

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

Unit 4: Justice and Morality

Overview: In this unit students will consider the themes of “justice” and “morality.” They will read the documentary novel *Nothing but the Truth* by Avi. Through the close reading of several informational and narrative texts, students will explore the Bill of Rights and analyze court cases and current events related to these rights. These activities will lead students to contemplate the themes of “justice” and “morality” and discover that the right thing is not always clearly defined or easily chosen.

Time Frame: 35-45 Days

Enduring Understandings:

Actions and behaviors are not always clearly right or wrong.

Justice can sometimes seem immoral and sometimes acts deemed immoral are actually just.

Essential Questions:

Who determines what is moral and what is immoral?

Can justice ever be immoral?

Standards	Topics and Objectives	Activities	Resources	Assessments
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. RI.7.1. Cite several pieces of textual evidence and make relevant connections to	Topics The Bill of Rights Supreme Court Cases Making Inferences. Twenty-First Century Themes and Skills include: <ul style="list-style-type: none"> The Four C’s Global Awareness Civic Literacy 	Students will read the Bill of Rights and familiarize themselves with what they say. (6.1.8.A.3.g, CRP4) <ul style="list-style-type: none"> https://freeology.com/graphicorgs/note-taking-organizer/ Students will also watch the short video on representative government and apply what they learned in the video to	<u>Texts:</u> The Bill of Rights https://www.billofrightsinsstitute.org/founding-documents/bill-of-rights/ “10 Supreme Court Cases Every Teen Should Know” http://www.nytimes.com/learning/teachers/featured_articles/20080915monday.html	<u>Benchmark Assessment:</u> <ul style="list-style-type: none"> Exact Path <u>Formative Assessment:</u> Students will be evaluated on their participation in the class discussion.
				<u>Summative Assessment:</u>

support analysis of what the text says explicitly as well as inferences drawn from the text.

RI.7.2. Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.

RI.7.3. 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).

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.

Objectives

Students will learn about the Bill of Rights.

Students will be familiar with important Supreme Court cases, and make inferences about the court's decisions.

their understanding of the Bill of Rights.

(6.1.8.A.3.g, CRP4)

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

Students will work in groups. Each group will be given a court case from "10 Supreme Court Cases Every Teen Should Know." After an example is done together as a class, each group will analyze the information in their case and decide what they think the ruling was. After discussing as a class, the actual ruling will be revealed. **(9.2.8.B.3, 6.1.8.A.3.g, CRP4, CRP7, CRP8)**

Students will write a personal reflection on the Supreme Court case their group analyzed. **(6.1.8.A.3.g, CRP4, CRP7, CRP8)**

Students will practice correcting misplaced modifiers. **(CRP4)**

- <http://www.softschools.com/quizzes/grammar>

"Misplaced Modifiers" by Standards Solution

Video:

Representative Government
<https://www.youtube.com/watch?v=bVD0bZ5H4MY&feature=youtu.be>

Companion Texts:

Scholastic Magazine

"American Government: The Bill of Rights Part 1"
<https://www.readworks.org/article/American-Government---The-Bill-of-Rights-Part-I/9c54b60a-65ea-4ff3-a049-36111fdc5b00>

"American Government: The Bill of Rights Part 2"
<https://www.readworks.org/article/American-Government---The-Bill-of-Rights-Part-II/162cc3b5-8ce7-4a73-b884-4139ff20e673>

Students will be evaluated on the quality of their personal reflections.

Alternative Assessments:

Students will discuss what each bill amendment means to them.

Students will present their group findings to the class via informal presentations.

Students will self-edit their personal reflections using a writer's checklist.

SL.7.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.

SL.7.4. 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.

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.

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.

Topics	Students will analyze Norman Rockwell's painting <i>Freedom of Speech</i> and explain how this painting was composed to idealize the right of ordinary American citizens to speak their ideas without fear. (6.1.8.A.3.g, CRP4)	Texts: Student-selected news articles The Bill of Rights https://www.billofrightsinsstitute.org/founding-documents/bill-of-rights/ Companion Texts: <i>Scholastic</i> Magazine "Political Cartoons" https://politicalcartoons.com/ "Recognizing Rights" https://www.readworks.org/article/Recognizing-Rights/90a48243-df1a-48e9-a6d2-34d9358e9642	Formative Assessment: Students will be evaluated on the quality of their editorial article. Students will be evaluated on the quality of their political cartoons. Summative Assessment: Students will be evaluated on their "Bill of Rights in Action" essays. Alternative Assessments: Students will engage in small group discussion about how this painting was composed to idealize the right of ordinary American citizens to speak their ideas without fear. Students will read their news articles aloud to the class. Students will defend their choice of self-
Freedoms in the Bill of Rights			
Political Cartoons			
Editorial Writing			
Twenty-First Century Themes and Skills include:			
<ul style="list-style-type: none">• The Four C's• Global Awareness• Civic Literacy	<ul style="list-style-type: none">• https://edsitement.neh.gov/lesson-plan/norman-rockwell-freedom-speech-know-it-when-you-see-it#sect-introduction		
Objectives			
Students will analyze a politically charged painting.			
Students will create political cartoons.	Students will write a fake news editorial from the point of view of a journalist who was at the town meeting depicted in Norman Rockwell's painting. The article should describe what was said at the meeting and the journalist's opinion on the event. (CRP4, CRP6, CRP11) <ul style="list-style-type: none">• https://www.scholastic.com/teachers/articles/teaching-content/writing-newspaper-article/		

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.

The Bill of Rights in Action: Students will locate an article from a recent newspaper or online news story that shows one of the first ten amendments in action. They will cut out or print the article and write an essay using text from the article and the Bill of Rights to support their choice. **(6.1.8.A.3.g, CRP4, CRP7, CRP8)**

Students will research political cartoons by finding examples online. Then students will draw their own political cartoons. **(6.1.8.A.3.g, CRP4, CRP7, CRP8, CRP11)**

- <https://www.wikihow.com/Make-a-Political-Cartoon>

selected news article to a partner.

Students will present their political cartoons to the class. Classmates will have to determine what the meaning of the cartoon is.

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

RL.7.2. Determine a theme or central idea of a text and

Topics		<u>Texts:</u>	<u>Formative Assessment:</u>
Main Ideas and Details	Students will read the article “Media Bias.” (CRP4, CRP8)	<i>Nothing but the Truth</i> by Avi	Students will be
Media Bias	Students will cite specific	“Media Bias”	evaluated on their
Twenty-First Century	details to prove that they	http://www.studentnewsdaily.com/types-of-media-bias/	participation in the class
Themes and Skills include:	have accurately		discussion.
• The Four C’s	determined the main idea.	<u>Companion Texts:</u>	<u>Summative</u>
• Global Awareness	• https://www.k12reader.com/resource/main-	<i>Scholastic Magazine</i>	<u>Assessment:</u>
• Civic Literacy			

<p>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>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>Objectives</p> <p>Students will understand the concept of media bias.</p> <p>Students will be able to determine main ideas and supporting details.</p>	<p><u>idea-graphic-organizer/</u></p> <p>After reading the novel, <i>Nothing but the Truth</i>, Students will use evidence from the novel to explain how media bias was an important factor in the outcome of the story via a literary response essay. (8.1.8.D.4, CRP4, CRP8, CRP11, 9.2.8.B.3)</p> <p>Students will respond to two questions (8.1.8.D.4, CRP4):</p> <ol style="list-style-type: none"> 1. How does the newspaper reporter, Jennifer Stewart, use media bias when reporting the incidents at the high school? 2. Who do you believe was treated most fairly in the novel? Who do you believe was treated least fairly? Give textual evidence to support your answer. 	<p>“To Pick Out Real News from Fake, Be Skeptical” https://newsela.com/read/element-spotting-fake-news</p>	<p>Students will be evaluated on the quality of their open-ended responses.</p> <p><u>Alternative Assessments:</u></p> <p>Students will discuss the main idea of the article.</p> <p>Students will peer review their literary response essays using a PARCC rubric.</p> <p>Students will use Google Docs to comment on their peers’ response questions.</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</p>	<p>Topics</p> <p>Truth and Lies</p> <p>Presenting Real-World Ideas in Fiction</p>	<p>Students will read the informational texts about lying and truth and identify how the authors’ present their main points. (9.2.8.B.3, CRP4, CRP8)</p>	<p><u>Texts:</u></p> <p><i>Nothing but the Truth</i> by Avi</p> <p>“When Is It OK to Lie?”</p>	<p><u>Formative Assessment:</u></p> <p>Students will be evaluated on their participation in the class discussion.</p>

issues, building on others' ideas and expressing their own clearly.

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.7.5. Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas.

W.7.1. Write arguments to support claims with clear reasons and relevant evidence.

Argumentative Writing

Using Anecdotes in Argumentative Writing

Twenty-First Century Themes and Skills include:

- The Four C's
- Global Awareness
- Civic Literacy

Objective

Students will contemplate the morality of truth-telling and lying.

Students will examine how real-world ideas are presented in literature.

Students will write argumentative essays.

- <https://www.k12reader.com/resource/main-idea-graphic-organizer/>

Instructors will ask students what an "anecdote" is and ask students to provide examples. **(9.2.8.B.3, CRP4, CRP6)**

- <https://literaryterms.net/anecdote/>

Using what they've learned from the articles about lying, students will write argumentative essays proving or disproving that it is always wrong to lie. They should cite examples from the articles and use anecdotes from their own experiences. **(9.2.8.B.3, 8.1.8.A.1, CRP4, CRP6, CRP8, CRP11)**

- <https://www.kibin.com/essay-writing-blog/argumentative-essay-outline/>

http://www.huffingtonpost.com/2014/05/05/when-is-it-ok-to-lie_n_5227369.html

"Lying and Truth-Telling"
http://www.bbc.co.uk/ethics/lying/lying_1.shtml

"Telling Lies"
<http://www.cyh.com/HealthTopics/HealthTopicDetailsKids.aspx?p=335&np=287&id=1485>

"Is It Ever OK to Lie?"
<http://www.cbsnews.com/news/is-it-ever-ok-to-lie/>

Companion Texts:
Scholastic Magazine

"How Small Fibs Lead to Big Lies"
https://www.commonlit.org/en/texts/how-small-fibs-lead-to-big-lies?search_id=4489688

Summative Assessment:

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

Alternative Assessments:

Students discuss how the ideas in these articles are presented in *Nothing but the Truth* using specific examples from the text.

Students will create and illustrate their own anecdotes.

Students will share their anecdotes with the class.

Students will peer review their argumentative essays using a PARCC rubric.

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.

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

RL.7.2. Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.

RL.7.3. Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).

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.

Topics

Theme: Doing the Right Thing

Analyzing Characters in Short Stories

Twenty-First Century Themes and Skills include:

- The Four C's
- Global Awareness
- Civic Literacy

Objectives

Students will examine the theme of "doing the right thing" in short fiction.

Students will analyze characters who are struggling to do the right thing.

Students will read a short biography of O. Henry (**CRP4**)

Students will read two short stories by O. Henry and analyze the protagonist's motivations and conflict. (**CRP4, CRP8**)

- http://www.trunity.net/files/27301_27400/27361/file_27361.pdf

Students will select a scenario from "Could You Save Your Friends Life?" and explain what they would do in the given situation. (**CRP4, CRP6, CRP8, CRP11, 9.2.8.B.3, 8.1.8.A.1**)

Students will write an analytical essay on a character from anything they've read this year, focusing on how that character overcame (or failed to overcome) the central conflict of the story. (**CRP4, CRP6, CRP11**)

- <https://www.kibin.com/essay-writing-blog/analytical-essay-outline/>

Texts:

O. Henry biography and links to short stories
<http://www.americanliterature.com/author/o-henry/bio-books-stories>

"Could You Save Your Friend's Life?"
<http://choices.scholastic.com/story/could-you-save-your-friend%E2%80%99s-life>

Companion Texts:

Scholastic Magazine

"The Last Leaf?"
https://www.commonlit.org/en/texts/the-last-leaf?search_id=4490344

"A Retrieved Reformation"
https://www.commonlit.org/en/texts/a-retrieved-reformation?search_id=4490344

Formative Assessment:

Students will be evaluated on their participation in the class discussions.

Summative Assessment:

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

Alternative Assessments:

Students will discuss how O. Henry's life experiences are reflected in his work.

Students will discuss the ethical repercussions of their decision.

Students will self-edit their essays using a writer's checklist.

Students will peer review their essays using a PARCC rubric.

W.7.1. Write arguments to support claims with clear reasons and relevant evidence.

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	Special Education	At-Risk	Gifted and Talented
<ul style="list-style-type: none"> ● 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 	<ul style="list-style-type: none"> ● 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 	<ul style="list-style-type: none"> ● 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 	<ul style="list-style-type: none"> ● 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

<p>written format.</p> <ul style="list-style-type: none"> ● Provide audiotapes of textbooks and have the student follow the text while listening ● Allow students to use a dual language dictionary 	<p>of ideas.</p> <ul style="list-style-type: none"> ● Work with a partner ● Give directions/instructions verbally and in simple written format. ● Provide extra time to complete assignments. ● Adjust the pace of lessons 	<p>instructions by modeling what the student is expected to do</p> <ul style="list-style-type: none"> ● 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. 	
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Integration of 21st Century Standards NJSLS 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.3.g Evaluate the impact of the Constitution and Bill of Rights on current day issues.

Integration of Technology Standards NJSLS 8:

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

8.1.8.D.4 Assess the credibility and accuracy of digital content.

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.