Marking Period	Unit Title	Recommended Instructional Days
4	Unit 4:People and the Planet / Unit 5:Facing Adversity	46

Reading Literature Text Strand:	Reading Informational Text Strand:	
Progress Indicator: **Progress Indicators for Reading Literature:** Key Ideas and Details RL.7.1 RL.7.2 RL.7.3 Craft and Structure RL.7.4 RL.7.5 RL.7.6 Range of Reading and Level of Text Complexity RL.7.9 RL.7.10 Grade 7 NJSLS	*Progress Indicator:* **Progress Indicators Informational Text:** Key Ideas and Details RI.7.1 RI.7.2 Craft and Structure RI.7.4 RI.7.6 Integration of Knowledge and Ideas RI.7.7 RI.7.9 Range of Reading and Level of Text Complexity RI.7.10	**Recommended Activities, Investigations, Interdisciplinary Connections, and/or Student Experiences to Explore NJSLS-ELA within Unit**
Companion Standards Subject:	**Writing Strand:**	
Progress Indicator: Key Ideas and Details RH.6-8.1 RH.6-8.2 RH.6-8.3 Craft and Structure RH.6-8.4 RH.6-8.5 RH.6-8.6 Integration of Knowledge and Ideas	*Progress Indicator:* Text Types and Purposes W.7.1 W.7.2 W.7.3 Production and Distribution Writing W.7.5 Research to Build and Present Knowledge W.7.7	**Essential Question/s:** - What is the most significant effect that people have on the environment? - Are the needs of people ever more important than the needs of animals and the planet? - How do we overcome obstacles? - How do people face challenges to overcome adversity? - Climate Change: Do people always have a negative impact on the environment?

RH.6-8.7 RH.6-8.8 RH.6-8.9 Range of Reading and Level of Text Complexity RH.6-8.10	W.7.8 Range of Writing W.7.10

Speaking and Listening Strand:	Language Strand:
Progress Indicator: Comprehension and Collaboration SL.7.1 views. SL.7.2 Presentation of Knowledge and Ideas SL.7.4 SL.7.5 SL.7.6	*Progress Indicator:* Conventions of Standard English L.7.1 L. 7.2 Knowledge of Language L.7.3 Vocabulary and Acquisition and Use L.7.4 L.7.4.a L.7.4.b L.7.4.c L.7.5.a L.7.5.b L.7.5.c L.7.6

Social and Emotional Learning: *Competencies*	Social and Emotional Learning: *Sub-Competencies*

Whole-Class Learning- Unit 4:

Instructional Resource (Launch Text): "Rethinking the Wild" pgs 356-459
Activity Description:
Activate Prior Knowledge and Experiences:
1. What is nature? Do you consider water and air part of nature? How do people have a positive or negative effect on nature? Have students write down their answer to each question, then ask volunteers to share their answers to start the discussion.
1. **Have students copy the definition of an argument as explained on pg. 356**
Academic Concept and Vocabulary: Argument: ethical; dissent; interject; discord; accuracy
- **Launch Activity:** Watch "Arctic Ice" and discuss it. In what way are people and animals dependent on our planet?
- **Word Network:** Students add new words to their Word Network as they read texts in the unit.
- **Read and Annotate:** Notice ways in which the writer weaves together elements of storytelling and informative writing in support of the argument.
- **Summary:** Write a summary of "Rethinking the Wild." A summary is a concise, complete, and accurate overview of a text. It should not include a statement of your opinion or an analysis.
- **QuickWrite**: Students write a response to the QuickWrite prompt: What are the most effective tools for establishing and preserving freedom?

Instructional Resource:Anchor Text from *Silent Spring* by Rachel Carson pgs. 362-371
Activity Description:
Activate Prior Knowledge and Experiences:
1. First-Read- Engage students in a discussion about environmental damage to help them make connections between the text and their own knowledge.

Self-Awareness	Self-Awareness -	2. Close-Read- Have students closely read the title, Silent Spring. Ask students to suggest reasons why Carson picked this particular title. Also ask students to suggest other possible titles. Do they work as well? Why or why not?
Self-Management Social Awareness Relationship Skills Responsible Decision-Making	● Recognize one's feelings and thoughts ● Recognize the impact of one's feelings and thoughts on one's own behavior ● Recognize one's personal traits, strengths, and limitations ● Recognize the importance of self-confidence in handling daily tasks and challenges	**-MAKING MEANING-** ● **Concept Vocabulary:** blight; maladies; puzzled; stricken; stillness; deserted ● **First Read-** Students Notice, Annotate, Connect, Respond as they read the selection the first time. ● **Comprehension Check-** Students complete comprehension questions. ● **Close Read the Text-** Students will review the Close Read Model and complete the close read sections in the selection.
	Self-Management- ● Understand and practice strategies for managing one's own emotions, thoughts, and behaviors ● Recognize the skills needed to establish and achieve personal and educational goals ● Identify and apply ways to persevere or overcome barriers through alternative methods to achieve one's goals.	● **Analyze the Text-** Students will respond to questions about the text, citing textual evidence. **RL.7.4 (Use Question #1 on page 366 as a small group discussion question. Have students respond with their groups and share out what the phrase suggests and why the author chose it; have students focus on the why.)** ● **Analyze Craft & Structure: Text Structure: Author's Word Choice: Imagery-** Students will analyze imagery in the text. **(Use Question #2 on page 367 as a RACECE response. Students should be sure to answer both part A and part b. Students use proper MLA format for their textual evidence.)**
	Social Awareness- ● Recognize and identify the thoughts, feelings, and perspectives of others ● Demonstrate an awareness of the differences among individuals, groups, and others' cultural backgrounds	**-LANGUAGE DEVELOPMENT-** ● **Concept Vocabulary:** blight; maladies; puzzled; stricken; stillness; deserted. — Identify one synonym, or word with a similar meaning, and one antonym, or word with an opposite meaning, for each vocabulary word. ● **Word Study:** Anglo-Saxon Suffix: -ness ● **Conventions: Verb Mood –The Subjunctive-** Students identify mood in sentences. **(Use IXL Skill Plan to reinforce.)** **-CROSS-CURRICULAR PERSPECTIVES-** ● **Science:** Have students research and write short reports on the effects of environmental damage on people, animals, or plants.

- Demonstrate an understanding of the need for mutual respect when viewpoints differ
- Demonstrate an awareness of the expectations for social interactions in a variety of settings

Relationship Skills-
- Establish and maintain healthy relationships
- Utilize positive communication and social skills to interact effectively with others
- Identify ways to resist inappropriate social pressure
- Demonstrate the ability to prevent and resolve interpersonal conflicts in constructive ways
- Identify who, when, where, or how to seek help for oneself or others when needed.

Responsible Decision-Making-
- Develop, implement, and model effective problem-solving and critical thinking skills
- Identify the consequences associated with one's actions in order to make constructive choices
- Evaluate personal, ethical, safety, and civic impact of decisions.

Suggest that students narrow their topics by choosing one source of environmental damage, such as the use of pesticides, the burning of fossil fuels, or deforestation. Ask volunteers to share their research with the class, and discuss how this information is reflected in the text.

NJSLS: RI.7.1; RI.7.2; RI.7.4; RI.7.10; L.7.4; L.7.5.c; W.7.1.a-d; SL.7.7; W.7.8; SL.7.4; SL.7.5; L.7.1; L.7.2; L.7.3

Instructional Resource: *Hatchet* By Gary Paulsen

Activate Prior Knowledge and Experiences:
Pre-Reading:
- Have you ever flown in an airplane before? If you have, write about your experience. If you have not, write about what you think it would be like.
- Read the back cover of the book. (1) What genre do you think *Hatchet* is? How do you know?
- Survival is an important theme in this novel. If you were in Brian's situation, could you make it?

NJSLS: RI.7.1; RI.7.2; SL.7.7; W.7.8; SL.7.4; SL.7.5; L.7.1; L.7.2; L.7.3

Academic and Concept Vocabulary: *Hatchet* Vocabulary (quizlet)

Vocabulary

- Chapters 1-5: amphibious, audible, hammocks, turbulence, wince
- Chapters 6-10: pulverize, apparent, convulse, dormant, smoldered
- Chapters 11-15: gnarled, bluff, corrosive, rectify, exulted
- Chapters 16-Epilogue: incessant, ruefully, furor, oblivious, eddy

NJSLS: L.7.4.A, L.7.6, L.7.4.D

Comprehension Check-

Chapter 1:
- What is the meaning of "visitation rights"?
- From what point of view is the story being told? How do you know?
- What is the mood of the first chapter?
- **Constructed Response:** Brian thinks about "the secret", but he doesn't tell us what the secret is. What do you think it might be?

Chapter 2:
- When Brian has to fly the plane himself, what prior experience helps him?
- How would you describe Brian's character thus far?
- When there is no answer from the radio, Brain thinks about his situation and decides that he has two choices. What are those two choices?
- **Constructed Response**: Identify one emotion that Brian experiences in this chapter. Back up your reasoning with evidence from the text.

Chapter 3:
- Identify one piece of figurative language being used in this chapter. Why do you think the author utilized it?
- What animal does Brian see as the plane begins to crash into the lake?
- The author provides a sensory description of the plain landing.What are some examples of the sensory details (sights, sounds and smells) that are used?
- **Constructed Response:** The author mentions that Brian hears screaming during the crash. Who do you think he hears screaming? Use evidence from the text to support your answer.

Chapter 4:
- Consider what we have learned about Brian's relationship with his mother. Use information from the text to complete the following statements:
    - I have learned that the secret is about
    - I now understand why Brian and his mother

Chapter 5:
- What problem happened when the pilot had a heart attack?
- **Constructed Response**: Explain what items in Brian's possessions would be the most important to his survival. Provide evidence from the text to support your answer.

CH. 1-5 EXTENDED CONSTRUCTED RESPONSE:
- How did you react to Brian's thoughts and actions after the plane crash? Do you think that he is being reasonable or unreasonable? Provide evidence from the text to support your answer.

Chapter 6:
- Brain decides to look for berry bushes, but he wants to keep the lake in sight. Why?
- Brian is extremely hungry. Cite a piece of evidence from the text to support this statement?
- **Constructed Response:** Who does Brian blame for his current situation? Explain his thinking. Be sure to back up your answer with evidence from the text and your own thinking.

Chapter 7:
- Identify one piece of figurative language being used. Why does the author use?
- Explain what Brian is thinking when he looks at his reflection in the lake.

Chapter 8:
- What mistake did Brian make in using his hatchet? How could this have been a costly error?
- What message does Brian get from his dream?
- Predict: Brian has now discovered that he can create sparks from his hatchet. What do you think will happen next? Use evidence from the text to support your inference.

Chapter 9:
- What are three characteristics you would use to describe Brian in this chapter? Use evidence from the text to support your answer.

Chapter 10:
- How long has Brian now been in the Canadian wilderness?
- **Constructed Response**: Why did Brian think that "he had never felt so rich somehow?" Be sure to back up your answer with evidence from the text.

CH. 6-10 EXTENDED CONSTRUCTED RESPONSE"
- What caused Brian to cry until he was all cried out? Have you ever felt this way? Be sure to support your answer with evidence from the text and your own thoughts.

Chapter 11:
- What change does Brian NOT notice about himself?
- How does Brian feel about his mind and body?
- Why can Brian now be considered a hunter-gatherer?

Chapter 12:
- Brian's eating habits have changed. What did he notice about himself?
- Explain what the "explosion" that happened under Brian's feet was.
- **Constructed Response:** Do you think that mood at the end of this chapter is pessimistic and hopeless? Be sure to back up your answer with evidence from the text.

Chapter 13:
- How much time has passed?
- What does Brian's encounter with the wolf tell us?
- Brain felt that he was a new person. Compare and contrast the "new Brian" to the "old Brian".

Chapter 14:
- According to Brian, what was the "great single driving influence in nature?"
- **Constructed response**: Why does Brian think that mistakes are more serious in the wilderness than in the city. Provide evidence from the text to support your answer.

Chapter 15:
- Explain the two ways Brian records/remembers time.
- What secret keys finally enabled Brian to detect the birds before flight?
- Identify one piece of figurative language. Why does the author use it?

CH. 11-15 EXTENDED CONSTRUCTED RESPONSE:
- How do you think it was possible for Brian to do these things that he had never done before without anyone teaching him? Have you ever done something without being taught? Explain.

Chapter 16:
- Explain two major experiences that Brian faces.
- How does Brian show humor? Cite the example.
- Who do you think Brian is talking to when he says, "Is this the best you can do?"

Chapter 17:
- How does Brian demonstrate patience in this chapter?
- Constructed Response: Brain mentions that he has never been to where his father lives. Why do you think this is so? Be sure to cite evidence to support your answer.

Chapter 18:
- Identify one piece of textual evidence and what it does for the text.
- Predict what Brian will find in his survival pack.
- Constructed Response: Explain the importance of Brian dropping the hatchet into the lake. Be sure to back up your answer with evidence from the text.

Chapter 19:
- How does Brian think the items in the survival bag changed him?
- Why did Brian decide to feast and be careful with the food later?

Epilogue:

- Compare and contrast Brian after he is rescued to the Brian before the accident.
- What changes did Brian undergo that were permanent.

EXTENDED CONSTRUCTED RESPONSE
- Looking back, in what part of the story would you have wanted to be Brian? Use evidence from the text to support your reasoning.

Project Ideas:
- Create a comic strip that follows the major events of *Hatchet*. Your illustrations should be in order and match the text. Below each illustration, write a brief caption.
- Compare and Contrast: As we watch the film adaption of *Hatchet*, compare and contrast the characters, settings and events.

NJSLS: RI.7.9; W.7.2.B; W.7.2.C; W.7.9; L.7.2.B, W.7.2.a-c; W.7.5; W.7.9;W.7.9.b

Interdisciplinary Connections:

- Creative writing piece in the style of science fiction (research may be necessary) **(Science & TECH)**
- Compose a Compare and Contrast essay (two texts, allegorical characters vs. real life, two viewpoints, etc.) **(SS & Science)**

Small-Group Learning

Instructional Resource:"Turtle Watchers" by Linda Hogan
""Nature" is what We see—" by Emily Dickinson
"The Sparrow" by Paul Laurence Dunbar
pgs 402-411

Activity Description:
Activate Prior Knowledge and Experiences:

1. <u>First Read</u>: Engage students in a discussion about the relationship between people and the natural world to set the context for reading the poems. Ask: Do you think people have had a negative effect on the environment? How? What would you like to change about the relationship? What can you, as an individual, do to live in harmony with nature?
2. <u>Close Read</u>: Ask groups to consider the following prompts: What effects have you had on the environment? What effects would you like to have on the environment? As students discuss in their groups, ask them to consider the relationship between people and the environment and the effects that people's choices have on the world around them.

-MAKING MEANING-
- **Concept Vocabulary:** permit; release; contac
- **First Read-** Students Notice, Annotate, Connect, Respond as they read the selection the first time.
- **Comprehension Check-** Students complete comprehension questions.
- **Close Read the Text-** Students will review the Close Read Model and complete the close read sections in the selection.
- **Analyze the Text-** Students will respond to questions about the text, citing textual evidence.
- **Analyze Craft & Structure: The Speaker in Lyric Poetry-** Students analyze the poetry in the collection
- **Conventions: Author's Style: Diction and Tone-** Students identify specific word choices in each poem and how they affect meaning and tone. **(In the chart, have students use proper MLA format when filling out the word or phrase.)**

-LANGUAGE DEVELOPMENT-
- **Concept Vocabulary:** Students complete activities related to the Concept Vocabulary words: ancestors; wisdom; heed
- **Word Study:** Etymology **(Use IXL Skill Plan to reinforce.)**

NJSLS: RL.7.7; L.7.5.b; RL.7.1; RL.7.2; RL.7.4; SL.7.2; SL.7.5; SL.7.6

Instructional Resource: He-y, Come On Ou-t! Shinichi Hoshi translated by Stanleigh Jones pgs 420-429
Activity Description:
Activate Prior Knowledge and Experiences:
- First Read: What do we know about the destination of the stuff we put in our garbage cans? Can we really make the waste we create disappear? Engage students in a discussion about our relationship with garbage that sets the context for reading the short story "He—y, Come On Ou—t!"
- Close Read: Ask students to consider this prompt: Your community can choose between great productivity with high levels of pollution or less productivity within a cleaner environment. Which would you choose, and why?

-MAKING MEANING-
- **First Read-** Students Notice the kinds of people who react to the hole as the story develops; Annotate contrasts, such as contrasts between old and new, that occur throughout the story; Connect, Respond as they read the selection the first time.
- **Comprehension Check-** Students complete comprehension questions.
- **Close Read the Text-** Students will review the Close Read Model and complete the close read sections in the selection.
- **Analyze Craft & Structure: Literary Elements: Irony-** Students analyze examples of irony. **(Use Question #2 on page 427 as a RACECE response. Students must use proper MLA format for their textual evidence.)**

-LANGUAGE DEVELOPMENT-
- **Concept Vocabulary:** Students complete activities related to the Concept Vocabulary words: disposal, consequences, resolved
- **Word Study:** Latin Root: -sequ-
- **Conventions: Punctuation Marks:** Students identify examples of punctuation marks. **(When filling out the chart on page 428, students must properly cite the example from the text.) (Use IXL Skill Plan to reinforce.)**

NJSLS: RL.7.10; L.7.4.a; RL.7.1; RL.7.2; RL.7.3; L.7.2; SL.7.1.d; L.7.4.b-c; W.7.3.b; W.7.3.d-e; W.7.5

-CROSS-CURRICULAR PERSPECTIVES-
- **Science:** In paragraph 31, the concessionaire declares the hole "perfect for the disposal of such things as waste from nuclear reactors." In fact, disposing of nuclear waste remains a challenge in nations that have nuclear reactors. Have students research the various methods that have been used for this purpose. Offer these questions to guide their research and organize their findings.
  - Why is nuclear waste treated differently from other chemical waste?
  - What happened to the nuclear waste from the first nuclear fission experiments conducted by the United States?
  - How is nuclear waste disposed of in the U.S. today?
  - What problems has Japan had with nuclear waste in the 21st century

NJSLS: RI.7.10; L.7.4; RI.7.4; RI.7.6; RI.7.8; W.7.2; W.7.7; W.7.8; L.7.1; L.7.3; L.7.4.c

Texts for Independent Learning Unit 4:
- "Science-Fiction Cradlesong" by C.S. Lewis
- UFO Sightings and News by Benjamin Radford
- from Packing for Mars by Mary Roach
- "Trip to Mars Could Damage Astronaut's Brains" by Laura Sanders

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Whole-Class Learning- Unit 5:
Instructional Resource (Launch Text): "Against the Odds" pgs 442-449
Activity Description:
Activate Prior Knowledge and Experiences:
1. Ask students whether they have ever encountered an obstacle that stood in the way of something that they wanted to do. Were they able to overcome the obstacle?

2. **Have students copy the definition of an informative text as explained on pg. 446**

Academic Concept and Vocabulary: deviate, persevere, determination, diversity, tradition

- **Launch Activity:** Students will read "Against the Odds." Students will then be able to engage in discussions about facing diversity. Students participate in an activity related to the unit theme.
- **Word Network:** Students add new words to their Word Network as they read texts in the unit.
  Summary: Students write a summary of the Launch Text.
- **QuickWrite:** Students write a response to the QuickWrite prompt: What are the most effective tools for establishing and preserving freedom?

Instructional Resource:Anchor Text Media, Video: The Dust Bowl, Critical Past pgs 452-455
Activity Description:
Activate Prior Knowledge and Experiences:
1. Engage students in a discussion about the Dust Bowl. If students are unfamiliar with the Dust Bowl, ask them to speculate on why something might have this name. What comes to mind when they hear the term "Dust Bowl".

-MAKING MEANING-
- **Concept Vocabulary:** panoramic shot, voiceover, transition
- **First Review-** Students Watch, Note, Connect, Respond as they review the media the first time.
- **Comprehension Check-** Students complete comprehension questions.
- **Close Review-** Students watch "The Dust Bowl" again and first-review notes and record any new observations.
- **Analyze the Media-** Students will respond to questions about the video, citing textual evidence. **(Question #1 on page 455 should be used as a quick write. Question #2 on page 455 should be used as a discussion question–this can be done as a whole class or small-group discussion.)**

-LANGUAGE DEVELOPMENT-
- **Concept Vocabulary:** Students complete activities related to the vocabulary words: panoramic shot, voiceover, transition

-CROSS-CURRICULAR PERSPECTIVES-
- **Social Studies-** Have students research and write short reports on the Dust Bowl to find information that is not in the video or that elaborates on information in the video. Have students share their findings with the class, and discuss how this information relates to the video or deepens their understanding of the video.

NJSLS: RI.7.10; L.7.6

Instructional Resource:Anchor Text from The Grapes of Wrath John Steinbeck pgs 462-463

Activity Description:
Activate Prior Knowledge and Experiences:
1. First-Read- Engage students in a discussion about what kind of hardship or misfortune might cause their families to leave their home and start over in another place.
2. Close-Read- Have students close read the title, The Grapes of Wrath. Have students discuss the meaning of wrath (strong, vengeful anger or indignation; punishment for an offense or a crime). Discuss how wrath and punishment are reflected in the excerpt. What does this suggest about Steinbeck's intention in writing this story?

-MAKING MEANING-
- **Concept Vocabulary:** ruthless; toil; doomed; bitterness; sorrow; frantically
- **First Read-** Students Notice, Annotate, Connect, Respond as they read the selection the first time.
- **Comprehension Check-** Students complete comprehension questions.
- **Close Read the Text-** Students will review the Close Read Model and complete the close read sections in the selection.

- **Analyze the Text-** Students will respond to questions about the text, citing textual evidence. **RL.7.4 (Students can respond to questions 1-4 on page 462 in a few sentences.)**
- **Analyze Craft & Structure: Theme-** Students will identify how story elements determine theme. **(Use Question #3 on page 463 as RACE strategy response. Do not have students answer with "I think".)**
- **Author's Style: Description-** Students show examples of Steinbeck's word choice to describe horses. **(Use Questions #2 & #3 as discussion questions. Students can complete this in small-groups.)**

-LANGUAGE DEVELOPMENT-
- **Concept Vocabulary:** Students complete activities related to the Concept Vocabulary words: ruthless; toil; doomed; bitterness; sorrow; frantically
- **Word Study:** Old English Suffix: -less
- **Conventions: Verb Mood –The Subjunctive-** Students identify mood in sentences. **(Use IXL Skill Plan to reinforce.)**

-CROSS-CURRICULAR PERSPECTIVES-
- **Social Studies:** Farming Review paragraphs 2 and 3 and call student attention to the farm equipment described. Have students research and write a short report about one of the farming tools or pieces of equipment mentioned in paragraphs 2–3: plow, harrow, harness, carts, seeders, hoes. They should include information about what the tool is and what it is used for, as well as an image for each. Remind students that this story takes place in the 1930s, so their images should reflect what this equipment looked like at that time. Have volunteers share their research with the class, and discuss how the information and images help students understand the story.

NJSLS: RI.7.10; RL.7.2; RL.7.3; PI.6; L.7.4.b; L.7.6

Instructional Resource: *Heroes, Gods, and Monster of the Greek* Myths By Bernard Evslin

Activate Prior Knowledge:

1. Have students determine what a hero means to them. What does a hero mean to you? Describe who your hero is and why this person might be your hero. What are his/her qualities?
2. What do you think is the purpose of Greek mythology?

Academic and Concept Vocabulary:
- *Heroes, Gods, and Monster of the Greek Myths* Vocabulary(quizlet)

NJSLS: L.7.4.A, L.7.6, L.7.4.D
Read and Annotate:
First Read- Students Notice, Annotate, Connect, Respond as they read the selection the first time.
Comprehension Check- Students complete comprehension questions per chapter grouping. *(Check Schoology Group for Comprehension Question Grouping.)*
Analyze the Text Options:
- Instagram/Facebook template for a God/Goddess
- Rant: Written from a God/Goddess
- Greek Myth Characterization Chart
Analyze Craft & Structure: (CHOOSE 1)
- *Prompt A:* Describe three qualities the Ancient Greeks valued most in a hero: Use at least 2 myths and give specific details from your myth to support your answer.
- *Prompt B:* Using at least two different Greek myths, find specific examples that demonstrate the importance reputation had to the Greeks. Provide details and examples on how the importance of reputation influenced the events that took place in that myth. Make sure to cite your evidence and support your claims with examples from the text.
- *Prompt C:* How do myths account for natural events? Use three different myths and examples of phenomena in your response.
- Create an origin story similar to a Greek Myth about a character in one of the texts from Unit 5 myPerspectives.

NJSLS: RI.7.9; W.7.2.B; W.7.2.C; W.7.9; L.7.2.B, W.7.2.a-c; W.7.5; W.7.9; W.7.9.b

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Small-Group Learning:
Instructional Resource: from The Story of My Life by Helen Keller pgs 504-508

Activity Description:
Activate Prior Knowledge and Experiences:
1. First-Read-Can you imagine not having the ability to see, hear, or speak, or even knowing that language exists? Engage students about the importance of language that sets the context for reading the excerpt from *The Story of My Life.*
2. Close-Read- How would you teach someone who cannot see or hear to communicate?

-MAKING MEANING-
- **Concept Vocabulary:** imitate; mystery; barriers
- **First Read-** Students Notice, Annotate, Connect, Respond as they read the selection the first time.
- **Comprehension Check-** Students complete comprehension questions.
- **Close Read the Text-** Students will review the Close Read Model and complete the close read sections in the selection.
- **Analyze the Text-** Students will respond to questions about the text, citing textual evidence.
- **Analyze Craft & Structure: Autobiographical Writing-** Students identify specific sentences or passages from the selection that contribute to the author's purpose. **(In the chart on page 510, be sure to have students use proper MLA format and detailed explanation.)**

-LANGUAGE DEVELOPMENT-
- **Concept Vocabulary:** Students complete activities related to the Concept Vocabulary words: imitate; mystery; barriers

- **Word Study:** Greek Root: -myst-
- **Conventions: Types of Dependent Clauses-** Students identify examples of dependent clauses in the excerpt. **(Use IXL Skill Plan to reinforce.)**

NJSLS: RI.7.10; L.7.4.a; RI.7.4; RI.7.6; L 7.4.b

Activity Description:
Instructional Resource: How Helen Keller Learned to Talk Helen Keller, with Anne Sullivan pgs. 515-517

Activate Prior Knowledge and Experiences:
1. First Review- How might a dramatic story like Helen Keller's lend itself to both text and film?
2. Close-Review- If you were a filmmaker trying to show this interview from Helen Keller's point of view, how would you go about it?

-MAKING MEANING-
- **Concept Vocabulary:** Media Vocabulary- long shot; medium shot; close-up shot
- **First Review-** Students Watch, Note, Connect, Respond as they study the images.
- **Comprehension Check-** Students complete comprehension questions.
- **Close Review-** Students will watch the clip again and record any new observations.
- **Analyze the Media-** Students will respond to questions about the clip.

-LANGUAGE DEVELOPMENT-
- **Media Vocabulary-** Students complete activities related to the media Vocabulary words: long shot; medium shot; close-up shot

-EFFECTIVE EXPRESSION-

		Writing to Compare: Multimedia Presentation- Students create a presentation about Helen Keller's life and education. **(This applies to (Diversity & Inclusion: _N.J.S.A. 18A:35-4.36a)_** **NJSLS:** RI.7.10; L.7.6; RI.7.7; W.7.2.a-b; W.7.9.b; SL.7.1.b; SL.7.2; SL.7.5; L.7.6
Assessments (Formative) _To show evidence of meeting the standard/s, students will successfully engage within:_		**Assessments (Summative)** _To show evidence of meeting the standard/s, students will successfully complete:_

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Formative Assessments:

- Weekly Quizzes
- Short Constructed Response (RACE)
  - **See each story recommended RACE and RACECE questions in "Recommended Activities"**
- Socratic Seminar Discussion Prompts/Questions:
  - Compare and contrast the emotions exhibited by the characters that populate the world of the novels we have read. How do those emotions affect how the characters handle the conflicts they experience?
  - What similarities exist between fictional characters and real people? Can you generalize about the types of experiences that a human being encounters when growing up? What kinds of experiences seem to have the greatest impact on us?
- Literature Circle
- Admit and Exit Slips
- Collins Type I Writing (Response Journal)
- Compare and Contrast Characters Graphic Organizer
- SAVVAS Comprehension and higher-level thinking questions per short story (Extended first-read questions on SAVVAS)
- Vocabulary Checks

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Benchmarks:
- (Diagnostic/District Assessments)

Summative Assessments:

- Unit / Section assessments from SAVVAS Realize
  - Selection Test: from Silent Spring
  - Selection Test: Poetry Collection, Unit 4
  - Selection Test: He—y, Come On Ou—t!
  - Selection Test: from The Grapes of Wrath–Comparing Media
  - Selection Test: from The Story of My Life–Comparing Media
- **Writing to Compare:** Multimedia Presentation- Students create a presentation about Helen Keller's life and education. Have students create a presentation in groups.

Standards: W.7.1.a-c; W.7.1.e; W.7.4; W.7.10

- District Created Novel Assessment

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Differentiated Student Access to Content: Teaching and Learning *Resources/Materials*			
Core Resources	**Alternate Core Resources** *IEP/504/At-Risk/ESL*	**ELL Core Resources**	**Gifted & Talented Core Resources**
Hatchet By Gary Paulsen - from *Silent Spring* by Rachel Carson "He-y, Come On Ou-t!", Shinichi Hoshi translated by Stanleigh Jones "Turtle Watchers" by Linda Hogan, ""Nature" is what We see—" by Emily Dickinson, "The Sparrow" by Paul Laurence Dunbar - Video: The Dust Bowl, Critical Past *Heroes, Gods, and Monster of the Greek Myths* by Bernard Evslin - from *The Grapes of Wrath*, John Steinbeck - from *The Story of My Life*, Helen Keller "How Helen Keller Learned to Talk", Helen Keller, with Anne Sullivan	- In addition to Core Resources: - Extra Support Readers - Provide options for comprehension - Tiered Content/Activities - Provide a variety of materials - Provide options for perception	- Accessible Leveled Text - Personalize for Learning English Language Support - Teacher Edition sections for ELL Learners (ex. pg 80) - Spanish language version of the text (when available) - myPerspectives Unit Planning Guide- ELD Companion Support - Audio Summary - ESL Basics - Cultivate Relationships and be culturally responsive. - Topic choice - Reflection activities - Various assessment strategies - Pair work - Online Thesaurus - Extra Support Readers - Tiered Content/Activities	- See Document with G&T Savvas Challenges on Schoology - Novel/Book of Choice (More than 1 per MKP) - Write a research paper describing connections between two texts by the same author. - Leadership Roles - Assign independent projects. - Speak to Student Interests - Plan for differentiation. Consider pre-assessments, extension activities, and compacting the curriculum. - Tiered Content/Activities - Provide a variety of above-level material
Supplemental Resources			

Resources:
- Savvas Realize
- Edulastic
- Ixl
- brainpop.com
- achievethecore.com
- Slidesmania link for free virtual interactive notebooks

- NoRedInk
- Prezi
- Viewpure
- Bookcreator
- Flipgrid
- Scratch
- TedED Talks
- Padlet
- Peardeck
- Nearpod
- Youtube/Teachertube
- Sandford Harmony (SEL)
- Second Step (SEL)
- Middle School Community Rebuild Unit PDF (SEL)
- Character Strong (SEL)
- Conscious Discipline (SEL)
- From the Collaborative for Academic, Social, and Emotional Learning (CASEL): Reunite, Renew and Thrive: SEL Roadmap for Reopening School (SEL)

New Jersey Legislative Statutes and Administrative Code Resources

(These articles can be used with Notice and Note Nonfiction Signposts)

- **myPerspectives Unit 4 "People and the Planet"/ Unit 5 "Facing Adversity"**
- *Hatchet* by Gary Paulse/ *Heroes, Gods, and Monster of the Greek Myths* by Bernard Evslin
- **NJDOE Resources: Climate Smart: Cities Working Together**
  - **Standards in Action: Climate Change**
- **NJDOE Resources: Where Do You Put a Wind Farm?**
  - **Standards in Action: Climate Change**
- **NJDOE Resources:"Dreaming in Green Young Voices on Climate Change"**
  - **Standards in Action: Climate Change**
- **Biography: Helen Keller- Disability Rights Activist**
  - **(LGBT and Disabilities Law: *N.J.S.A. 18A:35-4.35*) & (Diversity & Inclusion: *N.J.S.A. 18A:35-4.36a*)**
- **OneArchives.org- Were LGBT Americans welcome in Hollywood during the 1920s and 1930s? (As it applies to the Dust Bowl.)**
  - **(LGBT and Disabilities Law: *N.J.S.A. 18A:35-4.35*)**

Differentiated Student Access to Content:
Recommended *Strategies & Techniques*

Core Resources	Alternate Core Resources IEP/504/At-Risk/ESL	ELL Core Resources	Gifted & Talented Core
● *Hatchet* By Gary Paulsen ● from *Silent Spring* by Rachel Carson ● "He-y, Come On Ou-t!", Shinichi Hoshi translated by Stanleigh Jones ● "Turtle Watchers" by Linda Hogan, ""Nature" is what We see—" by Emily Dickinson, "The Sparrow" by Paul Laurence Dunbar ● Video: The Dust Bowl, Critical Past ● *Heroes, Gods, and Monster of the Greek Myths* by Bernard Evslin ● from *The Grapes of Wrath*, John Steinbeck ● from *The Story of My Life*, Helen Keller ● "How Helen Keller Learned to Talk", Helen Keller, with Anne Sullivan	**Vocabulary:** Circulate around the room and support students as they write their sample sentences. Provide visual glossary on an anchor chart to scaffold. Reading: Work directly with students to read and annotate text. Model annotation for the first one or two paragraphs. Then, allow students to finish annotating with partners or in groups. **Review Prompt and Rubric:** Work directly with students as a group to review prompts and rubrics. **Prewriting:** Work directly with students to begin planning their responses. Project a graphic organizer and complete as a group. Discussion: Work directly with students as a group. Use a discussion guide and speaking frames to facilitate the discussion.	**Personalized for Learning English Language Support in Teacher Edition (ex: pg 91, 115, 125, etc.)** **Four Corners Activity, Sentence Stems** **Anchor Chart for Vocabulary & Text Structure** **Audio Summary** **Accessible Leveled Text** **IXL** **"Personalize for ELS"** **Linguistics:** Use sound and phonics transfer charts and lessons to identify where transfer of sounds occurs for English learners from students' native languages into English. Create sound-spelling cards with images to pronounce English sounds. **Grammar Transfers:** Use grammar transfer charts to address common mistakes that some English learners make in speaking and writing when they transfer grammatical forms from their native languages into English. Allow use of charts for grammar lessons and oral communication activities. **Cognates:** Cognate strategy instruction helps students whose first language shares cognates with English draw on their first language knowledge by teaching how to use cognate knowledge. Provide opportunities for English language learners to find	**Presentation Strategies:** Vary the method of presentation: lecture, small groups, large group, demonstration, individual experimentation **Organizational/Behavioral Strategies:** Use a Study Contract for student to achieve outcomes Use a Learning Log for independent or outside learning Establish a timeline for long-range projects **Motivational Strategies:** Provide fewer drill and practice activities when material is learned Give student choices of activities in learning the content Allow the student to 'buy' time for self-directed activities after material is learned **Assessment Strategies:** Give a pretest to allow the student to demonstrate mastery Provide self-checking materials Provide tests at a higher level of thinking **Environmental Strategies:** Arrange for a mentor to work with the student in interest area Cluster group gifted/talented students by areas of strength in the classroom Allow independent use of library

		cognates in authentic text and compare meanings with their native language.	

	Disciplinary Concept:	
NJSLS CAREER READINESS, LIFE LITERACIES & KEY SKILLS	*Core Ideas:*	• An individual's strengths, lifestyle goals, choices, and interests affect employment and income. • Developing and implementing an action plan is an essential step for achieving one's personal and professional goals. • Early planning can provide more options to pay for post-secondary training and employment. • There are a variety of resources available to help navigate the career planning process. • Employee benefits can influence your employment choices. • Communication skills and responsible behavior in addition to education, experience, certifications, and skills are all factors that affect employment and income.
	Performance Expectation/s:	**9.2.8.CAP.1:** Identify offerings such as high school and county career and technical school courses, apprenticeships, military programs, and dual enrollment courses that support career or occupational areas of interest. **9.2.8.CAP.2:** Develop a plan that includes information about career areas of interest. **9.2.8.CAP.3:** Explain how career choices, educational choices, skills, economic conditions, and personal behavior affect income. **9.2.8.CAP.4:** Explain how an individual's online behavior (e.g., social networking, photo exchanges, video postings) may impact opportunities for employment or advancement **9.2.8.CAP.5:** Develop a personal plan with the assistance of an adult mentor that includes information about career areas of interest, goals and an educational plan. **9.2.8.CAP.6:** Compare the costs of postsecondary education with the potential increase in income from a career of choice. **9.2.8.CAP.7:** Devise a strategy to minimize costs of postsecondary

education.

9.2.8.CAP.8: Compare education and training requirements, income potential and primary duties of at least two jobs of interest.

9.2.8.CAP.9: Analyze how a variety of activities related to career preparation (e.g., volunteering, apprenticeships, structured learning experiences, dual enrollment, job search, scholarships).

9.2.8.CAP.10: Evaluate how careers have evolved regionally, nationally, and globally.

9.2.8.CAP.11: Analyze potential career opportunities by considering different types of resources, including occupation databases, and state and national labor market statistics.

9.2.8.CAP.12: Assess personal strengths, talents, values and interests to appropriate jobs and careers to maximize career potential.

9.2.8.CAP.13: Compare employee benefits when evaluating employment interests and explain the possible impact on personal finances.

9.2.8.CAP.14: Evaluate sources of income and alternative resources to accurately compare employment options.

9.2.8.CAP.15: Present how the demand for certain skills, the job market and credentials can determine an individual's earning power**.**

• **9.2.8.CAP.16:** Research different ways workers/ employees improve their earning power through education and the acquisition of new knowledge and skills.

9.2.8.CAP.17: Prepare a sample resume and cover letter as part of an application process.

9.2.8.CAP.18: Explain how personal behavior, appearance, attitudes, and other choices may impact the job application process.

9.2.8.CAP.19: Relate academic achievement, as represented by high school diplomas, college degrees, and industry credentials, to employability and to potential level

Career Readiness, Life Literacies, & Key Skills Practices

How to Become a Children's Doctor: Career and Education Roadmap
How to Become a Teacher
How to Teach Conversational Skills – An important skill for the workplace (Teacher Lesson)

	How to Become an Author/Illustrator How to Become a Newspaper Reporter How to Become a Poet

New Jersey Legislative Statutes and Administrative Code (place an "X" before each law/statute if/when present within the curriculum map)									
X	Amistad Law: *N.J.S.A. 18A* *52:16A-88*		Holocaust Law: *N.J.S.A. 18A:35-28*	X	LGBT and Disabilities Law: *N.J.S.A.* *18A:35-4.35*	X	Diversity & Inclusion: *N.J.S.A. 18A:35-4.36a*	X	Standards in Action: *Climate Change*