NEW HANOVER TOWNSHIP CURRICULUM

GRADE 7

New Hanover Township School
Content Area: English Language Arts

School Mission: ELA 6-8 Students will...
- Develop autonomy in reading and writing at increasing levels of difficulty and in a variety of genres.

- Create essays, narratives, multimedia presentations, analyses, debates, arguments, a base of research, and collections of media.
- Overcome such misconceptions as: there's only one style to writing, grammar and word choice is unimportant, language has little or no effect on the world, and various medias aren't language arts.
- Overcome such key challenges as deciphering unfamiliar words, determining patterns in and across genres, using evidence to make inferences about author's purpose, theme, author's underlying assumptions, and analyzing decisions that lead to style, tone, and mood.

21st Century Learning The Partnership for 21st Century Learning (P21)
www.P21.org

To help practitioners integrate skills into the teaching of core academic subjects, P21 has developed a unified, collective vision for learning known as the Framework for 21st Century Learning. This Framework describes the skills, knowledge and expertise students must master to succeed in work and life; it is a blend of content knowledge, specific skills, expertise and literacies. Every 21st century skills implementation requires the development of core academic subject knowledge and understanding among all students. Those who can think critically and communicate effectively must build on a base of core academic subject knowledge. Within the context of content knowledge instruction, students must also learn the essential skills for success in today's world, such as critical thinking, problem solving, communication and collaboration. When a school or district builds on this foundation, combining the entire Framework with the necessary support systems—standards, assessments, curriculum and instruction, professional development and learning environments—students are more engaged in the learning process and graduate better prepared to thrive in today's global economy. Mastery of key subjects and 21st century themes is essential to student success. Key subjects include English, reading or language arts, world languages, arts, mathematics, economics, science, geography, history, government and civics. In addition, schools must promote an understanding of academic content at much higher levels by weaving 21st century interdisciplinary themes into core subjects:

- Global Awareness
- Financial, Economic, Business and Entrepreneurial Literacy
- Civic Literacy
- Health Literacy
- Environmental Literacy Learning and Innovation

Skills Learning and innovation skills are what separate students who are prepared for increasingly complex life and work environments in today's world and those who are not. They include:

- Creativity and Innovation
- Critical Thinking and Problem Solving
- Communication and Collaboration Information, Media and Technology Skills

Today, we live in a technology and media-driven environment, marked by access to an abundance of information, rapid changes in technology tools and the ability to collaborate and make individual contributions on an unprecedented scale. Effective citizens and workers must be able to exhibit a range of functional and critical thinking skills, such as:

- Information Literacy
- Media Literacy
- ICT (Information, Communications and Technology) Literacy Life and Career Skills

Today's life and work environments require far more than thinking skills and content knowledge. The ability to navigate the complex life and work environments in the globally competitive information age requires students to pay rigorous attention to developing adequate life and career skills, such as:

- Flexibility and Adaptability
- Initiative and Self-Direction
- Social and Cross-Cultural Skills
- Productivity and Accountability
- Leadership and Responsibility

Developing a comprehensive framework for 21st century learning requires more than identifying specific skills, content knowledge, expertise and literacies. An innovative support system must be created to help students master the multi-dimensional abilities that will be required of them. The Partnership has identified five critical support systems to ensure student mastery of 21st century skills:

- 21st Century Standards
- Assessments of 21st Century Skills
- 21st Century Curriculum and Instruction
- 21st Century Professional Development
- 21st Century Learning Environments

Suggestions for Differentiation

A variety of teaching strategies and models can aid in reaching diverse learning styles in groups of students and strengthen any learning weaknesses a group may present. Strategies are general approaches to teaching that all individuals use. Tendencies with these choices form our teaching style. For example, planning, organization, communication, feedback, monitoring, questioning, collaborative

grouping, review or closure, and climate support increasing motivation and critical thinking. Models are ways to present content. One's tendency to use one model more frequently is also reflective of an individual's style. Guided discovery model, concept attainment model, integrative model, problem based learning, direct instruction, and lecture-discussion model can be used based on content, teaching style, and student needs. When reteaching or problem solving, choosing a different teaching model may provide new ways to reach students. Overall, it is important for classrooms to experience a wide variety of learning models and strategies, encouraging diversity, awareness, and strengthening different skills.

Summarized from Strategies and Models for Teaching:Teaching Content and Thinking Skills Sixth Edition by Paul Eggen and Don Kauchak

Common Core
College and Career Readiness

ELA Big Ideas K-12:
College and Career Readiness: Reading

Key Ideas and Details::
CCSS.ELA-LITERACY.CCRA.R.1 Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

CCSS.ELA-LITERACY.CCRA.R.2 Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

CCSS.ELA-LITERACY.CCRA.R.3 Analyze how and why individuals, events, or ideas develop and interact over the course of a text.

Craft and Structure:
CCSS.ELA-LITERACY.CCRA.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.

CCSS.ELA-LITERACY.CCRA.R.5 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.

CCSS.ELA-LITERACY.CCRA.R.6 Assess how point of view or purpose shapes the content and style of a text.

Integration of Knowledge and Ideas:
CCSS.ELA-LITERACY.CCRA.R.7 Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.1

CCSS.ELA-LITERACY.CCRA.R.8 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.

CCSS.ELA-LITERACY.CCRA.R.9 Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

Range of Reading and Level of Text Complexity:
CCSS.ELA-LITERACY.CCRA.R.10 Read and comprehend complex literary and informational texts independently and proficiently.

College and Career Readiness: Writing

Text Types and Purposes 1:
CCSS.ELA-LITERACY.CCRA.W.1 Write arguments to support claims in an analysis of substantive topics or texts using valid reasoning and relevant and sufficient evidence.

CCSS.ELA-LITERACY.CCRA.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.

CCSS.ELA-LITERACY.CCRA.W.3 Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details and well-structured event sequences.

Production and Distribution of Writing:

CCSS.ELA-LITERACY.CCRA.W.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

CCSS.ELA-LITERACY.CCRA.W.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

CCSS.ELA-LITERACY.CCRA.W.6 Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

Research to Build and Present Knowledge:
CCSS.ELA-LITERACY.CCRA.W.7 Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.

CCSS.ELA-LITERACY.CCRA.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.

CCSS.ELA-LITERACY.CCRA.W.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.

Range of Writing:
CCSS.ELA-LITERACY.CCRA.W.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

College and Career Readiness: Speaking and Listening

Comprehension and Collaboration:
CCSS.ELA-LITERACY.CCRA.SL.1 Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

CCSS.ELA-LITERACY.CCRA.SL.2 Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

CCSS.ELA-LITERACY.CCRA.SL.3 Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

Presentation of Knowledge and Ideas:
CCSS.ELA-LITERACY.CCRA.SL.4 Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.

CCSS.ELA-LITERACY.CCRA.SL.5 Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.

CCSS.ELA-LITERACY.CCRA.SL.6 Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

College and Career Readiness: Language

Conventions of Standard English:
CCSS.ELA-LITERACY.CCRA.L.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

CCSS.ELA-LITERACY.CCRA.L.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

Knowledge of Language:
CCSS.ELA-LITERACY.CCRA.L.3 Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

Vocabulary Acquisition and Use:
CCSS.ELA-LITERACY.CCRA.L.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

CCSS.ELA-LITERACY.CCRA.L.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

CCSS.ELA-LITERACY.CCRA.L.6 Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

Unit: Collection 1: Bold Actions

Goals by the end of 7th grade:
RL1, RL2, RL3, RL4, RL5
RI 1, RI 2, RI 3, RI 4, RI 5, RI 6, RI 8, RI 9
SL1, SL2, SL4
L1a, L1b, L 2a, L4a, L4b, L4c, L5c
W1, W2, W3, W4, W6, W7, W10

Interdisciplinary Connections:
Writing CCSS.ELA-LITERACY.WHST.6-8.1-10
Science and Technical Subjects CCSS.ELA-LITERACY.RST.6-8.1-10
History/Social Studies CCSS.ELA-LITERACY.RH.6-8.1-10

Performance Task A:
W3a-e, W4, W5, W10

Performance Task B:
W1a-e, W8, W9, W10, SL4, SL5, SL6, L3

Understandings:	Essential Questions:
■ Literature uses structure and techniques to present information. ■ Authors use universal understandings or themes in their writing. ■ Writers evaluate evidence and provide structure in their literary responses, essays, arguments, and presentations. ■ Sentence structure and word choice is important to creating voice, tone, and mood to support an author's purpose.	■ What is the theme? ■ What is the author's purpose? ■ What is the main idea? ■ How are sentences structured? ■ How is literature similar and different from informational text?

Students will be able to....
- ■ identify, analyze, and make inferences about elements of plot in a short story.
- ■ analyze and compare news stories about the same event from various sources.
- ■ analyze the elements of a myth and to determine two or more themes.
- ■ understand how the elements of form and the use of alliteration emphasize ideas and meaning in a poem.
- ■ identify, analyze, and draw conclusions about an author's purpose for writing informational text.
- ■ identify and use latin roots.
- ■ identify and use noun suffixes -ty and -ity.
- ■ choose words based on connotation and denotation.
- ■ use correct sentence structure.
- ■ use commas and coordinate adjectives.
- ■ use subordinate clauses.

Assessment

Performance Tasks-	Other Evidence
i. Task A: Write a short story that establishes story elements, plot events, point of view, purpose, and considers audience. ii. Task B: Present an oral commentary that forms an opinion, clarifies understanding, includes research, organization, and considers purpose and audience.	Performance Tasks Selection Tests MAP Testing NJASK NJ PARCC Other state testing

Learning Activities
Journal Reflections Close Reader Textbook- Collections by Houghton Mifflin Harcourt Independent Reading Class Novel Sets Small Group Novel Reading Websites Presentations Blogging Videos and Discussions Exit Tickets Teacher Observations **Guiding Prompts for Learning Activities:** W = help the students know where the unit is going and what is expected? Help the teacher know where the students are coming from (prior knowledge, interests)? H = hook all students and hold their interest? E = equip students, help them experience the key ideas, and explore the issues? R = provide opportunities to rethink and revise their understandings and work? E = allow students to evaluate their work and its implications? T = be tailored (personalized) to the different needs, interests, abilities of learners O = be organized to maximize initial and sustained engagement as well as effective learning?

Unit: Collection 2: Perceptions and Reality

Goals by the end of 7th grade:
RL1, RL2, RL3, RL4, RL5, RL7, RL10,
RI1, RI2, RI4, RI5,
W2, W4, W6, W7, W8, W9, W9a,
SL1, SL2, SL4, SL5,SL6,
L1a, L2b, L4a, L4b, L4c, L4d,L 5b, L6

Interdisciplinary Connections:
Writing CCSS.ELA-LITERACY.WHST.6-8.1-10
Science and Technical Subjects CCSS.ELA-LITERACY.RST.6-8.1-10
History/Social Studies CCSS.ELA-LITERACY.RH.6-8.1-10

Performance Task A:
RL1, W1a-f, W4, W5, W9, W10

Performance Task B:
RL1, W2a-f, W4, W5, W8, W10

Understandings:	Essential Questions:
■ Choices in media and forms of literature impact the message in various ways. ■ Summaries include most important story elements and underlying theme. ■ Text features contribute to a text. ■ Characters actions and traits are affected by setting. ■ Folktales from various cultures can provide insight into the history and beliefs of that group. ■ Elements of drama, poetry, essay, and informational text support the author's purpose.	■ What makes folktale a separate genre? ■ What is the purpose of a summary? ■ How can different medias or forms of literature impact a story? ■ How does figurative language impact a reader? ■ What patterns help readers analyze text?

Students will be able to....
- identify elements of a folk tale and summarize the story.
- learn how to analyze a poem's form as well as the use of figurative language and sound devices to understand their effects on meaning.
- analyze how text features contribute to a text and to summarize text objectively.
- analyze the purpose of public art and the techniques an artist uses to create illusions.
- identify and analyze how setting affects characters' traits, motivations, and actions.
- analyze the elements of a drama and make comparisons between a script and a performance.
- perform dramatic readings.
- identify and use latin suffixes.
- identify and use greek prefixes.
- use reference aids.
- identify and use adverb clauses.
- spell grade level words correctly.

Assessment

Performance Tasks-
i. Task A: Write an opinion essay. Form an opinion, gather research, and organize information. Self evaluate drafts and create a final copy.
ii. Task B: Write an expository essay. Explore how change occurs in a provided text. Gather evidence, organize ideas, and consider purpose and audience. Self evaluate drafts and create a final copy.

Other Evidence
Performance Tasks
Selection Tests
MAP Testing
NJASK
NJ PARCC
Other state testing

Learning Activities

Journal Reflections
Close Reader
Textbook- Collections by Houghton Mifflin Harcourt
Independent Reading
Class Novel Sets
Small Group Novel Reading
Websites
Presentations
Blogging
Videos and Discussions
Exit Tickets
Teacher Observations

Guiding Prompts for Learning Activities:
W = help the students know where the unit is going and what is expected? Help the teacher know where the students are coming from (prior knowledge, interests)?
H = hook all students and hold their interest?
E = equip students, help them experience the key ideas, and explore the issues?
R = provide opportunities to rethink and revise their understandings and work?
E = allow students to evaluate their work and its implications?
T = be tailored (personalized) to the different needs, interests, abilities of learners
O = be organized to maximize initial and sustained engagement as well as effective learning?

Unit: Collection 3: Nature at Work

Goals by the end of 7th grade:
RL1, RL2, RL3, RL4, RL5, RL6, RL8
RI1, RI2, RI3, RI4, RI5, RI6
W1, W2, W4, W7, W9, W10
SL1, SL4, SL6,
L1a, L1b, L3a, L4c, L4b, L5a, L6

Interdisciplinary Connections:
Writing CCSS.ELA-LITERACY.WHST.6-8.1-10
Science and Technical Subjects CCSS.ELA-LITERACY.RST.6-8.1-10
History/Social Studies CCSS.ELA-LITERACY.RH.6-8.1-10

Performance Task A:
W3a-e, W4, W5, W10

Performance Task B:
RL1, RL4, RL5, W2a-e, W4, W5, W9, W10

Understandings:	**Essential Questions:**
■ Memoirs are stories about a person's life. ■ Poetry has various structure and forms. ■ Essays use organization and evidence to support a claim. ■ Figures of speech and figurative language bring a deeper understanding of theme. ■ Research from multiple sources can add support to an essay or analysis.	■ How do different authors treat the subject of nature? ■ What makes a memoir powerful? ■ Why would an author choose to write one kind of poetry over another? ■ Why analyze word choice and figurative language in poetry?

Students will be able to....
- identify features of a memoir and analyze the author's style.
- identify elements of Shakespearean language, interpret meaning, and analyze a soliloquy.
- determine theme of a short story and analyze word choice and style.
- analyze elements of an expository essay and its structure
- analyze poetry form and learn how poets use figurative language to express feelings and ideas.
- analyze meaning of words and phrases.
- use precise language.
- use a glossary.
- analyze form of odes and lyric poems.
- perform a dramatic reading.
- give an oral report.
- analyze and correct sentence structure.
- identify and use prepositional phrases.
- write essays, poetry, and analysis of reading.

Assessment

Performance Tasks-	**Other Evidence**
iii. Task A: Write a memoir that explains a situation, uses organization, vivid language, and considers the purpose and audience. Evaluate drafts and create a final copy. iv. Task B: Write a poetry analysis. Identify the stylistic elements, organize the ideas, develop the purpose, and consider the audience. Evaluate the draft and create a finished copy.	Performance Tasks Selection Tests MAP Testing NJASK NJ PARCC Other state testing

Learning Activities

Journal Reflections
Close Reader
Textbook- <u>Collections</u> by Houghton Mifflin Harcourt
Independent Reading
Class Novel Sets
Small Group Novel Reading
Websites
Presentations
Blogging
Videos and Discussions
Exit Tickets
Teacher Observations

Guiding Prompts for Learning Activities:
W = help the students know where the unit is going and what is expected? Help the teacher know where the students are coming from (prior knowledge, interests)?
H = hook all students and hold their interest?
E = equip students, help them experience the key ideas, and explore the issues?
R = provide opportunities to rethink and revise their understandings and work?
E = allow students to evaluate their work and its implications?
T = be tailored (personalized) to the different needs, interests, abilities of learners
O = be organized to maximize initial and sustained engagement as well as effective learning?

Unit: Collection 4: Risk and Exploration

Goals by the end of 7th grade:
RL1, RL2, RL4,
RI1, RI2, RI3, RI4, RI5, RI6, RI7, RI8
W1, W2, W4, W7, W8, W9a, W10
SL1, SL3,SL4,
L1a, L4, L4a, L4b, L4c, L4d, L6

Interdisciplinary Connections:
Writing CCSS.ELA-LITERACY.WHST.6-8.1-10
Science and Technical Subjects CCSS.ELA-LITERACY.RST.6-8.1-10
History/Social Studies CCSS.ELA-LITERACY.RH.6-8.1-10

Performance Task:
W1a-e, W4, W5, W7, W8, SL4, SL6

Understandings:	**Essential Questions:**
■ Performing speech or debate requires writing technique that consider pace, emphasis, tone, etc. ■ Formal organization is used for argument and debate. ■ Every text holds assumptions, opinions, and persuasions, especially media and speech. ■ Arguments can be judged based on the validity and strength of the reasons and evidence.	■ Is risk important? Why? ■ How does risk further an argument? ■ How does the writing process help build arguments and debate? ■ How does a speaker consider purpose and audience? ■ What are flaws to an argument? ■ What speaking techniques influence the creation of speeches?

Students will be able to....
- trace and evaluate and argument.
- identify tone and evaluate the reasoning used to support a claim.
- analyze the structure of an informational text and paraphrase central ideas and details.
- identify and analyze how imagery and extended metaphor can express a particular message or idea.
- write a research report.
- perform in an informal debate.
- write a persuasive essay.
- analyze text.
- use context clues.
- identify and use prefixes and greek roots.
- use capitalization.
- use and identify adjective clauses.
- use verbal phrases.

Assessment

Performance Tasks-	**Other Evidence**
v. Task A: Give a persuasive speech. Choose a position and gather research. Organize ideas and do further research. Consider purpose and audience. Draft speech and visuals. Practice and evaluate the speech. Deliver the final product.	Performance Tasks Selection Tests MAP testing NJASK NJ PARCC Other state testing

Learning Activities

Journal Reflections
Close Reader
Textbook- <u>Collections</u> by Houghton Mifflin Harcourt
Independent Reading
Class Novel Sets
Small Group Novel Reading
Websites
Presentations
Blogging
Videos and Discussions
Exit Tickets
Teacher Observations

Guiding Prompts for Learning Activities:
W = help the students know where the unit is going and what is expected? Help the teacher know where the students are coming from (prior knowledge, interests)?
H = hook all students and hold their interest?
E = equip students, help them experience the key ideas, and explore the issues?
R = provide opportunities to rethink and revise their understandings and work?
E = allow students to evaluate their work and its implications?
T = be tailored (personalized) to the different needs, interests, abilities of learners
O = be organized to maximize initial and sustained engagement as well as effective learning?

Unit: Collection 5: Stuff of Consumer Culture

Goals by the end of 7th grade:
RL1, RL2, RL3, RL4, RL5, RL7, RL10,
RI1, RI2, RI4, RI5,
W2, W4, W6, W7, W8, W9, W9a,
SL1, SL2, SL4, SL5,SL6,
L1a, L2b, L4a, L4b, L4c, L4d,L 5b, L6

Interdisciplinary Connections:
Writing CCSS.ELA-LITERACY.WHST.6-8.1-10
Science and Technical Subjects CCSS.ELA-LITERACY.RST.6-8.1-10
History/Social Studies CCSS.ELA-LITERACY.RH.6-8.1-10

Performance Task:
W2a-f, W4, W5, W6, W7, W8, W10, SL4, SL5, SL6

Understandings:	Essential Questions:
■ Choices in media, text and graphic features, and forms of literature impact the main idea or theme. ■ Determine cause and effect from evidence in a text. ■ Cite evidence to support an idea or viewpoint. ■ Make inferences using support from the text. ■ Analyze forms of poetry, science fiction, and various styles of media. ■ Determine meaning of new words using context clues. ■ Using media or creating essays, poetry, or narratives requires various techniques.	■ How much is enough? ■ What can the past tell us about our future? ■ How do readers make appropriate inferences? ■ How can text and graphic features enhance understanding? ■ How are different fields connected? (science and politics, etc.) ■ What values are implied by a text?

Students will be able to....
- ■ identify cause and effect patterns of organization in informational text and draw conclusions from the text and graphs.
- ■ identify features of an author's style and make inferences using textual details and their own knowledge.
- ■ analyze a poem's form and identify theme and irony.
- ■ identify elements of science fiction and analyze a story to determine its theme.
- ■ write an essay.
- ■ hold discussion on reading selections.
- ■ analyze collections of reading selections
- ■ write a short story.
- ■ use domain specific words.
- ■ use and identify synonyms and antonyms.
- ■ use context clues to verify meaning.
- ■ evaluate text and writing for redundancy.
- ■ identify and use noun clauses.
- ■ spell grade appropriate words correctly.

Assessment

Performance Tasks-	Other Evidence
vi. Task: Create a multimedia presentation. Determine topic, Gather information and research. Organize ideas. Consider audience and purpose. Draft, practice, and evaluate. Deliver a final product.	Performance Tasks Selection Tests MAP Testing NJASK NJ PARCC Other state testing

Learning Activities

Journal Reflections
Close Reader
Textbook- <u>Collections</u> by Houghton Mifflin Harcourt
Independent Reading
Class Novel Sets
Small Group Novel Reading
Websites
Presentations
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Videos and Discussions
Exit Tickets
Teacher Observations

Guiding Prompts for Learning Activities:
W = help the students know where the unit is going and what is expected? Help the teacher know where the students are coming from (prior knowledge, interests)?
H = hook all students and hold their interest?
E = equip students, help them experience the key ideas, and explore the issues?
R = provide opportunities to rethink and revise their understandings and work?
E = allow students to evaluate their work and its implications?
T = be tailored (personalized) to the different needs, interests, abilities of learners
O = be organized to maximize initial and sustained engagement as well as effective learning?

Unit: Collection 6: Guided by a Cause

Goals by the end of 7th grade:
RL1, RL2, RL3, RL4, RL5, RL6, RL9
RI1, RI2, RI3, RI4, RI5, RI6, RI7, RI8, RI9
W1, W1b, W3, W4, W5, W6, W9, W9a, W9b, W10
SL2, SL3, SL4, SL5, SL6
L1a, L1c, L2, L4, L4b, L4c, L4d, L5, L5b, L6

Interdisciplinary Connections:
Writing CCSS.ELA-LITERACY.WHST.6-8.1-10
Science and Technical Subjects CCSS.ELA-LITERACY.RST.6-8.1-10
History/Social Studies CCSS.ELA-LITERACY.RH.6-8.1-10

Performance Task A:
W2a-f, W4, W5, W6, W7, W8, W10

Performance Task B:
W2a-f, W4, W5, W6, W10

Understandings:	Essential Questions:
- How to determine central idea and details. - How to analyze structure and chronological order. - How to analyze presentations of information. - Words or word parts are derived from older languages and provide clues toward meanings.. - Point of view affects a text. - Words can hold multiple meanings. - Style is built by an author's choices. - Character development combines many techniques. - Using resources is important for building understanding.	- What inspires people to take action in their world? - How does an author manipulate story elements, word choice, and theme to create a style? - What is your writing style? Why? Does it change? - How does author's perspective influence style, tone, theme, presentation of history, etc? - What impact does order of events have? - How has writing impacted our nation?

Students will be able to....
- determine central ideas and details, analyze chronological order, and analyze authors' writings on the same topic.
- analyze points of view in a text and compare and contrast different genres.
- identify and analyze elements of a personal essay and determine an author's point of view.
- analyze the purpose of a documentary and understand the features used in it.
- analyze a poet's style and determine a theme.
- analyze methods of characterization and flashback in a short story.
- give an oral presentation.
- write a new chapter to a story, critique of a text, poetry, and character analysis.
- document a topic or idea using multimedia.
- identify and use latin roots.
- solve analogies.
- find and compare multiple meaning words.
- use a dictionary.
- use capitalization appropriately.
- identify and use phrases.
- identify and use dangling modifiers.
- combine sentences using phrases.
- evaluate use of modifiers and find misplaced modifiers.

Assessment

Performance Tasks-
vii. Task A; Write an expository essay. Determine topic, gather information, research, and organize ideas. Consider audience and purpose. Draft and evaluate. Create a finished copy.
viii. Task B: Write a personal essay. Determine topic, organize ideas, and consider purpose and audience. Draft and evaluate. Create a finished copy.

Other Evidence
Performance Tasks
Selection Tests
MAP Testing
NJASK
NJ PARCC
Other state testing

Learning Activities

Journal Reflections
Close Reader
Textbook- Collections by Houghton Mifflin Harcourt
Independent Reading
Class Novel Sets
Small Group Novel Reading
Websites
Presentations
Blogging
Videos and Discussions
Exit Tickets
Teacher Observations

Guiding Prompts for Learning Activities:
W = help the students know where the unit is going and what is expected? Help the teacher know where the students are coming from (prior knowledge, interests)?
H = hook all students and hold their interest?
E = equip students, help them experience the key ideas, and explore the issues?
R = provide opportunities to rethink and revise their understandings and work?
E = allow students to evaluate their work and its implications?
T = be tailored (personalized) to the different needs, interests, abilities of learners
O = be organized to maximize initial and sustained engagement as well as effective learning?

Accommodations and Modifications for Special Education Students

1. Break assignments into segments of shorter tasks

2. Use concrete examples of concepts before teaching the abstract

3. Relate information to the student's experiential base

4. Reduce the number of concepts presented at one time

5. Provide an overview of the lesson before beginning

6. Schedule frequent, short conferences with the student to heck for comprehension

7. Provide consistent review of any lesson before introducing new information

8. Highlight important concepts to be learned in text of material

9. Give additional presentations by varying the methods using repetition, simpler explanation, more examples and modeling

10. Require verbal responses to indicate comprehension

11. Allow for oral administration of tests if needed

12. Five written directions to supplement verbal directions

13. Slow the rate of presentation

14. Paraphrase information

15. Keep statements short and to the point

16. Encourage feedback from students to check for understanding

17. Familiarize student with any new vocabulary before beginning of the lesson

18. Alert student's attention before expressing key points

19. Utilize visual aids such as charts and graphs

20. Make frequent checks for assignments progress/completions

21. Make sure the appropriate books and materials are open to the correct pages

22. Check on progress often in the first few minutes of work

23. Provide time suggestions for each task

Accommodations and Modifications for Gifted Students

1. Encourage students to explore concepts in depth and encourage independent studies or investigations.
2. Use thematic instruction to connect learning across the curriculum.
3. Encourage creative expression and thinking by allowing students to choose how to approach a problem or assignment.
4. Expand students' time for free reading.
5. Invite students to explore different points of view on a topic of study and compare the two.
6. Provide learning centers where students are in charge of their learning.
7. Brainstorm with gifted children on what types of projects they would like to explore to extend what they're learning in the classroom.
8. Determine where students' interests lie and capitalize on their inquisitiveness.
9. Refrain from having them complete more work in the same manner.
10. Employ differentiated curriculum to keep interest high.
11. Avoid drill and practice activities.
12. Ask students' higher level questions that require students to look into causes, experiences, and facts to draw a conclusion or make connections to other areas of learning.
13. If possible, compact curriculum to allow gifted students to move more quickly through the material.
14. Encourage students to make transformations-use a common task or item in a different way.

Accommodations For English Language Learners

1. Read aloud of test directions in student's native language
2. Picture Dictionary (alone, combined with oral reading of test items in English, and combined with bilingual glossary)
3. Customized Dictionary/glossary in English (content-related terms removed)
4. Traditional glossary with Spanish translations (content-related terms removed)
5. Bilingual Dictionary
6. Spanish Translation of Test
7. Dual Language Translation of Test
8. Test administration directions that are simplified or clarified
9. Test questions read aloud to student by teacher or electronic media-ELA
10. Colored overlay, mask, or other means to maintain visual attention
11. Essay responses dictated to a scribe, audio recorder, or speech-to-text converter and the student provides all spelling and language conventions

Accommodations For Students At Risk

1. Adjust time for completion of assignments
2. Allow frequent breaks, vary activities often
3.   Modify assignments requiring copying in a timed situation
4. Modify homework (Specify.)
5. Give directions in small units
6. Use written backup for oral directions
7. Lower reading level of assignment (RL=__)
8. Adjust length of assignment
9. Change format of assignment
10. Break assignment into a series of smaller assignments
11. Reduce paper and pencil tasks
12. Read directions/worksheets to student
13. Record or type assignments
14. Maintain assignment notebook
15. Avoid penalizing for spelling errors
16. Block off or mask sections of work
17. Use highlighted texts
18. Emphasize teaching auditory ___ visual ___ tactile ___ multi
19. Individual/small group instruction
20. Utilize specialized curriculum
21. Tape lectures for replay
22. Present demonstration
23. Utilize manipulative
24. Emphasize critical information/key concepts
25. Pre-teach vocabulary
26. Provide visual cues
27. Provide study guide or note cards or notes