Wall Township Public Schools	Board Approval Date: August 20, 2024

Course Title: ELA 7A

Course Description: This course offers an advanced track of learning for seventh-grade students who have demonstrated a strong ELA foundation and whose performance, based on a well-rounded variety of criteria, indicates that they already exceed or are in a strong position to exceed the seventh-grade ELA standards.

Although there are only four main units of this course (which are aligned to the four marking periods), each unit includes four areas of focus that are often woven together: reading, writing, vocabulary, and grammar. A variety of modes, genres, and forms will be included in each unit to provide a well-rounded learning experience.

In each unit, a variety of extra credit tasks will be offered for students who wish to reinforce certain skills in this unit or to explore useful skills that are not included in this unit. These voluntary assignments will serve as opportunities for students to take some control over their learning experiences by allowing them to pursue their own interests and personal needs.

Teachers will place an emphasis on developing autonomy, encouraging effective collaboration, inspiring inventiveness, and building writing stamina. Students will regularly analyze the craft of great authors and imitate the strategies that they discover.

New Jersey Student Learning Standards

Vision for English Language Arts Education in New Jersey

A New Jersey education in English Language Arts builds readers, writers, and communicators prepared to meet the demands of college and career and to engage as productive American citizens with global responsibilities. Throughout their kindergarten through grade 12 experience, students will:

- Develop the necessary skills in reading, writing, speaking, and listening that are the foundations for creative and purposeful expression in language.
- Read rich, challenging texts that build their knowledge of the world, grow their confidence and identities as readers, and develop critical thinking skills and vocabulary necessary for long-term success.
- Engage in regular, meaningful, writing authentic tasks, exploring valued topics, writing for impact and expression, and sharing their work with others (including authentic audiences).
- Leverage complex texts and digital media to develop comprehension, active listening, and discussion skills.
- Ground daily writing and discussion in evidence, fostering an ability to read critically, build arguments, cite evidence, and communicate ideas to contribute meaningfully as productive citizens.
- Evaluate the reliability, credibility, and perspective of authors and speakers across all forms of media.
- Express ideas and knowledge through a variety of modalities and media, and serve as effective communicators who purposefully read, write, and speak across multiple disciplines.
- Learn to persist in reading complex texts, establishing lifelong habits to read voluntarily for pleasure, for further education, for information on public policy, and for advancement in the workplace.

Practices of English Language Arts

The English Language Arts Practices offer the capacities held by students who have progressed through a kindergarten through grade 12 English Language Arts program in New Jersey. These practices describe students who are proficient in literacy, possessing the ability to read deeply, create their own works, and listen and speak to a broad range of ideas. As

New Jersey students advance through the grades and demonstrate proficiency in the standards in reading, writing, speaking, listening, and language, they are able to exhibit with increasing fullness and regularity the following capacities of the literate individual.

Student capacities include:

- Developing Responsibility for Learning: Cultivating independence, self-reflection, and responsibility for one's own learning.
- Adapting Communication: Adapting communication in response to the varying demands of audience, task, purpose, and discipline.
- Valuing Evidence in Argumentation: Constructing viable claims and evaluating, defending, challenging, and qualifying the arguments of others.
- Building Knowledge: Building strong content knowledge and connecting ideas across disciplines using a variety of text resources and media.
- Leveraging Technology: Employing technology and digital media thoughtfully, strategically, and capably to enhance reading, writing, speaking, listening, and language use.
- Understanding Self and Others: Using literacy as a vehicle to affirm all the aspects of one's own identity, as well as understand, connect to, and respect other perspectives and cultures.

Inclusion of Climate Change Opportunities

( **)** notes opportunities to integrate specific examples of climate change education provided by additional age-appropriate resources

The goal of inclusion of climate change education implementation is to foster generations of New Jersey students that can analyze, question, interpret, to think independently, and bring critical deduction to fulfill, and to lead in jobs created by burgeoning industries of the future green economy.

Course Sequence & Pacing	
Unit Title	**Estimated Number of Instructional Periods**
Unit 1: The Thoughtful Reader	Reading: 22 Writing: 14 Vocabulary: 5 Grammar: 4
Unit 2: The Creativity of Nonfiction	Reading: 14 Writing: 22 Vocabulary: 5 Grammar: 4
Unit 3: The Universal Appeal of Literature	Reading: 20 Writing: 14 Vocabulary: 5 Grammar: 4
Unit 4: The Skillful Writer	Reading: 15 Writing: 20 Vocabulary: 5 Grammar: 4

Unit 1

Desired Results

Unit 1 Title: The Thoughtful Reader

Unit Summary: The purpose of this unit is to encourage a deeper level of observation as a reader which will allow for expressing more mature concepts through writing pieces and discussions. It will prepare students for the more in-depth nature of the advanced course.

Students will focus on mostly fiction and some nonfiction as listed under "Core Instructional and Supplemental Materials." A great deal of effort will be dedicated to establishing effective study habits, strategic thinking, and analytical writing.

By the end of this unit, students will demonstrate the application of standards through multiple-choice reading assessments and analytical writing pieces.

Learning Standards

NJSLS:

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.
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.

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).
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.

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.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.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.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.

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.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.

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.

Interdisciplinary Connections
Career Readiness, Life Literacies, & Key Skills *(CLKS)*: 9.1.8.PB.5: Identify factors that affect one's goals, including peers, culture, location, and past experiences. 9.1.8.CR.2: Compare various ways to give back through strengths, passions, goals, and other personal factors. 9.1.8.PB.5: Identify factors that affect one's goals, including peers, culture, location, and past experiences. 9.4.8.GCA.1: Model how to navigate cultural differences with sensitivity and respect. 9.2.8.CAP.5: Develop a personal plan with the assistance of an adult mentor that includes information about career areas of interest, goals, and an educational plan. 9.4.8.GCA.2: Demonstrate openness to diverse ideas and perspectives through active discussions to achieve a group goal.
Computer Science & Design Thinking *(CS & DT)*: 8.2.8.ITH.1: Explain how the development and use of technology influences economic, political, social, and cultural issues.
Interdisciplinary Connections: 6.3.8.CivicsHR.1: Construct an argument as to the source of human rights and how they are best protected. MS-ESS2-5 Collect data to provide evidence for how the motions and complex interactions of air masses result in changes in weather conditions.

Learning Targets	
Unit Essential Questions: • What is the best way to communicate? • What is the best way to find the truth? • What experiences have shaped my beliefs about the world around me?	**Unit Enduring Understandings:** • Effective communication can help resolve or even avoid conflicts. • The truth is not always what we first believe. • We are products of our experiences.
Vocabulary/Grammar:	

- Sadlier Vocabulary Workshop Tools For Excellence — Unit 1 and/or Unit 2
- Prentice Hall Grade Seven Textbook — in-text vocabulary lists
- Prentice Hall Grade Seven Textbook — pre-reading academic terms
- *Grammar for Writing*: Chapters 6, 7, 8, 11— Subject; Predicate; Simple/Compound Subject; Simple/Compound Compound Predicate; Coordinating Conjunction

Students will be able to:

Reading-

- Identify and analyze the "author's purpose."
- Notice and analyze how elements of a narrative text work together to serve a shared purpose.
- Use context clues to draw conclusions.
- Use logic and prior knowledge to draw conclusions.
- Comprehend more complex writing structures by analyzing the role of: Simple vs. Compound Subjects, Predicates, Sentences; and Coordinating Conjunctions.
- Expand their lexicon to aid in comprehension.

Writing-

- Cite evidence to support rationale.
- Explain how one story element can interact with another story element.
- Use larger conceptual ideas to unify more specific points and arguments.
- Effectively utilize: Simple vs. Compound Subjects, Predicates, Sentences; and Coordinating Conjunctions.
- Expand their lexicon to aid in their expression of ideas.

Learning Activities: *Potential Learning Activities can include:*

- Discussions: "All Summer in a Day" by Ray Bradbury; "Suzy and Leah" by Jane Yolen; "MK" by Jean Fritz; "Papa's Parrot" by Cynthia Rylant; *The Boy in the Striped Pajamas* by John Boyne; "Winter" by Nikki Giovanni; "Forsythia" by Mary Ellen Solt; "Haiku" by Matsuo Bashō

- Alternative/supplemental selections: standards-aligned selections from the Prentice Hall Literature Textbook and other administrator-approved resources as identified in lesson plans
- Post-Reading "Comprehension" Prompts — Citing Evidence & Rationale
- Post-Reading "Reading Skills" Prompts — Author's Purpose; Context Clues; Drawing Conclusions
- Post-Reading "Literary Analysis" Prompts —Setting; Narrative Text; Forms of Poetry (Lyric, Concrete, Haiku)
- Low-stakes Writing Practice
- Individual/Small Group Conferences
- Grammar Activities — Simple vs. Compound Subjects, Predicates, Sentences; Coordinating Conjunctions
- Vocabulary Activities — Unit 1 and/or Unit 2
- Journaling
- General Check-In Strategies (checkpoints; turn and talk; exit tickets; surveys; etc.)
- IXL

To satisfy the laws related to *Amistad & Holocaust*, *Asian American & Pacific Islanders*, *Climate Change*, *LGBTQ and People with Disabilities*, *Diversity*, *Equity & Inclusion [DEI]* in the state of New Jersey, teachers must implement at least one of the following texts, activities, or approaches in their lesson planning:

- Amistad & Holocaust and Diversity, Equity & Inclusion [DEI]
    - *The Boy in the Striped Pajamas* by John Boyne
        - The novel directly addresses the Holocaust by portraying concentration camps, Jewish persecution, and the consequences of Nazi ideology. It fulfills Holocaust education mandates. It does not address Amistad/slavery, which is the African American history mandate.
        - The systemic oppression of Jews in the camp highlights what happens when diversity and equity are denied. Bruno and Shmuel's friendship challenges divisions and models empathy, compassion, and human dignity. Students can analyze prejudice, systemic injustice, and why inclusion matters, using the Holocaust as a historical anchor.

- Diversity, Equity & Inclusion [DEI]
    - “All Summer in a Day” by Ray Bradbury
        - The story is a direct critique of how groups ostracize and mistreat individuals who don’t conform. Margot’s mistreatment underscores the importance of fairness and empathy toward those who are different. The children’s regret at the end highlights the moral consequences of failing to include others.
- Amistad & Holocaust and Diversity, Equity & Inclusion [DEI]
    - “Suzy and Leah” by Jane Yolen
        - Leah is a Holocaust survivor. The story directly addresses Jewish persecution, refugee experiences, and the aftermath of WWII.
        - Suzy stereotypes Leah at first, seeing her as “different.” The story builds toward understanding Leah’s suffering and respecting her perspective. The reconciliation between the girls models inclusion of refugees and people from different backgrounds.
        - Leah’s diary gives voice to a child survivor of genocide, which is often absent from children’s literature.
- Asian American & Pacific Islanders
    - “MK” by Jean Fritz
        - The story is set in China and explores Chinese culture, customs, and political change through the eyes of an American child. Although it is not about Asian *Americans* per se, it provides cross-cultural perspectives and representations of Asian people. It can support AAPI mandates by fostering cultural understanding.
- Asian American & Pacific Islanders
    - “Haiku” by Matsuo Bashō
        - Bashō is a foundational Japanese poet; including his work introduces students to Asian literature, cultural traditions, and aesthetic philosophy. His poetry directly supports AAPI representation by centering Asian voices and perspectives in the curriculum.

Assessment Evidence

Formative Assessments:

Potential **Independent** Category Grades and Ungraded Assessments

- Discussions: “All Summer in a Day”; “Suzy and Leah”; “MK”; “Papa’s Parrot”; *The Boy in the Striped Pajamas*; “Winter”; “Forsythia”; “Haiku”; alternative/supplemental selections: standards-aligned selections from Prentice Hall Literature Textbook; other administrator-approved resources as identified in lesson plans
- Post-Reading “Comprehension” Prompts — Citing Evidence & Rationale
- Post-Reading “Reading Skills” Prompts — Author’s Purpose; Context Clues; Draw Conclusions
- Post-Reading “Literary Analysis” Prompts —Setting; Narrative Text; Forms of Poetry (Lyric, Concrete, Haiku)
- Low-stakes Writing Practice
- Individual/Small Group Conferences
- Grammar Activities — Simple vs. Compound Subjects, Predicates, Sentences; Coordinating Conjunctions
- Vocabulary Activities — Unit 1 and/or Unit 2
- Journaling
- Analysis Through Poetry
- General Check-In Strategies (checkpoints; turn and talk; exit tickets; surveys; etc.)
- iReady

Potential **Minor** Category Grades

- Summer Reading Assignment
- Multiple Choice - “All Summer in a Day”
- Open-ended Response - “Suzy and Leah”
- On-Demand Multiple Choice - “MK”
- Vocabulary Assessment(s) - Unit 1 & Unit 2

Summative Assessments:

Major Category Grades

- Multiple Choice - “Suzy and Leah”

- Open-ended Response - *The Boy in the Striped Pajamas*
- On-Demand Multiple Choice - "Papa's Parrot"
- On-Demand Open-ended Response - "Papa's Parrot"

Common Benchmark Assessments:

- IXL Beginning-of-Year Diagnostic
- Summative Assessments - Major Category Grades

Alternative Assessments:

- Alternative Multiple-choice, Open-ended Response, and Essay
    - based on administrator-approved texts as identified in lesson plans
- Extra Credit Potential Menu (Students may earn up to 2% worth of extra credit.)
    - IXL
    - Independent Reading OER Collection
    - Poetry Collection 1
    - Analysis Through Poetry
    - Essay - Literary Analysis

Core Instructional & Supplemental Materials

Reading Selections:

- *The Boy in the Striped Pajamas* by John Boyne
- "All Summer in a Day" by Ray Bradbury
- "Suzy and Leah" by Jane Yolen
- "MK" by Jean Fritz
- "Papa's Parrot" by Cynthia Rylant
- "Winter" by Nikki Giovanni
- "Forsythia" by Mary Ellen Solt
- "Haiku" by Matsuo Bashō

- alternative/supplemental selections: standards-aligned selections from Prentice Hall Literature Textbook
- other administrator-approved resources as identified in lesson plans

Grammar Resources:

- Grammar for Writing (Sadlier School)
- Glencoe Language Arts Grammar and Composition Handbook
- teacher-created resources

Vocabulary Resources:

- Sadlier Vocabulary Workshop Tools For Excellence — Unit 1 and/or Unit 2
- Prentice Hall Grade Seven Textbook — in-text vocabulary lists
- Prentice Hall Grade Seven Textbook — academic vocabulary

Technology Resources:

- IXL
- CommonLit
- Google (Classroom, Drive, Calendar, Gmail, etc.)
- YouTube
- Khan Academy
- Gradebook Notations
- other administrator-approved resources as identified in lesson plans

Accommodations and Modifications:
Students with Disabilities, English Language Learners,
Students at Risk of Failure, Students with 504s, Gifted & Talented Students

Specific Strategies and Practices that Support Students with Disabilities:

Students receiving Special Education programming have specific goals and objectives, as well as accommodations and modifications outlined within their Individualized Education Plans (IEP) due to an identified disability and/or diagnosis. In

addition to exposure to the general education curriculum, the instruction is differentiated based upon the student's needs. The IEP acts as a supplemental curriculum guide inclusive of instructional strategies that support each learner.

- Small group/One to one - Additional time - Review of directions - Student restates information - Space for movement or breaks - Extra visual and verbal cues and prompts - Preferential seating - Follow a routine/schedule - Verbal and visual cues regarding directions and staying on task - Checklists - Immediate feedback - Graphic Organizers - Audiobooks - Notes & Summaries

Specific Strategies and Practices that Support English Language Learners

English language learner (ELL) is a national-origin-minority student who is limited-English-proficient. This term is often preferred over limited-English-proficient (LEP) as it highlights accomplishments rather than deficits.

- Personal Glossary - Extended Time - Simplified/Verbal Instructions - Frequent Breaks - Visual learning, including graphic organizers - Use of cognates to increase comprehension - Teacher modeling - Scaffolding - Think-pair-share - Cooperative learning groups - Audiobooks - Notes & Summaries

Students at Risk of Failure

- Alternative Assessments - Learning Contracts - Supplemental Instruction - Think-Pair-Share by Readiness - Homework Options - Differentiated Online Practice - Leveled Rubrics - Tiered Level of Supports - Tiered Activities - Small Group Instruction - Group Work Choice - Graphic Organizers - Audiobooks - Notes & Summaries

Students with 504 Plans

Teachers are responsible for implementing designated services and strategies identified on a student’s 504 Plan.
504 plans are formal plans that schools develop to give kids the support they need and covers any condition that limits daily activities in a major way. Students' accommodations are outlined in their individual 504 plan.

Specific Strategies and Practices that Support Gifted & Talented Students

It is critical that all teachers are able to recognize a high-ability student who may need more depth and complexity in instruction.

-Homogenous Grouping - Small Group In-Depth Instruction - Alternative Assessments - Pre-Assess to provide Differentiated Instruction to Accelerate Learning - Enrichment Activities

Unit 2

Desired Results

Unit 2 Title: The Creativity of Nonfiction

Unit Summary: The purpose of this unit is to help students be more perceptive to the craft of writing by paying attention to how authors use certain writing strategies to serve their purposes in writing. As students become more perceptive in this way, this unit will not only enhance their comprehension abilities, but it will also inspire their imitation of professional authors within their own writing.

Students will focus on a variety of nonfiction modes and forms including essays and a literary nonfiction historical book. Since this is such a nonfiction-heavy unit, fiction options will be included through alternative opportunities such as independent reading, extra credit assignments, and small group instruction.

By the end of this unit, students will demonstrate the application of standards through multiple-choice reading assessments and analytical writing pieces.

Learning Standards

NJSLS:

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.
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.
B. Gather vocabulary knowledge when selecting a word or phrase important to comprehension or expression.

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

C. .Analyze the impact of a specific word choice on meaning and tone.
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.
D. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., refined, respectful, polite, diplomatic, condescending).

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.AA.7.7. Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims.

W.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.

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.

C. Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.
D. Acknowledge new information expressed by others and, when warranted, modify their own views.

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

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

Interdisciplinary Connections

Career Readiness, Life Literacies, & Key Skills *(CLKS)*:

9.1.8.CR.1: Compare and contrast the role of philanthropy, volunteer service, and charities in community development and the quality of life in a variety of cultures.

9.1.8.CR.4: Examine the implications of legal and ethical behaviors when making financial decisions.

Computer Science & Design Thinking (*CS & DT***):**

8.2.8.ITH.1: Explain how the development and use of technology influences economic, political, social, and cultural issues.

Interdisciplinary Connections:

6.1.8.CivicsPI.3.b: Evaluate the effectiveness of the fundamental principles of the Constitution (i.e., consent of the governed, rule of law, federalism, limited government, separation of powers, checks and balances, and individual rights) in establishing a federal government that allows for growth and change over time.

6.1.8.EconNE.4.b: Analyze how technological innovations affected the status and social class of different groups of people and explain the outcomes that resulted.

6.3.8.CivicsDP.3: Use historical case studies and current events to explain why due process is essential for the protection of individual rights and maintenance of limited government.

MS-ESS1-2 Develop and use a model to describe the role of gravity in the motions within galaxies and the solar system.

Learning Targets	
Unit Essential Questions: • What is the best way to communicate? • What should we learn? • How can we create environments where people feel a sense of belonging without having to sacrifice their values? • How do people maintain hope?	**Unit Enduring Understandings:** • Listening to others may lead to new discoveries. • Learning never stops if you stay curious. • Diversity and peacefulness can coexist. • Unity is stronger than division.
Vocabulary/Grammar: • Sadlier Vocabulary Workshop Tools For Excellence — Unit 3 and/or Unit 4 • Prentice Hall Grade Seven Textbook — in-text vocabulary lists • Prentice Hall Grade Seven Textbook — pre-reading academic terms • *Grammar for Writing*: Chapters 7, 8, 10 — Action/Linking Verbs; Transitive/Intransitive Verbs; Predicate Nouns/Adjectives; Direct/Indirect Objects	
Students will be able to: **Reading-** • Differentiate between fact and opinion when drawing conclusions. • Identify elements of expository, reflective, and persuasive essays and analyze how they help serve an author's purpose.	

- Comprehend more complex writing structures by analyzing the role of Action Verbs, Linking Verbs, Direct Objects, and Indirect Objects.
- Differentiate between figurative and concrete language.
- Expand their lexicon to aid in comprehension.

Writing-

- Balance fact and opinion when forming an argument.
- Express themselves through expository, reflective, and persuasive writing techniques.
- Effectively utilize: Action Verbs, Linking Verbs, Direct Objects, and Indirect Objects
- Expand their lexicon to aid in their expression of ideas.

Learning Activities: *Potential Learning Activities can include:*

- Discussions: *Freedom Walkers: The Story of the Montgomery Bus Boycott* by Russell
- Freedman; "I Am a Native of North America" by Chief Dan George; "All Together Now" by Barbara Jordan; "Conversational Ballgames" by Nancy Masterson Sakamoto; "Mother to Son" by Langston Hughes; "The Village Blacksmith" by Henry Wadsworth Longellow; and "Fog" by Carl Sanburg
- Alternative/supplemental selections: standards-aligned selections from the Prentice Hall Literature Textbook and other administrator-approved resources as identified in lesson plans
- Note-Taking — *Freedom Walkers: The Story of the Montgomery Bus Boycott*
- Open-ended Response — "I Am a Native of North America"
- Open-ended Response — "All Together Now"
- Open-ended Response — "Conversational Ballgames"
- Post-Reading "Comprehension" Prompts: Citing Evidence & Rationale
- Post-Reading "Reading Skills" Prompts: Main Idea; Classifying Fact and Opinion; Draw Conclusions
- Post-Reading "Literary Analysis" Prompts: Expository Essay; Reflective Essay; Persuasive Essay; Figurative Language
- Low-stakes Writing Practice

- Individual/Small Group Conferences
- Grammar Activities — Action Verbs, Linking Verbs, Direct Objects, Indirect Objects
- Vocabulary Activities
- Journaling
- General Check-In Strategies (checkpoints; turn and talk; exit tickets; surveys; etc.)
- iReady

To satisfy the laws related to *Amistad & Holocaust*, *Asian American & Pacific Islanders*, *Climate Change*, *LGBTQ and People with Disabilities*, *Diversity, Equity & Inclusion [DEI]* in the state of New Jersey, teachers must implement at least one of the following texts, activities, or approaches in their lesson planning:

- Amistad & Holocaust and Diversity, Equity & Inclusion [DEI]
    - *Freedom Walkers: The Story of the Montgomery Bus Boycott* by John Boyne
        - The book directly aligns with the Amistad Commission mandate by teaching African American history, specifically the Civil Rights Movement and the fight against segregation. It gives voice to African American struggles and triumphs.
        - The boycott is an act of equity and inclusion in action, demanding equal access to public services and is meant to uplift the voices of everyday people (domestic workers, churchgoers, children) as well as leaders, showing a wide spectrum of participants in the struggle for justice..
        - The novel highlights systemic racism and collective resistance.
- Climate Change and Diversity, Equity & Inclusion [DEI]
    - “I Am a Native of North America” by Chief Dan George
        - Chief Dan George emphasizes human dependence on the earth and critiques the destruction of the natural world. His environmental ethic aligns strongly with the Climate Change mandate, especially in teaching sustainability and Indigenous ecological knowledge.
        - The piece advocates for respect and recognition of Indigenous culture and traditions, making it a powerful DEI text. It critiques colonization, systemic racism, and cultural exclusion.

- Amistad & Holocaust and Diversity, Equity & Inclusion [DEI]
    - "All Together Now" by Barbara Jordan
        - Jordan's speech aligns strongly with the Amistad mandate by highlighting African American struggles and achievements in the fight for equality. It reflects the ongoing impact of slavery and segregation and emphasizes the importance of civic participation and justice.
        - DEI is the core theme of the essay: Jordan insists America can only thrive if all voices are included in democracy. It speaks against discrimination, exclusion, and inequity. The text fosters critical discussions about justice, allyship, representation, and inclusive citizenship.
- Asian American & Pacific Islanders and Diversity, Equity & Inclusion [DEI]
    - "*Conversational Ballgames*" by Nancy Masterson Sakamoto
        - The essay explicitly centers on Japanese culture and communication patterns. It highlights AAPI perspectives by bridging cultural understanding between American and Japanese norms.
        - The text is fundamentally about valuing cultural diversity and adjusting one's behavior to foster inclusion and understanding. It promotes equity in communication by showing that no one style is "superior," just different.
- Amistad & Holocaust and Diversity, Equity & Inclusion [DEI]
    - "Mother to Son" by Langston Hughes
        - Hughes, a leading Harlem Renaissance poet, uses the poem as a metaphor for the African American experience of resilience in the face of systemic racism and inequality. It connects directly to the Amistad mandate by providing insight into African American voices, history, and perseverance.
        - The poem emphasizes equity, resilience, and the pursuit of opportunity despite structural inequities. It elevates the African American cultural experience as part of U.S. literature, promoting representation and inclusion. The mother's voice highlights generational wisdom, giving dignity and value to voices often excluded from the mainstream canon.

Assessment Evidence

Formative Assessments:

Potential **Independent** Category Grades and Ungraded Assessments

- Discussions: *Freedom Walkers: The Story of the Montgomery Bus Boycott;* "I Am a Native of North America"; "All Together Now"; "Conversational Ballgames"; "Mother to Son"; "The Village Blacksmith"; "Fog"; alternative/supplemental selections: standards-aligned selections from Prentice Hall Literature Textbook; other administrator-approved resources as identified in lesson plans
- Note-Taking — *Freedom Walkers: The Story of the Montgomery Bus Boycott*
- Open-ended Response — "I Am a Native of North America"
- Open-ended Response — "All Together Now"
- Open-ended Response — "Conversational Ballgames"
- Post-Reading "Comprehension" Prompts: Citing Evidence & Rationale
- Post-Reading "Reading Skills" Prompts: Main Idea; Classifying Fact and Opinion; Draw Conclusions
- Post-Reading "Literary Analysis" Prompts: Expository Essay; Reflective Essay; Persuasive Essay; Figurative Language
- Low-stakes Writing Practice
- Individual/Small Group Conferences
- Grammar Activities — Action Verbs, Linking Verbs, Direct Objects, Indirect Objects
- Vocabulary Activities
- Journaling
- General Check-In Strategies (checkpoints; turn and talk; exit tickets; surveys; etc.)
- IXL

Potential **Minor** Category Grades

- Multiple Choice - "All Together Now"
- On-Demand Multiple Choice - "The Eternal Frontier"
- Multiple Choice - "Conversational Ballgames"
- Multiple Choice - "I Am a Native of North America"

- Vocabulary Assessment — Unit 3 and/or Unit 4

Summative Assessments:

Major Category Grades

- On-Demand Multiple Choice - “Life Without Gravity”
- On-Demand Open-ended Response - “Life Without Gravity”
- On-Demand Multiple Choice - “Volar”
- On-Demand Open-ended Response - “Volar”
- Nonfiction Analysis Essay: *Freedom Walkers: The Story of the Montgomery Bus Boycott*

Common Benchmark Assessments:

- IXL Progress Indicators
- Summative Assessments

Alternative Assessments:

- Alternative Multiple-choice, Open-ended Response, and Essay
    - based on administrator-approved texts as identified in lesson plans
- Extra Credit Potential Menu (Students may earn up to 2% worth of extra credit.)
    - IXL
    - Independent Reading OER Collection
    - Poetry Collection 3
    - Analysis Through Poetry
    - Essay - Persuasive or Reflective
    - Research Simulated Task

Core Instructional & Supplemental Materials

- *Freedom Walkers: The Story of the Montgomery Bus Boycott* by John Boyne
- “I Am a Native of North America” by Chief Dan George

- “All Together Now” by Barbara Jordan
- “Conversational Ballgames” by Nancy Masterson Sakamoto
- “Mother to Son” by Langston Hughes
- “The Village Blacksmith” by Henry Wadsworth Longellow
- “Fog” by Carl Sanburg
- Alternative/supplemental selections: standards-aligned selections from Prentice Hall Literature Textbook
- Other administrator-approved resources as identified in lesson plans

Grammar Resources:

- Grammar for Writing (Sadlier School)
- Glencoe Language Arts Grammar and Composition Handbook
- Teacher-created resources

Vocabulary Resources:

- Sadlier Vocabulary Workshop Tools For Excellence — Unit 3 and/or Unit 4
- Prentice Hall Grade Seven Textbook — in-text vocabulary lists
- Prentice Hall Grade Seven Textbook — academic vocabulary

Technology Resources:

- IXL
- CommonLit
- Google (Classroom, Drive, Calendar, Gmail, etc.)
- YouTube
- Khan Academy
- Gradebook Notations
- Other administrator-approved resources as identified in lesson plans

Accommodations and Modifications:
Students with Disabilities, English Language Learners,

Students at Risk of Failure, Students with 504s, Gifted & Talented Students

Specific Strategies and Practices that Support Students with Disabilities:

Students receiving Special Education programming have specific goals and objectives, as well as accommodations and modifications outlined within their Individualized Education Plans (IEP) due to an identified disability and/or diagnosis. In addition to exposure to the general education curriculum, the instruction is differentiated based upon the student's needs. The IEP acts as a supplemental curriculum guide inclusive of instructional strategies that support each learner.

- Small group/One to one - Additional time - Review of directions - Student restates information - Space for movement or breaks - Extra visual and verbal cues and prompts - Follow a routine/schedule - Rest breaks - Checklists - Immediate feedback - Graphic Organizers - Audiobooks - Notes & Summaries - Outlines

Specific Strategies and Practices that Support English Language Learners

English language learner (ELL) is a national-origin-minority student who is limited-English-proficient. This term is often preferred over limited-English-proficient (LEP) as it highlights accomplishments rather than deficits.

- Personal Glossary - Extended Time - Simplified/Verbal Instructions - Visual learning, including graphic organizers - Use of cognates to increase comprehension - Teacher modeling - Word walls - Think-pair-share - Cooperative learning groups - Audiobooks - Notes & Summaries

Students at Risk of Failure

- Alternative Assessments - Learning Contracts - Supplemental Instruction - Think-Pair-Share by Readiness - Homework Options - Differentiated Online Practice - Leveled Rubrics - Tiered Level of Supports - Tiered Activities - Small Group Instruction - Work Alone Choice - Group Work Choice - Graphic Organizers - Audiobooks - Notes & Summaries

Students with 504 Plans

Teachers are responsible for implementing designated services and strategies identified on a student's 504 Plan.

504 plans are formal plans that schools develop to give kids the support they need and covers any condition that limits daily activities in a major way. Students' accommodations are outlined in their individual 504 plan.

Specific Strategies and Practices that Support Gifted & Talented Students

It is critical that all teachers are able to recognize a high-ability student who may need more depth and complexity in instruction.

-Homogenous Grouping - Small Group In-Depth Instruction - Differentiated Online Practice - Alternative Assessments - Enrichment Activities

Unit 3

Desired Results

Unit 3 Title: The Universal Appeal of Great Literature

Unit Summary: The purpose of this unit is to identify the universal appeals of great literature and to analyze how authors develop such appeals. By studying elements of folk literature, students will discover the literary intersections across human civilization.

Students will mostly focus on folk literature fiction, but there will also be an emphasis on nonfiction. Nonfiction-based activities will help students understand folk literature more deeply by providing historical background knowledge. Also, students will study the similarities and differences that they see between fiction and nonfiction.

By the end of this unit, students will demonstrate the application of standards through multiple-choice reading assessments, analytical writing pieces, and research tasks.

Learning Standards

NJSLS:

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

B. Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.

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.

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

W.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.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.

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.

Interdisciplinary Connections

Career Readiness, Life Literacies, & Key Skills *(CLKS)*:

9.4.8.DC.2: Provide appropriate citation and attribution elements when creating media products

Computer Science & Design Thinking (*CS & DT***):**

8.2.8.ITH.2: Compare how technologies have influenced society over time.

Interdisciplinary Connections:

6.3.8.CivicsHR.1: Construct an argument as to the source of human rights and how they are best protected.

6.2.8.HistoryUP.3.a: Compare and contrast social hierarchies in classical civilizations as they relate to power, wealth, and equality.

Learning Targets

Unit Essential Questions:	**Unit Enduring Understandings:**
• What is the best way to communicate? • Community or individual—which is more important? • What factors have shaped my beliefs as I have grown up?	• Reading fiction is a powerful tool for learning about history and culture. • The tension between a community and the individual is a natural yet manageable conflict.

	• Our understanding evolves as we gain experience.

Vocabulary/Grammar:

- Sadlier Vocabulary Workshop Tools For Excellence — Unit 5 and/or Unit 6
- Prentice Hall Grade Seven Textbook — in-text vocabulary lists
- Prentice Hall Grade Seven Textbook — pre-reading academic terms
- *Grammar for Writing*: Chapters 1, 8, 9 — Subordinating Conjunctions; Independent/Dependent Clauses; Adverb/Noun/Adjective Clauses

Students will be able to:

Reading-

- Notice and analyze cause-and-effect relationships in order to bolster comprehension.
- Compare and contrast universal themes found in fiction and nonfiction.
- Comprehend more complex writing structures by analyzing the role of: Subordinating Conjunctions; Independent/Dependent Clauses; Adverb/Noun/Adjective Clauses.
- Expand their lexicon to aid in comprehension.

Writing-

- Examine cause-and-effect relationships in order to support an argument.
- Examine similarities and differences in order to present a fair and well-rounded argument.
- Paraphrase in order to efficiently represent another's words.
- Effectively utilize: Subordinating Conjunctions; Independent/Dependent Clauses; Adverb/Noun/Adjective Clauses
- Expand their lexicon to aid in their expression of ideas.

Learning Activities: *Potential Learning Activities can include:*

- Discussions: “The People Could Fly” by Virginia Hamilton; “Tenochtitlan: Inside the Aztec Capital” by Jacqueline Dineen; “All Stories Are Anansi’s” by Harold Courlander; “Popocatepetl and Iztaccihuatl” by Juliet Piggott Wood; “Icarus and Daedalus” by Josephine Preston Peabody; “Sun and Moon in a Box” Alfonso Ortiz and Richard Erdos; “The Voyage” by Mary Pope Osborne; “To the Top of Everest” by Samantha Larson; “Demeter and Persephone” by Anne Terry White; “How the Snake Got Poison” by Zora Neale Hurston; “Full Fathom Five” by William Shakespeare; “Train Tune” by Louise Bogan; “Onomatopoeia” by Eve Merriam; *Black Ships Before Troy* by Rosemary Sutcliff; *The Hobbit* by J.R.R. Tolkien; and *The Hunger Games* by Suzanne Collins
- Alternative/supplemental selections: standards-aligned selections from the Prentice Hall Literature Textbook and other administrator-approved resources as identified in lesson plans
- Comparing Literature: Universal Theme
- Post-Reading “Comprehension” Prompts: Citing Evidence & Rationale
- Post-Reading “Reading Skills” Prompts: Cause & Effect; Compare & Contrast; Paraphrase
- Post-Reading “Literary Analysis” Prompts: Myth; Legend & Fact; Cultural Context; Folk Tale; Sound Devices
- Low-stakes Writing Practice
- Individual/Small Group Conferences
- Grammar Activities — Subordinating Conjunctions; Independent/Dependent Clauses; Adverb/Noun/Adjective Clauses
- Journaling
- General Check-In Strategies (checkpoints; turn and talk; exit tickets; surveys; etc.)
- iReady

To satisfy the laws related to *Amistad & Holocaust*, *Asian American & Pacific Islanders*, *Climate Change*, *LGBTQ and People with Disabilities*, *Diversity*, *Equity & Inclusion [DEI]* in the state of New Jersey, teachers must implement at least one of the following texts, activities, or approaches in their lesson planning:

- Amistad & Holocaust and Diversity, Equity and Inclusion [DEI]
    - “The People Could Fly” by Virginia Hamilton
        - This is a direct Amistad text: it addresses the enslavement of Africans, the brutality of slavery, and the survival of African traditions. The story symbolizes resistance, resilience, and cultural endurance under slavery.

        - By elevating an African American folktale, Hamilton affirms the cultural value of diverse voices in literature. The text promotes inclusion of African oral traditions in the American literary canon and encourages discussions about equity, justice, and the human right to freedom.
- Amistad & Holocaust
    - "All Stories Are Anansi's" by Harold Courlander
        - Anansi stories are part of West African oral tradition and were carried to the Americas by enslaved Africans, preserved through oral culture. Teaching this text directly fulfills the Amistad mandate by highlighting African heritage and cultural resilience in the African diaspora.
- Diversity, Equity and Inclusion [DEI]
    - "Popocatepetl and Iztaccihuatl" by Juliet Piggott Wood
        - The legend represents Indigenous cultural voices, supporting curriculum diversity. It values non-Western storytelling traditions, making room for multiple cultural perspectives in literature.
- Diversity, Equity and Inclusion [DEI]
    - "Sun and Moon in a Box" Alfonso Ortiz and Richard Erdos
        - This story ensures the representation of Native American culture in the curriculum and including Indigenous myths helps counter Eurocentric curriculum bias and validates multiple cultural perspectives. It emphasizes cultural diversity, oral traditions, and equity in storytelling traditions.
- Amistad and Holocaust:
    - "How the Snake Got Poison" by Zora Neale Hurston
        - As part of African American folklore, this tale is rooted in the oral traditions carried from Africa through slavery. Hurston's work directly supports the Amistad mandate by preserving and elevating African American cultural heritage.

Assessment Evidence
Formative Assessments:

Potential **Independent** Category Grades and Ungraded Assessments

- Discussions: “The People Could Fly”; “Tenochtitlan: Inside the Aztec Capital”; “All Stories Are Anansi’s”; “Popocatepetl and Iztaccihuatl”; “Icarus and Daedalus”; “Sun and Moon in a Box”; “The Voyage”; “To the Top of Everest”; “Demeter and Persephone”; “How the Snake Got Poison”; “Full Fathom Five”; “Train Tune”; “Onomatopoeia”; *Black Ships Before Troy; The Hobbit*; *The Hunger Games*; alternative/supplemental selections: standards-aligned selections from Prentice Hall Literature Textbook; other administrator-approved resources as identified in lesson plans
- Comparing Literature: Universal Theme
- Post-Reading “Comprehension” Prompts: Citing Evidence & Rationale
- Post-Reading “Reading Skills” Prompts: Cause & Effect; Compare & Contrast; Paraphrase
- Post-Reading “Literary Analysis” Prompts: Myth; Legend & Fact; Cultural Context; Folk Tale; Sound Devices
- Low-stakes Writing Practice
- Individual/Small Group Conferences
- Grammar Activities — Subordinating Conjunctions; Independent/Dependent Clauses; Adverb/Noun/Adjective Clauses
- Journaling
- General Check-In Strategies (checkpoints; turn and talk; exit tickets; surveys; etc.)
- IXL

Potential **Minor** Category Grades

- Multiple Choice — “The People Could Fly”
- Multiple Choice — “Tenochtitlan: Inside the Aztec Capital”
- On-Demand Multiple Choice — “All Stories Are Anansi’s”
- On-Demand Open-ended Response — “Popocatepetl and Iztaccihuatl”
- Multiple Choice — “Icarus and Daedalus”
- Multiple Choice — “Sun and Moon in a Box”
- Vocabulary Assessment — Unit 5 and/or Unit 6

Summative Assessments:

Major Category Grades

- Research Simulated Task
- Multiple Choice — Comparing Universal Theme — “The Voyage” and “To the Top of Everest”
- Open-ended Response — Comparing Universal Theme — “The Voyage” and “To the Top of Everest”
- On-Demand Multiple Choice — “Demeter and Persephone”
- On-Demand Open-ended Response — “How the Snake Got Poison”

Common Benchmark Assessments:

- IXL Mid-Year Diagnostic
- IXL Progress Indicators
- Summative Assessments

Alternative Assessments:

- Alternative Multiple-choice, Open-ended Response, and Essay
  - based on administrator-approved texts as identified in lesson plans
- Extra Credit Potential Menu (Students may earn up to 2% worth of extra credit.)
  - IXL
  - Independent Reading OER Collection
  - Poetry Collection 5
  - Analysis Through Poetry
  - Essay - Folk Literature
  - Research Simulated Task

Core Instructional & Supplemental Materials

Reading Selections:

- “The People Could Fly” by Virginia Hamilton
- “Tenochtitlan: Inside the Aztec Capital” by Jacqueline Dineen
- “All Stories Are Anansi’s” by Harold Courlander

- “Popocatepetl and Iztaccihuatl” by Juliet Piggott Wood
- “Icarus and Daedalus” by Josephine Preston Peabody
- “Sun and Moon in a Box” Alfonso Ortiz and Richard Erdos
- “The Voyage” by Mary Pope Osborne
- “To the Top of Everest” by Samantha Larson
- “Demeter and Persephone” by Anne Terry White
- “How the Snake Got Poison” by Zora Neale Hurston
- “Full Fathom Five” by William Shakespeare
- “Train Tune” by Louise Bogan
- “Onomatopoeia” by Eve Merriam
- *Black Ships Before Troy* by Rosemary Sutcliff
- *The Hobbit* by J.R.R. Tolkien
- *The Hunger Games* by Suzanne Collins

Grammar Resources:

- Grammar for Writing (Sadlier School)
- Glencoe Language Arts Grammar and Composition Handbook
- teacher-created resources

Vocabulary Resources:

- Sadlier Vocabulary Workshop Tools For Excellence — Unit 5 and/or Unit 6
- Prentice Hall Grade Seven Textbook — in-text vocabulary lists
- Prentice Hall Grade Seven Textbook — pre-reading academic vocabulary

Technology Resources:

- iReady
- CommonLit
- Google (Classroom, Drive, Calendar, Gmail, etc.)
- YouTube

- Khan Academy
- Gradebook Notations
- other administrator-approved resources as identified in lesson plans

Accommodations and Modifications:
Students with Disabilities, English Language Learners,
Students at Risk of Failure, Students with 504s, Gifted & Talented Students

Specific Strategies and Practices that Support Students with Disabilities:

Students receiving Special Education programming have specific goals and objectives, as well as accommodations and modifications outlined within their Individualized Education Plans (IEP) due to an identified disability and/or diagnosis. In addition to exposure to the general education curriculum, the instruction is differentiated based upon the student's needs. The IEP acts as a supplemental curriculum guide inclusive of instructional strategies that support each learner.

- Small group/One to one - Additional time - Review of directions - Student restates information - Space for movement or breaks - Extra visual and verbal cues and prompts - Preferential seating - Follow a routine/schedule - Rest breaks - Verbal and visual cues regarding directions and staying on task - Checklists - Immediate feedback - Graphic Organizers - Audiobooks - Notes and Summaries - Outlines

Specific Strategies and Practices that Support English Language Learners

English language learner (ELL) is a national-origin-minority student who is limited-English-proficient. This term is often preferred over limited-English-proficient (LEP) as it highlights accomplishments rather than deficits.

- Pre-teaching of vocabulary and concepts - Personal Glossary - Extended Time - Simplified/Verbal Instructions - Visual learning, including graphic organizers - Teacher modeling - Pairing students with beginning English language skills with students who have more advanced English language skills - Scaffolding - Word walls - Think-pair-share - Cooperative learning groups - Audiobooks - Notes and summaries - Outlines

Students at Risk of Failure

- Alternative Assessments - Learning Contracts - Supplemental Instruction - Think-Pair-Share by Readiness - Homework Options - Differentiated Online Practice - Leveled Rubrics - Tiered Level of Supports - Small Group Instruction - Work Alone Choice - Group Work Choice - Audiobooks - Notes and summaries - Outlines

Students with 504 Plans

Teachers are responsible for implementing designated services and strategies identified on a student's 504 Plan.
504 plans are formal plans that schools develop to give kids the support they need and covers any condition that limits daily activities in a major way. Students' accommodations are outlined in their individual 504 plan.

Specific Strategies and Practices that Support Gifted & Talented Students

It is critical that all teachers are able to recognize a high-ability student who may need more depth and complexity in instruction.

-Homogenous Grouping - Small Group In-Depth Instruction - Differentiated Online Practice - Alternative Assessments - Enrichment Activities

Unit 4

Desired Results

Unit 4 Title: The Skillful Writer

Unit Summary: The purpose of this unit is to build upon and showcase the skills that have been acquired this year. Through an emphasis of modeling, imitation, and invention, the goal is to establish an environment of contagious creativity.

Students will focus on showcasing their writing by applying the skills they have noticed in great writing throughout the year. First, they will write an original narrative. Then, they will write a literary analysis essay based on a peer's narrative. Students will read

and discuss exemplar texts that will serve as writing role models. Also, the completion of a variety of comparative literature activities will help students continue to build specific reading skills.

By the end of this unit, students will demonstrate the application of standards through multiple-choice reading assessments, narrative writing, and analytical writing.

Learning Standards

NJSLS:

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.

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.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.

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.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).

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.

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.

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.

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.

Learning Targets	
Unit Essential Questions: • What is the best way to communicate? • Do others see us more clearly than we see ourselves? • What is the difference between perception and reality?	**Unit Enduring Understandings:** • Writing fiction is a powerful tool for expressing real-world concepts. • Flawed points of view can lead to avoidable conflicts.
Vocabulary/Grammar: • Sadlier Vocabulary Workshop Tools For Excellence — Unit 7 and/or Unit 8 • Prentice Hall Grade Seven Textbook — in-text vocabulary lists • Prentice Hall Grade Seven Textbook — pre-reading academic terms	

- *Grammar for Writing*: Chapters 1, 8, 9 — Sentence Structures: Simple, Compound, Complex, Compound-complex; Verbals: Participles, Gerunds, Infinitives

Students will be able to:

Reading-

- Notice factors that motivate a character and analyze how those motives interact with other story elements.
- Compare and contrast elements of dramatic speech in order to understand an author's purpose.
- Compare and contrast elements of fiction and nonfiction in order to understand an author's purpose.
- Notice rhythm and rhyme and analyze their aesthetic appeal.
- Comprehend more complex writing structures by analyzing the role of: Sentence Structures: Simple, Compound, Complex, Compound-complex; Verbals: Participles, Gerunds, Infinitives.
- Expand their lexicon to aid in comprehension.

Writing-

- Create relatable motives in order to create believable characters within a compelling narrative.
- Summarize in order to efficiently represent a situation, an idea, or another's words.
- Effectively utilize: Sentence Structures: Simple, Compound, Complex, Compound-complex; Verbals: Participles, Gerunds, Infinitives
- Expand their lexicon to aid in their expression of ideas.

Learning Activities: *Potential Learning Activities can include:*

- Discussions: "Barrio Boy" by Ernesto Galarza; "A Day's Wait" by Ernest Hemingway; "The Monsters Are Due On Maple Street" by Rod Serling; "Grandpa and the Statue" by Arthur Miller; "My Head is Full of Starshine" by Peg Kehre; "Father William" by Lewis Carroll; "Stopping by Woods on a Snowy Evening" by Robert Frost; "Jim" by Hilaire Belloc; *Black Ships Before Troy by Rosemary Sutcliff*; *The Hobbit by J.R.R. Tolkien*; and *The Hunger Games* by Suzanne Collins

- Alternative/supplemental selections: standards-aligned selections from the Prentice Hall Literature Textbook and other administrator-approved resources as identified in lesson plans
- Comparing Literature: Fiction & Nonfiction; Dramatic Speeches
- Post-Reading "Comprehension" Prompts: Citing Evidence & Rationale
- Post-Reading "Reading Skills" Prompts: Summarize; Paraphrase
- Post-Reading "Literary Analysis" Prompts: Characters' Motives; Rhythm & Rhyme
- Low-stakes Writing Practice
- Individual/Small Group Conferences
- Grammar Activities - Sentence Structures: Simple, Compound, Complex, Compound-complex; Verbals: Participles, Gerunds, Infinitives
- Vocabulary Activities - Unit 7 and/or Unit 8
- Journaling
- General Check-In Strategies (checkpoints; turn and talk; exit tickets; surveys; etc.)
- IXL

To satisfy the laws related to *Amistad & Holocaust*, *Asian American & Pacific Islanders*, *Climate Change*, *LGBTQ and People with Disabilities*, *Diversity, Equity & Inclusion [DEI]* in the state of New Jersey, teachers must implement at least one of the following texts, activities, or approaches in their lesson planning:

- Diversity, Equity & Inclusion [DEI])
    - "Barrio Boy" by Ernesto Galarza
        - "Barrio Boy" highlights immigrant identity, bilingualism, and multiculturalism. This supports DEI by validating the voices of Mexican Americans and Latino immigrants, groups historically underrepresented in U.S. curricula and encourages empathy and understanding of immigrant struggles with equity, inclusion, and belonging.
- LGBTQ and People with Disabilities
    - "A Day's Wait" by Ernest Hemingway

        - The story deals with illness and vulnerability, which can be used as an entry point to discussions about disability awareness, health, and compassion for those in fragile conditions.
- LGBTQ and People with Disabilities
    - "My Head is Full of Starshine" by Peg Kehre
        - Peg Kehret writes extensively about disability (her memoir *Small Steps* details her experience with polio). If "*My Head is Full of Starshine*" celebrates imagination despite challenges, it could connect to disability awareness and resilience.

Assessment Evidence

Formative Assessments:

Potential **Independent** Category Grades and Ungraded Assessments

- Discussion: "Barrio Boy"; "A Day's Wait"; "The Monsters Are Due On Maple Street"; "Grandpa and the Statue"; "My Head is Full of Sunshine"; "Father William"; "Stopping by Woods on a Snowy Evening"; "Jim"; *Black Ships Before Troy*; *The Hobbit*; *The Hunger Games*; alternative/supplemental selections: standards-aligned selections from Prentice Hall Literature Textbook; other administrator-approved resources as identified in lesson plans
- Comparing Literature: Fiction & Nonfiction; Dramatic Speeches
- Post-Reading "Comprehension" Prompts: Citing Evidence & Rationale
- Post-Reading "Reading Skills" Prompts: Summarize; Paraphrase
- Post-Reading "Literary Analysis" Prompts: Characters' Motives; Rhythm & Rhyme
- Low-stakes Writing Practice
- Individual/Small Group Conferences
- Grammar Activities - Sentence Structures: Simple, Compound, Complex, Compound-complex; Verbals: Participles, Gerunds, Infinitives
- Vocabulary Activities - Unit 7 and/or Unit 8
- Journaling

- General Check-In Strategies (checkpoints; turn and talk; exit tickets; surveys; etc.)
- IXL

Potential **Minor** Category Grades

- On-Demand Multiple Choice — Comparing Fiction and Nonfiction, “Barrio Boy”
- On-Demand Multiple Choice — Comparing Fiction and Nonfiction, “A Day’s Wait”
- Narrative Part 1 — Potential Focus: Premise & Fantasy Elements
- Narrative Part 2 — Potential Focus: Setting & Conflict Development
- Narrative Part 3 — Potential Focus: Actions, Thoughts, Speech
- Vocabulary Assessment — Unit 7 and/or Unit 8

Summative Assessments:

Major Category Grades

- Multiple Choice — “The Monsters Are Due on Maple Street”
- Open-ended Response — “The Monsters Are Due on Maple Street”
- On-Demand Multiple Choice — Comparing Dramatic Speeches, “Grandpa and the Statue”
- On-Demand Multiple Choice — Comparing Dramatic Speeches, “My Head is Full of Sunshine”
- Literary Analysis Essay — Fantasy

Common Benchmark Assessments:

- IXL End-of-Year Diagnostic
- IXL Progress Indicators
- Summative Assessments

Alternative Assessments:

- Alternative Multiple-choice, Open-ended Response, and Essay
    - based on administrator-approved texts as identified in lesson plans

- Extra Credit Potential Menu (Students may earn up to 2% worth of extra credit.)
    - IXL
    - Independent Reading OER Collection
    - Poetry Collection 7
    - Analysis Through Poetry
    - Comparing Irony
    - Comparing Fiction & Nonfiction

Core Instructional & Supplemental Materials
Reading Selections: • "Barrio Boy" by Ernesto Galarza • "A Day's Wait" by Ernest Hemingway • "The Monsters Are Due On Maple Street" by Rod Serling • "Grandpa and the Statue" by Arthur Miller • "My Head is Full of Starshine" by Peg Kehre • "Father William" by Lewis Carroll • "Stopping by Woods on a Snowy Evening" by Robert Frost • "Jim" by Hilaire Belloc • *Black Ships Before Troy* by Rosemary Sutcliff • *The Hobbit* by J.R.R. Tolkien • *The Hunger Games* by Suzanne Collins
Grammar Resources: • Grammar for Writing (Sadlier School) • Glencoe Language Arts Grammar and Composition Handbook • Teacher-created resources
Vocabulary Resources:

- Sadlier Vocabulary Workshop Tools For Excellence — Unit 7 and/or Unit 8
- Prentice Hall Grade Seven Textbook — in-text vocabulary lists
- Prentice Hall Grade Seven Textbook — pre-reading academic vocabulary

Technology Resources:

- iReady
- CommonLit
- Google (Classroom, Drive, Calendar, Gmail, etc.)
- YouTube
- Khan Academy
- Gradebook Notations
- other administrator-approved resources as identified in lesson plans

Accommodations and Modifications:
Students with Disabilities, English Language Learners,
Students at Risk of Failure, Students with 504s, Gifted & Talented Students

Specific Strategies and Practices that Support Students with Disabilities:

Students receiving Special Education programming have specific goals and objectives, as well as accommodations and modifications outlined within their Individualized Education Plans (IEP) due to an identified disability and/or diagnosis. In addition to exposure to the general education curriculum, the instruction is differentiated based upon the student's needs. The IEP acts as a supplemental curriculum guide inclusive of instructional strategies that support each learner.

- Additional time - Review of directions - Student restates information - Extra visual and verbal cues and prompts - Preferential seating - Follow a routine/schedule - Verbal and visual cues regarding directions and staying on task - Checklists - Immediate feedback - Graphic Organizers - Audiobooks - Notes - Outlines - Summaries

Specific Strategies and Practices that Support English Language Learners

English language learner (ELL) is a national-origin-minority student who is limited-English-proficient. This term is often preferred over limited-English-proficient (LEP) as it highlights accomplishments rather than deficits.

- Pre-teaching of vocabulary and concepts - Simplified/Verbal Instructions - Frequent Breaks - Visual learning, including graphic organizers - Use of cognates to increase comprehension - Teacher modeling - Pairing students with beginning English language skills with students who have more advanced English language skills - Scaffolding - Word walls - Think-pair-share - Cooperative learning groups Audiobooks - Notes - Outlines - Summaries

Students at Risk of Failure

- Home/School Connection - Alternative Assessments - Supplemental Instruction - Think-Pair-Share by Readiness - Homework Options - Leveled Rubrics - Tiered Level of Supports - Tiered Activities - Small Group Instruction - Work Alone Choice - Group Work Choice - Graphic Organizers - Audiobooks - Notes - Outlines - Summaries

Students with 504 Plans

Teachers are responsible for implementing designated services and strategies identified on a student's 504 Plan.
504 plans are formal plans that schools develop to give kids the support they need and covers any condition that limits daily activities in a major way. Students' accommodations are outlined in their individual 504 plan.

Specific Strategies and Practices that Support Gifted & Talented Students

It is critical that all teachers are able to recognize a high-ability student who may need more depth and complexity in instruction.

-Homogenous Grouping - Small Group In-Depth Instruction - Alternative Assessments - Enrichment Activities