Wall Township Public Schools	Board Approval Date: August 18, 2026

Course Title: ELA 7

Course Description: The focus of English Language Arts 7 (ELA7) class is developing students' skills in reading, writing, speaking, listening, grammar and vocabulary. Students will participate in a diverse range of writing activities, assignments, and projects in order to strengthen their critical thinking skills, critical reading skills, communication skills, and develop confidence in their voice as writers.

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.

Units	**Estimated Number of Instructional Periods**
Unit 1: A Deep Understanding of Character **Summary:** In this unit, students will examine not only fictional characters but characterization (how authors create those characters). Readers will learn to notice what shapes the perspective of characters, and how the author's style and craft impact a reader's response to literature. Students will employ note taking strategies to deepen their thinking and will engage in literary conversations with their peers. Through close reading students will analyze how an author's tone of a text develops the mood. Lastly,	25

students will practice open-ended constructed response writing to express their understanding of characters, setting, plot, and events of the texts explored.Through close reading students will analyze how an author's tone of a text develops the mood. Lastly, students will practice open-ended constructed response writing to express their understanding of characters, setting, plot, and events of the texts explored.	
Unit 2: Literary Analysis **Summary:** In this unit, students will develop their literary analytical skills and compose a literary analysis. Students will: identify and analyze the author's purpose in particular selections. Identify some of the literary elements used within a particular selection, including characterization, setting, plot, and theme. Finally after students have written their process piece of writing they will be expected to write an on demand literary analysis. In the end the students will research and connect real world issues with the novel and summarize their findings in a slideshow.	20
Unit 3: Reading Non-Fiction Across Text Sets **Summary:** This unit aims to apply the NJSLS Reading Informational skills while examining how authors use literacy to affirm all aspects of one's identity and understand, connect to, and respect other perspectives and cultures. Through examining text structures and text features, learners will evaluate how authors organize writing, convey perspectives, and make connections to events that have shaped the world in which they live using guided annotations to highlight key elements of the text. By the end of the unit, students will be able to determine the central idea, text structure, and unique qualities of informational texts. Students will analyze structure and reflect on historical/cultural context through nonfiction historical personal accounts of events that shaped the world in which we live.	25
Unit 4: Informative/Explanatory Writing	20

Summary: The purpose of this unit is to use various nonfiction sources to explain key points of the Civil Rights Movement and the structure of an essay. Students will organize a topic, using a choice text structure to convey ideas, concepts, and information through selecting, organizing, and analyzing relevant content. Students will cite relevant evidence from various sources to support their claims about the Civil Rights Movement. By the end of the unit, students will demonstrate their ability to read and comprehend information texts and use their research to organize an informative / explanatory essay. After completing a process explanatory essay students will use resources to write an on demand explanatory writing.	
Unit 5: Dystopian Short Stories & play This unit has been designed to develop students' reading, writing, thinking, listening and speaking skills through exercises and activities related to Dystopian short stories. Students will understand the elements of short stories and the literary devices exemplified in this genre of literature. Students will explore dystopian societies by analyzing the characters' development and their motivations as well as actions. This will help students to interpret what comments the author is making about our society through stories and a play.	20
Unit 6: Narrative Writing **Summary:** In this unit students will create their own narrative using a plot diagram as a guide for structure. Students should be able to create characters through physical description, actions, reactions, and dialogue. Through this story telling exercise, writers should develop a descriptive setting, rising actions, a conflict, falling actions, and a resolution. While creating a plot description and figurative language should be used to enhance student writing through the writing process. After completion of their narrative writing students will complete an on demand narrative with parameters set with a writing prompt.	20
Unit 7: Understanding Argumentative Techniques	25

Summary: This unit will explore informational texts that argue two sides of an argument. Students will be able to trace the arguments and what makes them effective, identifying strong reasoning. Through close reading students will examine how an author conveys or develops purpose in a text through distinguishing their position from that of others using evidence and examples. Through reading and writing, as well as group discussions students will 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. In the end students will write an argument essay through a process and on demand piece of writing.	
Unit 8: Historical Fiction **Summary:** The purpose of this unit is to research historical periods to gain knowledge about specific periods as a foundation for understanding the historical/cultural context of people and events. Through research and the presentation of information, learners can investigate how lives were shaped by the events in which they lived. By the end of the unit, students will demonstrate an understanding of the era in order to analyze historical fiction texts. Students will realize the affect of a time period on characters, how the setting affects the plot and conflict as well as learning about that point in history. Next students will read short stories or novels to understand how this setting affects characters' motivations and conflict resolutions in that era to learn from the past and history.	25

Unit 1

Desired Results
Unit 1 Title: A Deep Study of Character

Unit 1: A Deep Understanding of Character

Summary: In this unit, students will examine not only fictional characters but also characterization (how authors create those characters). Readers will learn to notice what shapes the perspective of characters and how the author's style and craft impact a reader's response to literature. Students will employ note-taking strategies to deepen their thinking and will engage in literary conversations with their peers. Through close reading, students will analyze how an author's tone of a text develops the mood. Lastly students will practice Open-ended constructed response writing to express their understanding of characters, setting, plot, conflict, and events of the texts explored. In the end, the students will research and connect real-world issues with the novel and summarize their findings in a slideshow.

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.

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).

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.

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 authors of fiction use or alter history and/or events.

W.AW.7.1. Write arguments on discipline-specific content 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 claims, 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.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.
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.

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)*: 9.1.8.CR.2: Compare various ways to give back through strengths, passions, goals, and other personal factors. 9.4.8.DC.1: Analyze the resource citations in online materials for proper use. 9.4.8.IML.12: Use relevant tools to produce, publish, and deliver information supported with evidence for an authentic audience.
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. 8.2.8.ITH.2: Compare how technologies have influenced society over time.
Interdisciplinary Connections: 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.

Learning Targets	
Unit Essential Questions: ● How do victims and bystanders combat bullying? ● How do friendship and hope help characters overcome trials and develop resilience? ● How does the setting impact the characters and contribute to the mood of the story? ● What do the characters' motivations reveal about the author's message? ● How does a character's point of view change (or contribute or impact) a story? ● How do novels address social issues in society? ○ Disabilities: Are we meeting the criteria in schools?	**Unit Enduring Understandings:** ● Readers understand authors write with purpose and use specific writer's craft tools and techniques to enhance that purpose. ● Readers understand the author's use of perspective and point of view to shape the readers' response. ● Read and understand how social issues are addressed in realistic fiction. ● How are Latin and Greek affixes useful for understanding vocabulary?

○ Bullying: Are schools doing enough? ○ Prisons: Are prisons doing enough to rehabilitate?	

Students will be able to:

- Demonstrate their knowledge and understanding of the main events and characters in Freak The Mighty as they relate to the author's theme development.
- Identify and analyze different types of conflict and how characters overcome them.
- Identify and analyze the different types of characters and how they interact with each other.
- Demonstrate their knowledge and understanding of character traits through indirect and direct characterization.
- Analyze character motivation.
- Make inferences and support knowledge with textual evidence.
- Draw conclusions and use text evidence to support ideas.
- Explain how tone and mood are developed through word choice in a narrative text.
- Relate fiction to nonfiction topics.
- Learn and understand Latin & Greek roots as used in vocabulary for understanding.
- Read independently to comprehend and understand literature.

Learning Activities: *Potential Learning Activities can include:*

- Introduce the standards, essential questions, assessment evidence, corresponding rubrics, and calendar of lessons to students.
- Establish each student’s prior understanding through a relatable hook (story, survey, posing question, debate etc.) and through individual conferences.
- Engage in whole-class reading
- Execute standards-based mini-lessons to develop skills and strategies.
- Identify and employ the key skills of reading at grade-level complexity.
- Engage in protected time for independent reading and writing.

- Confer individually with the teacher.
- Engage in small-group reading/writing skills-based instruction.
- Experience activities with partners where critical reading skills are discussed.
- Demonstrate understanding through various assessments.
- Mini-Argument Research SLIDE show presentations
    - Social issue in FTM

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:

- LGBTQ and People with Disabilities
    - *Freak the Mighty* by Rodman Philbrick
        - Max has a learning disability and Freak has a genetic condition. The text directly engages students in conversations about acceptance, empathy, and equity for people with disabilities.

Assessment Evidence
Formative Assessments: • On-Demand Reading Assessment including multiple-choice and short constructed responses • OER Writing Responses • Research Presentation connected to book • Classwork/Homework Assignments • Reading Notebook • Vocabulary: Words Their Way phobia/ ic Lesson 1

Summative Assessments:

- On-Demand Reading Assessments including multiple-choice and a short constructed response.

Common Benchmark Assessments:

- IXL Diagnostic
- Summative Assessments

Alternative Assessments:

- Modified Assignments/Assessments
- CommonLit
- NoRedInk
- IXL

Core Instructional & Supplemental Materials
Freak The Mighty by Rodman Philbrick
Short Stories for Quiz Common Lit./Prentice Hall 7th Grade
Freak The Mighty Movie
Commonlit
Anchor Charts
Words Their Way
Sadlier Vocabulary Workshop
IXL

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 - 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 - Chapter Summaries - Audiobooks

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 - Scaffolding - Word walls - Think-pair-share - Cooperative learning groups - Chapter Summaries - Audiobooks

Students at Risk of Failure

- Home/School Connection - Alternative Assessments - Learning Contracts - Supplemental Instruction - Think-Pair-Share by Readiness - Homework Options - Leveled Rubrics - Tiered Activities - Small Group Instruction - Work Alone Choice - Graphic Organizers - Chapter Summaries - Audiobooks

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.

- Homogeneous 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: Literary Analysis

Unit Summary: In this unit, students will develop their literary analytical skills and compose a literary analysis. Students will: identify and analyze the author's purpose in particular selections. Students will identify some of the literary elements used within a particular selection, including characterization, setting, plot, and theme. Finally after students have written their process piece of writing developing their understanding of an essay format, they will be expected to write an on demand literary analysis.

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.

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).

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.

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.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.

Interdisciplinary Connections

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

9.1.8.CR.2: Compare various ways to give back through strengths, passions, goals, and other personal factors.
9.4.8.DC.1: Analyze the resource citations in online materials for proper use.

9.4.8.IML.12: Use relevant tools to produce, publish, and deliver information supported with evidence for an authentic audience.
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. 8.2.8.ITH.2: Compare how technologies have influenced society over time.
Interdisciplinary Connections: 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.

Learning Targets	
Unit Essential Questions: ● How is your style of writing influenced by purpose? ● How do we approach writing? ● How does each step in the process impact your writing? ● How can we use evaluation and reflection to improve our writing? ● What is the purpose of applying grammar and mechanics skills?	**Unit Enduring Understandings:** ● Writers have a purpose for writing. ● Writing is a multi-stage process. ● Writing is a reflective process. ● Written communication and proper grammar mechanics promote fluency of communication.
Grammar: ● Grammar & Composition Book ○ Ch 1 1.1-1.4 Kinds of Sentences, Compound Subjects,Runons	
Students will be able to: ● Identify literary techniques and creative uses of language in literary texts. ● Adapt their texts to particular audiences and purposes.	

- Draft strong claims for a multiparagraph essay.
- Articulate a thesis and present evidence to support it.
- Find, evaluate, and use appropriate textual evidence from their novels.
- Explain the relevance of themes found in literary texts to contemporary, personal, and/or cultural values.
- Draft and revise body paragraphs, incorporating feedback from teachers and peers.
- Identify sentences as complete or fragments.
- Understand types of sentences.
- Distinguish between compound, complex, and run on sentences.
- Write a literary analysis independently based on a short story.
- Read independently to comprehend literature.

Learning Activities: *Potential Learning Activities can include:*

- Introduce the standards, essential questions, assessment evidence, corresponding rubrics, and calendar of lessons to students.
- Execute writing and grammar standards-based mini-lessons to develop skills and strategies.
- Engage in protected time for independent reading and literary analysis.
- Confer individually with the teacher.
- Engage in small-group instruction to practice grammar and writing skills.
- Share and collaborate with assigned partners for revisions and grammar practice.
- Demonstrate understanding through an on-demand writing assessment.
- Apply grammar skills to distinguish types of sentences, fragments, subjects, & predicates.

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:

- LGBTQ and People with Disabilities

- *Freak the Mighty* by Rodman Philbrick
  - Max has a learning disability, and Freak has a genetic condition. The text directly engages students in conversations about acceptance, empathy, and equity for people with disabilities.

Assessment Evidence
Formative Assessments: • Classwork/Homework Assignments • Prewriting or Graphic Organizer • Writer's Notebook • Grammar Quiz: 1.1 -1.3 • Literary Analysis Essay Rough Draft • Grammar Assessment
Summative Assessments: • Literary Analysis On Demand
Common Benchmark Assessments: All ELA 7 Summative Assessments
Alternative Assessments: • Modified Assessments • Choice Essay Topics

Core Instructional & Supplemental Materials
Essay Prompt
Graphic Organizers
IXL

Sadlier Writing in Grammar
Short Stories for Essay: Common Lit./ Prentice Hall 7th Grade

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 - Outlines with notes

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 - 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 - Think-pair-share - Cooperative learning groups - Outlines with notes

Students at Risk of Failure

- Alternative Assessments - Learning Contracts - Supplemental Instruction - Homework Options - Differentiated Online Practice - Leveled Rubrics - Tiered Activities - Small Group Instruction - Group Work Choice - Graphic Organizers - Outlines with notes

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 - Pre-Assess to provide Differentiated Instruction to Accelerate Learning - Enrichment Activities - Literary Analysis Project

Unit 3

Desired Results
Unit 3 Title: Reading Nonfiction Across Text Sets
Unit Summary: This unit aims to apply the NJSLS Reading Informational skills while examining how authors use literacy to affirm all aspects of one's identity and understand, connect to, and respect other perspectives and cultures. Through examining text structures and text features, learners will evaluate how authors organize writing, convey perspectives, and make connections to events that have shaped the world in which they live using guided annotations to highlight key elements of the text. By the end of the unit, students will be able to determine the central idea, text structure, and unique qualities of informational texts. Students will analyze structure and reflect on historical/cultural context through nonfiction historical personal accounts of events that shaped the world in which we live.
Learning Standards
NJSLS:

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).

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.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.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.

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.

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

Interdisciplinary Connections

Career Readiness, Life Literacies, & Key Skills

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.

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

8.1.8.IC.2: Describe issues of bias and accessibility in the design of existing technologies.

Interdisciplinary Connections:

6.1.8.CivicsHR.3.b: Evaluate the impact of the institution of slavery on the political and economic expansion of the United States.

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

6.3.8.CivicsPI.1: Evaluate, take, and defend a position on why government is necessary, and the purposes government should serve.

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

Learning Targets	
Unit Essential Questions: • How do authors convey a central idea throughout a text?	**Unit Enduring Understandings:** • Readers will evaluate how authors convey information through writing.

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- What is the purpose of presenting information and how does the information help readers make connections in the text to events and experiences?
- How do authors organize information through text features and text structure?
- How does cultural awareness provide a deeper understanding of self and society?
- How does informational text impact readers?
- What is the author's purpose for writing?
- How can Latin and Greek roots be applied to words for vocabulary knowledge?

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- Reading informational text enables readers to understand cultures and diverse ideas.
- The purpose of reading informational texts is to gain a greater understanding of the human experience within the world.

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Vocabulary

- Specific contextual vocabulary from the unit
- Words Your Way: Lesson 3 Latin Roots (fer, port, trans)

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Students will be able to:

- Use nonfiction signposts to gain a deeper understanding of a text.
- Evaluate how information is organized and presented by an author.
- Gain information about different cultural experiences.
- Understand how cultural awareness leads to greater citizenship.
- Identify the central idea and supporting details of a nonfiction text.
- Understand text structures.
- Identify the author's purpose of a nonfiction text.
- Support claims with evidence from the text.
- Read independently to understand nonfiction text.

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- Understand and learn greek and latin roots for understanding vocabulary.

Learning Activities: *Potential Learning Activities can include:*

- Introduce the standards, essential questions, assessment evidence, corresponding rubrics, and calendar of lessons to students.
- Establish each student's prior understanding through a relatable hook (story, survey, posing question, debate etc.) and through individual conferences.
- Engage in whole-class reading
- Execute standards-based mini-lessons to develop skills and strategies.
- Identify and employ the key skills of reading at grade-level complexity.
- Engage in protected time for independent reading and writing.
- Confer individually with the teacher.
- Engage in small-group reading/writing skills-based instruction.
- Share and collaborate with assigned partners to find central ideas of a text.
- Experience activities with partners where critical reading skills are discussed.
- Research topics and present information in a meaningful way.
- Demonstrate understanding of reading and writing through various assessments.

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 Chapters 1-4: 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.

Assessment Evidence

Formative Assessments:

- Vocabulary Lesson 3 (fer, port, trans)
- On-Demand Reading Assessment with multiple-choice and short-constructed response questions
- Classwork/Homework Assignments
- IXL Quizzes
- Open Ended Constructed Responses
- Mini Research project

Summative Assessments:

- On-Demand Reading Assessments with multiple-choice and short-constructed response questions

Common Benchmark Assessments:

- IXL Diagnostic
- All ELA 7 Summative Assessments

Alternative Assessments:

- Modified Assignments/Assessments
- CommonLit
- Wayground

Core Instructional & Supplemental Materials

• *Freedom Walkers* by Russell Freedman Chapters 1-4
• CommonLit ○ “Montgomery Bus Boycott” ○ “Get on the Bus: Freedom Rides of 1961” ○ “Organizations of the Civil Rights Movement” ○ “The Jim Crow Laws” ○ Martin Luther King Jr. Speech “I Have a Dream”
• Videos on: ○ the Civil Rights Movement ○ Martin Luther King Jr. Speech “I Have a Dream” ○ Civil Rights Pioneer:Claudette Colvin- CBS Morning
Commonlit
Anchor Charts
Words Their Way/ Saldier
Grammar for Writing
IXL

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-on-one - 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 - Chapter summaries with notes - Audiobooks

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 - 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 - Chapter summaries with notes - Audiobooks - Graphic Organizers - Chapter summaries with notes - Audiobooks

Students at Risk of Failure

- Alternative Assessments - Supplemental Instruction - Homework Options - Differentiated Online Practice - Tiered Level of Supports - Tiered Activities - Small Group Instruction - Group Work Choice - Graphic Organizers - Chapter summaries with notes - Audiobooks

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.

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

Unit 4

Desired Results

Unit 4 Title: Informative/Explanatory Writing

Unit Summary: The purpose of this unit is to use various nonfiction sources to explain key points of the Civil Rights Movement and the structure of an essay. Students will organize a topic, using a choice text structure to convey ideas, concepts, and information through selecting, organizing, and analyzing relevant content. Students will cite relevant evidence from various sources to support their claims about The Civil Rights Movement. By the end of the unit, students will demonstrate their ability to read and comprehend information texts and use their research to organize an informative / explanatory essay.

After completing a process explanatory essay students will use resources to write an on demand explanatory writing.

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.

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.SE.7.6. Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

SL.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.

Interdisciplinary Connections

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

9.4.8.CT.1: Evaluate diverse solutions proposed by a variety of individuals, organizations, and/or agencies to a local or global problem, such as climate change, and use critical thinking skills to predict which one(s) are likely to be effective (e.g., MS-ETS1-2).

9.4.8.CT.2: Develop multiple solutions to a problem and evaluate short- and long-term effects to determine the most plausible option

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.IML.1: Critically curate multiple resources to assess the credibility of sources when searching for information.

9.4.8.IML.7: Use information from a variety of sources, contexts, disciplines, and cultures for a specific purpose 9.4.8.IML.12: Use relevant tools to produce, publish, and deliver information supported with evidence for an authentic audience.
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.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). 6.3.8.CivicsPI.3: Use a variety of sources from multiple perspectives to examine the role of individuals, political parties, interest groups, and the media in a local or global issue and share this information with a governmental or nongovernmental organization as a way to gain support for addressing the issue. 6.3.8.CivicsPI.4: Investigate the roles of political, civil, and economic organizations in shaping people's lives and share this information with individuals who might benefit from this information. 6.3.8.CivicsPR.2: 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. 6.3.8.CivicsPR.3: Take a position on an issue in which fundamental ideals and principles are in conflict (e.g., liberty, equality).

Learning Targets	
Unit Essential Questions: • How do past experiences of history shape society today? • How do leaders shape history? • How can we use multiple research findings to develop a topic and inform the reader with clear reasoning?	**Unit Enduring Understandings:** • Reading nonfiction texts on various topics provides evidence to express ideas. • Writing with purpose can help convey viewpoints. • Text structure allows writers to organize their writing. • Citing text evidence provides credibility in one's writing.

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- How can we properly cite information to support our claims while avoiding plagiarism?
- How does writing about reading affect our enduring understanding of a topic?
- How can learning different sentence structures like compound and run on sentences affect our fluency in writing?

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- Writing informative essays can lead readers to understand topics more deeply.

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Grammar:

- Grammar and Composition 1.5-1.6
- Sadlier Grammar for Writing Chapters 10-11

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Students will be able to:

- Use the provided nonfiction texts to explain the effects of leaders in history.
- Find connections in various nonfiction texts.
- Decipher what type of structure to use to organize their writing.
- Write about historical leaders based on nonfiction text.
- Use text evidence from nonfiction text to develop their writing.
- Properly cite text evidence to avoid plagiarism.
- Apply knowledge of compound and run-on sentences to enhance writing.
- Write independently to show knowledge of an explanatory essay format.

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Learning Activities: *Potential Learning Activities can include:*

- Introduce the standards, essential questions, assessment evidence, corresponding rubrics, and calendar of lessons to students.
- Establish each student's prior understanding of the essay structure through lessons & individual conferences.
- Engage in independent and whole-class reading.

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- Execute standards-based mini-lessons to develop skills and strategies.
- Identify and employ the key skills of reading at grade-level complexity.
- Engage in protected time for independent reading and writing.
- Confer individually with the teacher and peers for revisions.
- Engage in small-group reading/writing skills-based instruction.
- Share and collaborate with assigned partners.
- Experience activities with partners where critical reading skills are discussed.
- Demonstrate understanding of the essay structure with an on demand timed writing assessment.

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:

- Students' informative essay topics may relate to the civil rights movement and women who overcame prejudice to add diversity and inclusion into our country.

Assessment Evidence
Formative Assessments: • Grammar Quiz: compound/run on sentences • Prewriting • Graphic Organizers • Conferencing/Revisions • Informative Essay Rough Draft
Summative Assessments: • Informative On Demand Essay (based on an article)
Common Benchmark Assessments:

- All ELA 7 Summative Assessments

Alternative Assessments:

- Choice Assignments
- Choice Essay Topics
- Modified Assignments

Core Instructional & Supplemental Materials
Essay Prompts
Graphic Organizers
Sample Essay
Words Their Way
Sadlier Vocabulary Workshop
IXL
Non fiction articles (essay & on demand)

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 - 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- 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 - Extended Time - Simplified/Verbal Instructions - Frequent Breaks - Visual learning, including graphic organizers - Teacher modeling - Scaffolding - Think-pair-share - Cooperative learning groups

Students at Risk of Failure

- Home/School Connection - Alternative Assessments - Learning Contracts - Supplemental Instruction - Think-Pair-Share by Readiness - Homework Options - Leveled Rubrics - Small Group Instruction - Group Work Choice

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 - Pre-Assess to provide Differentiated Instruction to Accelerate Learning - Enrichment Activities

Unit 5

Desired Results

Unit 5 Title: Dystopian Literature

Unit Summary: Unit 5: Dystopian Short Stories & play

This unit has been designed to develop students' reading, writing, thinking, listening and speaking skills through exercises and activities related to Dystopian short stories. Students will understand the elements of short stories and the literary devices exemplified in this genre of literature. Students will explore dystopian societies by analyzing the characters' development and their motivations as well as actions. This will help students to interpret what comments the author is making about our society through stories and a play.

Learning Standards

NJSLS:

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

C. Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.

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).

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).

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.

Interdisciplinary Connections

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

9.1.8.CR.2: Compare various ways to give back through strengths, passions, goals, and other personal factors.

9.4.8.IML.12: Use relevant tools to produce, publish, and deliver information supported with evidence for an authentic audience.

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.

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

Interdisciplinary Connections:

6.3.8.CivicsPI.1: Evaluate, take, and defend a position on why government is necessary, and the purposes government should serve.

6.3.8.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).

Learning Targets	
Unit Essential Questions: • How can societal rules help or hurt us? • How can society balance individualism with responsibility to the community? • Think of our current society – what aspects of utopias and dystopias do we have? • When should one conform to the wishes or rules of others? • How do personal choices impact a society? • How can we understand word meanings by studying and learning Latin or Greek roots? • How does the author use literary devices in their writing to add tone and mood? • How does the conflict help develop the plot through the character's actions? • How does the main character go against society? • How can we enhance our vocabulary by learning Greek and Latin roots?	**Unit Enduring Understandings:** • Knowledge of the past is essential for fully understanding the present moment and pushes us to think about what it means to be human. • Authors of dystopian fiction encourage readers to think critically about the world around them. • Dystopian fiction serves as a warning about what is happening and what could potentially happen. • People have differing ideas about whether people should have full autonomy to make choices about their lives. • Dystopians despite being exaggerated, are imaginary worlds that provide commentary on the current trends, political systems, or popular culture of modern times.
Vocabulary • Words Their Way Lesson 5 (stel,astr,aster,ist)	

- Specific contextual vocabulary from the unit
- Sadlier Vocabulary Workshop

Students will be able to:

- Analyze characters and their situations to better understand the themes of the novel.
- Demonstrate comprehension by answering text-dependent questions.
- Explain the characteristics, purpose, and development of the genre of dystopian fiction and define important terms related to this topic.
- Determine the meaning of unknown words in the texts and explain the impact of specific words and phrases on the mood and tone.
- Analyze decisions made by the characters in the text and how they advance the overall plot of the story.
- Determine universal themes in the text and explain how the author develops those themes.
- Prepare for group discussions and collaborate with peers about literature.
- Apply Latin and Greek roots to understand new vocabulary terms.

Learning Activities: *Potential Learning Activities can include:*

- Introduce the standards, essential questions, assessment evidence, corresponding rubrics, and calendar of lessons to students.
- Establish each student's prior understanding of through a relatable hook (story, survey, posing question, debate etc.) and through individual conferences.
- Engage in whole-class reading
- Execute standards-based mini-lessons to develop skills and strategies.
- Identify and employ the key skills of reading at grade-level complexity.
- Engage in protected time for independent reading and writing.
- Engage in small-group reading/writing skills-based instruction.
- Experience activities with partners where critical reading skills are discussed to check for comprehension.

- Demonstrate understanding of short stories and vocabulary through various assessments.
- Collaborate and share with peers in group discussions.
- Read independently to practice comprehension.

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:

- Climate Change and LGBTQ and People with Disabilities
    - Short Story Collection:
    - Some communities have artificially manipulated the environment and weather to create "Sameness." This opens discussion on human manipulation of climate and environment, connecting allegorically to modern climate change and environmental ethics.
        - People who don't "fit" the society's standard (disabled infants, the elderly, non-conforming individuals) are "released." This creates a direct connection to disability rights and inclusion, and by extension, discussions of LGBTQ erasure and conformity pressures.
- Climate Change, LGBTQ and People with Disabilities, and Diversity, Equity & Inclusion [DEI]
    - *All Summer and A Day*
    - *Smog City*
        - Set during the Industrial Revolution, the text reflects the harsh effects of urbanization and industrial pollution on the poor. The story can be used as a historical springboard to discuss climate justice and how economic systems affect both people and the environment
        - Tiny Tim represents the struggles of people with disabilities living in poverty. Dickens portrays Tim with dignity and highlights the need for social compassion and equity for the vulnerable.

Assessment Evidence
Formative Assessments:

- Vocabulary Quiz: stel, saster, aster ist
- Classwork/Homework Assignments
- Open Ended Constructed Responses
- Reading Check Quizzes
- Student Led Group Discussions

Summative Assessments:

- On-Demand Reading Assessment including multiple-choice and short constructed response questions
- OER Writing Responses

Common Benchmark Assessments:

- All ELA 7 Summative Assessments

Alternative Assessments:

- Modified Assessments
- CommonLit
- Wayground

Read Aloud: "*Red Card*"S.L. Gilbow *or "All Summer & A Day" Ray Bradbury*

Core Instructional & Supplemental Materials
Dystopian Short Stories: "*The New Arrival*" *G.G. Russey* "*Her Hands that Touched the Stars*" Rebecca Birch, "*The Lottery*" *Shirley Jackson*
"*The Well*" Claudia Cangilla McAdam "*Harrison Bergeron*" Kurt Vonnegut, Jr *Red Card* "*Red Card*"S.L. Gilbow *or "All Summer & A Day" Ray Bradbury*
Padlet
Play*: "The Monsters on Maple Street"*
Words Their Way/ Sadlier
Sadlier Grammar for Writing

Sadlier Vocabulary Workshop
IXL
The Giver: Enrichment Activity if time permits

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 - 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 - Graphic Organizers - Chapter Summaries and Notes - Audiobooks

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.

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

Students at Risk of Failure

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

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 6

Desired Results
Unit 6 Title: Writing a Narrative
Unit Summary: In this unit students will create their own narrative using a plot diagram as a guide for structure. Students should be able to create characters through physical description, actions, reactions, and dialogue. Through this storytelling exercise, writers should have a descriptive setting, rising action(s), a conflict, falling action(s), and a resolution. While creating a

plot description, figurative language should be used to enhance student writing through the writing process. After completion of their narrative writing, students will complete an on demand narrative with parameters set with a writing prompt.

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.
C. Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.
D. Use a comma to separate coordinate adjectives (e.g., It was a fascinating, enjoyable movie but not He wore an old green shirt).
E. Recognize spelling conventions.

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).

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.

Interdisciplinary Connections
Career Readiness, Life Literacies, & Key Skills *(CLKS)*: 9.1.8.CR.2: Compare various ways to give back through strengths, passions, goals, and other personal factors. 9.4.8.IML.12: Use relevant tools to produce, publish, and deliver information supported with evidence for an authentic audience.
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. 8.2.8.ITH.2: Compare how technologies have influenced society over time.
Interdisciplinary Connections: 6.3.8.CivicsPI.1: Evaluate, take, and defend a position on why government is necessary, and the purposes government should serve. 6.3.8.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).

Learning Targets	
Unit Essential Questions: • What is the purpose? • What makes clear and effective writing? • What will work best for the audience? • Who is the audience? • Why do writers write? • How can writers use a plot diagram to create a narrative?	**Unit Enduring Understandings:** • Effective writers use specific techniques (style, word choice, organization) to better inform, entertain, and persuade. • Audience and purpose (e.g., inform, entertain, persuade, provoke) influence literary technique (e.g., style, word choice).

• Why include figurative language and dialogue into narrative writing? • How does a strong conflict enhance narrative writing? • How do grammar and the conventions of language influence spoken and written communication? • How do complex sentences and clauses enhance writing?	• Genre influences organization, technique and style. • In order to fully understand a story, the characters, setting and plot need to be sequenced from the beginning to the end. • Effective authors use figurative language, dialogue, and conflict to create stories.
Grammar: • Grammar & Composition Ch 8.1,8.2 & Dangling Modifiers • Specific contextual vocabulary from the unit • Sadlier Grammar for Writing Chapters 8-9	
Students will be able to: • Include story elements (characters, setting, problem, resolution, and theme). • Brainstorm, outline, and draft a narrative. • Show, not tell, using action, dialogue, imagery, and precise language. • Create an interesting title that hints at the story's point without giving away the ending. • Write a story opening that begins with action, dialogue, imagery, and/or emotion. • Organize the events of the story in chronological order, with the use of a plot diagram, applying transitions to pace the story. • Infuse dialogue and figurative language into narrative writing. • Use complex sentences and clauses to enhance writing. • Identify play elements and how it compares to reading a story.	
Learning Activities: *Potential Learning Activities can include:* - Introduce the standards, essential questions, assessment evidence, corresponding rubrics, and calendar of lessons to students.	

- Establish each student's prior understanding of through a relatable hook (story, survey, posing question, debate etc.) and through individual conferences.
- Execute standards-based mini-lessons to develop skills and strategies.
- Identify and employ the key skills of reading at grade-level complexity.
- Engage in protected time for independent reading and writing.
- Confer individually with the teacher on writing.
- Engage in small-group reading & writing skills-based instruction.
- Share and collaborate with assigned partners for writing revisions.
- Demonstrate understanding through various assessments.
- Read a play to understand how drama differs from stories.

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:

- Students' narrative essay topics may relate to any of the above.

Assessment Evidence

Formative Assessments:

- Grammar Quiz
- Prewriting Graphic Organizers
- Writer's Notebook
- Conferencing
- Reading Quiz
- Narrative Essay Rough Draft

Summative Assessments:

- Narrative Essay On Demand

Common Benchmark Assessments:

- All ELA 7 Summative Assessments
- Mid-year IXL Diagnostic

Alternative Assessments:

- Choice Narrative Topics
- Modified Assessments
- CommonLit
- Wayground

Core Instructional & Supplemental Materials
Essay Prompt
Graphic Organizers
Words Their Way/ Sadlier
Sadlier Grammar for Writing
Grammar and Composition Handbook
IXL

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 - 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

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.

- 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

Students at Risk of Failure

- Home/School Connection - Alternative Assessments - Supplemental Instruction - Homework Options - Differentiated Online Practice - Leveled Rubrics - Tiered Level of Supports - Tiered Activities - Small Group Instruction - Group Work Choice

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 - Pre-Assess to provide Differentiated Instruction to Accelerate Learning - Narrative Project

Unit 7

Desired Results

Unit 7 Title: Understanding Argumentative Techniques

Summary: This unit will explore informational texts that argue two sides of an argument. Students will be able to trace the arguments and what makes them effective, identifying strong reasoning. Through close reading students will examine how an author conveys or develops purpose in a text through distinguishing their position from that of others using evidence and examples. Through reading and writing, as well as group discussions students will 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. In the end students will write an argument essay through a process and on demand piece of writing.

Learning Standards

NJSLS:

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).

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. 

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, 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.SE.7.6. Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation. 

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

A. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
B. Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.
C. Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.
D. Acknowledge new information expressed by others and, when warranted, modify their own views.

SL.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. 

Interdisciplinary Connections

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

9.4.8.CT.1: Evaluate diverse solutions proposed by a variety of individuals, organizations, and/or agencies to a local or global problem, such as climate change, and use critical thinking skills to predict which one(s) are likely to be effective (e.g., MS-ETS1-2).

9.4.8.CT.2: Develop multiple solutions to a problem and evaluate short- and long-term effects to determine the most plausible option

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.IML.1: Critically curate multiple resources to assess the credibility of sources when searching for information. 9.4.8.IML.7: Use information from a variety of sources, contexts, disciplines, and cultures for a specific purpose 9.4.8.IML.12: Use relevant tools to produce, publish, and deliver information supported with evidence for an authentic audience.
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.CivicsPI.3: Use a variety of sources from multiple perspectives to examine the role of individuals, political parties, interest groups, and the media in a local or global issue and share this information with a governmental or nongovernmental organization as a way to gain support for addressing the issue.

Learning Targets	
Unit Essential Questions: • What are debatable topics on controversial issues? • Why is it important to learn about two sides of an argument? • How can we identify an issue and trace an argument for or against it? • How can we compare and contrast opposing viewpoints on global issues? • How does research add strength to one position over another? • Why are knowing multiple points of view important? • How can we decipher credible information?	**Unit Enduring Understandings:** • Reading nonfiction texts on various topics provides evidence to express ideas. • Writing with purpose can help convey viewpoints. • Text structure allows writers to organize their writing. • Citing text evidence provides credibility in one's writing. • Reading argumentative texts helps to understand various viewpoints on a topic. • Verbal Presentation: pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation

• How does researching multiple sources build a writer's credibility? • How can using media enhance a presentation? • How can a writer support a position on a topic using research to present strong arguments? • How can learning Greek and Latin roots help with vocabulary understanding? • Why is it important to practice counterarguments? • How can we properly cite information to support our claims while avoiding plagiarism?	• Visual Presentation: Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points. • Choosing a position and supporting it with relevant facts creates strong arguments. • Create a counterargument to take a stand and make a strong argument.
Vocabulary • Words Their Way Vocabulary (dict, graph, co) • Sadlier Vocabulary	
Students will be able to: • Use the provided nonfiction texts to explore a controversial issue. • Find support for arguments in various nonfiction texts. • Decipher what type of structure to use to organize their argumentative writing. • Choose a side and make a strong argument. • Use text evidence to develop and support reasoning in writing. • Properly cite text evidence to avoid plagiarism. • Use various Latin and Greek roots to understand vocabulary. • Present findings and support a position for debate.	
Learning Activities: *Potential Learning Activities can include:* • Presentations of positions	

- Introduce the standards, essential questions, assessment evidence, corresponding rubrics, and calendar of lessons to students.
- Execute standards-based mini-lessons to develop skills and strategies.
- Identify and employ the key skills of nonfiction reading at grade-level complexity.
- Engage in protected time for independent research to support a position.
- Confer individually with the teacher.
- Collaborate with assigned partners for presentation peer review using a rubric.
- Review presentation skills for eye contact and connecting to their audience of peers.
- Demonstrate understanding of research skills.
- Introduce counter arguments to curate stronger positions.
- Teach students how to extract information from online sources containing suitable content and credibility.

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:

- Students' informative essay topics may relate to any of the above. For example, students may be encouraged to explore global problems that deal with any of the above topics.

Assessment Evidence

Formative Assessments:

- Vocabulary Quiz (dict, graph, co)
- Class Assignments
- Prewriting
- Presentations
- Tracing an argument Reading Quiz

Summative Assessments:

- Argument Presentation/Essay

Common Benchmark Assessments:

- All ELA 7 Summative Assessments

Alternative Assessments:

- Choice Assignments
- Choice Essay Topics
- Modified Assignments

Core Instructional & Supplemental Materials
Essay Topics and Argumentative Article Sources
Graphic Organizers
Sadlier Grammar in Writing
Sample Essay
IXL
Words Their Way
Sadlier Vocabulary Workshop

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 - 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- 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 - Extended Time - Simplified/Verbal Instructions - Frequent Breaks - Visual learning, including graphic organizers - Teacher modeling - Scaffolding - Think-pair-share - Cooperative learning groups

Students at Risk of Failure

- Home/School Connection - Alternative Assessments - Learning Contracts - Supplemental Instruction - Think-Pair-Share by Readiness - Homework Options - Leveled Rubrics - Small Group Instruction - Group Work Choice

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 - Pre-Assess to provide Differentiated Instruction to Accelerate Learning - Enrichment Activities

Unit 8

Desired Results

Unit 8 Title: Reading Historical Fiction

Summary: The purpose of this unit is to research historical periods to gain knowledge about specific periods as a foundation for understanding the historical/cultural context of people and events. Through research and the presentation of information, learners can investigate how lives were shaped by the events in which they lived. By the end of the unit, students will demonstrate an understanding of an era in order to analyze historical fiction texts. Next, students will read short stories or novels to understand how this setting affects characters' motivations and conflict resolutions to learn from the past and history. Students will realize the effect of a time period on characters, the plot, and conflict as well as learn about that point in history.

NJSLS:

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).

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.

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

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

W.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.

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.

Interdisciplinary Connections

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

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.

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.CivicsHR.3.b: Evaluate the impact of the institution of slavery on the political and economic expansion of the United States.

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

6.3.8.CivicsPI.1: Evaluate, take, and defend a position on why government is necessary, and the purposes government should serve.

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

Learning Targets

Unit Essential Questions:	**Unit Enduring Understandings:**
• How does learning about history through the human experience help readers to better understand how lives were shaped as a result of their circumstances?	• Reading historical fiction enables readers to experience a historical period or event through a fictional character.

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- How do book discussions help readers to make connections with the text?
- How do authors weave historical events and figures into fiction?
- How do 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.
- How do readers determine a theme in a literary text and explain how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments?
- How do characters act similarly and differently in historical times?

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- The purpose of analysis is to identify the author's craft in creating a published work.
- Motifs are universal and are often woven throughout history.

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Grammar:

- Grammar and Composition Handbook Using Commas 13.2,13.3, 13.4
- Sadlier Grammar for Writing

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Students will be able to:

- Experience history through fictional characters.
- Participate in literary discussion with their peers.
- Identify literary devices in their novels such as characterization, setting, conflict, symbolism, motif, and theme.
- Realize how history and setting shape characters and plot.

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Learning Activities: *Potential Learning Activities can include:*

- Introduce the standards, essential questions, assessment evidence, corresponding rubrics, and calendar of lessons to

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students.

- Engage in whole-class reading to practice fluency.
- Execute standards-based mini-lessons to develop skills and strategies.
- Identify and employ the key skills of reading at grade-level complexity.
- Engage in protected time for independent reading of historical fiction.
- Confer individually with the teacher.
- Engage in small-group reading/writing skills-based instruction.
- Share and collaborate with assigned partners.
- Experience activities with partners where critical reading skills are discussed.
- Demonstrate understanding of historical settings through various assessments.

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.
- Amistad & Holocaust
    - *A Night Divided* by Jennifer A. Nielsen

        - While set after WWII, the book shows how authoritarian governments control people, limit freedoms, and use fear as a weapon, strongly echoing Holocaust lessons about totalitarianism, propaganda, and human rights abuses.
- Amistad & Holocaust
    - *The War that Saved My Life* by Kimberly Brubaker Bradley
        - Set in WWII England, the story follows Ada, a young girl with a clubfoot, and her brother Jamie. They escape an abusive home in London and are evacuated to the countryside during the Blitz. While the novel doesn't center the Holocaust, it is set during WWII, and Nazi oppression is a backdrop.
- Amistad & Holocaust
    - *Fever 1793* by Laurie Halse Anderson
        - African Americans play a key role in the novel. The Free African Society (founded by Richard Allen and Absalom Jones) volunteers to care for the sick. The novel highlights how African Americans were essential in community survival, yet also faced racism and false accusations (being blamed for spreading disease). This directly aligns with the Amistad mandate by teaching about African American contributions and struggles in early American history.
- Amistad & Holocaust
    - Chains by Laurie Halse Anderson
        - The Amistad mandate is central here: the novel highlights the experiences of enslaved African Americans, their resilience, and their contributions during the Revolutionary War. It uncovers how enslaved people sought liberty while America itself was fighting for independence, addressing the contradictions of freedom and slavery.
- Amistad & Holocaust and Diversity, Equity and Inclusion [DEI]
    - *Someone Named Eva* by Joan M. Wolf
        - The novel is a Holocaust-centered narrative, showing Nazi oppression, cultural genocide, and the impact of fascism on children.It teaches about systematic erasure of identity, aligning directly with the Holocaust mandate.

        - The novel emphasizes the importance of preserving cultural identity, resisting forced assimilation, and honoring diverse voices in history. It allows students to analyze the consequences of exclusion, racism, and authoritarian control, which aligns directly with DEI.
- Amistad & Holocaust
    - *One Crazy Summer* by Rita Williams-Garcia
        - The novel directly aligns with the Amistad mandate, as it explores African American history and the civil rights movement. Students learn about the Black Panthers, systemic racism, and struggles for equality in the 1960s.
- LGBTQ and People with Disabilities
    - *Al Capone Does My Shirts* by Gennifer Choldenko
        - Natalie's autism is central. The novel realistically portrays the stigma around disability in the 1930s and her family's efforts to help her thrive.
- Amistad & Holocaust
    - *Prisoner B-3087* by Alan Gratz
        - Central to the book: depicts the systematic persecution, dehumanization, and mass murder of Jews during WWII. The novel provides a clear and direct resource for the Holocaust mandate.

Assessment Evidence
Formative Assessments: • Grammar Quiz: Comma Usage • Class Assignments • Book Talk Quiz • Padlet Projector OER practice • Reading Quiz: Pa Pa's Parrot
Summative Assessments:

- Reading Assessment Test: “Rocks in My Pockets”
- OER On Demand Assessment
- Literary Analysis Essay

Common Benchmark Assessments:

- IXL Diagnostics EOY
- All ELA 7 Summative Assessments

Alternative Assessments:

- Choice Assignments
- Supplemental Historical Fiction Texts
- Modified Assignments

Core Instructional & Supplemental Materials
Book Club Choice Novels/Short Stories • *How I Became Stink Daley Scholastic Scope* • *The Gift of the Magi* • *The Sniper Common Lit.* • *Suzy & Leah* • *Two Dollars Sharona Vedol* • *A Night Divided* by Jennifer A. Nielsen • *The War that Saved My Life* by Kimberly Brubaker Bradley • *Fever 1793* by Laurie Halse Anderson • Chains by Laurie Halse Anderson • *Someone Named Eva* by Joan M. Wolf • *Esperanza Rising* by Pam Muñoz Ryan • *One Crazy Summer* by Rita Williams-Garcia

• *Turtles in Paradise* by Jennifer L. Holm • *Al Capone Does My Shirts* by Gennifer Choldenko • *Prisoner B-3087* by Alan Gratz
Read Aloud: • *The Outsiders* by S. E. Hinton
Sample Padlet
Sadlier Grammar in Writing
Grammar Composition Handbook
IXL

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 - 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 - Chapter Summaries and Outlines - Audiobooks **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 - Frequent Breaks - Visual learning, including graphic organizers - Use of cognates to increase comprehension - Scaffolding - Think-pair-share - Cooperative learning groups - Chapter Summaries and Outlines - Audiobooks

Students at Risk of Failure

- Home/School Connection - Alternative Assessments - Learning Contracts - Supplemental Instruction - Homework Options - Differentiated Online Practice - Leveled Rubrics - Tiered Activities - Small Group Instruction - Work Alone Choice - Graphic Organizers - Chapter Summaries and Outlines - Audiobooks

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