

Englewood Public School District
English Language Arts
Grade 7
First Marking Period

Unit 1: The Right to Be Me

Overview: In this unit students will consider how governments and social policies can affect a population and how people overcome great challenges. This unit's centerpiece is the novel *Among the Hidden*. Through the study of several informational and narrative texts, students will analyze the ways that characters and individuals must make choices in order to adapt and survive difficult situations, and they will explore ways that governments influence the quality of life of their citizens. Students will identify elements of literature, answer open-ended responses using evidence from the text, explore key ideas, complete journal writing assignments, compare and contrast using nonfiction and poetry, write an explanatory essay, and create multimedia presentations.

Time Frame: 35-45 Days

Enduring Understandings:

Social policies can have a huge, lasting impact on a population.

Each individual deserves the right to self-determination.

Overpopulation has serious consequences on society and the environment.

Essential Questions:

Is it ever right to treat different segments of a population differently?

Standards	Topics and Objectives	Activities	Resources	Assessments
SL.7.5. Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.	Topics Previewing a Text Research Project Drawing Conclusions	Instructor will introduce <i>Among the Hidden</i> to the class. Students will use the internet to research six types of government (totalitarian, democracy, dictatorship, communism, monarchy, socialism.) and	<u>Text:</u> <i>Among the Hidden</i> by Margaret Peterson Haddix <u>Media:</u> <i>"Rags to Riches"</i> http://www.quia.com/rr/332704.html <u>Companion Texts:</u> <i>Scholastic Magazine</i>	<u>Benchmark Assessment:</u> <ul style="list-style-type: none"> Common Formative Assessment Exact Path
	Twenty-First Century Themes and Skills include: <ul style="list-style-type: none"> The Four C's Global Awareness 			<u>Formative Assessment:</u> Students will be evaluated on the quality

text says explicitly as well as inferences drawn from the text.

W.7.7. Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.

W.7.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

- Civic Literacy

Objectives

Students will be able to make inferences based on information presented.

Students will hone their research skills.

take notes (6.1.8.A.1.a, CRP7, CRP11, 8.1.8.A.1)

- <https://freeology.com/graphicorgs/note-taking-organizer/>

Students will then create poster on glogster with a picture/explanation representing each type of government. (6.1.8.A.1.a, CRP7, CRP11)

- www.glogster.com

Students will write short open-ended responses to the following questions: (6.1.8.A.1.a, CRP7, CRP11)

1. Which type of government makes survival difficult for its citizens? Which makes survival easiest? Provide evidence to support your answer.
2. What kind of government do you think is being portrayed in *Among the Hidden*? Provide evidence to support your answer. (Ask this question several times throughout the novel as the opinion may

“How Government Works: The Purposes of Government”
<https://newsela.com/read/element-govt-purposes>

“How Government Works: Comparing Governments”
<https://newsela.com/read/element-govt-comparing-governments>

of their Glogster presentations.

Summative Assessment:

Students will be evaluated on their open-ended responses.

Alternative Assessments:

Students will engage in group discussion about potential themes in the text.

Students will present their posters to the class via formal oral presentations.

Students will peer review their open-ended responses for grammar before submission

<p>SL.7.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.</p> <p>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.</p> <p>RL.7.2. Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.</p> <p>RL.7.3. Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).</p> <p>RL.7.6. Analyze how an author develops and contrasts the points of view</p>	change as the story progresses.)			
	Topics	Students will read <i>Among the Hidden</i> and respond to Guided Reading Questions for each chapter. (CRP4)	Text: <i>Among the Hidden</i> by Margaret Peterson Haddix	Formative Assessment: Students will be evaluated on their responses to the Guided Reading Questions.
	Plot Structure			
	Elements of Literature	Students will use a story map graphic organizer to track the plot development of <i>Among the Hidden</i> , making sure they capture the rising actions, conflict, falling action, and resolution accurately. (CRP4)	Companion Texts: <i>Scholastic Magazine</i>	Students will be evaluated on the quality of their comic strips.
	Analytical Writing	<ul style="list-style-type: none"> • The Four C's • Global Awareness • Civic Literacy 	<p>“Someone Might Be Watching: An Introduction to Dystopian Fiction” by Shelby Ostergaard https://www.commonlit.org/en/texts/someone-might-be-watching-an-introduction-to-dystopian-fiction?search_id=4471648</p> <p>“Essay: Why ‘Fahrenheit 451’ Will Always Be Terrifying” https://newsela.com/read/lib-fahrenheit-451-today/id/37534/</p>	Summative Assessment: Students will be evaluated on the quality of their analytical essays.
	Objectives	Students will be able to identify key events in a plot.		Alternative Assessments: Students will present their comic strips to the class.
		Students will hone their ability to analyze elements of literature.		Students will share their story maps in small groups.
		Students will write analytical essays.	Using MakeBeliefsComix.com, students will create comic strips depicting a key scene in <i>Among the Hidden</i> . (CRP6, CRP11)	Students will peer edit their guided reading questions for correctness before submission.
			<ul style="list-style-type: none"> • https://www.template.net/design-templates/print/story-map-template/ • www.makebeliefscomix.com 	Students will peer review their analytical
		Students will use a graphic organizer to prewrite and then write a short analytical paper on the shadow children from <i>Among the Hidden</i> ,		

<p>of different characters or narrators in a text.</p> <p>W.7.1. Write arguments to support claims with clear reasons and relevant evidence.</p> <p>W.7.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.</p>		<p>discussing Luke’s role as a shadow children and the implications of a society in which shadow children exist. (CRP4, CRP6, CRP11)</p> <ul style="list-style-type: none"> https://www.kibin.com/essay-writing-blog/analytical-essay-outline/ 	<p>papers using a PARCC rubric.</p>
<p>RI.7.1. Cite several pieces of textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>RI.7.3. Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).</p> <p>RI.7.6. Determine an author’s point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others.</p>	<p>Topics</p> <p>Research</p> <p>Social Policies and Gender Disparity</p> <p>Evidence and Claims</p> <p>Works Cited</p> <p>Twenty-First Century Themes and Skills include:</p> <ul style="list-style-type: none"> The Four C’s Global Awareness Civic Literacy <p>Objectives</p> <p>Students will improve their ability to cite evidence to support claims.</p> <p>Students will understand how social policies affect populations and that those policies can affect different</p>	<p>Students will read “Fearing Future, China Starts to Give Girls Their Due” and “Chinese Hunger for Sons Fuels Boys’ Abductions” and take notes (CRP4)</p> <ul style="list-style-type: none"> https://freeology.com/graphicorgs/note-taking-organizer/ <p>Students will address the authors’ main ideas and cite textual evidence to support their claims using a graphic organizer. (CRP4, CRP8)</p> <ul style="list-style-type: none"> https://www.k12reader.com/resource/main-idea-graphic-organizer/ <p>Students will conduct a short research project on policies of population</p>	<p>Texts:</p> <p>“Fearing Future, China Starts to Give Girls Their Due” by Jim Yardley http://www.nytimes.com/2005/01/31/world/asia/fearing-future-china-starts-to-give-girls-their-due.html?_r=0</p> <p>“Chinese Hunger for Sons Fuels Boys’ Abductions” by Andrew Jacobs http://www.nytimes.com/2009/04/05/world/asia/05kidnap.html</p> <p>“Questioning the Author” by Standards Solution</p> <p>Companion Texts: <i>Scholastic Magazine</i></p> <p>“Opinion: China Allows 2 Children Per Family, Expects Big Economic Changes”</p> <p>Formative Assessment: Students will be evaluated on the quality of their notes and graphic organizer.</p> <p>Summative Assessment: Students will be evaluated on the quality of their research papers.</p> <p>Alternative Assessments: Students will present their findings in a research paper that includes a works cited page.</p> <p>Students discuss the ideas presented in the articles.</p>

<p>W.7.2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</p> <p>W.7.7. Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.</p>	<p>segments of the population differently.</p>	<p>control in China, and how these policies affect girls and boys differently. (CRP4, CRP7, CRP8, CRP11)</p>	<p>https://newsela.com/read/projectsyndicate-chinachildpolicy</p>	<p>Students will share their research projects with a partner via Google Docs to provide feedback before submission.</p>
<p>SL.7.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.</p> <p>RI.7.2. Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.</p> <p>RI.7.3. Analyze the interactions between individuals, events, and</p>	<p>Topics</p> <p>Theme: Survival</p> <p>Fiction vs. Nonfiction</p> <p>Symbolism</p> <p>Twenty-First Century Themes and Skills include:</p> <ul style="list-style-type: none"> • The Four C's • Global Awareness • Civic Literacy <p>Objectives</p> <p>Students will be able to compare how different texts treat similar themes.</p> <p>Students will be able to analyze symbolism in poems and song lyrics.</p>	<p>Students will read “Out of the Tornado” and watch the documentary <i>Surviving the Tsunami</i>.</p> <p>Students will take notes on how the people in the text and film survive disasters. (CRP4)</p> <ul style="list-style-type: none"> • https://freeology.com/graphicorgs/note-taking-organizer/ <p>Students will then apply what they observed to Luke’s struggle for survival in <i>Among the Hidden</i> and compare and contrast the real-life survival stories and</p>	<p>Texts:</p> <p><i>Among the Hidden</i> by Margaret Peterson Haddix</p> <p>“Out of the Tornado” by Scholastic http://scope.scholastic.com/sites/default/files/uploads_scope/video-archive/SCOPE-092412-DigitalLessonPlan.pdf</p> <p>“The Road Not Taken” by Robert Frost</p> <p>“Good Riddance” by Greenday</p> <p>“Form and Meaning” by Standards Solution</p>	<p>Formative Assessment:</p> <p>Students will be evaluated on their participation in the class discussions.</p> <p>Summative Assessment:</p> <p>Students will be evaluated on the accuracy of their Venn diagrams.</p> <p>Alternative</p>

ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).

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.

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.

Luke's survival in the novel. (**CRP4, CRP8**)

- http://www.readwritetehink.org/files/resources/lesson_images/lesson378/venn.pdf

Students will read "The Road Not Taken" and the song "Good Riddance."

Students will compare and contrast the idea of how choices are made in each work using a Venn diagram. (**CRP4**)

- http://www.readwritetehink.org/files/resources/lesson_images/lesson378/venn.pdf

Students will discuss how in *Among the Hidden* Luke must make choices that affect his survival. (**9.2.8.B.3, CRP4, CRP6, CRP8**)

Video:

Surviving the Tsunami (PBS documentary)
<https://www.youtube.com/watch?v=IvZd8yKTTBM>

Companion Texts:

Scholastic Magazine

"Preparing for Disaster"
<https://www.readworks.org/article/Natural-Disasters/4b54836f-cef1-451c-8038-2e1b303cf08f#!articleTab:content/contentSection:2bb43b14-8bd9-4b80-b8e7-037550d4e1cc/>

"How to Save Your Pet's Life in a Natural Disaster"
<https://newsela.com/read/element-saving-animals-natural-disasters/id/35469/>

Assessments:

Students will present informal oral presentations on the texts using their notes.

Students will share their Venn Diagrams

Students will write and share a journal entry comparing one of the companion texts to *Among the Hidden*

Students will create and present a real-life survival guide for dealing with a natural disaster.

Topics
Research Presentations
Argumentative Writing
Population Control

Twenty-First Century Themes and Skills include:
• The Four C's

Students will conduct a lengthy research assignment on how governments control their populations and the effects of overpopulation on society and the environment.
(**CRP4, CRP7, CRP8, CRP11, 8.1.8.A.1**)

Texts:

Student-selected texts

"Many Main Ideas" by Standards Solution

Companion Texts:

Scholastic Magazine

Formative Assessment:

Students will be evaluated on the quality of their argumentative essays.

Summative

SL.7.5. Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.

RI.7.1. Cite several pieces of textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text.

RI.7.8. Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims.

RI.7.9. Analyze and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts.

W.7.1. Write arguments to support claims with clear

- Global Awareness
- Civic Literacy

Objectives

Students will be able to write argumentative essays.

Students will conduct a sustained research project.

Students will complete the following steps:

1. Identify primary and secondary sources
2. Create a works cited page and update as needed.
3. Design a presentation to present research.
4. Write a short argument essay.

In their research, students should address the following questions:

1. What are some social problems that overpopulation causes?
2. What responsibilities does the US government have to its citizens about population?
3. How does population growth affect the planet?

Students will write a short argumentative essay using the prompt: What role should a government have in population control?
(6.1.8.A.1.a , CRP4, CRP7, CRP8, CRP11, 8.1.8.A.1)

“Finding and Evaluating Sources”
<https://digitalliteracy.cornell.edu/tutorial/dpl3200.html>

Assessment:
Students will be evaluated on their research projects.

Alternative Assessments:
Students will develop and present multimedia presentations on their findings.

Students will share their writing via Google Docs to allow for peer feedback.

reasons and relevant evidence.

W.7.7. Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.

W.7.8. Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

W.7.3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

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

Topics

PARCC NWTs

Objectives

Students will gain a better understanding of EBSRs and TECRs.

Students will hone their understanding of narrative elements.

Instructors will select the reading and writing NWT lessons that best meets their students' needs.

Narrative Reading Tasks

Lesson 1: Introducing the EBSR and TECR

Lesson 2: Narrative Story Reading Strategies

Lesson 3: Evaluating Evidence

Lesson 4: Practice Completing the Narrative Task

Reading PARCC NWT Lesson 4

Writing PARCC NWT Lesson 4

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.

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.

Students will practice completing NWTs.

Narrative Writing Tasks

Lesson 1: Introduction to the Prose Constructed Response on the Narrative Task

Lesson 2: Writing from a Point of View

Lesson 3: Practice Completing the Prose Constructed Response

Lesson 4: From Proficiency to Advanced-Proficiency

Accommodations and Modifications:

Students with special needs: Support staff will be available to aid students related to IEP specifications. 504 accommodations will also be attended to by all instructional leaders. Physical expectations and modifications, alternative assessments, and scaffolding strategies will be used to support this learning. The use of Universal Design for Learning (UDL) will be considered for all students as teaching strategies are considered. Additional safety precautions will be made along with additional staff so all student can fully participate in the standards associated with this Dance curriculum.

ELL/ESL students: Students will be supported according to the recommendations for “can do’s” as outlined by WIDA - https://www.wida.us/standards/CAN_DOs/

This particular unit has limited language barriers due to the physical nature of the curriculum.

Students at risk of school failure: Formative and summative data will be used to monitor student success at first signs of failure student work will be reviewed to determine support this may include parent consultation, basic skills review and differentiation strategies. With considerations to UDL, time may be a factor in overcoming developmental considerations. More time and will be made available with a certified instructor to aid students in reaching the standards.

Gifted and Talented Students: Students excelling in mastery of standards will be challenged with complex, high level challenges related to the complexity of the reading and writing requirements. This will include allowing more opportunities to demonstrate creativity and allow for student

choice.

English Language Learners

- Shorten assignments to focus on mastery of key concepts.
- Teacher modeling
- Peer modeling
- Develop and post routines
- Label classroom materials
- Word walls
- Give directions/instructions verbally and in simple written format.
- Provide audiotapes of textbooks and have the student follow the text while listening
- Allow students to use a dual language dictionary

Special Education

- Utilize modifications & accommodations delineated in the student's IEP
- Work with paraprofessional
- Use multi-sensory teaching approaches that provide helpful visual, auditory, and tactile reinforcement of ideas.
- Work with a partner
- Give directions/instructions verbally and in simple written format.
- Provide extra time to complete assignments.
- Adjust the pace of lessons

At-Risk

- Using visual demonstrations, illustrations, and models
- Give directions/instructions verbally and in simple written format.
- Peer Support
- Increase one on one time
- Teachers may modify instructions by modeling what the student is expected to do
- Instructions may be printed out in large print and hung up for the student to see during the time of the lesson.
- Review behavior expectations and adjust for personal space or other behaviors as needed.
- Oral prompts can be given.

Gifted and Talented

- Curriculum compacting
- Inquiry-based instruction
- Independent study
- Higher order thinking skills
- Adjusting the pace of lessons
- Interest based content
- Real world scenarios
- Student Driven Instruction

Integration of 21st Century Standards NJSL 9:

9.2.8.B.3 Evaluate communication, collaboration, and leadership skills that can be developed through school, home, work, and extracurricular activities for use in a career.

Interdisciplinary Connections:**Social Studies:**

6.1.8.A.1.a Compare and contrast forms of governance, belief systems, and family structures among African, European, and Native American groups.

Integration of Technology Standards NJSL 8:

8.1.8.A.1 Demonstrate knowledge of a real-world problem using digital tools.

Career Ready Practices:

CRP4. Communicate clearly and effectively and with reason.

CRP6. Demonstrate creativity and innovation.

CRP7. Employ valid and reliable research strategies.

CRP8. Utilize critical thinking to make sense of problems and persevere in solving them

CRP11. Use technology to enhance productivity.