BELVIDERE CLUSTER CURRICULUM MAP

SUBJECT: English Language Arts

GRADE: 7

PACING>	UNIT #1	UNIT #2	UNIT #3
	3 to 6 Weeks	2-4 Weeks	5-7 Weeks
TOPIC/THEME AND OBJECTIVES	 Building/Becoming a Community of Readers Using Literature 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. 	 Informational Text Features 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. 	 Literature and Drama 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	 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. 	 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. 	 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)

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.	NJSLSA.RL.7.1 Cite several pieces of textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text.	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.
NJSLSA.R.2	Reading Info Text (RI)	Reading Literature (RL)
Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas. NJSLSA.R.3 Analyze how and why individuals, events, and ideas develop and interact over the course of a text.	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. NJSLSA.RI.7.5	<u>NJSLSA.RL.7.1</u> <u>Cite several pieces of textual evidence</u> <u>and make relevant connections to</u> <u>support analysis of what the text says</u> <u>explicitly as well as inferences drawn</u> <u>from the text.</u>
Writing (W) NJSLSA.W.7.1	Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas.	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
Write arguments to support claims with clear reasons and relevant evidence.	NJSLSA.RI.7.10	the text.
NJSLSA.W.7.3 Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and	By the end of the year read and comprehend literary nonfiction at grade level text-complexity or above, with scaffolding as needed.	NJSLSA.RL.7.3 Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).
well-structured event sequences.	Reading Foundation Skills (RF) NONE	NJSLSA.RL.7.4 Determine the meaning of words and
NJSLSA.W.7.4 Produce clear and coherent writing in which the development, organization, voice and style are appropriate to task,	Writing (W) NJSLSA.W.7.1	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
purpose, and audience.	Write arguments to support claims with clear reasons and relevant evidence.	specific verse or stanza of a poem or section of a story or drama.
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	NJSLSA.W.7.4 Produce clear and coherent writing in which the development, organization, voice and style are appropriate to task,	NJSLSA.RL.7.5 Analyze how a drama's or poem's form or structure (e.g., soliloquy, sonnet) contributes to its meaning.
on how well purpose and audience have been addressed. NJSLSA.W.7.6 Use technology, including the Internet, to produce and publish writing and link to and	purpose, and audience. NJSLSA.W.7.5 With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing,	NJSLSA.RL.7.6 Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.
cite sources as well as to interact and	rewriting, or trying a new approach, focusing	NJSLSA.RL.7.7

collaborate with others, including linking to	on how well purpose and audience have been	Compare and contrast a written story,
and citing sources.	addressed.	drama, or poem to its audio, filmed, staged,
		or multimedia version, analyzing the effects
NJSLSA.W.7.10	NJSLSA.W.7.10	of techniques unique to each medium (e.g.,
Write routinely over extended time	Write routinely over extended time	lighting, sound, color, or camera focus and
frames (time for research, reflection,	frames (time for research, reflection,	angles in a film).
metacognition/self correction, and	metacognition/self correction, and	
revision) and shorter time frames (a	revision) and shorter time frames (a	NJSLSA.RL.7.9
single sitting or a day or two) for a	single sitting or a day or two) for a	Compare, contrast and reflect on (e.g.
range of discipline-specific tasks,	range of discipline-specific tasks,	practical knowledge, historical/cultural
purposes, and audiences.	purposes, and audiences.	context, and background knowledge) a
purposes, and addiences.	purposes, and addiences.	
		fictional portrayal of a time, place, or
Speaking/Listening (SL)	Speaking/Listening (SL)	character and a historical account of the
NJSLSA.SL.7.1		same period as a means of
Engage effectively in a range of collaborative	NJSLSA.SL.7.1	understanding how authors of fiction
discussions (one-on-one, in groups, and	Engage effectively in a range of collaborative	use or alter history.
teacher-led) with diverse partners on grade 7	discussions (one-on-one, in groups, and	
topics, texts, and issues, building on others'	teacher-led) with diverse partners on grade 7	Reading Info Text (RI)
ideas and expressing their own clearly.	topics, texts, and issues, building on others'	
	ideas and expressing their own clearly.	NJSLSA.RI.7.1
NJSLSA.SL.7.1.A		Cite several pieces of textual evidence
Come to discussions prepared, having read	NJSLSA.SL.7.2	and make relevant connections to
or researched material under study;	Analyze the main ideas and supporting	support analysis of what the text says
explicitly draw on that preparation by	details presented in diverse media and	explicitly as well as inferences drawn
referring to evidence on the topic, text, or	formats (e.g., visually, quantitatively, orally)	from the text.
issue to probe and reflect on ideas under	and explain how the ideas clarify a topic,	
discussion.	text, or issue under study.	NJSLSA.RI.7.2
	, ,	Determine two or more central ideas in a
NJSLSA.SL.7.1.B	NJSLSA.SL.7.3	text and analyze their development over the
Follow rules for collegial discussions, track	Delineate a speaker's argument and specific	course of the text; provide an objective
		, , , , , , , , , , , , , , , , , , ,
progress toward specific goals and deadlines,	claims, evaluating the soundness of the	summary of the text.
and define individual roles as needed.	reasoning and the relevance and sufficiency	
	of the evidence.	NJSLSA.RI.7.3
NJSLSA.SL.7.1.B		Analyze the interactions between individuals,
Pose questions that elicit elaboration and	NJSLSA.SL.7.5	events, and ideas in a text (e.g., how ideas
respond to others' questions and comments	Include multimedia components and visual	influence individuals or events, or how
with relevant observations and ideas that		
	displays in presentations to clarify claims and	individuals influence ideas or events).
bring the discussion back on topic as needed.	findings and emphasize salient points.	
		NJSLSA.RI.7.4
NJSLSA.SL.7.1.D	NJSLSA.SL.7.6	Determine the meaning of words and
Acknowledge new information expressed by	Adapt speech to a variety of contexts and	phrases as they are used in a text, including
others and, when warranted, modify their	tasks, demonstrating command of formal	figurative, connotative, and technical
own views.	English when indicated or appropriate.	meanings; analyze the impact of a specific
own views.	English when indicated or appropriate.	
		word choice on meaning and tone.
	Language (L)	
NJSLSA.SL.7.3		NJSLSA.RI.7.5
	NJSLSA.L.7.1	

 Delineate a speaker's argument and specific	Demonstrate command of the conventions of	Analyze the structure an author uses to
claims, evaluating the soundness of the	standard English grammar and usage when	organize a text, including how the major
reasoning and the relevance and sufficiency	writing or speaking.	sections contribute to the whole and to the
of the evidence.	NJSLSA.L.7.2	development of the ideas. NJSLSA.RI.7.6
NJSLSA.SL.7.4	Demonstrate command of the conventions of	Determine an author's point of view or
Present claims and findings, emphasizing	standard English capitalization, punctuation,	purpose in a text and analyze how the
salient points in a focused, coherent manner	and spelling when writing.	author distinguishes his or her position from
with pertinent descriptions, facts, details,		that of others.
and examples; use appropriate eye contact,	NJSLSA.L.7.3	
adequate volume, and clear pronunciation.	Use knowledge of language and its	NJSLSA.RI.7.7
	conventions when writing, speaking, reading,	Compare and contrast a text to an audio,
NJSLSA.SL.7.5	or listening.	video, or multimedia version of the text,
Include multimedia components and visual		analyzing each medium's portrayal of the
displays in presentations to clarify claims and	NJSLSA.L.7.3.A	subject (e.g., how the delivery of a speech
findings and emphasize salient points.	Choose language that expresses ideas	affects the impact of the words).
	precisely and concisely, recognizing and	
NJSLSA.SL.7.6	eliminating wordiness and redundancy.	NJSLSA.RI.7.8
Adapt speech to a variety of contexts and		Trace and evaluate the argument and
tasks, demonstrating command of formal	NJSLSA.L.7.4	specific claims in a text, assessing whether
English when indicated or appropriate.	Determine or clarify the meaning of unknown	the reasoning is sound and the evidence is
	and multiple-meaning words and phrases	relevant and sufficient to support the claims.
Language (L)	based on grade 7 reading and content,	
NJSLSA.L.7.1	choosing flexibly from a range of strategies.	NJSLSA.RI.7.9
Demonstrate command of the conventions of		Analyze and reflect on (e.g. practical
standard English grammar and usage when	NJSLSA.L.7.4.A	knowledge, historical/cultural context,
writing or speaking.	Use context (e.g., the overall meaning of a	and background knowledge) how two or
	sentence or paragraph; a word's position or	more authors writing about the same
NJSLSA.L.7.2	function in a sentence) as a clue to the	topic shape their presentations of key
Demonstrate command of the conventions of	meaning of a word or phrase.	information by emphasizing different
standard English capitalization, punctuation,		evidence or advancing different
and spelling when writing.	NJSLSAL.7.4.B	interpretations of facts.
	Use common, grade-appropriate Greek or	
NJSLSA.L.7.3	Latin affixes and roots as clues to the	Writing (W)
Use knowledge of language and its	meaning of a word (e.g., belligerent,	
conventions when writing, speaking, reading,	bellicose, rebel).	NJSLSA.W.7.1
or listening.		Write arguments to support claims with clear
	NJSLSA.L.7.4.C	reasons and relevant evidence.
NJSLSA.L.7.4	Consult reference materials (e.g.,	
Determine or clarify the meaning of unknown	dictionaries, glossaries, thesauruses),	NJSLSA.W.7.2
and multiple-meaning words and phrases	both print and digital, to find the	Write informative/explanatory texts to
based on grade 7 reading and content,	pronunciation of a word or determine or	examine a topic and convey ideas, concepts,
choosing flexibly from a range of strategies.	clarify its precise meaning or its part of	and information through the selection,
	speech.	organization, and analysis of relevant
NJSLSA.L.7.5		content.

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Demonstrate understanding of figurative	NJSLSA.L.7.4.D	NJSLSA.W.7.3
language, word relationships, and nuances in	Verify the preliminary determination of the	Write narratives to develop real or imagined
word meanings.	meaning of a word or phrase (e.g., by	experiences or events using effective
	checking the inferred meaning in context or	technique, relevant descriptive details, and
NJSLSA.L.7.6	in a dictionary).	well-structured event sequences.
Acquire and use accurately		
grade-appropriate general academic and	NJSLSA.L.7.5	NJSLSA.W.7.3.A
domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an
or expression.		event sequence that unfolds naturally and
	NJSLSAL.7.6	logically.
	Acquire and use accurately grade-appropriate general academic and domain-specific words	NJSLSA.W.7.3.B
	and phrases; gather vocabulary knowledge	Use narrative techniques, such as dialogue,
	when considering a word or phrase important to comprehension or expression.	pacing, and description, to develop experiences, events, and/or characters.
		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.
		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.
		NJSLSA.W.7.3.E
		Provide a conclusion that follows from and
		reflects on the narrated experiences or
		events.
		NJSLSA.W.7.4 Produce clear and coherent writing in
		which the development, organization,
		which the development, organization, voice and style are appropriate to task,
		purpose, and audience.
		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
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	on how well purpose and audience have been addressed. 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.
	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").
	NJSLSA.W.7.10 Write routinely over extended time frames (time for research, reflection, metacognition/self correction, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
	Speaking/Listening (SL)
	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.
	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.
	NJSLSA.SL.7.6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

	Language (L)
	NJSLSA.L.7.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
	NJSLSA.L.7.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
	NJSLSA.L.7.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.
	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.
	NJSLSA.L.7.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
	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.

INSTRUCTIONAL	Whole Group	Whole Group	Whole Group
PROCEDURES	Create book maps	grammar games and activities focusing on	Analyze stage directions through Microsoft
FROCEDORES	Create anchor charts as a tool for becoming	proofreading marks and basic parts of speech	PowerPoint or Google Slides
	a member of the reading community	review	Introduce and review the effects lighting,
	Mini lessons:	spelling and vocabulary activities	sounds, and music have on a piece of
	 Mentor texts of short stories; 	Using real world informational texts to	literature
	excerpts from: An Hour with Abuelo	recognize and identify informational text	figurative language review
	by Judith Ortiz Cofer; Rikki-tikki-tavi	features and identify the structure of text	spelling and vocabulary
	by Rudyard Kipling;	Utilize note-taking strategies to record	grammar activities and games focusing on
	Recognize the difference between a concise	informational text. Differentiate between	basic parts speech review, focusing on
	summary and a thorough response to	essential and non-essential information using	adjectives and adverbs, as well as transition
	literature	a text sample.	words, phrases, and clauses
	applying domain specific vocabulary	Mini lessons:	discussions
	produce a quick write and share in large	 Mentor texts of informational 	peer-editing
	group	pieces; excerpts from: "A Simple	
	identify basic parts of speech, capitalization,	Act" by Tyler Jackson, News Blog;	Mini lessons on:
	and syllabication	Writing and the Importance of a	researching background information on
	introduce the process of becoming a lifelong	Powerful "Hook" (beginning)	historical, social or cultural context of the
	reader through reading incentive program	Evaluate the relevance of information to an	play.
	and the role of book choice	assigned task.	analyze the structure of dramatic prose
		Political and editorial cartoons offer an	(stage directions, dialogue formatting)
	Individual	opportunity to have students use information	(
	Analyze and construct a "Get to Know You"	and inference in a unique way.	Individual
	letter.	use and apply an understanding of	produce journal responses to writing
	journaling as a response tool for reading	symbolism, exaggeration, analogy, labeling	prompts
	identify a method of sharing that leads	and irony to decipher the information and the	respond to quick writes
	student to attain a level of comfort	"author's" purpose.	complete KWL Chart
	construct a project summarizing/analyzing		complete Give One-Get One
	the novel read for summer reading	Individual	silent and oral reading of dramatic prose
	alternate ending of a story based on	Produce an audience-appropriate informative	use a Venn Diagram to compose a compare
	character's point of view	piece using an identified text structure.	and contrast essay
		Read and evaluate informational articles	compose an essay comparing and
	Small Groups	using Newsela.com and/or commonlit.org	contrasting the written story to its filmed
	Participate in literature circle discussion, fish	Conference with individual students to ensure	version.
	bowls, book talks or reading conferences	comprehension.	
	focusing on realistic fiction	outline notes	Small Groups
	produce quick writes and share in small	writing conferences	participate in class discussions
	groups	expository writing	generate Reader's Theater script from
	In groups, share student's personal	expected, meany	familiar text
	thoughts, opinions, and recommendations	Small Groups	
	regarding the two novels read over the	Produce an audience-appropriate informative	
	summer	piece using an identified text structure	
	Analyze author's purpose	discussing and analyzing informational	
		articles	
		Treasure Hunt	

INSTRUCTIONAL	Materials	Materials	Materials
AND	Summer Reading Response Form	Computer or iPad with Internet	Computer or iPad with Internet
	Computer or iPad with Internet	MyAccess	MyAccess
SUPPLEMENTAL	MyAccess	Document Camera	Document Camera
MATERIALS/	Document Camera	LCD projector	LCD projector
LEVELED TEXTS	LCD projector	SmartBoard	SmartBoard
	SmartBoard	Teacher-generated PowerPoint	Teacher-generated PowerPoint
	Teacher-generated PowerPoint	Teacher-generated worksheets	Teacher-generated worksheets
	Teacher-generated worksheets	Youtube	Youtube
	Youtube	Evidence Log	Close-reading guide
	Close-reading guide		
		Leveled Texts	Leveled Texts
	Leveled Texts	Holt Handbook, 2010	Holt Handbook, 2010
	Holt Handbook, 2010	Literature 7 McDougal Douglas 2008 (Hope)	Literature 7 McDougal Douglas 2008 (Hope)
	Literature 7 McDougal Douglas 2008 (Hope)	Prentice Hall Literature Grade 7 Common	Prentice Hall Literature Grade 7 Common
	Prentice Hall Literature Grade 7 Common	Core Edition. 2012 (White Twp)	Core Edition. 2012 (White Twp)
	Core Edition. 2012 (White Twp)	myPerspectives - Pearson Realize digital text	myPerspectives - Pearson Realize digital text
	Write Source, 2010	and consumable text (Harmony)	and consumable text (Harmony)
	Readwritethink.org	Write Source, 2010	Write Source, 2010
	Sadlier-Oxford Vocabulary Workshop, Level B	Readwritethink.org	Readwritethink.org
	Readwritethink.org	Sadlier-Oxford Vocabulary Workshop, Level B	Sadlier-Oxford Vocabulary Workshop, Level
	Vocabulary Their Way. Pearson	Vocabulary Their Way. Pearson	В
	Commonlit.org	Commonlit.org	Vocabulary Their Way. Pearson
	-myPerspectives - Pearson Realize digital	Newsela.com	Commonlit.org
	text and consumable text (Harmony)		Newsela.com
		Suggested Works:	
	Suggested Works:	The Story of Victor d'Aveyron, the Wild Child,	Suggested Works:
	Drums, Girls, and Dangerous Pies by Jordan	Eloise Montalban, Expository Nonfiction	"The Monsters Are Due on Maple Street" by
	Sonnenblick	"Tutors Teach Seniors New High-Tech Tricks"	Rod Serling
	Hoot by Carl Hiassen	by Jennifer Ludden, News Article	A Christmas Carol: Scrooge and Marley, Acts
	Fair Weather by Richard Peck	"Silent Spring" by Rachel Carson, Descriptive	1 & 2, Israel Horovitz, Drama
	"Two Kinds" excerpt from The Joy Luck Club	Nonfiction	The Outsiders S.E. Hinton
	by Amy Tan		Treasure Island by Robert Louis Stevenson
	Excerpt from Hope Was Here by Joan Baurer		The Necklace Guy de Maupassant
	Excerpt from Hatchet by Gary Paulsen		The Gift of the Magi O.Henry
	Excerpt from <i>Riding Freedom</i> by Pam Munoz		The Legend of Sleepy Hollow Washington
	Ryan		Irving (adapted version)

ASSESSMENTSFormative Exit SlipsFormative Exit SlipsFormative Exit SlipsWriting Response Journals Writing Conferences Class participation in small and whole group discussions Quick Writing Response Journals Reading Response Journals Reading Conferences Teacher Observation Grammar quizzesFormative Exit SlipsFormative Exit Slips Writing Response Journals Writing Conferences Class participation in small and whole group discussion Quick Writing Response Journals Reading Response Journals Reading Conferences Teacher Observation Grammar quizzesFormative Exit Slips Writing Conferences Class participation in small and whole group discussion Quick writing response/share Reading Response Journals Reading Conferences Teacher Observation Grammar quizzesFormative Exit Slips Writing conferences Class participation in small and whole group discussion Quick writing response/share Reading Response Journals Reading Response Journals Reading Response Journals Reading Response Journals Reading Response Journals Reading response journal (conference/journal rubric) Written narrative Teacher created worksheetsFormative Exit Slips Writing conferences Reading response journal (conference/journal rubric) Written expositive piece Teacher created worksheetsFormative Exit Slips Exit Slips Writing Conferences Reading response journal (conference/journal rubric) Written narrative Teacher created worksheetsFormative Exit Slips Exit Slips Class participation in small and whole group discussion Quick Writing Response Journals Reading Response Journals Reading response journal (conference/journal (conference/journal rubric) Written narrative Teacher created	
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Teacher created worksheets Teacher created worksheets	
Benchmark Benchmark Benchmark Benchmark	
MyAccess (White Twp) MyAccess (White Twp) MyAccess (White Twp)	
MAP (Hope) MAP (Hope) MAP (Hope)	
BAS testing (Harmony) BAS testing (Harmony) BAS testing (Harmony)	
CommonLit (Belvidere) CommonLit (Belvidere) CommonLit (Belvidere)	
Alternative Alternative Alternative	
A-B-C Projects Infographics Oral monologue readings (memo	rized)
Matchbook summaries Timelines TouchCast Studio	,
Kahoot TouchCast Studio Kahoot	
Teacher-generated rubrics and checklists Kahoot Teacher-generated rubrics and checklists	necklists
Scoring Rubrics: Teacher-generated rubrics and checklists Scoring Rubrics:	
PARCC SCORING RUBRIC FOR PROSE Utilizing formative assessments such as: PARCC SCORING RUBRIC FOR PR	OSE
CONSTRUCTED RESPONSE ITEMS Narrative PARCC SCORING RUBRIC FOR PROSE CONSTRUCTED RESPONSE ITEMS	S Narrative
Task (NT) CONSTRUCTED RESPONSE ITEMS Research Task (NT)	
https://parcc.pearson.com/resources/Practic Simulation Task and Literary Analysis Task https://parcc.pearson.com/resou	rces/Practic
e-Tests/ELA_GR/ELA_L_Grade_6-11_July_20 https://parcc.pearson.com/resources/Practic e-Tests/ELA_GR/ELA_L_Grade_6-	
15_Updated_Rubric_v3.pdf e-Tests/ELA_GR/ELA_L_Grade_6-11_July_20 15_Updated_Rubric_v3.pdf	
15_Updated_Rubric_v3.pdf	

ACCOMMODATIONS	Special Education	Special Education	Special Education
	 Additional time for skill mastery 	 Additional time for skill mastery 	 Additional time for skill mastery
	 Check work frequently for understanding 	 Check work frequently for understanding 	 Check work frequently for understanding
	 Extended time on tests/ quizzes 	 Extended time on tests/ quizzes 	 Extended time on tests/ quizzes
	 Modified test and assignment 	 Modified test and assignment 	 Modified test and assignment
	format, length, and content	format, length, and content	format, length, and content
	 Preview of content, concepts, and 	 Preview of content, concepts, and 	- Preview of content, concepts, and
	vocabulary	vocabulary	vocabulary
	 Reduced/shortened reading/written 	 Reduced/shortened reading/written 	 Reduced/shortened reading/written
	assignments	assignments	assignments
	– Use open book, study guides, test	 Student working with an assigned partner 	 Student working with an assigned partner
	prototypes	- Use open book, study guides, test	- Use open book, study guides, test
	 Mini workshops to re-teach or extend skills 	prototypes	prototypes
	Open-ended activities	 Goal setting with students 	 Goal setting with students
	-Varied supplemental materials	 Mini workshops to re-teach or extend skills 	 Mini workshops to re-teach or extend skills
	varied supplemental materials	Open-ended activities	Open-ended activities
	ELL	 Varied supplemental materials 	-Varied supplemental materials
	 Allowing students to correct errors (looking 	valled supplemental matchais	
	for understanding)	ELL	ELL
	 Having peers take notes or providing a 	 Allowing students to correct errors (looking 	- Allowing students to correct errors
	copy of the teacher's notes	for understanding)	(looking for understanding)
	 Modifying tests to reflect selected 	 Having peers take notes or providing a 	 Having peers take notes or providing a
	objectives	copy of the teacher's notes	copy of the teacher's notes
	 Providing study guides 	 Modifying tests to reflect selected 	 Modifying tests to reflect selected
	 Reducing the number of answer choices on 	objectives	objectives
	a multiple choice test	 Providing study guides 	 Providing study guides
	 Using computer word processing spell 	 Reducing the number of answer choices on 	 Reducing the number of answer choices on
	check and grammar check features	a multiple choice test	a multiple choice test
	check and granning check reactives	 Using computer word processing spell 	- Using computer word processing spell
	At Risk	check and grammar check features	check and grammar check features
	 Allowing students to correct errors (looking 		check and granniar check reatures
	for understanding)	<u>At Risk</u>	At Risk
	 Allowing the use of note cards or 	 Allowing students to correct errors (looking 	– Allowing students to correct errors
	open-book during testing	for understanding)	(looking for understanding)
		 Allowing the use of note cards or 	- Allowing the use of note cards or
	 decreasing the amount of work presented 		
	or required .	open-book during testing	open-book during testing
	 Having peers take notes or providing a 	 decreasing the amount of work presented 	 decreasing the amount of work presented
	copy of the teacher's notes	or required .	or required .
	 Marking students' correct and acceptable 	 Having peers take notes or providing a 	 Having peers take notes or providing a
	work, not the mistakes	copy of the teacher's notes	copy of the teacher's notes
	 Providing study guides Reducing on emitting length ensures and 	 Marking students' correct and acceptable 	 Marking students' correct and acceptable
	 Reducing or omitting length, answers, and 	work, not the mistakes	work, not the mistakes
	content on reading/ written assessments	 Providing study guides 	- Providing study guides
	and lengthy Outside reading assignments	 Reducing or omitting length, answers, and 	 Reducing or omitting length, answers, and
	 Using authentic assessments with real-life 	content on reading/ written assessments	content on reading/ written assessments
	problem-solving	and lengthy Outside reading assignments	and lengthy Outside reading assignments

			<u>.</u>
	Gifted and Talented	 Using authentic assessments with real-life 	 Using authentic assessments with real-life
	 Alternative formative and summative 	problem-solving	problem-solving
	assessments		
	 Multiple intelligence options 	Gifted and Talented	Gifted and Talented
	- Multiple texts	 Alternative formative and summative 	 Alternative formative and summative
	 Tiered activities/assignments 	assessments	assessments
	hered detrifies, assignments	- Group investigations	- Group investigations
	504	 Independent research and projects 	 Independent research and projects
	– Behavior management plan	Interest groups	Interest groups
		5 1	 Multiple intelligence options
	- Extended time on tests/ quizzes	 Multiple intelligence options 	
	- Have student repeat directions to check for	- Multiple texts	- Personal agendas
	understanding	– Personal agendas	 Project-based learning
	 Highlighted text visual presentation 	 Project-based/ Problem-based learning 	- Stations/centers
	 Multi-sensory presentation 	 Stations/centers 	 Tiered activities/assignments
	 Preferential seating 	 Tiered activities/assignments 	
	 Preview of content, concepts, and 		<u>504</u>
	vocabulary	<u>504</u>	 Behavior management plan
	- Reduced/shortened reading/ written	 Behavior management plan 	 Extended time on tests/ quizzes
	assignments	 Extended time on tests/ guizzes 	 Have student repeat directions to check
	- Goal setting with students	- Have student repeat directions to check for	for understanding
		understanding	 Highlighted text visual presentation
		 Highlighted text visual presentation 	 Multi-sensory presentation
		 Multi-sensory presentation 	 Preferential seating
		 Preferential seating 	 Preview of content, concepts, and
		 Preview of content, concepts, and 	vocabulary
		vocabulary	 Reduced/shortened reading/ written
		 Reduced/shortened reading/ written 	assignments
		assignments	 Goal setting with students
		 Goal setting with students 	
INTERDISCIPLINARY	Interdiscipling we Connections	Interdiscipling we Connections	Interdictining Connections
	Interdisciplinary Connections	Interdisciplinary Connections – Mathematics	Interdisciplinary Connections
CONNECTIONS	- English Language Arts		- Science and Scientific Inquiry (Next
	- Science and Scientific Inquiry (Next	- Science and Scientific Inquiry (Next	Generation)
21ST CENTURY	Generation)	Generation)	- Social Studies, including American History,
SKILLS/THEMES	- Social Studies, including American History,	- Social Studies, including American History,	World History, Geography, Government
	World History, Geography, Government	World History, Geography, Government	and Civics, and Economics
(P21.ORG)	and Civics, and Economics	and Civics, and Economics	 Technology
	– Technology	– Technology	 Visual and Performing Arts
TECHNOLOGY	 Visual and Performing Arts 	 Visual and Performing Arts 	– Health
INTEGRATION	– Health	– Health	
INTEGRATION			21st Century Skills/ Themes
	21st Century Skills/ Themes	21st Century Skills/ Themes	- Global Awareness
CAREER	- Global Awareness	- Global Awareness	 Civic Literacy
EDUCATION	- Civic Literacy	- Civic Literacy	- Health Literacy
	– Environmental Literacy	- Health Literacy	 Environmental Literacy
(NJDOE CTE	- Creativity and Innovation	– Environmental Literacy	 Creativity and Innovation
Clusters)	- Creativity and Innovation - Critical Thinking		- Creativity and Innovation - Critical Thinking
		 Creativity and Innovation 	

	 Problem Solving Communication Collaboration Information Literacy Media Literacy ICT (Information, Communication and Technology) Literacy Technology Integration Chromebook Online text Google classroom Career Education Architecture & Construction Arts, A/V Technology & Communications Education & Training Government & Public Administration Health Science Human Services Information Technology 	 Critical Thinking Problem Solving Communication Collaboration Information Literacy Media Literacy Technology Integration Chromebook Online text Google classroom Career Education Arts, A/V Technology & Communications Business Management & Administration Education & Training Government & Public Administration Health Science Information Technology Science, Technology, Engineering & Mathematics (STEM) 	 Problem Solving Communication Collaboration ICT (Information, Communication and Technology) Literacy <u>Technology Integration</u> Chromebook Online text Google classroom <u>Career Education</u> 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	 Science Fiction and Narrative 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. 	 Functional Texts 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 	 Folktales, Myths and Legends 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

ESSENTIAL QUESTIONS & ENDURING UNDERSTANDINGS	 syntax, parenthetical expressions and digressions. 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. 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 write, issue, or problem. 	 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. 	 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.
STANDARDS	Reading Literature (RL)	Reading Literature (RL)	Reading Literature (RL)
	NJSLSA.RL.7.1 <u>Cite several pieces of textual evidence</u> <u>and make relevant connections to</u> <u>support analysis of what the text says</u> <u>explicitly as well as inferences drawn</u> <u>from the text.</u>	NJSLSA.RL.7.1 Cite several pieces of textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text.	NJSLSA.RL.7.1 Cite several pieces of textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text.
	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.	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.	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.
	NJSLSA.RL.7.3	NJSLSA.RL.7.4	NJSLSA.RL.7.3

Analyze how particular elements of a story or	Determine the meaning of words and phrases	Analyze how particular elements of a story
drama interact (e.g., how setting shapes the	as they are used in a text, including	or drama interact (e.g., how setting shapes
characters or plot).	figurative and connotative meanings; analyze	the characters or plot).
	the impact of rhymes and other repetitions of	
NJSLSA.RL.7.4	sounds (e.g., alliteration) on a specific verse	NJSLSA.RL.7.4
Determine the meaning of words and	or stanza of a poem or section of a story or	Determine the meaning of words and
phrases as they are used in a text, including	drama.	phrases as they are used in a text, including
figurative and connotative meanings;		figurative and connotative meanings;
analyze the impact of rhymes and other	NJSLSA.RL.7.5	analyze the impact of rhymes and other
repetitions of sounds (e.g., alliteration) on a	Analyze how a drama's or poem's form or	repetitions of sounds (e.g., alliteration) on a
specific verse or stanza of a poem or section	structure (e.g., soliloquy, sonnet) contributes	specific verse or stanza of a poem or section
	to its meaning.	of a story or drama.
of a story or drama.	to its meaning.	of a story of uralla.
NJSLSA.RL.7.6	Reading Info Text (RI)	NJSLSA.RL.7.5
Analyze how an author develops and	Reduing find fext (Rf)	Analyze how a drama's or poem's form or
contrasts the points of view of different	NJSLSA.RI.7.1	
characters or narrators in a text.	Cite several pieces of textual evidence	structure (e.g., soliloquy, sonnet)
	and make relevant connections to	contributes to its meaning.
NICLCA DI 7 10		NJSLSA.RL.7.6
NJSLSA.RL.7.10	support analysis of what the text says	
By the end of the year read and	explicitly as well as inferences drawn	Analyze how an author develops and
comprehend literature, including	from the text.	contrasts the points of view of different
stories, dramas, and poems at grade		characters or narrators in a text.
level text-complexity or above,	NJSLSA.RI.7.3	
scaffolding as needed.	Analyze the interactions between individuals,	NJSLSA.RL.7.9
	events, and ideas in a text (e.g., how ideas	Analyze and reflect on (e.g. practical
Reading Info Text (RI)	influence individuals or events, or how	knowledge, historical/cultural context,
	individuals influence ideas or events).	and background knowledge) how two or
NJSLSA.RI.7.1		more authors writing about the same
Cite several pieces of textual evidence to	NJSLSA.RI.7.4	topic shape their presentations of key
support analysis of what the text says	Determine the meaning of words and phrases	information by emphasizing different
explicitly as well as inferences drawn from	as they are used in a text, including	evidence or advancing different
the text.	figurative, connotative, and technical	interpretations of facts.
	meanings; analyze the impact of a specific	
NJSLSA.RI.7.2	word choice on meaning and tone.	
Determine two or more central ideas in a	NJSLSA.RI.7.6	Reading Info Text (RI)
text and analyze their development over the	Determine an author's point of view or	
course of the text; provide an objective	purpose in a text and analyze how the author	NJSLSA.RI.7.1
summary of the text.	distinguishes his or her position from that of	Cite several pieces of textual evidence
	others.	and make relevant connections to
NJSLSA.RI.7.4		support analysis of what the text says
Determine the meaning of words and	NJSLSA.RI.7.7	explicitly as well as inferences drawn
phrases as they are used in a text, including	Compare and contrast a text to an audio,	from the text.
figurative, connotative, and technical	video, or multimedia version of the text,	
meanings; analyze the impact of a specific	analyzing each medium's portrayal of the	NJSLSA.RI.7.2
word choice on meaning and tone.	subject (e.g., how the delivery of a speech	Determine two or more central ideas in a
	affects the impact of the words).	text and analyze their development over the
NJSLSA.RI.7.6		

Determine an author's point of view or	NJSLSA.RI.7.8	course of the text; provide an objective
purpose in a text and analyze how the author	Trace and evaluate the argument and specific	summary of the text.
distinguishes his or her position from that of	claims in a text, assessing whether the	
others.	reasoning is sound and the evidence is	NJSLSA.RI.7.3
	relevant and sufficient to support the claims.	Analyze the interactions between individuals,
NJSLSA.RI.7.8		events, and ideas in a text (e.g., how ideas
Trace and evaluate the argument and	NJSLSA.RI.7.10	influence individuals or events, or how
specific claims in a text, assessing whether	By the end of the year read and	individuals influence ideas or events).
the reasoning is sound and the evidence is	comprehend literary nonfiction at grade	
relevant and sufficient to support the claims.	level text-complexity or above, with	NJSLSA.RI.7.4
	scaffolding as needed.	Determine the meaning of words and
Writing (W)		phrases as they are used in a text, including
	Writing (W)	figurative, connotative, and technical
NJSLSA.W.10		meanings; analyze the impact of a specific
Write routinely over extended time frames	NJSLSA.W.4	word choice on meaning and tone.
(time for research, reflection, and revision)	Produce clear and coherent writing in which	
and shorter time frames (a single sitting or a	the development, organization, and style are	NJSLSA.RI.7.10
day or two) for a range of tasks, purposes,	appropriate to task, purpose, and audience.	By the end of the year read and
and audiences.		comprehend literary nonfiction at grade
	NJSLSA.W.7.1	level text-complexity or above, with
NJSLSA.W.7.1d	Write arguments to support claims with clear	scaffolding as needed.
Establish and maintain a formal	reasons and relevant evidence.	
style/academic style, approach, and		
<u>form.</u>	NJSLSA.W.7.1.A	Writing (W)
	Introduce claim(s), acknowledge alternate or	
NJSLSA.W.7.3	opposing claims, and organize the reasons	NJSLSA.W.7.1
Write narratives to develop real or imagined	and evidence logically.	Write arguments to support claims with clear
experiences or events using effective		reasons and relevant evidence.
technique, relevant descriptive details, and	NJSLSA.W.7.1.B	
well-structured event sequences.	Support claim(s) with logical reasoning and	NJSLSA.W.7.2
	relevant evidence, using accurate, credible	Write informative/explanatory texts to
NJSLSA.W.7.4	sources and demonstrating an understanding	examine a topic and convey ideas, concepts,
Produce clear and coherent writing in	of the topic or text.	and information through the selection,
which the development, organization,		organization, and analysis of relevant
voice and style are appropriate to task,	NJSLSA.W.7.1.C	content.
purpose, and audience.	Use words, phrases, and clauses to create	
	cohesion and clarify the relationships among	NJSLSA.W.7.3
NJSLSA.W.7.5	claim(s), reasons, and evidence.	Write narratives to develop real or imagined
With some guidance and support from peers	NJSLSA.W.7.1.E	experiences or events using effective
and adults, develop and strengthen writing		technique, relevant descriptive details, and
as needed by planning, revising, editing,	Provide a concluding statement or section	well-structured event sequences.
rewriting, or trying a new approach, focusing	that follows from and supports the argument	
on how well purpose and audience have been	presented.	NJSLSA.W.7.4
addressed.		Produce clear and coherent writing in which the development, organization,
	<u>NJSLSA.W.7.2.A</u> Introduce a topic clearly, previewing	voice and style are appropriate to task,
NJSLSA.W.7.6	what is to follow; organize ideas,	voice and style are appropriate to task, purpose, and audience.
	what is to follow; organize lueas,	purpose, and addience.

Use technology, including the Internet, to	concepts, and information, using text	
produce and publish writing and link to and	structures (e.g., definition,	NJSLSA.W.7.5
cite sources as well as to interact and	classification, comparison/contrast,	With some guidance and support from peers
collaborate with others, including linking to	cause/effect, etc.) and text features	and adults, develop and strengthen writing
and citing sources.	(e.g., headings, graphics, and	as needed by planning, revising, editing,
	multimedia).	rewriting, or trying a new approach, focusing
Speaking/Listening (SL)		on how well purpose and audience have
	NJSLSA.W.7.2.B	been addressed.
NJSLSA.SL.7.1	Develop the topic with relevant facts,	
Engage effectively in a range of collaborative	definitions, concrete details, quotations, or	NJSLSA.W.7.6
discussions (one-on-one, in groups, and	other information and examples.	Use technology, including the Internet, to
teacher-led) with diverse partners on grade 7		produce and publish writing and link to and
topics, texts, and issues, building on others'	NJSLSA.W.7.2.C	cite sources as well as to interact and
ideas and expressing their own clearly.	Use appropriate transitions to create	collaborate with others, including linking to
, ,	cohesion and clarify the relationships among	and citing sources.
NJSLSA.SL.7.4	ideas and concepts.	
Present claims and findings, emphasizing		NJSLSA.W.7.7
salient points in a focused, coherent manner	NJSLSA.W.7.2.D	Conduct short research projects to answer a
with pertinent descriptions, facts, details,	Use precise language and domain-specific	question, drawing on several sources and
and examples; use appropriate eye contact,	vocabulary to inform about or explain the	generating additional related, focused
adequate volume, and clear pronunciation.	topic.	questions for further research and
		investigation.
NJSLSA.SL.7.6	NJSLSA.W.7.2.E	
Adapt speech to a variety of contexts and	Establish and maintain a formal style	NJSLSA.W.7.8
tasks, demonstrating command of formal	academic style, approach, and form.	Gather relevant information from multiple
English when indicated or appropriate.		print and digital sources, using search terms
	NJSLSA.W.7.2.F	effectively; assess the credibility and
Language (L)	Provide a concluding statement or section	accuracy of each source; and quote or
NJSLSA.L.7.1	that follows from and supports the	paraphrase the data and conclusions of
Demonstrate command of the conventions of	information or explanation presented.	others while avoiding plagiarism and
standard English grammar and usage when		following a standard format for citation.
writing or speaking.	NJSLSA.W.7.4	Tonoming a standard format for cleation
NJSLSA.L.7.2	Produce clear and coherent writing in	
Demonstrate command of the conventions of	which the development, organization,	NJSLSA.W.7.9
standard English capitalization, punctuation,	voice and style are appropriate to task,	Draw evidence from literary or informational
and spelling when writing.	purpose, and audience.	texts to support analysis, reflection, and
and spenning when wheng.	purpose, una addiencer	research.
NJSLSA.L.7.3	NJSLSA.W.7.5	
Use knowledge of language and its	With some guidance and support from peers	NJSLSA.W.7.10
conventions when writing, speaking, reading,	and adults, develop and strengthen writing	Write routinely over extended time
or listening.	as needed by planning, revising, editing,	frames (time for research, reflection,
or natering.	rewriting, or trying a new approach, focusing	metacognition/self correction, and
NJSLSA.L.7.4	on how well purpose and audience have been	revision) and shorter time frames (a
Determine or clarify the meaning of unknown	addressed.	single sitting or a day or two) for a
and multiple-meaning words and phrases		range of discipline-specific tasks,
based on grade 7 reading and content,	NJSLSA.W.7.6	purposes, and audiences.
choosing flexibly from a range of strategies.		
choosing nexibly from a range of strategies.		

NISLSA.L.7.5 Demonstrate understanding of figurative language, word relationships, and nuand word meanings. NISLSA.L.7.6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gat vocabulary knowledge when considering word or phrase important to comprehen or expression.	 collaborate with others, including linking to and citing sources. NJSLSA.W.7.7 Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused a questions for further research and 	Speaking/Listening (SL) NJSLSA.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. Language (L) NONE
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	formats (e.g., visually, quantitatively, orally)	
	and explain how the ideas clarify a topic,	
	text, or issue under study.	
	text, of issue under study.	
	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.	
	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.	
	adequate volume, and clear pronunciation.	
	NJSLSA.SL.7.6	
	Adapt speech to a variety of contexts and	
	tasks, demonstrating command of formal	
	English when indicated or appropriate.	
	Language (L)	
	NJSLSA.L.7.1	
	Demonstrate command of the conventions of	
	standard English grammar and usage when	
	writing or speaking.	
	NJSLSA.L.7.2	
	Demonstrate command of the conventions of	
	standard English capitalization, punctuation,	
	and spelling when writing.	
	· · · · · · · · · · · · · · · · · · ·	
	NJSLSA.L.7.3	
	Use knowledge of language and its	
	conventions when writing, speaking, reading,	
	or listening.	
	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.	
	NJSLSA.L.7.5	

INSTRUCTIONAL PROCEDURES	Whole Grouphow to craft a thoughtful introductiongrammar mini-projectsvocabulary activitiesreading, analysis, and discussion of articlesrelating to science fiction, such as: Trip toMars Could Damage Astronauts' Brains,Laura Sanders, Science Article; Future ofSpace Exploration, Nola Taylor Redd, NewsArticleMini Lessons using short stories, such as:Dark They Were, and Golden Eyed by RayBradburyfigurative language, symbolism, and imageryactivitiesimmersion in sensory detailsparticipate in class discussions questioningthe role of the individual vs. society, theideas of sameness vs. differences and theimportance of security vs. free choice.Individualconferencesreading quizzesjournal entriesvocabulary activitiesbasic sentence parts and kinds of sentencestructure identificationSmall Groupsparticipate in small group discussionsvocabulary activities	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. 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. 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 ideas that bring the discussion back on topic as needed. identifying phrases, clauses, and as well as effective sentence writing Individual one on one conferencing with peers and teachers KWL charts independent reading/SSR construct an argumentative/persuasive response including counterarguments Small Groups Compare and contrast two sides to an argument participate in small group discussions vocabulary activities	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 Individual Individual reading text KWL chart -construct an argumentative/persuasive response including counterarguments construct an argumentative/persuasive response including counterarguments 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/m yths.htm
INSTRUCTIONAL AND	Materials Computer or iPad with Internet MyAccess	Materials Computer or iPad with Internet MyAccess	<u>Materials</u> Computer or iPad with Internet MyAccess

SUPPLEMENTAL	Document Camera	Document Camera	Document Camera
MATERIALS/	LCD projector	LCD projector	LCD projector
LEVELED TEXTS	SmartBoard	SmartBoard	SmartBoard
LEVELED TEXTS	Overhead projector	Overhead projector	Overhead projector
	Teacher-generated PowerPoint	Teacher-generated PowerPoint	Teacher-generated PowerPoint
	Teacher-generated worksheets	Teacher-generated worksheets	Teacher-generated worksheets
	Evidence	Youtube	Venn Diagram
	Youtube		Youtube
		Leveled Texts	loutube
	Leveled Texts	Grammar for Writing Printed resources	Leveled Texts
	Holt Handbook, 2010	Grammar Resources for grades 6-8	Grammar for Writing Printed resources
	Literature 7 McDougal Douglas 2008	Houghton-Mifflin	Grammar Resources for grades 6-8
	(Hope)	Martin Luther King Speech	Houghton-Mifflin
	Prentice Hall Literature Grade 7 Common	Teachertube.com	Teachertube.com
		Holt Handbook, 2010	Holt Handbook, 2010
	Core Edition. 2012 (White Twp)	Literature 7 McDougal Douglas 2008	Literature 7 McDougal Douglas 2008
	<i>myPerspectives</i> - Pearson Realize digital	(Hope)	(Hope)
	text and consumable text (Harmony)	Prentice Hall Literature Grade 7 Common	Prentice Hall Literature Grade 7 Common
	Write Source, 2010	Core Edition. 2012 (White Twp)	
	Readwritethink.org	-myPerspectives - Pearson Realize digital	Core Edition. 2012 (White Twp)
	Sadlier-Oxford Vocabulary Workshop,	text and consumable text (Harmony)	-myPerspectives - Pearson Realize digital
	Level B		text and consumable text (Harmony)
	Vocabulary Their Way. Pearson	Write Source, 2010	Write Source, 2010
	Commonlit.org	Readwritethink.org	Readwritethink.org
	Newsela.com	Sadlier-Oxford Vocabulary Workshop,	Sadlier-Oxford Vocabulary Workshop,
	Grammar for Writing Printed resources	Level B	Level B
	Grammar Resources for grades 6-8	Vocabulary Their Way. Pearson	Commonlit.org
	Houghton-Mifflin	Commonlit.org	Newsela.com
		Newsela.com	greekmythology.com
	Suggested Works:	Comprehending Functional Text (Teacher	mythopedia
	James and the Giant Peach by Roald Dahl	Resource Book) -	www.myths.e2bn.org
	The Giver by Lois Lowry	https://ellsd68secondary.weebly.com/upload	Vocabulary Their Way
	Crater by Homer Hickman	s/4/7/5/1/47512197/functional text secondary	
	Among the Hidden by Margaret Peterson	.pdf	Suggested Works:
	Haddix and "The Quiet World" by Jefferey		Aesop's Fables
	McDaniel (poem)	Suggested Works:	http://www.taleswithmorals.com/
	Teacher Resource for Among the Hidden:	"A Young Tinkerer Builds a Windmill,	Percy Jackson series by Rick Riordan
	https://digitalcommons.trinity.edu/cgi/viewc	Electrifying a Nation," Sarah Childress	Scholastic
	ontent.cgi?article=1277&context=educ_unde	"A Simple Act" Tyler Jackson	http://teacher.scholastic.com/writewit/mff/m
	<u>rstandings</u>	Danger! This Mission to Mars could Bore you	yths.htm
	The Legend Series by Marie Lu	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	

		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	Formative	Formative	<u>Formative</u>
ASSESSMENTS	Exit slips	Exit slips	Exit slips
	Writing response journals	Writing response journals	Writing response journals
	Interactive Notebooks	Writing conferences	Writing conferences
	Writing conferences	Participation on editing and group	Participation on editing and group
	Participation grade on peer review and	assignments	assignments
	editing	Short written responses	Short written responses
	Short written responses	writing and grammar quizzes	writing and grammar quizzes
	Grammar and writing quizzes	active listening quiz	active listening quiz
	Reading quizzes	persuasive argument quiz	persuasive argument quiz
	Vocabulary and spelling quizzes	vocabulary and spelling quizzes	vocabulary and spelling quizzes
	Oral and/or Written Book Report	class participation in small and whole group	class participation in small and whole group
	Class participation in small and whole group	discussion	discussion
	discussion	reading conferences	reading conferences
	Reading conferences	5	Descriptive Character Assessment
	Redding contenences	Summative	Respond to quote assignment
	Summative	presentation on persuasive argument	Respond to quote assignment
	Summative		
	Reading response journal	reading response journal	Summative
	(conference/journal rubric)	brochures/advertisements	Characterization Drawing activity
	construct an argumentative piece focusing on	construct a persuasive essay	Theme test
	questions such as "Should we spend valuable		narrative essay
	resources on space exploration?"	Benchmark	,
	· · · · · · · · · · · · · · · · · · ·	MyAccess (White Twp)	Benchmark
	Benchmark	MAP (Hope)	MyAccess (White Twp)
	MyAccess (White Twp)	BAS testing (Harmony)	MAP (Hope)
	MAP (Hope)	CommonLit (Belvidere)	BAS testing (Harmony)
	BAS testing (Harmony)		CommonLit (Belvidere)
	CommonLit (Belvidere)	Alternative	
		Debates	Alternative
	Alternative	Multimedia presentation	Create original folktale
	Tourmaps	Mapping	Scene or tale reenactment
	Multimedia Presentation	Kahoot	God/Goddess Bingo
	Discussion/Activity Boards	Kanoot	Kahoot
			Kallool
	Kahoot		
ACCOMMODATIONS	Special Education	Special Education	Special Education
ACCOMMODATIONS	 Additional time for skill mastery 	- Additional time for skill mastery	 Additional time for skill mastery
	- Auditional time for skill mastery		
	 Check work frequently for understanding 	 Check work frequently for understanding 	 Check work frequently for understanding
	 Extended time on tests/ quizzes 	 Extended time on tests/ quizzes 	 Extended time on tests/ quizzes
	 Modified test and assignment 	 Modified test and assignment 	 Modified test and assignment
	format, length, and content	format, length, and content	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 skil 	 Use open book, study guides, test prototypes Goal setting with students Mini workshops to re-teach or extend skills 	 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 ELL	Open-ended activities – Varied supplemental materials ELL	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 of a multiple choice test Using computer word processing spell check and grammar check features 	 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 	 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	 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 	 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
 Alternative formative and summative 		 Alternative formative and summative
assessments - Group investigations - Independent research and projects Interest groups	 <u>Gifted and Talented</u> Alternative formative and summative assessments 	assessments – Group investigations – Independent research and projects Interest groups

		• • • • • • • •	
	 Multiple intelligence options 	 Independent research and projects 	 Multiple intelligence options
	- Multiple texts	Interest groups	 Multiple texts
	– Personal agendas	 Multiple intelligence options 	– Personal agendas
	 Project-based/ Problem-based learning 	 Multiple texts 	 Project-based/ Problem-based learning
	– Stations/centers	 Personal agendas 	 Stations/centers
	 Tiered activities/assignments 	 Project-based/ Problem-based learning 	 Tiered activities/assignments
		 Stations/centers 	
	<u>504</u>	 Tiered activities/assignments 	<u>504</u>
	 Behavior management plan 		 Behavior management plan
	 Extended time on tests/ quizzes 	<u>504</u>	 Extended time on tests/ quizzes
	- Have student repeat directions to check for	 Behavior management plan 	 Have student repeat directions to check
	understanding	 Extended time on tests/ quizzes 	for understanding
	 Highlighted text visual presentation 	 Have student repeat directions to check for 	 Highlighted text visual presentation
	 Multi-sensory presentation 	understanding	 Multi-sensory presentation
	- Preferential seating	- Highlighted text visual presentation	- Preferential seating
	 Preview of content, concepts, and 	 Multi-sensory presentation 	 Preview of content, concepts, and
	vocabulary	 Preferential seating 	vocabulary
	 Reduced/shortened reading/ written 	 Preview of content, concepts, and 	 Reduced/shortened reading/ written
	assignments	vocabulary	assignments
	 Goal setting with students 	 Reduced/shortened reading/ written 	 Goal setting with students
		assignments	
		- Goal setting with students	
INTERDISCIPLINARY	Interdisciplinary Connections	Interdisciplinary Connections	Interdisciplinary Connections
CONNECTIONS	- Mathematics	- Social Studies, including American History,	- Social Studies, including American History,
	 Science and Scientific Inquiry (Next 	World History, Geography, Government	World History, Geography, Government
21ST CENTUDY	Generation)	and Civics, and Economics	and Civics, and Economics
21ST CENTURY		and Civics, and Economics – Technology	
SKILLS/THEMES	Generation) - Social Studies, including American History,		and Civics, and Economics
	Generation) - Social Studies, including American History, World History, Geography, Government	 Technology Visual and Performing Arts 	and Civics, and Economics - Technology - Visual and Performing Arts
SKILLS/THEMES	Generation) - Social Studies, including American History,	– Technology	and Civics, and Economics - Technology
SKILLS/THEMES (P21.ORG)	Generation) – Social Studies, including American History, World History, Geography, Government and Civics, and Economics	 Technology Visual and Performing Arts World languages 	and Civics, and Economics - Technology - Visual and Performing Arts - World languages
SKILLS/THEMES (P21.ORG) TECHNOLOGY	 Generation) Social Studies, including American History, World History, Geography, Government and Civics, and Economics Technology Visual and Performing Arts 	 Technology Visual and Performing Arts World languages 	and Civics, and Economics - Technology - Visual and Performing Arts - World languages
SKILLS/THEMES (P21.ORG)	 Generation) Social Studies, including American History, World History, Geography, Government and Civics, and Economics Technology 	 Technology Visual and Performing Arts World languages Health 	and Civics, and Economics - Technology - Visual and Performing Arts - World languages -Health
SKILLS/THEMES (P21.ORG) TECHNOLOGY	 Generation) Social Studies, including American History, World History, Geography, Government and Civics, and Economics Technology Visual and Performing Arts World languages 	 Technology Visual and Performing Arts World languages Health 21st Century Skills/ Themes	and Civics, and Economics - Technology - Visual and Performing Arts - World languages -Health 21st Century Skills/ Theme
SKILLS/THEMES (P21.ORG) TECHNOLOGY INTEGRATION	 Generation) Social Studies, including American History, World History, Geography, Government and Civics, and Economics Technology Visual and Performing Arts World languages 	 Technology Visual and Performing Arts World languages Health 21st Century Skills/ Themes Global Awareness 	and Civics, and Economics - Technology - Visual and Performing Arts - World languages -Health 21st Century Skills/ Theme - Global Awareness
SKILLS/THEMES (P21.ORG) TECHNOLOGY INTEGRATION CAREER	 Generation) Social Studies, including American History, World History, Geography, Government and Civics, and Economics Technology Visual and Performing Arts World languages Health 	 Technology Visual and Performing Arts World languages Health 21st Century Skills/ Themes Global Awareness Civic Literacy 	and Civics, and Economics - Technology - Visual and Performing Arts - World languages -Health 21st Century Skills/ Theme - Global Awareness - Environmental Literacy
SKILLS/THEMES (P21.ORG) TECHNOLOGY INTEGRATION CAREER EDUCATION	 Generation) Social Studies, including American History, World History, Geography, Government and Civics, and Economics Technology Visual and Performing Arts World languages Health 21st Century Skills/ Themes	 Technology Visual and Performing Arts World languages Health 21st Century Skills/ Themes Global Awareness Civic Literacy Health Literacy Environmental Literacy 	and Civics, and Economics - Technology - Visual and Performing Arts - World languages -Health 21st Century Skills/ Theme - Global Awareness - Environmental Literacy - Creativity and Innovation
SKILLS/THEMES (P21.ORG) TECHNOLOGY INTEGRATION CAREER EDUCATION (NJDOE CTE	 Generation) Social Studies, including American History, World History, Geography, Government and Civics, and Economics Technology Visual and Performing Arts World languages Health 21st Century Skills/ Themes Global Awareness 	 Technology Visual and Performing Arts World languages Health 21st Century Skills/ Themes Global Awareness Civic Literacy Health Literacy 	and Civics, and Economics - Technology - Visual and Performing Arts - World languages -Health 21st Century Skills/ Theme - Global Awareness - Environmental Literacy - Creativity and Innovation - Critical Thinking
SKILLS/THEMES (P21.ORG) TECHNOLOGY INTEGRATION CAREER EDUCATION	 Generation) Social Studies, including American History, World History, Geography, Government and Civics, and Economics Technology Visual and Performing Arts World languages Health 21st Century Skills/ Themes Global Awareness Civic Literacy 	 Technology Visual and Performing Arts World languages Health 21st Century Skills/ Themes Global Awareness Civic Literacy Health Literacy Environmental Literacy Creativity and Innovation Critical Thinking 	and Civics, and Economics - Technology - Visual and Performing Arts - World languages -Health 21st Century Skills/ Theme - Global Awareness - Environmental Literacy - Creativity and Innovation - Critical Thinking - Problem Solving
SKILLS/THEMES (P21.ORG) TECHNOLOGY INTEGRATION CAREER EDUCATION (NJDOE CTE	Generation) - Social Studies, including American History, World History, Geography, Government and Civics, and Economics - Technology - Visual and Performing Arts - World languages - Health 21st Century Skills/ Themes - Global Awareness - Civic Literacy - Health Literacy - Environmental Literacy	 Technology Visual and Performing Arts World languages Health 21st Century Skills/ Themes Global Awareness Civic Literacy Health Literacy Environmental Literacy Creativity and Innovation 	and Civics, and Economics - Technology - Visual and Performing Arts - World languages -Health 21st Century Skills/ Theme - Global Awareness - Environmental Literacy - Creativity and Innovation - Critical Thinking - Problem Solving - Communication - Collaboration
SKILLS/THEMES (P21.ORG) TECHNOLOGY INTEGRATION CAREER EDUCATION (NJDOE CTE	Generation) - Social Studies, including American History, World History, Geography, Government and Civics, and Economics - Technology - Visual and Performing Arts - World languages - Health 21st Century Skills/ Themes - Global Awareness - Civic Literacy - Health Literacy	 Technology Visual and Performing Arts World languages Health 21st Century Skills/ Themes Global Awareness Civic Literacy Health Literacy Environmental Literacy Creativity and Innovation Critical Thinking Problem Solving 	and Civics, and Economics - Technology - Visual and Performing Arts - World languages -Health 21st Century Skills/ Theme - Global Awareness - Environmental Literacy - Creativity and Innovation - Critical Thinking - Problem Solving - Communication
SKILLS/THEMES (P21.ORG) TECHNOLOGY INTEGRATION CAREER EDUCATION (NJDOE CTE	 Generation) Social Studies, including American History, World History, Geography, Government and Civics, and Economics Technology Visual and Performing Arts World languages Health 21st Century Skills/ Themes Global Awareness Civic Literacy Health Literacy Environmental Literacy Creativity and Innovation Critical Thinking 	 Technology Visual and Performing Arts World languages Health 21st Century Skills/ Themes Global Awareness Civic Literacy Health Literacy Environmental Literacy Creativity and Innovation Critical Thinking Problem Solving Communication Collaboration 	and Civics, and Economics - Technology - Visual and Performing Arts - World languages -Health 21st Century Skills/ Theme - Global Awareness - Environmental Literacy - Creativity and Innovation - Critical Thinking - Problem Solving - Communication - Collaboration - Information Literacy
SKILLS/THEMES (P21.ORG) TECHNOLOGY INTEGRATION CAREER EDUCATION (NJDOE CTE	Generation) - Social Studies, including American History, World History, Geography, Government and Civics, and Economics - Technology - Visual and Performing Arts - World languages - Health 21st Century Skills/ Themes - Global Awareness - Civic Literacy - Health Literacy - Environmental Literacy - Creativity and Innovation	 Technology Visual and Performing Arts World languages Health 21st Century Skills/ Themes Global Awareness Civic Literacy Health Literacy Environmental Literacy Creativity and Innovation Critical Thinking Problem Solving Communication Collaboration Information Literacy 	and Civics, and Economics - Technology - Visual and Performing Arts - World languages -Health 21st Century Skills/ Theme - Global Awareness - Environmental Literacy - Creativity and Innovation - Critical Thinking - Problem Solving - Communication - Collaboration
SKILLS/THEMES (P21.ORG) TECHNOLOGY INTEGRATION CAREER EDUCATION (NJDOE CTE	 Generation) Social Studies, including American History, World History, Geography, Government and Civics, and Economics Technology Visual and Performing Arts World languages Health 21st Century Skills/ Themes Global Awareness Civic Literacy Health Literacy Environmental Literacy Creativity and Innovation Critical Thinking Problem Solving 	 Technology Visual and Performing Arts World languages Health 21st Century Skills/ Themes Global Awareness Civic Literacy Health Literacy Environmental Literacy Creativity and Innovation Critical Thinking Problem Solving Communication Collaboration 	and Civics, and Economics - Technology - Visual and Performing Arts - World languages -Health 21st Century Skills/ Theme - Global Awareness - Environmental Literacy - Creativity and Innovation - Critical Thinking - Problem Solving - Communication - Collaboration - Information Literacy Technology Integration
SKILLS/THEMES (P21.ORG) TECHNOLOGY INTEGRATION CAREER EDUCATION (NJDOE CTE	Generation) - Social Studies, including American History, World History, Geography, Government and Civics, and Economics - Technology - Visual and Performing Arts - World languages - Health 21st Century Skills/ Themes - Global Awareness - Civic Literacy - Health Literacy - Environmental Literacy - Creativity and Innovation - Critical Thinking - Problem Solving - Communication - Collaboration	 Technology Visual and Performing Arts World languages Health 21st Century Skills/ Themes Global Awareness Civic Literacy Health Literacy Environmental Literacy Creativity and Innovation Critical Thinking Problem Solving Communication Collaboration Information Literacy Media Literacy 	and Civics, and Economics - Technology - Visual and Performing Arts - World languages -Health 21st Century Skills/ Theme - Global Awareness - Environmental Literacy - Creativity and Innovation - Critical Thinking - Problem Solving - Communication - Collaboration - Information Literacy Technology Integration -Chromebook -Online text
SKILLS/THEMES (P21.ORG) TECHNOLOGY INTEGRATION CAREER EDUCATION (NJDOE CTE	 Generation) Social Studies, including American History, World History, Geography, Government and Civics, and Economics Technology Visual and Performing Arts World languages Health 21st Century Skills/ Themes Global Awareness Civic Literacy Health Literacy Environmental Literacy Creativity and Innovation Critical Thinking Problem Solving Communication 	 Technology Visual and Performing Arts World languages Health 21st Century Skills/ Themes Global Awareness Civic Literacy Health Literacy Environmental Literacy Creativity and Innovation Critical Thinking Problem Solving Communication Collaboration Information Literacy 	and Civics, and Economics - Technology - Visual and Performing Arts - World languages -Health 21st Century Skills/ Theme - Global Awareness - Environmental Literacy - Creativity and Innovation - Critical Thinking - Problem Solving - Communication - Collaboration - Information Literacy Technology Integration - Chromebook

	Technology Integration -Chromebook -Online text -Google classroom Career Education - Arts, A/V Technology & Communications - Health Science - Human Services - Information Technology - Science, Technology, Engineering & Mathematics (STEM)	-Online text -Google classroom Career Education -Arts, A/V Technology & Communications - Business Management & Administration - Government & Public Administration - Health Science - Human Services -Transportation, Distribution & Logistics - Information Technology	Career Education – 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	 Historical Fiction 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. 	 Poetry 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. 	 Biographies and Memoirs 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	 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? 	 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? 	 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?

	 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. 	 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. 	 Individual differences (including cultural persuasion) influence one's perception of historical events. People rely on a variety of resources to obtain information.
STANDARDS	Reading Literature (RL)	Reading Literature (RL)	Reading Literature (RL)
	NJSLSA.RL.7.1 Cite several pieces of textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text.	NJSLSA.RL.7.1 Cite several pieces of textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text.	NJSLSA.RL.7.1 Cite several pieces of textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text.
	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.	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.	NJSLSA.RL.7.3 Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).
	NJSLSA.RL.7.3 Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).	NJSLSA.RL.7.4 Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze	NJSLSA.RL.7.6 Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.
	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.	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. NJSLSA.RL.7.5 Analyze how a drama's or poem's form or structure (e.g., soliloquy, sonnet) contributes to its meaning.	Reading Info Text (RI) <u>NJSLSA.RI.7.1</u> <u>Cite several pieces of textual evidence</u> <u>and make relevant connections to</u> <u>support analysis of what the text says</u> <u>explicitly as well as inferences drawn</u> <u>from the text.</u>
	NJSLSA.RL.7.6 Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.	NJSLSA.RL.7.6 Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.	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.
	NSLSA.RL.7.9 Compare, contrast and reflect on (e.g. practical knowledge, historical/cultural	NJSLSA.RL.7.7 Compare and contrast a written story, drama, or poem to its audio, filmed, staged,	NJSLSA.RI.7.3 Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas

context, and background knowledge) a	or multimedia version, analyzing the effects	influence individuals or events, or how
fictional portrayal of a time, place, or	of techniques unique to each medium (e.g.,	individuals influence ideas or events).
character and a historical account of the	lighting, sound, color, or camera focus and	
same period as a means of	angles in a film).	NJSLSA.RI.7.4
	angles in a min).	
understanding how authors of fiction		Determine the meaning of words and
<u>use or alter history.</u>	NJSLSA.RL.7.10	phrases as they are used in a text, including
	By the end of the year read and	figurative, connotative, and technical
NJSLSA.RL.7.10	comprehend literature, including stories,	meanings; analyze the impact of a specific
By the end of the year read and	dramas, and poems at grade level	word choice on meaning and tone.
comprehend literature, including	text-complexity or above, scaffolding as	NJSLSA.RI.7.7
stories, dramas, and poems at grade	needed.	Compare and contrast a text to an audio,
	<u>neeueu.</u>	
level text-complexity or above,		video, or multimedia version of the text,
scaffolding as needed.	Reading Info Text (RI)	analyzing each medium's portrayal of the
		subject (e.g., how the delivery of a speech
Reading Info Text (RI)	NJSLSA.RI.7.1	affects the impact of the words).
2	Cite several pieces of textual evidence	
NJSLSA.RI.7.3	and make relevant connections to	NJSLSA.RI.7.9
Analyze the interactions between individuals,	support analysis of what the text says	Analyze and reflect on (e.g. practical
events, and ideas in a text (e.g., how ideas	explicitly as well as inferences drawn	knowledge, historical/cultural context,
influence individuals or events, or how	from the text.	and background knowledge) how two or
individuals influence ideas or events).		more authors writing about the same
	NJSLSA.RI.7.3	topic shape their presentations of key
NJSLSA.RI.7.4	Analyze the interactions between individuals,	information by emphasizing different
Determine the meaning of words and	events, and ideas in a text (e.g., how ideas	evidence or advancing different
phrases as they are used in a text, including	influence individuals or events, or how	interpretations of facts.
figurative, connotative, and technical	individuals influence ideas or events).	interpretations of facts.
	individuals initiaence ideas of events).	
meanings; analyze the impact of a specific		
word choice on meaning and tone.	NJSLSA.RI.7.4	NJSLSA.RI.7.10
	Determine the meaning of words and phrases	By the end of the year read and
Writing (W)	as they are used in a text, including	comprehend literary nonfiction at grade
	figurative, connotative, and technical	level text-complexity or above, with
NJSLSA.W.7.1	meanings; analyze the impact of a specific	scaffolding as needed.
Write arguments to support claims with clear	word choice on meaning and tone.	searchang as needed
	word choice on meaning and tone.	Whitin a (W)
reasons and relevant evidence.		Writing (W)
	NJSLSA.RI.7.10	
NJSLSA.W.7.2	By the end of the year read and	NJSLSA.W.7.1
Write informative/explanatory texts to	comprehend literary nonfiction at grade	Write arguments to support claims with clear
examine a topic and convey ideas, concepts,	level text-complexity or above, with	reasons and relevant evidence.
and information through the selection,	scaffolding as needed.	
organization, and analysis of relevant	<u></u>	NJSLSA.W.7.2
content.	Writing (W)	Write informative/explanatory texts to
CONCENT.		examine a topic and convey ideas, concepts,
NJSLSA.W.7.3	NJSLSA.W.7.3	and information through the selection,
Write narratives to develop real or imagined	Write narratives to develop real or imagined	organization, and analysis of relevant
experiences or events using effective	experiences or events using effective	content.
technique, relevant descriptive details, and	technique, relevant descriptive details, and	
well-structured event sequences.	well-structured event sequences.	

NJSLSA.W.7.4

Produce clear and coherent writing in which the development, organization, voice and style are appropriate to task, purpose, and audience.

N1SI SA.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.

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.

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.

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.

NJSLSA.W.7.9

Draw evidence from literary or informational texts to support analysis, reflection, and research.

NJSLSA.W.7.10 Write routinely over extended time NJSLSA.SL.7.4 frames (time for research, reflection,

NJSLSA.W.7.4 Produce clear and coherent writing in which the development, organization, voice and style are appropriate to task, purpose, and audience. 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.

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.

NJSLSA.W.7.10

Write routinely over extended time frames (time for research, reflection, metacognition/self correction, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Speaking/Listening (SL)

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.

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.

NJSL<u>SA.W.7.4</u>

Produce clear and coherent writing in which the development, organization, voice and style are appropriate to task, purpose, and audience.

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.

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.

NJSLSA.W.7.9

Draw evidence from literary or informational texts to support analysis, reflection, and research.

NJSLSA.W.7.10

Write routinely over extended time frames (time for research, reflection, metacognition/self correction, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Speaking/Listening (SL)

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.

NJSLSA.SL.7.2

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.	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.	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.
Speaking/Listening (SL)	NJSLSA.SL.7.5	NJSLSA.SL.7.3
NONE	Include multimedia components and visual	Delineate a speaker's argument and specific
	displays in presentations to clarify claims and	claims, evaluating the soundness of the
Language (L) NONE	findings and emphasize salient points.	reasoning and the relevance and sufficiency of the evidence.
	NJSLSA.SL.7.6	
	Adapt speech to a variety of contexts and	NJSLSA.SL.7.4
	tasks, demonstrating command of formal	Present claims and findings, emphasizing
	English when indicated or appropriate.	salient points in a focused, coherent manner
		with pertinent descriptions, facts, details,
	Language (L)	and examples; use appropriate eye contact, adequate volume, and clear pronunciation.
	NJSLSA.L.7.1	
	Demonstrate command of the conventions of	NJSLSA.SL.7.5
	standard English grammar and usage when	Include multimedia components and visual
	writing or speaking.	displays in presentations to clarify claims
		and findings and emphasize salient points.
	NJSLSA.L.7.2	NJSLSA.SL.7.6
	Demonstrate command of the conventions of	Adapt speech to a variety of contexts and
	standard English capitalization, punctuation,	tasks, demonstrating command of formal
	and spelling when writing.	English when indicated or appropriate.
	NJSLSA.L.7.3	Language (L)
	Use knowledge of language and its	
	conventions when writing, speaking, reading,	NJSLSA.L.7.1
	or listening.	Demonstrate command of the conventions of
		standard English grammar and usage when
	NJSLSA.L.7.4	writing or speaking.
	Determine or clarify the meaning of unknown	NJSLSA.L.7.2
	and multiple-meaning words and phrases based on grade 7 reading and content,	Demonstrate command of the conventions of
	choosing flexibly from a range of strategies.	standard English capitalization, punctuation,
	choosing nexibly normanange of scrategies.	and spelling when writing.
	NJSLSA.L.7.5	and spenning when whiting.
	Demonstrate understanding of figurative	NJSLSA.L.7.3
	language, word relationships, and nuances in	Use knowledge of language and its
	word meanings.	conventions when writing, speaking, reading,
		or listening.
	NJSLSA.L.7.5.A	5-
		NJSLSA.L.7.4

		Interpret figures of speech (e.g., literary, biblical, and mythological allusions) in context. NJSLSA.L.7.5.B Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words. NJSLSA.L.7.5.C Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., refined, respectful, polite, diplomatic, condescending). 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.	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. 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.
INSTRUCTIONAL PROCEDURES	Whole GroupInteractive Whiteboard games to introduce/review contentSymbolism and recurring imagery activity Literature CirclesMini lessons focusing on elements of theme, plot, historical references, etc; such as: The Circuit by Francisco Jiminez, Short Story; an excerpt from The Grapes of Wrath by John Steinbeck; information pertaining to the Dust Bowl; etc.Think-Pair-ShareIndividual Writing conferences journal writing punctuation identificationSmall Groups Nonfiction articles related to historical events reading, analysis, and discussion	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 Individual create a Wordle poem using wordle.com construct an "I Am Poem" independent reading / SSR punctuation identification Small Groups compare and contrast activity collaborative poems Reader's Theater poetry Idiom activities	Whole Group text-based classroom discussion review of nonfiction terms and definitions analyze varied syntax and sentence beginnings discuss Latin and Greek forms Individual writing conferences writing response activities Small Groups analysis of form and function of non-fiction text peer editing nonfiction articles - reading, analysis, and discussion

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

	The Brooklyn Bridge by David McCullough "I, Too, Sing America" by Langston Hughes The Witch of Blackbird Pond: Elizabeth George Speare The Devil's Arithmetic by Jane Yolen Refugee by Alan Gratz Refugee Discussion Guide: https://www.scholastic.com/content/dam/te achers/lesson-plans/17-18/Refugee-discussio n-guide.pdf	'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 <u>https://www.commonlit.org/texts/nothing-go</u> <u>Id-can-stay</u> <u>https://www.commonlit.org/texts/nothing-go</u> <u>Id-can-stay/paired-texts</u>	https://www.waterforsouthsudan.org/alwtw- textbased-activities/ <i>I Am Malala</i> by Malala Yousafzai 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,</i> <i>and Me</i> by Ellen Forney (graphic novel)
ASSESSMENTS	FormativeShort written analysisExit slipsWriting response journalsWriting conferencesParticipation on editing and groupassignmentsShort written responseswriting and grammar quizzesvocabulary and spelling quizzesclass participation in small and whole groupdiscussionreading conferencesSummativeEnd of Novel/ Reading TestHistory research projectCritical-thinking responsesCompare-Contrast EssayBenchmarkMyAccess (White Twp)MAP (Hope)BAS testing (Harmony)CommonLit (Belvidere)AlternativeMatchbook summariesTouchCast StudioKahoot	Formative poetry analysis poetic terms and definitions quiz Exit slipsWriting response journals Writing conferences Participation on editing and group assignmentsShort written responses writing and grammar quizzes vocabulary and spelling quizzes class participation in small and whole group discussion reading conferencesSummative journal entries end of unit testBenchmark MyAccess (White Twp) MAP (Hope) BAS testing (Harmony) CommonLit (Belvidere)Alternative Kahoot NJ Holistic Scoring Rubric Original Poems / Metaphor Poems Found Poetry Blackout Poetry Illustrated poems Escape Room	FormativeExit slipsWriting response journalsWriting conferencesParticipation on editing and groupassignmentsShort written responseswriting and grammar quizzesvocabulary and spelling quizzesclass participation in small and whole groupdiscussionreading conferencesBiographical essayreading comprehension questionsspelling and vocabulary testsSummativejournal responsesend of unit testgrammar tests/quizzesresearch paperBenchmarkMyAccess (White Twp)MAP (Hope)BAS testing (Harmony)CommonLit (Belvidere)AlternativeBiography BrunchAutobiographical ScrapbookFamily/individual Coat of ArmsKahoot

ACCOMMODATIONS	Special Education	Special Education	Special Education
	 Additional time for skill mastery 	 Additional time for skill mastery 	 Additional time for skill mastery
	 Check work frequently for understanding 	 Check work frequently for understanding 	 Check work frequently for understanding
	 Extended time on tests/ quizzes 	 Extended time on tests/ quizzes 	 Extended time on tests/ quizzes
	 Modified test and assignment 	 Modified test and assignment 	 Modified test and assignment
	format, length, and content	format, length, and content	format, length, and content
	 Preview of content, concepts, and 	 Preview of content, concepts, and 	 Preview of content, concepts, and
	vocabulary	vocabulary	vocabulary
	 Reduced/shortened reading/written 	 Reduced/shortened reading/written 	 Reduced/shortened reading/written
	assignments	assignments	assignments
	- Use open book, study guides, test	 Student working with an assigned partner 	 Student working with an assigned partner
	prototypes	 Use open book, study guides, test 	 Use open book, study guides, test
	 Mini workshops to re-teach or extend skills 	prototypes	prototypes
	Open-ended activities	 Mini workshops to re-teach or extend skills 	 Goal setting with students
	 Varied supplemental materials 	Open-ended activities	 Mini workshops to re-teach or extend skills
		 Varied supplemental materials 	Open-ended activities
	ELL		 Varied supplemental materials
	- Allowing students to correct errors (looking	ELL	 alternate biography
	for understanding)	 Preview of content, concepts, and 	
	 Having peers take notes or providing a 	vocabulary	ELL
	copy of the teacher's notes	 Allowing students to correct errors (looking 	 Allowing students to correct errors
	 Modifying tests to reflect selected 	for understanding)	(looking for understanding)
	objectives	 Having peers take notes or providing a 	 Having peers take notes or providing a
	 Providing study guides 	copy of the teacher's notes	copy of the teacher's notes
	 Reducing the number of answer choices on 	 Reducing the number of answer choices on 	 Providing study guides
	a multiple choice test	a multiple choice test	 Reducing the number of answer choices on
	 Using computer word processing spell 	 Using computer word processing spell 	a multiple choice test
	check and grammar check features	check and grammar check features	 Using computer word processing spell
			check and grammar check features
	At Risk	<u>At Risk</u>	
	- Allowing students to correct errors (looking	 Allowing students to correct errors (looking 	<u>At Risk</u>
	for understanding)	for understanding)	 Allowing students to correct errors
	 Allowing the use of note cards or 	 Allowing the use of note cards or 	(looking for understanding)
	open-book during testing	open-book during testing	 Allowing the use of note cards or
	 decreasing the amount of work presented 	 Having peers take notes or providing a 	open-book during testing
	or required .	copy of the teacher's notes	 decreasing the amount of work presented
	 Having peers take notes or providing a 	 Marking students' correct and acceptable 	or required .
	copy of the teacher's notes	work, not the mistakes	 Having peers take notes or providing a
	 Marking students' correct and acceptable 	 Providing study guides 	copy of the teacher's notes
	work, not the mistakes	 Reducing or omitting length, answers, and 	 Marking students' correct and acceptable
	- Providing study guides	content on reading/ written assessments	work, not the mistakes
	- Reducing or omitting length, answers, and	and lengthy Outside reading assignments	 Providing study guides
	content on reading/ written assessments		 Reducing or omitting length, answers, and
	and lengthy Outside reading assignments	Gifted and Talented	content on reading/ written assessments
	- Using authentic assessments with real-life	 Alternative formative and summative 	and lengthy Outside reading assignments
	problem-solving	assessments	 Using authentic assessments with real-life
			problem-solving

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

– Media Literacy	Technology Integration	Technology Integration
	-Chromebook	-Chromebook
Technology Integration	-Online text	-Online text
-Chromebook	-Google classroom	-Google classroom
-Online text	-SmartBoard	-SmartBoard
-Google classroom		
-SmartBoard	Career Education	Career Education
	 Arts, A/V Technology & Communicati 	ions – Arts, A/V Technology & Communications
Career Education		 Government & Public Administration
 – Arts, A/V Technology & Communicat 	ions	
– Government & Public Administration		
- Health Science		