

# Branchburg Township Public Schools

Office of Curriculum and Instruction

## Grade 7 English Language Arts Literacy Curriculum



Adopted by the Board of Education September 2023

This curriculum is aligned with the 2016 New Jersey Student Learning Standards in English Language Arts/Literacy

## Curriculum Scope and Sequence

<b>Content Area</b>	ELA	<b>Course Title/Grade Level:</b>	Language Arts/Grade 7
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Topic/Unit Name	Reading	Writing	Suggested Pacing (Days/Weeks)
<a href="#"><u>Topic/Unit #1</u></a>	Part 1: Building Blocks of 7th Language Arts ("Seventh Grade" by Gary Soto)	Reader Responses/Expository Writing	3 weeks
	Part 2: Acceptance & Tolerance ( <u>The Outsiders</u> by S.E. Hinton)	Literary Analysis	8 weeks
<a href="#"><u>Topic/Unit #2</u></a>	Drama Speaks to the Soul ( <u>The Canterbury Tales</u> by Geoffrey Chaucer)	Narrative Writing	7 weeks
<a href="#"><u>Topic/Unit #3</u></a>	Historical Hurdles ( <u>The Diary of a Young Girl Book</u> by Anne Frank)	Research Simulation/Expository Writing	9 weeks
<a href="#"><u>Topic/Unit #4</u></a>	Science Fiction ( <u>The Giver</u> by Lois Lowry)	Project Based Writing	7 weeks

<b>Topic/Unit 1 Reading</b>	<b>Part 1: Building Blocks of 7th Grade ("Seventh Grade" Gary Soto)</b>  <b>Part 2: Acceptance &amp; Tolerance (The Outsiders)</b>	<b>Approximate Pacing</b>	<b>11 weeks</b>
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**STANDARDS**

**NJSLS (ELA/L)**

RL.7.1 Cite several pieces of textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text.

RL.7.2 Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.

RL.7.3 Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).

RL.7.4. Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama.

RL.7.6 Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.

RL.7.7. Compare and contrast a written story, drama, or poem to its audio, filmed, staged, or multimedia version, analyzing the effects of techniques unique to each medium (e.g., lighting, sound, color, or camera focus and angles in a film).

RL.7.9. Compare, contrast and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history.

RL.7.10 By the end of the year read and comprehend literature, including stories, dramas and poems at grade level text- complexity or above, scaffolding as needed.

RI.7.1 Cite several pieces of textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text.

RI.7.2 Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.

RI.7.3. Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).

RI.7.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.

RI.7.5. Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas.

RI.7.6. Determine an author's point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others.

RI.7.10 By the end of the year read and comprehend literary nonfiction at grade level text-complexity or above, with scaffolding as needed.

SL.7.2 Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.

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

L.7.1 Demonstrate command of the conventions of standard English grammar and usage 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.

L.7.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

- A. Use a comma to separate coordinate adjectives (e.g., It was a fascinating, enjoyable movie but not He wore an old[,] green shirt).
- B. Spell correctly.

L.7.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.

- A. Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.

L.7.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, 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. 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.
- D. 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.7.5. 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. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., refined, respectful, polite, diplomatic, condescending).

L.7.6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Interdisciplinary Connections:	Career Readiness, Life Literacy, and Key Skills
<p><b>Standard</b>  <b>(Visual and Performing Art: Media Arts Standards)</b>            1.2.8.Re8a: Analyze the intent and meanings and context of a variety of media artworks, focusing on intentions, forms, and detect bias, opinion, and stereotypes.</p>	<p><b>Standard</b>  <b>(Financial Literacy/Planning and Budgeting)</b>            9.1.8.PB.5: Identify factors that affect one’s goals, including peers, culture, location, and past experiences.</p>

<p><b>Activity</b> Students analyze a photography series, “Judging America” by Joel Parés, where a photographer Challenges Our Prejudice By Alternating Between Judgment &amp; Reality, to determine the effectiveness of the art piece.</p>	<p><b>Activity</b> Interactive game &amp; discussion of life choices made by characters and their impact on long term financial security, success, and perception of society as it relates to characterization within <i>The Outsiders</i>.</p>
<p><b>Computer Science &amp; Design Thinking Technology Standards:</b></p>	
<p><b>Standard (Networks and the Internet)</b> 8.1.8.NI.2: Model the role of protocols in transmitting data across networks and the Internet and how they enable secure and errorless communication.</p> <p><b>Activity</b> In conjunction with the Media Center 7th Grade Introduction, students will utilize the logging features of Destiny Discover to track their reading from 6th grade, which will continue throughout the 7th Grade &amp; 8th Grade curriculum.</p>	
<p><b>UNIT/TOPIC ESSENTIAL QUESTIONS AND ENDURING OBJECTIVES/UNDERSTANDINGS</b></p>	
<p><b>Essential Question</b></p> <p><b>Part 1</b></p> <ul style="list-style-type: none"> <li>● Can more than one interpretation of the same information be valid? <ul style="list-style-type: none"> <li>○ (Ex: How might the story be different if it were told from Teresa's point of view?)</li> </ul> </li> <li>● How can different points of views impact the “truth”?</li> <li>● Why is it important to reflect upon past experiences?</li> </ul> <p><b>Part 2</b></p> <ul style="list-style-type: none"> <li>● How do perceptions lead to stereotyping and pressure to conform?</li> <li>● How does our need to belong, and our fear of being an “outsider” impact our actions?</li> <li>● How can a dynamic character’s evolution help us better understand a text?</li> </ul>	

**Enduring Understanding**

- Different interpretations of the same information can be valid when evidence can be used to support each interpretation.
  - (Ex: In the context of the story, how are we changed by love? Is it a good or bad thing to lie for love? Cite evidence from this text, your own experience, and other literature, art, or history in your answer.)
- Perceptions lead to stereotyping and internal pressure to conform (peer pressure).
- Expand awareness that all people have common life experiences both positive and negative to promote empathy.
- Loyalty and rivalry and their impact on self, family, and friends.
- Power takes different shapes and forms.

**STUDENT LEARNING OBJECTIVES**

Key Knowledge	Process/Skills/Procedures/Application of Key Knowledge
<p><b>Students will know:</b></p> <ul style="list-style-type: none"> <li>● textual evidence, inferences</li> <li>● theme/central idea, objective summary</li> <li>● elements of a story- setting, plot, character</li> <li>● point of view of different characters/narrators, characterization, purpose</li> <li>● structure, context clues, connotation, denotation, academic vocabulary, tone</li> <li>● discussion procedures</li> <li>● argument, claims in a text, reasoning and evidence</li> <li>● interpretations; compare and contrast various settings and the point of view of different characters</li> </ul>	<p><b>Students will be able to:</b></p> <ul style="list-style-type: none"> <li>● determine theme/central idea; analyze the theme's development throughout the text; create an objective summary</li> <li>● analyze how one element can affect another element</li> <li>● analyze author's craft, including structure and word choice, and how it impacts the development, mood, and tone</li> <li>● determine an author's point of view or purpose in a text</li> <li>● participate in a variety of discussions, supporting claims with textual evidence</li> <li>● cite multiple pieces of evidence to support analysis, make inference</li> <li>● evaluate how individuals, events and ideas influence one another</li> <li>● find the meaning of words using context clues</li> <li>● analyze structure including the major sections' contributions to the development of the whole text</li> </ul>

**ASSESSMENT OF LEARNING**

<b>Summative Assessment</b> (Assessment at the end of the learning period)	<ul style="list-style-type: none"> <li>● Part 1: Students Debate: Do you think Victor should feel ashamed or proud of his actions?</li> <li>● Part 2:               <ul style="list-style-type: none"> <li>- Students recast the film with modern actors, defending their choices</li> <li>- Students debate a new theme song to best represent the tone and theme of the book</li> </ul> </li> </ul>
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<p><b>Formative Assessments</b> (Ongoing assessments during the learning period to inform instruction)</p>	<ul style="list-style-type: none"> <li>● Do Nows</li> <li>● Exit slips</li> <li>● Discussion</li> <li>● Reader’s notebook</li> <li>● Socratic seminars</li> <li>● Open constructed responses</li> <li>● Book club evaluations from 6th Grade</li> </ul>
<p><b>Alternative Assessments</b> (Any learning activity or assessment that asks students to <i>perform</i> to demonstrate their knowledge, understanding and proficiency)</p>	<ul style="list-style-type: none"> <li>● Students can provide oral responses to questions</li> <li>● Students can illustrate their responses to questions</li> <li>● Students can use graphic organizers to outline their responses to questions or socratic seminars</li> </ul>
<p><b>Benchmark Assessments</b> (used to establish baseline achievement data and measure progress towards grade level standards; given 2-3 X per year)</p>	<p><b>Reading:</b> NWEA MAP is administered to students three times per year (fall, winter, spring) to monitor progress in achieving grade level reading comprehension.</p>

**RESOURCES**

<p><b>Core instructional materials:</b></p> <p><b>Part 1:</b></p> <ul style="list-style-type: none"> <li>● “Seventh Grade” by Gary Soto (620L)</li> <li>● “The One Thing You’d Save” by Linda Sue Park (Poetry)</li> </ul> <p><b>Part 2:</b></p> <ul style="list-style-type: none"> <li>● <i>The Outsiders</i> by S.E. Hinton (750L)</li> <li>● “Nothing Gold Can Stay” by Robert Frost (Poetry)</li> <li>● “Off With Her Hair” Scholastic Scope, January 2014</li> <li>● “Judging America” by Joel Parés (Amistad)</li> <li>● “This American Life” Harper High School - Gang Life in Chicago American Life” Harper High School - Gang Life in Chicago “Episode 487 &amp; 488” February 15, 2013</li> <li>● <a href="#">“In a Heartbeat”</a> by Beth David and Esteban Bravo (LGBTQ+)</li> <li>● <a href="#">“Inner Workings”</a> by Disney</li> </ul> <p><b>Supplemental instructional materials:</b></p>
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**Part 1:**

- “Herd Behavior” by CommonLit Staff (1310L)
- “Teacher Tamer” by Avi (650L)
- “Momentum” by Catherine Doty (Poetry)
- “[Hair Love](#)” by Matthew A. Cherry (Amistad)

**Part 2:**

- “The False Portrayal of Teens in Media” by Stella Huang
  - “The Teenage Cliché Continues Through Media” by Anika Brown
  - “Forever Young” by Bob Dylan
  - “Kill a Word” by Eric Church
  - “Stay Gold” by Stevie Wonder
  - “First of the Gang to Die” by Zee Avi
  - *See You in the Cosmos* by Jack Cheng
  - *The Misfits* by James Howe (LGBTQ+)
  - *A Novel, Amal Unbound* by Aisha Saeed
  - *The First Rule of Punk* by Celia C Perez
  - *You Don’t Know Everything, Jilly P!* by Alex Gino (LGBTQ+ & Amistad)
  - *Gracefully Grayson* by Ami Polonsky (LGBTQ+)
  - *Marcus Vega Doesn’t Speak Spanish* by Pablo Cartaya
  - *The Science of Breakable Things* by Tae Keller
  - *The House that Lou Built* by Mae Respicio
  - *Crash* by Jerry Spinelli
  - *Tight* by Torrey Maldonado
  - *The Stars Beneath Our Feet* by David Barclay Moore
  - *Zoe in Wonderland* by Brenda Woods
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- *To Be a Hero* Perfection Learning (730-1525)
  - “The Man in the Water” by Roger Rosenblatt (950L; from Holt McDougal Literature Readability Scores)
  - “The Teacher Who Changed My Life” by Nicholas Gage (1350L; from Holt McDougal Literature Readability Scores)
  - “Malala The Powerful” by Kristin Lewis Scholastic Scope September 2013 (narrative nonfiction) (880L; from Scholastic) **(AAPI)**
  - [CommonLit: Our Struggle to Belong](#)

**Modifications for Learners**

See [appendix](#)

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Topic/Unit 1 Writing	Part 1: Writing: Reader Responses/Expository Writing Part 2: Writing: Literary Analysis	Approximate Pacing	Part 1: 3 weeks Part 2: 8 weeks
<b>STANDARDS</b>			
<b>NJSLS (ELA/L)</b>			
<p>W.7.1. Write arguments to support claims with clear reasons and relevant evidence.</p> <ul style="list-style-type: none"> <li>A. Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically.</li> <li>B. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.</li> <li>C. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence.</li> <li>D. Establish and maintain a formal style/academic style, approach, and form.</li> <li>E. Provide a concluding statement or section that follows from and supports the argument presented.</li> </ul> <p>W.7.2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</p> <ul style="list-style-type: none"> <li>A. Introduce a topic <b>clearly</b>, 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).</li> <li>B. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.</li> <li>C. Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.</li> <li>D. Use precise language and domain-specific vocabulary to inform about or explain the topic.</li> <li>E. Establish and maintain a formal style, academic style, approach, and form.</li> <li>F. Provide a concluding statement or section that follows from and supports the information or explanation presented.</li> </ul> <p>W.7.4. Produce clear and coherent writing in which the development, organization, voice and style are appropriate to task, purpose, and audience.</p> <p>W.7.5. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.</p>			

W.7.8 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.

W.7.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

A. Apply grade 7 Reading standards to literature (e.g., “Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history”).

B. Apply grade 7 Reading standards to literary nonfiction (e.g. “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.7.10 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.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.7.2 Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.

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

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

- L.7.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- D. Explain the function of phrases and clauses in general and their function in specific sentences.
  - E. Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.
  - F. Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.
- L.7.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- C. Use a comma to separate coordinate adjectives (e.g., It was a fascinating, enjoyable movie but not He wore an old[,] green shirt).
  - D. Spell correctly.
- L.7.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.
- A. Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.
- L.7.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, 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. 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.
  - D. 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.7.5. 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. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., refined, respectful, polite, diplomatic, condescending).
- L.7.6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

**Interdisciplinary Connections:**

**Career Readiness, Life Literacy, and Key Skills**

<p><b>Standard</b>  <b>(Social Studies/Civics, Government, and Human Rights: Processes, Rules and Laws)</b>  6.3.8.CivicsPR.5: Engage in simulated democratic processes (e.g., legislative hearings, judicial proceedings, elections) to understand how conflicting points of view are addressed in a democratic society.</p> <p><b>Activity</b>  Students participate in a mock trial where they take on roles of lawyers, jury, and characters from the novel in the case of The State v. Johnny Cade, a case of third-degree murder. Students will follow the process of a court case, including opening statements, witnesses taking the stand, closing statements, and jury deliberations. Students will write a reflection on the trial's conclusion and analyze why the jury made their decision.</p>	<p><b>Standard</b>  <b>(Career Awareness and Planning)</b>  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.</p> <p><b>Activity</b>  Students work with their teacher to develop a writing improvement plan, considering their strengths to improve and weaknesses to address systematically. Include discussion in getting to know you meeting on future goals and connect how this plan in writing improvement steps in that direction.</p>
<b>Computer Science &amp; Design Thinking Technology Standards:</b>	
<p><b>Standard</b>  <b>(Engineering Design)</b>  8.2.8.ED.7: Design a product to address a real-world problem and document the iterative design process, including decisions made as a result of specific constraints and trade-offs (e.g., annotated sketches).</p> <p><b>Activity</b>  Students will create an electronic character profile, using annotated notes from our class reading and analysis of the novel. Use of hyperlinks to connect to supplemental information will be required. Profile will support student preparation and performance in the mock trial.</p>	
<b>UNIT/TOPIC ESSENTIAL QUESTIONS AND ENDURING OBJECTIVES/UNDERSTANDINGS</b>	

**Essential Question**

- Can more than one interpretation of the same information be valid?
  - (Ex: How might the story be different if it were told from Teresa's point of view?)
- How do we determine the best evidence to support an idea?

**Enduring Understanding**

- Different interpretations of the same information can be valid when evidence can be used to support each interpretation.  
(Ex: In the context of the story, how are we changed by love? Is it a good or bad thing to lie for love? Cite evidence from this text, your own experience, and other literature, art, or history in your answer.)
- The best support for a topic provides the reader with a thorough understanding.

**STUDENT LEARNING OBJECTIVES**

Key Knowledge	Process/Skills/Procedures/Application of Key Knowledge
<p><b><i>Students will know:</i></b></p> <ul style="list-style-type: none"> <li>● How to quote accurately from a text</li> <li>● Summarize the text</li> <li>● Distinguish between fiction/non-fiction and poetry/prose</li> <li>● writing process and organizational structures</li> <li>● task, audience, and purpose for writing</li> <li>● transitions</li> <li>● word choice (adjectives, figurative language, sensory details)</li> <li>● conclusion</li> <li>● sentence structure</li> </ul>	<p><b><i>Students will be able to:</i></b></p> <ul style="list-style-type: none"> <li>● Cite textual evidence</li> <li>● Write a summary devoid of opinions or judgments</li> <li>● Write a review utilizing opinions to support arguments</li> <li>● Apply strategies to choose an appropriate independent novel</li> <li>● use the writing process to generate an essay that is appropriate to task, audience, and purpose</li> <li>● choose organizational structure</li> <li>● use transitions</li> <li>● use appropriate word choice, description, and sensory details</li> <li>● provide a reflective conclusion</li> <li>● use appropriate sentence structure in writing</li> </ul>

**ASSESSMENT OF LEARNING****Summative Assessment**

(Assessment at the end of the learning period)

- Students draft short constructed responses evaluating the decisions and actions of characters
- Students analyze and write a literary analysis essay using multiple sources.

<p><b>Formative Assessments</b> (Ongoing assessments during the learning period to inform instruction)</p>	<ul style="list-style-type: none"> <li>● Writing journals</li> <li>● Quick writes</li> <li>● Do Nows</li> <li>● Exit Slips</li> <li>● Peer editing</li> <li>● Self-evaluations</li> <li>● Drafts</li> <li>● Revisions</li> </ul>
<p><b>Alternative Assessments</b> (Any learning activity or assessment that asks students to <i>perform</i> to demonstrate their knowledge, understanding and proficiency)</p>	<ul style="list-style-type: none"> <li>● Students may rely on one credible secondary source.</li> <li>● When presenting their findings, students may use note cards or other reference aids.</li> <li>● Students can write an essay to support their claim with accommodations such as reduced number of paragraphs or sources.</li> <li>● Students can use graphic organizers to outline their essay or response.</li> </ul>
<p><b>Benchmark Assessments</b> (used to establish baseline achievement data and measure progress towards grade level standards; given 2-3 X per year)</p>	<p><b>Writing:</b> Students write on-demand essay based on two pieces of text.</p> <p>ELA Department will be administering <i>embedded</i> writing benchmark assessments. The assessments will consist of short, grade level texts (2 fiction, 2 non-fiction, or 1 and 1) thematically linked to the unit being taught.</p>
<b>RESOURCES</b>	
<p><b>Core instructional materials:</b></p> <p><b>Part 1:</b></p> <ul style="list-style-type: none"> <li>● “Seventh Grade” by Gary Soto (620L)</li> <li>● “The One Thing You’d Save” by Linda Sue Park (Poetry)</li> <li>● “<a href="#">Hair Love</a>” by Matthew A. Cherry (Amistad)</li> </ul> <p><b>Part 2:</b></p> <ul style="list-style-type: none"> <li>● <i>The Outsiders</i> by S.E. Hinton (750L)</li> <li>● “Nothing Gold Can Stay” by Robert Frost (Poetry)</li> <li>● “Off With Her Hair” Scholastic Scope, January 2014</li> <li>● “Judging America” by Joel Parés (Amistad)</li> <li>● “This American Life” Harper High School - Gang Life in Chicago American Life” Harper High School - Gang Life in Chicago “Episode 487 &amp; 488” February 15, 2013</li> <li>● “<a href="#">In a Heartbeat</a>” by Beth David and Esteban Bravo (LGBTQ+)</li> </ul>	

- [“Inner Workings”](#) by Disney

**Supplemental instructional materials:**

**Part 1:**

- “Herd Behavior” by CommonLit Staff (1310L)
- “Teacher Tamer” by Avi (650L)
- “Momentum” by Catherine Doty (Poetry)

**Part 2:**

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  - “The Teenage Cliché Continues Through Media” by Anika Brown
  - “Forever Young” by Bob Dylan
  - “Kill a Word” by Eric Church
  - “Stay Gold” by Stevie Wonder
  - “First of the Gang to Die” by Zee Avi
  - *See You in the Cosmos* by Jack Cheng
  - *The Misfits* by James Howe (LGBTQ+)
  - *A Novel, Amal Unbound* by Aisha Saeed
  - *The First Rule of Punk* by Celia C Perez
  - *You Don’t Know Everything, Jilly P!* by Alex Gino (LGBTQ+ & Amistad)
  - *Gracefully Grayson* by Ami Polonsky (LGBTQ+)
  - *Marcus Vega Doesn’t Speak Spanish* by Pablo Cartaya
  - *The Science of Breakable Things* by Tae Keller
  - *The House that Lou Built* by Mae Respicio
  - *Crash* by Jerry Spinelli
  - *Tight* by Torrey Maldonado
  - *The Stars Beneath Our Feet* by David Barclay Moore
  - *Zoe in Wonderland* by Brenda Woods
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- *To Be a Hero* Perfection Learning (730-1525)
  - “The Man in the Water” by Roger Rosenblatt (950L; from Holt McDougal Literature Readability Scores)
  - “The Teacher Who Changed My Life” by Nicholas Gage (1350L; from Holt McDougal Literature Readability Scores)
  - “Malala The Powerful” by Kristin Lewis Scholastic Scope September 2013 (narrative nonfiction) (880L; from Scholastic) **(AAPI)**
  - [CommonLit: Our Struggle to Belong](#)

**Modifications for Learners**



See [appendix](#)

Topic/Unit 2 Reading	Drama Speaks to the Soul (Chaucer's Canterbury Tales)	Approximate Pacing	7 weeks
<b>STANDARDS</b>			
<b>NJSLS (ELA/L)</b>			
RL.7.1 Cite several pieces of textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text.			
RL.7.2 Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.			
RL.7.3 Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).			
RL.7.4 Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama.			
RL.7.5 Analyze how a drama's or poem's form or structure (e.g., soliloquy, sonnet) contributes to its meaning			
RL.7.6 Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.			
RI.7.1 Cite several pieces of textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text.			
RI.7.2 Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.			
RI.7.3. Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).			
RI.7.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings;			

analyze the impact of a specific word choice on meaning and tone.

RI.7.5. Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas.

RI.7.6. Determine an author's point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others.

RI.7.7. Compare and contrast a text to an audio, video, or multimedia version of the text, analyzing each medium's portrayal of the subject (e.g., how the delivery of a speech affects the impact of the words).

RI.7.9. Analyze and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts.

SL.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.7.2. Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.

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

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

L.7.1 Demonstrate command of the conventions of standard English grammar and usage 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.

L.7.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

- A. Use a comma to separate coordinate adjectives (e.g., It was a fascinating, enjoyable movie but not He wore an old[,] green shirt).
- B. Spell correctly.
- C.

L.7.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening. A. Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.

L7.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, 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. 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.
- D. 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.7.5 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. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., refined, respectful, polite, diplomatic, condescending).

L.7.6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Interdisciplinary Connections:	Career Readiness, Life Literacy, and Key Skills
<p><b>Standard</b>  <b>(Visual and Performing Art: Media Arts Standards)</b>            1.2.8.Cr1b: Organize and design artistic ideas for media arts productions.</p>	<p><b>Standard</b>  <b>(Financial Literacy: Financial Psychology)</b>            9.1.8.FP.1: Describe the impact of personal values on various</p>

<p><b>Activity</b> Based on the physical descriptions of the pilgrims provided in the Prologue, students sketch or digitally create a portrait of one of the pilgrims ensuring that all details mentioned in the Prologue are included in their renditions.</p>	<p>financial scenarios. 9.1.8.FP.2: Evaluate the role of emotions, attitudes, and behavior (rational and irrational) in making financial decisions.</p>
<p><b>Computer Science &amp; Design Thinking Technology Standards:</b></p>	
<p><b>Standard (Data &amp; Analysis)</b> 8.1.8.DA.1: Organize and transform data collected using computational tools to make it usable for a specific purpose.</p> <p><b>Activity</b> As the students read the various tales, they have discussions about the pilgrim’s trades, positions in society, and the commentary about the pilgrims Chaucer provides, keeping track of their findings on a shared Google doc.</p>	<p><b>Activity</b> As the students read the various tales, they have discussions about the pilgrim’s trades, positions in society, and the commentary about the pilgrims Chaucer provides. Students will consider the socioeconomic implications of Medieval classes, considering the Feudal system, that divided the clergy &amp; nobility (rich) from the merchants &amp; intellectuals (middle class) and the peasants &amp; serfs (poor/working class).</p>
<p><b>UNIT/TOPIC ESSENTIAL QUESTIONS AND ENDURING OBJECTIVES/UNDERSTANDINGS</b></p>	
<p><b>Essential Question</b></p> <ul style="list-style-type: none"> <li>● Does your position in society determine your point of view?</li> <li>● How does the point of view of an individual or character impact their understanding and experience?</li> <li>● How does a playwright capitalize on the format of live performance in their storytelling?</li> </ul> <p><b>Enduring Understanding</b></p> <ul style="list-style-type: none"> <li>● People of the Medieval world were born into a position in society which governed all aspects of their lives, but today people are free to pursue their own interests.</li> <li>● Different people react to and interpret information and events in different ways.</li> <li>● There are many elements differentiating plays and prose that place greater demands on the reader including differences in language, syntax, and structure.</li> </ul>	
<p><b>STUDENT LEARNING OBJECTIVES</b></p>	
<p><b>Key Knowledge</b></p>	<p><b>Process/Skills/Procedures/Application of Key Knowledge</b></p>

<p><b>Students will know:</b></p> <ul style="list-style-type: none"> <li>● textual evidence, inferences</li> <li>● theme/ central idea, objective summary</li> <li>● elements of a story- setting, plot, character</li> <li>● point of view of different characters/narrators, characterization</li> <li>● figurative language, connotative meaning, rhymes, alliteration, assonance</li> <li>● form or structure (poem or drama - eg: soliloquy, sonnet) meaning</li> <li>● structure, organization</li> <li>● point of view, purpose</li> <li>● structure, context clues, connotation, denotation, academic vocabulary, tone</li> <li>● different mediums, impact</li> <li>● figurative language, word relationships, nuances</li> <li>● discussion procedures</li> </ul>	<p><b>Students will be able to:</b></p> <ul style="list-style-type: none"> <li>● cite to support analysis, make inference</li> <li>● determine a theme/central idea; analyze its development throughout the text; create an objective summary</li> <li>● analyze how one story element can affect another element</li> <li>● analyze the author's use of point of view of different characters or narrators</li> <li>● find the meaning of words using context clues; analyze the impacts of rhymes and other repetitions of sounds</li> <li>● analyze how a drama's or poem's form or structure contributes to its meaning</li> <li>● analyze structure including the major sections' contributions to the development of the whole text</li> <li>● determine an author's point of view or purpose in a text, and analyze how it is different from other authors'</li> <li>● determine 2 or more central ideas, analyze the central idea's development throughout the text; create an objective summary</li> <li>● analyze author's craft, including structure and word choice, and how it impacts the development, mood, and tone</li> <li>● demonstrate understanding of figurative language, word relationships, and nuances in word meanings</li> <li>● participate in a variety of discussions, supporting claims with textual evidence</li> </ul>
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**ASSESSMENT OF LEARNING**

<p><b>Summative Assessment</b> (Assessment at the end of the learning period)</p>	<ul style="list-style-type: none"> <li>● Based on students' book club texts, students respond to questions focusing on literary elements and techniques (open constructed responses).</li> </ul>
<p><b>Formative Assessments</b> (Ongoing assessments during the learning period to inform instruction)</p>	<ul style="list-style-type: none"> <li>● Do Nows</li> <li>● Exit slips</li> <li>● Discussion</li> <li>● Reader's notebook</li> <li>● Open constructed responses</li> <li>● Book club evaluations</li> </ul>

<b>Alternative Assessments</b> (Any learning activity or assessment that asks students to <i>perform</i> to demonstrate their knowledge, understanding and proficiency)	<ul style="list-style-type: none"> <li>● Students can provide oral responses</li> <li>● Students can illustrate their responses</li> <li>● Students can use graphic organizers to outline their responses</li> </ul>
<b>Benchmark Assessments</b> (used to establish baseline achievement data and measure progress towards grade level standards; given 2-3 X per year)	<p><b>Reading:</b> NWEA MAP is administered to students three times per year (fall, winter, spring) to monitor progress in achieving grade level reading comprehension.</p>
<b>RESOURCES</b>	
<p><b>Core instructional materials:</b></p> <ul style="list-style-type: none"> <li>● <i>The Canterbury Tales</i> adapted by Zachary Hamby (Reader’s Theater) <ul style="list-style-type: none"> <li>○ The General Prologue</li> <li>○ The Knight’s Tale</li> <li>○ The Miller’s Tale</li> <li>○ The Pardoner’s Tale</li> <li>○ The Wife of Bath’s Tale</li> <li>○ The Nun’s Priest’s Tale</li> </ul> </li> <li>● <a href="#">The Canterbury Tales Teacher Resources</a></li> </ul>	
<p><b>Supplemental materials:</b></p> <ul style="list-style-type: none"> <li>● Discovery Education Social Studies Techbook</li> <li>● Various Scholastic Scope plays (shift with monthly magazines)</li> </ul>	
<b>Modifications for Learners</b>	
See <a href="#">appendix</a>	

<b>Topic/Unit 2</b> <b>Writing</b>	<b>Writing: Narrative</b>	<b>Approximate Pacing</b>	<b>7 weeks</b>
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## STANDARDS

### NJSLS (ELA/L)

W.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.7.4 Produce clear and coherent writing in which the development, organization, voice, and style are appropriate to task, purpose, and audience.

W.7.5 With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.

W.7.6 Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.

W.7.10. 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.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.

- E. 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.
- F. Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.
- G. 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.
- H. Acknowledge new information expressed by others and when warranted, modify their own views.

SL.7.2. Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain

how the ideas clarify a topic, text, or issue under study.

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

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

L.7.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

- D. Explain the function of phrases and clauses in general and their function in specific sentences.
- E. Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.
- F. Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.

L.7.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

- 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. Spell correctly.
- F.

L.7.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening. A. Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.

L.7.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies.

- E. 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.
- F. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., belligerent, bellicose, rebel).
- G. 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.
- H. 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.7.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

- D. Interpret figures of speech (e.g., literary, biblical, and mythological allusions) in context.
- E. Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words.
- F. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., refined, respectful, polite, diplomatic, condescending).



L.7.6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.	
<b>Interdisciplinary Connections:</b>	<b>Career Readiness, Life Literacy, and Key Skills</b>
<p><b>Standard</b>  <b>(Theatre Responding: Interpreting intent and meaning)</b>  1.4.8.Re8c: Assess the impact of a theatrical work on a specific audience.</p> <p><b>Activity</b>  Students will view recorded performance(s) of stories from <u>The Canterbury Tales</u>. They will write and discuss their analysis of the actor’s portrayals, considering the ages of the actors and the level of experience, considering how this affected their interpretation from reading the text in class.</p>	<p><b>Standard</b>  <b>(Career Awareness and Planning)</b>  9.2.8.CAP.12: Assess personal strengths, talents, values, and interests to appropriate jobs and careers to maximize career potential.</p> <p><b>Activity</b>  Students will consider what job in the world of theater best suits their skills and talents, as well as considering the stability and job growth possible.</p>
<b>Computer Science &amp; Design Thinking Technology Standards</b>	
<p><b>Standard</b>  <b>(Engineering Design)</b>  8.2.8.ED.6: Analyze how trade-offs can impact the design of a product.</p> <p><b>Activity</b>  Students will view recorded performance(s) of stories from <u>The Canterbury Tales</u>. They will write and discuss their analysis of the choices made by the director and crew in crafting elements such as the set, costumes, lights, and utilizing the space, considering how this effected their interpretation from reading the text in class.</p>	
<b>UNIT/TOPIC ESSENTIAL QUESTIONS AND ENDURING OBJECTIVES/UNDERSTANDINGS</b>	
<b>Essential Question</b>	

- How does a playwright capitalize on the format of live performance in their storytelling?
- How can the format of a story affect the reader's understanding and the impact of the work on the reader?

**Enduring Understanding**

- Studying plays creates rich opportunities to encourage critical reading and thinking, as students analyze how plays differs from prose in structure, form, purpose, and language.
- The appreciation of plays increases when readers have an understanding of the unique conventions of plays. More experienced readers of plays have developed schemata for guiding them through scripts.

**STUDENT LEARNING OBJECTIVES**

Key Knowledge	Process/Skills/Procedures/Application of Key Knowledge
<p><b>Students will know:</b></p> <ul style="list-style-type: none"> <li>• narrative elements and techniques: plot, conflict, setting, dialogue, characterization, theme, resolution</li> <li>• writing process</li> <li>• task, audience, and purpose for writing</li> <li>• organizational strategies</li> <li>• relevant information</li> <li>• transitions</li> <li>• academic vocabulary</li> <li>• characteristics of genres</li> <li>• conclusion</li> <li>• sentence structure</li> </ul>	<p><b>Students will be able to:</b></p> <ul style="list-style-type: none"> <li>• Write narratives employing narrative elements and techniques: plot, conflict, setting, dialogue, characterization, theme, resolution</li> <li>• use the writing process to generate an informational piece that is appropriate to task, audience, and purpose</li> <li>• utilize relevant information</li> <li>• use transitions effectively</li> <li>• use appropriate writing style for the task</li> <li>• write a logical conclusion</li> <li>• use appropriate sentence structure in writing</li> </ul>

**ASSESSMENT OF LEARNING**

<p><b>Summative Assessment</b> (Assessment at the end of the learning period)</p>	<ul style="list-style-type: none"> <li>• Using the themes from the Canterbury Tales, students create an original narrative, writing a vividly detailed description of the character, using sensory details, strong verbs, and figurative language and including physical, mental, personal, emotional, and/or social traits.               <ul style="list-style-type: none"> <li>○ Extension Aspect: Use Canterbury Tales model - a character sketch of a modern day character in a specific profession which reflect the concerns sparked by the social upheavals of modern day/7th Grade.</li> </ul> </li> </ul>
<p><b>Formative Assessments</b> (Ongoing assessments during the learning period to inform instruction)</p>	<ul style="list-style-type: none"> <li>• Writing journals</li> <li>• Quick writes</li> <li>• Do Nows</li> <li>• Exit Slips</li> <li>• Peer editing</li> </ul>

	<ul style="list-style-type: none"> <li>• Self-evaluations</li> <li>• Drafts</li> <li>• Revisions</li> </ul>
<b>Alternative Assessments</b> (Any learning activity or assessment that asks students to <i>perform</i> to demonstrate their knowledge, understanding and proficiency)	<ul style="list-style-type: none"> <li>• Create a graphic representation of the story and an oral explanation of the graphic representation</li> </ul>
<b>Benchmark Assessments</b> (used to establish baseline achievement data and measure progress towards grade level standards; given 2-3 X per year)	<b>Writing:</b> ELA Department will be administering <i>embedded</i> writing benchmark assessments. The assessments will consist of short, grade level texts (2 fiction, 2 non-fiction, or 1 and 1) thematically linked to the unit being taught.

**RESOURCES**

**Core instructional materials:**

- *The Canterbury Tales* adapted by Zachary Hamby (Reader's Theater)
  - The General Prologue
  - The Knight's Tale
  - The Miller's Tale
  - The Pardoner's Tale
  - The Wife of Bath's Tale
  - The Nun's Priest's Tale
- [The Canterbury Tales Teacher Resources](#)

**Supplemental materials:**

- Discovery Education Social Studies Techbook
- Various Scholastic Scope plays (shift with monthly magazines)

**Modifications for Learners**

See [appendix](#)

<b>Topic/Unit 3 Reading</b>	<b>Reading: Historical Hurdles (The Holocaust)</b>	<b>Approximate Pacing</b>	<b>9 weeks</b>
<b>STANDARDS</b>			

## NJSLS (ELA/L)

RL.7.1 Cite several pieces of textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text.

RL.7.2 Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.

RL.7.3 Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).

RL.7.4. Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama.

RL. 7.5 Analyze how a drama's or poem's form or structure (e.g., soliloquy, sonnet) contributes to its meaning

RL.7.6 Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.

RL.7.7 Compare and contrast a written story, drama, or poem to its audio, filmed, staged, or multimedia version, analyzing the effects of techniques unique to each medium (e.g., lighting, sound, color, or camera focus and angles in a film).

RL.7.9 Compare, contrast and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history.

RL.7.10. By the end of the year read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above, scaffolding as needed.

RI.7.1 Cite several pieces of textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text.

RI.7.2 Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.

RI.7.3 Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).

RI.7.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.

RI.7.5. Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas.

RI.7.6. Determine an author's point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others.

RI.7.7. Compare and contrast a text to an audio, video, or multimedia version of the text, analyzing each medium's portrayal of the subject (e.g., how the delivery of a speech affects the impact of the words).

RI.7.9 Analyze and reflect on ( e.g. practical knowledge, historical/cultural context, and background knowledge) how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts.

SL.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.7.2. Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.

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

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

L.7.1 Demonstrate command of the conventions of standard English grammar and usage 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.

L.7.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

- A. Use a comma to separate coordinate adjectives (e.g., It was a fascinating, enjoyable movie but not He wore an old[,] green shirt).
- B. Spell correctly.

L.7.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.

- A. Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.

L.7.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, 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. 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.
- D. 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.7.5. 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. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., refined, respectful, polite, diplomatic, condescending).

L.7.6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.	
<b>Interdisciplinary Connections:</b>	<b>21st Century Skills:</b>
<p><b>Standard</b> HCM: N.J.S.A. 18A:35-28, Holocaust/Genocide Education</p> <p><b>Activity</b> Students will study the holocaust, through the <a href="#">Webquest from United States Holocaust Memorial Museum</a>, reading various versions of Anne Frank's Diary, and relevant videos and articles.</p>	<p><b>Standard</b> <b>(Information and Media Literacy)</b> 9.4.8.IML.2: Identify specific examples of distortion, exaggeration, or misrepresentation of information.</p> <p><b>Activity</b> Students will analyze propaganda from the 1930's and 40's which lead to the Holocaust, considering how ethos, pathos, and logos were utilized to persuade a susceptible audience.</p>
<b>Computer Science &amp; Design Thinking Technology Standards</b>	
<p><b>Standard</b> <b>(Interaction of Technology and Humans)</b> 8.2.8.ITH.1: Explain how the development and use of technology influences economic, political, social, and cultural issues.</p> <p><b>Activity</b> Students will consider how the internet and social media have advanced and changed the application of propaganda. Students will debate if a genocide on the scope of the Holocaust could happen again given our globally connected world and why.</p>	
<b>UNIT/TOPIC ESSENTIAL QUESTIONS AND ENDURING OBJECTIVES/UNDERSTANDINGS</b>	
<p><b>Essential Questions</b></p> <ul style="list-style-type: none"> <li>● Why is it important for us to remember the Holocaust?</li> <li>● How can reading a graphic novel adaptation change our understanding of the original text?</li> <li>● How does intolerance affect school setting, the individual, and the world?</li> <li>● How can we protect the rights of all people?</li> </ul> <p><b>Enduring Understanding</b></p>	

- It is important for us to remember the Holocaust to understand how this genocide came to be and to prevent future genocide.
- Graphic novels help us visualize setting, character development, and conflict in a different way. It also reinforces access lens and shifting narration from words to images.
- Our everyday lives and the world around us are affected by intolerance.
- It is important to protect the rights of all people.

### STUDENT LEARNING OBJECTIVES

Key Knowledge	Process/Skills/Procedures/Application of Key Knowledge
<p><b>Students will know:</b></p> <ul style="list-style-type: none"> <li>● textual evidence, inferences</li> <li>● theme/ central idea, objective summary</li> <li>● elements of a drama- setting, plot, character, acts/scenes, conflict, flashbacks</li> <li>● point of view of different characters/narrators, characterization</li> <li>● form or structure (poem or drama - eg: soliloquy, sonnet) meaning</li> <li>● different version techniques</li> <li>● differences for fictional portrayal</li> <li>● figurative language, connotative, meaning, impact</li> <li>● structure contribution, development</li> <li>● point of view, purpose</li> <li>● interpretations</li> <li>● structure, context clues, connotation, denotation, academic vocabulary, tone</li> <li>● figurative language, word relationships, nuances</li> <li>● discussion procedures</li> </ul>	<p><b>Students will be able to:</b></p> <ul style="list-style-type: none"> <li>● cite to support analysis, make inference</li> <li>● determine a theme/central idea; analyze its development throughout the text; create an objective summary</li> <li>● analyze how one story element can affect another element</li> <li>● analyze the author's use of point of view of different characters or narrators</li> <li>● analyze how a drama's or poem's form or structure contributes to its meaning</li> <li>● analyze the techniques used for different versions (print, audio, film, stage) of same source</li> <li>● compare and contrast historical fiction and factual text about the same time, place, or character</li> <li>● find the meaning of words using context clues</li> <li>● analyze structure including the major sections' contributions to the development of the whole text</li> <li>● determine an author's point of view or purpose in a text, and analyze how it is different from other authors'</li> <li>● determine 2 or more central ideas, analyze the central idea's development throughout the text; create an objective summary</li> <li>● analyze the interactions between individuals, events, and ideas in a text</li> <li>● analyze how one topic is presented in different ways and how authors use same information but interpret it differently</li> </ul>



- analyze author's craft, including structure and word choice, and how it impacts the development, mood, and tone
- demonstrate understanding of figurative language, word relationships, and nuances in word meanings
- participate in a variety of discussions, supporting claims with textual evidence

### ASSESSMENT OF LEARNING

<b>Summative Assessment</b> (Assessment at the end of the learning period)	<ul style="list-style-type: none"> <li>● Based on students' WW2 Independent Reading text, students respond to questions focusing on literary elements and techniques (open constructed responses).</li> </ul>
<b>Formative Assessments</b> (Ongoing assessments during the learning period to inform instruction)	<ul style="list-style-type: none"> <li>● Do Nows</li> <li>● Exit slips</li> <li>● Discussion</li> <li>● Reader's notebook</li> <li>● Open constructed responses</li> <li>● Independent reading evaluations</li> <li>● Socratic Seminars</li> </ul>
<b>Alternative Assessments</b> (Any learning activity or assessment that asks students to <i>perform</i> to demonstrate their knowledge, understanding and proficiency)	<ul style="list-style-type: none"> <li>● Students can provide oral responses to questions</li> <li>● Students can illustrate their responses to questions</li> <li>● Students can use graphic organizers to outline their responses to questions</li> </ul>
<b>Benchmark Assessments</b> (used to establish baseline achievement data and measure progress towards grade level standards; given 2-3 X per year)	<p><b>Reading:</b> NWEA MAP is administered to students three times per year (fall, winter, spring) to monitor progress in achieving grade level reading comprehension.</p>

### RESOURCES

**Core instructional materials:**

- *The Diary of Anne Frank* by Anne Frank (1080L) (excerpts) (Holocaust)
- "The Diary of Anne Frank" by Frances Goodrich and Albert Hackett (excerpts) (Holocaust)
- *Anne Frank's Diary: The Graphic Adaptation* by Ari Folman (excerpts) (Holocaust)

<ul style="list-style-type: none"> <li>• <i>They Called Us Enemy</i> by George Takei (AAPI)</li> <li>• <i>Defying Hitler</i> by Jesse Owens' Olympic Triumph (RCR) (Amistad)</li> </ul>
<p><b>Supplemental materials:</b></p> <p><b>Book Club Novels/ Independent Reading offerings include:</b></p> <ul style="list-style-type: none"> <li>• <i>Number the Stars</i> by Louis Lowry (Holocaust)</li> <li>• <i>Prisoner B3087</i> by Alan Gratz (L760) (Holocaust)</li> <li>• <i>The Light in Hidden Places</i> by Sharon Cameron (L650) (Holocaust)</li> <li>• <i>The War That Saved my Life</i> by Kimberly Brubaker (Holocaust)</li> <li>• <i>Lifeboat 12</i> by Susan Hood (Holocaust)</li> <li>• <i>Code Talkers</i> by Joseph Bruchac (AAPI)</li> <li>• <i>Navajo Code Talkers</i> by Emily Schlesinger (RCR or LLD) (AAPI)</li> <li>• <i>Project 1065</i> by Alan Gratz (Holocaust)</li> <li>• <i>White Bird</i> by R.J. Palacio (Holocaust)</li> </ul>
<b>Modifications for Learners</b>
See <a href="#">appendix</a>

Topic/Unit 3 Writing	Writing: Research Simulation Tasks	Approximate Pacing	9 weeks
<b>STANDARDS</b>			
<b>NJSLS (ELA/L)</b>			
<p>W.7.1. Write arguments to support claims with clear reasons and relevant evidence.</p> <p>A. Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically.</p> <p>B. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.</p> <p>C. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence.</p> <p>D. Establish and maintain a formal style/academic style, approach, and form.</p> <p>E. Provide a concluding statement or section that follows from and supports the argument presented.</p>			

W.7.2 Write informative/explanatory texts 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).
- 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-specific vocabulary to inform about or explain the topic.
- E. Establish and maintain a formal style, approach, and form.
- F. Provide a concluding statement or section that follows from and supports the information or explanation presented.

W.7.4. Produce clear and coherent writing in which the development, organization, voice, and style are appropriate to task, purpose, and audience.

W.7.5. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.

W.7.6. Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.

W.7.7 Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.

W.7.8 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.

W.7.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.

- A. Apply grade 7 Reading standards to literature (e.g., “Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history”).
- B. Apply grade 7 Reading standards to literary nonfiction (e.g. “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.7.10. 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.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.

- E. 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.
- F. Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.
- G. 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.
- H. Acknowledge new information expressed by others and when warranted, modify their own views.

SL.7.2. Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.

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

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

L.7.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

- D. Explain the function of phrases and clauses in general and their function in specific sentences.
- E. Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.
- F. Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.

L.7.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

- C. Use a comma to separate coordinate adjectives (e.g., It was a fascinating, enjoyable movie but not He wore an old[,] green shirt).
- D. Spell correctly.

L.7.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.

- A. Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.

- L.7.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, 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. 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.
  - D. 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.7.5. 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. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., refined, respectful, polite, diplomatic, condescending).
- L.7.6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Interdisciplinary Connections:	21st Century Skills:
<p><b>Standard</b>  <b>(Visual Arts: Organizing and developing ideas)</b>            1.5.8.Cr2c: Apply, organize and strategize methods for design and redesign of objects, places, systems, images and words to clearly communicate information to a diverse audience.</p> <p><b>Activity</b>            Students will design and construct a tri-fold board to best present their oral history project. Sections will break down into their interviewee, and the research topics they investigated. Students will create a multimedia presentation that includes images, text, and qr links to additional electronic elements.</p>	<p><b>Standard</b>  <b>(Global and Cultural Awareness)</b>            9.4.8.GCA.2: Demonstrate openness to diverse ideas and perspectives through active discussions to achieve a group goal.</p> <p><b>Activity</b>            Students view the oral history projects of their peers, analyzing and discussing the cultural differences and discussing the value and importance in honoring our own history and discovering the culture of our peers.</p>

Technology Standards:	
<p><b>Standard (Computing Systems)</b> 8.1.8.CS.4: Systematically apply troubleshooting strategies to identify and resolve hardware and software problems in computing systems.</p> <p><b>Activity</b> Students create and edit videos from their interviews, turning them into QR codes to make their tri-fold boards have a technology dimension and helping oral history fair visitors connect to their interviewee on a deeper level. In doing so, they will troubleshoot and resolve issues in both editing and sharing files.</p>	
UNIT/TOPIC ESSENTIAL QUESTIONS AND ENDURING OBJECTIVES/UNDERSTANDINGS	
<p><b>Essential Questions</b></p> <ul style="list-style-type: none"> <li>● How can a writer determine the best way to organize information from multiple sources?</li> <li>● How can we share the stories of others' lives in various media?</li> <li>● How can I determine the validity of a source?</li> <li>● How do I determine what information to include in a research project?</li> </ul> <p><b>Enduring Understanding</b></p> <ul style="list-style-type: none"> <li>● It is necessary to use sources that are valid.</li> <li>● It is important to use relevant and meaningful information in a research project.</li> <li>● Information can be organized in various ways depending upon the task.</li> </ul>	
STUDENT LEARNING OBJECTIVES	
Key Knowledge	Process/Skills/Procedures/Application of Key Knowledge
<p><b>Students will know:</b></p> <ul style="list-style-type: none"> <li>● writing process, task, audience, purpose of writing</li> <li>● research project, multimedia sources, works cited</li> <li>● research question</li> <li>● research sources</li> <li>● source credibility</li> <li>● quote, paraphrase, source citation</li> <li>● literary evidence</li> </ul>	<p><b>Students will be able to:</b></p> <ul style="list-style-type: none"> <li>● use the writing process to generate a research piece that is appropriate to task, audience, and purpose</li> <li>● conduct a short research project answering a research question,</li> <li>● gather information from multiple multimedia sources, and include a works cited</li> <li>● evaluate the credibility of sources</li> </ul>

<ul style="list-style-type: none"> <li>● topic, supporting details</li> <li>● relevant information</li> <li>● transitions</li> <li>● academic vocabulary</li> <li>● characteristics of genres</li> <li>● writing styles</li> <li>● conclusion</li> <li>● sentence structure</li> <li>● writing conventions (grammar, mechanics, and usage)</li> </ul>	<ul style="list-style-type: none"> <li>● quote, paraphrase, and cite sources</li> <li>● use literary evidence to support analysis, reflection, and research</li> <li>● introduce a topic</li> <li>● support topic with details</li> <li>● utilize relevant information</li> <li>● use transitions effectively</li> <li>● use appropriate academic vocabulary</li> <li>● use appropriate writing style for the task</li> <li>● write a logical conclusion</li> <li>● use appropriate sentence structure in writing</li> <li>● demonstrate knowledge of conventions</li> </ul>
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**ASSESSMENT OF LEARNING**

<p><b>Summative Assessment</b> (Assessment at the end of the learning period)</p>	<ul style="list-style-type: none"> <li>● Students write an essay using two texts in an RST format.</li> <li>● Students create an oral history project. After interviewing a family member (or alternative person with permission, such as a teacher), students research topics that were shared in the interview and present their findings and about their interviewee in our oral history fair.</li> </ul>
<p><b>Formative Assessments</b> (Ongoing assessments during the learning period to inform instruction)</p>	<ul style="list-style-type: none"> <li>● Writing journals</li> <li>● Quick writes</li> <li>● Do Nows</li> <li>● Exit Slips</li> <li>● Peer editing</li> <li>● Self-evaluations</li> <li>● Drafts</li> <li>● Revisions</li> </ul>
<p><b>Alternative Assessments</b> (Any learning activity or assessment that asks students to <i>perform</i> to demonstrate their knowledge, understanding and proficiency)</p>	<ul style="list-style-type: none"> <li>● When conducting their research, students may rely on one credible secondary resource; when presenting their findings, students may use note cards or other reference aids.</li> </ul>
<p><b>Benchmark Assessments</b> (used to establish baseline)</p>	<p><b>Writing:</b> ELA Department will be administering <i>embedded</i> writing benchmark assessments. The assessments will consist of short, grade level texts (2 fiction, 2 non-fiction, or 1 and 1) thematically linked to the unit being taught.</p>

achievement data and measure progress towards grade level standards; given 2-3 X per year)

## RESOURCES

### Core instructional materials:

- *The Diary of Anne Frank* by Anne Frank (1080L) (excerpts) (Holocaust)
- “The Diary of Anne Frank” by Frances Goodrich and Albert Hackett (excerpts) (Holocaust)
- *Anne Frank’s Diary: The Graphic Adaptation* by Ari Folman (excerpts) (Holocaust)
- *They Called Us Enemy* by George Takei (AAPI)
- *Defying Hitler* by Jesse Owens’ Olympic Triumph (RCR) (Amistad)

### Supplemental materials:

#### Book Club Novels/ Independent Reading offerings include:

- *Number the Stars* by Louis Lowry (Holocaust)
- *Prison B3087* by Allan Gratz (L760) (Holocaust)
- *The Light in Hidden Places* by Sharon Cameron (L650) (Holocaust)
- *The War That Saved my Life* by Kimberly Brubaker (Holocaust)
- *Lifeboat 12* by Susan Hood (Holocaust)
- *Code Talkers* by Joseph Bruchac (AAPI)
- *Navajo Code Talkers* by Emily Schlesinger (RCR or LLD) (AAPI)
- *Project 1065* by Alan Gratz (Holocaust)
- *White Bird* by R.J. Palacio (Holocaust)

[NJDOE Holocaust Grades 5-8](#)

## Modifications for Learners

See [appendix](#)



Topic/Unit 4 Reading	Science Fiction (The Giver)	Approximate Pacing	7 weeks
<b>STANDARDS</b>			
<b>NJSLS (ELA/L)</b>			
<p>RL.7.1 Cite several pieces of textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>RL.7.2 Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.</p> <p>RL.7.3 Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).</p> <p>RI.7.4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.</p> <p>RI.7.5. Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas.</p> <p>RL.7.6 Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.</p> <p>RI.7.1 Cite several pieces of textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>RI.7.2 Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.</p> <p>RI.7.3 Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).</p> <p>RI.7.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.</p>			

RI.7.5 Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas.

RI.7.6 Determine an author's point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others.

RI.7.8 Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims.

RI.7.9 Analyze and reflect on (e.g., practical knowledge, historical/cultural context and background knowledge) how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts.

SL.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.7.2. Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.

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

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

L.7.1. Demonstrate command of the conventions of standard English grammar and usage 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.

- L.7.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- A. Use a comma to separate coordinate adjectives (e.g., It was a fascinating, enjoyable movie but not He wore an old[,] green shirt).
  - B. Spell correctly.
- L.7.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.
- A. Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.
- L.7.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, 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. 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.
  - D. 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.7.5. 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. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., refined, respectful, polite, diplomatic, condescending).
- L.7.6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

<b>Interdisciplinary Connections:</b>	<b>21st Century Skills:</b>
<b>Standard (Civics, Government, and Human Rights: Civic and Political Institutions)</b>	<b>Standard (Career Awareness and Planning)</b>

<p>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).</p> <p><b>Activity</b> Students will analyze the structure of the community, considering how the structure, laws, and culture reflect the values that this futuristic society clearly values and to infer what may have occurred to implement these customs.</p>	<p>9.2.8.CAP.9: Analyze how a variety of activities related to career preparation (e.g., volunteering, apprenticeships, structured learning experiences, dual enrollment, job search, scholarships) impacts postsecondary options.</p> <p><b>Activity</b> Students will analyze how the community elders seem to decide jobs and the implications within their society about what job each 12 is assigned. Consideration on how school performance and volunteer hours are utilized by the elders to make their decisions.</p>
<b>Technology Standards:</b>	
<p><b>Standard (Impacts of Computing)</b> 8.1.8.IC.1: Compare the trade-offs associated with computing technologies that affect individual's everyday activities and career options.</p> <p><b>Activity</b> Students will analyze the futuristic technologies that impact the novel's characters, considering how they improve and hinder growth and freedom in the community.</p>	
<b>UNIT/TOPIC ESSENTIAL QUESTIONS AND ENDURING OBJECTIVES/UNDERSTANDINGS</b>	
<p><b>Essential Questions</b></p> <ul style="list-style-type: none"> <li>● How can society balance the rights of an individual with the welfare of an entire community?</li> <li>● What are the benefits and the dangers of conformity?</li> <li>● How can an author use fictional societies to highlight issues in our own society?</li> </ul> <p><b>Enduring Understandings</b></p> <ul style="list-style-type: none"> <li>● People who have an impact on society have characteristics that allow them to face and often overcome societal challenges.</li> <li>● Conformity helps people find common ground and comfort in sameness; however, it requires relinquishing individuality and the option to share various opinions.</li> <li>● Through problems that exist in a fictional society, authors draw attention to issues that exist in our own society.</li> </ul>	
<b>STUDENT LEARNING OBJECTIVES</b>	

Key Knowledge	Process/Skills/Procedures/Application of Key Knowledge
<p><b>Students will know:</b></p> <ul style="list-style-type: none"> <li>● textual evidence, inferences</li> <li>● theme/ central idea, objective summary</li> <li>● elements of a story- setting, plot, character, dialogue</li> <li>● point of view of different characters/narrators, characterization</li> <li>● context clues, connotation, denotation, academic vocabulary, tone</li> <li>● structure</li> <li>● point of view, purpose</li> <li>● argument, claims in a text, reasoning and evidence</li> <li>● interpretations</li> <li>● structure, context clues, connotation, denotation, academic vocabulary, tone</li> <li>● figurative language, word relationships, nuances</li> <li>● discussion procedures</li> </ul>	<p><b>Students will be able to:</b></p> <ul style="list-style-type: none"> <li>● cite to support analysis, make inference</li> <li>● determine a theme/central idea; analyze its development throughout the text; create an objective summary</li> <li>● analyze how one narrative element can affect another element</li> <li>● analyze the author's use of point of view of different characters or narrators</li> <li>● evaluate how individuals, events and ideas influence one another</li> <li>● find the meaning of words using context clues</li> <li>● analyze structure including the major sections' contributions to the development of the whole text</li> <li>● determine an author's point of view or purpose in a text, and analyze how it is different from other authors'</li> <li>● determine 2 or more central ideas, analyze the central idea's development throughout the text; create an objective summary</li> <li>● trace and evaluate distinguishing claims, assess whether the reasoning is sound and evidence is relevant and sufficient to support claims</li> <li>● analyze how one topic is presented in different ways and how authors use same information but interpret it differently</li> <li>● analyze author's craft, including structure and word choice, and how it impacts the development, mood, and tone of the narrative</li> <li>● demonstrate understanding of figurative language, word relationships, and nuances in word meanings</li> <li>● participate in a variety of discussions, supporting claims with textual evidence</li> </ul>
<b>ASSESSMENT OF LEARNING</b>	

<b>Summative Assessment</b> (Assessment at the end of the learning period)	<ul style="list-style-type: none"> <li>Based on students' book club books, students respond to questions analyzing literary elements and techniques.</li> </ul>
<b>Formative Assessments</b> (Ongoing assessments during the learning period to inform instruction)	<ul style="list-style-type: none"> <li>Do Nows</li> <li>Exit slips</li> <li>Discussion</li> <li>Reader's notebook</li> <li>Open constructed responses</li> <li>Book club evaluations</li> </ul>
<b>Alternative Assessments</b> (Any learning activity or assessment that asks students to <i>perform</i> to demonstrate their knowledge, understanding and proficiency)	<ul style="list-style-type: none"> <li>Students can provide oral responses to questions</li> <li>Students can illustrate their responses to questions</li> <li>Students can use graphic organizers to outline their responses to questions</li> </ul>
<b>Benchmark Assessments</b> (used to establish baseline achievement data and measure progress towards grade level standards; given 2-3 X per year)	<p><b>Reading:</b> NWEA MAP is administered to students three times per year (fall, winter, spring) to monitor progress in achieving grade level reading comprehension.</p>

## RESOURCES

**Core instructional materials:**

*The Giver*, Lois Lowry (760L)

**Supplemental materials:**

*The Sci-Fi Factor*, Perfection Learning (540-1420)

“All Summer in a Day” by Ray Bradbury (860; Mirrors & Windows; Level 1 Grade 6 Lexile Levels)

“The Fun They Had” by Isaac Asimov (740; Mirrors & Windows; Level 1 Grade 6 Lexile Levels)

“Harrison Bergeron” by Kurt Vonnegut (840; from Holt McDougal Literature Readability Scores)

“They're Made Out of Meat” by Terry Bisson (short story) (420; based on Flesch-Kincaid Readability results)

**Science Fiction Book Club Novels**

- The House of the Scorpion*, Nancy Farmer (660L)
- Life as We Knew It*, Susan Beth Pfeffer (770L)
- The Uglies*, Scott Westerfeld (770L)

- *The City of Ember*, Jeanne Du Prau (680L)
- *Fever Crumb* by Phillip Reeve (1000L)
- *Catching Fire* by Suzanne Collins (820L)
- *Gone* by Michael Grant (620L)
- *Cinder* by Marissa Meyer (790L)
- *Things Not Seen* by Andrew Clements (690L)
- *Among the Hidden* by Haddox (800L)

**Modifications for Learners**

See [appendix](#)

Topic/Unit 4 Writing	Writing: Project Based Writing	Approximate Pacing	7 weeks
<b>STANDARDS</b>			
<b>NJSLS (ELA/L)</b>			
<p>W.7.2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</p> <ul style="list-style-type: none"> <li>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).</li> <li>B. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.</li> <li>C. Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.</li> <li>D. Use precise language and domain-specific vocabulary to inform about or explain the topic.</li> <li>E. Establish and maintain a formal style academic style, approach, and form.</li> <li>F. Provide a concluding statement or section that follows from and supports the information or explanation presented.</li> </ul> <p>W.7.4. Produce clear and coherent writing in which the development, organization, voice and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)</p> <p>W.7.5. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well the purpose and audience have been addressed.</p> <p>W.7.6. Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.</p>			

- W.7.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.
- A. Apply grade 7 Reading standards to literature (e.g., “Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history”).
  - B. Apply grade 7 Reading standards to literary nonfiction (e.g. “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.7.10. 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.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.7.2. Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.
- SL.7.5. Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.
- SL.7.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.
- L.7.1. Demonstrate command of the conventions of standard English grammar and usage 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.
- L.7.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- A. Use a comma to separate coordinate adjectives (e.g., It was a fascinating, enjoyable movie but not He wore an old[,] green shirt).
  - B. Spell correctly.



- L.7.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.
- A. Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.
- L.7.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, 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. 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.
  - D. 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.7.5. 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. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., refined, respectful, polite, diplomatic, condescending).
- L.7.6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Interdisciplinary Connections:	21st Century Skills:
<p><b>Standard</b>  <b>(Civics, Government, and Human Rights: Civic and Political Institutions)</b>            6.3.8.CivicsPI.1: Evaluate, take, and defend a position on why government is necessary, and the purposes government should serve.</p> <p><b>Activity</b>            Students will create a Utopia, and then reveal how a peer’s Utopia is truly a Dystopia. These creations will analyze and argue how the</p>	<p><b>Standard</b>  <b>(Career Awareness and Planning)</b>            9.2.8.CAP.17: Prepare a sample resume and cover letter as part of an application process.</p> <p><b>Activity</b>            Students will choose from one of the listed jobs from <u>The Giver</u> and create a job resume using the template. Students will include the</p>

values of these communities dictate the government structure and how they serve their citizens.	traits and qualities they feel make them an ideal candidate this job would possess.
<b>Technology Standards:</b>	
<p><b>Standard (Ethics &amp; Culture)</b> 8.2.8.ITH.4: Identify technologies that have been designed to reduce the negative consequences of other technologies and explain the change in impact.</p> <p><b>Activity</b> Students will create a Utopia, and then reveal how a peer's Utopia is truly a Dystopia. These creations will include technology allowed and how it is utilized to make these societies perfect or imperfect.</p>	
<b>UNIT/TOPIC ESSENTIAL QUESTIONS AND ENDURING OBJECTIVES/UNDERSTANDINGS</b>	
<p><b>Essential Question</b></p> <ul style="list-style-type: none"> <li>• How can an author use fictional societies to highlight issues in our own society?</li> <li>• Why can journal writing help us process our thoughts for a deeper understanding?</li> </ul> <p><b>Enduring Understanding</b></p> <ul style="list-style-type: none"> <li>• Through problems that exist in a fictional society, authors draw attention to issues that exist in our own society.</li> <li>• Informal writing allows freedom of thought without constraints of format.</li> </ul>	
<b>STUDENT LEARNING OBJECTIVES</b>	
<b>Key Knowledge</b>	<b>Process/Skills/Procedures/Application of Key Knowledge</b>
<p><b>Students will know:</b></p> <ul style="list-style-type: none"> <li>• Purposes of writing and the appropriate audience</li> <li>• The basic writing process</li> <li>• How to use technology to produce and publish writing</li> <li>• Collect information from literary and informational texts</li> <li>• Verb tenses and their uses (past, present, future, and perfect)</li> <li>• Conjunctions, prepositions, and interjections</li> <li>• Uses of commas</li> <li>• Punctuate titles of works</li> </ul>	<p><b>Students will be able to:</b></p> <ul style="list-style-type: none"> <li>• Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.</li> <li>• Produce coherent writing specific to audience and task</li> <li>• Plan, draft, revise, edit, and rewrite</li> <li>• Take notes</li> <li>• Nonrestrictive parenthetical elements in writing</li> <li>• Capitalize, punctuate and spell correctly</li> <li>• Vary sentence structure</li> </ul>

<ul style="list-style-type: none"> <li>● Dialect</li> <li>● Common Greek and Latin affixes and roots</li> <li>● Similes and metaphors</li> <li>● Idioms, adages, and proverbs</li> <li>● Synonyms, antonyms, and homographs</li> </ul>	<ul style="list-style-type: none"> <li>● Maintain consistency in style and tone</li> <li>● Use context clues, reference materials, Greek and Latin affixes and roots to determine the meaning of words</li> </ul>
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### ASSESSMENT OF LEARNING

<b>Summative Assessment</b> (Assessment at the end of the learning period)	<ul style="list-style-type: none"> <li>● Students will create a futuristic location using worldbuilding elements for setting, time, and social contexts, grounded in what they learned in the Science Fiction Unit. Students will choose between possible projects, such as creating a travel brochure, Op-Ed criticizing the current social structure, dramatization of a common society struggle, etc.</li> </ul>
<b>Formative Assessments</b> (Ongoing assessments during the learning period to inform instruction)	<ul style="list-style-type: none"> <li>● Think, pair, share</li> <li>● Collaborative writing</li> <li>● Independent writing</li> <li>● Conferences</li> </ul>
<b>Alternative Assessments</b> (Any learning activity or assessment that asks students to <i>perform</i> to demonstrate their knowledge, understanding and proficiency)	<ul style="list-style-type: none"> <li>● Students use the world of their science fiction novel as their basis instead of coming up with an original world</li> </ul>
<b>Benchmark Assessments</b> (used to establish baseline achievement data and measure progress towards grade level standards; given 2-3 X per year)	<p><b>Writing:</b> ELA Department will be administering <i>embedded</i> writing benchmark assessments. The assessments will consist of short, grade level texts (2 fiction, 2 non-fiction, or 1 and 1) thematically linked to the unit being taught.</p>

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#### Modifications for Learners

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