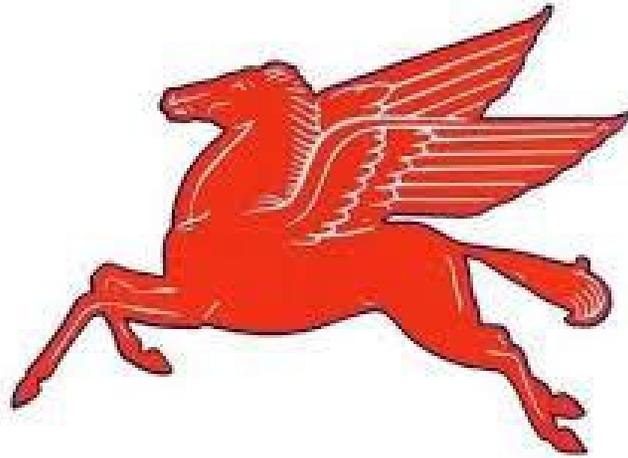


Curriculum Management System

PAULSBORO PUBLIC SCHOOLS



Language Arts Literacy/Grade 7

UPDATED 2022

For adoption by all regular education programs as specified and for adoption or adaptation by all Special Education Programs in accordance with Board of Education Policy.

Board Approved: 2022

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Paulsboro Public Schools

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Mrs. Tina Morris, Principal, grades Pre-K to 2

Mr. Matthew J. Browne, Principal, grades 3-6

Mr. Paul Morina, Principal, grades 7-12

Paulsboro Public Schools

Mission Statement

The mission of the Paulsboro School District is to work with students, parents, educators, and community to develop excellence in education while preparing each student to be viable and productive citizens in society. Our goal is to develop the unique potential of the whole student by creating a challenging and diverse learning climate that prepares students for the 21st Century and is rich in tradition and pride.

DEFINITIONS

NJ Student Learning Standards – Clear and specific benchmarks for students’ achievement in various content areas. The standards ensure that each child receives a “thorough and efficient education”.

21st Century Life and Careers Standards – These skills that are comprised of the “12 Career Ready Practices” and Standards 9.1 through 9.4. The organization of these standards intends to enable students to make informed decisions that prepare them to engage as active citizens in global society and be prepared for the opportunities of the 21st century workplace.

Gifted and Talented Learners – Students with high-ability who may need more depth and complexity in instruction.

Special Education Learners – Students in need of support and interventions to improve student achievement.

English Language Learners – Students with a native language other than English or who are at varying degrees of English language proficiency.

(7) GRADE PACING CHART (2022-2023)

TOPIC	# OF DAYS	DATES	COMMENTS
Unit 1: Reality Check	22	MP 1	Short Stories, Articles, Folktales, Poetry, Screenplay, Graphic Novel, Informational Text, Personal Essay, Informative Essay
Unit 2: Take Control	23	MP 1	Short Stories, Myths, Poetry, Historical Writing, Articles, Legends, Novel Choice, Informative Essay, Film Critique
Unit 3: The Terror & Wonder of Space	22	MP 2	Science Fiction, Argument, Poetry, Video, Personal Essay, Biography, Novel Choice, Articles, Writing an Argument Essay, Creating a Podcast
Unit 4: Inspired By Nature	23	MP 2	Short Story, Argument, Memoir, Poetry, Video, Poster, Articles, Novel Choice, Writing an Argument Essay
Unit 5: Game On!	22	MP 3	Short Story, Informational Text, Novel Choice, Poem, Blog, Articles, Writing a Short Story
Unit 6: Change Agents	23	MP 3	Short Story, Personal Essay, Documentary, Poetry, Historical Documents, Articles, Autobiography, Information Text, Novel Choice
Unit 7: Research Paper	45	MP 4	Research Report

Unit 1: Reality Check

Big Idea/Essential Question: What can blur the lines between what's real and what's not?

NJSLS:

RL.7.3, RL.7.6, RI.7.6, RI.7.1, RL.7.1, RL.7.5, RL.7.4,
 W.7.3, SL.7.1,
 SL.7.3, W.7.1.b, SL.7.4, SL.7.5, W.7.9.b, W.7.7, SL.7.6,
 L.7.4.b, L.7.4.c, L.7.1.b, L.7.2.a,
 W.7.3.a, W.7.3.b, W.7.3.d, W.7.9, SL.7.1.a–b, SL.7.2,
 RL.7.7, SL.7.3, SL.7.4, SL.7.6,
 RL.7.10, RI.7.10, W.7.2.a–f, W.7.3.a–f

21st Century Life and Careers:

CRP1: Act as a responsible and contributing citizen and employee.

CRP2: Apply appropriate academic and technical skills.

CRP3: Attend to personal health and financial well-being.

CRP4: Communicate clearly and effectively and with reason.

CRP5: Consider the environmental, social and economic impacts of decisions.

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.

CRP9: Model integrity, ethical leadership and effective management.

CRP10: Plan education and career paths aligned to personal goals.

CRP11: Use technology to enhance productivity.

CRP12: Work productively in teams while using cultural global competence.

Technology Standards:

TECH.8.1.8: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.

TECH.8.1.8.A.CS1: Understand and use technology systems.

TECH.8.1.8.A.CS2: Select and use applications effectively and productively.

Critical Knowledge and Skills

Concept(s):

1: The ability to read a variety of text requires independence, comprehension and fluency.

- How to use text evidence to support analysis.
- Identify the theme or central idea of the text by analyzing the development of the story.
- Analyze how the text's form/structure contributes to its meaning.
- Identify how the author develops and contrasts different characters' points of view.
- Use context clues, online, or print resources to expand vocabulary usage/understanding.

2: Writing is the process of communicating in print for a variety of audiences and purposes.

- Use clear reasons and relevant evidence to support claims in arguments.
- Write a detailed story using a well-structured event sequence.
- Write a report drawing on several sources to answer a question.
- Organize relevant information from multiple credible sources and quote/paraphrase data/conclusions while citing sources.
- Use evidence from the text to support your analysis, reflection, or research.

3: Oral language and listening are tools for communicating, thinking, and learning.

- Follow the rules for discussion.
- Vary sentence structure when in a conversation.

4: A media literate person can evaluate how words, images, and sounds influence a message.

- Evaluate and understand how technology (computers, webpages, digital media, online texts and reports) assists during the writing process.

Students are able to:

Learning Goal(s):

<p>TECH.8.1.8.A.1: Demonstrate knowledge of a real world problem using digital tools.</p> <p>TECH.8.1.8.B.CS2: Create original works as a means of personal or group expression.</p> <p>TECH.8.1.8.D: Digital Citizenship: Students understand human, cultural, and societal issues related to technology and practice legal and ethical behavior.</p> <p>TECH.8.1.8.D.1: Understand and model appropriate online behaviors related to cyber safety, cyber bullying, cyber security, and cyber ethics including appropriate use of social media.</p> <p>TECH.8.1.8.D.4: Assess the credibility and accuracy of digital content. Locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media.</p> <p>TECH.8.1.8.E: Research and Information Fluency: Students apply digital tools to gather, evaluate, and use information.</p> <p>TECH.8.1.8.E.CS2: Locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media.</p> <p>TECH.8.1.8.F: Critical thinking, problem solving, and decision making: Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources.</p> <p>TECH 9.4.8.GCA.2: Demonstrate openness to diverse ideas and perspectives through active discussions to achieve a group goal..</p> <p>TECH 9.4.8.IML.2: Identify specific examples of distortion, exaggeration, or misrepresentation of information.</p> <p>Companion Standards:</p> <p>SOC.5-8.1.1.2: Explain how major events are related to one another in time.</p> <p>SOC.5-8.1.3.3: Analyze primary and secondary sources for reconstructing the past and understanding historical perspectives (i.e., documents, letters, diaries, maps, images, etc.).</p>	<ul style="list-style-type: none"> ● Analyze Analyze literary concepts: Plot and Flashback, Character Traits ● Determine Author’s Purpose, Humor, Rhyme, Rhyme Scheme and Mood, Sound Devices and Mood, and Narrator ● Cite Evidence ● Analyze Folktales ● Analyze Graphic Novels ● Write an informative Essay 	<ul style="list-style-type: none"> ● Closely read the text (questioning, determining importance, looking for patterns) to extract quality evidence to support a claim. ● Use evidence from the text to make and check predictions as you read. ● Make personal connections, connections to other texts and/or global connections when relevant. ● Gather evidence from the text to support inferences or explicit meaning. ● Read and analyze a variety of literary genres and informational texts. ● Probe a segment of text in order to study and evaluate its multiple, deeper, and varied meanings. ● Combine text information and prior knowledge (personal experience and/or previous reading) to create new information in the form of inferences. ● Refer to the text for support when analyzing and drawing inferences. ● Provide a statement of a theme(s) or a central idea(s) of a fictional text, based on textual evidence.
<p>MODIFICATIONS:</p> <p>Advanced Learner: Independent research & Presentations Frequent writing tasks Vocabulary Study Independent Reading.</p>	<p>Formative/Summative Assessments</p>	<p>Primary & Supplementary Resources</p>
<p>Students with Disabilities:</p>	<p>FORMATIVE: Guided reading/ Conferencing Reading Response Journal</p>	<p>1. <i>HMH into Literature Grade 7 (Text & Online Resources)</i></p>

<p>Students Hands on activity, cooperative learning, peer tutoring, extended time, reteach in utilizing various methods. Utilize remediation resources which include assessment and intervention, in planning and instruction.</p> <p>English Language Learners: Provide hands-on activities and explanations. Use reduced text, so that print is not so dense. Assess comprehension through demonstration or other alternative means (gestures, drawings). Give instructions/directions in writing and orally. Use of translation dictionaries to locate words in the native language. Use English Learners resources such as study guides, assessments and a visual glossary.</p>	<p>Teacher Observation Class discussion Homework/Classwork</p> <p><i>SUMMATIVE:</i> NJ SmartStart Assessment 1 Link-It Assessment HMH Unit Tests</p>	<p>2. <i>HMH Writable (Text & Online Resources)</i> 3. SCOPE Magazine 4. Novels 5. Commonlit.com 6. NewsELA.com 7. Link-It 8. Open Educational Resources</p>
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<h2 style="color: white; background-color: red; padding: 5px;">UNIT 2: Take Control</h2> <h3 style="color: white; background-color: red; padding: 5px;">Big Idea: How do actions define us?</h3>			
<p>NJSLS: RL.7.3, RL.7.2, RL.7.5, RL.7.4, RL.7.1, RI.7.6, RI.7.1, RI.7.3, RI.7.5, W.2.7, SL.7.6, W.7.2.b, W.7.4, SL.7.5, W.7.2, W.7.7, SL.7.2, W.7.3, W.7.3.d, W.7.3.a–e, SL.7.1.a–d, W.7.4, L.7.4.b, L.7.5.c, L.7.2, L.7.4.a, L.7.4.d, L.7.1.a, L.7.1.b, L.7.3.a, RI.7.9, W.7.8, RL.7.10, RI.7.10, W.7.2.a–f, SL.7.4, W.7.6</p> <p>21st Century Life and Careers: CRP1: Act as a responsible and contributing citizen and employee. CRP2: Apply appropriate academic and technical skills. CRP3: Attend to personal health and financial well-being. CRP4: Communicate clearly and effectively and with reason. CRP5: Consider the environmental, social and economic impacts of decisions. 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. CRP9: Model integrity, ethical leadership and effective management.</p>	<table border="1" style="width: 100%;"> <thead> <tr> <th style="background-color: #cccccc;">Critical Knowledge and Skills</th> </tr> </thead> <tbody> <tr> <td> <p>Concept(s):</p> <p>1: The ability to read a variety of text requires independence, comprehension and fluency.</p> <ul style="list-style-type: none"> ● How to use text evidence to support analysis. ● Identify the theme or central idea of the text by analyzing the development of the story. ● Analyze how the text's form/structure contributes to its meaning. ● Identify how the author develops and contrasts different characters' points of view. ● Use context clues, online, or print resources to expand vocabulary usage/understanding. <p>2: Writing is the process of communicating in print for a variety of audiences and purposes.</p> <ul style="list-style-type: none"> ● Use clear reasons and relevant evidence to support claims in arguments. ● Write a detailed story using a well-structured event sequence. ● Write a report drawing on several sources to answer a question. ● Organize relevant information from multiple credible sources and quote/paraphrase data/conclusions while citing sources. </td> </tr> </tbody> </table>	Critical Knowledge and Skills	<p>Concept(s):</p> <p>1: The ability to read a variety of text requires independence, comprehension and fluency.</p> <ul style="list-style-type: none"> ● How to use text evidence to support analysis. ● Identify the theme or central idea of the text by analyzing the development of the story. ● Analyze how the text's form/structure contributes to its meaning. ● Identify how the author develops and contrasts different characters' points of view. ● Use context clues, online, or print resources to expand vocabulary usage/understanding. <p>2: Writing is the process of communicating in print for a variety of audiences and purposes.</p> <ul style="list-style-type: none"> ● Use clear reasons and relevant evidence to support claims in arguments. ● Write a detailed story using a well-structured event sequence. ● Write a report drawing on several sources to answer a question. ● Organize relevant information from multiple credible sources and quote/paraphrase data/conclusions while citing sources.
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CRP10: Plan education and career paths aligned to personal goals.
CRP11: Use technology to enhance productivity.
CRP12: Work productively in teams while using cultural global competence.

Technology Standards:

TECH.8.1.8: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.

TECH.8.1.8.A.CS1: Understand and use technology systems.

TECH.8.1.8.A.CS2: Select and use applications effectively and productively.

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

TECH.8.1.8.B.CS2: Create original works as a means of personal or group expression.

TECH.8.1.8.C: Communication and Collaboration: Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others.

TECH.8.1.8.D: Digital Citizenship: Students understand human, cultural, and societal issues related to technology and practice legal and ethical behavior.

TECH.8.1.8.D.1: Understand and model appropriate online behaviors related to cyber safety, cyber bullying, cyber security, and cyber ethics including appropriate use of social media.

TECH.8.1.8.D.4: Assess the credibility and accuracy of digital content. Locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media.

TECH.8.1.8.E.CS2: Locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media.

TECH.8.1.8.F: Critical thinking, problem solving, and decision making: Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources.

TECH.9.4.8.CI.2: Repurpose an existing resource in an innovative way .

TECH.9.4.8.GCA.2: Demonstrate openness to diverse ideas and perspectives through active discussions to achieve a group goal.

Companion Standards:

- Use evidence from the text to support your analysis, reflection, or research.

3: Oral language and listening are tools for communicating, thinking, and learning.

- Follow the rules for discussion.
- Vary sentence structure when in a conversation.

4: A media literate person can evaluate how words, images, and sounds influence a message.

- Evaluate and understand how technology (computers, webpages, digital media, online texts and reports) assists during the writing process.

Students are able to:

- Analyze literary concepts: Character, Conflict, Plot
- Analyze Myth
- Determine Themes
- Analyze Form in Poetry
- Analyze Word Choice
- Make Inferences
- Determine Author’s Purpose
- Cite Evidence and Evaluate Details
- Write an informative Essay

Learning Goal(s):

- Distinguish between essential and nonessential details of a text to create an objective summary of the text
- Demonstrate the ability to determine the meaning of words and phrases as they are used in a text (e.g. figurative, connotative, technical)
- Analyze the impact of specific word choice on meaning and/or tone
- Explain poetic devices used in text
- Analyze the impact of poetic sound devices (rhyme scheme, alliteration, consonance, etc.) on a particular section of a text
- Analyze why the author used a specific word choice or sound device
- Analyze the impact of a word choice or sound device on the reader
- Evaluate the effectiveness of the author's word choice or sound device

<p>SOC.5-8.1.1.1: Select and use various geographic representations to compare information about people, places, regions, and environments.</p> <p>SOC.5-8.1.3.3: Analyze primary and secondary sources for reconstructing the past and understanding historical perspectives.</p> <p>SOC.5-8.1.4.1: Select and analyze information from a variety of sources to present a reasoned argument or position in a written and/or oral format.</p> <p>MODIFICATIONS: Advanced Learner: Independent research & Presentations Frequent writing tasks Vocabulary Study Independent Reading.</p> <p>Students with Disabilities: Students Hands on activity, cooperative learning, peer tutoring, extended time, reteach in utilizing various methods. Utilize remediation resources which include assessment and intervention, in planning and instruction.</p>		<ul style="list-style-type: none"> • Describe the form and structure of a drama or poem • Describe the structure used to organize a nonfiction text • Explain how text structure impacts overall meaning of text • Identify how the differing form or structure of a text contributes to its meaning • Analyze how parts of a text contribute to meaning • Explain why the author chose a specific form or structure • Analyze the impact of the form or structure on the reader (how would the text be different if the form changed?) • Evaluate the effectiveness of the chosen form or structure
<p>English Language Learners: Provide hands-on activities and explanations. Use reduced text, so that print is not so dense. Assess comprehension through demonstration or other alternative means (gestures, drawings). Give instructions/directions in writing and orally. Use of translation dictionaries to locate words in the native language. Use English Learners resources such as study guides, assessments and a visual glossary.</p>	<p>Formative/Summative Assessments</p> <p><i>FORMATIVE:</i> Guided reading/ Conferencing Reading Response Journal Teacher Observation Class discussion Homework/Classwork</p> <p><i>SUMMATIVE:</i> Link-It Assessment HMH Unit Tests</p>	<p>Primary & Supplementary Resources</p> <ol style="list-style-type: none"> 1. <i>HMH into Literature Grade 7 (Text & Online Resources)</i> 2. <i>HMH Writable (Text & Online Resources)</i> 3. SCOPE Magazine 4. Novels 5. Commonlit.com 6. NewsELA.com 7. Link-It 8. Open Educational Resources

UNIT 3: The Terror and Wonder of Space

Big Idea: Is space exploration a daring adventure or a dangerous risk?

NJSLS:

RL.7.3, RI.7.2, RI.7.6, RI.7.8, L.7.3, RL.7.5, RL.7.2, W.7.1.a–e, SL.7.1, SL.7.5, W.7.3, SL.7.4, SL.7.1.a–d, W.7.3.a, W.7.3.b, W.7.3.d, SL.7.2, L.7.4.b, L.7.5.c, L.7.1.c, L.7.2, RI.7.4, RI.7.9, W.7.8, RL.7.10, RI.7.10, W.7.1, W.7.6, W.7.10, SL.7.6

21st Century Life and Careers:

CRP1: Act as a responsible and contributing citizen and employee.

CRP2: Apply appropriate academic and technical skills.

CRP3: Attend to personal health and financial well-being.

CRP4: Communicate clearly and effectively and with reason.

CRP5: Consider the environmental, social and economic impacts of decisions.

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.

CRP9: Model integrity, ethical leadership and effective management.

CRP10: Plan education and career paths aligned to personal goals.

CRP11: Use technology to enhance productivity.

CRP12: Work productively in teams while using cultural global competence.

Technology Standards:

TECH.8.1.8: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.

TECH.8.1.8.A.CS1: Understand and use technology systems.

TECH.8.1.8.A.CS2: Select and use applications effectively and productively.

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

TECH.8.1.8.A.2: Create a document (e.g., newsletter, reports, personalized learning plan, business letters or

Critical Knowledge and Skills

Concept(s):

1: The ability to read a variety of text requires independence, comprehension and fluency.

- How to use text evidence to support analysis.
- Identify the theme or central idea of the text by analyzing the development of the story.
- Analyze how the text's form/structure contributes to its meaning.
- Identify how the author develops and contrasts different characters' points of view.
- Use context clues, online, or print resources to expand vocabulary usage/understanding.

2: Writing is the process of communicating in print for a variety of audiences and purposes.

- Use clear reasons and relevant evidence to support claims in arguments.
- Write a detailed story using a well-structured event sequence.
- Write a report drawing on several sources to answer a question.
- Organize relevant information from multiple credible sources and quote/paraphrase data/conclusions while citing sources.
- Use evidence from the text to support your analysis, reflection, or research.

3: Oral language and listening are tools for communicating, thinking, and learning.

- Follow the rules for discussion.
- Vary sentence structure when in a conversation.

4: A media literate person can evaluate how words, images, and sounds influence a message.

- Evaluate and understand how technology (computers, webpages, digital media, online texts and reports) assists during the writing process.

Students are able to:

- Analyze Science Fiction
- Analyze Analyze literary concepts: Mood, Central Ideas, Structure,

Learning Goal(s):

- Identify the viewpoints of the characters in a text
- Compare and contrast the characters' points of view

flyers) using one or more digital applications to be critiqued by professionals for usability.
TECH.8.1.8.B.CS2: Create original works as a means of personal or group expression.
TECH.8.1.8.D: Digital Citizenship: Students understand human, cultural, and societal issues related to technology and practice legal and ethical behavior.
TECH.8.1.8.D.1: Understand and model appropriate online behaviors related to cyber safety, cyber bullying, cyber security, and cyber ethics including appropriate use of social media.
TECH.8.1.8.D.4: Assess the credibility and accuracy of digital content. Locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media.
TECH.8.1.8.E: Research and Information Fluency: Students apply digital tools to gather, evaluate, and use information.
TECH.8.1.8.E.CS2: Locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media.
TECH.8.1.8.F: Critical thinking, problem solving, and decision making: Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources.
TECH.9.4.8.TL.2: Gather data and digitally represent information to communicate a real-world problem.
TECH.9.4.8.TL.4: Synthesize and publish information about a local or global issue or event.

Companion Standards:

SOC.5-8.1.1.2: Explain how major events are related to one another in time.

MODIFICATIONS:

Advanced Learner:

Independent research & Presentations
 Frequent writing tasks
 Vocabulary Study
 Independent Reading.

Students with Disabilities:

Students Hands on activity, cooperative learning, peer tutoring, extended time, reteach in utilizing various methods.
 Utilize remediation resources which include assessment and intervention, in planning and instruction.

English Language Learners:

Author's Purpose, Repetition, Form, and Theme

- Analyze Video
- Write an Argument

- Trace how the author created and conveyed similar and/or dissimilar characters
- Analyze the impact of the author's point of view choices and the reader
- Evaluate the effectiveness of the author's point of view choices
- Identify the author's point of view
- Explain the techniques the author uses to distinguish his/her point of view from others
- Evaluate the effectiveness of the techniques the author uses to distinguish his/her point of view from others

Formative/Summative Assessments

FORMATIVE:
 Guided reading/ Conferencing
 Reading Response Journal
 Teacher Observation
 Class discussion
 Homework/Classwork

SUMMATIVE:
 Link-It Assessment
 HMH Unit Tests

Primary & Supplementary Resources

1. *HMH into Literature Grade 7 (Text & Online Resources)*
2. *HMH Writable (Text & Online Resources)*
3. SCOPE Magazine
4. Novels
5. Commonlit.com
6. NewsELA.com
7. Link-It
8. Open Educational Resources

Provide hands-on activities and explanations.
Use reduced text, so that print is not so dense. Assess comprehension through demonstration or other alternative means (gestures, drawings).
Give instructions/directions in writing and orally. Use of translation dictionaries to locate words in the native language.
Use English Learners resources such as study guides, assessments and a visual glossary.

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UNIT 4: Inspired by Nature

Big Idea: What does it mean to be in harmony with nature?

NJSLS:
 RL.7.2, RL.7.4, RI.7.8, RI.7.4, RI.7.6, RI.7.3, RL.7.5, RI.7.1, SL.7.2,
 RI.7.5, W.7.3, SL.7.1, SL.7.4, SL.7.5, L.7.5, W.7.2, W.7.7, W.7.9, SL.7.2, L.7.5.b,
 L.7.5.a, L.7.1.b, L.7.1.a, L.7.3.a, RL.7.1, RL.7.3, RL.7.6, RI.7.7, W.7.1, SL.7.1.a-d,
 RL.7.10, RI.7.10, W.7.1.a-e, W.7.6, W.7.10

21st Century Life and Careers:
CRP1: Act as a responsible and contributing citizen and employee.
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CRP6: Demonstrate creativity and innovation.
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CRP8: Utilize critical thinking to make sense of problems and persevere in solving them.
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CRP10: Plan education and career paths aligned to personal goals.
CRP11: Use technology to enhance productivity.
CRP12: Work productively in teams while using cultural global competence.

Technology Standards:
TECH.8.1.8: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.
TECH.8.1.8.A.CS1: Understand and use technology systems.
TECH.8.1.8.A.CS2: Select and use applications effectively and productively.
TECH.8.1.8.A.1: Demonstrate knowledge of a real world problem using digital tools.
TECH.8.1.8.A.2: Create a document (e.g., newsletter, reports, personalized learning plan, business letters or flyers) using one or more digital applications to be critiqued by professionals for usability.

Critical Knowledge and Skills

Concept(s):

- 1:** The ability to read a variety of text requires independence, comprehension and fluency.
- How to use text evidence to support analysis.
 - Identify the theme or central idea of the text by analyzing the development of the story.
 - Analyze how the text's form/structure contributes to its meaning.
 - Identify how the author develops and contrasts different characters' points of view.
 - Use context clues, online, or print resources to expand vocabulary usage/understanding.
- 2:** Writing is the process of communicating in print for a variety of audiences and purposes.
- Use clear reasons and relevant evidence to support claims in arguments.
 - Write a detailed story using a well-structured event sequence.
 - Write a report drawing on several sources to answer a question.
 - Organize relevant information from multiple credible sources and quote/paraphrase data/conclusions while citing sources.
 - Use evidence from the text to support your analysis, reflection, or research.
- 3:** Oral language and listening are tools for communicating, thinking, and learning.
- Follow the rules for discussion.
 - Vary sentence structure when in a conversation.
- 4:** A media literate person can evaluate how words, images, and sounds influence a message.
- Evaluate and understand how technology (computers, webpages, digital media, online texts and reports) assists during the writing process.

Students are able to:

- Analyze literary concepts: Theme, Point of View and Purpose, Figurative Language, and Rhyme Scheme

Learning Goal(s):

- Identify the viewpoints of the characters in a text
- Compare and contrast the characters' points of view

<p>TECH.8.1.8.B.CS2: Create original works as a means of personal or group expression.</p> <p>TECH.8.1.8.C: Communication and Collaboration: Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others.</p> <p>TECH.8.1.8.D: Digital Citizenship: Students understand human, cultural, and societal issues related to technology and practice legal and ethical behavior.</p> <p>TECH.8.1.8.D.1: Understand and model appropriate online behaviors related to cyber safety, cyber bullying, cyber security, and cyber ethics including appropriate use of social media.</p> <p>TECH.8.1.8.D.4: Assess the credibility and accuracy of digital content. Locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media.</p> <p>TECH.8.1.8.E: Research and Information Fluency: Students apply digital tools to gather, evaluate, and use information.</p> <p>TECH.8.1.8.E.CS2: Locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media.</p> <p>TECH.8.1.8.F: Critical thinking, problem solving, and decision making: Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources.</p> <p>TECH.9.4.8.TL.2: Gather data and digitally represent information to communicate a real-world problem.</p> <p>TECH.9.4.8.TL.4: Synthesize and publish information about a local or global issue or event.</p>	<ul style="list-style-type: none"> ● Analyze Style and Figurative Language ● Analyze Argument ● Analyze Memoir ● Analyze Ode ● Analyze Lyric Poetry ● Write an Argument 	<ul style="list-style-type: none"> ● Trace how the author created and conveyed similar and/or dissimilar characters ● Analyze the impact of the author's point of view choices and the reader ● Evaluate the effectiveness of the author's point of view choices ● Identify the author's point of view ● Explain the techniques the author uses to distinguish his/her point of view from others ● Evaluate the effectiveness of the techniques the author uses to distinguish his/her point of view from others
	<p>Formative/Summative Assessments</p>	<p>Primary & Supplementary Resources</p>
<p>Companion Standards:</p> <p>SOC.5-8.1.1.1: Select and use various geographic representations to compare information about people, places, regions, and environments.</p> <p>SOC.5-8.1.3.3: Analyze primary and secondary sources for reconstructing the past and understanding historical perspectives.</p> <p>SOC.5-8.1.4.1: Select and analyze information from a variety of sources to present a reasoned argument or position in a written and/or oral format.</p> <p>MODIFICATIONS: Advanced Learner: Independent research & Presentations Frequent writing tasks Vocabulary Study Independent Reading.</p>	<p>FORMATIVE: Guided reading/ Conferencing Reading Response Journal Teacher Observation Class discussion Homework/Classwork</p> <p>SUMMATIVE: Link-It Assessment HMH Unit Tests</p>	<ol style="list-style-type: none"> 1. <i>HMH into Literature Grade 7 (Text & Online Resources)</i> 2. <i>HMH Writable (Text & Online Resources)</i> 3. SCOPE Magazine 4. Novels 5. Commonlit.com 6. NewsELA.com 7. Link-It 8. Open Educational Resources

Students with Disabilities:

Students Hands on activity, cooperative learning, peer tutoring, extended time, reteach in utilizing various methods.

Utilize remediation resources which include assessment and intervention, in planning and instruction.

English Language Learners:

Provide hands-on activities and explanations.

Use reduced text, so that print is not so dense. Assess comprehension through demonstration or other alternative means (gestures, drawings).

Give instructions/directions in writing and orally. Use of translation dictionaries to locate words in the native language.

Use English Learners resources such as study guides, assessments and a visual glossary.

UNIT 5: Game On!

Big Idea: How do games impact our lives?

NJSLS:
 RL.7.2, RL.7.4, RI.7.8, RI.7.4, RI.7.6, RI.7.3, RL.7.5, RI.7.1, SL.7.2,
 RI.7.5, W.7.3, SL.7.1, SL.7.4, SL.7.5, L.7.5, W.7.2, W.7.7, W.7.9, SL.7.2, L.7.5.b,
 L.7.5.a, L.7.1.b, L.7.1.a, L.7.3.a, RL.7.1, RL.7.3, RL.7.6, RI.7.7, W.7.1, SL.7.1.a–d,
 RL.7.10, RI.7.10, W.7.1.a–e, W.7.6, W.7.10

21st Century Life and Careers:
CRP1: Act as a responsible and contributing citizen and employee.
CRP2: Apply appropriate academic and technical skills.
CRP3: Attend to personal health and financial well-being.
CRP4: Communicate clearly and effectively and with reason.
CRP5: Consider the environmental, social and economic impacts of decisions.
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.
CRP9: Model integrity, ethical leadership and effective management.
CRP10: Plan education and career paths aligned to personal goals.
CRP11: Use technology to enhance productivity.
CRP12: Work productively in teams while using cultural global competence.

Technology Standards:
TECH.8.1.8: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.
TECH.8.1.8.A.CS1: Understand and use technology systems.
TECH.8.1.8.A.CS2: Select and use applications effectively and productively.
TECH.8.1.8.A.1: Demonstrate knowledge of a real world problem using digital tools.
TECH.8.1.8.A.2: Create a document (e.g., newsletter, reports, personalized learning plan, business letters or flyers) using one or more digital applications to be critiqued by professionals for usability.

Critical Knowledge and Skills

Concept(s):

- 1:** The ability to read a variety of text requires independence, comprehension and fluency.
- How to use text evidence to support analysis.
 - Identify the theme or central idea of the text by analyzing the development of the story.
 - Analyze how the text's form/structure contributes to its meaning.
 - Identify how the author develops and contrasts different characters' points of view.
 - Use context clues, online, or print resources to expand vocabulary usage/understanding.
- 2:** Writing is the process of communicating in print for a variety of audiences and purposes.
- Use clear reasons and relevant evidence to support claims in arguments.
 - Write a detailed story using a well-structured event sequence.
 - Write a report drawing on several sources to answer a question.
 - Organize relevant information from multiple credible sources and quote/paraphrase data/conclusions while citing sources.
 - Use evidence from the text to support your analysis, reflection, or research.
- 3:** Oral language and listening are tools for communicating, thinking, and learning.
- Follow the rules for discussion.
 - Vary sentence structure when in a conversation.
- 4:** A media literate person can evaluate how words, images, and sounds influence a message.
- Evaluate and understand how technology (computers, webpages, digital media, online texts and reports) assists during the writing process.

Students are able to:

- Analyze literary concepts: Point of View, Conflict, Purpose and Perspective, Central Ideas, and Figurative Language

Learning Goal(s):

- Identify the viewpoints of the characters in a text
- Compare and contrast the characters' points of view

<p>TECH.8.1.8.B.CS2: Create original works as a means of personal or group expression.</p> <p>TECH.8.1.8.C: Communication and Collaboration: Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others.</p> <p>TECH.8.1.8.D: Digital Citizenship: Students understand human, cultural, and societal issues related to technology and practice legal and ethical behavior.</p> <p>TECH.8.1.8.D.1: Understand and model appropriate online behaviors related to cyber safety, cyber bullying, cyber security, and cyber ethics including appropriate use of social media.</p> <p>TECH.8.1.8.D.4: Assess the credibility and accuracy of digital content. Locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media.</p> <p>TECH.8.1.8.E: Research and Information Fluency: Students apply digital tools to gather, evaluate, and use information.</p> <p>TECH.8.1.8.E.CS2: Locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media.</p> <p>TECH.8.1.8.F: Critical thinking, problem solving, and decision making: Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources.</p> <p>TECH 9.4.8.IML.13: Identify the impact of the creator on the content, production, and delivery of information.</p> <p>TECH 9.4.8.IML.6: Identify subtle and overt messages based on the method of communication.</p>	<ul style="list-style-type: none"> ● Make Predictions ● Analyze Organizational Structure ● Analyze Novel in Verse ● Analyze Two-Voice Poetry ● Make Inferences ● Write a Short Story 	<ul style="list-style-type: none"> ● Trace how the author created and conveyed similar and/or dissimilar characters ● Analyze the impact of the author's point of view choices and the reader ● Evaluate the effectiveness of the author's point of view choices ● Identify the author's point of view ● Explain the techniques the author uses to distinguish his/her point of view from others ● Evaluate the effectiveness of the techniques the author uses to distinguish his/her point of view from others
<p>Companion Standards:</p> <p>SOC.5-8.1.1.2: Explain how major events are related to one another in time.</p> <p>SOC.5-8.1.3.3: Analyze primary and secondary sources for reconstructing the past and understanding historical perspectives (i.e., documents, letters, diaries, maps, images, etc.).</p> <p>MODIFICATIONS:</p> <p>Advanced Learner:</p> <p>Independent research & Presentations Frequent writing tasks Vocabulary Study</p> <p>Independent Reading. Students with Disabilities:</p>	<p>Formative/Summative Assessments</p> <p>FORMATIVE:</p> <p>Guided reading/ Conferencing Reading Response Journal Teacher Observation Class discussion Homework/Classwork</p> <p>SUMMATIVE:</p> <p>Link-It Assessment HMH Unit Tests</p>	<p>Primary & Supplementary Resources</p> <ol style="list-style-type: none"> 1. <i>HMH into Literature Grade 7 (Text & Online Resources)</i> 2. <i>HMH Writable (Text & Online Resources)</i> 3. SCOPE Magazine 4. Novels 5. Commonlit.com 6. NewsELA.com 7. Link-It 8. Open Educational Resources

Students Hands on activity, cooperative learning, peer tutoring, extended time, reteach in utilizing various methods.

Utilize remediation resources which include assessment and intervention, in planning and instruction.

English Language Learners:

Provide hands-on activities and explanations.

Use reduced text, so that print is not so dense. Assess comprehension through demonstration or other alternative means (gestures, drawings).

Give instructions/directions in writing and orally. Use of translation dictionaries to locate words in the native language.

Use English Learners resources such as study guides, assessments and a visual glossary.

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UNIT 6: Change Agents

Big Idea: How can changing the world change you?

NJSLS:
 RL.7.1, RL.7.3, RI.7.2, RI.7.4, RL.7.2, RL.7.5, W.7.2, W.7.2.a,
 W.7.2.b, W.7.2.f, W.7.7, SL.7.5, SL.7.1, SL.7.4, SL.7.2, W.7.3, W.7.4, W.7.9, L.7.6,
 L.7.4.b, L.7.5.b, L.7.2.a, L.7.1.c, L.7.1.a, RL.7.6, RI.7.1, RI.7.9, SL.7.1.a-d, W.7.8,
 RL.7.10, RI.7.10, W.7.10, W.7.6

21st Century Life and Careers:
CRP1: Act as a responsible and contributing citizen and employee.
CRP2: Apply appropriate academic and technical skills.
CRP3: Attend to personal health and financial well-being.
CRP4: Communicate clearly and effectively and with reason.
CRP5: Consider the environmental, social and economic impacts of decisions.
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.
CRP9: Model integrity, ethical leadership and effective management.
CRP10: Plan education and career paths aligned to personal goals.
CRP11: Use technology to enhance productivity.
CRP12: Work productively in teams while using cultural global competence.

Technology Standards:
TECH.8.1.8: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.
TECH.8.1.8.A.CS1: Understand and use technology systems.
TECH.8.1.8.A.CS2: Select and use applications effectively and productively.
TECH.8.1.8.A.1: Demonstrate knowledge of a real world problem using digital tools.
TECH.8.1.8.A.2: Create a document (e.g., newsletter, reports, personalized learning plan, business letters or

Critical Knowledge and Skills

Concept(s):

1: The ability to read a variety of text requires independence, comprehension and fluency.

- How to use text evidence to support analysis.
- Identify the theme or central idea of the text by analyzing the development of the story.
- Analyze how the text's form/structure contributes to its meaning.
- Identify how the author develops and contrasts different characters' points of view.
- Use context clues, online, or print resources to expand vocabulary usage/understanding.

2: Writing is the process of communicating in print for a variety of audiences and purposes.

- Use clear reasons and relevant evidence to support claims in arguments.
- Write a detailed story using a well-structured event sequence.
- Write a report drawing on several sources to answer a question.
- Organize relevant information from multiple credible sources and quote/paraphrase data/conclusions while citing sources.
- Use evidence from the text to support your analysis, reflection, or research.

3: Oral language and listening are tools for communicating, thinking, and learning.

- Follow the rules for discussion.
- Vary sentence structure when in a conversation.

4: A media literate person can evaluate how words, images, and sounds influence a message.

- Evaluate and understand how technology (computers, webpages, digital media, online texts and reports) assists during the writing process.

Students are able to:

- Analyze literary concepts: Character, Point of View and Irony, and Themes
- Analyze Realistic Fiction

Learning Goal(s):

- Identify the viewpoints of the characters in a text
- Compare and contrast the characters' points of view

<p>flyers) using one or more digital applications to be critiqued by professionals for usability.</p> <p>TECH.8.1.8.B.CS2: Create original works as a means of personal or group expression.</p> <p>TECH.8.1.8.C: Communication and Collaboration: Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others.</p> <p>TECH.8.1.8.D: Digital Citizenship: Students understand human, cultural, and societal issues related to technology and practice legal and ethical behavior.</p> <p>TECH.8.1.8.D.1: Understand and model appropriate online behaviors related to cyber safety, cyber bullying, cyber security, and cyber ethics including appropriate use of social media.</p> <p>TECH.8.1.8.D.4: Assess the credibility and accuracy of digital content. Locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media.</p> <p>TECH.8.1.8.E: Research and Information Fluency: Students apply digital tools to gather, evaluate, and use information.</p> <p>TECH.8.1.8.E.CS2: Locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media.</p> <p>TECH.8.1.8.F: Critical thinking, problem solving, and decision making: Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources.</p> <p>TECH 9.4.8.IML.2: Identify specific examples of distortion, exaggeration, or misrepresentation of information.</p> <p>TECH 9.4.8.IML.6: Identify subtle and overt messages based on the method of communication.</p>	<ul style="list-style-type: none"> • Question • Analyze a Documentary • Analyze Free-Verser Poetry • Paraphrase History Writing • Determine Central Ideas • Compare Historical Fiction • Compare Setting and Motivation 	<ul style="list-style-type: none"> • Trace how the author created and conveyed similar and/or dissimilar characters • Analyze the impact of the author's point of view choices and the reader • Evaluate the effectiveness of the author's point of view choices • Identify the author's point of view • Explain the techniques the author uses to distinguish his/her point of view from others • Evaluate the effectiveness of the techniques the author uses to distinguish his/her point of view from others
<p>TECH.8.1.8.F: Critical thinking, problem solving, and decision making: Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources.</p> <p>TECH 9.4.8.IML.2: Identify specific examples of distortion, exaggeration, or misrepresentation of information.</p> <p>TECH 9.4.8.IML.6: Identify subtle and overt messages based on the method of communication.</p>	<p>Formative/Summative Assessments</p>	<p>Primary & Supplementary Resources</p>
<p>Companion Standards:</p> <p>SOC.5-8.1.1.2: Explain how major events are related to one another in time.</p> <p>SOC.5-8.1.3.3: Analyze primary and secondary sources for reconstructing the past and understanding historical perspectives (i.e., documents, letters, diaries, maps, images, etc.).</p> <p>MODIFICATIONS:</p> <p>Advanced Learner:</p> <p>Independent research & Presentations</p> <p>Frequent writing tasks</p> <p>Vocabulary Study</p> <p>Independent Reading.</p>	<p>FORMATIVE:</p> <p>Guided reading/ Conferencing</p> <p>Reading Response Journal</p> <p>Teacher Observation</p> <p>Class discussion</p> <p>Homework/Classwork</p> <p>SUMMATIVE:</p> <p>Link-It Assessment</p> <p>HMH Unit Tests</p>	<ol style="list-style-type: none"> 1. <i>HMH into Literature Grade 7 (Text & Online Resources)</i> 2. <i>HMH Writable (Text & Online Resources)</i> 3. SCOPE Magazine 4. Novels 5. Commonlit.com 6. NewsELA.com 7. Link-It 8. Open Educational Resources

Students with Disabilities:

Students Hands on activity, cooperative learning, peer tutoring, extended time, reteach in utilizing various methods.

Utilize remediation resources which include assessment and intervention, in planning and instruction.

English Language Learners:

Provide hands-on activities and explanations.

Use reduced text, so that print is not so dense. Assess comprehension through demonstration or other alternative means (gestures, drawings).

Give instructions/directions in writing and orally. Use of translation dictionaries to locate words in the native language.

Use English Learners resources such as study guides, assessments and a visual glossary.

UNIT 7: Research Paper

Big Idea:

NJSLS:
 RL.7.1, RL.7.2, RI.7.1, W.7.2, W.7.4, W.7.5, W.7.6, W.7.7, W.7.8, W.7.9, W.7.10, SL.7.4, SL.7.5, L.7.1, L.7.2, D, L.7.3, L.7.4, L.7.5, L.7.6

21st Century Life and Careers:
CRP1: Act as a responsible and contributing citizen and employee.
CRP2: Apply appropriate academic and technical skills.
CRP3: Attend to personal health and financial well-being.
CRP4: Communicate clearly and effectively and with reason.
CRP5: Consider the environmental, social and economic impacts of decisions.
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.
CRP9: Model integrity, ethical leadership and effective management.
CRP10: Plan education and career paths aligned to personal goals.
CRP11: Use technology to enhance productivity.
CRP12: Work productively in teams while using cultural global competence.

Technology Standards:
TECH.8.1.8: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.
TECH.8.1.8.A.CSI: Understand and use technology systems.
TECH.8.1.8.A.CS2: Select and use applications effectively and productively.
TECH.8.1.8.A.1: Demonstrate knowledge of a real world problem using digital tools.
TECH.8.1.8.A.2: Create a document (e.g., newsletter, reports, personalized learning plan, business letters or flyers) using one or more digital applications to be critiqued by professionals for usability.
TECH.8.1.8.B.CS2: Create original works as a means of personal or group expression.

Critical Knowledge and Skills

Concept(s):

- 1:** The ability to read a variety of text requires independence, comprehension and fluency.
 - How to use text evidence to support analysis.
 - Identify the theme or central idea of the text by analyzing the development of the story.
 - Analyze how the text's form/structure contributes to its meaning.
 - Identify how the author develops and contrasts different characters' points of view.
 - Use context clues, online, or print resources to expand vocabulary usage/understanding.
- 2:** Writing is the process of communicating in print for a variety of audiences and purposes.
 - Use clear reasons and relevant evidence to support claims in arguments.
 - Write a detailed story using a well-structured event sequence.
 - Write a report drawing on several sources to answer a question.
 - Organize relevant information from multiple credible sources and quote/paraphrase data/conclusions while citing sources.
 - Use evidence from the text to support your analysis, reflection, or research.
- 3:** Oral language and listening are tools for communicating, thinking, and learning.
 - Follow the rules for discussion.
 - Vary sentence structure when in a conversation.
- 4:** A media literate person can evaluate how words, images, and sounds influence a message.
 - Evaluate and understand how technology (computers, webpages, digital media, online texts and reports) assists during the writing process.

Students are able to:

Learning Goal(s):

<p>TECH.8.1.8.C: Communication and Collaboration: Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others.</p> <p>TECH.8.1.8.D: Digital Citizenship: Students understand human, cultural, and societal issues related to technology and practice legal and ethical behavior.</p> <p>TECH.8.1.8.D.1: Understand and model appropriate online behaviors related to cyber safety, cyber bullying, cyber security, and cyber ethics including appropriate use of social media.</p> <p>TECH.8.1.8.D.4: Assess the credibility and accuracy of digital content. Locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media.</p> <p>TECH.8.1.8.E: Research and Information Fluency: Students apply digital tools to gather, evaluate, and use information.</p> <p>TECH.8.1.8.E.CS2: Locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media.</p> <p>TECH.8.1.8.F: Critical thinking, problem solving, and decision making: Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources.</p> <p>TECH.9.4.8.DC.1: Analyze the resource citations in online materials for proper use.</p> <p>TECH 9.4.8.IMLI: Critically curate multiple resources to assess the credibility of sources when searching for information.</p> <p>Companion Standards: SOC.5-8.1.3.2: Assess the credibility of sources by identifying bias and prejudice in documents, media, and computer-generated information.</p> <p>MODIFICATIONS: Advanced Learner: Independent research & Presentations Frequent writing tasks Vocabulary Study Independent Reading.</p> <p>Students with Disabilities: Students Hands on activity, cooperative learning, peer tutoring, extended time, reteach in utilizing various methods.</p>	<ul style="list-style-type: none"> • understand the primary purpose of an academic research paper. • know ways to get started with the writing process. • understand barriers associated with writing a research paper. • be able to start writing a research paper 	<ol style="list-style-type: none"> 1. Communicate in clear, concise, organized language that varies in content, format, and form for different audiences and purposes. 2. Comprehend, understand, analyze, evaluate, critique, and respond to messages from various literary and written formats. 3. Investigate, research, and synthesize information from various media sources. 4. Follow the process for writing a research paper
	Formative/Summative Assessments	Primary & Supplementary Resources
	<p><i>FORMATIVE:</i> Teacher Observation Class discussion Homework/Classwork</p> <p><i>SUMMATIVE:</i> Final Research Paper</p>	<ol style="list-style-type: none"> 1. Chromebook 2. Open Educational resources 3. Academic Research websites 4. EBSCO Host

Utilize remediation resources which include assessment and intervention, in planning and instruction.

English Language Learners:

Provide hands-on activities and explanations.

Use reduced text, so that print is not so dense. Assess comprehension through demonstration or other alternative means (gestures, drawings).

Give instructions/directions in writing and orally. Use of translation dictionaries to locate words in the native language.

Use English Learners resources such as study guides, assessments and a visual glossary.

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