



# Willingboro Public Schools

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*“Where Excellence is the Expectation”*

## Willingboro Public Schools Grade 7 ELA

2022-2023

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*This was modeled after the NJSLS Document*

Overview	Content Standards	Unit Focus
<p><a href="#">Unit 1</a></p> <p>&lt;HMH into Literature, Unit 1: Reality Check&gt;</p>	<ul style="list-style-type: none"> <li>● 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.</li> <li>● RL.7.3. Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).</li> <li>● RL.7.4. Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama.</li> <li>● RL.7.5. Analyze how a drama’s or poem’s form or structure (e.g., soliloquy, sonnet) contributes to its meaning.</li> <li>● RL.7.6. Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.</li> <li>● 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).</li> <li>● 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.</li> <li>● 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.</li> <li>● 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.</li> <li>● 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.</li> <li>● W.7.1.b. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.</li> <li>● W.7.2.a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using text structures (e.g., definition, classification, comparison/contrast, cause/effect, etc.) and text features (e.g., headings, graphics, and multimedia).</li> <li>● W.7.2b. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.</li> <li>● W.7.2.c. Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts</li> <li>● W.7.2.d. Use precise language and domain-specific vocabulary to inform about or explain the topic.</li> <li>● W.7.2.e. Establish and maintain a formal style academic style, approach, and form.</li> </ul>	<p>In Unit 1, students will consider what’s real and what’s not. Students will also reflect on how or whether we can tell the difference.</p>

Overview	Content Standards	Unit Focus
	<ul style="list-style-type: none"> <li>● W.7.2.f. Provide a concluding statement or section that follows from and supports the information or explanation presented.</li> <li>● W.7.3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</li> <li>● W.7.3.a. Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.</li> <li>● W.7.3.b. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.</li> <li>● W.7.3.c. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.</li> <li>● W.7.3.d. Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.</li> <li>● W.7.3.e. Provide a conclusion that follows from and reflects on the narrated experiences or events.</li> <li>● 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.</li> <li>● W.7.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.</li> <li>● W.7.9.b. Apply grade 7 Reading standards to literary nonfiction (e.g. “Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims”).</li> <li>● SL.7.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others’ ideas and expressing their own clearly.</li> <li>● SL.7.1.a. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.</li> <li>● SL.7.1.b. Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.</li> <li>● SL.7.2. Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.</li> <li>● SL.7.3. Delineate a speaker’s argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.</li> </ul>	

Overview	Content Standards	Unit Focus
	<ul style="list-style-type: none"> <li>● SL.7.4. Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.</li> <li>● SL.7.5. Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.</li> <li>● SL.7.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.</li> <li>● L.7.4.b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., belligerent, bellicose, rebel).</li> <li>● L.7.4.c. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.</li> <li>● L.7.1.b. Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.</li> <li>● L.7.2.a. Use a comma to separate coordinate adjectives (e.g., It was a fascinating, enjoyable movie but not He wore an old[,] green shirt).</li> </ul>	
<p><i>Suggested Open Educational Resources</i></p>	<ul style="list-style-type: none"> <li>● HMH Into Literature National G7 Online Textbook</li> </ul>	
<p><a href="#">Unit 2</a></p> <p>&lt;HMH into Literature, Unit 4: Inspired by Nature &gt;</p>	<ul style="list-style-type: none"> <li>● 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.</li> <li>● 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.</li> <li>● RL.7.3. Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).</li> <li>● RL.7.4. Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama.</li> <li>● RL.7.5. Analyze how a drama’s or poem’s form or structure (e.g., soliloquy, sonnet) contributes to its meaning</li> <li>● RL.7.6. Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.</li> </ul>	<p>In Unit 4, students will reflect on what it means to be in harmony with nature and will consider whether that’s important.</p>

Overview	Content Standards	Unit Focus
	<ul style="list-style-type: none"> <li>● 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</li> <li>● 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.</li> <li>● 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).</li> <li>● 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.</li> <li>● 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.</li> <li>● RI.7.7. Compare and contrast a text to an audio, video, or multimedia version of the text, analyzing each medium’s portrayal of the subject (e.g., how the delivery of a speech affects the impact of the words).</li> <li>● 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.</li> <li>● 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.</li> <li>● W.7.1. Write arguments to support claims with clear reasons and relevant evidence.</li> <li>● W.7.1.a. Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically.</li> <li>● W.7.1.b Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.</li> <li>● W.7.1.c Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence</li> <li>● W.7.1.d. Establish and maintain a formal style/academic style, approach, and form.</li> <li>● W.7.1.e. Provide a concluding statement or section that follows from and supports the argument presented.</li> <li>● W.7.2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</li> <li>● W.7.3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences</li> <li>● W.7.6. Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.</li> <li>● 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.</li> </ul>	

Overview	Content Standards	Unit Focus
	<ul style="list-style-type: none"> <li>● W.7.9. Draw evidence from literary or informational texts to support analysis, reflection, and research</li> <li>● W.7.10. Write routinely over extended time frames (time for research, reflection, metacognition/self correction, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</li> <li>● SL.7.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others’ ideas and expressing their own clearly.</li> <li>● SL.7.1.a. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.</li> <li>● SL.7.1.b. Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.</li> <li>● SL.7.1.c. Pose questions that elicit elaboration and respond to others’ questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.</li> <li>● SL.7.1.d. Acknowledge new information expressed by others and, when warranted, modify their own views.</li> <li>● SL.7.2. Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.</li> <li>● SL.7.4. Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.</li> <li>● SL.7.5. Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.</li> <li>● L.7.1.a. Explain the function of phrases and clauses in general and their function in specific sentences.</li> <li>● L.7.1.b. Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.</li> <li>● L.7.3.a. Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.</li> <li>● L.7.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</li> <li>● 7.5.a. Interpret figures of speech (e.g., literary, biblical, and mythological allusions) in context.</li> <li>● L.7.5.b. Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words.</li> </ul>	

Overview	Content Standards	Unit Focus
<p><i>Suggested Open Educational Resources</i></p>	<ul style="list-style-type: none"> <li>● HMH Into Literature National G7 Online Textbook</li> </ul>	
<p><a href="#">Unit 3</a></p> <p>&lt;HMH into Literature, Unit 5: Game Ony&gt;</p>	<ul style="list-style-type: none"> <li>● 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.</li> <li>● 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.</li> <li>● RL.7.3. Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).</li> <li>● RL.7.5. Analyze how a drama’s or poem’s form or structure (e.g., soliloquy, sonnet) contributes to its meaning.</li> <li>● RL.7.6. Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.</li> <li>● 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.</li> <li>● RI.7.2. Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.</li> <li>● 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.</li> <li>● 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.</li> <li>● 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.</li> <li>● W.7.1. Write arguments to support claims with clear reasons and relevant evidence.</li> <li>● W.7.2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</li> <li>● W.7.3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</li> <li>● W.7.4. Produce clear and coherent writing in which the development, organization, voice and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)</li> <li>● W.7.6. Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.</li> </ul>	<p>In Unit 5, students will consider attitudes about games and how people participate in and respond to them.</p>

Overview	Content Standards	Unit Focus
	<ul style="list-style-type: none"> <li>● 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.</li> <li>● W.7.10. Write routinely over extended time frames (time for research, reflection, metacognition/self correction, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</li> <li>● SL.7.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others’ ideas and expressing their own clearly.</li> <li>● SL.7.4. Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.</li> <li>● SL.7.5. Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points</li> <li>● SL.7.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.</li> <li>● L.7.1.a. Explain the function of phrases and clauses in general and their function in specific sentences.</li> <li>● L.7.1.c. Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.</li> <li>● L.7.2.b. Spell correctly.</li> <li>● L.7.4.a. Use context (e.g., the overall meaning of a sentence or paragraph; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase.</li> <li>● L.7.4.b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., belligerent, bellicose, rebel).</li> <li>● L.7.4.c. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.</li> </ul>	
<p><b><i>Suggested Open Educational Resources</i></b></p>	<ul style="list-style-type: none"> <li>● HMH Into Literature National G7 Online Textbook</li> </ul>	

Overview	Content Standards	Unit Focus
<p><a href="#">Unit 4</a></p> <p>&lt;HMH into Literature, Unit 6: Realistic Fiction&gt;</p>	<ul style="list-style-type: none"> <li>● 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.</li> <li>● 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.</li> <li>● RL.7.3. Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).</li> <li>● RL.7.5. Analyze how a drama’s or poem’s form or structure (e.g., soliloquy, sonnet) contributes to its meaning.</li> <li>● RL.7.6. Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.</li> <li>● 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.</li> <li>● 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.</li> <li>● RI.7.2. Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.</li> <li>● RI.7.4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.</li> <li>● RI.7.9. Analyze and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts.</li> <li>● 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.</li> <li>● W.7.2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</li> <li>● W.7.2.a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using text structures (e.g., definition, classification, comparison/contrast, cause/effect, etc.) and text features (e.g., headings, graphics, and multimedia).</li> <li>● W.7.2.b. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.</li> <li>● W.7.2.f. Provide a concluding statement or section that follows from and supports the information or explanation presented.</li> <li>● W.7.3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</li> </ul>	<p>In Unit 6, students will think about people around them who work for change. They will also reflect on whether they are capable of creating change themselves.</p>

Overview	Content Standards	Unit Focus
	<ul style="list-style-type: none"> <li>● W.7.4. Produce clear and coherent writing in which the development, organization, voice and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)</li> <li>● W.7.6. Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.</li> <li>● 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.</li> <li>● 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.</li> <li>● W.7.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.</li> <li>● W.7.10. Write routinely over extended time frames (time for research, reflection, metacognition/self correction, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</li> <li>● SL.7.5. Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.</li> <li>● SL.7.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others’ ideas and expressing their own clearly.             <ul style="list-style-type: none"> <li>● SL.7.1.a. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.</li> <li>● SL.7.1.b. Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.</li> <li>● SL.7.1.c. Pose questions that elicit elaboration and respond to others’ questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.</li> <li>● SL.7.1.d. Acknowledge new information expressed by others and, when warranted, modify their own views.</li> </ul> </li> <li>● SL.7.2. Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.</li> <li>● SL.7.4. Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.</li> </ul>	

Overview	Content Standards	Unit Focus
	<ul style="list-style-type: none"> <li>● L.7.1.a. Explain the function of phrases and clauses in general and their function in specific sentences.</li> <li>● L.7.1.c. Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.</li> <li>● L.7.2.a. Use a comma to separate coordinate adjectives (e.g., It was a fascinating, enjoyable movie but not He wore an old[,] green shirt).</li> <li>● L.7.4.b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., belligerent, bellicose, rebel).</li> <li>● L.7.5.b. Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words.</li> <li>● L.7.6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.</li> </ul>	
<p><i>Suggested Open Educational Resources</i></p>	<ul style="list-style-type: none"> <li>● HMH Into Literature National G7 Online Textbook</li> </ul>	

# Unit 1 Reality Check

## Overview

In this unit, students will consider what’s real and what’s not. Students will also reflect on how or whether we can tell the difference.

### Essential Questions

What can blur the lines between what’s real and what’s not?

### Enduring Understandings

- Reality can be tricky. Something that looks one way (or is understood in one way) might have a hidden or more complicated side.

# Unit 1 Reality Check

## Content Standards

- RL.7.1. Cite several pieces of textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text.
- RL.7.3. Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).
- RL.7.4. Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama.
- RL.7.5. Analyze how a drama’s or poem’s form or structure (e.g., soliloquy, sonnet) contributes to its meaning.
- RL.7.6. Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.
- RL.7.7. Compare and contrast a written story, drama, or poem to its audio, filmed, staged, or multimedia version, analyzing the effects of techniques unique to each medium (e.g., lighting, sound, color, or camera focus and angles in a film).
- RL.7.10. By the end of the year read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above, scaffolding as needed.
- RI.7.1. Cite several pieces of textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text.
- RI.7.6. Determine an author’s point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others.
- RI.7.10. By the end of the year read and comprehend literary nonfiction at grade level text-complexity or above, with scaffolding as needed.
- W.7.1.b. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.
- W.7.2.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).
- W.7.2b. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
- W.7.2.c. Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts
- W.7.2.d. Use precise language and domain-specific vocabulary to inform about or explain the topic.
- W.7.2.e. Establish and maintain a formal style academic style, approach, and form.
- W.7.2.f. Provide a concluding statement or section that follows from and supports the information or explanation presented.
- W.7.3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

## Unit 1 Reality Check

### Content Standards

- W.7.3.a. Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.
- W.7.3.b. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.
- W.7.3.c. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.
- W.7.3.d. Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.
- W.7.3.e. Provide a conclusion that follows from and reflects on the narrated experiences or events.
- W.7.7. Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.
- W.7.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.
- W.7.9.b. Apply grade 7 Reading standards to literary nonfiction (e.g. “Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims”).
- SL.7.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others’ ideas and expressing their own clearly.
- SL.7.1.a. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
- SL.7.1.b. Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.
- SL.7.2. Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.
- SL.7.3. Delineate a speaker’s argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.
- SL.7.4. Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.
- SL.7.5. Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.
- SL.7.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.
- L.7.4.b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., belligerent, bellicose, rebel).
- L.7.4.c. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.
- L.7.1.b. Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.
- L.7.2.a. Use a comma to separate coordinate adjectives (e.g., It was a fascinating, enjoyable movie but not He wore an old[,] green shirt).

### Student Learning Objectives

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

- Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama.
- Analyze how a drama’s or poem’s form or structure (e.g., soliloquy, sonnet) contributes to its meaning.
- Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.
- 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).
- Read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above, scaffolding as needed.
- 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.
- 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.
- Read and comprehend literary nonfiction at grade level text-complexity or above, with scaffolding as needed.
- Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.
- 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).
- Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
- Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts
- Use precise language and domain-specific vocabulary to inform about or explain the topic.
- Establish and maintain a formal style, academic style, approach, and form.
- Provide a concluding statement or section that follows from and supports the information or explanation presented.
- Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
- Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.
- Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.
- Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.
- Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.
- Provide a conclusion that follows from and reflects on the narrated experiences or events.
- Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.
- Draw evidence from literary or informational texts to support analysis, reflection, and research.
- Apply grade 7 Reading standards to literary nonfiction (e.g. “Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims”).
- Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others’ ideas and expressing their own clearly.
- Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
- Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.
- Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.
- Delineate a speaker’s argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.
- 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.
- Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.
- Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

- Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., belligerent, bellicose, rebel).
- Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.
- Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.
- Use a comma to separate coordinate adjectives (e.g., It was a fascinating, enjoyable movie but not He wore an old[, ] green shirt).

Integrated Accommodations and Modifications		
Special Education Students	English Language Learners	At Risk
<ul style="list-style-type: none"> <li>● Utilize modifications &amp; accommodations delineated in the student’s IEP</li> <li>● Provide the steps needed to complete the task</li> <li>● Model frequently</li> <li>● Provide repetition and practice.</li> <li>● Use visuals to demonstrate/model the processes</li> <li>● Restate, reread, and clarify directions/questions</li> <li>● Ask students to restate information, directions, and assignments.</li> <li>● Provide copy of class notes</li> <li>● Distribute study guide for classroom tests.</li> <li>● Provide preferential seating to be mutually determined by the student and teacher</li> <li>● Provide extra textbooks for home.</li> <li>● Provide regular parent/ school communication</li> <li>● Allow extended time to complete assignment</li> <li>● Establish procedures for accommodations / modifications for assessments</li> <li>● Allow student to take/complete tests in an alternate setting as needed</li> </ul>	<p>WIDA Can Do Descriptors  <a href="https://wida.wisc.edu/teach/can-do/descriptors">https://wida.wisc.edu/teach/can-do/descriptors</a></p> <ul style="list-style-type: none"> <li>● Modify Assignments</li> <li>● Use testing and portfolio assessment</li> <li>● Utilize Native Language Translation (peer, online assistive technology, translation device, bilingual dictionary)</li> <li>● Repeat, rephrase, paraphrase key concepts and directions</li> <li>● Allow for extended time for assignment completion as needed</li> <li>● Highlight key vocabulary</li> <li>● Define essential vocabulary in context</li> <li>● Use graphic organizers, visuals, manipulatives and other concrete materials</li> <li>● Use gestures, facial expressions and body language</li> <li>● Read aloud</li> <li>● Build on what students already know and prior experience</li> </ul>	<ul style="list-style-type: none"> <li>● Pair visual prompts with verbal presentations</li> <li>● Ask students to restate information, directions, and assignments.</li> <li>● Provide repetition and and practice</li> <li>● Model skills / techniques to be mastered.</li> <li>● Provide extended time to complete class work</li> <li>● Provide copy of class notes</li> <li>● Provide preferential seating to be mutually determined by the student and teacher</li> <li>● Allow the use of a computer to complete assignments.</li> <li>● Establish expectations for correct spelling on assignments</li> <li>● Provide extra textbooks for home.</li> <li>● Provide Peer Support</li> <li>● Increase one on one time</li> </ul>
Gifted and Talented Students	504 Plan	
<ul style="list-style-type: none"> <li>● Utilize advanced, accelerated, or compacted content</li> <li>● Provide assignments that emphasize higher- level thinking skills.</li> <li>● Allow for individual student interest</li> <li>● Gear assignments to development in areas of affect, creativity, cognition, and research skills</li> <li>● Allow for a variety in types of resources</li> </ul>	<ul style="list-style-type: none"> <li>● Pair visual prompts with verbal presentations</li> <li>● Ask students to restate information, directions, and assignments.</li> <li>● Provide repetition and and practice</li> <li>● Model skills / techniques to be mastered.</li> <li>● Provide extended time to complete class work</li> <li>● Provide copy of class notes</li> </ul>	

- Provide problem-based assignments with planned scope and sequence
- Utilize inquiry-based instruction
- Adjust the pace of lessons
- Utilize Choice Boards
- Provide Problem-Based Learning
- Establish flexible Grouping

- Break long assignments into smaller parts
- Assist student in setting short term goals
- Allow for preferential seating to be mutually determined by the student and teacher
- Provide extra textbooks for home.
- Model and reinforce organizational systems (i.e. color-coding)
- Write out homework assignments, check student's recording of assignments

### Interdisciplinary Connections

#### Reading: History/Social Studies

- RH.6-8.1. Cite specific textual evidence to support analysis of primary and secondary sources.
- RH.6-8.4. Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.
- RH.6-8.5. Describe how a text presents information (e.g., sequentially, comparatively, causally).
- RH.6-8.6. Identify aspects of a text that reveal an author's point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).

#### Reading: Science & Technical Subjects

- RST.6-8.1. Cite specific textual evidence to support analysis of science and technical texts.
- RST.6-8.4. Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 6–8 texts and topics.
- RST.6-8.5. Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to an understanding of the topic.

### Career Readiness, Life Literacies and Key Skills

#### Career Readiness, Life Literacies and Key Skills Practices

- Act as a responsible and contributing community members and employee.
- Attend to financial well-being.
- Consider the environmental, social and economic impacts of decisions.
- Demonstrate creativity and innovation.
- Utilize critical thinking to make sense of problems and persevere in solving them.
- Model integrity, ethical leadership and effective management.
- Plan education and career paths aligned to personal goals.
- Use technology to enhance productivity increase collaboration and communicate effectively.
- Work productively in teams while using cultural/global competence.

#### Career Readiness, Life Literacies and Key Skills Standards

##### 9.1 Personal Financial Literacy

- 9.1.8.CR.3: Relate the importance of consumer, business, and government responsibility to the economy and personal finance.
- 9.1.8.CR.4: Examine the implications of legal and ethical behaviors when making financial decisions.
- 9.1.8.CR.1: Compare and contrast the role of philanthropy, volunteer service, and charities in community development and the quality of life in a variety of cultures.

**9.2 Career Awareness, Exploration, Preparation, and Training**

- 9.2.8.CAP.1: Identify offerings such as high school and county career and technical school courses, apprenticeships, military programs, and dual enrollment courses that support career or occupational areas of interest.
- 9.2.8.CAP.2: Develop a plan that includes information about career areas of interest.
- 9.2.8.CAP.3: Explain how career choices, educational choices, skills, economic conditions, and personal behavior affect income.

**9.4 Life Literacies and Key Skills**

- 9.4.8.CI.1: Assess data gathered on varying perspectives on causes of climate change (e.g., crosscultural, gender-specific, generational), and determine how the data can best be used to design multiple potential solutions (e.g., RI.7.9, 6.SP.B.5, 7.1.NH.IPERS.6, 8.2.8.ETW.4).
- 9.4.8.CI.2: Repurpose an existing resource in an innovative way (e.g., 8.2.8.NT.3). • 9.4.8.CI.3: Examine challenges that may exist in the adoption of new ideas (e.g., 2.1.8.SSH, 6.1.8.CivicsPD.2).
- 9.4.8.CI.4: Explore the role of creativity and innovation in career pathways and industries.

**SEL Competencies**

- Self - Awareness
- Self - Management
- Social Awareness
- Responsible Decision Making
- Relationship Skills

<https://www.nj.gov/education/safety/wellness/selearning/index.shtml>

District/School Formative Assessment Plan	District/School Summative Assessment Plan
<p><i>Formative assessment informs instruction and is ongoing throughout a unit to determine how students are progressing against the standards.</i></p> <p>Teachers are encouraged to incorporate Formative Assessments into all lessons. During instruction, teachers will collect ongoing information on students’ mastery of content through a variety of methods:</p> <ul style="list-style-type: none"> <li>● Questioning: using Socratic method, probing questions, a hierarchical system in complexity (Bloom’s Taxonomy)</li> <li>● Exit tickets, rotational activities (stations), quizzes, and small group activities</li> <li>● Classwork, homework, group work (formative assessment)</li> <li>● Pre-Assessment, teacher’s observation, class discussion, and journal</li> </ul>	<p><i>Summative assessment is an opportunity for students to demonstrate mastery of the skills taught during a particular unit.</i></p> <p><b>Benchmark Assessments:</b></p> <ul style="list-style-type: none"> <li>● iReady Diagnostic Assessment</li> <li>● HMH Growth Measure</li> </ul> <p><b>Standardized Assessments:</b></p> <ul style="list-style-type: none"> <li>● NJSLA</li> </ul>

<ul style="list-style-type: none"> <li>• Selection Tests, (minimum of 3 required per unit)</li> <li>• Reader’s notebooks, annotated texts</li> <li>• Writer’s notebooks, conferences</li> </ul>	<p><b>Other Summative Assessments:</b> Teachers are encouraged to design and their own assessments (topic/module tests and quizzes) individually and/or with their department or grade-level partners, as per Uniform Grading Profile.</p> <ul style="list-style-type: none"> <li>• End of unit assessments:             <ul style="list-style-type: none"> <li>○ End of Unit Assessment</li> <li>○ On-Demand writing task</li> </ul> </li> </ul> <p><b>Project Ideas:</b></p> <ul style="list-style-type: none"> <li>• End of Selection Choices</li> </ul>
<p><b>Targeted Academic Vocabulary</b></p>	
<p>disquiet, prickly, mesmerize, adaptable, grimace, collaborate, relevant, skepticism, curry, procession, dignified, upright detention, voice-over, acknowledge, suppress, abnormal, feature, focus, perceive, task</p>	

Textbook Resources	District/School Primary and Supplementary Resources
<ul style="list-style-type: none"> <li>• Selection Texts:             <ul style="list-style-type: none"> <li>○ Mirror Image</li> <li>○ Two Legs or One?</li> <li>○ Not Everything It Seems</li> <li>○ The Song of Wandering Aengus</li> <li>○ Eldorado</li> <li>○ <i>Excerpt from Monster</i></li> <li>○ <i>Excerpt from Monster: A Graphic Novel</i></li> </ul> </li> <li>• Reader’s Choice             <ul style="list-style-type: none"> <li>○ Way Too Cool</li> <li>○ Forever New</li> <li>○ He–y, Come on Ou–t</li> <li>○ A Priceless Lesson in Humility</li> </ul> </li> <li>• <b>Online Textbook Resources</b></li> </ul>	<p><b><u>District-Mandated Resources</u></b></p> <ul style="list-style-type: none"> <li>• <a href="#">Writable</a></li> <li>• Writing Portfolio, minimum of 1 published piece per quarter</li> </ul> <p><b>Assessment Resources:</b></p> <ul style="list-style-type: none"> <li>• Textbook:             <ul style="list-style-type: none"> <li>○ Writing Prompts</li> <li>○ Selection Tests</li> </ul> </li> </ul> <p><b>Other Resources:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">Heading to high school: Teen who is blind sees opportunities, not obstacles (Disabilities Awareness/LGBTQ+)</a></li> <li>• <a href="#">Literary Elements and Techniques   Symbolism   PBS LearningMedia</a></li> <li>• <a href="#">Holocaust Educational Resources for Students and Teachers - The Holocaust History - A People's and Survivor History - Remember.org (Holocaust Law)</a></li> </ul>

<ul style="list-style-type: none"> <li>○ eBook</li> <li>○ Response Log</li> <li>○ Selection Test</li> <li>○ Selection Audio</li> <li>○ Text Sketch</li> <li>○ Summary</li> <li>○ Notice &amp; Note Handbook</li> <li>○ Graphic Organizers</li> <li>○ Peer Coach Videos</li> <li>○ Anchor Charts</li> <li>○ Level Up             <ul style="list-style-type: none"> <li>■ Tutorial</li> <li>■ Practice</li> </ul> </li> <li>○ Interactive Vocabulary Lessons</li> <li>○ Multilingual Glossary and Summary</li> <li>○ Critical Vocabulary</li> <li>○ Literary Terms and Academic Vocabulary: Spanish</li> </ul>	<ul style="list-style-type: none"> <li>● <a href="#">Curriculum Guides &amp; Materials (nj.gov) (Holocaust)</a></li> </ul>
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## Unit 2 Inspired by Nature

### Overview

In this unit, students will reflect on what it means to be in harmony with nature and will consider whether that's important.

#### Essential Questions

What does it mean to be in harmony with nature?

#### Enduring Understandings

- The meaning of being in harmony with nature is different for everyone.

## Unit 2 Inspired by Nature

### Content Standards

- RL.7.1. Cite several pieces of textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text.
- RL.7.2. Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.

## Unit 2 Inspired by Nature

### Content Standards

- RL.7.3. Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).
- RL.7.4. Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama.
- RL.7.5. Analyze how a drama's or poem's form or structure (e.g., soliloquy, sonnet) contributes to its meaning
- RL.7.6. Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.
- RL.7.10. By the end of the year read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above, scaffolding as needed
- RI.7.1. Cite several pieces of textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text.
- RI.7.3. Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).
- RI.7.5. Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas.
- RI.7.6. Determine an author's point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others.
- RI.7.7. Compare and contrast a text to an audio, video, or multimedia version of the text, analyzing each medium's portrayal of the subject (e.g., how the delivery of a speech affects the impact of the words).
- RI.7.8. Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims.
- RI.7.10. By the end of the year read and comprehend literary nonfiction at grade level text-complexity or above, with scaffolding as needed.
- W.7.1. Write arguments to support claims with clear reasons and relevant evidence.
  - W.7.1.a. Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically.
  - W.7.1.b Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.
  - W.7.1.c Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence
  - W.7.1.d. Establish and maintain a formal style/academic style, approach, and form.
  - W.7.1.e. Provide a concluding statement or section that follows from and supports the argument presented.
- W.7.2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
- W.7.3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences
- W.7.6. Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.
- W.7.7. Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.
- W.7.9. Draw evidence from literary or informational texts to support analysis, reflection, and research
- W.7.10. Write routinely over extended time frames (time for research, reflection, metacognition/self correction, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
- SL.7.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.
  - SL.7.1.a. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
  - SL.7.1.b. Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.

## Unit 2 Inspired by Nature

### Content Standards

- SL.7.1.c. Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.
- SL.7.1.d. Acknowledge new information expressed by others and, when warranted, modify their own views.
- SL.7.2. Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.
- SL.7.4. Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.
- SL.7.5. Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.
- L.7.1.a. Explain the function of phrases and clauses in general and their function in specific sentences.
- L.7.1.b. Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.
- L.7.3.a. Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.
- L.7.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
- 7.5.a. Interpret figures of speech (e.g., literary, biblical, and mythological allusions) in context.
- L.7.5.b. Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words.

### Student Learning Objectives

- 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.
- 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.
- Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).
- Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama.
- Analyze how a drama's or poem's form or structure (e.g., soliloquy, sonnet) contributes to its meaning.
- Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.
- Read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above, scaffolding as needed.
- 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.
- 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).
- 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.
- 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.
- Compare and contrast a text to an audio, video, or multimedia version of the text, analyzing each medium's portrayal of the subject (e.g., how the delivery of a speech affects the impact of the words).
- 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.
- Read and comprehend literary nonfiction at grade level text-complexity or above, with scaffolding as needed.
- Write arguments to support claims with clear reasons and relevant evidence.

- Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically.
- Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.
- Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence
- Establish and maintain a formal style/academic style, approach, and form.
- Provide a concluding statement or section that follows from and supports the argument presented.
- Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
- Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences
- Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.
- Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.
- Draw evidence from literary or informational texts to support analysis, reflection, and research
- Write routinely over extended time frames (time for research, reflection, metacognition/self correction, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
- Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.
- Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
- Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.
- Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.
- Acknowledge new information expressed by others and, when warranted, modify their own views.
- Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.
- 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.
- Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.
- Explain the function of phrases and clauses in general and their function in specific sentences.
- Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.
- Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.
- Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
- Interpret figures of speech (e.g., literary, biblical, and mythological allusions) in context.
- Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words

Integrated Accommodations and Modifications		
Special Education Students	English Language Learners	At Risk
<ul style="list-style-type: none"> <li>● Utilize modifications &amp; accommodations delineated in the student's IEP</li> </ul>	WIDA Can Do Descriptors <a href="https://wida.wisc.edu/teach/can-do/descriptors">https://wida.wisc.edu/teach/can-do/descriptors</a>	<ul style="list-style-type: none"> <li>● Pair visual prompts with verbal presentations</li> <li>● Ask students to restate information, directions, and assignments.</li> </ul>

<ul style="list-style-type: none"> <li>● Provide the steps needed to complete the task</li> <li>● Model frequently</li> <li>● Provide repetition and practice.</li> <li>● Use visuals to demonstrate/model the processes</li> <li>● Restate, reread, and clarify directions/questions</li> <li>● Ask students to restate information, directions, and assignments.</li> <li>● Provide copy of class notes</li> <li>● Distribute study guide for classroom tests.</li> <li>● Provide preferential seating to be mutually determined by the student and teacher</li> <li>● Provide extra textbooks for home.</li> <li>● Provide regular parent/ school communication</li> <li>● Allow extended time to complete assignment</li> <li>● Establish procedures for accommodations / modifications for assessments</li> <li>● Allow student to take/complete tests in an alternate setting as needed</li> </ul>	<ul style="list-style-type: none"> <li>● Modify Assignments</li> <li>● Use testing and portfolio assessment</li> <li>● Utilize Native Language Translation (peer, online assistive technology, translation device, bilingual dictionary)</li> <li>● Repeat, rephrase, paraphrase key concepts and directions</li> <li>● Allow for extended time for assignment completion as needed</li> <li>● Highlight key vocabulary</li> <li>● Define essential vocabulary in context</li> <li>● Use graphic organizers, visuals, manipulatives and other concrete materials</li> <li>● Use gestures, facial expressions and body language</li> <li>● Read aloud</li> <li>● Build on what students already know and prior experience</li> </ul>	<ul style="list-style-type: none"> <li>● Provide repetition and and practice</li> <li>● Model skills / techniques to be mastered.</li> <li>● Provide extended time to complete class work</li> <li>● Provide copy of class notes</li> <li>● Provide preferential seating to be mutually determined by the student and teacher</li> <li>● Allow the use of a computer to complete assignments.</li> <li>● Establish expectations for correct spelling on assignments</li> <li>● Provide extra textbooks for home.</li> <li>● Provide Peer Support</li> <li>● Increase one on one time</li> </ul>
<b>Gifted and Talented Students</b>		<b>504 Plan</b>
<ul style="list-style-type: none"> <li>● Utilize advanced, accelerated, or compacted content</li> <li>● Provide assignments that emphasize higher- level thinking skills.</li> <li>● Allow for individual student interest</li> <li>● Gear assignments to development in areas of affect, creativity, cognition, and research skills</li> <li>● Allow for a variety in types of resources</li> <li>● Provide problem-based assignments with planned scope and sequence</li> <li>● Utilize inquiry-based instruction</li> <li>● Adjust the pace of lessons</li> <li>● Utilize Choice Boards</li> <li>● Provide Problem-Based Learning</li> <li>● Establish flexible Grouping</li> </ul>	<ul style="list-style-type: none"> <li>● Pair visual prompts with verbal presentations</li> <li>● Ask students to restate information, directions, and assignments.</li> <li>● Provide repetition and and practice</li> <li>● Model skills / techniques to be mastered.</li> <li>● Provide extended time to complete class work</li> <li>● Provide copy of class notes</li> <li>● Break long assignments into smaller parts</li> <li>● Assist student in setting short term goals</li> <li>● Allow for preferential seating to be mutually determined by the student and teacher</li> <li>● Provide extra textbooks for home.</li> <li>● Model and reinforce organizational systems (i.e. color-coding)</li> <li>● Write out homework assignments, check student's recording of assignments</li> </ul>	
<b>Interdisciplinary Connections</b>		

**Science**

- MS-ESS3-5: Ask questions to clarify evidence of the factors that have caused climate change over the past century.

**Reading: History/Social Studies**

- RH.6-8.5. Describe how a text presents information (e.g., sequentially, comparatively, causally).
- RH.6-8.6. Identify aspects of a text that reveal an author’s point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).
- RH.6-8.8. Distinguish among fact, opinion, and reasoned judgment in a text.

**Reading: Science & Technical Subjects**

- RST.6-8.4. Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 6–8 texts and topics.
- RST.6-8.5. Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to an understanding of the topic.

### Career Readiness, Life Literacies and Key Skills

**Career Readiness, Life Literacies and Key Skills Practices**

- Act as a responsible and contributing community member and employee.
- Attend to financial well-being.
- Consider the environmental, social and economic impacts of decisions.
- Demonstrate creativity and innovation.
- Utilize critical thinking to make sense of problems and persevere in solving them.
- Model integrity, ethical leadership and effective management.
- Plan education and career paths aligned to personal goals.
- Use technology to enhance productivity, increase collaboration and communicate effectively.
- Work productively in teams while using cultural/global competence.

**Career Readiness, Life Literacies and Key Skills Standards****9.1 Personal Financial Literacy****9.2 Career Awareness, Exploration, Preparation, and Training**

- 9.2.8.CAP.17: Prepare a sample resume and cover letter as part of an application process.
- 9.2.8.CAP.18: Explain how personal behavior, appearance, attitudes, and other choices may impact the job application process.
- 9.2.8.CAP.19: Relate academic achievement, as represented by high school diplomas, college degrees, and industry credentials, to employability and to potential level

**9.4 Life Literacies and Key Skills**

- 9.4.8.CI.1: Assess data gathered on varying perspectives on causes of climate change (e.g., cross cultural, gender-specific, generational), and determine how the data can best be used to design multiple potential solutions (e.g., RI.7.9, 6.SP.B.5, 7.1.NH.IPERS.6, 8.2.8.ETW.4).
- 9.4.8.CI.2: Repurpose an existing resource in an innovative way (e.g., 8.2.8.NT.3).
- 9.4.8.CI.3: Examine challenges that may exist in the adoption of new ideas (e.g., 2.1.8.SSH, 6.1.8.CivicsPD.2). • 9.4.8.CI.4: Explore the role of creativity and innovation in career pathways and industries.

**SEL Competencies**

- Self - Awareness
- Self - Management
- Social Awareness
- Responsible Decision Making
- Relationship Skills

<https://www.nj.gov/education/safety/wellness/selearning/index.shtml>

**District/School Formative Assessment Plan**

*Formative assessment informs instruction and is ongoing throughout a unit to determine how students are progressing against the standards.*

Teachers are encouraged to incorporate Formative Assessments into all lessons. During instruction, teachers will collect ongoing information on students’ mastery of content through a variety of methods:

- Questioning: using Socratic method, probing questions, a hierarchical system in complexity (Bloom’s Taxonomy)
- Exit tickets, rotational activities (stations), quizzes, and small group activities
- Classwork, homework, group work (formative assessment)
- Pre-Assessment, teacher’s observation, class discussion, and journal

**District/School Summative Assessment Plan**

*Summative assessment is an opportunity for students to demonstrate mastery of the skills taught during a particular unit.*

**Benchmark Assessments:**

- iReady Diagnostic Assessment, fall, winter, spring
- HMH Growth Measure

**Standardized Assessments:**

- NJSLA

**Other Summative Assessments:** Teachers are encouraged to design and their own assessments (topic/module tests and quizzes) individually and/or with their department or grade-level partners, as per Uniform Grading Profile.

- End of unit assessments:
  - End of Unit Assessment
  - On demand writing task: Argument

**Project Ideas:**

- End of Selection Choices

**Targeted Academic Vocabulary**

addiction, remorseful, median, arboretum, combustion, scarcity, aquifer, avalanche, insulate, splinter, ethereal, affect, element, ensure, participate, specify

Textbook Resources	District/School Primary and Supplementary Resources
<ul style="list-style-type: none"> <li>● Selection Texts:               <ul style="list-style-type: none"> <li>○ Allied with Green</li> <li>○ <i>excerpt from</i> Mississippi Solo</li> <li>○ The Drought</li> <li>○ Never Retreat <i>from</i> Eyes Wide Open</li> <li>○ Ode to enchanted light / Oda a la luz encantada</li> <li>○ <i>Excerpt from</i> Trash Talk</li> <li>○ Sleeping in the Forest</li> <li>○ You're Part of the Solution</li> </ul> </li>   <li>● Reader's Choice               <ul style="list-style-type: none"> <li>○ <i>Excerpt from</i> Unbowed</li> <li>○ Living Large Off the Grid</li> <li>○ Problems with Hurricanes</li> <li>○ Haiku</li> </ul> </li>   <li>● <b>Online Textbook Resources</b> <ul style="list-style-type: none"> <li>○ eBook</li> <li>○ Response Log</li> <li>○ Selection Test</li> <li>○ Selection Audio</li> <li>○ Text Sketch</li> <li>○ Summary</li> <li>○ Notice &amp; Note Handbook</li> <li>○ Graphic Organizers</li> <li>○ Peer Coach Videos</li> <li>○ Anchor Charts</li> <li>○ Level Up                   <ul style="list-style-type: none"> <li>■ Tutorial</li> <li>■ Practice</li> </ul> </li> <li>○ Interactive Vocabulary Lessons</li> <li>○ Multilingual Glossary and Summary</li> <li>○ Critical Vocabulary</li> <li>○ Literary Terms and Academic Vocabulary: Spanish</li> </ul> </li> </ul>	<p><b><u>District-Mandated Resources</u></b></p> <ul style="list-style-type: none"> <li>● <a href="#">Writable</a></li> <li>● Writing Portfolio, minimum of 1 published piece of writing</li> </ul> <p><b>Assessment Resources:</b></p> <ul style="list-style-type: none"> <li>● Textbook:               <ul style="list-style-type: none"> <li>○ Writing Prompts</li> <li>○ Selection Tests</li> </ul> </li> </ul> <p><b>Other Resources:</b></p> <ul style="list-style-type: none"> <li>● <a href="#">Amistad Law Project (Amistad Law)</a></li> <li>● <a href="#">Drought Basics   PBS LearningMedia</a></li> <li>● <a href="#">Giant Sequoias Struggle with Drought   PBS LearningMedia</a></li> <li>● <a href="#">Hurricane   PBS LearningMedia</a></li> <li>● <a href="#">Newsela - Hurricane forecasting enters the drone era</a></li> <li>● <a href="#">Newsela - Study finds that off-the-charts hurricanes are possible but not likely</a></li> </ul>

## Unit 3 Game On

### Overview

In this unit, students will consider attitudes about games and how people participate in and respond to them.

#### Essential Questions

- How do games impact our lives?

#### Enduring Understandings

- Games impact our lives by making people feel good.

## Unit 3 Game On

### Content Standards

- 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.
- 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.
- Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).
- Analyze how a drama's or poem's form or structure (e.g., soliloquy, sonnet) contributes to its meaning.
- Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.
- Read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above, scaffolding as needed.
- Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.
- 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.
- 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.
- Read and comprehend literary nonfiction at grade level text-complexity or above, with scaffolding as needed.
- Write arguments to support claims with clear reasons and relevant evidence.
- Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
- W.7.3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
- W.7.4. Produce clear and coherent writing in which the development, organization, voice and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
- Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.
- Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.
- Write routinely over extended time frames (time for research, reflection, metacognition/self correction, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
- Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.

## Unit 3 Game On

### Content Standards

- 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.
- Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points
- Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.
- Explain the function of phrases and clauses in general and their function in specific sentences.
- Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.
- Spell correctly.
- Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
- Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., belligerent, bellicose, rebel).
- Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.

### Student Learning Objectives

- 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.
- 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.
- Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).
- Analyze how a drama's or poem's form or structure (e.g., soliloquy, sonnet) contributes to its meaning.
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Integrated Accommodations and Modifications		
Special Education Students	English Language Learners	At Risk
<ul style="list-style-type: none"> <li>● Utilize modifications &amp; accommodations delineated in the student's IEP</li> <li>● Provide the steps needed to complete the task</li> <li>● Model frequently</li> <li>● Provide repetition and practice.</li> <li>● Use visuals to demonstrate/model the processes</li> <li>● Restate, reread, and clarify directions/questions</li> <li>● Ask students to restate information, directions, and assignments.</li> <li>● Provide copy of class notes</li> <li>● Distribute study guide for classroom tests.</li> <li>● Provide preferential seating to be mutually determined by the student and teacher</li> <li>● Provide extra textbooks for home.</li> <li>● Provide regular parent/ school communication</li> <li>● Allow extended time to complete assignment</li> <li>● Establish procedures for accommodations / modifications for assessments</li> </ul>	<p>WIDA Can Do Descriptors  <a href="https://wida.wisc.edu/teach/can-do/descriptors">https://wida.wisc.edu/teach/can-do/descriptors</a></p> <ul style="list-style-type: none"> <li>● Modify Assignments</li> <li>● Use testing and portfolio assessment</li> <li>● Utilize Native Language Translation (peer, online assistive technology, translation device, bilingual dictionary)</li> <li>● Repeat, rephrase, paraphrase key concepts and directions</li> <li>● Allow for extended time for assignment completion as needed</li> <li>● Highlight key vocabulary</li> <li>● Define essential vocabulary in context</li> <li>● Use graphic organizers, visuals, manipulatives and other concrete materials</li> <li>● Use gestures, facial expressions and body language</li> <li>● Read aloud</li> </ul>	<ul style="list-style-type: none"> <li>● Pair visual prompts with verbal presentations</li> <li>● Ask students to restate information, directions, and assignments.</li> <li>● Provide repetition and and practice</li> <li>● Model skills / techniques to be mastered.</li> <li>● Provide extended time to complete class work</li> <li>● Provide copy of class notes</li> <li>● Provide preferential seating to be mutually determined by the student and teacher</li> <li>● Allow the use of a computer to complete assignments.</li> <li>● Establish expectations for correct spelling on assignments</li> <li>● Provide extra textbooks for home.</li> <li>● Provide Peer Support</li> <li>● Increase one on one time</li> </ul>

<ul style="list-style-type: none"> <li>● Allow student to take/complete tests in an alternate setting as needed</li> </ul>	<ul style="list-style-type: none"> <li>● Build on what students already know and prior experience</li> </ul>	
<p style="text-align: center;"><b>Gifted and Talented Students</b></p>		<p style="text-align: center;"><b>504 Plan</b></p>
<ul style="list-style-type: none"> <li>● Utilize advanced, accelerated, or compacted content</li> <li>● Provide assignments that emphasize higher- level thinking skills.</li> <li>● Allow for individual student interest</li> <li>● Gear assignments to development in areas of affect, creativity, cognition, and research skills</li> <li>● Allow for a variety in types of resources</li> <li>● Provide problem-based assignments with planned scope and sequence</li> <li>● Utilize inquiry-based instruction</li> <li>● Adjust the pace of lessons</li> <li>● Utilize Choice Boards</li> <li>● Provide Problem-Based Learning</li> <li>● Establish flexible Grouping</li> </ul>	<ul style="list-style-type: none"> <li>● Pair visual prompts with verbal presentations</li> <li>● Ask students to restate information, directions, and assignments.</li> <li>● Provide repetition and and practice</li> <li>● Model skills / techniques to be mastered.</li> <li>● Provide extended time to complete class work</li> <li>● Provide copy of class notes</li> <li>● Break long assignments into smaller parts</li> <li>● Assist student in setting short term goals</li> <li>● Allow for preferential seating to be mutually determined by the student and teacher</li> <li>● Provide extra textbooks for home.</li> <li>● Model and reinforce organizational systems (i.e. color-coding)</li> <li>● Write out homework assignments, check student's recording of assignments</li> </ul>	
<p style="text-align: center;"><b>Interdisciplinary Connections</b></p>		
<p><b>Reading: History/Social Studies</b></p> <ul style="list-style-type: none"> <li>● RH.6-8.1. Cite specific textual evidence to support analysis of primary and secondary sources.</li> <li>● RH.6-8.4. Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.</li> <li>● RH.6-8.6. Identify aspects of a text that reveal an author’s point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).</li> </ul> <p><b>Reading: Science &amp; Technical Subjects</b></p> <ul style="list-style-type: none"> <li>● RST.6-8.1. Cite specific textual evidence to support analysis of science and technical texts.</li> <li>● RST.6-8.4. Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 6–8 texts and topics.</li> <li>● RST.6-8.6. Analyze the author’s purpose in providing an explanation, describing a procedure, or discussing an experiment in a text.</li> </ul> <p><b>Writing: History/Social Studies, Science &amp; Technical Subjects</b></p> <ul style="list-style-type: none"> <li>● WHST.6-8.1. Write arguments focused on discipline-specific content.</li> </ul>		
<p style="text-align: center;"><b>Career Readiness, Life Literacies and Key Skills</b></p>		

**Career Readiness, Life Literacies and Key Skills Practices**

- Act as a responsible and contributing community member and employee.
- Attend to financial well-being.
- Consider the environmental, social and economic impacts of decisions.
- Demonstrate creativity and innovation.
- Utilize critical thinking to make sense of problems and persevere in solving them.
- Model integrity, ethical leadership and effective management.
- Plan education and career paths aligned to personal goals.
- Use technology to enhance productivity, increase collaboration and communicate effectively.
- Work productively in teams while using cultural/global competence.

**Career Readiness, Life Literacies and Key Skills Standards****9.1 Personal Financial Literacy**

- 9.1.8.FI.1: Identify the factors to consider when selecting various financial service providers.
- 9.1.8.FI.2: Determine the most appropriate use of various financial products and services to borrow and access money for making purchases (e.g., ATM, debit cards, credit cards, check books, online/mobile banking).
- 9.1.8.FI.3: Evaluate the most appropriate financial institutions to assist with meeting various personal financial needs and goals.
- 9.1.8.FI.4: Analyze the interest rates and fees associated with financial products.

**9.2 Career Awareness, Exploration, Preparation, and Training**

- 9.2.8.CAP.5: Develop a personal plan with the assistance of an adult mentor that includes information about career areas of interest, goals and an educational plan.
- 9.2.8.CAP.3: Explain how career choices, educational choices, skills, economic conditions, and personal behavior affect income.
- 9.2.8.CAP.4: Explain how an individual's online behavior (e.g., social networking, photo exchanges, video postings) may impact opportunities for employment or advancement.

**9.4 Life Literacies and Key Skills**

- 9.4.8.IML.12: Use relevant tools to produce, publish, and deliver information supported with evidence for an authentic audience.
- 9.4.8.IML.13: Identify the impact of the creator on the content, production, and delivery of information (e.g., 8.2.8.ED.1).
- 9.4.8.IML.14: Analyze the role of media in delivering cultural, political, and other societal messages.
- 9.4.8.IML.15: Explain ways that individuals may experience the same media message differently.

**SEL Competencies**

- **Self - Awareness**
- **Self - Management**
- **Social Awareness**
- **Responsible Decision Making**
- **Relationship Skills**

<https://www.nj.gov/education/safety/wellness/selearning/index.shtml>



District/School Formative Assessment Plan	District/School Summative Assessment Plan
<p><i>Formative assessment informs instruction and is ongoing throughout a unit to determine how students are progressing against the standards.</i></p> <p>Teachers are encouraged to incorporate Formative Assessments into all lessons. During instruction, teachers will collect ongoing information on students’ mastery of content through a variety of methods:</p> <ul style="list-style-type: none"> <li>● Questioning: using Socratic method, probing questions, a hierarchical system in complexity (Bloom’s Taxonomy)</li> <li>● Exit tickets, rotational activities (stations), quizzes, and small group activities</li> <li>● Classwork, homework, group work (formative assessment)</li> <li>● Pre-Assessment, teacher’s observation, class discussion, and journal</li> <li>● Unit Selection test, (3 required per quarter)</li> </ul>	<p><i>Summative assessment is an opportunity for students to demonstrate mastery of the skills taught during a particular unit.</i></p> <p><b>Benchmark Assessments:</b></p> <ul style="list-style-type: none"> <li>● iReady Diagnostic</li> <li>● HMH Growth Measure</li> </ul> <p><b>Standardized Assessments:</b></p> <ul style="list-style-type: none"> <li>● NJSLA</li> </ul> <p><b>Other Summative Assessments:</b> Teachers are encouraged to design and their own assessments (topic/module tests and quizzes) individually and/or with their department or grade-level partners, as per Uniform Grading Profile.</p> <ul style="list-style-type: none"> <li>● End of unit assessments: <ul style="list-style-type: none"> <li>○ End of Unit Assessment</li> <li>○ On demand writing task: Narrative</li> </ul> </li> </ul> <p><b>Project Ideas:</b></p> <ul style="list-style-type: none"> <li>● End of Selection Choices</li> </ul>
<b>Targeted Academic Vocabulary</b>	
consecutive, mascot, federal, absorb, wholly, immerse , irrelevant , disoriented, accomplishment, negotiate, mutual, utilization, attitude, consume, goal, purchase, style	

Textbook Resources	District/School Primary and Supplementary Resources
<ul style="list-style-type: none"> <li>● Selection Texts: <ul style="list-style-type: none"> <li>○ Ball Hawk</li> <li>○ It’s Not Just a Game!</li> <li>○ Get in the Zone: The Psychology of Video-Game Design</li> <li>○ <i>Excerpt from</i> The Crossover</li> <li>○ Double Doubles</li> </ul> </li> </ul>	<p><b><u>District-Mandated Resources</u></b></p> <ul style="list-style-type: none"> <li>● <a href="#">Writable</a></li> <li>● Writing Portfolio, (minimum 1 published piece of writing)</li> </ul> <p><b>Assessment Resources:</b></p> <ul style="list-style-type: none"> <li>● Textbook: <ul style="list-style-type: none"> <li>○ Writing Prompts</li> </ul> </li> </ul>

<ul style="list-style-type: none"> <li>● Reader’s Choice             <ul style="list-style-type: none"> <li>○ Battling After Sophie</li> <li>○ Amigo BROTHERS</li> <li>○ Arc of Triumph</li> <li>○ Bridging the Generational Divide Between a Football Father and Soccer Son</li> </ul> </li>   <li>● <b>Online Textbook Resources</b> <ul style="list-style-type: none"> <li>○ eBook</li> <li>○ Response Log</li> <li>○ Selection Test</li> <li>○ Selection Audio</li> <li>○ Text Sketch</li> <li>○ Summary</li> <li>○ Notice &amp; Note Handbook</li> <li>○ Graphic Organizers</li> <li>○ Peer Coach Videos</li> <li>○ Anchor Charts</li> <li>○ Level Up                     <ul style="list-style-type: none"> <li>■ Tutorial</li> <li>■ Practice</li> </ul> </li> <li>○ Interactive Vocabulary Lessons</li> <li>○ Multilingual Glossary and Summary</li> <li>○ Critical Vocabulary</li> <li>○ Literary Terms and Academic Vocabulary: Spanish</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>○ Selection Tests</li> </ul> <p><b>Other Resources:</b></p> <ul style="list-style-type: none"> <li>● <a href="#">Human Impact on the Environment—a collection of media (available in Spanish) (Diversity Equity and Inclusion)</a></li> <li>● <a href="#">Interactive: Using the 3 Rs to help the environment</a></li> <li>● <a href="#">Podcast: Meet Human Needs and Protect the Environment?</a></li> <li>● <a href="#">Interactive: Elements of Poetry</a></li> <li>● <a href="#">Reading a Poem</a></li> </ul>
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<b>Unit 4 Realistic Fiction</b>	
<b>Overview</b>	
In this unit, students will think about people around them who work for change. They will also reflect on whether they are capable of creating change themselves.	
<b>Essential Questions</b>	<b>Enduring Understandings</b>
<ul style="list-style-type: none"> <li>● How can changing the world change you?</li> </ul>	<ul style="list-style-type: none"> <li>● Changing the world can change you by making you feel good and happy.</li> </ul>

## Unit 4 Realistic Fiction

### Content Standards

- RL.7.1. Cite several pieces of textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text.
- RL.7.2. Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.
- RL.7.3. Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).
- RL.7.5. Analyze how a drama's or poem's form or structure (e.g., soliloquy, sonnet) contributes to its meaning.
- RL.7.6. Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.
- RL.7.10. By the end of the year read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above, scaffolding as needed.
- RI.7.1. Cite several pieces of textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text.
- RI.7.2. Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.
- RI.7.4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.
- RI.7.9. Analyze and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts.
- RI.7.10. By the end of the year read and comprehend literary nonfiction at grade level text-complexity or above, with scaffolding as needed.
- W.7.2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
  - W.7.2.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).
  - W.7.2.b. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
  - W.7.2.f. Provide a concluding statement or section that follows from and supports the information or explanation presented.
- W.7.3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
- W.7.4. Produce clear and coherent writing in which the development, organization, voice and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
- W.7.6. Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.
- W.7.7. Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.
- W.7.8. Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
- W.7.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.
- W.7.10. Write routinely over extended time frames (time for research, reflection, metacognition/self correction, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
- SL.7.5. Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.
- SL.7.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.

## Unit 4 Realistic Fiction

### Content Standards

- SL.7.1.a. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
- SL.7.1.b. Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.
- SL.7.1.c. Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.
- SL.7.1.d. Acknowledge new information expressed by others and, when warranted, modify their own views.
- SL.7.2. Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.
- SL.7.4. Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.
- L.7.1.a. Explain the function of phrases and clauses in general and their function in specific sentences.
- L.7.1.c. Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.
- L.7.2.a. Use a comma to separate coordinate adjectives (e.g., It was a fascinating, enjoyable movie but not He wore an old[,] green shirt).
- L.7.4.b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., belligerent, bellicose, rebel).
- L.7.5.b. Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words.
- L.7.6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

### Student Learning Objectives

- 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.
- 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.
- Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).
- Analyze how a drama's or poem's form or structure (e.g., soliloquy, sonnet) contributes to its meaning.
- Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.
- Read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above, scaffolding as needed.
- 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.
- Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.
- Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.

- Analyze and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts.
- Read and comprehend literary nonfiction at grade level text-complexity or above, with scaffolding as needed.
- Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
- Introduce a topic 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).
- Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
- Provide a concluding statement or section that follows from and supports the information or explanation presented.
- Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
- Produce clear and coherent writing in which the development, organization, voice and style are appropriate to task, purpose, and audience.
- Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.
- Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.
- 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.
- Draw evidence from literary or informational texts to support analysis, reflection, and research.
- Write routinely over extended time frames (time for research, reflection, metacognition/self correction, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
- Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.
- Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.
- Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
- Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.
- Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.
- Acknowledge new information expressed by others and, when warranted, modify their own views.
- Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.
- 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.
- Explain the function of phrases and clauses in general and their function in specific sentences.
- Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.
- Use a comma to separate coordinate adjectives (e.g., It was a fascinating, enjoyable movie but not He wore an old[,] green shirt).
- Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., belligerent, bellicose, rebel).\
- Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words.
- Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression

Integrated Accommodations and Modifications		
Special Education Students	English Language Learners	At Risk
<ul style="list-style-type: none"> <li>● Utilize modifications &amp; accommodations delineated in the student’s IEP</li> <li>● Provide the steps needed to complete the task</li> <li>● Model frequently</li> <li>● Provide repetition and practice.</li> <li>● Use visuals to demonstrate/model the processes</li> <li>● Restate, reread, and clarify directions/questions</li> <li>● Ask students to restate information, directions, and assignments.</li> <li>● Provide copy of class notes</li> <li>● Distribute study guide for classroom tests.</li> <li>● Provide preferential seating to be mutually determined by the student and teacher</li> <li>● Provide extra textbooks for home.</li> <li>● Provide regular parent/ school communication</li> <li>● Allow extended time to complete assignment</li> <li>● Establish procedures for accommodations / modifications for assessments</li> <li>● Allow student to take/complete tests in an alternate setting as needed</li> </ul>	<p>WIDA Can Do Descriptors  <a href="https://wida.wisc.edu/teach/can-do/descriptors">https://wida.wisc.edu/teach/can-do/descriptors</a></p> <ul style="list-style-type: none"> <li>● Modify Assignments</li> <li>● Use testing and portfolio assessment</li> <li>● Utilize Native Language Translation (peer, online assistive technology, translation device, bilingual dictionary)</li> <li>● Repeat, rephrase, paraphrase key concepts and directions</li> <li>● Allow for extended time for assignment completion as needed</li> <li>● Highlight key vocabulary</li> <li>● Define essential vocabulary in context</li> <li>● Use graphic organizers, visuals, manipulatives and other concrete materials</li> <li>● Use gestures, facial expressions and body language</li> <li>● Read aloud</li> <li>● Build on what students already know and prior experience</li> </ul>	<ul style="list-style-type: none"> <li>● Pair visual prompts with verbal presentations</li> <li>● Ask students to restate information, directions, and assignments.</li> <li>● Provide repetition and and practice</li> <li>● Model skills / techniques to be mastered.</li> <li>● Provide extended time to complete class work</li> <li>● Provide copy of class notes</li> <li>● Provide preferential seating to be mutually determined by the student and teacher</li> <li>● Allow the use of a computer to complete assignments.</li> <li>● Establish expectations for correct spelling on assignments</li> <li>● Provide extra textbooks for home.</li> <li>● Provide Peer Support</li> <li>● Increase one on one time</li> </ul>
Gifted and Talented Students	504 Plan	
<ul style="list-style-type: none"> <li>● Utilize advanced, accelerated, or compacted content</li> <li>● Provide assignments that emphasize higher- level thinking skills.</li> <li>● Allow for individual student interest</li> <li>● Gear assignments to development in areas of affect, creativity, cognition, and research skills</li> <li>● Allow for a variety in types of resources</li> <li>● Provide problem-based assignments with planned scope and sequence</li> <li>● Utilize inquiry-based instruction</li> <li>● Adjust the pace of lessons</li> <li>● Utilize Choice Boards</li> <li>● Provide Problem-Based Learning</li> <li>● Establish flexible Grouping</li> </ul>	<ul style="list-style-type: none"> <li>● Pair visual prompts with verbal presentations</li> <li>● Ask students to restate information, directions, and assignments.</li> <li>● Provide repetition and and practice</li> <li>● Model skills / techniques to be mastered.</li> <li>● Provide extended time to complete class work</li> <li>● Provide copy of class notes</li> <li>● Break long assignments into smaller parts</li> <li>● Assist student in setting short term goals</li> <li>● Allow for preferential seating to be mutually determined by the student and teacher</li> <li>● Provide extra textbooks for home.</li> <li>● Model and reinforce organizational systems (i.e. color-coding)</li> <li>● Write out homework assignments, check student's recording of assignments</li> </ul>	

### Interdisciplinary Connections

#### Visual and Performing Arts

- 1.5.8.Re7b: Compare and contrast cultural and social contexts of visual arts and how they influence ideas and emotions.
- 1.5.8.Re8a: Interpret art by analyzing how the interaction of subject matter, characteristics of form and structure, use of media, art making approaches, and relevant contextual information contributes to understanding messages or ideas and mood conveyed.

#### Reading: History/Social Studies

- RH.6-8.1. Cite specific textual evidence to support analysis of primary and secondary sources.
- RH.6-8.4. Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.

#### Reading: Science & Technical Subjects

- RST.6-8.1. Cite specific textual evidence to support analysis of science and technical texts.
- RST.6-8.4. Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 6–8 texts and topics.

### Career Readiness, Life Literacies and Key Skills

#### Career Readiness, Life Literacies and Key Skills Practices

- Act as a responsible and contributing community member and employee.
- Attend to financial well-being.
- Consider the environmental, social and economic impacts of decisions.
- Demonstrate creativity and innovation.
- Utilize critical thinking to make sense of problems and persevere in solving them.
- Model integrity, ethical leadership and effective management.
- Plan education and career paths aligned to personal goals.
- Use technology to enhance productivity, increase collaboration and communicate effectively.
- Work productively in teams while using cultural/global competence.

#### Career Readiness, Life Literacies and Key Skills Standards

##### 9.1 Personal Financial Literacy

- 9.1.8.FP.6: Compare and contrast advertising messages to understand what they are trying to accomplish.
- 9.1.8.FP.7: Identify the techniques and effects of deceptive advertising.
- 9.1.8.PB.5: Identify factors that affect one's goals, including peers, culture, location, and past experiences.
- 9.1.8.PB.6: Construct a budget to save for short-term, long term, and charitable goals.

##### 9.2 Career Awareness, Exploration, Preparation, and Training

- 9.2.8.CAP.20: Identify the items to consider when estimating the cost of funding a business.
- 9.2.8.CAP.13: Compare employee benefits when evaluating employment interests and explain the possible impact on personal finances.
- 9.2.8.CAP.14: Evaluate sources of income and alternative resources to accurately compare employment options.

**9.4 Life Literacies and Key Skills**

- 9.4.8.TL.1: Construct a spreadsheet in order to analyze multiple data sets, identify relationships, and facilitate data-based decision-making.
- 9.4.8.TL.2: Gather data and digitally represent information to communicate a real-world problem (e.g., MS-ESS3-4, 6.1.8.EconET.1, 6.1.8.CivicsPR.4).
- 9.4.8.TL.3: Select appropriate tools to organize and present information digitally.
- 9.4.8.TL.4: Synthesize and publish information about a local or global issue or event (e.g., MSLS4-5, 6.1.8.CivicsPI.3).

**SEL Competencies**

- Self - Awareness
- Self - Management
- Social Awareness
- Responsible Decision Making
- Relationship Skills

<https://www.nj.gov/education/safety/wellness/selearning/index.shtml>

**District/School Formative Assessment Plan**

*Formative assessment informs instruction and is ongoing throughout a unit to determine how students are progressing against the standards.*

Teachers are encouraged to incorporate Formative Assessments into all lessons. During instruction, teachers will collect ongoing information on students’ mastery of content through a variety of methods:

- Questioning: using Socratic method, probing questions, a hierarchical system in complexity (Bloom’s Taxonomy)
- Exit tickets, rotational activities (stations), quizzes, and small group activities
- Classwork, homework, group work (formative assessment)
- Pre-Assessment, teacher’s observation, class discussion, and journal

**District/School Summative Assessment Plan**

*Summative assessment is an opportunity for students to demonstrate mastery of the skills taught during a particular unit.*

**Benchmark Assessments:**

- iReady Diagnostic Assessment
- HMH Growth Measure

**Standardized Assessments:**

- NJSLA

**Other Summative Assessments:** Teachers are encouraged to design and their own assessments (topic/module tests and quizzes) individually and/or with their department or grade-level partners, as per Uniform Grading Profile.

- End of unit assessments:
  - End of Unit Assessment
  - On demand writing task: Research

**Project Ideas:**

- End of Selection Choices

**Targeted Academic Vocabulary**

concession, collision, turnover, congestion, fundamental, possession, capacity, exploitation, lobby, fatal, distinguish, indifferent, trample, sprawl, surge, eerie, contrast, despite, error, inadequate, interact

Textbook Resources	District/School Primary and Supplementary Resources
<ul style="list-style-type: none"> <li>● Selection Texts:               <ul style="list-style-type: none"> <li>○ Sometimes a Dream Needs a Push</li> <li>○ <i>Excerpt from</i> It takes a Child</li> <li>○ Craig Kielburger Reflects on Working Toward Peace</li> <li>○ A Poem for My Librarian, Mrs. Long</li> <li>○ Frances Perkins and the Triangle Factory Fire</li> <li>○ <i>Excerpt from</i> Ashes of Roses</li> </ul> </li>   <li>● Reader’s Choice               <ul style="list-style-type: none"> <li>○ <i>Excerpt from</i> The Story of the Triangle Factory Fire</li> <li>○ <i>Excerpt from</i> Walking with the Wind</li> <li>○ Seeing is Believing</li> <li>○ Difference Maker; John Bergmann and Popcorn Park</li> <li>○ Doris is Coming</li> </ul> </li>   <li>● <b>Online Textbook Resources</b> <ul style="list-style-type: none"> <li>○ eBook</li> <li>○ Response Log</li> <li>○ Selection Test</li> <li>○ Selection Audio</li> <li>○ Text Sketch</li> <li>○ Summary</li> <li>○ Notice &amp; Note Handbook</li> <li>○ Graphic Organizers</li> <li>○ Peer Coach Videos</li> <li>○ Anchor Charts</li> <li>○ Level Up                   <ul style="list-style-type: none"> <li>■ Tutorial</li> <li>■ Practice</li> </ul> </li> <li>○ Interactive Vocabulary Lessons</li> <li>○ Multilingual Glossary and Summary</li> </ul> </li> </ul>	<p><b><u>District-Mandated Resources</u></b></p> <ul style="list-style-type: none"> <li>● <a href="#">Writable</a></li> <li>● Writing Portfolio, (1 published piece of writing)</li> </ul> <p><b>Assessment Resources:</b></p> <ul style="list-style-type: none"> <li>● Textbook:               <ul style="list-style-type: none"> <li>○ Writing Prompts</li> <li>○ Selection Tests</li> </ul> </li> </ul> <p><b>Other Resources:</b></p> <ul style="list-style-type: none"> <li>● <a href="#">Interactive Lesson: Claims and Support   Skills on Demand</a></li> <li>● <a href="#">Interactive Lesson: Tune Up: Identifying Evidence   Skills on Demand</a></li> <li>● <a href="#">Life on Mars? NASA discovers evidence of water</a></li> <li>● <a href="#">Identify Thesis Statements</a></li> <li>● <a href="#">NewsELA article: Project’s challenge: Developing tiny spacecraft to send to nearest stars (Disabilities Awareness/LGBTQ+)</a></li> </ul>

<ul style="list-style-type: none"><li>○ Critical Vocabulary</li><li>○ Literary Terms and Academic Vocabulary: Spanish</li></ul>	
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