e.g., [6.SP.B.4](#), 7.SP.B.8b).
- 9.4.8.IML.7: Use information from a variety of sources, contexts, disciplines, and cultures for a specific purpose (e.g., 1.2.8.C2a, 1.4.8.CR2a, 2.1.8.CHSS/IV.8.AI.1, W.5.8, 6.1.8.GeoSV.3.a, 6.1.8.CivicsDP.4.b, 7.1.NH. IPRET.8).
- 9.4.8.IML.12: Use relevant tools to produce, publish, and deliver information supported with evidence for an authentic audience.
- 9.4.8.IML.13: Identify the impact of the creator on the content, production, and delivery of information (e.g., 8.2.8.ED.1).
- 9.4.8.TL.3: Select appropriate tools to organize and present information digitally.

Interdisciplinary Connections:

- 1.2.8.Cr1b & [1.2.8.Cr.2a](#): Organize and design artistic ideas for media arts production
- 1.4.8.Pr.5a: Examine how character relationships assist in telling the story of devised or scripted theatre work.

Additional Resources:

- Nonfiction and everyday text including essays, speeches, biographies/autobiographies, scientific and historical accounts, digital/paper sources, newspaper and magazine articles
- Poems
- Video clips
- Writing rubrics (NJSLA and/or 6+1 Traits)
- Teacher-created materials
- Reading and writing workshop programs supported by district
- Technology including computers, SmartBoards, Webquests, etc.
- Textbooks
- MLA Resources
- Ocean County AVA Media Resources
- <http://www.liketoread.com>
- http://www.corestandards.org/assets/Appendix_B.pdf - Lists of optional text
- www.readwritethink.org – Language arts lesson plans
- www.writingfix.com – Lessons and resources for 6+1 writing traits
- www.scholastic.com – Reading resources
- www.enotes.com – Subscription-only site for various literary resources

- www.readworks.org – Lessons for literary elements
- www.ttms.org – (Teaching that makes sense) reading and writing strategies and prompts
- www.quizlet.com – Teacher tool—vocabulary flashcards and games to reinforce which can be embedded to teacher’s website, also in other languages

Core and Extra Texts:

- “The White Horse” by D. H. Lawrence
- “The Silence” by Federico García Lorca
- “A narrow fellow in the grass” by Emily Dickinson
- “The Tell-Tale Heart” by Edgar Allan Poe
- M’Naghten Rule, from Queen v. M’Naghten
- “The Cask of Amontillado” by Edgar Allan Poe
- “The Raven” by Edgar Allan Poe
- EXTRA: “Chicago” by Carl Sandburg
- EXTRA: Excerpt from "The Yellow Wallpaper" by Charlotte Perkins Gilman
- EXTRA: “The Charge of the Light Brigade” by Alfred, Lord Tennyson
- EXTRA: “A Poison Tree” by William Blake

Unit 4 Student Learning Objectives

Overall Learning Outcomes

Students will know...

- demonstrate understanding of key vocabulary
- demonstrate command of the English Language when speaking and writing
- use vivid details from the text to create storyboards depicting what they visualized while reading
- compare animated movie versions of the text to the original
- debate whether a narrator is reliable or not
- support a claim regarding whether a narrator is reliable with specific evidence from the text

Unit 4 Assessments

Formative:

- Do-Nows
- Literature responses/circles
- Cooperative learning groups
- Book talks
- Vocabulary assessments
- Open-ended questions
- Anecdotal Notes
- Exit/Admit Slips
- Peer/Self Assessments
- Reading/Writing Conferences

- Writing Portfolio
- Speeches
- Graphic organizers/Venn Diagrams
- Timed reading/writing
- Writing assignments
- Rubrics
- Journal responses
- Class discussions
- Peer conferences
- Questioning
- Oral presentations
- Powerpoint/Prezi presentations
- Individual Whiteboards
- Book reviews
- Debates

Summative:

- Common Unit / Marking Period Assessment
- End-of-unit or chapter tests
- Writing portfolio
- Writing assessments/essays
- NJSLA ELA
- Oral presentations

Benchmark:

- Common Unit / Marking Period Assessment
- Speaking and Listening/Research-based speeches
- NJSLA ELA

Unit 5 Overview

Unit 5 Summary:

During this unit, students will explore the works of Diego Rivera and Frida Kahlo. They will examine primary source documents and conduct independent research. Students will identify various sources' perspectives on a topic and synthesize that information to develop an argument. Students will practice distinct skills to study and analyze these primary sources with a goal of building their ability to independently research a topic, generate a question, select and analyze reliable sources, and write using those sources. Students will engage in student-led discussions about research topics and create a digital collage to present their individual insights on what they researched. In addition to writing a research paper, students will engage in creative writing. They will compare Frida Kahlo and Diego Rivera's writing to a Shakespearean sonnet and then create their own sonnet. Throughout the unit, students will work towards improving their reading comprehension by engaging in daily practice of grade-appropriate academic and domain-specific words and phrases.

Essential Questions:

- How can art be used as a personal, cultural, and political expression?
- How does an author use figurative language to convey tone and perspective?
- What is the difference between a primary source, a secondary source, and a tertiary source?
- How can students synthesize the research skills they developed this topic to create a research project-part argumentative essay, part multimedia collage?
- How can students cite evidence from reliable sources to support an argument?
- How can students improve reading comprehension through vocabulary mastery?

Enduring Understandings:

Recognize Art as a personal, cultural, and political expression

- Improve reading comprehension through vocabulary mastery
- Analyze how figurative language conveys an author's tone and perspective
- Synthesize information from several sources to develop an argument
- Compare Frida and Diego's writing to a Shakespearean sonnet and create their own
- Engage in student-led discussions about research topics
- Create a digital collage to present individual insights to the class
- Examine primary sources, paintings, memoirs, articles, and letters of unconventional artists

New Jersey Student Learning Standards

Language:

- L.SS.7.1. Demonstrate command of the system and structure of the English language when writing or speaking.
- E. Recognize spelling conventions.
- 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.

- 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).
- 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).

Reading:

- 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.
- 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).
- 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.
- 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.

Writing:

- 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 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.

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.

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:

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 of 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.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.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.

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.

Companion Standards:

- 9.2.8.CAP.3: Explain how career choices, educational choices, skills, economic conditions, and personal behavior affect income.
- 9.2.8.CAP.10: Evaluate how careers have evolved regionally, nationally, and globally.
- 9.2.8.CAP.12: Assess personal strengths, talents, values, and interests to appropriate jobs and careers to maximize career potential
- 9.4.8.CI.4: Explore the role of creativity and innovation in career pathways and industries.
- 9.4.8.DC.1: Analyze the resource citations in online materials for proper use.
- 9.4.8.DC.2: Provide appropriate citation and attribution elements when creating media products (e.g., W.6.8).
- 9.4.8.DC.4: Explain how information shared digitally is public and can be searched, copied, and potentially seen by public audiences.
- 9.4.8.IML.1: Critically curate multiple resources to assess the credibility of sources when searching for information.
- 9.4.8.IML.3: Create a digital visualization that effectively communicates a data set using formatting techniques such as form, position, size, color, movement, and spatial grouping (e.g., [6.SP.B.4](#), [7.SP.B.8b](#)).
- 9.4.8.IML.4: Ask insightful questions to organize different types of data and create meaningful visualizations.
- 9.4.8.IML.7: Use information from a variety of sources, contexts, disciplines, and cultures for a specific purpose (e.g., 1.2.8.C2a, 1.4.8.CR2a, 2.1.8.CHSS/IV.8.AI.1, W.5.8, 6.1.8.GeoSV.3.a, 6.1.8.CivicsDP.4.b, 7.1.NH. IPRET.8).
- 9.4.8.IML.12: Use relevant tools to produce, publish, and deliver information supported with evidence for an authentic audience.
- 9.4.8.IML.13: Identify the impact of the creator on the content, production, and delivery of information (e.g., 8.2.8.ED.1).
- 9.4.8.TL.3: Select appropriate tools to organize and present information digitally.

Interdisciplinary Connections:

- 6.3.8.CivicsPI.2: Evaluate the extent to which different forms of government reflect history and values of various societies (e.g., monarchy, democracy, republic, dictatorship).
- 1.5.8.Re7a: Explain how a person's aesthetic choices are influenced by culture and environment, and how they impact the way in which visual messages are perceived and conveyed.
- 1.5.8.Re7b: Compare and contrast cultural and social contexts of visual arts and how they influence ideas and emotions.

Additional Resources:

- Nonfiction and everyday text including essays, speeches, biographies/autobiographies, scientific and historical accounts, digital/paper sources, newspaper and magazine articles
- Poems
- Video clips
- Writing rubrics (NJSLA and/or 6+1 Traits)
- Teacher-created materials
- Reading and writing workshop programs supported by district
- Technology including computers, SmartBoards, Webquests, etc.
- Textbooks
- MLA Resources
- Ocean County AVA Media Resources
- <http://www.liketoread.com>
- http://www.corestandards.org/assets/Appendix_B.pdf - Lists of optional text
- www.readwritethink.org – Language arts lesson plans
- www.writingfix.com – Lessons and resources for 6+1 writing traits
- www.scholastic.com – Reading resources
- www.enotes.com – Subscription-only site for various literary resources
- www.readworks.org – Lessons for literary elements
- www.tms.org – (Teaching that makes sense) reading and writing strategies and prompts
- www.quizlet.com – Teacher tool—vocabulary flashcards and games to reinforce which can be embedded to teacher’s website, also in other languages

Core and Extra Texts:

- The Frida and Diego Collection
- "Sonnet 130" by William Shakespeare
- EXTRA: Image “Mao as the Sun”
- EXTRA: “TO F--” by Edgar Allan Poe

Unit 5 Student Learning Objectives

Overall Learning Outcomes

Students will know...

- demonstrate understanding of key vocabulary
- demonstrate command of the English Language when speaking and writing
- evaluate internet sources to determine their reliability
- independently research a topic using various reliable sources
- differentiate between primary sources, secondary sources, and tertiary sources
- develop a culminating research project consisting of an argumentative essay and a multimedia presentation
- create citations and a works cited list for their project

Unit 5 Assessments

Formative:

- Do-Nows
- Literature responses/circles
- Cooperative learning groups
- Book talks
- Vocabulary assessments
- Open-ended questions
- Anecdotal Notes
- Exit/Admit Slips
- Peer/Self Assessments
- Reading/Writing Conferences
- Writing Portfolio
- Speeches
- Graphic organizers/Venn Diagrams
- Timed reading/writing
- Writing assignments
- Rubrics
- Journal responses
- Class discussions
- Peer conferences
- Questioning
- Oral presentations
- Powerpoint/Prezi presentations
- Individual Whiteboards
- Book reviews
- Debates

Summative:

- Common Unit / Marking Period Assessment
- End-of-unit or chapter tests
- Writing portfolio
- Writing assessments/essays
- NJSLA ELA
- Oral presentations

Benchmark:

- Common Unit / Marking Period Assessment
- Speaking and Listening/Research-based speeches
- NJSLA ELA

Unit 6 Overview

Unit 6 Summary:

During this unit, students will choose from a large collection of primary and secondary sources to conduct research and learn about the wide diversity of people who took part in the California Gold Rush. Students will explore how circumstances united a diverse group of historical characters. They will develop a question, conduct research, and create a multimedia project. Students will include an interactive timeline to illustrate their research findings. Students will role-play by assuming the identity of a gold rush participant and write a diary from their point of view. Student will engage in student-led discussions about their research topics. Throughout the unit, students will work towards improving their reading comprehension by engaging in daily practice of grade-appropriate academic and domain-specific words and phrases using the Vocab App embedded in the Amplify program.

Essential Questions:

- How can students use technology to create an interactive timeline and a multimedia presentation to support their research?
- How can students evaluate the reliability and credibility of online informational sources?
- How can students cite evidence from reliable sources to support an argument?
- How can students improve reading comprehension through vocabulary mastery?
- How do authors with different perspectives address related topics?

Enduring Understandings:

The diverse characters and disparate conditions of the California Gold Rush

- Improve reading comprehension through vocabulary mastery
- Compare and Contrast how authors with differing perspectives address related topics
- Develop a question, conduct research, and create a multimedia project
- Role Play-Assume the identity of a gold rush participant and write a diary from their point of view
- Evaluate the reliability and credibility of online informational sources
- Create an interactive timeline to illustrate research findings
- Conduct research using primary and secondary source documents, poems, lyrics, maps and images from people who took part in the California Gold Rush

New Jersey Student Learning Standards

Language:

L.SS.7.1. Demonstrate command of the system and structure of the English language when writing or speaking.

- 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.

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.

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).

Reading:

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.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.

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.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.

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.

Writing:

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 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.

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; 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:

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.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.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.

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.

Companion Standards:

- 9.2.8.CAP.3: Explain how career choices, educational choices, skills, economic conditions, and personal behavior affect income.
- 9.2.8.CAP.10: Evaluate how careers have evolved regionally, nationally, and globally.
- 9.4.8.CT.3: Compare past problem-solving solutions to local, national, or global issues and analyze the factors that led to a positive or negative outcome.
- 9.4.8.GCA.2: Demonstrate openness to diverse ideas and perspectives through active discussions to achieve a group goal.
- 9.4.8.IML.1: Critically curate multiple resources to assess the credibility of sources when searching for information.
- 9.4.8.IML.3: Create a digital visualization that effectively communicates a data set using formatting techniques such as form, position, size, color, movement, and spatial grouping (e.g., [6.SP.B.4](#), [7.SP.B.8b](#)).
- 9.4.8.IML.4: Ask insightful questions to organize different types of data and create meaningful visualizations.
- 9.4.8.IML.12: Use relevant tools to produce, publish, and deliver information supported with evidence for an authentic audience.
- 9.4.8.IML.13: Identify the impact of the creator on the content, production, and delivery of information (e.g., [8.2.8.ED.1](#)).
- 9.4.8.TL.3: Select appropriate tools to organize and present information digitally.

Interdisciplinary Connections:

- 6.1.8.GeoSV.4.a: Map territorial expansion and settlement, highlighting the locations of conflicts with and resettlement of Native Americans.
- 6.1.8.EconNE.4.a: Explain how major technological developments revolutionized land and water transportation, as well as the economy, in New Jersey and the nation.
- 6.1.8.HistoryCC.4.d: Analyze the push-pull factors that led to the increase in immigration and explain why ethnic and cultural conflicts resulted.

Additional Resources:

- Nonfiction and everyday text including essays, speeches, biographies/autobiographies, scientific and historical accounts, digital/paper sources, newspaper and magazine articles
- Poems
- Video clips
- Writing rubrics (NJSLA and/or 6+1 Traits)
- Teacher-created materials
- Reading and writing workshop programs supported by district
- Technology including computers, SmartBoards, Webquests, etc.
- Textbooks
- MLA Resources
- Ocean County AVA Media Resources
- <http://www.liketoread.com>
- http://www.corestandards.org/assets/Appendix_B.pdf) - Lists of optional text
- www.readwritethink.org – Language arts lesson plans
- www.writingfix.com – Lessons and resources for 6+1 writing traits
- www.scholastic.com – Reading resources
- www.enotes.com – Subscription-only site for various literary resources
- www.readworks.org – Lessons for literary elements
- www.ttms.org – (Teaching that makes sense) reading and writing strategies and prompts
- www.quizlet.com – Teacher tool—vocabulary flashcards and games to reinforce which can be embedded to teacher’s website, also in other languages

Core and Extra Texts:

- California Gold Rush Collection
- EXTRA: “A Letter from Gold Mountain,” from Good Fortune: My Journey to Gold Mountain by Li Keng Wong
- EXTRA: Excerpt from Murphy, Gold Rush Dog by Alison Heart
- EXTRA: Excerpt from A History of US 5: Liberty For All 1820–1860 by Joy Hakim

Unit 6 Student Learning Objectives

Overall Learning Outcomes

Students will know...

- -demonstrate understanding of key vocabulary
- -demonstrate command of the English Language when speaking and writing
- -evaluate internet sources to determine their reliability and credibility
- -independently research a topic using various reliable sources
- -differentiate between primary sources, secondary sources, and tertiary sources
- -examine how authors with different perspectives address related topics
- -develop a culminating research project consisting of an argumentative essay, an interactive timeline, and a multimedia presentation
- -create citations and a works cited list for their project
- -prepare and conduct a Socratic Seminar
- -write diary entries from a gold rush participants point of view

Unit 6 Assessments

Formative:

- Do-Nows
- Literature responses/circles
- Cooperative learning groups
- Book talks
- Vocabulary assessments
- Open-ended questions
- Anecdotal Notes
- Exit/Admit Slips
- Peer/Self Assessments
- Reading/Writing Conferences
- Writing Portfolio
- Speeches
- Graphic organizers/Venn Diagrams
- Timed reading/writing
- Writing assignments
- Rubrics
- Journal responses
- Class discussions
- Peer conferences
- Questioning
- Oral presentations
- Powerpoint/Prezi presentations
- Individual Whiteboards
- Book reviews
- Debates

Summative:

- Common Unit / Marking Period Assessment
- End-of-unit or chapter tests
- Writing portfolio
- Writing assessments/essays
- NJSLA ELA
- Oral presentations

Benchmark:

- Common Unit / Marking Period Assessment
- Speaking and Listening/Research-based speeches
- NJSLA ELA

Unit 7 Overview

Unit 7 Summary:

The Grammar Unit is shared from Grades 6-8. Students will receive grammar instruction throughout the year on the Flex Days that are built into each unit. The lessons cover 35 key grammar topics for middle school grades. Lessons are self-guided and students apply the skills to their writing in each unit.

Essential Questions:

- Why is it important to know and follow the rules of standard English grammar when writing and speaking?
- Why is it important to know and follow rules of standard English mechanics when writing?
- How do word choice and punctuation help convey ideas effectively when writing?

Enduring Understandings:

Defining, identifying and fixing complete sentences

- Understanding pronouns and pronoun usage
- Recognizing verb tense and proper usage
- Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

New Jersey Student Learning Standards

Language:

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).

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.

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.

Additional Resources:

- Nonfiction and everyday text including essays, speeches, biographies/autobiographies, scientific and historical accounts, digital/paper sources, newspaper and magazine articles
- Poems
- Video clips
- Writing rubrics (NJSLA and/or 6+1 Traits)
- Teacher-created materials
- Reading and writing workshop programs supported by district
- Technology including computers, SmartBoards, Webquests, etc.
- Textbooks
- MLA Resources

- Ocean County AVA Media Resources
- <http://www.liketoread.com>
- http://www.corestandards.org/assets/Appendix_B.pdf) - Lists of optional text
- www.readwritethink.org – Language arts lesson plans
- www.writingfix.com – Lessons and resources for 6+1 writing traits
- www.scholastic.com – Reading resources
- www.enotes.com – Subscription-only site for various literary resources
- www.readworks.org – Lessons for literary elements
- www.ttms.org – (Teaching that makes sense) reading and writing strategies and prompts
- www.quizlet.com – Teacher tool—vocabulary flashcards and games to reinforce which can be embedded to teacher’s website, also in other languages

Unit 7 Student Learning Objectives

Overall Learning Outcomes

Students will know...

- -demonstrate understanding of key vocabulary
- -demonstrate command of the English Language when speaking and writing
- -evaluate internet sources to determine their reliability and credibility
- -independently research a topic using various reliable sources
- -differentiate between primary sources, secondary sources, and tertiary sources
- -examine how authors with different perspectives address related topics
- -develop a culminating research project consisting of an argumentative essay, an interactive timeline, and a multimedia presentation
- -create citations and a works cited list for their project
- -prepare and conduct a Socratic Seminar
- -write diary entries from a gold rush participants point of view

Unit 7 Assessments

Formative:

- Do-Nows
- Literature responses/circles
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- Vocabulary assessments
- Open-ended questions
- Anecdotal Notes
- Exit/Admit Slips
- Peer/Self Assessments
- Reading/Writing Conferences
- Writing Portfolio
- Speeches
- Graphic organizers/Venn Diagrams
- Timed reading/writing

- Writing assignments
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- Journal responses
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- Debates

Summative:

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- Writing assessments/essays
- NJSLA ELA
- Oral presentations

Benchmark:

- Common Unit / Marking Period Assessment
- Speaking and Listening/Research-based speeches
- NJSLA ELA