Wall Township Public Schools	Board Approval Date:
Course Title: WIS LLD ELA	
Course Description: The WIS LLD ELA curriculum is designed in a thematic approach that focuses on reading, writing, grammar, vocabulary development, speaking, listening, and critical thinking skills necessary for academic, personal, and professional success. Students will participate in a variety of activities, often life skills based, to demonstrate not just comprehension, but functionality.	

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.

Course Sequence & Pacing	
Unit Title	**Estimated Number of Instructional Periods**
Unit 1: Understanding Our Differences - Narrative Writing and Utilizing Fiction Text	10 weeks
Unit 2: My Community - Focus on Informational Writing and Utilizing Historical Fiction and Nonfiction	10 weeks
Unit 3: Math that Matters - Focus on Compare and Contrast Writing and Utilizing Nonfiction	10 weeks
Unit 4: Jobs and Career Exploration - Focus on Argumentative Writing and Utilizing Memoirs	10 weeks
Unit 5: Technology - Past, Present, and Future - Narrative Writing and Utilizing Fiction Text	10 weeks
Unit 6: Health, Wellness, and the Human Body - Focus on Informational Writing and Utilizing Historical Fiction and Nonfiction	10 weeks
Unit 7: The Environment and Sustainability - Focus on Compare/Contrast Writing and Nonfiction Texts	10 weeks
Unit 8: Media Literacy - Focus on Research and Utilizing Text on Social Issues	10 weeks

Unit 1

Desired Results

Unit 1 Title: Understanding Our Differences - Narrative Writing and Utilizing Fiction Text

Unit Summary: Fictional short stories and literature are a perfect avenue for students to learn about the diverse backgrounds, abilities, feelings, and experiences characters (and we all!) have. The unit will focus on identifying story elements including characters (and the choices they make), conflict, setting, plot, and theme. Reading and writing about characters that show differences in positive and respectful ways is instrumental in accepting the unique differences in our everyday life to create a more inclusive world.

Learning Standards

NJSLS:

W.NW.6.3. 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 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 convey experiences and events.

E. Provide a conclusion that follows from the narrated experiences or events. W.WP.6.4. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning; flexibly making editing and revision choices; sustaining effort to fit composition needs and purposes; and attempting to address purpose and audience.

W.RW.6.7. 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.

L.SS.6.1. Demonstrate command of the system and structure of the English language when writing or speaking.

A. Ensure that pronouns are in the proper case (subjective, objective, possessive).

F. Recognize spelling conventions.

L.KL.6.2. 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.

C. Vary sentence patterns for meaning (syntax), reader/listener interest, and style/voice

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.

9.1.8.PB.5: Identify factors that affect one's goals, including peers, culture, location, and past experiences.

9.2.8.CAP.5: Develop a personal plan with the assistance of an adult mentor that includes information about career areas of interest, goals, and an educational plan.

9.4.8.GCA.1: Model how to navigate cultural differences with sensitivity and respect.

9.4.8.GCA.2: Demonstrate openness to diverse ideas and perspectives through active discussions to achieve a group goal. 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.
Computer Science & Design Thinking *(CS & DT)*: 8.1.8.DA.3: Identify the appropriate tool to access data based on its file format.
Interdisciplinary Connections: 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:

- Why are characters important to a story's plot?
- How does the setting impact the plot of a story?
- How does a plot reveal a story's theme?
- Why does one's background influence their behaviors and choices?
- Why is it important to include diverse characters in literature?

Unit Enduring Understandings:

- Characters drive a story's plot through conflict and choices.
- Setting impacts the plot of a story by setting mood and tone, influencing conflict, and shaping characters.
- Setting makes the plot of the story believable and meaningful.
- The plot reveals the story's theme by showing what happens when characters are faced by challenges, and what choices they make.
- Conflict and character choices let the reader infer the deeper meaning of a story.

	• One's background influences their behaviors and choices because it outlines how they see the world and what they value. • Diverse characters are instrumental in gaining cultural understanding and acceptance.
Vocabulary: Conflict, Plot, Characters, Characterization, Setting, Theme, Figurative Language, Simile, Metaphor, Personification, Imagery, Dialogue	
Students will be able to: • Refer to the text when answering questions • Identify key details of a text • Analyze the thoughts and actions of a character • Determine the theme or main idea of a text • Identify characters, setting, plot, and conflict • Determine the meaning of unknown words and phrases using context clues • Distinguish among different forms of figurative language • Reread texts when appropriate to support increased accuracy, fluency, and comprehension • When writing, establish the elements of a narrative story • Purposefully arrange the events of a story to flow • Utilize transition words to manage the sequence of events • Write using sensory details and dialogue to develop and convey experiences and events • Practice revising and editing • Complete graphic organizers	
Learning Activities & Differentiation: • Sorting elements of a story • Create a plot diagram	

- Character trait and evidence chart
- Setting word web
- Theme and evidence chart
- Point of view, imagery, and/or figurative language scavenger hunt
- Create a comic strip using dialogue
- Writing process graphic organizers
- Windows and Mirrors reading
- Role playing activities

Assessment Evidence
Formative Assessments: open ended questions based on essential questions, stop-and-jot, exit slips, one-sentence summary, quick write, polls, writing checkpoints, relevant Community Based Instruction, self assessments
Summative Assessments: Create a narrative piece on the unit theme "Understanding Our Differences," create a plot diagram for a story read, rewrite a scene from another character's point of view
Common Benchmark Assessments: Narrative story unit assessment, cooperative and independent learning experiences, class discussion and participation
Alternative Assessments: Multimedia presentations and projects

Core Instructional & Supplemental Materials
ILX, Commonlit, Scholastic Scope, Turnitin, Teacher created materials- Google Slides and Docs, narrative texts which correspond with the abilities of the students in the class, Google Classroom, Chromebooks, graphic organizers, Youtube/Edpuzzle, Swank K-12, Teaching Tolerance

Accommodations and Modifications:

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

Specific Strategies and Practices that Support Students with Disabilities:

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

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

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

Students at Risk of Failure

- Home/School Connection - Alternative Assessments - Learning Contracts - Homogenous Grouping - Supplemental Instruction - Think-Pair-Share by Readiness - Homework Options - Differentiated Online Practice - Leveled Rubrics - Tiered Level of Supports - Tiered Activities - Small Group Instruction - Work Alone Choice - Group Work Choice

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

Unit 2

Desired Results

Unit 2 Title: My Community - Focus on Informational Writing and Utilizating Historical Fiction and Nonfiction

Unit Summary: The concept of community can be instilled by examining how people, places, and events shape the world around us. Historical fiction and nonfiction texts can teach how communities are formed, how they change, and how citizens can contribute to their communities. Informational writing will reinforce the theme of community through the use of main ideas, supporting details, text structure, and research.

Learning Standards

NJSLS:

RI.CR.6.1. Cite 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.6.2. Determine the central idea of an informational text and explain how it is supported by key details; provide a summary of the text distinct from personal opinions or judgments.

RI.IT.6.3. Analyze how a particular text's (e.g., article, brochure, technical manual, procedural text) structure unfolds by using textual evidence to describe how a key individual, event, or idea is introduced, illustrated, and elaborated in a text.

RI.MF.6.6. Integrate information when presented in different media or formats (e.g., visually, quantitatively) to develop a coherent understanding of a topic or issue.

W.RW.6.7. 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.

L.VL.6.3. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 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. Determine the meaning of words and phrases as they are used, including figurative, connotative, and technical meanings.

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.6.4. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

B. Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words.

SL.II.6.2. Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.

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*):

8.1.8.DA.3: Identify the appropriate tool to access data based on its file format.

Interdisciplinary Connections:

WHST.6-8.7. Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.

WHST.6-8.8. 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.

WHST.6-8.9. Draw evidence from informational texts to support analysis, reflection, and research.

Learning Targets

Unit Essential Questions:

- What is historical fiction?
- Why do authors write nonfiction texts?
- Why is it important to analyze an author's use of evidence?
- What is bias in writing?
- What is the purpose of informational writing?
- What makes a community?

Unit Enduring Understandings:

- Historical fiction is a genre of fiction in which the story weaves fictional characters and plots into real historical settings, events, and cultures.
- Authors write nonfiction texts to inform, educate, and persuade readers about real-world topics, events, and people.

• How do communities help shape individual identities?	• It is important to analyze an author's sources in order to determine credibility and possible bias. • Bias in writing occurs when a writer's personal opinions unfairly favor one side. • Bias can lead to misinformation. • The purpose of informational writing is to educate readers by using unbiased facts and information. • A community encompasses the people, places, events, and history of a specific location. • Communities help shape an individual's beliefs, actions, values, and sense of belonging.
Vocabulary: historical fiction, nonfiction, informational text, primary source, secondary source, main idea, supporting details, point of view, text structure, evidence, bias, informational essay, topic sentence, introduction, conclusion, claim, citation	
Students will be able to: • Refer to the text when answering questions • Identify key details of a text • Determine the main idea of a text • Compare and contrast personal connections, global connections, and texts read • Determine the meaning of unknown words and phrases using context clues • Identify the point of view of a text • Reread texts when appropriate to support increased accuracy, fluency, and comprehension • Distinguish fact from opinion • Organize text by using specific organizational structures (i.e. cause and effect, chronological order) • Utilize transition words to manage the sequence of events • Create an introduction and conclusion paragraphs	

- Practice revising and editing
- Complete graphic organizers
- Utilize quotes as sources of evidence

Learning Activities & Differentiation:

- My Community timeline
- My Community KWL chart
- Fact vs. Fiction T-Chart
- Character point of view journal
- Main idea and key details sorting
- Historical fiction fact-checking

Assessment Evidence

Formative Assessments: open ended questions based on essential questions, stop-and-jot, exit slips, one-sentence summary, quick write, polls, writing checkpoints, relevant Community Based Instruction, self assessments

Summative Assessments: informational writing piece relative to the theme, "My Community," historical fiction and nonfiction comparison task, source evaluation, informational brochure, community museum exhibit, create a children's book

Common Benchmark Assessments: historical fiction/nonfiction unit assessment, cooperative and independent learning experiences, class discussion and participation

Alternative Assessments: Multimedia presentations and projects

Core Instructional & Supplemental Materials

ILX, Commonlit, Scholastic Scope, Turnitin, Teacher created materials- Google Slides and Docs, historical fiction and nonfiction texts which correspond with the abilities of the students in the class, Google Classroom, Chromebooks, graphic organizers, Youtube/Edpuzzle, Swank K-12, Teaching Tolerance

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:

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Students at Risk of Failure

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Students with 504 Plans
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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

Unit 3

Desired Results

Unit 3 Title: Math that Matters - Focus on Compare and Contrast Writing and Utilizing Nonfiction

Unit Summary: Math plays an important role in real-world situations, which can be explored using nonfiction texts. The use of nonfiction texts and informational passages will show how math is used in everyday life, careers, and problem solving. Comparing and contrasting ideas, topics, and information related to everyday math will enhance the ability to write identifying similarities and differences while using evidence to support the claim.

Learning Standards

NJSLS:

RL.CR.6.1. Cite 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.6.2. Determine the theme of a literary text (e.g., stories, plays or poetry) and explain how it is supported by key details; provide a summary of the text distinct from personal opinions or judgments.

RL.TS.6.4. Analyze how a particular piece (e.g., sentence, chapter, scene, stanza, or section) fits into the overall structure of a text and contributes to the development of the ideas, theme, setting, or plot.

RL.MF.6.6. Compare and contrast information or texts to develop a coherent understanding of a theme, topic, or issue when reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text.

RL.CT.6.8. Compare and contrast literary texts in different forms, by different authors, or from different genres (e.g., stories and poems; historical novels and primary source documents, scientific journals and fantasy stories) in terms of their approaches to similar themes and topics.

W.AW.6.1. Write arguments on discipline-specific content (e.g., social studies, science, math, technical subjects, English/Language Arts) to support claims with clear reasons and relevant evidence.

A. Introduce claim(s) about a topic or issue 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 link and clarify the relationships among claim(s), reasons and evidence. D. Establish and maintain a formal/academic style, approach, and form.

E. Provide a concluding statement or section that follows from the argument presented.

W.RW.6.7. 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.

L.SS.6.1. Demonstrate command of the system and structure of the English language when writing or speaking. A. Ensure that pronouns are in the proper case (subjective, objective, possessive).

B. Use intensive pronouns (e.g., myself, ourselves).
C. Recognize and correct inappropriate shifts in pronoun number and person.
D. Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
E. Use punctuation (commas, parentheses, dashes) to set off nonrestrictive and parenthetical elements.
F. Recognize spelling conventions.

L.KL.6.2. 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.
D. Maintain consistency in style and tone.

Interdisciplinary Connections

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

9.4.8.CT.1: Evaluate and check for bias in information when prioritizing and solving problems in the community and workplace.

9.4.8.IML.2: Identify appropriate sources of data and explain why they are valid for use in a given context (essential for evaluating nonfiction math texts

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

8.1.5.DA.1: Collect, organize, and display data in order to highlight relationships or support a claim.

8.1.5.DA.3: Organize and present collected data visually to communicate insights. Students must use evidence from technical sources to explain what the data shows.

8.1.5.AP.2: Create and debug algorithms (sets of step-by-step instructions) to solve a problem. This is a direct application of ELA RI.5.3 (explaining relationships in technical texts).

Interdisciplinary Connections:

- 9.4.5.CT.3: Describe how data can be used to identify problems and solutions in homes, schools, and communities.

Learning Targets

Unit Essential Questions:

- How does math help us understand real world problems and information?
- Why is it important to compare and contrast information when reading nonfiction?
- In what ways does comparing information help readers make better decisions?
- How do authors use numbers, data, and statistics to support their ideas?
- How can charts, graphs, and visuals change the way people understand a text?

Unit Enduring Understandings:

- Math helps us organize information, compare and contrast, and solve problems in everyday life.
- Comparing and contrasting information in nonfiction text helps readers understand ideas more clearly and think critically.
- Comparing information helps readers by allowing them to see all options clearly, understand their differences, and evaluate the evidence presented.
- Data and statistics are used to provide factual evidence that strengthens an author's idea.
- Charts, graphs, and visuals help provide clarity and defend information presented by an author.

Vocabulary: compare, contrast, similarity, difference, nonfiction, main idea, supporting details, evidence, source, analyze, data, statistic, percentage, ratio, average	
Students will be able to: ● Refer to the text when answering questions ● Identify supporting details of a text ● Determine the main idea of a text ● Compare and contrast personal connections, global connections, and texts read ● Determine the meaning of unknown words and phrases using context clues ● Identify the point of view of a text ● Reread texts when appropriate to support increased accuracy, fluency, and comprehension ● Distinguish fact from opinion ● Organize text by using specific organizational structures (i.e. cause and effect, chronological order) ● Utilize transition words to manage the sequence of events ● Practice revising and editing ● Complete graphic organizers ● Utilize quotes as sources of evidence ● Analyze charts, graphs, and visuals to better understand a text	
Learning Activities & Differentiation: ● Math in My Life brainstorm and categorization ● Statistic presentation and quick write ● Evidence scavenger hunt ● Visual literacy stations ● Compare and contrast word sort ● Compare and contrast graphic organizers	

- Create your own data
- Real world decision challenge (ex. cell phone plans, school schedules)

Assessment Evidence
Formative Assessments: open ended questions based on essential questions, stop-and-jot, exit slips, one-sentence summary, quick write, polls, writing checkpoints, relevant Community Based Instruction, self assessments
Summative Assessments: compare/contrast writing piece relative to the theme, “Math that Matters,” nonfiction comparison task, create a graph project
Common Benchmark Assessments: nonfiction unit assessment, cooperative and independent learning experiences, class discussion and participation
Alternative Assessments: Multimedia presentations and projects

Core Instructional & Supplemental Materials
ILX, Commonlit, Scholastic Scope, Turnitin, Teacher created materials- Google Slides and Docs, nonfiction texts which correspond with the abilities of the students in the class, Google Classroom, Chromebooks, graphic organizers, Youtube/Edpuzzle, Swank K-12

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Students at Risk of Failure

- Home/School Connection - Alternative Assessments - Learning Contracts - Homogenous Grouping - Supplemental Instruction - Think-Pair-Share by Readiness - Homework Options - Differentiated Online Practice - Leveled Rubrics - Tiered Level of Supports - Tiered Activities - Small Group Instruction - Work Alone Choice - Group Work Choice

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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

Unit 4

Desired Results

Unit 4 Title: Jobs and Career Exploration - Focus on Argumentative Writing and Utilizing Memoirs

Unit Summary: Job and career exploration is an invaluable piece of the education experience as it gives students the opportunity to examine interests and a variety of paths their lives could take. Through studying memoirs, personal narratives and informational texts, students can see how authors use personal experiences to share about their successes and challenges both personally and professionally. By utilizing argumentative writing skills, students will connect reading and writing to their goals, interests, and possibilities.

Learning Standards

NJSLS:

L.SS.8.1. Demonstrate command of the system and structure of the English language when writing or speaking

G. Recognize spelling conventions.

L.KL.8.2. Use knowledge of language and its conventions when writing, speaking, reading, or listening.

A. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases.

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

L.VL.8.3. Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 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. Analyze the impact of specific word choices on meaning and tone.

D. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation

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.8.4. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

A. Interpret figures of speech (e.g., verbal irony, puns) in context.

B. Use the relationship between particular words to better understand each of the words.

C. Analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.

RL.CI.8.2. Determine a theme of a literary text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.

RI.CI.8.2. Determine a central idea of an informational text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.

RI.IT.8.3. Analyze how particular elements of a text interact (e.g., how contexts influence individuals or events, or how individuals influence ideas or events) across multiple text types, including across literary and informational texts.

A. Introduce a topic clearly, previewing what is to follow; and organize ideas, concepts, and information, using text structures (e.g., definition, classification, comparison/contrast, cause/effect, etc.) and text features (e.g., headings, graphics, and multimedia) when useful to aid in comprehension.

B. Develop the topic with relevant, well-chosen 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 synthesizes the information or explanation presented.

SL.PE.8.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on topics, texts, and issues, building on others' ideas and expressing their own clearly.

C. Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.

D. Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented

Interdisciplinary Connections

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

9.4.8.GCA.2: Demonstrate openness to diverse ideas and perspectives through active discussions to achieve a group goal.

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

9.1.8.PB.5: Identify factors that affect one's goals, including peers, culture, location, and past experiences.

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

8.1.8.DA.3: Identify the appropriate tool to access data based on its file format.

Interdisciplinary Connections:

RST.6-8.8. Distinguish among facts, reasoned judgment based on research findings, and speculation in a text.

RST.6-8.9. Compare and contrast the information gained from experiments, simulations, video, or multimedia sources with that gained from reading a text on the same topic.

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

Learning Targets

Unit Essential Questions:

- How do writers use evidence and personal experience to support an argument?
- How do our interests, skills, and experiences influence the careers we might choose?
- Why is it important for readers to use evidence from a text to research and support an argument?
- What makes an argument clear and convincing?

Unit Enduring Understandings:

- In an argument, evidence gives facts and proof, while personal experience reflects why a topic matters and how it connects to real life.
- Interest, skills, and experiences point us in the direction of a job we enjoy, can do well, and coincides with our goals.
- Using evidence from a text proves an argument is based on fact rather than opinion.
- An argument is clear and convincing when it is well organized and supported with evidence.

Vocabulary: career, occupation, profession, industry, employment, entrepreneur, internship, apprenticeship, certification, qualification, resume, cover letter, interview, network, salary, wage, benefit, job outlook, work ethic, problem-solving, time management, claim, thesis, argument, counterclaim, memoir

Students will be able to:

- Refer to the text when answering questions
- Identify key details of a text
- Determine the main idea of a text
- Compare and contrast personal connections, global connections, and texts read
- Determine the meaning of unknown words and phrases using context clues
- Identify the point of view of a text

- Reread texts when appropriate to support increased accuracy, fluency, and comprehension
- Distinguish fact from opinion
- Organize text by using specific organizational structures (i.e. cause and effect, chronological order)
- Utilize transition words to manage the sequence of events
- Practice revising and editing
- Complete graphic organizers
- Utilize quotes as sources of evidence
- Craft an argumentative using claims and counterclaims

Learning Activities & Differentiation:

- Career anticipation guide
- Career interest inventory
- Close reading of career-focused memoirs
    - Identify turning points
    - Highlight lessons learned
    - Track challenges and responses
    - Analyze how experiences shaped career paths
- Claim sorting activity
- Mock interview

Assessment Evidence

Formative Assessments: open ended questions based on essential questions, stop-and-jot, exit slips, one-sentence summary, quick write, polls, writing checkpoints, relevant Community Based Instruction, self assessments

Summative Assessments: Create a mini-memoir describing a challenge they overcome, a skill they developed, or a moment that influenced their goal. Career research project.

Common Benchmark Assessments: Argumentative essay/paragraphs, cooperative and independent learning experiences, class discussion and participation

Alternative Assessments: Multimedia presentations and projects

Core Instructional & Supplemental Materials

ILX, Commonlit, Scholastic Scope, Turnitin, Teacher created materials- Google Slides and Docs, memoirs and nonfiction texts which correspond with the abilities of the students in the class, Google Classroom, Chromebooks, graphic organizers, Youtube/Edpuzzle, Swank K-12

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:

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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

Students at Risk of Failure

- Home/School Connection - Alternative Assessments - Learning Contracts - Homogenous Grouping - Supplemental Instruction - Think-Pair-Share by Readiness - Homework Options - Differentiated Online Practice - Leveled Rubrics - Tiered Level of Supports - Tiered Activities - Small Group Instruction - Work Alone Choice - Group Work Choice

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

Unit 5

Desired Results

Unit 5 Title: Technology - Past, Present, and Future - Narrative Writing and Utilizing Fiction Text

Unit Summary: Technology has become so advanced, it often appears stranger than fiction. Technology has shaped human experiences in the past, influences our everyday lives, and affects the future in ways we can not yet possibly comprehend. The unit will focus on identifying story elements including characters (and the choices they make), conflict, setting, plot, and theme. Reading and writing stories about technology will help convey ideas about innovation and its positive and negative impact on society.

Learning Standards

NJSLS:

W.NW.6.3. 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 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 convey experiences and events.

E. Provide a conclusion that follows from the narrated experiences or events.

W.WP.6.4. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning; flexibly making editing and revision choices; sustaining effort to fit composition needs and purposes; and attempting to address purpose and audience.

W.RW.6.7. 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.

L.SS.6.1. Demonstrate command of the system and structure of the English language when writing or speaking. A. Ensure that pronouns are in the proper case (subjective, objective, possessive).

F. Recognize spelling conventions.

L.KL.6.2. 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.

C. Vary sentence patterns for meaning (syntax), reader/listener interest, and style/voice.

D. Maintain consistency in style and tone

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:

- Why are characters important to a story's plot?
- How does the setting impact the plot of a story?

Unit Enduring Understandings:

- Characters drive a story's plot through conflict and choices.

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- How does a plot reveal a story's theme?
- Is technology always for the better?
- In what ways has technology made our lives better?
- In what ways has technology made our lives more difficult?

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- Setting impacts the plot of a story by setting mode and tone, influencing conflict, and shaping characters.
- Setting makes the plot of the story believable and meaningful.
- The plot reveals the story's theme by showing what happens when characters are faced by challenges, and what choices they make.
- Conflict and character choices let the reader infer the deeper meaning of a story.
- Technology has increased access to education, communication, transportation, and sustainability.
- Technology has negatively impacted mental health, social skills, and connectedness.

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<tr>
<td colspan="2">Vocabulary: Conflict, Plot, Characters, Characterization, Setting, Theme, Figurative Language, Simile, Metaphor, Personification, Imagery, Dialogue</td>
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<tr>
<td colspan="2">Students will be able to:

- Refer to the text when answering questions
- Identify key details of a text
- Analyze the thoughts and actions of a character
- Determine the theme or main idea of a text
- Identify characters, setting, plot, and conflict
- Determine the meaning of unknown words and phrases using context clues
- Distinguish among different forms of figurative language
- Reread texts when appropriate to support increased accuracy, fluency, and comprehension
- When writing, establish the elements of a narrative story

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- Purposefully arrange the events of a story to flow
- Utilize transition words to manage the sequence of events
- Write using sensory details and dialogue to develop and convey experiences and events
- Practice revising and editing
- Complete graphic organizers

Learning Activities & Differentiation:

- Sorting elements of a story
- Create a plot diagram
- Character trait and evidence chart
- Setting word web
- Theme and evidence chart
- Point of view, imagery, and/or figurative language scavenger hunt
- Create a comic strip using dialogue
- Writing process graphic organizers

Assessment Evidence

Formative Assessments: open ended questions based on essential questions, stop-and-jot, exit slips, one-sentence summary, quick write, polls, writing checkpoints, relevant Community Based Instruction, self assessments

Summative Assessments: Create a narrative piece about the positives or negative consequences of technology, create a plot diagram for a story read, rewrite a scene from another character's point of view

Common Benchmark Assessments: Narrative story unit assessment, cooperative and independent learning experiences, class discussion and participation

Alternative Assessments: Multimedia presentations and projects

Core Instructional & Supplemental Materials

ILX, Commonlit, Scholastic Scope, Turnitin, Teacher created materials- Google Slides and Docs, narrative texts which correspond with the abilities of the students in the class, Google Classroom, Chromebooks, graphic organizers, Youtube/Edpuzzle, Swank K-12

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

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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

Unit 6

Desired Results

Unit 6 Title: Health, Wellness, and the Human Body - Focus on Informational Writing and Utilizing Historical Fiction and Nonfiction

Unit Summary: Ideas regarding health, wellness, and the human body have changed drastically over time. Concepts that were once considered "fact" in the medical field, are very much fiction today. Through comparing and contrasting historical fiction and nonfiction texts, students will examine the progress made in the medical field. Informational writing with supporting details from reliable sources will be a focus.

Learning Standards

NJSLS:

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

W.IW.7.2. Write informative/explanatory texts (including the narration of historical events, scientific procedures/ experiments, or technical processes) to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

A. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using text structures (e.g., definition, classification, comparison/contrast, cause/effect, etc.) and text features (e.g., headings, graphics, and multimedia) when useful to aid in comprehension.

B. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.

C. Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.

D. Use precise language and domain/ grade-level- specific vocabulary to inform about or explain the topic.

E. Establish and maintain a formal style academic style, approach, and form.

F. Provide a concluding statement or section (e.g., sentence, part of a paragraph, paragraph, or multiple paragraphs) that follows the flow of ideas, reflects back on the topic, and supports the information or explanation presented.

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.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:

RST.6-8.4. Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 6-8 texts and topics.

RST.6-8.8. Distinguish among facts, reasoned judgment based on research findings, and speculation in a text. RST.6-8.9. Compare and contrast the information gained from experiments, simulations, video, or multimedia sources with that gained from reading a text on the same topic.

RST.6-8.7 Integrate quantitative or technical information expressed in words in a text with a version of that information expressed visually (e.g., in a flowchart, diagram, model, graph, or table). (MS-PS1-1), (MS-PS1-2), (MS-PS1-4), (MS-PS1-5)

WHST.6-8.7 Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.

(MS-PS1-6) WHST.6-8.8 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. (MS-PS1-3)

Learning Targets

Unit Essential Questions:

- What is historical fiction?
- Why do authors write nonfiction texts?
- Why is it important to analyze an author's use of evidence?
- What is bias in writing?
- What is the purpose of informational writing?
- How can knowledge about health help individuals make better choices?

Unit Enduring Understandings:

- Historical fiction is a genre of fiction in which the story weaves fictional characters and plots into real historical settings, events, and cultures.
- Authors write nonfiction texts to inform, educate, and persuade readers about real-world topics, events, and people.
- It is important to analyze an author's sources in order to determine credibility and possible bias.

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- How does the media influence how we think about health?

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- Bias in writing occurs when a writer's personal opinions unfairly favor one side.
- Bias can lead to misinformation.
- The purpose of informational writing is to educate readers by using unbiased facts and information.
- Having information, skills, and awareness allows people to make good choices in order to take care of their body.
- The media can have both helpful and harmful impacts based on what they believe it means to be healthy, and their bias.

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<tr>
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- Identify the point of view of a text
- Reread texts when appropriate to support increased accuracy, fluency, and comprehension
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- Organize text by using specific organizational structures (i.e. cause and effect, chronological order)
- Utilize transition words to manage the sequence of events
- Create an introduction and conclusion paragraphs</td>
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- Practice revising and editing
- Complete graphic organizers
- Utilize quotes as sources of evidence

Learning Activities & Differentiation:

- Health myth or fact
- Point of view journal
- Medical history reading circles
- Primary vs. secondary source investigation
- Then vs. now comparison chart on health practices
- Informational paragraph writing

Assessment Evidence

Formative Assessments: open ended questions based on essential questions, stop-and-jot, exit slips, one-sentence summary, quick write, polls, writing checkpoints, relevant Community Based Instruction, self assessments

Summative Assessments: informational writing piece related to the theme of 'Health, Wellness, and the Human Body,' historical fiction and nonfiction comparison task, source evaluation, informational brochure, medical museum exhibit, wellness guide for kids

Common Benchmark Assessments: historical fiction/nonfiction unit assessment, cooperative and independent learning experiences, class discussion and participation

Alternative Assessments: Multimedia presentations and projects

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Unit 7

Desired Results

Unit 7 Title: The Environment and Sustainability - Focus on Compare/Contrast Writing and Nonfiction Texts

Unit Summary: The environment and sustainability have been important issues within the past decade. The use of nonfiction texts and informational passages will highlight environmental concerns regarding pollution, deforestation, resource scarcity, climate change, and more. Comparing and contrasting ideas, topics, and information related to the environment and sustainability will enhance the ability to write by identifying similarities and differences while using evidence to support the claim.

Learning Standards

NJSLS:

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.

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. 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.

Interdisciplinary Connections

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

9.4.8.GCA.1: Model how to navigate cultural differences with sensitivity and respect.

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.

Learning Targets

Unit Essential Questions:

- How can learning about the environment help society make better choices for the planet?
- How can comparing and contrasting information help us solve real-world problems?
- How do authors use evidence to explain environmental topics?
- In what ways does comparing information help readers make better decisions?
- How can writers use evidence to clearly compare and contrast ideas?

Unit Enduring Understandings:

- Learning about the environment gives people the tools they need to understand the problems and evaluate potential solutions.
- Comparing and contrasting information gives readers similarities and differences which can be used to make the best decision with the given information.
- Authors use data, examples, and research so readers can understand and trust what is being said is accurate.
- Comparing information helps readers by allowing them to see all options clearly, understand their differences, and evaluate the evidence presented.
- Writers use evidence to compare and contrast ideas by showing similarities and differences that are supported by facts and data.

Vocabulary: compare, contrast, similarity, difference, nonfiction, main idea, supporting details, evidence, source, analyze, data, statistic, percentage, ratio, average, environment, sustainability, conservation, pollution, climate change, renewable resources, nonrenewable resources

Students will be able to:

- Refer to the text when answering questions
- Identify supporting details of a text
- Determine the main idea of a text

- Compare and contrast personal connections, global connections, and texts read
- Determine the meaning of unknown words and phrases using context clues
- Identify the point of view of a text
- Reread texts when appropriate to support increased accuracy, fluency, and comprehension
- Distinguish fact from opinion
- Organize text by using specific organizational structures (i.e. cause and effect, chronological order)
- Utilize transition words to manage the sequence of events
- Practice revising and editing
- Complete graphic organizers
- Utilize quotes as sources of evidence
- Analyze charts, graphs, and visuals to better understand a text

Learning Activities & Differentiation:

- Environmental journal
- KWL chart
- Evidence scavenger hunt
- Visual literacy stations
- Compare and contrast word sort
- Compare and contrast graphic organizers
- Environmental decision challenge
- Create an infographic

Assessment Evidence

Formative Assessments: open ended questions based on essential questions, stop-and-jot, exit slips, one-sentence summary, quick write, polls, writing checkpoints, relevant Community Based Instruction, self assessments

Summative Assessments: compare/contrast writing piece relative to the theme, “The Environment and Sustainability,” nonfiction comparison task,

Common Benchmark Assessments: nonfiction unit assessment, cooperative and independent learning experiences, class discussion and participation
Alternative Assessments: Multimedia presentations and projects

Core Instructional & Supplemental Materials

ILX, Commonlit, Scholastic Scope, Turnitin, Teacher created materials- Google Slides and Docs, nonfiction texts which correspond with the abilities of the students in the class, Google Classroom, Chromebooks, graphic organizers, Youtube/Edpuzzle, Swank K-12

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

Specific Strategies and Practices that Support Students with Disabilities:

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

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

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

Students at Risk of Failure

- Home/School Connection - Alternative Assessments - Learning Contracts - Homogenous Grouping - Supplemental Instruction - Think-Pair-Share by Readiness - Homework Options - Differentiated Online Practice - Leveled Rubrics - Tiered Level of Supports - Tiered Activities - Small Group Instruction - Work Alone Choice - Group Work Choice

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

Unit 8

Desired Results

Unit 8 Title: Media Literacy - Focus on Research and Utilizing Text on Social Issues

Unit Summary: As student online presence increases, knowledge of media literacy becomes exceedingly important. In this unit students will learn to evaluate credibility, detect bias, and distinguish between fact and opinion in the online world. By investigating real world social issues, students will examine how different media platforms present information and influence audiences. As a culmination of the unit, students will conduct a research project using credible sources.

Learning Standards

NJSLS:

RI.6.8 – Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from those that are not.

RI.6.7 – Integrate information presented in different media or formats to develop a coherent understanding of a topic.

W.6.7 – Conduct short research projects to answer a question, drawing on several sources.

W.6.8 – Gather relevant information from multiple print and digital sources and assess the credibility of each source.

SL.6.2 – Interpret information presented in diverse media formats and explain how it contributes to understanding a topic.

Interdisciplinary Connections

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

9.4.IML.6 – Analyze and evaluate the credibility of sources in media messages.

9.4.IML.5 – Analyze media sources for bias and perspective.

9.4.DC.5 – Analyze online information to distinguish between reliable and unreliable sources.

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

8.2.8.ITH.1 – Evaluate the reliability and accuracy of information gathered from digital sources.

8.2.8.ETW.3 – Analyze the impact of technologies on communication and information sharing.

Interdisciplinary Connections:

6.1.8.CivicsPI.3.a – Evaluate sources for accuracy, credibility, and relevance when considering civic issues.

6.1.8.CivicsPD.3.a – Cite evidence from multiple sources to analyze public issues and their impact on society.

6.1.8.CivicsPR.4.a – Draw evidence from informational texts to develop arguments about public issues.

Learning Targets

Unit Essential Questions:

- How does the media influence the way we understand social issues?
- Why is media literacy important in today's digital world?
- How can one determine whether information is credible?
- What responsibility do people have when sharing information?
- Why is it important to research multiple sources when studying a social issue?

Unit Enduring Understandings:

- The media influences the way we understand social issues through agenda setting, framing, and emotional appeals.
- Media literacy builds responsible digital citizens.
- One can determine the credibility of information by evaluating the source it came from and the potential bias it may have.
- Citizens should also share information that is accurate and credible.
- When studying social issues, it is important to use multiple sources in order to have different

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- How can bias affect the way information is presented?
- How can we distinguish between fact, opinion, and misinformation?

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perspectives on the same topic, and to isolate biases.

- Biased content often leaves information out of the story, and frames it with a specific purpose.
- A fact is information that can be proven true or false using reliable evidence.
- An opinion expresses a belief, feeling, or personal viewpoint.
- Misinformation is false or inaccurate information that is spread accidentally or intentionally.

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<tr>
<td colspan="2">Vocabulary: media, digital media, social media, audience, source, research, credible, reliable, evidence, fact, opinion, misinformation, bias, argument, claim, counterclaim</td>
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Students will be able to:

- Identity bias in the media
- Evaluate a source's credibility
- Refer to the text when answering questions
- Identify supporting details of a text
- Determine the main idea of a text
- Compare and contrast personal connections, global connections, and texts read
- Determine the meaning of unknown words and phrases using context clues
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- Complete graphic organizers
- Utilize quotes as sources of evidence
- Analyze charts, graphs, and visuals to better understand a text

Learning Activities & Differentiation:

- Fact, opinion, misinformation sort
- Social issue article close reads
- Identifying bias in headlines practice
- Source scavenger hunt
- Claim, counterclaim, evidence categorization
- News comparison
- Fake news challenge

Assessment Evidence

Formative Assessments: open ended questions based on essential questions, stop-and-jot, exit slips, one-sentence summary, quick write, polls, writing checkpoints, relevant Community Based Instruction, self assessments

Summative Assessments: media analysis portfolio, create an infographic, fact vs. opinion vs. misinformation assessment

Common Benchmark Assessments: research project, cooperative and independent learning experiences, class discussion and participation

Alternative Assessments: Multimedia presentations and projects

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