

COURSE OF STUDY UNIT PLANNING GUIDE
FOR:
ENGLISH 7

1 FULL YEAR

GRADE LEVEL: 7

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ENGLISH AND SOCIAL STUDIES

DATE: JULY 2018

LOVELL J. HONISS SCHOOL AND CHARLES A. SELZER SCHOOLS
DUMONT, NEW JERSEY

Born Date: August 24, 2017

ALIGNED TO THE NJSLs AND B.O.E. ADOPTED AUGUST 23, 2018

English 7 Grade Distribution

A. **Class Participation/Class Work** -15% of the grade

Class Participation/Class Work will be evaluated a minimum of twice per marking period according to the departmental rubric. The grade is based on the student's participation/work during class. Thus, consistent attendance is imperative.

B. **Homework** -15% of the grade

Homework will be evaluated for completeness, neatness, and accuracy.

C. **Quizzes** -15% of the grade

Quizzes (announced and unannounced) based on reading, class lessons, or homework assignments will be given frequently to test understanding of individual concepts. These may include alternative assessments that will count as quizzes.

D. **Tests** -25% of the grade

Tests will be given periodically. These may include alternative assessments that will count as tests.

E. **Writing** – 30% of the grade

Writing pieces of different lengths will be evaluated for completeness, organization, accuracy, and effectiveness.

7th Grade English Language Arts Class Participation/Class Work Rubric

	1(50) Inadequate	2(60) Limited	3(70) Partial	4(80) Adequate	5(90) Strong	6(100) Superior
Attendance	-Struggles with attendance policies and/or punctuality -Never makes up work in timely fashion	-Struggles with attendance policies and/or punctuality -Rarely makes up work in timely fashion	-Struggles with attendance policies and/or punctuality -Sometimes makes up work in timely fashion	-Generally punctual -Generally makes up work in timely fashion -Not disruptive when tardy	-Usually punctual -Usually makes up work in timely fashion -Not disruptive when tardy	-Always punctual -Always makes up work in a timely fashion
Preparedness	-Almost never has pencil, books, and/or notebooks -Almost never has assignments on time	-Rarely has pencil, books, and/or notebooks -Rarely has assignments on time	-Sometimes has pencil, books, and notebooks -Sometimes has assignments on time	-Generally has pencil, books, and notebooks -Generally has assignments on time	-Usually has pencil, books, and notebooks -Usually has assignments on time	-Always has pencil, books, & notebooks -Always has assignments on time
Oral Participation	-Almost never asks & answers questions without prompting -Almost never asks clarifying questions	-Rarely asks & answers questions without prompting -Rarely asks clarifying questions	-Sometimes asks & answers questions without prompting -Sometimes asks clarifying questions	-Generally asks & answers questions without prompting -Generally asks clarifying questions	-Usually asks & answers questions without prompting -Usually asks clarifying questions	-Always asks & answers questions without prompting (daily) -Always asks clarifying questions
Written Participation	-Almost never takes notes -Almost never makes corrections on homework/ class work and/or applies teacher recommendations to writing	-Rarely takes notes -Rarely makes corrections on homework/ class work and/or applies teacher recommendations to writing	-Sometimes takes notes -Sometimes makes corrections on homework/ class work and/or applies teacher recommendations to writing	-Generally takes notes -Generally makes corrections on homework/ class work and applies teacher recommendations to writing	-Usually takes notes -Usually makes corrections on homework/ class work and applies teacher recommendations to writing	-Always takes notes -Always makes corrections on homework/ class work and applies teacher recommendations to writing
Cooperative Learning	-Almost never provides meaningful input -Almost never focused on the assignment -Almost never organizes group members and their respective tasks	-Rarely provides meaningful input -Rarely focused on the assignment -Rarely organizes groups members and their respective tasks	-Sometimes provides meaningful input -Sometimes focused on the assignment -Sometimes organizes group members and their respective tasks.	-Generally provides meaningful input -Generally focused on the assignment -Generally organizes group members and their respective tasks	-Usually provides meaningful input -Usually focused on the assignment -Usually manages and organizes group members	-Always provides meaningful input and focused on the assignment -Always creates and organizes group members and their respective tasks.
General Behavior	-Almost never shows respect for peers and teacher -Almost never remains focused on assignments -Almost never abides by all class & school rules	-Rarely shows respect for peers and teacher -Rarely remains focused on assignments -Rarely abides by all class & school rules	-Sometimes shows respect for peers and teacher -Sometimes remains focused on assignments -Sometimes abides by all class & school rules	-Generally shows respect for peers and teacher -Generally remains focused on assignments -Generally abides by all class & school rules	-Usually shows respect for peers and teacher -Usually remains focused on assignments -Usually abides by all class & school rules	-Always shows respect for peers and teacher -Always remains focused on assignments -Always abides by all class & school rules

*Score of Zero Results from Limited or No Response to Class Participation/Class Work

UNIT 1 UNIT TITLE: Family Album
UNIT LENGTH: Marking Period 1

Performance Indicators (Standards and Objectives)	Essential Questions	Activities (Approximate Time Frame)	Vocabulary	Resources
<p>Objective: For students to analyze text and to experience how family dynamics shape their choices and futures.</p> <p>NJSLS: ELA: 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.7.3. Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).</p> <p>RL.7.5. Analyze how a drama’s or poem’s form or structure (e.g., soliloquy, sonnet) contributes to its meaning.</p> <p>RL.7.6. Analyze how an author develops and contrasts the points of</p>	<p>Why were families much more insular in the past?</p> <p>How did the Great Depression change the social structure of America?</p> <p>What is a “good work ethic” and how does an individual acquire it?</p> <p>What are the benefits of postponing short-term gratification to achieve a long-term goal?</p>	<p>Activities:</p> <ol style="list-style-type: none"> Journal prompts tracking reader response to author’s purpose and evolution of theme. Response to open-ended questions about relationship of Billy and dogs, plot evolution and theme, using CER strategy Persuasive essay written as Billy, convincing parents to buy him coon hounds. Research Project: Connecting socio-economic factors to the family unit. Narrative Writing “How they would respond to the situations that the characters in this unit faced” Complete character web to show the development of the fictional characters. “Take a stand” – Group discussions where 	<p>Suggested Vocabulary: <u>WTRFG</u> Scourge Predatory Lithe Legend Foliage Disembowel Unconscious Instinct Despair Mischievous Persistence Belligerent Debris Designated Disposition Leering Predicament Salve Sidled Surpassed</p>	<p>Required Texts: Where the Red Fern Grows by Wilson Rawls (32 days)</p> <p>“Luke Baldwin’s Vow” by Morley Callaghan (4 days)</p> <p>“One Shot Finch” by Harper Lee (4 days)</p> <p>“Legacy of the Depression” by Bill Ganzel (4 days) www.livinghistoryfarm.org</p> <p>Suggested Texts: “History of the Great Depression” by Matthew Brown</p>

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.

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).

different sides of issues will be debated.

- h. Character analysis-
“What traits do the characters share that enable them to be successful in life?”

Technology/GAFE:

- a. Using Google Classroom to assign credible sources worksheet, including proper MLA formatting.
- b. Practicing research strategies via Google
- c. Writing, editing and submitting research paper through Google Classroom

SE/504 Strategies:

- a. Providing Notes/Modified Notes:
characterization summaries, chapter summaries, teacher generated notes
- b. Guided Reading questions
- c. Audio Books, Where the Red Fern Grows
- d. Graphic Organizers:
Venn Diagram/WEB

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.

W.7.1. Write arguments to support claims with clear reasons and relevant evidence.

- Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically.
- Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an

ELL/SEI Strategies:

- a. Bilingual Dictionaries
- c. Native/Non-Native Speaker Groupings
- d. Providing Notes/Modified Notes:
characterization summaries, chapter summaries, teacher generated notes
- e. Providing Anchor Copies with Rubrics for responding to a text
- f. Guided Reading Questions
- g. Audio Books, Where the Red Fern Grows

At Risk of School Failure:

- a. Providing Notes/Modified Notes:
characterization summaries, chapter summaries, teacher generated notes
- b. Guided Reading questions
- c. Audio Books, Where the Red Fern Grows
- e. Graphic Organizers: Venn Diagram/WEB

Gifted & Talented:

- a. Choose another book of choice by

understanding of the topic or text.

- Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence.
- Establish and maintain a formal style/academic style, approach, and form.
- Provide a concluding statement or section that follows from and supports the argument presented.

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.7.8. 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

Wilson Rawls to present to the class

- b. Find new vocabulary to use in writing
- c. Research historical topics of choice to further enhance learning/interest
- d. Newsela (leveled reading)
- e. Read a historically based article at specific lexile level and topic of interest
- f. Study Island to enhance learning

Holocaust Commission:

See other units

Assessments:

- a. Daily homework activities on author's purpose, theme, literary elements interaction and characters' relationships throughout the novel
- b. Spelling and Definition quizzes on chapter vocabulary
- c. Journal prompts from character/s' perspective/s
(Alternative)

format for citation.

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.

- 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.
- Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.
- 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.
- Acknowledge new

- d. Comprehension questions relating to the reading selections
- e. Grammar work related to novel (Daily Language Activities)
- f. Persuasive writing assignment written as character persuading parents to buy him his dogs **(Benchmark)**
- g. Graphic organizer comparing characteristics of character's home to Tahlequah.
- h. Comprehensive test on the novel, *Where the Red Fern Grows* **(Summative)**
- i. Writing assignment discussing character's relationship with dogs and the impact on the evolution of theme through novel.
- j. Writing assignment identifying and analyzing characters' choices and activities relating to education choices (mother), entrepreneurship

information expressed by others and, when warranted, modify their own views.

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.

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

L.7.2. Demonstrate command of the

(Billy) and economic conditions (the Great Depression).

- k. Group activity analyzing, identifying and labeling a plot pyramid for the novel. **(Formative)**
- l. (to coincide with research project) Worksheet identifying credible online sources.
- m. Research communication tools through history, from the Great Depression to present day, determining the impact of insularity of family.

conventions of standard English capitalization, punctuation, and spelling when writing.

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

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.

SS:

6.1.4.B.5. Compare and contrast characteristics of regions in the United States based on culture, economics, and physical environment to understand the concept of regionalism.

Career Ready Practices:
CRP4. Communicate clearly and effectively and with reason.

Personal Financial

Literacy (9.1):

9.1.8.A.2 Relate how career choices, education choices, skills, entrepreneurship, and economic conditions affect income

Career Awareness, Exploration, and Preparation (9.2):

9.2.8.B.3 Evaluate communication, collaboration, and leadership skills that can be developed through school, homework, and extracurricular activities for use in a career.

Educational Technology (8.1):

8.1.8.D.4. Assess the credibility and accuracy of digital content.

Technology Education, Engineering, Design, and Computational Thinking - Programming (8.2):

8.2.8.B.5. Identify new technologies resulting from the demands, values, and interests of individuals, businesses, industries and societies.

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.

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

challenges faced by the individual and how he/she dealt with the challenges and hardships they endured.

- d. Narrative Writing
Students will answer a speculative writing prompt based on a modern day bullying example. During this writer's workshop activity, they will apply what they have learned in this unit to a fictional character.
- e. Discuss the author's use of literary techniques, such as dialogue and imagery.
- f. Write a variety of responses to literature and informational text.
- g. Answer critical thinking questions related to the persecution in the book.
- h. Create a word map for 'persecution' in order to gain understanding beyond the dictionary definition.
- i. Read information text regarding cyberbullying and bullying and organize and write an analytical essay

Technology/GAFE:

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.7.8. Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is

- a. Using Google Drive, Docs and Classroom students will write a compare and contrast essay discussing examples of persecution in current events
- b. Taking notes on various shared Google Docs
- c. Reviewing and editing various Google Slide presentations

SE/504 Strategies:

- a. Providing Notes/Modified Notes:
characterization summaries, chapter summaries, and teacher generated notes
- b. Guided Reading Questions
- c. Graphic Organizers:
Venn Diagram/WEB

ELL/SEI Strategies:

- a. Bilingual Dictionaries
- b. Native/Non-Native Speaker Groupings
- c. Providing Notes/Modified Notes:
characterization

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.

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.

W.7.1. Write arguments to support claims with clear reasons and relevant evidence.

- Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically.
- Support claim(s) with logical reasoning and relevant evidence,

summaries, chapter summaries, teacher generated notes

- d. Providing Anchor Copies with Rubrics for responding to a text
- e. Guided Reading Questions

At Risk of School Failure:

- a. Providing Notes/Modified Notes:
characterization summaries, chapter summaries, and teacher generated notes
- b. Guided Reading Questions
- c. Graphic Organizers:
Venn Diagram/WEB

Gifted and Talented:

- a. Find new vocabulary to use in writing
- b. Research historical topics of choice to further enhance learning/interest
- c. Newsela (leveled reading)
- d. Read a historically based article at specific lexile level and topic of interest

using accurate, credible sources and demonstrating an understanding of the topic or text.

- Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence.
- Establish and maintain a formal style/academic style, approach, and form.
- Provide a concluding statement or section that follows from and supports the argument presented.

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.

- Introduce a topic; organize ideas, concepts, and information, using text structures (e.g., definition, classification, comparison/contrast, cause/effect, etc.) and text features (e.g.,

- e. Study Island to enhance learning

Holocaust Commission:

Lesson on fighting Bias - Standard Solutions: Cyberbullying

Assessments:

- a. Essay on essential question, characters' response to persecution.
 - b. Mini-research paper on courageous individual
 - c. Narrative Essay - Standards Solution: Practice Completing the Narrative Task summative)
 - d. Homework assignments (graphic organizers, reading response questions, vocabulary activities)
- (Benchmark)**
- e. Chapter quizzes on characters, colonial life and persecution
 - f. Final book test on Witchcraft of Salem Village
 - g. Venn Diagram comparing and

headings, graphics, and multimedia) when useful to aiding comprehension.

- Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
- Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.
- Use precise language and domain-specific vocabulary to inform about or explain the topic.
- Establish and maintain a formal style/academic style, approach, and form.
- Provide a concluding statement or section that follows from and supports the information or explanation presented.

W.7.3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and

contrasting the Red Scare to the Salem Witch Trials.

(Alternative)

- h. Google slides presentation discussing a person who has had a positive impact on the world.
- i. Venn Diagram comparing and contrasting quality of life of poor people in Salem vs. the wealthy.
- j. Jigsaw group presentation on aspects of daily life in Colonial America.
- k. Compare and contrast writing assignment discussing other events of persecution in current events.

well-structured event sequences.

- 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.
- Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.
- Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.
- Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.
- Provide a conclusion that follows from and reflects on the narrated experiences or events.

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.

- 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”).
- 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.7.2. 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.

SS:

6.1.8.A.2.a.

Determine the roles of religious freedom and participatory government in various North American colonies.

Career Ready Practices:

CRP1. Act as a responsible and contributing citizen and employee.

CRP9. Model integrity, ethical leadership and effective management.

Personal Financial Literacy (9.1):

9.1.8.A.4 Relate earning power to quality of life across cultures.

Career Awareness, Exploration, and Preparation (9.2):

9.2.8.B.3 Evaluate communication, collaboration, and leadership skills that can be developed through school, home, work, and extracurricular activities for use in a career.

Educational Technology (8.1):

8.1.8.B.1. Synthesize and publish information about a local or global issue or event (ex. telecollaborative project, blog, school web).

Technology Education, Engineering, Design, and Computational Thinking - Programming (8.2):
See other units

UNIT	3	UNIT TITLE:	Survival and Perseverance		
UNIT LENGTH: Marking Period 3					
<u>Performance Indicators</u> (Standards and Objectives)	<u>Essential Questions</u>	<u>Activities</u> (Approximate Time Frame)	<u>Vocabulary</u>	<u>Resources</u>	

Objective:

Students will read a variety of fictional and informational accounts of people and characters that have been challenged to survive in extreme conditions and reflect on the decisions that an individual must make as he or she struggles for survival.

Standards:**NJSLS:****ELA:**

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.7.4. Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of

What are the skills needed to survive in an extreme situation?

How do survival situations bring out the very best and the very worst in human beings?

In an extreme situation, what is the difference between surviving as an individual and surviving as a group?

Activities:

- a. Students will write an essay discussing the unit title, survival and perseverance, that integrates quotations and citations from each piece of writing while maintaining a logical flow of ideas.
- b. Students will write an extended essay answering the essential question, “How does a survival situation bring out the very best and the very worst in human nature?”
- c. Students will respond to an explanatory prompt based on one of these famous quotations about survival:
 - “Man can live about forty days without food, about three days without water, about eight minutes without air, but only for a second without hope.” Anonymous
 - “Education is a precondition of survival today.”
-Marian Wright Edelman
- d. Students will write a persuasive letter designed to convince

Suggested Vocabulary:

Swathing
Mirage
Effulgence
Decorous
Furtive
Mortification
Clout
Foliage
Immure
Defile
Convey
Virtuous
Tumult
Belligerence
Swarthiness
Ravenous
Errant
Implication
Gyration
Omission
Leaden
Perpetually
Lamentably
Expansively
Derisive
Tempestuously
Discursive
Incantation
Emphatic
Contemptuously
Oppressive
Exasperation
Impenetrable
Tottering
Obscuring
Unburdening
Sufficiency
Looming

Required Texts:

Lord of the Flies by William Golding (37 days)

“To Build a Fire” by Jack London (5 days)

“Prometheus the Fire-Bringer” retold by Jeremy Ingalls (4 days)

Suggested Texts:

Scat by Carl Hiaasen

“Freedom Walkers” by Russell Freedman

“A Mystery of Heroism” by Stephen Crane

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.7.10. 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.7.3. 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

the group of boys on the island in Lord of the Flies, that Ralph should remain the leader of the entire group of kids because he is a more capable leader than Jack would be.

- e. Narrative writing assessment - students will respond to a narrative prompt
- f. Graphic organizer tracking character development, coinciding with plot development
- g. Homework activities focused on identifying and discussing symbolism and use of imagery throughout the novel.
- h. Vocabulary practice activities for the novel
- i. Graphic organizer comparing and contrasting the division and roles of various groups during the Civil War as compared with the boys on the island.

Technology/GAFE:

- a. Work collaboratively on Google Drive to submit a letter via

Protruded
Garlanded

specific word choice on meaning and tone.

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.

W.7.1. Write arguments to support claims with clear reasons and relevant evidence. Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically.

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.

- Introduce a topic; organize ideas, concepts, and

Google Classroom to a bully or victim.

- Taking notes on various shared Google Docs
- Reviewing and editing various Google Slide presentations

SE/504 Strategies:

- Providing Notes/Modified Notes:
characterization summaries and chapter summaries
- Guided Reading questions
- Audio Books, Lord of the Flies
- Graphic Organizers: Venn Diagram/WEB

ELL/SEI Strategies:

- Bilingual Dictionaries
- Native/Non-Native Speaker Groupings
- Providing Notes/Modified Notes
- Providing Anchor Copies with Rubrics for responding to a text: Prose Constructed Response
- Guided Reading

information, using text structures (e.g., definition, classification, comparison/contrast, cause/effect, etc.) and text features (e.g., headings, graphics, and multimedia) when useful to aiding comprehension.

- Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
- Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.
- Use precise language and domain-specific vocabulary to inform about or explain the topic.
- Establish and maintain a formal style/academic style, approach, and form.
- Provide a concluding statement or section that follows from and supports the information or explanation presented.

Questions

- f. Audio Books, Lord of the Flies

At Risk of School Failure:

- a. Providing Notes/Modified Notes:
characterization summaries and chapter summaries
- b. Guided Reading questions
- c. Audio Books, Lord of the Flies
- e. Graphic Organizers: Venn Diagram/WEB

Gifted & Talented:

- a. Choose another book of choice by William Golding to present to the class
- b. Find new vocabulary to use in writing
- c. Research historical topics of choice to further enhance learning/interest
- d. Newsela (leveled reading)
- e. Read a historically based article at specific lexile level and topic of interest
- f. Study Island to enhance learning

W.7.3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

- 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.
- Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.
- Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.
- Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.
- Provide a conclusion that follows from and

Holocaust Commission:

See other units

Assessments:

- a. Essay discussing theme of unit
(Summative)
- b. Open-ended essay response to struggle to survive and impact on human nature.
- c. Writing assessment in response to survival quote
- d. Persuasive letter to the boys on the island
- e. Vocabulary tests and exercises from the novel
- f. Students will take a comprehensive test on the novel, *Lord of the Flies*.
- g. Standards Solution: Narrative
(Formative)
- h. Graphic organizer analyzing character's roles in novel's "mini-society".
- i. Create via Google Slides a presentation analyzing the symbolism of the novel. Additionally, choose unique

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. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

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.

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.

- Come to discussions prepared, having read or researched material

representation of each character/symbol.

- j. Graphic organizer that tracks balance of power throughout novel, detailing how each gains/loses power.

(Benchmark)

- k. Communication and empathy role play activity. Practice effective communications skills. Rewrite a conversation from the novel using effective communication skills.

- l. Write a letter to a bully or victim expressing feelings regarding the situation, including encouragement, disapproval, or support.

(Alternative)

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.

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

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.

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

- Explain the function of phrases and clauses in general and their function in specific sentences.
- Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.
- 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.

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

Spell correctly.

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

- 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.

- 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.

- Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., belligerent, bellicose, rebel).
- 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.
- 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).

SS:

6.1.8.D.5.c. Examine the roles of women, African Americans, and Native Americans in the Civil War.

Career Ready Practices:

CRP1. Act as a responsible and contributing citizen and

employee.

CRP11. Use technology to enhance productivity.

Personal Financial Literacy (9.1):

Differentiate among ways that workers can improve earning power through the acquisition of new knowledge and skills.

Career Awareness, Exploration, and Preparation (9.2):

9.2.8.B.3 Evaluate communication, collaboration, and leadership skills that can be developed through school, home, work, and extracurricular activities for use in a career.

Educational Technology (8.1):

8.1.8.D.1. Understand and model appropriate online behaviors related to cyber safety, cyber bullying, cyber security, and cyber ethics, including appropriate use of social media.

Technology Education, Engineering, Design, and

**Computational Thinking
- Programming (8.2):**

See other units

UNIT 4	UNIT TITLE:	Choices
UNIT LENGTH: Marking Period 4		

<u>Performance Indicators (Standards and Objectives)</u>	<u>Essential Questions</u>	<u>Activities (Approximate Time Frame)</u>	<u>Vocabulary</u>	<u>Resources</u>
<p>Objective: Students will understand how fast food chains can offer meals at such a low cost and why many processed foods have ingredients that are almost unpronounceable.</p> <p>Standards: NJSLS: ELA: 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.7.6. Analyze how an author develops and contrasts the points of view of different characters or narrators in a text. RI. 7.3. Analyze the interactions between individuals, events, and ideas in a text (e.g., how</p>	<p>How is the epidemic of obesity connected to processed foods?</p> <p>Why are more people getting a greater percentage of their calories from beverages?</p> <p>How has the average diet changed since “your grandparents” time?</p> <p>How is the food we consume connected to our overall health?</p>	<p>Suggested Activities:</p> <p>a. The students will respond to the essential questions drawing from the informational text and other text items. The students will compose an explanatory essay that details the real nutritional value in certain selected processed foods.</p> <p>b. The students will complete a research project comparing two separate metropolitan areas: One area will have a high concentration of fast food chains the other a low concentration. The overall health of these two areas will be compared. The percentage of the population that is obese or has diabetes (along with various other measures) will be used to compare the two metropolitan areas. The</p>	<p>Suggested Vocabulary: Franchise Marketing Preservatives Processed foods Obesity Nutrition Slaughterhouse Manure Meatpacking plant Contaminate</p>	<p>Required Texts: Chew On This by Eric Schlosser and Charles Wilson (40 days)</p> <p>“The Extraordinary Science of Addictive Junk Food” by Michael Moss (6 days)</p> <p>Suggested Texts: Food Rules by Michael Pollan</p> <p>“Kids’ Meals: Obesity on the Menu” by Center for Science in the Public Interest</p>

ideas influence individuals or events, or how individuals influence ideas or events).

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.

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.

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.

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.

students will present their findings in a multimedia format (PowerPoint, etc.)

- c. Classroom Debate: Students will work in groups to prepare for a debate discussing the impact of fast food on society. Each group will prepare a position paper, students will present information and rebuttals.
- d. Homework activities focusing on vocabulary from book
- e. Homework and classwork activities focusing on chapter topics from book
- f. Graphic organizer listing and describing various methods used in marketing and deceptive advertising, finding an example of each in real world.
- g. Graphic organizer comparing and contrasting advancements in food production and transportation as a direct result of the fast food industry.

Technology/GAFE:

L.7.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

SS:

6.1.8.C.4.b. Explain how major technological developments revolutionized land and water transportation, as well as the economy, in New Jersey and the nation.

Career Ready Practices:

CRP11. Use technology to enhance productivity.

Personal Financial

Literacy (9.1):

9.1.8.E.8 Recognize the techniques and effects of deceptive advertising.

Career Awareness, Exploration, and Preparation (9.2):

9.2.8.B.3.6

Demonstrate understanding of the necessary preparation and legal requirements to enter the workforce.

Educational Technology (8.1):

- a. Using Google Slides create a representation of the Speedee Service System.
- b. Google Slides presentation on requirements in the state of New Jersey for teenagers obtaining employment and legal protections in the workplace.
- c. Research and prepare collaboratively for a debate using Google Drive to coordinate writing of summary paper and compile research to prepare arguments and rebuttals.
- d. Taking notes on various shared Google Docs
- e. Reviewing and editing various Google Slide presentations

SE/504 Strategies:

- a. Providing Notes/Modified Notes
Google Slides of Class
Lectures/Reviews

8.1.8.A.1. Demonstrate knowledge of a real world problem using digital tools.

Technology Education, Engineering, Design, and Computational Thinking - Programming (8.2):

8.2.8.A.2

Examine a system, consider how each part relates to other parts and discuss a part to redesign to improve the system.

- b. Guided Reading Questions

ELL/SEI Strategies:

- a. Dictionaries
- b. Bilingual Dictionaries
- c. Native/Non-Native Speaker Groupings
- d. Guided Reading Questions

At Risk of School

Failure:

- a. Providing Notes/Modified Notes
Google Slides of Class
Lectures/Reviews
- b. Guided Reading Questions

Holocaust Commission:

See other units

Gifted and Talented:

- a. Find new vocabulary to use in writing
- b. Research the food industry and topics of interest to further enhance earning/interest and present it to the class
- c. Newsela (leveled reading)

Assessments:

- a. Spelling/vocabulary quizzes based on book
- b. Reading check questions based on chapter homework activities
(Formative)
- c. Group discussion on chapter topics
- d. Classroom Debate: “Has fast food created a positive impact on society?”
(Summative)
- e. PARCC RST
(Benchmark)
- f. Debate group project writing assignment and presentation (research, writing, collaboration through Google Drive).**(Alternative)**
- g. A final Unit Test will be given that covers the major topics of “Choices.”