

PITTSGROVE TOWNSHIP SCHOOL DISTRICT



Course Name: English Language Arts	Grade Level(s): 7th
Department: Humanities	Credits: N/A
BOE Adoption Date: June 2014	Revision Date(s): August 2019

Course Description

The seventh grade English Language Arts curriculum utilizes a balanced literacy approach. The course incorporates reading units that relate to literature and non-fiction as well as writing units that are based on genre. Reading and writing units are taught concurrently.

Although independent reading revolves around student choice, whole class reading activities relate to thematic units which include the following: Be Yourself, Discrimination, Perseverance, Standing Up for What is Right, and Poetry. Emphasis on citing evidence from text and close reading strategies allow students to understand key ideas and details as well as understand and appreciate the author's craft and structure. Word study includes vocabulary connotation as well as denotation.

Aligning with the NJ Student Learning Standards, many writing experiences are grounded in evidence from text. Students will write for a variety of purposes, including narrative, informational, and argumentative pieces. In addition, students will use technology to produce and publish writing, and to collaborate with one another. Spelling and grammar are infused into focus lessons that pertain directly to writing.

Mission Statement

The Pittsgrove Township School District believes in growing all learners to thrive. The district offers an intellectually rigorous, dynamic curriculum aligned to state and national standards coupled with research-based practices in classrooms. The Pittsgrove Township School District strives to highlight critical thinking, problem-solving, intercultural literacy, digital literacy, collaboration, innovation, and a growth mindset as part of the instructional core of learning. The district provides high quality resources to provide young people the knowledge they need to approach the future as leaders and learners.

Curriculum & Instruction Goals

1. To ensure students are college and career ready upon graduation
2. To vertically and horizontally align curriculum PreK-12 to ensure successful transition of students at each grade level
3. To identify individual student strengths and weaknesses utilizing various assessment measures (formative, summative, alternative, etc.) so as to differentiate instruction while meeting the rigor of the applicable content standards
4. To improve student achievement as assessed through multiple measures including, but not limited to, state testing, local assessments, and ongoing progress monitoring

How to Read this Document

This curricular document contains both a *pacing guide* and *curriculum units* . The pacing guide serves to communicate an estimated timeframe as to *when* critical knowledge and skills will be taught throughout the year. The pacing, however, may differ slightly depending upon the unique needs of each learner. The *curriculum units* contain more detailed information as to the content, goals, objectives, instructional strategies, resources, and assessments.

NJ Administrative Code and Statutes Key
<p>^=Amistad Law O=Diversity & Inclusion Law <>=Holocaust +=LGBT and Disabilities Law *=AAPI (Asian American and Pacific Islanders) \$=Financial Literacy Use this key to understand where the NJ mandates are being implemented in the K-12 curriculum units.</p>

Pacing Guide

Course Title: English Language Arts 7th

Prerequisite(s): ELA 6

Unit Title	Duration/ Month(s)	Related Standards	Learning Goals	Critical Knowledge and Skills
Unit 1: Be Yourself (Gary Soto stories)	5-6 weeks	Power Standards: NJSLSA.R1 NJSLSA.R2 NJSLSA.W.1 Secondary Standards: RL.7.1 RL.7.2 RL.7.3 RL.7.4 L.7.5 W.7.1c W.7.1e W.7.2b W.7.2c W.7.2d W.7.4 L.7.1 L.7.2	<ol style="list-style-type: none"> 1. The students will be able to read literature and be able to make inferences and understand central ideas. 2. The students will understand and be able to write literary analysis pieces. 	Key Ideas and Details <ol style="list-style-type: none"> 1. Identify elements of plot in a story (plot diagram) 2. Distinguish between internal and external conflict 3. Identify setting, mood, and theme of a story 4. Make inferences based on evidence from text 5. Analyze character development throughout a story (direct vs indirect) 6. Identify characters' motives 7. Distinguish between relevant and extraneous information 8. Apply close reading strategies (use symbols and annotate) (rdg warm ups)

				<p>9. Identify main idea and supporting details</p> <p>10. Determine theme of a short story or novel</p> <p>11. Identify recurring themes and common attributes an author uses</p> <p>Craft and Structure</p> <p>1. Use context clues to define vocabulary</p> <p>2. Identify and interpret figurative language</p> <p>3. Distinguish between literal and figurative meaning</p> <p>4. Interpret idioms and determine their origins</p> <p>Integration of Knowledge</p> <p>1. Compare and contrast fictional characters</p> <p>2. Compare the theme of a poem to a short story</p> <p>3. Draw correlations between the novel and nonfiction articles</p> <p>Text Types and Purposes</p> <p>1. Identify the elements of literary analysis</p>
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				<p>2. Distinguish between analysis and informational writing</p> <p>Production and Distribution of Writing</p> <ol style="list-style-type: none"> 1. Write a claim/thesis statement appropriate to literary analysis 2. Use direct and indirect quotes as evidence 3. Use introductory words and phrases to introduce evidence and create cohesion 4. Use appropriate transitional words and phrases to establish a link between ideas 5. Explain a topic by using specific language 6. Write a concluding statement/ section that follows from and supports the analysis
<p>Unit 2: Standing Up: Al Capone Does My Shirts (novel by Gennifer)</p>	<p>6-8 weeks</p>	<p>Power Standards: NJLSA.R2 NJLSA.R3</p>	<ol style="list-style-type: none"> 1. The students will be able to read literature and be able to reflect on how a fictional 	<p>Key Ideas and Details</p> <ol style="list-style-type: none"> 1. Identify elements of plot in a story (plot diagram)

Choldenko)		<p>NJSLSA.R4 NJSLSARI7.1 NJSLSA.W.1 NJSLSA.W2 NJSLSA.W7</p> <p>Secondary Standards: RL.7.9 NJSLSA.W4 NJSLSA.W5 NJSLSA.W8 W.7.2. A-F SL.7.4 SL.7.5</p>	<p>work tackles an historical event, person, and/or setting.</p> <ol style="list-style-type: none"> 2. The students will be able to create a research question in order to conduct short research projects. 3. The students will understand and be able to write literary analysis pieces. 	<ol style="list-style-type: none"> 2. Identify setting, mood, and the theme of a story 3. Make inferences based on evidence from text 4. Identify characters' motives 5. Distinguish between relevant and extraneous information 6. Apply close reading strategies (use symbols and annotate) 7. Identify main idea and supporting details 8. Determine theme of a short story or novel 9. Summarize short and long reading passages, both fiction and non-fiction 10. Analyze character development throughout a story <p>Craft and Structure</p> <ol style="list-style-type: none"> 1. Narrative point of view (1st, 3rd - limited, omniscient) 2. Determine author's point of view (author's position) 3. Use context clues to define vocabulary
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				<ol style="list-style-type: none"> 4. Recognize and interpret connotative meaning 5. Recognize and interpret words with multiple meanings 6. Identify and interpret figurative language 7. Distinguish between literal and figurative meaning <p>Integration of Knowledge</p> <ol style="list-style-type: none"> 1. Compare and contrast fictional characters 2. Draw correlations between the novel and nonfiction articles 3. Analyze and compare texts with similar themes <p>Text Types and Purposes</p> <ol style="list-style-type: none"> 1. Identify the elements of literary analysis 2. Design a research question in order to focus research on a specific topic. <p>Production and Distribution of Writing</p>
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				<ol style="list-style-type: none"> 1. Write a claim/thesis statement appropriate to literary analysis 2. Use direct and indirect quotes as evidence 3. Use introductory words and phrases to introduce evidence and create cohesion 4. Use appropriate transitional words and phrases to establish a link between ideas 5. Explain a topic by using specific language 6. Write a concluding statement/ section that follows from and supports the analysis <p>Research to Build and Present Knowledge</p> <ol style="list-style-type: none"> 1. Utilize research question for the purpose of presenting information on a specific topic.
Unit 3: Twist of Fate: A Christmas Carol & O’Henry	6-8 weeks	Power Standards: NJLSA.R5 NJLSA.W3	<ol style="list-style-type: none"> 1. The students will be able to read literature (drama and short story) and be able to 	Key Ideas and Details:

<p>Stories (i.e. The Gift of the Magi, After Twenty Years, Hey Come On Out, The Ransom of Red Chief)</p>		<p>NJSLSA.W4</p> <p>Secondary Standards:</p> <p>RL.7.3</p> <p>RL.7.6</p> <p>RL.7.7</p> <p>RL.7.10</p> <p>W.4</p> <p>W.5</p> <p>W.7.3a</p> <p>W.7.3b</p> <p>W.7.3c</p> <p>W.7.3d</p> <p>W.7.3e</p> <p>L.7.1</p> <p>L.7.2</p>	<p>analyze how the structure of different genres of literature affects understanding.</p> <p>2. The students will understand and be able to write narrative pieces.</p>	<ol style="list-style-type: none"> 1. Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot). 2. Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. <p>Craft and Structure:</p> <ol style="list-style-type: none"> 1. Analyze how a drama's or poem's form or structure (e.g., soliloquy, sonnet) contributes to its meaning 2. Analyze how an author develops and contrasts the points of view of different characters or narrators in a text. <p>Integration of Knowledge and Ideas:</p> <ol style="list-style-type: none"> 1. 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,
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				<p>sound, color, or camera focus and angles in a film).</p> <p>Text Types and Purposes:</p> <ol style="list-style-type: none"> 1. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. 2. 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. 3. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters. 4. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another. 5. Use precise words and phrases, relevant descriptive details, and sensory language to capture the
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				<p>action and convey experiences and events.</p> <p>6. Provide a conclusion that follows from and reflects on the narrated experiences or events.</p> <p>Production and Distribution of Writing:</p> <ol style="list-style-type: none"> 1. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. 2. 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>Unit 4: Power of Youth: <i>Left for Dead</i> (novel by Pete Nelson) NewsELA Articles</p>	<p>8-10 weeks</p>	<p>Power Standards: NJSLSA.R7 NJSLSA.R8 NJSLSA.R9 NJSLSA.R10 NJSLSA.W.1</p>	<ol style="list-style-type: none"> 1. The students learn how to Integrate and evaluate content presented in diverse media and formats, including visually, as well as in words. 2. The students will read and 	<p>Key Ideas and Details</p> <ol style="list-style-type: none"> 1. Cite several pieces of textual evidence and make relevant connections to support analysis of what the text

		<p>NJSLSA.W.7 NJSLSA.W.8</p> <p>Secondary Standards: RI.7.1 RI.7.3 RI.7.5 RI.7.6 RI.7.8 RI.7.10 W.7.7 W.7.8</p>	<p>comprehend complex literary and informational texts independently and proficiently.</p> <p>3. The students will gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.</p>	<p>says explicitly as well as inferences drawn from the text.</p> <ol style="list-style-type: none"> 2. Distinguish between relevant and extraneous information 3. Apply close reading strategies (use symbols and annotate) 4. Identify main idea and supporting details 5. Summarize short and long non-fiction reading passages 6. Analyze how non-fiction pieces are developed (examples, anecdotes, cause & effect, etc.) <p>Craft and Structure</p> <ol style="list-style-type: none"> 1. 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>Integration of Knowledge</p>
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				<ol style="list-style-type: none"> 1. 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. 2. Analyze and reflect on 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. <p>Production and Distribution of Writing</p> <ol style="list-style-type: none"> 1. Formulate a research question relevant to a topic 2. Write a claim/thesis statement appropriate to research 3. Provide adequate supporting detail for each main idea 4. Use formal style
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				<ol style="list-style-type: none"> 5. Explain a topic by using specific language 6. Write a concluding statement/ section that follows from and supports the information or explanation presented. <p>Research to Build and Present Knowledge</p> <ol style="list-style-type: none"> 1. Conduct short research projects to answer a question 2. Assess the credibility and accuracy of a source 3. Gather relevant information from multiple sources using effective search terms 4. Paraphrase, quote, and/ or cite information in order to avoid plagiarism
<p>Unit 5: Short Stories: Fiction vs Nonfiction (Barrio Boy <i>and</i> A Day’s Wait (paired texts); All Summer in a Day <i>and</i> Susie and Leah (paired texts); Bear</p>	<p>March 4 weeks</p>	<p>Power Standards: NJLSA.R3 NJLSA.W.1 NJLSA.W.9</p> <p>Secondary Standards: RI.7.1</p>	<ol style="list-style-type: none"> 1. The students will analyze how and why individuals, events, and ideas develop and interact over the course of a text. 2. The students will draw evidence from literary or informational texts to 	<p>Key Ideas and Details:</p> <ol style="list-style-type: none"> 1. Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

<p>Boy and Rikki Tikki Tavi (paired texts); Song of the Trees)</p>		<p>RI.7.3 RI.7.5 RI.7.6 RI.7.8 RI.7.10 W.7.2</p>	<p>support analysis, reflection, and research.</p>	<ol style="list-style-type: none"> 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. 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>Craft and Structure:</p> <ol style="list-style-type: none"> 1. Analyze how an author develops and contrasts the points of view of different characters or narrators in a text. 2. 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. 3. 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. 4. Integration of Knowledge
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				<p>and Ideas:</p> <ol style="list-style-type: none"> 5. 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.
<p>Unit 6: Poetry</p>	<p>June 2-3 weeks</p>	<p>Power Standards: NJSLSA.R4 NJSLSAW.7.3</p> <p>Secondary Standards: RL.7.1. RL.7.4 RL.7.5</p>	<ol style="list-style-type: none"> 1. The students interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone. 2. The students will use precise language and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events. 	<p>Key Ideas and Details</p> <ol style="list-style-type: none"> 1. Identify elements of a poem 2. Identify setting, mood, and theme of a poem 3. Make inferences based on evidence from text 4. Identify speaker’s motives 5. Apply close reading strategies (use symbols and annotate) 6. Determine theme of a poem 7. Summarize/ paraphrase short and long reading passages 8. Identify figurative language 9. Interpret symbolism <p>Craft and Structure</p> <ol style="list-style-type: none"> 1. Identify and label rhyme scheme

				<ol style="list-style-type: none"> 2. Analyze how a poem’s structure contributes to its meaning 3. Use context clues to define vocabulary 4. Recognize and interpret connotative meaning 5. Recognize and interpret words with multiple meanings 6. Identify and interpret figurative language 7. Distinguish between literal and figurative meaning 8. Identify literary devices and their effect on the overall tone of the poem <p>Integration of Knowledge</p> <ol style="list-style-type: none"> 1. Compare and contrast fictional characters 2. Analyze and compare poems with similar themes <p>Text Types and Purpose</p> <ol style="list-style-type: none"> 1. Use precise words and phrases, relevant descriptive
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				<p>details, and sensory language</p> <ol style="list-style-type: none"> 2. Production and Distribution of Writing 3. Write poems following using the structure/format (narrative poems, lyric poems, limericks, haiku, etc) 4. Incorporate figurative language and literary devices into writing
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Instructional Unit Map					
Course Title: English Language Arts 7th					
Unit Title	Be Yourself			Start Date:	September
				Length of Unit:	5-6 weeks
Content Standards <i>What do we want them to know, understand, & do?</i>	Power Standards: NJLSA.R1 Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from	Learning Goals	<ul style="list-style-type: none"> ● The students will be able to read literature and be able to make inferences and understand central ideas. ● The students will understand and be able to write literary analysis pieces. 		

	<p>it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.</p> <p>NJSLSA.R.2 Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.</p> <p>NJSLSA.W.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p> <p>Secondary Standards: RL.7.1 Cite several pieces of textual evidence and make relevant connections to support analysis of what</p>		
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	<p>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>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</p>		
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	<p>verse or stanza of a poem or section of a story or drama.</p> <p>L.7.5 W.7.1c Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence</p> <p>W.7.1e Provide a concluding statement or section that follows from and supports the argument presented.</p> <p>W.7.2b Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.</p> <p>W.7.2c Use appropriate transitions to create</p>		
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	<p>cohesion and clarify the relationships among ideas and concepts.</p> <p>W.7.2d Use precise language and domain-specific vocabulary to inform about or explain the topic.</p> <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>L.7.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>L.7.2 Demonstrate command of the conventions of</p>		
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	standard English capitalization, punctuation, and spelling when writing.		
Essential Questions	<ul style="list-style-type: none"> • <i>How do the individual elements of a story contribute to a greater understanding of the text?</i> • <i>What components make up an effective literary analysis?</i> • <i>What is a central idea, and how can I find it in a text?</i> 		
Assessments <i>How will we know they have gained the knowledge & skills?</i>	Formative Summative Alternative		
	<ul style="list-style-type: none"> • Quizzes • Quizzia • Kahoot • IXL • Graphic Organizers • Peer Conferencing • Think/Pair/Share • Teacher/Student Conferencing • Exit Tickets • Identifying central idea in short passages • Smaller analysis essays • Flocab exercises 	<ul style="list-style-type: none"> • Literary Analysis Major Essay • Be Yourself Test • Flocab Test 	
Unit Pre-Assessment(s) <i>What do they already know?</i>	Pre-Assessment: <ul style="list-style-type: none"> • Understanding thesis • Understanding text features 		

Instructional Strategies/Student Activities	<ul style="list-style-type: none"> ● Graphic Organizers ● Think, Pair, Share ● Modeling ● Direct instruction ● Grouping/cooperative learning ● Scaffolding (especially writing components) ● Self-assessments via IXL ● Conferencing ● Peer revision ● Small group instruction 							
Instructional/Assessment Scaffolds (Modifications /Accommodations) – planned for prior to instruction	<table border="1" style="width: 100%; text-align: center;"> <tr> <th data-bbox="575 594 926 708">English Language Learners</th> <th data-bbox="926 594 1205 708">Special Education Learners</th> <th data-bbox="1205 594 1623 708">Struggling Learners</th> <th data-bbox="1623 594 1944 708">Advanced Learners</th> </tr> </table>				English Language Learners	Special Education Learners	Struggling Learners	Advanced Learners
	English Language Learners	Special Education Learners	Struggling Learners	Advanced Learners				
<ul style="list-style-type: none"> ● Graphic organizers ● Highlight/underline the key words in both directions and texts ● Simplify language ● Visual/verbal cues ● Additional time ● Shorten assignment ● Pre-teach vocabulary 	<ul style="list-style-type: none"> ● Additional time ● Restate information ● Preferential seating ● Review ● Shorten assignments for key concepts ● Graphic organizers ● Read passages of text aloud/as a 	<ul style="list-style-type: none"> ● Highlight/underline key words in directions ● Simplify language ● Visual/verbal cues ● Additional time ● Allow retakes/redos ● Graphic organizers ● Chunk assignments ● Mini-lessons 	<ul style="list-style-type: none"> ● Tiered assignments ● Extra texts ● Flexible grouping 					

		class instead of individually		
Differentiated Instructional Methods: <i>(Multiple means for students to access content and multiple modes for student to express understanding)</i>	Access (Resources and/or Process)		Expression (Products and/or Performance)	
	<ul style="list-style-type: none"> ● Conferencing ● Mini-lessons ● Stations ● Multiple texts ● Flexible grouping ● Tiered assignments 		<ul style="list-style-type: none"> ● Literary Analysis Choice Essays 	
Vocabulary <i>Highlight key vocabulary (both Tier II and Tier III words)</i>	Tier 2: analyze, expand, develop, context, reflection, format, explain, conclusion, introduction, write, specific, transition Tier 3: foreshadowing, compare, contrast, characterization, evidence, point of view, voice, author’s purpose, literary devices, figurative language, mood, tone, dialogue, setting, irony, symbolism, conflict, plot, clause, claim			
Integration of Technology SAMR	<ul style="list-style-type: none"> ● S and A - students use GoogleDocs to write their essays. Students receive feedback on document and conference with teacher via comments throughout the writing process ● A - Students write pieces together via a shared document ● S - Quizziz and Kahoot used as review sources ● A - GoogleForms Assessments ● A - IXL for tiering homework assignments 			
Interdisciplinary Connections NJ Student Learning Standards	Social Studies: 6.3.4.D.1 Identify actions that are unfair or discriminatory, such as bullying, and propose solutions to address such actions. 6.1.4.D.16 Describe how stereotyping and prejudice can lead to conflict, using examples from the past and present. Technology: 8.1 Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.			

	<p>CRP1: Act as a responsible and contributing citizen and employee.</p> <p>CRP2: Apply appropriate academic and technical skills.</p> <p>CRP4: Communicate clearly and effectively and with reason</p> <p>CRP6: Demonstrate creativity and innovation.</p> <p>CRP11: Use technology to enhance productivity.</p>					
<p>21st Century Themes/Skills P21 Framework</p>	<table border="1" style="width: 100%; background-color: #f2f2f2;"> <thead> <tr> <th style="width: 50%; text-align: center;">Themes</th> <th style="width: 50%; text-align: center;">Skills</th> </tr> </thead> <tbody> <tr> <td style="vertical-align: top;"> <ul style="list-style-type: none"> ● Global Awareness </td> <td style="vertical-align: top;"> <ul style="list-style-type: none"> ● Creativity ● Flexibility/Adaptivity </td> </tr> </tbody> </table>		Themes	Skills	<ul style="list-style-type: none"> ● Global Awareness 	<ul style="list-style-type: none"> ● Creativity ● Flexibility/Adaptivity
Themes	Skills					
<ul style="list-style-type: none"> ● Global Awareness 	<ul style="list-style-type: none"> ● Creativity ● Flexibility/Adaptivity 					
<p>Resources/Materials</p>	<p>Core Texts:</p> <ul style="list-style-type: none"> ● Gary Soto Stories <ul style="list-style-type: none"> ○ “Broken Chain” 0 ○ “The Challenge” ○ “Oranges” ○ “Seventh Grade” 0 ● Independent Choice Novels (Leveled) ● Teacher Created Slideshow <ul style="list-style-type: none"> ○ https://docs.google.com/presentation/d/1DR2e1zNsEx9i2YT_-hlsyzO_uC5lBvgvMQmw7rFGCsg/edit#slide=id.p Gary Soto and the Chicano Culture 0 ○ https://drive.google.com/file/d/1C4JPreuVsthxjt0At0LBfheiuV6pbBLc/view Short Story and Literary Devices ● Youtube videos: <ul style="list-style-type: none"> ○ https://www.youtube.com/watch?v=tC1A96E2PAg Looking for Literary America-Episode 11 Gary Soto 0 ○ https://www.youtube.com/watch?v=WND1gVgPXk0 Soto interview - Broken Chain 0 ○ https://www.youtube.com/watch?v=jUT_WSavAC8 - Idioms ○ https://www.youtube.com/watch?v=Ls5Ew9PjC08 - Idioms ○ https://www.youtube.com/watch?v=MIRTTxenUDw - Idioms 					

	<p style="text-align: center;">○</p> <p>Materials: graphic organizers, binders, notebooks, Chromebooks, pencils/pens, construction paper, colored pencils, worksheets for grammar, worksheets for reading comprehension, highlighters</p>
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Instructional Unit Map			
Course Title: English Language Arts 7th			
Unit Title	<i>Al Capone Does My Shirts</i>	Start Date:	
		Length of Unit:	6-8 weeks
Content Standards <i>What do we want them to know, understand, & do?</i>	<p>Power Standards:</p> <p>NJSLSA.R2 Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.</p> <p>NJSLSA.R3 Analyze how and why individuals, events, and</p>	Learning Goals	<ul style="list-style-type: none"> ● The students will be able to read literature and be able to reflect on how a fictional work tackles an historical event, person, and/or setting. ● The students will be able to create a research question in order to conduct short research projects. ● The students will understand and be able to write literary analysis pieces.

	<p>ideas develop and interact over the course of a text.</p> <p>NJLSA.R4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.</p> <p>NJLSA.R7.1 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>NJLSA.W.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p>		
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	<p>NJSLSA.W2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.</p> <p>NJSLSA.W7. Conduct short as well as more sustained research projects, utilizing an inquiry-based research process, based on focused questions, demonstrating understanding of the subject under investigation.</p> <p>Secondary Standards:</p> <p>RL.7.9. Compare, contrast and reflect on (e.g. practical knowledge,</p>		
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	<p>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.</p> <p>NJSLSA.W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>NJSLSA.W5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</p> <p>NJSLSA.W8. Gather relevant information from multiple</p>		
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	<p>print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.</p> <p>W.7.2. A-F Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</p> <p>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).</p>		
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	<p>B. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.</p> <p>C. Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.</p> <p>D. Use precise language and domain-specific vocabulary to inform about or explain the topic.</p> <p>E. Establish and maintain a formal style academic style, approach, and form.</p> <p>F. Provide a concluding statement or section that follows from and supports the information or explanation presented.</p> <p>SL.7.4.</p>		
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	<p>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.</p> <p>SL.7.5. Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.</p>			
<p>Essential Questions</p>	<ul style="list-style-type: none"> • <i>How does historical context/time period affect written work?</i> • <i>What are the qualities of a “good” research question?</i> • <i>How do I enhance my literary analysis writing?</i> 			
<p>Assessments <i>How will we know they have gained the knowledge & skills?</i></p>	<p>Formative Summative Alternative</p>			

	<ul style="list-style-type: none"> ● Quizzes ● Quizzia ● Kahoot ● IXL ● Graphic Organizers ● Peer Conferencing ● Think/Pair/Share ● Teacher/Student Conferencing ● Exit Tickets ● Short research prompts ● Smaller analysis essays ● Flocab exercises 	<ul style="list-style-type: none"> ● Al Capone Essay ● Al Capone Test ● Flocab Test ● Research Prompt (RST) 	
Unit Pre-Assessment(s) <i>What do they already know?</i>	<ul style="list-style-type: none"> ● Basic understanding of valid sources/how to best research ● Understanding of the components of a literary analysis essay 		
Instructional Strategies/Student Activities	<ul style="list-style-type: none"> ● Graphic Organizers ● Think, Pair, Share ● Modeling ● Direct instruction ● Grouping/cooperative learning ● Scaffolding (especially writing components) ● Self-assessments via IXL ● Conferencing ● Peer revision 		

	<ul style="list-style-type: none"> • Small group instruction 			
Instructional/Assessment Scaffolds (<i>Modifications /Accommodations</i>) – <i>planned for prior to instruction</i>	English Language Learners	Special Education Learners	Struggling Learners	Advanced Learners
	<ul style="list-style-type: none"> • Graphic organizers • Highlight/underline key words in both directions and texts • Simplify language • Visual/verbal cues • Additional time • Shorten assignment • Pre-teach vocabulary • Modeling 	<ul style="list-style-type: none"> • Additional time • Restate information • Preferential seating • Review • Shorten assignments for key concepts • Graphic organizers • Read passages of text aloud/as a class instead of individually 	<ul style="list-style-type: none"> • Highlight/underline key words in directions • Simplify language • Visual/verbal cues • Additional time • Allow retakes/redos • Graphic organizers • Chunk assignments • Mini-lessons 	<ul style="list-style-type: none"> • Tiered assignments • Extra texts • Flexible grouping
Differentiated Instructional Methods: (<i>Multiple means for students to access content</i>)	Access (Resources and/or Process)		Expression (Products and/or Performance)	
	<ul style="list-style-type: none"> • Conferencing • Mini-lessons • Stations • Multiple texts 		<ul style="list-style-type: none"> • Choice of research questions/assignment 	

<p><i>and multiple modes for student to express understanding)</i></p>	<ul style="list-style-type: none"> ● Flexible grouping ● Tiered assignments 					
<p>Vocabulary <i>Highlight key vocabulary (both Tier II and Tier III words)</i></p>	<p>Tier 2: valid, credible, style, cite, context, explain, clarify, research, text, setting, analyze, character, dark, support, quote, point of view, structure, language, perspective</p> <p>Tier 3: voice, Romanticism, catacomb, characterization, thesis, paraphrase, source, conflict/tension, claim, evidence, tone</p>					
<p>Integration of Technology SAMR</p>	<ul style="list-style-type: none"> ● S and A - students use GoogleDocs to write their essays. Students receive feedback on document and conference with teacher via comments throughout the writing process ● A - Students write pieces together via a shared document ● S - Quizziz and Kahoot used as review sources ● A - GoogleForms Assessments ● A - IXL for tiering homework assignments 					
<p>Interdisciplinary Connections NJ Student Learning Standards</p>	<p>Technology: 8.1 Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.</p> <p>CRP1: Act as a responsible and contributing citizen and employee.</p> <p>CRP2: Apply appropriate academic and technical skills.</p> <p>CRP4: Communicate clearly and effectively and with reason</p> <p>CRP6: Demonstrate creativity and innovation.</p> <p>CRP11: Use technology to enhance productivity.</p>					
<p>21st Century Themes/Skills P21 Framework</p>	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr style="background-color: black; color: white;"> <th style="width: 50%; text-align: center;">Themes</th> <th style="width: 50%; text-align: center;">Skills</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;"> <ul style="list-style-type: none"> ● Global Awareness </td> <td style="text-align: center;"> <ul style="list-style-type: none"> ● Information, Media, and Technology Skills </td> </tr> </tbody> </table>		Themes	Skills	<ul style="list-style-type: none"> ● Global Awareness 	<ul style="list-style-type: none"> ● Information, Media, and Technology Skills
Themes	Skills					
<ul style="list-style-type: none"> ● Global Awareness 	<ul style="list-style-type: none"> ● Information, Media, and Technology Skills 					

Resources/Materials	<p>Core Texts:</p> <ul style="list-style-type: none"> • <i>Al Capone Does My Shirts</i> (novel) 0+ • Independent Choice Reading (Leveled) <p>Materials: literary analysis graphic organizers, research graphic organizers, research notes, binders, notebooks, Chromebooks, timer, pencils/pens, colored pencils, worksheets for grammar, flocabulary worksheets, Edgar Allan Poe reading comprehension worksheets, Edgar Allan Poe notes</p>
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Instructional Unit Map			
Course Title: English Language Arts 7th			
Unit Title	Twist of Fate: A Christmas Carol & O’Henry Stories (i.e. The Gift of the Magi, After Twenty Years, Hey Come On Out, The Ransom of Red Chief)	Start Date:	
		Length of Unit:	6-8 weeks
Content Standards <i>What do we want them to know, understand, & do?</i>	<p>Power Standards: NJLSA.R5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.</p> <p>NJLSA.W3</p>	Learning Goals	<ul style="list-style-type: none"> • The students will be able to read literature (drama and short story) and be able to analyze how the structure of different genres of literature affects understanding. • The students will understand and be able to write narrative pieces.

	<p>Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</p> <p>NJSLSA.W4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>Secondary Standards: 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.7.6 Analyze how an author develops and contrasts the points of view of different</p>		
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	<p>characters or narrators in a text.</p> <p>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).</p> <p>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.</p> <p>W.5 Develop and strengthen writing as needed by planning, revising, editing,</p>		
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	<p>rewriting, or trying a new approach.</p> <p>W.7.3a 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.</p> <p>W.7.3b Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.</p> <p>W.7.3c Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.</p> <p>W.7.3d</p>		
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	<p>Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.</p> <p>W.7.3e Provide a conclusion that follows from and reflects on the narrated experiences or events.</p> <p>L.7.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>L.7.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p>		
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Essential Questions	<ul style="list-style-type: none"> • <i>How do I craft a narrative?</i> • <i>What are the essential components to create a quality narrative?</i> • <i>How do genres affect the overall impact a work has?</i> 					
Assessments <i>How will we know they have gained the knowledge & skills?</i>	<table border="1"> <thead> <tr> <th data-bbox="575 347 995 423">Formative</th> <th data-bbox="995 347 1526 423">Summative</th> <th data-bbox="1526 347 1944 423">Alternative</th> </tr> </thead> </table>			Formative	Summative	Alternative
	Formative	Summative	Alternative			
<ul style="list-style-type: none"> • Quizzes • Quizzia • Kahoot • IXL • Graphic Organizers • Peer Conferencing • Think/Pair/Share • Teacher/Student Conferencing • Exit Tickets • Reading comprehension Worksheets • Smaller narrative writes • Flocab exercises 	<ul style="list-style-type: none"> • Major narrative essay • Test on short stories 	<ul style="list-style-type: none"> • Narrative works cafe presentations 				
Unit Pre-Assessment(s) <i>What do they already know?</i>	<ul style="list-style-type: none"> • What defines a narrative • Basic dialogue tags and structure • Experience reading various types of fiction 					

Instructional Strategies/Student Activities	<ul style="list-style-type: none"> ● Graphic Organizers ● Think, Pair, Share ● Modeling ● Direct instruction ● Grouping/cooperative learning ● Scaffolding (especially writing components) ● Self-assessments via IXL ● Conferencing ● Peer revision ● Small group instruction ● Note taking 			
Instructional/Assessment Scaffolds (<i>Modifications /Accommodations</i>) – <i>planned for prior to instruction</i>	English Language Learners Special Education Learners Struggling Learners Advanced Learners			
	<ul style="list-style-type: none"> ● Graphic organizers ● Highlight/underline key words in both directions and texts ● Simplify language ● Visual/verbal cues ● Additional time ● Shorten assignment ● Pre-teach vocabulary 	<ul style="list-style-type: none"> ● Additional time ● Restate information ● Preferential seating ● Review ● Shorten assignments for key concepts ● Graphic organizers 	<ul style="list-style-type: none"> ● Highlight/underline key words in directions ● Simplify language ● Visual/verbal cues ● Additional time ● Allow retakes/redos ● Graphic organizers ● Chunk assignments ● Mini-lessons 	<ul style="list-style-type: none"> ● Tiered assignments ● Extra texts ● Flexible grouping

		<ul style="list-style-type: none"> • Read passages of text aloud/as a class instead of individually 		
Differentiated Instructional Methods: <i>(Multiple means for students to access content and multiple modes for student to express understanding)</i>	Access (Resources and/or Process)		Expression (Products and/or Performance)	
	<ul style="list-style-type: none"> • Conferencing • Mini-lessons • Stations • Multiple texts • Flexible grouping • Tiered assignments 		<ul style="list-style-type: none"> • Narrative topic is determined by self/choice 	
Vocabulary <i>Highlight key vocabulary (both Tier II and Tier III words)</i>	Tier 2: summarize, text, details, conflicts, symbol, narrator, style, setting, dialogue, essay, story, author Tier 3: infer, foreshadowing, exposition, denouement, climax, flat character, round character, omniscient, irony, objective, sensory, transition			
Integration of Technology SAMR	<ul style="list-style-type: none"> • S and A - students use GoogleDocs to write their essays. Students receive feedback on document and conference with teacher via comments throughout the writing process • A - Students write pieces together via a shared document • S - Quizziz and Kahoot used as review sources • A - GoogleForms Assessments • A - IXL for tiering homework assignments 			

<p>Interdisciplinary Connections NJ Student Learning Standards</p>	<p>Technology: 8.1 Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.</p> <p>CRP1: Act as a responsible and contributing citizen and employee. CRP2: Apply appropriate academic and technical skills. CRP4: Communicate clearly and effectively and with reason CRP6: Demonstrate creativity and innovation. CRP11: Use technology to enhance productivity.</p>					
<p>21st Century Themes/Skills P21 Framework</p>	<table border="1"> <thead> <tr> <th data-bbox="575 483 1234 557">Themes</th> <th data-bbox="1234 483 1944 557">Skills</th> </tr> </thead> <tbody> <tr> <td data-bbox="575 557 1234 695"> <ul style="list-style-type: none"> Global Awareness </td> <td data-bbox="1234 557 1944 695"> <ul style="list-style-type: none"> Life and Career Skills </td> </tr> </tbody> </table>		Themes	Skills	<ul style="list-style-type: none"> Global Awareness 	<ul style="list-style-type: none"> Life and Career Skills
Themes	Skills					
<ul style="list-style-type: none"> Global Awareness 	<ul style="list-style-type: none"> Life and Career Skills 					
<p>Resources/Materials</p>	<p>Core Texts:</p> <ul style="list-style-type: none"> <i>A Christmas Carol</i> by Charles Dickens “The Gift of the Magi,” “After Twenty Years,” “Hey Come On Out,”* “The Ransom of Red Chief” by O’Henry Independent Choice Reading (Leveled) <p>Materials: graphic organizers, narrative writing notes, binders, notebooks, Chromebooks, pencils/pens, construction paper, colored pencils, worksheets for grammar, worksheets for reading comprehension, highlighters</p>					

<p>Instructional Unit Map</p>
<p>Course Title: English Language Arts 7th</p>

Unit Title	Power of Youth: <i>Left for Dead</i> (novel by Pete Nelson) NewsELA Articles		Start Date:	
			Length of Unit:	8-10 weeks
Content Standards <i>What do we want them to know, understand, & do?</i>	<p>Power Standards:</p> <p>NJSLSA.R7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.</p> <p>NJSLSA.R8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.</p> <p>NJSLSA.R9 Analyze and reflect on how two or more texts address similar themes or topics in order to build knowledge or to compare</p>	Learning Goals	<ul style="list-style-type: none"> • The students learn how to integrate and evaluate content presented in diverse media and formats, including visually, as well as in words. • The students will read and comprehend complex literary and informational texts independently and proficiently. • The students will gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism. 	

	<p>the approaches the authors take</p> <p>NJSLSA.R.10 Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.</p> <p>NJSLSA.W.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p> <p>NJSLSA.W.7 Conduct short as well as more sustained research projects, utilizing an inquiry-based research process, based on focused questions, demonstrating understanding of the subject under investigation.</p>		
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	<p>NJSLSA.W.8 Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.</p> <p>Secondary Standards: 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.7.3 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>		
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	<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>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.</p> <p>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.</p> <p>RI.7.10 By the end of the year read and comprehend</p>		
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	<p>literary nonfiction at grade level text-complexity or above, with scaffolding as needed.</p> <p>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</p> <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.</p>		
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Essential Questions	<ul style="list-style-type: none"> • <i>What makes a source credible?</i> • <i>How can I support my assertions with evidence?</i> 								
Assessments <i>How will we know they have gained the knowledge & skills?</i>	<table border="1"> <thead> <tr> <th data-bbox="575 305 995 383">Formative</th> <th data-bbox="995 305 1526 383">Summative</th> <th data-bbox="1526 305 1944 383">Alternative</th> </tr> </thead> <tbody> <tr> <td data-bbox="575 383 995 967"> <ul style="list-style-type: none"> • Quizzes • Quizziz • Kahoot • IXL • Graphic Organizers • Peer Conferencing • Think/Pair/Share • Teacher/Student Conferencing • Exit Tickets • Short research prompts • Smaller analysis essays • Flocab exercises </td> <td data-bbox="995 383 1526 967"> <ul style="list-style-type: none"> • <i>Left For Dead</i> Test • Flocab Test • Research Prompt </td> <td data-bbox="1526 383 1944 967"> <ul style="list-style-type: none"> • Reader's Theater Presentations </td> </tr> </tbody> </table>			Formative	Summative	Alternative	<ul style="list-style-type: none"> • Quizzes • Quizziz • Kahoot • IXL • Graphic Organizers • Peer Conferencing • Think/Pair/Share • Teacher/Student Conferencing • Exit Tickets • Short research prompts • Smaller analysis essays • Flocab exercises 	<ul style="list-style-type: none"> • <i>Left For Dead</i> Test • Flocab Test • Research Prompt 	<ul style="list-style-type: none"> • Reader's Theater Presentations
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Unit Pre-Assessment(s) <i>What do they already know?</i>	<ul style="list-style-type: none"> • KWL+ Activity and Collaborative Discussions • How to find credible sources 								
Instructional Strategies/Student Activities	<ul style="list-style-type: none"> • Graphic Organizers • Think, Pair, Share • Modeling • Direct instruction • Grouping/cooperative learning 								

	<ul style="list-style-type: none"> ● Scaffolding (especially writing components) ● Self-assessments via IXL ● Conferencing ● Peer revision ● Small group instruction 			
Instructional/Assessment Scaffolds (Modifications /Accommodations) – planned for prior to instruction	English Language Learners	Special Education Learners	Struggling Learners	Advanced Learners
	<ul style="list-style-type: none"> ● Graphic organizers ● Highlight/underline key words in both directions and texts ● Simplify language ● Visual/verbal cues ● Additional time ● Shorten assignment ● Pre-teach vocabulary ● Modeling ● Simplify reading comprehension questions for core understanding 	<ul style="list-style-type: none"> ● Additional time ● Restate information ● Preferential seating ● Review ● Shorten assignments for key concepts ● Graphic organizers ● Read passages of text aloud/as a class instead of individually ● Tier NewsELA reading 	<ul style="list-style-type: none"> ● Highlight/underline key words in directions ● Simplify language ● Visual/verbal cues ● Additional time ● Allow retakes/redos ● Graphic organizers ● Chunk assignments ● Mini-lessons ● Tier NewsELA level 	<ul style="list-style-type: none"> ● Tiered NewsELA texts ● Flexible grouping

Differentiated Instructional Methods: <i>(Multiple means for students to access content and multiple modes for student to express understanding)</i>	Access (Resources and/or Process)		Expression (Products and/or Performance)
	<ul style="list-style-type: none"> • Choice of reading selections • Conferencing • Mini-lessons • Stations • Multiple texts • Flexible grouping • Tiered assignments 		<ul style="list-style-type: none"> • Reading responses to independent texts • Projects - creative project/display • Choice menus
Vocabulary <i>Highlight key vocabulary (both Tier II and Tier III words)</i>	Tier 2: valid, credible, purpose, evidence, context, research, sources, current, decipher Tier 3: cite, accolade, adversary, benevolent, brusquely, disseminate, dither, edict, effigy, fracas, gabardine, hostler, kowtow, melee, poultice, tarry		
Integration of Technology SAMR	<ul style="list-style-type: none"> • S and A - students use GoogleDocs to write their essays. Students receive feedback on document and conference with teacher via comments throughout the writing process • A - Students write pieces together via a shared document • S - Quizziz and Kahoot used as review sources • A - GoogleForms Assessments • A - IXL for tiering homework assignments 		
Interdisciplinary Connections NJ Student Learning Standards	Social Studies: 6.1.4.A.9 Compare and contrast responses of individuals and groups, past and present, to violations of fundamental rights (e.g., fairness, civil rights, human rights). 6.3.4.D.1 Identify actions that are unfair or discriminatory, such as bullying, and propose solutions to address such actions. 6.1.4.D.16 Describe how stereotyping and prejudice can lead to conflict, using examples from the past and present. Technology: 8.1 Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge. CRP1: Act as a responsible and contributing citizen and employee.		

	<p>CRP2: Apply appropriate academic and technical skills.</p> <p>CRP4: Communicate clearly and effectively and with reason</p> <p>CRP6: Demonstrate creativity and innovation.</p> <p>CRP11: Use technology to enhance productivity.</p>	
21st Century Themes/Skills P21 Framework	Themes Skills	
	<ul style="list-style-type: none"> • Global Awareness 	<ul style="list-style-type: none"> • Information, Media, and Technology Skills • Creativity and Innovation
Resources/Materials	<p>Texts:</p> <ul style="list-style-type: none"> • <i>Left for Dead</i> (novel by Pete Nelson) • NewsELA articles • Independent Choice Reading <p>Materials: binders, notebooks, Chromebooks, timer, pencils/pens, colored pencils, worksheets for grammar, flocabulary worksheets, NewsELA articles</p>	

Instructional Unit Map			
Course Title: English Language Arts 7th			
Unit Title	Short Stories: Fiction vs Nonfiction (<i>Barrio Boy and A Day's Wait</i> (paired texts); <i>All Summer in a Day and Susie and Leah</i> (paired texts); <i>Bear Boy and Rikki Tikki Tavi</i> (paired texts); <i>Song of the Trees</i>)	Start Date:	
		Length of Unit:	4 weeks

<p>Content Standards <i>What do we want them to know, understand, & do?</i></p>	<p>Power Standards: NJLSA.R3 Analyze how and why individuals, events, and ideas develop and interact over the course of a text.</p> <p>NJLSA.W.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p> <p>NJLSA.W.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>Secondary Standards: RI.7.1 Cite several pieces of textual evidence and make relevant connections to support analysis of what the text says explicitly as</p>	<p>Learning Goals</p>	<ul style="list-style-type: none"> ● The students will analyze how and why individuals, events, and ideas develop and interact over the course of a text. ● The students will draw evidence from literary or informational texts to support analysis, reflection, and research.
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	<p>well as inferences drawn from 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.7.5 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>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.</p> <p>RI.7.8</p>		
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	<p>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.</p> <p>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.</p> <p>W.2 Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.</p>		
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Essential Questions	<ul style="list-style-type: none"> • <i>How do fictional text features differ than non fiction?</i> • <i>How do stories develop their characters and themes in different ways?</i> 					
Assessments <i>How will we know they have gained the knowledge & skills?</i>	<table border="1" style="width: 100%; text-align: center;"> <tr> <th style="width: 33%;">Formative</th> <th style="width: 33%;">Summative</th> <th style="width: 33%;">Alternative</th> </tr> </table>			Formative	Summative	Alternative
	Formative	Summative	Alternative			
<ul style="list-style-type: none"> • Kahoot • IXL • Plot Diagrams • Reading comprehension questions (RACE TDQ's) • Think/Pair/Share • Exit Tickets • Short research prompts • Smaller analysis essays • Flocab exercises • "Quizziz" 	<ul style="list-style-type: none"> • Short Story Analysis • Essay Responses 					
Unit Pre-Assessment(s) <i>What do they already know?</i>	<ul style="list-style-type: none"> • Basic non-fiction text features/differences between fiction and non-fiction 					
Instructional Strategies/Student Activities	<ul style="list-style-type: none"> • Think, Pair, Share • Modeling • Direct instruction • Grouping/cooperative learning • Self-assessments via IXL • Peer revision • Small group instruction 					

Instructional/Assessment Scaffolds (<i>Modifications /Accommodations</i>) – <i>planned for prior to instruction</i>	English Language Learners	Special Education Learners	Struggling Learners	Advanced Learners
	<ul style="list-style-type: none"> ● Graphic organizers ● Highlight/underline key words in both directions and texts ● Simplify language ● Visual/verbal cues ● Additional time ● Pre-teach vocabulary ● Modeling ● Simplify reading comprehension questions for core understanding 	<ul style="list-style-type: none"> ● Additional time ● Restate information ● Preferential seating ● Graphic organizers ● Read passages of text aloud/as a class instead of individually 	<ul style="list-style-type: none"> ● Highlight/underline key words in directions ● Simplify language ● Visual/verbal cues ● Additional time ● Allow retakes/redos ● Graphic organizers ● Chunk assignments ● Mini-lessons 	<ul style="list-style-type: none"> ● Tiered assignments ● Flexible grouping
Differentiated Instructional Methods: (<i>Multiple means for students to access content and multiple modes for student to express understanding</i>)	Access (Resources and/or Process)		Expression (Products and/or Performance)	
	<ul style="list-style-type: none"> ● Choice of reading selections ● Conferencing ● Mini-lessons ● Stations ● Multiple texts ● Flexible grouping ● Tiered assignments 		<ul style="list-style-type: none"> ● Reading responses to independent texts ● Projects - creative project/display ● Choice menus 	

Vocabulary <i>Highlight key vocabulary (both Tier II and Tier III words)</i>	Tier 2: analyze, character, plot, conflict, non-fiction, fiction, text, development, purpose, voice, dialogue Tier 3: internal conflict, external conflict, exposition, flat character, round character, mood, tone, climax, claim, contradict, sensory language					
Integration of Technology SAMR	<ul style="list-style-type: none"> ● S - Quizziz and Kahoot used as review sources ● A - GoogleForms Assessments ● A - IXL for tiering homework assignments 					
Interdisciplinary Connections NJ Student Learning Standards	<p>Technology: 8.1 Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.</p> <p>CRP1: Act as a responsible and contributing citizen and employee.</p> <p>CRP2: Apply appropriate academic and technical skills.</p> <p>CRP4: Communicate clearly and effectively and with reason</p> <p>CRP6: Demonstrate creativity and innovation.</p> <p>CRP11: Use technology to enhance productivity.</p>					
21st Century Themes/Skills P21 Framework	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr style="background-color: black; color: white;"> <th style="text-align: center; padding: 5px;">Themes</th> <th style="text-align: center; padding: 5px;">Skills</th> </tr> </thead> <tbody> <tr> <td style="padding: 5px; vertical-align: top;"> <ul style="list-style-type: none"> ● Global Awareness ● Environmental Literacy </td> <td style="padding: 5px; vertical-align: top;"> <ul style="list-style-type: none"> ● Information, Media, and Technology Skills ● Creativity and Innovation </td> </tr> </tbody> </table>		Themes	Skills	<ul style="list-style-type: none"> ● Global Awareness ● Environmental Literacy 	<ul style="list-style-type: none"> ● Information, Media, and Technology Skills ● Creativity and Innovation
Themes	Skills					
<ul style="list-style-type: none"> ● Global Awareness ● Environmental Literacy 	<ul style="list-style-type: none"> ● Information, Media, and Technology Skills ● Creativity and Innovation 					
Resources/Materials	Core Texts: <ul style="list-style-type: none"> ● “Rikki Tikki Tavi” by Rudyard Kipling ● “Barrio Boy” by Ernesto Galarza ● “A Day’s Wait” by Ernest Hemingway ● “Bear Boy” by Joseph Bruchac ● “Suzy and Leah” by Jane Yolen ● “All Summer in a Day” by Ray Bradbury ● Independent Choice Novels 					

	Materials: binders, notebooks, Chromebooks, timer, pencils/pens, colored pencils, worksheets for grammar, flocabulary worksheets, reading comprehension questions
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Instructional Unit Map			
Course Title: English Language Arts 7th			
Unit Title	Poetry	Start Date:	June
		Length of Unit:	2-3 weeks
Content Standards <i>What do we want them to know, understand, & do?</i>	Power Standards: NJSLSA.R.3 Analyze how and why individuals, events, and ideas develop and interact over the course of a text NJSLSA.R.4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.	Learning Goals	<ul style="list-style-type: none"> Students will interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone. Students will use precise language and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.

	<p>NJLSA.W.2</p> <p>Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.</p> <p>Secondary Standards:</p> <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>		
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	<p>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).</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>Essential Questions</p>	<ul style="list-style-type: none"> • <i>How do poets use their language to change their ideas and convey theme?</i> • <i>How does one create poetry? How does that creation differ from different types of writing?</i> 											
<p>Assessments <i>How will we know they have gained the knowledge & skills?</i></p>	<table border="1"> <thead> <tr> <th data-bbox="575 1101 995 1175">Formative</th> <th data-bbox="995 1101 1520 1175">Summative</th> <th colspan="2" data-bbox="1520 1101 1934 1175">Alternative</th> </tr> </thead> <tbody> <tr> <td data-bbox="575 1175 995 1349"> <ul style="list-style-type: none"> • Quizzia • Kahoot • IXL • Graphic Organizers </td> <td data-bbox="995 1175 1520 1349"> <ul style="list-style-type: none"> • Personal Poem </td> <td colspan="2" data-bbox="1520 1175 1934 1349"></td> </tr> </tbody> </table>				Formative	Summative	Alternative		<ul style="list-style-type: none"> • Quizzia • Kahoot • IXL • Graphic Organizers 	<ul style="list-style-type: none"> • Personal Poem 		
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	<ul style="list-style-type: none"> ● Peer Conferencing ● Think/Pair/Share ● Teacher/Student Conferencing ● Exit Tickets ● Smaller poem analysis ● Flocab exercises ● Quizzes 			
Unit Pre-Assessment(s) <i>What do they already know?</i>	<ul style="list-style-type: none"> ● Pre-Assessment: Figurative Language terminology and poetry response 			
Instructional Strategies/Student Activities	<ul style="list-style-type: none"> ● Research based learning ● Think, Pair, Share ● Modeling ● Direct instruction ● Grouping/cooperative learning ● Self-assessments via IXL ● Conferencing ● Small group instruction 			
Instructional/Assessment Scaffolds (<i>Modifications /Accommodations</i>) – <i>planned for prior to instruction</i>	English Language Learners	Special Education Learners	Struggling Learners	Advanced Learners
	<ul style="list-style-type: none"> ● Graphic organizers ● Highlight/underline key words in both directions and texts 	<ul style="list-style-type: none"> ● Additional time ● Restate information 	<ul style="list-style-type: none"> ● Highlight/underline key words in directions ● Simplify language ● Visual/verbal cues ● Additional time 	<ul style="list-style-type: none"> ● Extra texts ● Flexible grouping

	<ul style="list-style-type: none"> ● Simplify language ● Visual/verbal cues ● Additional time ● Shorten assignment ● Pre-teach vocabulary 	<ul style="list-style-type: none"> ● Preferential seating ● Review ● Shorten assignments for key concepts ● Graphic organizers ● Read passages of text aloud/as a class instead of individually 	<ul style="list-style-type: none"> ● Allow retakes/redos ● Graphic organizers ● Chunk assignments ● Mini-lessons 	
Differentiated Instructional Methods: <i>(Multiple means for students to access content and multiple modes for student to express understanding)</i>	Access (Resources and/or Process)		Expression (Products and/or Performance)	
	<ul style="list-style-type: none"> ● Choice of reading selections ● Conferencing ● Mini-lessons ● Stations ● Multiple texts ● Flexible grouping ● Tiered assignments 		<ul style="list-style-type: none"> ● Reading responses to independent texts ● Projects - creative project/display ● Choice menus (individual poems) 	
Vocabulary <i>Highlight key vocabulary (both Tier II and Tier III words)</i>	Tier 2: poem, analyze, rhyme, create, write, read, conclude, shape, style, voice Tier 3: stanza, figurative language, simile, metaphor, onomatopoeia, rhyme scheme, point of view, speaker, meter, sensory language			

Integration of Technology SAMR	<ul style="list-style-type: none"> ● S and A - students use GoogleDocs to write. Students receive feedback on document and conference with teacher via comments throughout the writing process ● S - Quizziz and Kahoot used as review sources ● A - GoogleForms Assessments ● A - IXL for tiering homework assignments 					
Interdisciplinary Connections NJ Student Learning Standards	<p>Technology: 8.1 Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.</p> <p>CRP1: Act as a responsible and contributing citizen and employee.</p> <p>CRP2: Apply appropriate academic and technical skills.</p> <p>CRP4: Communicate clearly and effectively and with reason</p> <p>CRP6: Demonstrate creativity and innovation.</p>					
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Themes	Skills					
<ul style="list-style-type: none"> ● Global Awareness 	<ul style="list-style-type: none"> ● Flexibility and Adaptivity ● Social and Cross Cultural Skills 					
Resources/Materials	<p>Core Texts:</p> <ul style="list-style-type: none"> ● Various poems ● Independent Reading Novels (Leveled) <p>Materials: graphic organizers, binders, notebooks, Chromebooks, pencils/pens, construction paper, colored pencils, worksheets for grammar, worksheets for reading comprehension, highlighters, poem print-outs</p>					