

BELVIDERE CLUSTER CURRICULUM MAP

SUBJECT: English Language Arts

GRADE: 7

PACING-->	UNIT #1 3 to 6 Weeks	UNIT #2 2-4 Weeks	UNIT #3 5-7 Weeks
TOPIC/THEME AND OBJECTIVES	<p>Building/Becoming a Community of Readers Using Literature</p> <ul style="list-style-type: none"> The students will be able to analyze how particular elements in a story interact. The students will be able to cite textual evidence that most strongly supports analysis of inferences drawn from grade 7 texts. The students will be able to determine a theme or central idea of a text and provide an objective summary of the text. The students will be able to determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings. The students will be able to write a letter in the appropriate format using standard English conventions and focused, organized paragraphs. 	<p>Informational Text Features</p> <ul style="list-style-type: none"> The students will be able to navigate and utilize informational text pieces in order to gain understanding. The students will be able to utilize close active reading strategies, as presented through modeling to interact with informational texts. The students will be able to recognize differences in structure and features in informational texts. The students will be able to develop a logical and cohesive piece using transition words and phrases, as well as topic and concluding sentences. The students will be able to shape the style and structure of a topic based on their understanding of the audience. 	<p>Literature and Drama</p> <ul style="list-style-type: none"> The students will be able to identify and analyze specific elements of a story or drama. Students will 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). The students will be able to cite textual evidence that most strongly supports an analysis of what the text says explicitly in grade 7 texts. The students will be able to use textual evidence to support the change in a character's development. The students will be able to identify different types of conflict.
ESSENTIAL QUESTIONS & ENDURING UNDERSTANDINGS	<ul style="list-style-type: none"> What makes a "good" reader and writer? What strategies does a "good" reader/writer implement? One must be a community reader and writer in order to better understand the world. 	<ul style="list-style-type: none"> How does a writer convey information clearly and accurately to deepen the reader's understanding? How does the structure of an informational text influence better understanding for the reader? The students will be able to successfully utilize informational texts in order to maximize understanding. The students will be able to convey accurate information in order to increase the reader's knowledge of a subject, process, and/or concept through informational writing. 	<ul style="list-style-type: none"> How are the themes in the traditional literature relative to today's society? How can the setting drive the plot of the piece? How does the structure of the drama/written work help to better or hinder one's understanding of the piece? Understanding how drama portrays a creative expression. Drama is a platform for social change.
STANDARDS	Reading (R)	Reading Literature (RL)	Reading (R)

	<p>NJSLSA.R.1 Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.</p> <p>NJSLSA.R.2 Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.</p> <p>NJSLSA.R.3 Analyze how and why individuals, events, and ideas develop and interact over the course of a text.</p> <p>Writing (W)</p> <p>NJSLSA.W.7.1 Write arguments to support claims with clear reasons and relevant evidence.</p> <p>NJSLSA.W.7.3 Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</p> <p><u>NJSLSA.W.7.4</u> <u>Produce clear and coherent writing in which the development, organization, voice and style are appropriate to task, purpose, and audience.</u></p> <p>NJSLSA.W.7.5 With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.</p> <p>NJSLSA.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</p>	<p><u>NJSLSA.RL.7.1</u> <u>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.</u></p> <p>Reading Info Text (RI)</p> <p>NJSLSA.RI.7.1 Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>NJSLSA.RI.7.5 Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas.</p> <p><u>NJSLSA.RI.7.10</u> <u>By the end of the year read and comprehend literary nonfiction at grade level text-complexity or above, with scaffolding as needed.</u></p> <p>Reading Foundation Skills (RF) NONE</p> <p>Writing (W)</p> <p>NJSLSA.W.7.1 Write arguments to support claims with clear reasons and relevant evidence.</p> <p><u>NJSLSA.W.7.4</u> <u>Produce clear and coherent writing in which the development, organization, voice and style are appropriate to task, purpose, and audience.</u></p> <p>NJSLSA.W.7.5 With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing</p>	<p>NJSLSA.R.4 Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.</p> <p>Reading Literature (RL)</p> <p><u>NJSLSA.RL.7.1</u> <u>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.</u></p> <p>NJSLSA.RL.7.2 Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.</p> <p>NJSLSA.RL.7.3 Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).</p> <p>NJSLSA.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.</p> <p>NJSLSA.RL.7.5 Analyze how a drama's or poem's form or structure (e.g., soliloquy, sonnet) contributes to its meaning.</p> <p>NJSLSA.RL.7.6 Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.</p> <p>NJSLSA.RL.7.7</p>
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	<p>collaborate with others, including linking to and citing sources.</p> <p><u>NJLSLA.W.7.10</u> <u>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.</u></p> <p>Speaking/Listening (SL) NJLSLA.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.</p> <p>NJLSLA.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.</p> <p>NJLSLA.SL.7.1.B Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.</p> <p>NJLSLA.SL.7.1.B 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.</p> <p>NJLSLA.SL.7.1.D Acknowledge new information expressed by others and, when warranted, modify their own views.</p> <p>NJLSLA.SL.7.3</p>	<p>on how well purpose and audience have been addressed.</p> <p><u>NJLSLA.W.7.10</u> <u>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.</u></p> <p>Speaking/Listening (SL) NJLSLA.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.</p> <p>NJLSLA.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.</p> <p>NJLSLA.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.</p> <p>NJLSLA.SL.7.5 Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.</p> <p>NJLSLA.SL.7.6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.</p> <p>Language (L) NJLSLA.L.7.1</p>	<p>Compare and contrast a written story, drama, or poem to its audio, filmed, staged, or multimedia version, analyzing the effects of techniques unique to each medium (e.g., lighting, sound, color, or camera focus and angles in a film).</p> <p><u>NJLSLA.RL.7.9</u> <u>Compare, contrast and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history.</u></p> <p>Reading Info Text (RI) <u>NJLSLA.RI.7.1</u> <u>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.</u></p> <p>NJLSLA.RI.7.2 Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.</p> <p>NJLSLA.RI.7.3 Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).</p> <p>NJLSLA.RI.7.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.</p> <p>NJLSLA.RI.7.5</p>
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	<p>Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.</p> <p>NJLSLA.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.</p> <p>NJLSLA.SL.7.5 Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.</p> <p>NJLSLA.SL.7.6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.</p> <p>Language (L) NJLSLA.L.7.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>NJLSLA.L.7.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>NJLSLA.L.7.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p>NJLSLA.L.7.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies.</p> <p>NJLSLA.L.7.5</p>	<p>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>NJLSLA.L.7.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>NJLSLA.L.7.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p>NJLSLA.L.7.3.A Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.</p> <p>NJLSLA.L.7.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies.</p> <p>NJLSLA.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.</p> <p>NJLSLA.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).</p> <p><u>NJLSLA.L.7.4.C</u> <u>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.</u></p>	<p>Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas.</p> <p>NJLSLA.RI.7.6 Determine an author's point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others.</p> <p>NJLSLA.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).</p> <p>NJLSLA.RI.7.8 Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims.</p> <p><u>NJLSLA.RI.7.9</u> <u>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.</u></p> <p>Writing (W)</p> <p>NJLSLA.W.7.1 Write arguments to support claims with clear reasons and relevant evidence.</p> <p>NJLSLA.W.7.2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</p>
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	<p>Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>NJSLSA.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.</p>	<p>NJSLSA.L.7.4.D Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).</p> <p>NJSLSA.L.7.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>NJSLSA.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.</p>	<p>NJSLSA.W.7.3 Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</p> <p>NJSLSA.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.</p> <p>NJSLSA.W.7.3.B Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.</p> <p>NJSLSA.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.</p> <p>NJSLSA.W.7.3.D Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.</p> <p>NJSLSA.W.7.3.E Provide a conclusion that follows from and reflects on the narrated experiences or events.</p> <p><u>NJSLSA.W.7.4</u> <u>Produce clear and coherent writing in which the development, organization, voice and style are appropriate to task, purpose, and audience.</u></p> <p>NJSLSA.W.7.5 With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing</p>
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			<p>on how well purpose and audience have been addressed.</p> <p>NJSLSA.W.7.6 Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.</p> <p>NJSLSA.W.7.9.A Apply grade 7 Reading standards to literature (e.g., "Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history").</p> <p><u>NJSLSA.W.7.10</u> <u>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.</u></p> <p>Speaking/Listening (SL)</p> <p>NJSLSA.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.</p> <p>NJSLSA.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.</p> <p>NJSLSA.SL.7.6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.</p>
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INSTRUCTIONAL PROCEDURES

Whole Group

Create book maps

Create anchor charts as a tool for becoming a member of the reading community

Mini lessons:

- Mentor texts of short stories; excerpts from: *An Hour with Abuelo* by Judith Ortiz Cofer; *Rikki-tikki-tavi* by Rudyard Kipling;

Recognize the difference between a concise summary and a thorough response to literature

applying domain specific vocabulary

produce a quick write and share in large group

identify basic parts of speech, capitalization, and syllabication

introduce the process of becoming a lifelong reader through reading incentive program and the role of book choice

Individual

Analyze and construct a "Get to Know You" letter.

journaling as a response tool for reading

identify a method of sharing that leads student to attain a level of comfort

construct a project summarizing/analyzing

the novel read for summer reading

alternate ending of a story based on

character's point of view

Small Groups

Participate in literature circle discussion, fish bowls, book talks or reading conferences

focusing on realistic fiction

produce quick writes and share in small groups

In groups, share student's personal thoughts, opinions, and recommendations regarding the two novels read over the summer

Analyze author's purpose

Whole Group

grammar games and activities focusing on proofreading marks and basic parts of speech review

spelling and vocabulary activities

Using real world informational texts to recognize and identify informational text features and identify the structure of text

Utilize note-taking strategies to record informational text. Differentiate between essential and non-essential information using a text sample.

Mini lessons:

- Mentor texts of informational pieces; excerpts from: "A Simple Act" by Tyler Jackson, News Blog;
- Writing and the Importance of a Powerful "Hook" (beginning)

Evaluate the relevance of information to an assigned task.

Political and editorial cartoons offer an opportunity to have students use information *and* inference in a unique way.

use and apply an understanding of symbolism, exaggeration, analogy, labeling and irony to decipher the information and the "author's" purpose.

Individual

Produce an audience-appropriate informative piece using an identified text structure.

Read and evaluate informational articles using Newsela.com and/or commonlit.org

Conference with individual students to ensure comprehension.

outline notes

writing conferences

expository writing

Small Groups

Produce an audience-appropriate informative piece using an identified text structure discussing and analyzing informational articles

Treasure Hunt

Whole Group

Analyze stage directions through Microsoft PowerPoint or Google Slides

Introduce and review the effects lighting, sounds, and music have on a piece of literature

figurative language review

spelling and vocabulary

grammar activities and games focusing on basic parts speech review, focusing on adjectives and adverbs, as well as transition words, phrases, and clauses

discussions

peer-editing

Mini lessons on:

researching background information on historical, social or cultural context of the play.

analyze the structure of dramatic prose (stage directions, dialogue formatting)

Individual

produce journal responses to writing prompts

respond to quick writes

complete KWL Chart

complete Give One-Get One

silent and oral reading of dramatic prose

use a Venn Diagram to compose a compare and contrast essay

compose an essay comparing and

contrasting the written story to its filmed version.

Small Groups

participate in class discussions

generate Reader's Theater script from familiar text

**INSTRUCTIONAL
AND
SUPPLEMENTAL
MATERIALS/
LEVELED TEXTS**

Materials

Summer Reading Response Form
Computer or iPad with Internet
MyAccess
Document Camera
LCD projector
SmartBoard
Teacher-generated PowerPoint
Teacher-generated worksheets
Youtube
Close-reading guide

Leveled Texts

Holt Handbook, 2010
Literature 7 McDougal Douglas 2008 (Hope)
Prentice Hall Literature Grade 7 Common
Core Edition. 2012 (White Twp)
Write Source, 2010
Readwritethink.org
Sadlier-Oxford Vocabulary Workshop, Level B
Readwritethink.org
Vocabulary Their Way. Pearson
Commonlit.org
-*myPerspectives* - Pearson Realize digital
text and consumable text (Harmony)

Suggested Works:

Drums, Girls, and Dangerous Pies by Jordan
Sonnenblick
Hoot by Carl Hiassen
Fair Weather by Richard Peck
"Two Kinds" excerpt from *The Joy Luck Club*
by Amy Tan
Excerpt from *Hope Was Here* by Joan Baurer
Excerpt from *Hatchet* by Gary Paulsen
Excerpt from *Riding Freedom* by Pam Munoz
Ryan

Materials

Computer or iPad with Internet
MyAccess
Document Camera
LCD projector
SmartBoard
Teacher-generated PowerPoint
Teacher-generated worksheets
Youtube
Evidence Log

Leveled Texts

Holt Handbook, 2010
Literature 7 McDougal Douglas 2008 (Hope)
Prentice Hall Literature Grade 7 Common
Core Edition. 2012 (White Twp)
myPerspectives - Pearson Realize digital text
and consumable text (Harmony)
Write Source, 2010
Readwritethink.org
Sadlier-Oxford Vocabulary Workshop, Level B
Vocabulary Their Way. Pearson
Commonlit.org
Newsela.com

Suggested Works:

The Story of Victor d'Aveyron, the Wild Child,
Eloise Montalban, Expository Nonfiction
"Tutors Teach Seniors New High-Tech Tricks"
by Jennifer Ludden, News Article
"Silent Spring" by Rachel Carson, Descriptive
Nonfiction

Materials

Computer or iPad with Internet
MyAccess
Document Camera
LCD projector
SmartBoard
Teacher-generated PowerPoint
Teacher-generated worksheets
Youtube
Close-reading guide

Leveled Texts

Holt Handbook, 2010
Literature 7 McDougal Douglas 2008 (Hope)
Prentice Hall Literature Grade 7 Common
Core Edition. 2012 (White Twp)
myPerspectives - Pearson Realize digital text
and consumable text (Harmony)
Write Source, 2010
Readwritethink.org
Sadlier-Oxford Vocabulary Workshop, Level
B
Vocabulary Their Way. Pearson
Commonlit.org
Newsela.com

Suggested Works:

"The Monsters Are Due on Maple Street" by
Rod Serling
*A Christmas Carol: Scrooge and Marley, Acts
1 & 2*, Israel Horovitz, Drama
The Outsiders S.E. Hinton
Treasure Island by Robert Louis Stevenson
The Necklace Guy de Maupassant
The Gift of the Magi O. Henry
The Legend of Sleepy Hollow Washington
Irving (adapted version)

<p>ASSESSMENTS</p>	<p><u>Formative</u> Exit Slips Writing Response Journals Writing Conferences Class participation in small and whole group discussions Quick Writing Response/share Reading Response Journals Reading Conferences Teacher Observation Grammar quizzes</p> <p><u>Summative</u> Reading response journal (conference/journal rubric) Written narrative Teacher created worksheets</p> <p><u>Benchmark</u> MyAccess (White Twp) MAP (Hope) BAS testing (Harmony) CommonLit (Belvidere)</p> <p><u>Alternative</u> A-B-C Projects Matchbook summaries Kahoot Teacher-generated rubrics and checklists Scoring Rubrics: PARCC SCORING RUBRIC FOR PROSE CONSTRUCTED RESPONSE ITEMS Narrative Task (NT) https://parcc.pearson.com/resources/Practic e-Tests/ELA_GR/ELA_L_Grade_6-11_July_20 15_Updated_Rubric_v3.pdf</p>	<p><u>Formative</u> Exit Slips Writing Response Journals Writing conferences Class participation in small and whole group discussion Quick writing response/share Reading Response Journals Reading Conferences Teacher Observation Grammar quizzes</p> <p><u>Summative</u> Reading response journal (conference/journal rubric) Written expository piece Teacher created worksheets</p> <p><u>Benchmark</u> MyAccess (White Twp) MAP (Hope) BAS testing (Harmony) CommonLit (Belvidere)</p> <p><u>Alternative</u> Infographics Timelines TouchCast Studio Kahoot Teacher-generated rubrics and checklists Utilizing formative assessments such as: PARCC SCORING RUBRIC FOR PROSE CONSTRUCTED RESPONSE ITEMS Research Simulation Task and Literary Analysis Task https://parcc.pearson.com/resources/Practic e-Tests/ELA_GR/ELA_L_Grade_6-11_July_20 15_Updated_Rubric_v3.pdf</p>	<p><u>Formative</u> Exit Slips Writing Response Journals Writing conferences Class participation in small and whole group discussion Quick writing response/share Reading Response Journals Reading Conferences Reading tests/quizzes Teacher Observation</p> <p><u>Summative</u> Reading response journal (conference/journal rubric) Teacher created worksheets</p> <p><u>Benchmark</u> MyAccess (White Twp) MAP (Hope) BAS testing (Harmony) CommonLit (Belvidere)</p> <p><u>Alternative</u> Oral monologue readings (memorized) TouchCast Studio Kahoot Teacher-generated rubrics and checklists Scoring Rubrics: PARCC SCORING RUBRIC FOR PROSE CONSTRUCTED RESPONSE ITEMS Narrative Task (NT) https://parcc.pearson.com/resources/Practic e-Tests/ELA_GR/ELA_L_Grade_6-11_July_20 15_Updated_Rubric_v3.pdf</p>
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<p>ACCOMMODATIONS</p>	<p><u>Special Education</u></p> <ul style="list-style-type: none"> - Additional time for skill mastery - Check work frequently for understanding - Extended time on tests/ quizzes - Modified test and assignment format,length, and content - Preview of content, concepts, and vocabulary - Reduced/shortened reading/written assignments - Use open book, study guides, test prototypes - Mini workshops to re-teach or extend skills - Open-ended activities -Varied supplemental materials <p><u>ELL</u></p> <ul style="list-style-type: none"> - Allowing students to correct errors (looking for understanding) - Having peers take notes or providing a copy of the teacher’s notes - Modifying tests to reflect selected objectives - Providing study guides - Reducing the number of answer choices on a multiple choice test - Using computer word processing spell check and grammar check features <p><u>At Risk</u></p> <ul style="list-style-type: none"> - Allowing students to correct errors (looking for understanding) - Allowing the use of note cards or open-book during testing - decreasing the amount of work presented or required . - Having peers take notes or providing a copy of the teacher’s notes - Marking students’ correct and acceptable work, not the mistakes - Providing study guides - Reducing or omitting length, answers, and content on reading/ written assessments and lengthy Outside reading assignments - Using authentic assessments with real-life problem-solving 	<p><u>Special Education</u></p> <ul style="list-style-type: none"> - Additional time for skill mastery - Check work frequently for understanding - Extended time on tests/ quizzes - Modified test and assignment format,length, and content - Preview of content, concepts, and vocabulary - Reduced/shortened reading/written assignments - Student working with an assigned partner - Use open book, study guides, test prototypes - Goal setting with students - Mini workshops to re-teach or extend skills - Open-ended activities - Varied supplemental materials <p><u>ELL</u></p> <ul style="list-style-type: none"> - Allowing students to correct errors (looking for understanding) - Having peers take notes or providing a copy of the teacher’s notes - Modifying tests to reflect selected objectives - Providing study guides - Reducing the number of answer choices on a multiple choice test - Using computer word processing spell check and grammar check features <p><u>At Risk</u></p> <ul style="list-style-type: none"> - Allowing students to correct errors (looking for understanding) - Allowing the use of note cards or open-book during testing - decreasing the amount of work presented or required . - Having peers take notes or providing a copy of the teacher’s notes - Marking students’ correct and acceptable work, not the mistakes - Providing study guides - Reducing or omitting length, answers, and content on reading/ written assessments and lengthy Outside reading assignments 	<p><u>Special Education</u></p> <ul style="list-style-type: none"> - Additional time for skill mastery - Check work frequently for understanding - Extended time on tests/ quizzes - Modified test and assignment format,length, and content - Preview of content, concepts, and vocabulary - Reduced/shortened reading/written assignments - Student working with an assigned partner - Use open book, study guides, test prototypes - Goal setting with students - Mini workshops to re-teach or extend skills - Open-ended activities -Varied supplemental materials <p><u>ELL</u></p> <ul style="list-style-type: none"> - Allowing students to correct errors (looking for understanding) - Having peers take notes or providing a copy of the teacher’s notes - Modifying tests to reflect selected objectives - Providing study guides - Reducing the number of answer choices on a multiple choice test - Using computer word processing spell check and grammar check features <p><u>At Risk</u></p> <ul style="list-style-type: none"> - Allowing students to correct errors (looking for understanding) - Allowing the use of note cards or open-book during testing - decreasing the amount of work presented or required . - Having peers take notes or providing a copy of the teacher’s notes - Marking students’ correct and acceptable work, not the mistakes - Providing study guides - Reducing or omitting length, answers, and content on reading/ written assessments and lengthy Outside reading assignments

	<p><u>Gifted and Talented</u></p> <ul style="list-style-type: none"> - Alternative formative and summative assessments - Multiple intelligence options - Multiple texts - Tiered activities/assignments <p><u>504</u></p> <ul style="list-style-type: none"> - Behavior management plan - Extended time on tests/ quizzes - Have student repeat directions to check for understanding - Highlighted text visual presentation - Multi-sensory presentation - Preferential seating - Preview of content, concepts, and vocabulary - Reduced/shortened reading/ written assignments - Goal setting with students 	<ul style="list-style-type: none"> - Using authentic assessments with real-life problem-solving <p><u>Gifted and Talented</u></p> <ul style="list-style-type: none"> - Alternative formative and summative assessments - Group investigations - Independent research and projects - Interest groups - Multiple intelligence options - Multiple texts - Personal agendas - Project-based/ Problem-based learning - Stations/centers - Tiered activities/assignments <p><u>504</u></p> <ul style="list-style-type: none"> - Behavior management plan - Extended time on tests/ quizzes - Have student repeat directions to check for understanding - Highlighted text visual presentation - Multi-sensory presentation - Preferential seating - Preview of content, concepts, and vocabulary - Reduced/shortened reading/ written assignments - Goal setting with students 	<ul style="list-style-type: none"> - Using authentic assessments with real-life problem-solving <p><u>Gifted and Talented</u></p> <ul style="list-style-type: none"> - Alternative formative and summative assessments - Group investigations - Independent research and projects - Interest groups - Multiple intelligence options - Personal agendas - Project-based learning - Stations/centers - Tiered activities/assignments <p><u>504</u></p> <ul style="list-style-type: none"> - Behavior management plan - Extended time on tests/ quizzes - Have student repeat directions to check for understanding - Highlighted text visual presentation - Multi-sensory presentation - Preferential seating - Preview of content, concepts, and vocabulary - Reduced/shortened reading/ written assignments - Goal setting with students
<p>INTERDISCIPLINARY CONNECTIONS</p> <p>21ST CENTURY SKILLS/THEMES (P21.ORG)</p> <p>TECHNOLOGY INTEGRATION</p> <p>CAREER EDUCATION (NJDOE CTE Clusters)</p>	<p><u>Interdisciplinary Connections</u></p> <ul style="list-style-type: none"> - English Language Arts - Science and Scientific Inquiry (Next Generation) - Social Studies, including American History, World History, Geography, Government and Civics, and Economics - Technology - Visual and Performing Arts - Health <p><u>21st Century Skills/ Themes</u></p> <ul style="list-style-type: none"> - Global Awareness - Civic Literacy - Environmental Literacy - Creativity and Innovation - Critical Thinking 	<p><u>Interdisciplinary Connections</u></p> <ul style="list-style-type: none"> - Mathematics - Science and Scientific Inquiry (Next Generation) - Social Studies, including American History, World History, Geography, Government and Civics, and Economics - Technology - Visual and Performing Arts - Health <p><u>21st Century Skills/ Themes</u></p> <ul style="list-style-type: none"> - Global Awareness - Civic Literacy - Health Literacy - Environmental Literacy - Creativity and Innovation 	<p><u>Interdisciplinary Connections</u></p> <ul style="list-style-type: none"> - Science and Scientific Inquiry (Next Generation) - Social Studies, including American History, World History, Geography, Government and Civics, and Economics - Technology - Visual and Performing Arts - Health <p><u>21st Century Skills/ Themes</u></p> <ul style="list-style-type: none"> - Global Awareness - Civic Literacy - Health Literacy - Environmental Literacy - Creativity and Innovation - Critical Thinking

	<ul style="list-style-type: none"> - Problem Solving - Communication - Collaboration - Information Literacy - Media Literacy - ICT (Information, Communication and Technology) Literacy <p><u>Technology Integration</u></p> <ul style="list-style-type: none"> -Chromebook -Online text -Google classroom <p><u>Career Education</u></p> <ul style="list-style-type: none"> - Architecture & Construction - Arts, A/V Technology & Communications - Education & Training - Government & Public Administration - Health Science - Human Services - Information Technology 	<ul style="list-style-type: none"> - Critical Thinking - Problem Solving - Communication - Collaboration - Information Literacy - Media Literacy <p><u>Technology Integration</u></p> <ul style="list-style-type: none"> -Chromebook -Online text -Google classroom <p><u>Career Education</u></p> <ul style="list-style-type: none"> - Arts, A/V Technology & Communications - Business Management & Administration - Education & Training - Government & Public Administration - Health Science - Information Technology - Science, Technology, Engineering & Mathematics (STEM) 	<ul style="list-style-type: none"> - Problem Solving - Communication - Collaboration - ICT (Information, Communication and Technology) Literacy <p><u>Technology Integration</u></p> <ul style="list-style-type: none"> -Chromebook -Online text -Google classroom <p><u>Career Education</u></p> <ul style="list-style-type: none"> - Arts, A/V Technology & Communications - Health Science - Human Services
PACING-->	UNIT #4 3-5 Weeks	UNIT #5 4-6 Weeks	UNIT #6 4-5 Weeks
TOPIC/THEME AND OBJECTIVES	<p>Science Fiction and Narrative</p> <ul style="list-style-type: none"> • Analyze differences in point of view, how particular lines of dialogue or excerpts in a story propel the action, reveal aspects of a character, or provoke a decision. • Cite the text evidence that most strongly supports an 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, including its relationship to the characters, setting, and plot; provide an objective summary of the text. • Determine the mean of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to others texts. • Utilize writing techniques: dialogue, sensory details, hook, cohesion, varied 	<p>Functional Texts</p> <ul style="list-style-type: none"> • Utilize active reading strategies to analyze texts and identify purpose of functional text, speech, advertisement, article, etc. • Recognize and analyze how and why a particular viewpoint of events may differ or change over time. • Compose a variety of oral and written persuasive, argumentative, and debatable pieces including final written products, speeches, brochures, commercials, newspaper articles and/or posts using powerful word choice and convincing terminology. 	<p>Folktales, Myths and Legends</p> <ul style="list-style-type: none"> • The students will be able to identify and define a variety of conflict types, as well differentiate the subgenres of folktales, myths, and legends. • The students will be able to identify, define, and analyze the development of the theme over the course of the text. • The students will be able to locate and utilize textual evidence to support reasoning. • The students will be able to draw on personal experiences to better empathize with and understand the inner motivations of the character. • The students will be able to create well-drawn consistent characters, setting, and progression of plot in order to construct an original narrative.

	<p>syntax, parenthetical expressions and digressions.</p> <ul style="list-style-type: none"> • With guidance and support from peers and adults, write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and a well structured plot. 		
<p>ESSENTIAL QUESTIONS & ENDURING UNDERSTANDINGS</p>	<ul style="list-style-type: none"> • How does science fiction relate to and connect with the present society? • What can science fiction teach us about reality? • How do writers use logical arguments to change a reader's point of view to, bring about a change on the reader's part, or to ask the reader to accept the writer's explanation or a concept, issue, or problem? • Science fiction authors depict futuristic settings that, on some level, comment on present society. • Argument Writing is a process through which writers argument logically to change the reader's point of view, to call action to, or to ask the reader to accept the writer's explanation of a concept, issue, or problem. 	<ul style="list-style-type: none"> • How do writers use logical arguments to change a reader's point of view to bring about change or action, change the reader's perspective, or to ask the reader to accept the writer's explanation, concept, issue, and/or problem? • How does cultural ignorance cause stereotyping? • How does one's culture contribute to one's perspective? • How does one's understanding of a historical event contribute to one's view of the world? • Functional texts, in a variety of media, critically depict an author's viewpoint. 	<ul style="list-style-type: none"> • How do folktales, myths, and legends address conflict in different manners? • How do writers craft vivid, engaging narratives? • How does a deeper understanding of the protagonist allow the reader to empathize with others' perspectives? • A narrative writer conveys meaning through deliberate use of literary elements and narrative techniques. • Folktales, myths, and legends serve as creative expression of life's conflicts throughout multicultural settings and societies.
<p>STANDARDS</p>	<p>Reading Literature (RL)</p> <p><u>NJSLSA.RL.7.1</u> <u>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.</u></p> <p>NJSLSA.RL.7.2 Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.</p> <p>NJSLSA.RL.7.3</p>	<p>Reading Literature (RL)</p> <p><u>NJSLSA.RL.7.1</u> <u>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.</u></p> <p>NJSLSA.RL.7.2 Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.</p> <p>NJSLSA.RL.7.4</p>	<p>Reading Literature (RL)</p> <p><u>NJSLSA.RL.7.1</u> <u>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.</u></p> <p>NJSLSA.RL.7.2 Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.</p> <p>NJSLSA.RL.7.3</p>

	<p>Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).</p> <p>NJSLSA.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.</p> <p>NJSLSA.RL.7.6 Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.</p> <p><u>NJSLSA.RL.7.10</u> <u>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.</u></p> <p>Reading Info Text (RI)</p> <p>NJSLSA.RI.7.1 Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>NJSLSA.RI.7.2 Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.</p> <p>NJSLSA.RI.7.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.</p> <p>NJSLSA.RI.7.6</p>	<p>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.</p> <p>NJSLSA.RL.7.5 Analyze how a drama's or poem's form or structure (e.g., soliloquy, sonnet) contributes to its meaning.</p> <p>Reading Info Text (RI)</p> <p><u>NJSLSA.RI.7.1</u> <u>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.</u></p> <p>NJSLSA.RI.7.3 Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).</p> <p>NJSLSA.RI.7.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.</p> <p>NJSLSA.RI.7.6 Determine an author's point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others.</p> <p>NJSLSA.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).</p>	<p>Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).</p> <p>NJSLSA.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.</p> <p>NJSLSA.RL.7.5 Analyze how a drama's or poem's form or structure (e.g., soliloquy, sonnet) contributes to its meaning.</p> <p>NJSLSA.RL.7.6 Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.</p> <p><u>NJSLSA.RL.7.9</u> <u>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.</u></p> <p>Reading Info Text (RI)</p> <p><u>NJSLSA.RI.7.1</u> <u>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.</u></p> <p>NJSLSA.RI.7.2 Determine two or more central ideas in a text and analyze their development over the</p>
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	<p>Determine an author's point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others.</p> <p>NJLSLA.RI.7.8 Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims.</p> <p>Writing (W)</p> <p>NJLSLA.W.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.</p> <p><u>NJLSLA.W.7.1d</u> <u>Establish and maintain a formal style/academic style, approach, and form.</u></p> <p>NJLSLA.W.7.3 Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</p> <p><u>NJLSLA.W.7.4</u> <u>Produce clear and coherent writing in which the development, organization, voice and style are appropriate to task, purpose, and audience.</u></p> <p>NJLSLA.W.7.5 With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.</p> <p>NJLSLA.W.7.6</p>	<p>NJLSLA.RI.7.8 Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims.</p> <p><u>NJLSLA.RI.7.10</u> <u>By the end of the year read and comprehend literary nonfiction at grade level text-complexity or above, with scaffolding as needed.</u></p> <p>Writing (W)</p> <p>NJLSLA.W.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>NJLSLA.W.7.1 Write arguments to support claims with clear reasons and relevant evidence.</p> <p>NJLSLA.W.7.1.A Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically.</p> <p>NJLSLA.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.</p> <p>NJLSLA.W.7.1.C Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence.</p> <p>NJLSLA.W.7.1.E Provide a concluding statement or section that follows from and supports the argument presented.</p> <p><u>NJLSLA.W.7.2.A</u> <u>Introduce a topic clearly, previewing what is to follow; organize ideas,</u></p>	<p>course of the text; provide an objective summary of the text.</p> <p>NJLSLA.RI.7.3 Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).</p> <p>NJLSLA.RI.7.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.</p> <p><u>NJLSLA.RI.7.10</u> <u>By the end of the year read and comprehend literary nonfiction at grade level text-complexity or above, with scaffolding as needed.</u></p> <p>Writing (W)</p> <p>NJLSLA.W.7.1 Write arguments to support claims with clear reasons and relevant evidence.</p> <p>NJLSLA.W.7.2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</p> <p>NJLSLA.W.7.3 Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</p> <p><u>NJLSLA.W.7.4</u> <u>Produce clear and coherent writing in which the development, organization, voice and style are appropriate to task, purpose, and audience.</u></p>
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	<p>Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.</p> <p>Speaking/Listening (SL)</p> <p>NJSLSA.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.</p> <p>NJSLSA.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.</p> <p>NJSLSA.SL.7.6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.</p> <p>Language (L)</p> <p>NJSLSA.L.7.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>NJSLSA.L.7.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>NJSLSA.L.7.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p>NJSLSA.L.7.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies.</p>	<p><u>concepts, and information, using text structures (e.g., definition, classification, comparison/contrast, cause/effect, etc.) and text features (e.g., headings, graphics, and multimedia).</u></p> <p>NJSLSA.W.7.2.B Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.</p> <p>NJSLSA.W.7.2.C Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.</p> <p>NJSLSA.W.7.2.D Use precise language and domain-specific vocabulary to inform about or explain the topic.</p> <p><u>NJSLSA.W.7.2.E</u> <u>Establish and maintain a formal style academic style, approach, and form.</u></p> <p>NJSLSA.W.7.2.F Provide a concluding statement or section that follows from and supports the information or explanation presented.</p> <p><u>NJSLSA.W.7.4</u> <u>Produce clear and coherent writing in which the development, organization, voice and style are appropriate to task, purpose, and audience.</u></p> <p>NJSLSA.W.7.5 With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.</p> <p>NJSLSA.W.7.6</p>	<p>NJSLSA.W.7.5 With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.</p> <p>NJSLSA.W.7.6 Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.</p> <p>NJSLSA.W.7.7 Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.</p> <p>NJSLSA.W.7.8 Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.</p> <p>NJSLSA.W.7.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p><u>NJSLSA.W.7.10</u> <u>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.</u></p>
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	<p>NJLSLA.L.7.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>NJLSLA.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.</p>	<p>Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.</p> <p>NJLSLA.W.7.7 Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.</p> <p>NJLSLA.W.7.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>NJLSLA.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").</p> <p><u>NJLSLA.W.7.10</u> <u>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.</u></p> <p>Speaking/Listening (SL)</p> <p>NJLSLA.L.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.</p> <p>NJLSLA.SL.7.2 Analyze the main ideas and supporting details presented in diverse media and</p>	<p>Speaking/Listening (SL) NJLSLA.L.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.</p> <p>Language (L) NONE</p>
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		<p>formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.</p> <p>NJSLSA.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.</p> <p>NJSLSA.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.</p> <p>NJSLSA.SL.7.6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.</p> <p>Language (L)</p> <p>NJSLSA.L.7.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>NJSLSA.L.7.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>NJSLSA.L.7.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p>NJSLSA.L.7.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies.</p> <p>NJSLSA.L.7.5</p>	
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		<p>Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>NJSLSA.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.</p>	
INSTRUCTIONAL PROCEDURES	<p>Whole Group how to craft a thoughtful introduction grammar mini-projects vocabulary activities reading, analysis, and discussion of articles relating to science fiction, such as: <i>Trip to Mars Could Damage Astronauts' Brains</i>, Laura Sanders, Science Article; Future of Space Exploration, Nola Taylor Redd, News Article Mini Lessons using short stories, such as: <i>Dark They Were, and Golden Eyed</i> by Ray Bradbury figurative language, symbolism, and imagery activities immersion in sensory details participate in class discussions questioning the role of the individual vs. society, the ideas of sameness vs. differences and the importance of security vs. free choice.</p> <p>Individual conferences reading quizzes journal entries vocabulary activities basic sentence parts and kinds of sentence structure identification</p> <p>Small Groups participation on peer review and editing participate in small group discussions vocabulary activities</p>	<p>Whole Group Cite several pieces of verbal or textual evidence to support analysis of the text or speech. Debates Persuasive Writing pieces; such as Nobel Speech, Al Gore, Speech (written and video) Respond to samples of arguments and write to a prompt Propaganda investigation Post 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. identifying phrases, clauses, and as well as effective sentence writing</p> <p>Individual one on one conferencing with peers and teachers KWL charts independent reading/SSR construct an argumentative/persuasive response including counterarguments</p> <p>Small Groups compare and contrast two sides to an argument participate in small group discussions vocabulary activities</p>	<p>Whole Group Interdisciplinary connection: Mixed-Up Myth activity Vocabulary and Spelling Games Reading Comprehension questions Critical thinking questions Figurative language activity - specifying on irony identifying/labeling qualities of a "hero", archetypal and epics discussion of allegories, fables, myths, and legends and terminology associated with each</p> <p>Individual Individual reading text KWL chart -construct an argumentative/persuasive response including counterarguments construct an argumentative/persuasive response including counterarguments</p> <p>Small Groups Small group reading text/share Characterization Drawing activities literature circles epic/hero/gods/goddesses jigsaw Myths from different countries exploration activity http://teacher.scholastic.com/writewit/mff/myths.htm</p>
INSTRUCTIONAL AND	<p>Materials Computer or iPad with Internet MyAccess</p>	<p>Materials Computer or iPad with Internet MyAccess</p>	<p>Materials Computer or iPad with Internet MyAccess</p>

<p>SUPPLEMENTAL MATERIALS/ LEVELED TEXTS</p>	<p>Document Camera LCD projector SmartBoard Overhead projector Teacher-generated PowerPoint Teacher-generated worksheets Evidence Youtube</p> <p>Leveled Texts Holt Handbook, 2010 Literature 7 McDougal Douglas 2008 (Hope) Prentice Hall Literature Grade 7 Common Core Edition. 2012 (White Twp) <i>myPerspectives</i> - Pearson Realize digital text and consumable text (Harmony) Write Source, 2010 Readwritethink.org Sadlier-Oxford Vocabulary Workshop, Level B Vocabulary Their Way. Pearson Commonlit.org Newsela.com Grammar for Writing Printed resources Grammar Resources for grades 6-8 Houghton-Mifflin</p> <p>Suggested Works: <i>James and the Giant Peach</i> by Roald Dahl <i>The Giver</i> by Lois Lowry <i>Crater</i> by Homer Hickman <i>Among the Hidden</i> by Margaret Peterson Haddix and "The Quiet World" by Jefferey McDaniel (poem) Teacher Resource for Among the Hidden: https://digitalcommons.trinity.edu/cgi/viewcontent.cgi?article=1277&context=educ_underrstandings <i>The Legend Series</i> by Marie Lu</p>	<p>Document Camera LCD projector SmartBoard Overhead projector Teacher-generated PowerPoint Teacher-generated worksheets Youtube</p> <p>Leveled Texts Grammar for Writing Printed resources Grammar Resources for grades 6-8 Houghton-Mifflin Martin Luther King Speech Teachertube.com Holt Handbook, 2010 Literature 7 McDougal Douglas 2008 (Hope) Prentice Hall Literature Grade 7 Common Core Edition. 2012 (White Twp) <i>-myPerspectives</i> - Pearson Realize digital text and consumable text (Harmony) Write Source, 2010 Readwritethink.org Sadlier-Oxford Vocabulary Workshop, Level B Vocabulary Their Way. Pearson Commonlit.org Newsela.com <i>Comprehending Functional Text</i> (Teacher Resource Book) - https://ellsd68secondary.weebly.com/upload/s/4/7/5/1/47512197/functional_text_secondary.pdf</p> <p>Suggested Works: "A Young Tinkerer Builds a Windmill, Electrifying a Nation," Sarah Childress "A Simple Act" Tyler Jackson "Danger! This Mission to Mars could Bore you to Death" by Maggie Koerth-Baker "The future of Space Exploration could see Humans on Mars, Alien Planets" by Nola Taylor Redd "UFO Sightings and News," by Benjamin Radford "Urban Farming is Growing a Greener Future" a photo gallery by Hillary Schwei -"Nobel</p>	<p>Document Camera LCD projector SmartBoard Overhead projector Teacher-generated PowerPoint Teacher-generated worksheets Venn Diagram Youtube</p> <p>Leveled Texts Grammar for Writing Printed resources Grammar Resources for grades 6-8 Houghton-Mifflin Teachertube.com Holt Handbook, 2010 Literature 7 McDougal Douglas 2008 (Hope) Prentice Hall Literature Grade 7 Common Core Edition. 2012 (White Twp) <i>-myPerspectives</i> - Pearson Realize digital text and consumable text (Harmony) Write Source, 2010 Readwritethink.org Sadlier-Oxford Vocabulary Workshop, Level B Commonlit.org Newsela.com greekmythology.com mythopedia www.myths.e2bn.org Vocabulary Their Way</p> <p>Suggested Works: Aesop's Fables http://www.taleswithmorals.com/ <i>Percy Jackson</i> series by Rick Riordan Scholastic http://teacher.scholastic.com/writewit/mff/myths.htm</p>
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		Lecture," Oslo, December 10, 2007- Al Gore "How Helen Keller Learned to Talk" Helen Keller, Anne Sullivan, Interview "Wrath of Grapes Boycott" by Cesar Chavez	
ASSESSMENTS	<p>Formative Exit slips Writing response journals Interactive Notebooks Writing conferences Participation grade on peer review and editing Short written responses Grammar and writing quizzes Reading quizzes Vocabulary and spelling quizzes Oral and/or Written Book Report Class participation in small and whole group discussion Reading conferences</p> <p>Summative Reading response journal (conference/journal rubric) construct an argumentative piece focusing on questions such as "Should we spend valuable resources on space exploration?"</p> <p>Benchmark MyAccess (White Twp) MAP (Hope) BAS testing (Harmony) CommonLit (Belvidere)</p> <p>Alternative Tourmaps Multimedia Presentation Discussion/Activity Boards Kahoot</p>	<p>Formative Exit slips Writing response journals Writing conferences Participation on editing and group assignments Short written responses writing and grammar quizzes active listening quiz persuasive argument quiz vocabulary and spelling quizzes class participation in small and whole group discussion reading conferences</p> <p>Summative presentation on persuasive argument reading response journal brochures/advertisements construct a persuasive essay</p> <p>Benchmark MyAccess (White Twp) MAP (Hope) BAS testing (Harmony) CommonLit (Belvidere)</p> <p>Alternative Debates Multimedia presentation Mapping Kahoot</p>	<p>Formative Exit slips Writing response journals Writing conferences Participation on editing and group assignments Short written responses writing and grammar quizzes active listening quiz persuasive argument quiz vocabulary and spelling quizzes class participation in small and whole group discussion reading conferences Descriptive Character Assessment Respond to quote assignment</p> <p>Summative Characterization Drawing activity Theme test narrative essay</p> <p>Benchmark MyAccess (White Twp) MAP (Hope) BAS testing (Harmony) CommonLit (Belvidere)</p> <p>Alternative Create original folktale Scene or tale reenactment God/Goddess Bingo Kahoot</p>
ACCOMMODATIONS	<p>Special Education - Additional time for skill mastery - Check work frequently for understanding - Extended time on tests/ quizzes - Modified test and assignment format,length, and content</p>	<p>Special Education - Additional time for skill mastery - Check work frequently for understanding - Extended time on tests/ quizzes - Modified test and assignment format,length, and content</p>	<p>Special Education - Additional time for skill mastery - Check work frequently for understanding - Extended time on tests/ quizzes - Modified test and assignment format,length, and content</p>

	<ul style="list-style-type: none"> - Preview of content, concepts, and vocabulary - Reduced/shortened reading/written assignments - Student working with an assigned partner - Use open book, study guides, test prototypes - Goal setting with students - Mini workshops to re-teach or extend skills - Open-ended activities - Varied supplemental materials <p><u>ELL</u></p> <ul style="list-style-type: none"> - Allowing students to correct errors (looking for understanding) - Having peers take notes or providing a copy of the teacher's notes - Modifying tests to reflect selected objectives - Providing study guides - Reducing the number of answer choices on a multiple choice test - Using computer word processing spell check and grammar check features <p><u>At Risk</u></p> <ul style="list-style-type: none"> - Allowing students to correct errors (looking for understanding) - Allowing the use of note cards or open-book during testing - decreasing the amount of work presented or required . - Having peers take notes or providing a copy of the teacher's notes - Marking students' correct and acceptable work, not the mistakes - Providing study guides - Reducing or omitting length, answers, and content on reading/ written assessments and lengthy Outside reading assignments <p><u>Gifted and Talented</u></p> <ul style="list-style-type: none"> - Alternative formative and summative assessments - Group investigations - Independent research and projects - Interest groups 	<ul style="list-style-type: none"> - Preview of content, concepts, and vocabulary - Reduced/shortened reading/written assignments - Student working with an assigned partner - Use open book, study guides, test prototypes - Goal setting with students - Mini workshops to re-teach or extend skills - Open-ended activities - Varied supplemental materials <p><u>ELL</u></p> <ul style="list-style-type: none"> - Allowing students to correct errors (looking for understanding) - Having peers take notes or providing a copy of the teacher's notes - Modifying tests to reflect selected objectives - Providing study guides - Reducing the number of answer choices on a multiple choice test - Using computer word processing spell check and grammar check features <p><u>At Risk</u></p> <ul style="list-style-type: none"> - Allowing students to correct errors (looking for understanding) - Allowing the use of note cards or open-book during testing - decreasing the amount of work presented or required . - Having peers take notes or providing a copy of the teacher's notes - Marking students' correct and acceptable work, not the mistakes - Providing study guides - Reducing or omitting length, answers, and content on reading/ written assessments and lengthy Outside reading assignments - Using authentic assessments with real-life problem-solving <p><u>Gifted and Talented</u></p> <ul style="list-style-type: none"> - Alternative formative and summative assessments 	<ul style="list-style-type: none"> - Preview of content, concepts, and vocabulary - Reduced/shortened reading/written assignments - Student working with an assigned partner - Use open book, study guides, test prototypes - Goal setting with students - Mini workshops to re-teach or extend skills - Open-ended activities - Varied supplemental materials <p><u>ELL</u></p> <ul style="list-style-type: none"> - Allowing students to correct errors (looking for understanding) - Having peers take notes or providing a copy of the teacher's notes - Modifying tests to reflect selected objectives - Providing study guides - Reducing the number of answer choices on a multiple choice test - Using computer word processing spell check and grammar check features <p><u>At Risk</u></p> <ul style="list-style-type: none"> - Allowing students to correct errors (looking for understanding) - Allowing the use of note cards or open-book during testing - decreasing the amount of work presented or required . - Having peers take notes or providing a copy of the teacher's notes - Marking students' correct and acceptable work, not the mistakes - Providing study guides - Reducing or omitting length, answers, and content on reading/ written assessments and lengthy Outside reading assignments <p><u>Gifted and Talented</u></p> <ul style="list-style-type: none"> - Alternative formative and summative assessments - Group investigations - Independent research and projects - Interest groups
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	<ul style="list-style-type: none"> - Multiple intelligence options - Multiple texts - Personal agendas - Project-based/ Problem-based learning - Stations/centers - Tiered activities/assignments <p>504</p> <ul style="list-style-type: none"> - Behavior management plan - Extended time on tests/ quizzes - Have student repeat directions to check for understanding - Highlighted text visual presentation - Multi-sensory presentation - Preferential seating - Preview of content, concepts, and vocabulary - Reduced/shortened reading/ written assignments - Goal setting with students 	<ul style="list-style-type: none"> - Independent research and projects Interest groups - Multiple intelligence options - Multiple texts - Personal agendas - Project-based/ Problem-based learning - Stations/centers - Tiered activities/assignments <p>504</p> <ul style="list-style-type: none"> - Behavior management plan - Extended time on tests/ quizzes - Have student repeat directions to check for understanding - Highlighted text visual presentation - Multi-sensory presentation - Preferential seating - Preview of content, concepts, and vocabulary - Reduced/shortened reading/ written assignments - Goal setting with students 	<ul style="list-style-type: none"> - Multiple intelligence options - Multiple texts - Personal agendas - Project-based/ Problem-based learning - Stations/centers - Tiered activities/assignments <p>504</p> <ul style="list-style-type: none"> - Behavior management plan - Extended time on tests/ quizzes - Have student repeat directions to check for understanding - Highlighted text visual presentation - Multi-sensory presentation - Preferential seating - Preview of content, concepts, and vocabulary - Reduced/shortened reading/ written assignments - Goal setting with students
<p>INTERDISCIPLINARY CONNECTIONS</p> <p>21ST CENTURY SKILLS/THEMES (P21.ORG)</p> <p>TECHNOLOGY INTEGRATION</p> <p>CAREER EDUCATION (NJDOE CTE Clusters)</p>	<p><u>Interdisciplinary Connections</u></p> <ul style="list-style-type: none"> - Mathematics - Science and Scientific Inquiry (Next Generation) - Social Studies, including American History, World History, Geography, Government and Civics, and Economics - Technology - Visual and Performing Arts - World languages - Health <p><u>21st Century Skills/ Themes</u></p> <ul style="list-style-type: none"> - Global Awareness - Civic Literacy - Health Literacy - Environmental Literacy - Creativity and Innovation - Critical Thinking - Problem Solving - Communication - Collaboration - ICT (Information, Communication and Technology) Literacy 	<p><u>Interdisciplinary Connections</u></p> <ul style="list-style-type: none"> - Social Studies, including American History, World History, Geography, Government and Civics, and Economics - Technology - Visual and Performing Arts - World languages - Health <p><u>21st Century Skills/ Themes</u></p> <ul style="list-style-type: none"> - Global Awareness - Civic Literacy - Health Literacy - Environmental Literacy - Creativity and Innovation - Critical Thinking - Problem Solving - Communication - Collaboration - Information Literacy - Media Literacy <p><u>Technology Integration</u></p> <ul style="list-style-type: none"> -Chromebook 	<p><u>Interdisciplinary Connections</u></p> <ul style="list-style-type: none"> - Social Studies, including American History, World History, Geography, Government and Civics, and Economics - Technology - Visual and Performing Arts - World languages -Health <p><u>21st Century Skills/ Theme</u></p> <ul style="list-style-type: none"> - Global Awareness - Environmental Literacy - Creativity and Innovation - Critical Thinking - Problem Solving - Communication - Collaboration - Information Literacy <p><u>Technology Integration</u></p> <ul style="list-style-type: none"> -Chromebook -Online text -Google classroom

	<p><u>Technology Integration</u></p> <ul style="list-style-type: none"> -Chromebook -Online text -Google classroom <p><u>Career Education</u></p> <ul style="list-style-type: none"> - Arts, A/V Technology & Communications - Health Science - Human Services - Information Technology - Science, Technology, Engineering & Mathematics (STEM) 	<ul style="list-style-type: none"> -Online text -Google classroom <p><u>Career Education</u></p> <ul style="list-style-type: none"> -Arts, A/V Technology & Communications - Business Management & Administration - Government & Public Administration - Health Science - Human Services -Transportation, Distribution & Logistics - Information Technology 	<p><u>Career Education</u></p> <ul style="list-style-type: none"> - Agriculture, Food & Natural Resources - Health Science
PACING-->	UNIT #7 5-6 Weeks	UNIT #8 2-3 Weeks	UNIT #9 4-6 Weeks
TOPIC/THEME AND OBJECTIVES	<p>Historical Fiction</p> <ul style="list-style-type: none"> • The students will be able to compare and contrast two versions of historical events. • The students will be able to utilize close, active reading strategies as presented through modeling to interact with an informational text. • The students will be able to recognize differences in structure and features in fiction and non-fiction texts. • The students will be able to recognize how and why a particular viewpoint of historical events may differ or change over time. • The students will be able to effectively use technology to research and cite sources, collaborate with others, and publish their work. • The students will be able to use non-fiction literature as a springboard for further inquiry into a topic. 	<p>Poetry</p> <ul style="list-style-type: none"> • The students will be able to interpret, analyze, and criticize multiple works of poetry. • The students will be able to develop lyrical prose through the use of figurative and sensory language. • The students will be able to compose lyrical poetry that demonstrates understanding of the form, style, and function of the literary form. • The students will be able to use a variety of sentence types to create fluency in prose. 	<p>Biographies and Memoirs</p> <ul style="list-style-type: none"> • The students will be able to construct a well-written memoir and/or research assignment using descriptive language and appropriate citations. • The students will be able to identify change in a character throughout the nonfictional piece. • The students will be able to make a personal connection to a character facing some type of hardship in the nonfictional piece. • The students will be able to demonstrate how the setting affects the plot of a text.
ESSENTIAL QUESTIONS & ENDURING UNDERSTANDINGS	<ul style="list-style-type: none"> • How does one's understanding of historical events impact the formation of one's identity? • How does a writer convey information clearly and accurately to deepen the reader's understanding of a topic? • How might an author present a skewed depiction of history? 	<ul style="list-style-type: none"> • How does a poetic form contribute the meaning of the poem? • How does poetry help us understand and appreciate diverse cultures and perspectives? • How does the structure of poetry reveal the author's purpose? • What makes poetry a unique form of writing? 	<ul style="list-style-type: none"> • How do personal experiences shape identity? • How do writers convey purpose, position, and meaning in their work? • How might an author present a skewed depiction of an event? • Why is it important to learn about significant historical events such as the Holocaust?

	<ul style="list-style-type: none"> Recorded history may differ from actual history depending on the author's bias, intentional or otherwise. Informational writing conveys accurate information to increase the reader's knowledge of a subject, to help readers better understand a procedure or process, or to provide readers with an enhanced comprehension of a concept. 	<ul style="list-style-type: none"> Poems are written for pleasure, instruction, and enlightenment. Poems express the human condition through their language, style, voice, and content and through the use of literary devices. 	<ul style="list-style-type: none"> Individual differences (including cultural persuasion) influence one's perception of historical events. People rely on a variety of resources to obtain information.
<p>STANDARDS</p>	<p>Reading Literature (RL)</p> <p><u>NJSLSA.RL.7.1</u> <u>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.</u></p> <p>NJSLSA.RL.7.2 Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.</p> <p>NJSLSA.RL.7.3 Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).</p> <p>NJSLSA.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.</p> <p>NJSLSA.RL.7.6 Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.</p> <p><u>NJSLSA.RL.7.9</u> <u>Compare, contrast and reflect on (e.g. practical knowledge, historical/cultural</u></p>	<p>Reading Literature (RL)</p> <p><u>NJSLSA.RL.7.1</u> <u>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.</u></p> <p>NJSLSA.RL.7.2 Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.</p> <p>NJSLSA.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.</p> <p>NJSLSA.RL.7.5 Analyze how a drama's or poem's form or structure (e.g., soliloquy, sonnet) contributes to its meaning.</p> <p>NJSLSA.RL.7.6 Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.</p> <p>NJSLSA.RL.7.7 Compare and contrast a written story, drama, or poem to its audio, filmed, staged,</p>	<p>Reading Literature (RL)</p> <p><u>NJSLSA.RL.7.1</u> <u>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.</u></p> <p>NJSLSA.RL.7.3 Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).</p> <p>NJSLSA.RL.7.6 Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.</p> <p>Reading Info Text (RI)</p> <p><u>NJSLSA.RI.7.1</u> <u>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.</u></p> <p>NJSLSA.RI.7.2 Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.</p> <p>NJSLSA.RI.7.3 Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas</p>

	<p><u>context, and background knowledge) a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history.</u></p> <p><u>NJSLSA.RL.7.10</u> <u>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.</u></p> <p>Reading Info Text (RI)</p> <p>NJSLSA.RI.7.3 Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).</p> <p>NJSLSA.RI.7.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.</p> <p>Writing (W)</p> <p>NJSLSA.W.7.1 Write arguments to support claims with clear reasons and relevant evidence.</p> <p>NJSLSA.W.7.2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</p> <p>NJSLSA.W.7.3 Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</p>	<p>or multimedia version, analyzing the effects of techniques unique to each medium (e.g., lighting, sound, color, or camera focus and angles in a film).</p> <p><u>NJSLSA.RL.7.10</u> <u>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.</u></p> <p>Reading Info Text (RI)</p> <p><u>NJSLSA.RI.7.1</u> <u>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.</u></p> <p>NJSLSA.RI.7.3 Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).</p> <p>NJSLSA.RI.7.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.</p> <p><u>NJSLSA.RI.7.10</u> <u>By the end of the year read and comprehend literary nonfiction at grade level text-complexity or above, with scaffolding as needed.</u></p> <p>Writing (W)</p> <p>NJSLSA.W.7.3 Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</p>	<p>influence individuals or events, or how individuals influence ideas or events).</p> <p>NJSLSA.RI.7.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.</p> <p>NJSLSA.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).</p> <p><u>NJSLSA.RI.7.9</u> <u>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.</u></p> <p><u>NJSLSA.RI.7.10</u> <u>By the end of the year read and comprehend literary nonfiction at grade level text-complexity or above, with scaffolding as needed.</u></p> <p>Writing (W)</p> <p>NJSLSA.W.7.1 Write arguments to support claims with clear reasons and relevant evidence.</p> <p>NJSLSA.W.7.2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</p>
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	<p><u>NJSLSA.W.7.4</u> <u>Produce clear and coherent writing in which the development, organization, voice and style are appropriate to task, purpose, and audience.</u></p> <p>NJSLSA.W.7.5 With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.</p> <p>NJSLSA.W.7.6 Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.</p> <p>NJSLSA.W.7.7 Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.</p> <p>NJSLSA.W.7.8 Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.</p> <p>NJSLSA.W.7.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p><u>NJSLSA.W.7.10</u> <u>Write routinely over extended time frames (time for research, reflection,</u></p>	<p><u>NJSLSA.W.7.4</u> <u>Produce clear and coherent writing in which the development, organization, voice and style are appropriate to task, purpose, and audience.</u></p> <p>NJSLSA.W.7.5 With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.</p> <p>NJSLSA.W.7.6 Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.</p> <p><u>NJSLSA.W.7.10</u> <u>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.</u></p> <p>Speaking/Listening (SL)</p> <p>NJSLSA.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.</p> <p>NJSLSA.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.</p> <p>NJSLSA.SL.7.4</p>	<p><u>NJSLSA.W.7.4</u> <u>Produce clear and coherent writing in which the development, organization, voice and style are appropriate to task, purpose, and audience.</u></p> <p>NJSLSA.W.7.5 With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.</p> <p>NJSLSA.W.7.6 Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.</p> <p>NJSLSA.W.7.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p><u>NJSLSA.W.7.10</u> <u>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.</u></p> <p>Speaking/Listening (SL)</p> <p>NJSLSA.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.</p> <p>NJSLSA.SL.7.2</p>
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	<p><u>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.</u></p> <p>Speaking/Listening (SL) NONE</p> <p>Language (L) NONE</p>	<p>Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.</p> <p>NJSLSA.SL.7.5 Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.</p> <p>NJSLSA.SL.7.6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.</p> <p>Language (L)</p> <p>NJSLSA.L.7.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>NJSLSA.L.7.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>NJSLSA.L.7.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p>NJSLSA.L.7.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies.</p> <p>NJSLSA.L.7.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>NJSLSA.L.7.5.A</p>	<p>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.</p> <p>NJSLSA.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.</p> <p>NJSLSA.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.</p> <p>NJSLSA.SL.7.5 Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.</p> <p>NJSLSA.SL.7.6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.</p> <p>Language (L)</p> <p>NJSLSA.L.7.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>NJSLSA.L.7.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>NJSLSA.L.7.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p>NJSLSA.L.7.4</p>
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		<p>Interpret figures of speech (e.g., literary, biblical, and mythological allusions) in context.</p> <p>NJSLSA.L.7.5.B Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words.</p> <p>NJSLSA.L.7.5.C Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., refined, respectful, polite, diplomatic, condescending).</p> <p>NJSLSA.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.</p>	<p>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies.</p> <p>NJSLSA.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.</p>
<p>INSTRUCTIONAL PROCEDURES</p>	<p>Whole Group Interactive Whiteboard games to introduce/review content Symbolism and recurring imagery activity Literature Circles Mini lessons focusing on elements of theme, plot, historical references, etc; such as: <i>The Circuit</i> by Francisco Jiminez, Short Story; an excerpt from <i>The Grapes of Wrath</i> by John Steinbeck; information pertaining to the Dust Bowl; etc. Think-Pair-Share</p> <p>Individual Writing conferences journal writing punctuation identification</p> <p>Small Groups Nonfiction articles related to historical events-- reading, analysis, and discussion</p>	<p>Whole Group connection activity Edgar Allan Poe / William Shakespeare poetry read aloud interactive notes/games introducing terminology pertaining to poetry including stanza interactive poetry activities figurative language review activities analyze cultural and historical context of poetry</p> <p>Individual create a Wordle poem using wordle.com construct an "I Am Poem" independent reading / SSR punctuation identification</p> <p>Small Groups compare and contrast activity collaborative poems Reader's Theater poetry Idiom activities</p>	<p>Whole Group text-based classroom discussion review of nonfiction terms and definitions analyze varied syntax and sentence beginnings discuss Latin and Greek forms</p> <p>Individual writing conferences writing response activities</p> <p>Small Groups analysis of form and function of non-fiction text peer editing nonfiction articles - reading, analysis, and discussion</p>

	Sharing of student writing historical event background jigsaw	Interactive Poetry Activities: https://www.readitwriteitlearnit.com/single-post/2017/03/28/High-Interest-Poetry-Activities (blog)	
INSTRUCTIONAL AND SUPPLEMENTAL MATERIALS/ LEVELED TEXTS	<p>Materials Discovery Education . Firsthand Immigrant Accounts . WebQuest on multiple cultures www.webenglishteacher.com Venn diagrams Youtube Computer or iPad with Internet MyAccess Document Camera LCD projector SmartBoard Teacher-generated PowerPoint Teacher-generated worksheets</p> <p>Leveled Texts Holt Handbook, 2010 Literature 7 McDougal Douglas 2008 (Hope) Prentice Hall Literature Grade 7 Common Core Edition. 2012 (White Twp) <i>-myPerspectives</i> - Pearson Realize digital text and consumable text (Harmony) Write Source, 2010 Readwritethink.org Sadlier-Oxford Vocabulary Workshop, Level B Vocabulary Their Way. Pearson Commonlit.org Newsela.com New York Times News websites, such as CNN educational magazines such as: Scholastic SCOPE and READ Magazine</p> <p>Suggested Works: <i>My Side of the Mountain</i> by Jean Craighead George <i>Letters to Rifka</i> by Karen Hesse <i>Out of the Dust</i> by Karen Hesse</p>	<p>Materials Discovery Education www.webenglishteacher.com Venn diagrams Youtube Computer or iPad with Internet MyAccess Document Camera LCD projector SmartBoard Teacher-generated PowerPoint Teacher-generated worksheets Various Poems by Edgar Allan Poe . Various Sonnets by William Shakespeare</p> <p>Leveled Texts Holt Handbook, 2010 Literature 7 McDougal Douglas 2008 (Hope) Prentice Hall Literature Grade 7 Common Core Edition. 2012 (White Twp) <i>myPerspectives</i> - Pearson Realize digital text and consumable text (Harmony) Write Source, 2010 Readwritethink.org Sadlier-Oxford Vocabulary Workshop, Level B Vocabulary Their Way. Pearson Commonlit.org Newsela.com Writing Matters Poetry Resource: http://www.teachingmatters.org/files/poetry-unit.pdf</p> <p>Suggested Works: "Mother to Son" by Langston Hughes https://www.commonlit.org/texts/mother-to-son "To James" by Frank Horne "Turtle Watchers" Linda Hogan</p>	<p>Materials Discovery Education Venn diagrams Youtube Computer or iPad with Internet MyAccess Document Camera LCD projector SmartBoard Teacher-generated PowerPoint Teacher-generated worksheets</p> <p>Leveled Texts Holt Handbook, 2010 Literature 7 McDougal Douglas 2008 (Hope) Prentice Hall Literature Grade 7 Common Core Edition. 2012 (White Twp) <i>myPerspectives</i> - Pearson Realize digital text and consumable text (Harmony) Write Source, 2010 Readwritethink.org Sadlier-Oxford Vocabulary Workshop, Level B Vocabulary Their Way. Pearson Commonlit.org Newsela.com</p> <p>Suggested Works: <i>An Invisible Thread</i> by Laura Schroff <i>Mom & Me & Mom</i> by Maya Angelou <i>An American Childhood</i> by Annie Dillard <i>The Story of My Life</i> by Helen Keller "Who Was?" Series biographies "The Girl Who Fell From the Sky" by Juliane Koepcke, Personal Narrative <i>Surviving Hitler: A Boy in the Nazi Death Camps</i> by Andrea Warren "Facing the Lion: Growing up Maasai" by Joseph Lemasolai Lekuton, Memoir <i>A Long Walk to Water</i> by Linda Sue Park</p>

	<p><i>The Brooklyn Bridge</i> by David McCullough "I, Too, Sing America" by Langston Hughes <i>The Witch of Blackbird Pond</i>: Elizabeth George Speare <i>The Devil's Arithmetic</i> by Jane Yolen <i>Refugee</i> by Alan Gratz Refugee Discussion Guide: https://www.scholastic.com/content/dam/teachers/lesson-plans/17-18/Refugee-discussion-guide.pdf</p>	<p>"Nature" is what We see" Emily Dickinson "The Sparrow" by Paul Laurence Dunbar "A Poison Tree" by William Blake "I, too, Sing America" by Langston Hughes "Ode to Family Photographs" by Gary Soto "Nothing Gold Can Stay" by Robert Frost https://www.commonlit.org/texts/nothing-gold-can-stay https://www.commonlit.org/texts/nothing-gold-can-stay/paired-texts</p>	<p>https://www.waterforsouthsudan.org/alwtw-textbased-activities/ <i>I Am Malala</i> by Malala Yousafzai</p> <p>Mentor Texts for Memoir Writing: <i>How to be Black</i> by Baratunde Thurston <i>Why Not Me?</i> By Mindy Kaling <i>Marbles: Mania, Depression, Michelangelo, and Me</i> by Ellen Forney (graphic novel)</p>
<p>ASSESSMENTS</p>	<p>Formative Short written analysis Exit slips Writing response journals Writing conferences Participation on editing and group assignments Short written responses writing and grammar quizzes vocabulary and spelling quizzes class participation in small and whole group discussion reading conferences</p> <p>Summative End of Novel/ Reading Test History research project Critical-thinking responses Compare-Contrast Essay</p> <p>Benchmark MyAccess (White Twp) MAP (Hope) BAS testing (Harmony) CommonLit (Belvidere)</p> <p>Alternative Matchbook summaries TouchCast Studio Kahoot</p>	<p>Formative poetry analysis poetic terms and definitions quiz Exit slips Writing response journals Writing conferences Participation on editing and group assignments Short written responses writing and grammar quizzes vocabulary and spelling quizzes class participation in small and whole group discussion reading conferences</p> <p>Summative journal entries end of unit test</p> <p>Benchmark MyAccess (White Twp) MAP (Hope) BAS testing (Harmony) CommonLit (Belvidere)</p> <p>Alternative Kahoot NJ Holistic Scoring Rubric Original Poems / Metaphor Poems Found Poetry Blackout Poetry Illustrated poems Escape Room</p>	<p>Formative Exit slips Writing response journals Writing conferences Participation on editing and group assignments Short written responses writing and grammar quizzes vocabulary and spelling quizzes class participation in small and whole group discussion reading conferences Biographical essay reading comprehension questions spelling and vocabulary tests</p> <p>Summative journal responses end of unit test grammar tests/quizzes research paper</p> <p>Benchmark MyAccess (White Twp) MAP (Hope) BAS testing (Harmony) CommonLit (Belvidere)</p> <p>Alternative Biography Brunch Autobiographical Scrapbook Family/individual Coat of Arms Kahoot</p>

ACCOMMODATIONS**Special Education**

- Additional time for skill mastery
- Check work frequently for understanding
- Extended time on tests/ quizzes
- Modified test and assignment format,length, and content
- Preview of content, concepts, and vocabulary
- Reduced/shortened reading/written assignments
- Use open book, study guides, test prototypes
- Mini workshops to re-teach or extend skills
- Open-ended activities
- Varied supplemental materials

ELL

- Allowing students to correct errors (looking for understanding)
- Having peers take notes or providing a copy of the teacher's notes
- Modifying tests to reflect selected objectives
- Providing study guides
- Reducing the number of answer choices on a multiple choice test
- Using computer word processing spell check and grammar check features

At Risk

- Allowing students to correct errors (looking for understanding)
- Allowing the use of note cards or open-book during testing
- decreasing the amount of work presented or required .
- Having peers take notes or providing a copy of the teacher's notes
- Marking students' correct and acceptable work, not the mistakes
- Providing study guides
- Reducing or omitting length, answers, and content on reading/ written assessments and lengthy Outside reading assignments
- Using authentic assessments with real-life problem-solving

Special Education

- Additional time for skill mastery
- Check work frequently for understanding
- Extended time on tests/ quizzes
- Modified test and assignment format,length, and content
- Preview of content, concepts, and vocabulary
- Reduced/shortened reading/written assignments
- Student working with an assigned partner
- Use open book, study guides, test prototypes
- Mini workshops to re-teach or extend skills
- Open-ended activities
- Varied supplemental materials

ELL

- Preview of content, concepts, and vocabulary
- Allowing students to correct errors (looking for understanding)
- Having peers take notes or providing a copy of the teacher's notes
- Reducing the number of answer choices on a multiple choice test
- Using computer word processing spell check and grammar check features

At Risk

- Allowing students to correct errors (looking for understanding)
- Allowing the use of note cards or open-book during testing
- Having peers take notes or providing a copy of the teacher's notes
- Marking students' correct and acceptable work, not the mistakes
- Providing study guides
- Reducing or omitting length, answers, and content on reading/ written assessments and lengthy Outside reading assignments

Gifted and Talented

- Alternative formative and summative assessments

Special Education

- Additional time for skill mastery
- Check work frequently for understanding
- Extended time on tests/ quizzes
- Modified test and assignment format,length, and content
- Preview of content, concepts, and vocabulary
- Reduced/shortened reading/written assignments
- Student working with an assigned partner
- Use open book, study guides, test prototypes
- Goal setting with students
- Mini workshops to re-teach or extend skills
- Open-ended activities
- Varied supplemental materials
- alternate biography

ELL

- Allowing students to correct errors (looking for understanding)
- Having peers take notes or providing a copy of the teacher's notes
- Providing study guides
- Reducing the number of answer choices on a multiple choice test
- Using computer word processing spell check and grammar check features

At Risk

- Allowing students to correct errors (looking for understanding)
- Allowing the use of note cards or open-book during testing
- decreasing the amount of work presented or required .
- Having peers take notes or providing a copy of the teacher's notes
- Marking students' correct and acceptable work, not the mistakes
- Providing study guides
- Reducing or omitting length, answers, and content on reading/ written assessments and lengthy Outside reading assignments
- Using authentic assessments with real-life problem-solving

	<p><u>Gifted and Talented</u></p> <ul style="list-style-type: none"> - Alternative formative and summative assessments - Group investigations - Independent research and projects Interest groups - Multiple intelligence options - Multiple texts - Personal agendas - Stations/centers - Tiered activities/assignments <p><u>504</u></p> <ul style="list-style-type: none"> - Behavior management plan - Extended time on tests/ quizzes - Have student repeat directions to check for understanding - Highlighted text visual presentation - Multi-sensory presentation - Preferential seating - Preview of content, concepts, and vocabulary - Goal setting with students 	<ul style="list-style-type: none"> - Independent research and projects Interest groups - Multiple intelligence options - Multiple texts - Personal agendas - Project-based/ Problem-based learning - Stations/centers - Tiered activities/assignments <p><u>504</u></p> <ul style="list-style-type: none"> - Behavior management plan - Extended time on tests/ quizzes - Have student repeat directions to check for understanding - Highlighted text visual presentation - Multi-sensory presentation - Preferential seating - Preview of content, concepts, and vocabulary - Goal setting with students 	<p><u>Gifted and Talented</u></p> <ul style="list-style-type: none"> - Alternative formative and summative assessments - Group investigations - Multiple intelligence options - Multiple texts - Personal agendas - Project-based/ Problem-based learning - Stations/centers - Tiered activities/assignments <p><u>504</u></p> <ul style="list-style-type: none"> - Behavior management plan - Extended time on tests/ quizzes - Have student repeat directions to check for understanding - Highlighted text visual presentation - Multi-sensory presentation - Preferential seating - Preview of content, concepts, and vocabulary - Goal setting with students
<p>INTERDISCIPLINARY CONNECTIONS</p> <p>21ST CENTURY SKILLS/THEMES (P21.ORG)</p> <p>TECHNOLOGY INTEGRATION</p> <p>CAREER EDUCATION (NJDOE CTE Clusters)</p>	<p><u>Interdisciplinary Connections</u></p> <ul style="list-style-type: none"> - Mathematics - Science and Scientific Inquiry (Next Generation) - Social Studies, including American History, World History, Geography, Government and Civics, and Economics - Technology - Visual and Performing Arts - World language - Health <p><u>21st Century Skills/ Themes</u></p> <ul style="list-style-type: none"> - Global Awareness - Civic Literacy - Environmental Literacy - Creativity and Innovation - Critical Thinking - Problem Solving - Communication - Collaboration - Information Literacy 	<p><u>Interdisciplinary Connections</u></p> <ul style="list-style-type: none"> - Social Studies, including American History, World History, Geography, Government and Civics, and Economics - Technology - Visual and Performing Arts - World languages <p><u>21st Century Skills/ Themes</u></p> <ul style="list-style-type: none"> - Global Awareness - Civic Literacy - Health Literacy - Environmental Literacy - Creativity and Innovation - Critical Thinking - Problem Solving - Communication - Collaboration - Information Literacy - Media Literacy - ICT (Information, Communication and Technology) Literacy 	<p><u>Interdisciplinary Connections</u></p> <ul style="list-style-type: none"> - Science and Scientific Inquiry (Next Generation) - Social Studies, including American History, World History, Geography, Government and Civics, and Economics - Technology - Visual and Performing Arts - World languages <p><u>21st Century Skills/ Themes</u></p> <ul style="list-style-type: none"> - Global Awareness - Civic Literacy - Creativity and Innovation - Critical Thinking - Problem Solving - Communication - Collaboration - Information Literacy - Media Literacy - ICT (Information, Communication and Technology) Literacy

	<ul style="list-style-type: none"> - Media Literacy <p><u>Technology Integration</u></p> <ul style="list-style-type: none"> -Chromebook -Online text -Google classroom -SmartBoard <p><u>Career Education</u></p> <ul style="list-style-type: none"> - Arts, A/V Technology & Communications - Government & Public Administration - Health Science 	<p><u>Technology Integration</u></p> <ul style="list-style-type: none"> -Chromebook -Online text -Google classroom -SmartBoard <p><u>Career Education</u></p> <ul style="list-style-type: none"> - Arts, A/V Technology & Communications 	<p><u>Technology Integration</u></p> <ul style="list-style-type: none"> -Chromebook -Online text -Google classroom -SmartBoard <p><u>Career Education</u></p> <ul style="list-style-type: none"> - Arts, A/V Technology & Communications - Government & Public Administration
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