Unit 4: Facing Adversity

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Department of Curriculum and Instruction

Belleville Public Schools

Curriculum Guide

English Language Arts: Grade 7 Advanced

Unit 4: Facing Adversity

(Comparing "The Story of My Life," *How I Learned to Talk* video, and Malala news article AND Unit 5 of MyPerspectives ELA text)

Belleville Board of Education

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Unit Overview

In this final unit, ELA 7th grade Advanced students will continue to improve their skills in reading, writing, research, language, and speaking and listening. They will read and analyze informative text. They will also read a novel excerpt, news article, and short stories to better understand the ways writers express ideas. Throughout this unit, students will engage in a Writer's Workshop model as they read informative text. They will learn the elements of writing informative text. Students will write for a number of reasons, including organizing and sharing ideas, reflecting on experiences, and gathering evidence. They will conduct research to clarify and explore ideas. Students will develop a deeper understanding of using coordinate adjectives. They will then practice using coordinate adjectives here in their own writing. They will work together to build on one another's ideas, develop consensus, and communicate with one another. They will also learn to incorporate audio, visuals, and text in presentations.

Enduring Understanding

- Reading expands understanding of the world, its people and oneself.
- Readers use strategies to construct meaning.
- Authors make intentional choices that are designed to produce a desired effect on the reader
- Writing is a multi-stage process.

Essential Questions

- How do we overcome obstacles?
- What makes science fiction believable?
- Does science fiction bring us to greater understanding of what could be or make us fear the unknown?

Exit Skills

By the end of this unit 7th grade ELA Advanced students will be able to:

- define the meaning of adversity
- read and analyze explanatory texts
- expand knowledge and use of academic and thematic vocabulary
- write an explanatory text to examine a topic and convey ideas
- conduct research projects of various lengths to explore a topic and clarify meaning
- compose rough drafts
- revise drafts utilizing self/peer/teacher conferencing
- compose final drafts appropriate to composition form
- use literature and informational text as support for writing activities
- increase competencies in composition and grammar
- demonstrate command of coordinate adjectives
- collaborate with team to build on ideas of others, develop consensus, and communicate
- integrate audio, visuals, and text in presentation

New Jersey Student Learning Standards (NJSLS-S)

Please find below a list of 2016 New Jersey Student Learning Standards for English Language Arts (as most current) required by the first required benchmark, Unit #4

LA.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.
LA.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.
LA.RL.7.4	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama.
LA.RL.7.5	Analyze how a drama's or poem's form or structure (e.g., soliloquy, sonnet) contributes to its meaning.
LA.RL.7.6	Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.

LA.RL.7.10	By the end of the year read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above, scaffolding as needed.
LA.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.
LA.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.
LA.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).
LA.RI.7.7	Compare and contrast a text to an audio, video, or multimedia version of the text, analyzing each medium's portrayal of the subject (e.g., how the delivery of a speech affects the impact of the words).
LA.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.
LA.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.
LA.W.7.2.B	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
LA.W.7.2.C	Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.
LA.W.7.3	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
LA.W.7.3.A	Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.
LA.W.7.3.B	Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.
LA.W.7.3.D	Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.
LA.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.
LA.W.7.9	Draw evidence from literary or informational texts to support analysis, reflection, and research.
LA.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.
LA.SL.7.1.A	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
LA.SL.7.1.B	Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.
LA.SL.7.1.C	Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.
LA.SL.7.1.D	Acknowledge new information expressed by others and, when warranted, modify their own views.
LA.SL.7.2	Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.

LA.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.
LA.SL.7.5	Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.
LA.L.7.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
LA.L.7.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
LA.L.7.2.A	Use a comma to separate coordinate adjectives (e.g., It was a fascinating, enjoyable movie but not He wore an old[,] green shirt).
LA.L.7.3	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
LA.L.7.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies.
LA.L.7.4.A	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
LA.L.7.4.B	Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., belligerent, bellicose, rebel).
LA.L.7.5	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
LA.L.7.5.A	Interpret figures of speech (e.g., literary, biblical, and mythological allusions) in context.
LA.L.7.5.B	Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words.
LA.L.7.6	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Interdisciplinary Connections

Social Studies

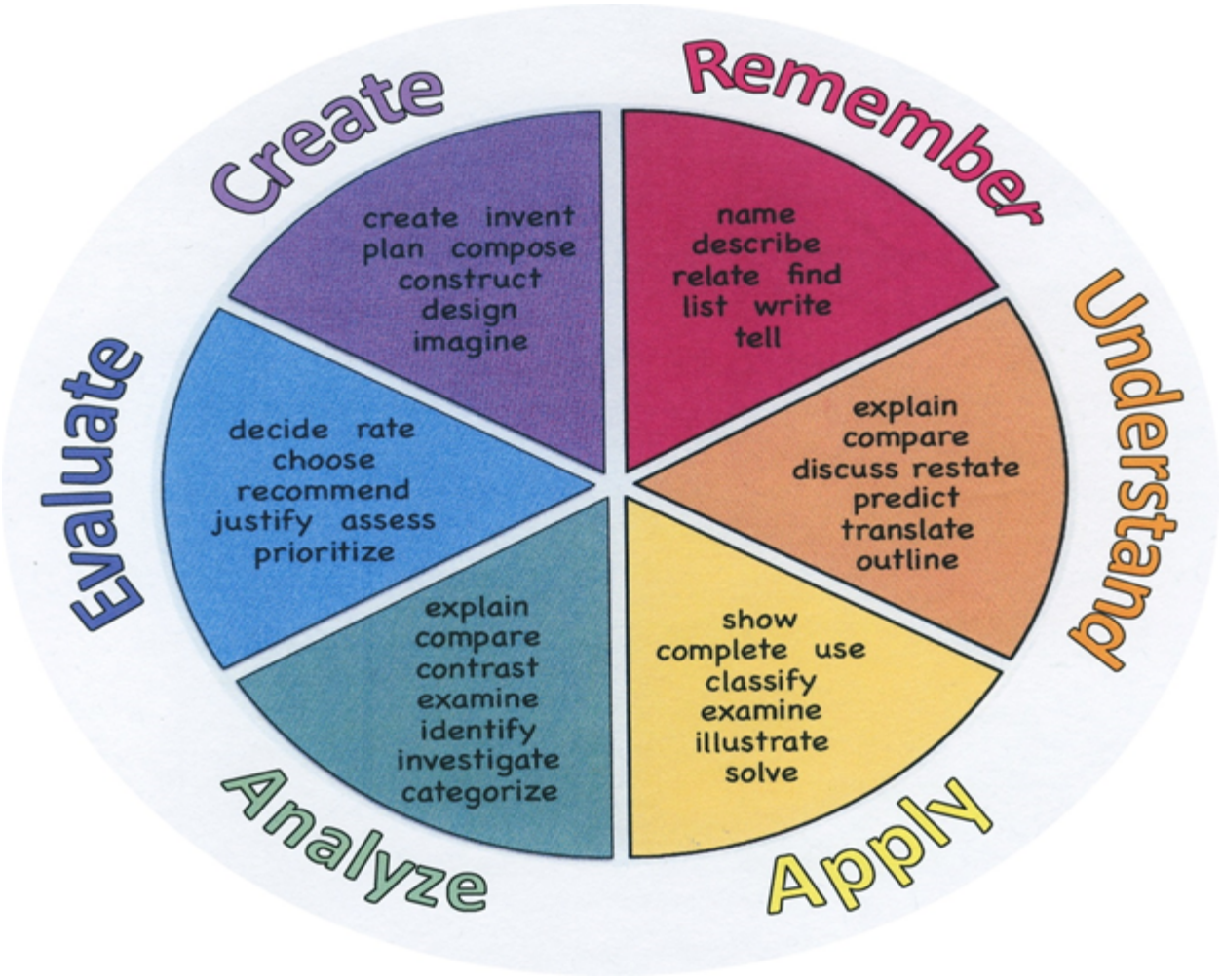
SOC.6.1.8.A.2.a	Determine the roles of religious freedom and participatory government in various North American colonies.
SOC.6.1.8.A.2.b	Explain how and why early government structures developed, and determine the impact of these early structures on the evolution of American politics and institutions.
SOC.6.1.8.A.2.c	Explain how demographics (i.e., race, gender, and economic status) affected social, economic, and political opportunities during the Colonial era.
SOC.6.1.8.D.1.a	Compare and contrast gender roles, religion, values, cultural practices, and political systems of Native American groups.
SOC.6.1.8.D.1.b	Explain how interactions among African, European, and Native American groups began a cultural transformation.
SOC.6.1.8.D.1.c	Evaluate the impact of the Colombian Exchange on ecology, agriculture, and culture from different perspectives.

Learning Objectives

After completing Unit 4, 7th grade ELA Advanced students will be able to:

- Discuss the topic of facing adversity
- Identify how an autos structures an essay and develop ideas, and in particular to note how an author shows cause-and-effect relationships among ideas in an essay
- Write an informative essay about people facing adversity and overcoming obstacles
- Use multi-media such as news blogs, videos, and blog posts for whole-class learning, small-group learning, and independent learning.

Remember	Understand	Apply	Analyze	Evaluate	Create
Choose	Classify	Choose	Categorize	Appraise	Combine
Describe	Defend	Dramatize	Classify	Judge	Compose
Define	Demonstrate	Explain	Compare	Criticize	Construct
Label	Distinguish	Generalize	Differentiate	Defend	Design
List	Explain	Judge	Distinguish	Compare	Develop
Locate	Express	Organize	Identify	Assess	Formulate
Match	Extend	Paint	Infer	Conclude	Hypothesize
Memorize	Give Examples	Prepare	Point out	Contrast	Invent
Name	Illustrate	Produce	Select	Critique	Make
Omit	Indicate	Select	Subdivide	Determine	Originate
Recite	Interrelate	Show	Survey	Grade	Organize
Select	Interpret	Sketch	Arrange	Justify	Plan
State	Infer	Solve	Breakdown	Measure	Produce
Count	Match	Use	Combine	Rank	Role Play
Draw	Paraphrase	Add	Detect	Rate	Drive
Outline	Represent	Calculate	Diagram	Support	Devise
Point	Restate	Change	Discriminate	Test	Generate
Quote	Rewrite	Classify	Illustrate		Integrate
Recall	Select	Complete	Outline		Prescribe
Recognize	Show	Compute	Point out		Propose
Repeat	Summarize	Discover	Separate		Reconstruct
Reproduce	Tell	Divide			Revise
	Translate	Examine			Rewrite
	Associate	Graph			Transform
	Compute	Interpolate			
	Convert	Manipulate			
	Discuss	Modify			
	Estimate	Operate			
	Extrapolate	Subtract			
	Generalize				
	Predict				



Suggested Activities & Best Practices

- Use Challenge for Reading Support for Advanced students
- Establish a positive atmosphere for writing, reading, and learning.
- Whole-class learning
- Small-group learning
- Independent learning
- Close reading
- Analyze the text
- Analyze craft and structure- Read "The Story of My Life" by Helen Keller and discuss how the author's tone influences the readers
- Concept vocabulary

- Word Study
- Conventions- Peer edit typed draft of RST essay comparing and contrasting obstacles of Helen Keller and Malala Yousafzai
- Speaking and listening
- Assessments- Compose RST essay comparing and contrasting obstacles of Helen Keller and Malala Yousafzai

Assessment Evidence - Checking for Understanding (CFU)

- Pear Deck: A Google Slides add on where teachers can embedd CFU questions within a Google Slides presentation about themes within the unit, critical thinking questions, etc.
- Admit Tickets- Before students read and read the news article about Malala Yousafzai, ask: How might going through an obstacle change a person? Give examples. *Both positive and negative. (formative assessement)
- Unit tests (summative assessment)
- Assessments- Compose RST essay comparing and contrasting obstacles of Helen Keller and Malala Yousafzai. (alternate assessment)
- Compare & Contrast After we read "The Story of My Life" by Helen Keller, Malala news article, and watched How I Learned to Talk video, students will be given a t-chart "Compare and Contrast Evidence Log" for the 3 texts we've discussed. They will take note of Obstacles faced, the type of obstacle, and how they were able to overcome it. (alternate assessment)
- Conventions- Peer edit typed draft of RST essay comparing and contrasting obstacles of Helen Keller and Malala Yousafzai (benchmark assessment)
- Studnets will take note of Obstacles faced, the type of obstacle, and how they were able to overcome it. (benchmark assessment)

- Admit Tickets- Before students read and read the news article about Malala Yousafzai, ask: Before students read and read the news article about Malala Yousafzai, ask: Before students read and read the news article about Malala Yousafzai, ask: How might going through an obstacle change a person? Give examples. *Both positive and negative.
- Anticipation Guide
- Compare & Contrast After we read "The Story of My Life" by Helen Keller, Malala news article, and watched How I Learned to Talk video, students will be given a t-chart "Compare and Contrast Evidence Log" for the 3 texts we've discussed. They will take note of Obstacles faced, the type of obstacle, and how they were able to overcome it.
- Create a Multimedia Poster
- Define
- Describe

- Evaluate
- Evaluation rubrics
- Exit Tickets
- Explaining
- Fist- to-Five or Thumb-Ometer
- Illustration
- Journals
- Outline
- Question Stems
- Quickwrite
- Quizzes
- Red Light, Green Light
- Self- assessments
- Socratic Seminar
- Teacher Observation Checklist
- Think, Pair, Share
- Think, Write, Pair, Share
- Top 10 List
- Unit tests

Primary Resources & Materials

Scope "The Story of My Life" by Helen Keller, *How I Learned to Talk" video, and Malala news article*

From MyPerspectives English Language Arts textbook

Unit 5 Facing Adversity

Unit Introduction

Unit Activity and Video page 442

Launch Text: Informative Model Against the Odds page 446

Whole-Class Learning

Compare Media: Video The Dust Bowl page 453 and Anchor Text: Novel Excerpt from The Grapes of Wrath page 457

Anchor Text: Short Story The Circuit page 469

Small-Group Learning

Personal Narrative A Work in Progress page 493

Compare Autobiography Excerpt from The Story of My Life page 505 and Media: Interview How Helen Keller Learned to Talk page 513

News Article A Young Tinkerer Builds a Windmill, Electrifying a Nation page 519

Independent Learning

Personal Narrative The Girl Who Fell From the Sky

Novel Excerpt Four Skinny Trees from The House on Mango Street

Short Story Rikki-tikki-tavi

Memoir from Facing the Lion: Growing Up Maasai on the African Savanna

Performance-Based Assessment

Explanatory Text: Essay and Oral Presentation page 536

Unit Reflection

Reflect on the Unit page 539

Once you have completed Unit 5, please refer to the Teaching with Trade Books section in My Perspectives English Language Arts book or online in the Interactive Teacher's Edition for suggestions on how to incorporate the following thematically-related novel in this unit:

***No Promises in the Wind* by Irene Hunt**

Ancillary Resources

- Use End -of- Year Test as Post-SGO
- Common Core Progress
- NewsELA
- Scholastic Scope magazine
- ReadWorks.org

- Commonlit

Technology Infusion

What technology can be used in this unit to enhance learning? Some sites, apps., and programs are listed below, but not limited to:

Suggested activities and best practices:

Use of Pearson Realize online for writing tool with feedback (Narrative and Open-ended writing using Google Docs)

Use of Google Classroom for Formative Assessment with all readings (Google Forms)

Use of paired Newsela articles to connect fiction text to non-fiction (Example: compare life of Native Americans for reading of "The Medicine Bag".)

Understand:

- Google Classroom - Google Suite for Education
- Word Processing/ Typing essays
- Microsoft Office Suite where applicable
- Apple iWorks Suite where applicable
- Edmodo - Education social networking
- Blog Journaling
- Padlet - For collaboration purposes as well as discussions and debriefings

Apply:

- Story telling - Comic Life
- Movie Making
- GarageBand

Analyze:

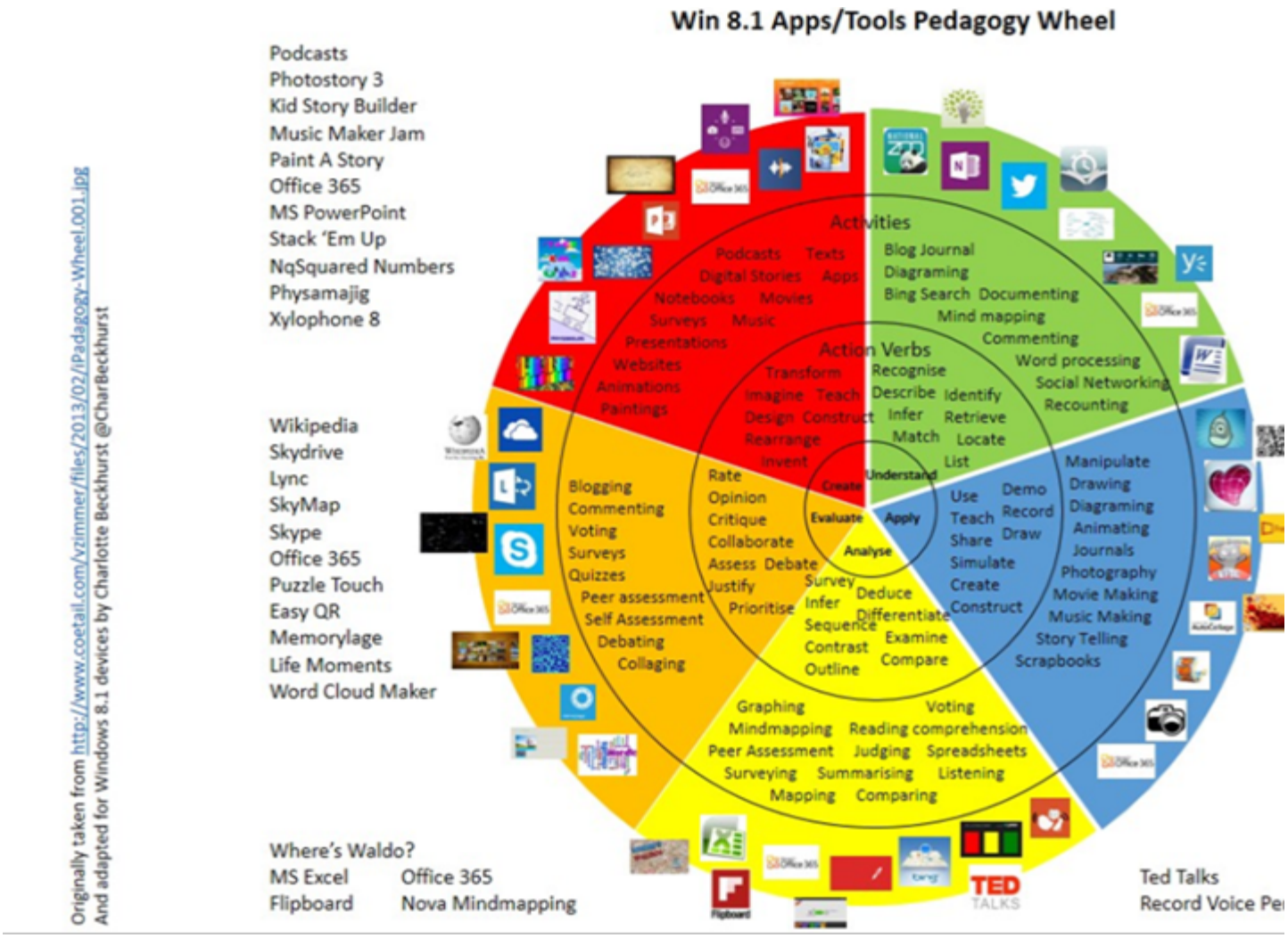
- Google Forms
- Survey Monkey
- PollEverywhere.com
- Use of listening stations

Evaluate:

- Self-Assessment with online Rubric - use of Google Docs
- PearDeck
- Pic Collage
- Online quizzes in Google Forms
- Online quizzes in EdModo
- Twitter for Educators - commenting
- Backchanneling - Today's Meet - commenting
- Plickers (CFUs)
- Kahoot!

Create:

- Google Suite for Education, Google Slides or Sites
- Flipgrid
- Prezi presentations or Excel
- Listening to Podcasts and/or audio
- Remind 101 App - Text updates
- Use of Webquests
- Photostory
- Newsela



Alignment to 21st Century Skills & Technology

- English Language Arts;
- Mathematics;
- Science and Scientific Inquiry (Next Generation);
- Social Studies, including American History, World History, Geography, Government and Civics, and Economics;
- World languages;
- Technology;
- Visual and Performing Arts.

CRP.K-12.CRP1	Act as a responsible and contributing citizen and employee.
CRP.K-12.CRP3	Attend to personal health and financial well-being.
CRP.K-12.CRP4	Communicate clearly and effectively and with reason.
CAEP.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.
CAEP.9.2.8.B.4	Evaluate how traditional and nontraditional careers have evolved regionally, nationally, and globally.
CAEP.9.2.8.B.6	Demonstrate understanding of the necessary preparation and legal requirements to enter the workforce.
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.A.CS2	Select and use applications effectively and productively.
TECH.8.1.8.B	Creativity and Innovation: Students demonstrate creative thinking, construct knowledge and develop innovative products and process using technology.
TECH.8.1.8.B.1	Synthesize and publish information about a local or global issue or event (ex. telecollaborative project, blog, school web).
TECH.8.1.8.C.CS2	Communicate information and ideas to multiple audiences using a variety of media and formats.
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.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.8.2.8	Technology Education, Engineering, Design, and Computational Thinking - Programming: All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment.
TECH.8.2.8.B	Technology and Society: Knowledge and understanding of human, cultural and society values are fundamental when designing technology systems and products in the global society.

21st Century Skills/Interdisciplinary Themes

- Communication and Collaboration
- Creativity and Innovation
- Critical thinking and Problem Solving
- ICT (Information, Communications and Technology) Literacy
- Information Literacy
- Life and Career Skills
- Media Literacy

21st Century Skills

- Civic Literacy
- Environmental Literacy
- Financial, Economic, Business and Entrepreneurial Literacy
- Global Awareness
- Health Literacy

Differentiation

Differentiations:

- Small group instruction
- Small group assignments
- Extra time to complete assignments
- Pairing oral instruction with visuals
- Repeat directions
- Center-based instruction
- Study guides
- Teacher reads assessments allowed
- Scheduled breaks
- Rephrase written directions
- Multisensory approaches
- Additional time
- Preview vocabulary
- Preview content & concepts
- Story guides
- Behavior management plan
- Highlight text-While reading "The Story of My Life" by Helen Keller to prepared for the RST essay, students will highlight and dissect the story and analyze how she was able to overcome her obstacles.
- Student(s) work with assigned partner
- Visual presentation- Incorporate How I Learned to Talk video as one of the three texts for the RST essay comparing and contasting obstacles of Helen Keller and Malala Yousafzai
- Assistive technology
- Auditory presentations
- Large print edition
- Dictation to scribe
- Small group setting

Hi-Prep Differentiations:

- Alternative formative and summative assessments
- Choice boards
- Games and tournaments
- Group investigations

- Guided Reading
- Independent research and projects
- Interest groups
- Learning contracts
- Leveled rubrics
- Literature circles
- Multiple intelligence options
- Multiple texts
- Personal agendas
- Project-based learning
- Problem-based learning
- Stations/centers
- Think-Tac-Toes
- Tiered activities/assignments
- Tiered products
- Varying organizers for instructions

Lo-Prep Differentiations

- Choice of books or activities
- Exploration by interest
- Flexible grouping
- Goal setting with students
- Jigsaw
- Mini workshops to re-teach or extend skills
- Open-ended activities
- Think-Pair-Share
- Reading buddies
- Varied journal prompts
- Varied supplemental materials

Special Education Learning (IEP's & 504's)

Please find a list of Special Education Learning adaptations that may be employed in the unit, using the ones identified below.

Specific activities related to Unit 4 are:

- Extended time on all Google Form formative assessments
- Use of highlighted text tool while using Newsela - color code for what you understand and what you would like further clarification on
- Use of color coded RACER system, while constructing open-ended answers to questions

- Students paired with heterogeneous partners while doing required writing assignments

- printed copy of board work/notes provided
- additional time for skill mastery
- assistive technology
- behavior management plan
- Center-Based Instruction
- check work frequently for understanding
- computer or electronic device utilizes
- extended time on tests/ quizzes
- have student repeat directions to check for understanding
- highlighted text visual presentation
- modified assignment format
- modified test content
- modified test format
- modified test length
- multi-sensory presentation
- multiple test sessions
- preferential seating
- preview of content, concepts, and vocabulary
- Provide modifications as dictated in the student's IEP/504 plan
- reduced/shortened reading assignments
- Reduced/shortened written assignments
- secure attention before giving instruction/directions
- shortened assignments
- student working with an assigned partner- Students will peer-edit their assigned partner's RST first draft using an organizer - making sure assigned peers are using correct RST Model and Evidence
- teacher initiated weekly assignment sheet
- Use open book, study guides, test prototypes

English Language Learning (ELL)

Please find a list of English Language Learning adaptations that may be employed in the unit, using the ones identified below.

Specific activities related to Unit 4 are:

- Provide study guides and open-book assessments for all texts
- Using "Grammarly" or other technology program to help correct spelling and/ or mechanics while writing
- Create project-based-learning for a visual connection to all readings (Example: poster board on Google

Slides or one-pager for any reading)

- teaching key aspects of a topic. Eliminate nonessential information
- using videos, illustrations, pictures, and drawings to explain or clarif
- allowing products (projects, timelines, demonstrations, models, drawings, dioramas, poster boards, charts, graphs, slide shows, videos, etc.) to demonstrate student's learning;
- allowing students to correct errors (looking for understanding)- students will swap notebooks and edit rough drafts of their RST essay comparing and contrasting obstacles of Helen Keller and Malala Yousafzai.
- allowing the use of note cards or open-book during testing
- decreasing the amount of workpresented or required
- having peers take notes or providing a copy of the teacher's notes
- modifying tests to reflect selected objectives
- providing study guides
- reducing or omitting lengthy outside reading assignments
- reducing the number of answer choices on a multiple choice test
- tutoring by peers
- using computer word processing spell check and grammar check features
- using true/false, matching, or fill in the blank tests in lieu of essay tests

At Risk

Please find a list of Intervention Strategies that may be employed in the unit, using the ones identified below.

Specific activities related to Unit 4 are:

- Provide study guides and open-book assessments for all texts
- Tutoring or paired with peers who can assist in keeping focus on all studies - applies to all readings and work in Unit 4
- Create problem-based-learning for a real-life authentic connection to all readings

- allowing students to correct errors (looking for understanding) - students will swap notebooks and edit rough drafts of their RST essay comparing and contrasting obstacles of Helen Keller and Malala Yousafzai.
- teaching key aspects of a topic. Eliminate nonessential information
- allowing products (projects, timelines, demonstrations, models, drawings, dioramas, poster boards, charts, graphs, slide shows, videos, etc.) to demonstrate student's learning
- allowing students to select from given choices
- allowing the use of note cards or open-book during testing
- collaborating (general education teacher and specialist) to modify vocabulary, omit or modify items to reflect objectives for the student, eliminate sections of the test, and determine how the grade will be determined prior to giving the test.
- decreasing the amount of workpresented or required
- having peers take notes or providing a copy of the teacher's notes

- marking students' correct and acceptable work, not the mistakes- students will self edit their rough draft RST essay comparing and contrasting obstacles of Helen Keller and Malala Yousafzai
- modifying tests to reflect selected objectives
- providing study guides
- reducing or omitting lengthy outside reading assignments
- reducing the number of answer choices on a multiple choice test
- tutoring by peers
- using authentic assessments with real-life problem-solving
- using true/false, matching, or fill in the blank tests in lieu of essay tests
- using videos, illustrations, pictures, and drawings to explain or clarify

Talented and Gifted Learning (T&G)

Please find a list of the Talented and Gifted adaptations that may be employed in the unit, using the ones identified below.

Specific activities related to Unit 4 are:

- Higher level thinking and problem solving questions, created by students for students
- Partnered by skill for essay writing - all applicable readings in this Unit
- Option to write an additional composition within the unit genre.

- Above grade level placement option for qualified students
- Advanced problem-solving
- Allow students to work at a faster pace- While working on RST essay, students will read and get into their Lit. Circles and discuss Chains by Laurie Halse Anderson in preparation for test
- Cluster grouping
- Complete activities aligned with above grade level text using Benchmark results
- Create a blog or social media page about their unit
- Create a plan to solve an issue presented in the class or in a text
- Debate issues with research to support arguments
- Flexible skill grouping within a class or across grade level for rigor
- Higher order, critical & creative thinking skills, and discovery- Create Higher Order Thinking Questions as students read "The Story of My Life" by Helen Keller, Malala news article, and watch How I Learned to Talk video and pose them to class.
- Multi-disciplinary unit and/or project
- Teacher-selected instructional strategies that are focused to provide challenge, engagement, and growth opportunities
- Utilize exploratory connections to higher-grade concepts
- Utilize project-based learning for greater depth of knowledge

Sample Lesson

Unit Name: Unit 4: (Unit 5 of MyPerspectives English Language Arts text) Facing Adversity
NJSLS:RL.7.1 Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

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.

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.

Interdisciplinary Connection: History

Statement of Objective: Today, I will read and analyze an informational text and write an informational essay based on the text. I'll know I've got it when I can successfully write an informational essay based on the text.

Anticipatory Set/Do Now: Bellwork: Entrance ticket: What have you learning and what more do you want to know about facing adversity and overcoming obstacles?

Learning Activity: Tier I -as a class, watch video on Independent Learning Strategies

Tier II- on own, students will preview Independent Learning reading selections and choose their reading selection based on entrance ticket

Students will plan what strategies they will use. They should use strategies devised on own during whole class and small group learning and come up with an action plan for independent learning. During their independent reading, students will use strategies to write an informative essay responding to this question: How can people overcome adversity in the face of overwhelming obstacles?

Student Assessment/CFU's: 3 minute pause
Go around
exit ticket 1-3 things you learned today or still have questions about

Materials: binder, recipe, MyPerspectives ELA textbook, video on Independent Learning Strategies, laptop

21st Century Themes and Skills: Creativity and Innovation

Differentiation: examples

Integration of Technology: laptops