Unit 3: A Starry Home

Content Area: **ELA**
Course(s): **ELA 7 Honors**
Time Period: **MarApr**
Length: **43 days & Grade Level 7**
Status: **Published**

Title Section

Department of Curriculum and Instruction

Belleville Public Schools

Curriculum Guide

Unit 3: A Starry Home,

Grade 7 Advanced

(*The Giver* and Unit 2 in *MyPerspectives* ELA text)

Belleville Board of Education

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Board Approved: September 23. 2019; Revised 8/17/2020

Unit Overview

This unit continues to improve students' skills in reading, writing, research, language, and speaking and listening. Students will read and evaluate arguments. Students will also read various essays and texts to better understand the ways writers express ideas. Throughout this unit, students will be engaged in a Writer's Workshop model by focusing on argumentative text. Students will learn the elements of writing arguments. Students will write for a number of reasons, sharing ideas, reflecting on experiences, and gathering evidence. Students will conduct research to clarify and explore ideas. Students will develop an understanding of the proper use of verb tenses. They will then practice demonstrating those verb tenses in their own writing. Students will work together to build on ones another's ideas, and communicate with one another. They will also learn to incorporate audio, visuals, and text in presentations.

Enduring Understanding

- In most stories, the plot centers on a conflict or struggle between opposing forces.

- We will learn the importance of empathy and connection with other living things. There is a value of exploration and finding things out for oneself.
- There are two types of conflict. External conflict is a struggle between a character and an outside force, such as another character or nature. Internal conflict is a struggle within a character as he or she wrestles with opposing feelings, beliefs, needs, or desires.
- Argument includes the claim that a writer or speaker presents, as well as supporting reasons and evidence. To evaluate a writer's argument, decide whether the claim is clearly presented and strongly supported by logical reasons and relevant evidence.
- Analyzing one of the author's choices regarding the following: patterns, such as repetition or parallelism, structure, such as cause-and-effect or problem solution, techniques, such as description or dialogue, and ideas, such as the author's main idea or claim.
- There are many different types of evidence students can use to support their argument, including facts, statistics, anecdotes, quotations with authorities, and examples.
- Characteristics that make evidence credible are reliable sources, including government, educational, and professional organizations, degree to which experts have reviewed the evidence for accuracy, and credibility of references and confirmation provided by the source of evidence.

Essential Questions

- Should we make a home in space?
- Do the benefits of exploring Mars outweigh the risks?
- Should space exploration be a priority?
- Should we spend valuable resources on space exploration?
- What are the advantages and dangers of everyone being the same?
- Why is it either good or bad to have memories from the past?

Exit Skills

- This unit continues to improve students' skills in reading, writing, research, language, and speaking and listening.
- Students will read and evaluate arguments.
- Students will also read nonfiction narratives and explanatory essays to better understand the ways writers express ideas.
- Students will learn the elements of writing arguments. Students will write for a number of reasons, sharing ideas, reflecting on experiences, and gathering evidence.
- Students will conduct research to clarify and explore ideas. Students will develop an understanding of the proper use of verb tenses.
- They will then practice demonstrating those verb tenses in their own writing.
- Students will collaborate r to build on ones another's ideas, and communicate with one another. They will also learn to incorporate audio, visuals, and text in presentations.

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 #3

LA.RL.7	Reading Literature
LA.RL.7.3	Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).
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.7.7	Compare and contrast a written story, drama, or poem to its audio, filmed, staged, or multimedia version, analyzing the effects of techniques unique to each medium (e.g., lighting, sound, color, or camera focus and angles in a film).
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.7.4	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.
LA.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.
LA.RI.7.8	Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims.
LA.W.7.1	Write arguments to support claims with clear reasons and relevant evidence.
LA.W.7.1.A	Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically.
LA.W.7.1.B	Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.
LA.W.7.1.C	Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence.
LA.W.7.1.D	Establish and maintain a formal style/academic style, approach, and form.
LA.W.7.1.E	Provide a concluding statement or section that follows from and supports the argument presented.
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.SL.7.6	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.
LA.L.7.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
LA.L.7.1.B	Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.
LA.L.7.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
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.7.4.C	Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.
LA.L.7.4.D	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
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.7.6	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

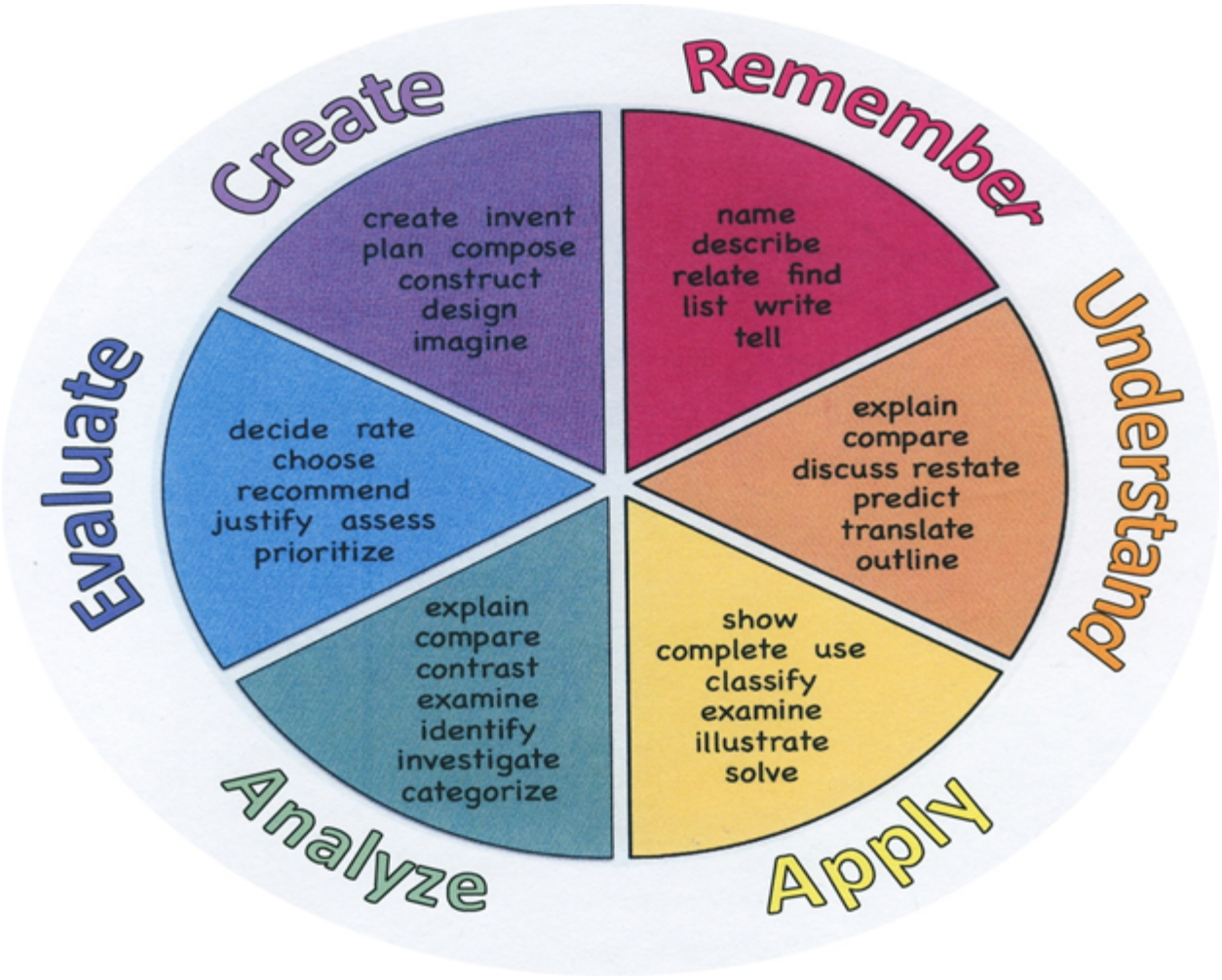
Science

SCI.MS-ESS1	Earth's Place in the Universe
SCI.MS-ESS1-3	Analyze and interpret data to determine scale properties of objects in the solar system.

Learning Objectives

- Create a travel brochure for Utopian society
- Examine the genre of science fiction
- Create Higher Order Thinking Questions based on readings
- Examine symbolism
- Complete vocabulary notebooks based on readings
- Examine imagery
- Define courage
- Read and discuss fictional and informational texts about people, real and fictional, that face conflict.
- Explain how knowing the historical context of a story may enhance your understanding of a story.
- Discover how setting plays a role in character development
- Critique an author's style and its effectiveness in conveying the theme of their story, poem, or speech.
- Analyze two accounts of the same event and describe important similarities and differences in the details they provide.
- Read speech first, then compare and contrast to audio or video version analyzing how the delivery of the speech affects the impact of the words
- Research the rights that were taken away from the Jewish people during the Holocaust
- Compose an explanatory essay answering the essential question of the unit. (#1 or choice)
- 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- Compare and contrast a utopian and dystopin society in order to build background for the novel *The Giver*
- Close reading
- Analyze the text- Read Chapters 1-23 of *The Giver* and annotate for fiction signposts
- Analyze craft and structure
- Concept vocabulary- Vocabulary Notebooks for The *Giver* Chapters 1-23
- Word Study
- Conventions
- Speaking and listening
- Assessments

Assessment Evidence - Checking for Understanding (CFU)

- Question Stems-Students will create higher order thinking questions to pose to the whole class as we read The Giver (Formative assessment)
- Unit Test (Summative assessment)
- Create a Multimedia poster using Google Slides (Benchmark assessment)
- Frequent Feedback as students write their argumentative essays
- Anticipation Guide- Complete the anticipation guide for The Giver and then introduce the genre of science fiction (Alternate assessment)

- Admit Tickets
- Anticipation Guide- Complete the anticipation guide for The Giver and then introduce the genre of science fiction
- Common Benchmarks
- Define
- Describe
- Evaluate
- Evaluation rubrics
- Exit Tickets- After students read and annotate chapter 9 of The Giver, ask: How is Jonas changing?
- Explaining
- Journals
- Outline
- Question Stems- Students will create higher order thinking questions to pose to the whole class as we read The Giver
- Quickwrite
- Quizzes
- Self- assessments
- Study Guide
- Teacher Observation Checklist
- Think, Pair, Share

- Think, Write, Pair, Share
- Top 10 List

Primary Resources & Materials

The Giver (Lois Lowry)

From My Perspectives English Language Arts textbook

Unit 2 A Starry Home

Unit Introduction

Unit Activity and Video page 116

Launch text: Argument Model *Leaving Main Street* page 120

Whole-Class Learning

Compare Short story *Dark They Were, and Golden-Eyed* page 127 and Radio play *Dark They Were, and Golden-Eyed* page 147

Danger! This Mission to Mars Could Bore You to Death page 153

Small-Group Learning

Future of Space Exploration Could See Humans on Mars, Alien Planets page 175

The Last Dog page 183

Ellen Ochoa: Director, Johnson Space Center page 201

Neil deGrasse Tyson on the Future of U.S. Space Exploration After Curiosity page 205

Independent Learning

Science-Fiction Cradlesong

UFO Sightings and News

from *Packing for Mars*

Trip to Mars Could Damage Astronauts' Brains

Performance-Based Assessment

Argument: Essay and Oral Presentation page 220

Unit Reflection

Reflect of the Unit page 223

Once you have completed Unit 2, 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:

***Robot Dreams* by Isaac Asimov**

Ancillary Resources

- 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:

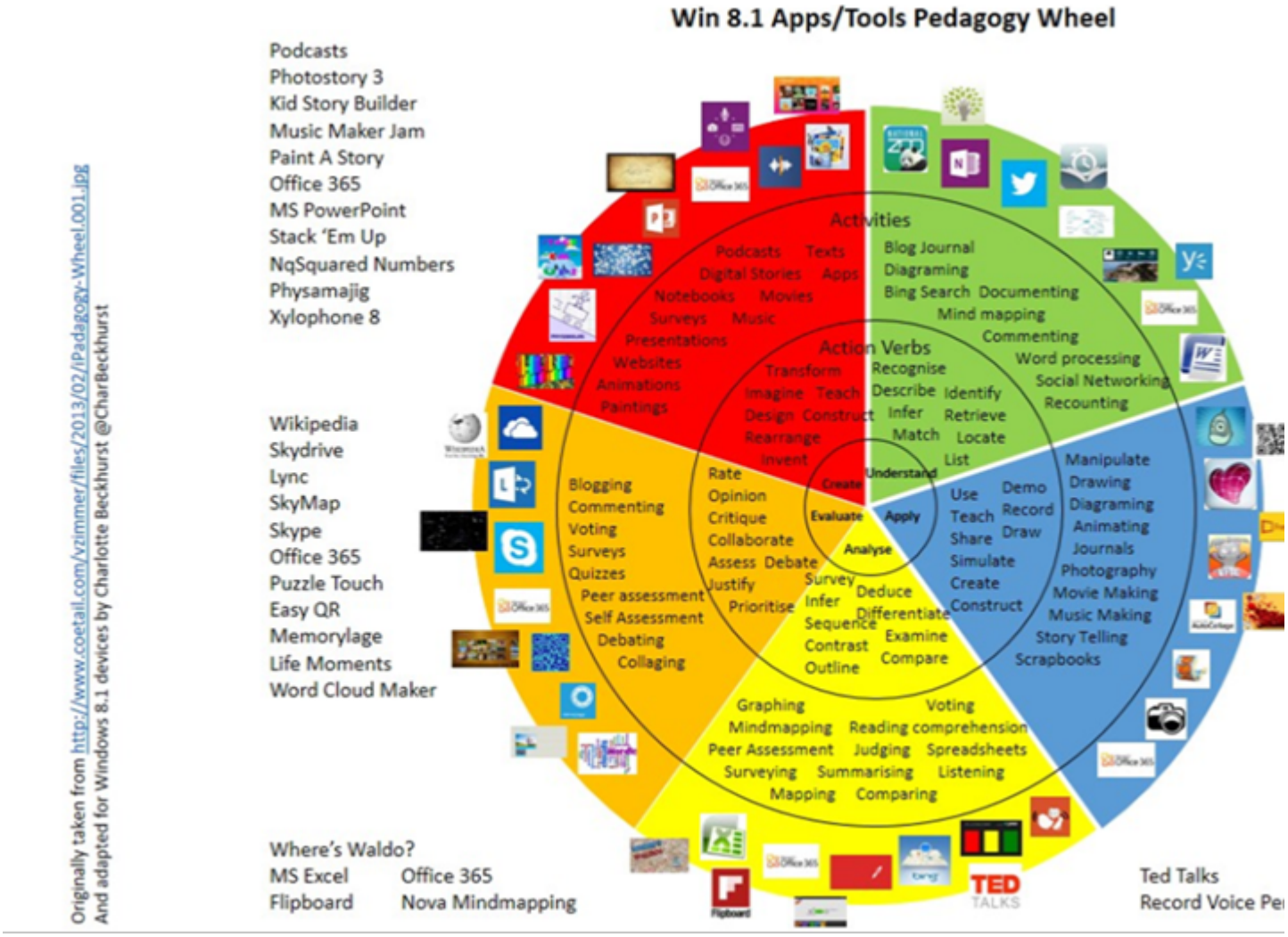
- Google Forms
- Survey Monkey
- PollEverywhere.com
- Use of listening stations

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.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	Educational Technology: 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	Technology Operations and Concepts: Students demonstrate a sound understanding of technology concepts, systems and operations.
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.CS1	Understand and use technology systems.
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.CS1	Interact, collaborate, and publish with peers, experts, or others by employing a variety of digital environments and media.
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.8.2.8	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
- Student(s) work with assigned partner
- Visual presentation

- Assistive technology
- Auditory presentations- Students will follow along with an audiobook of The Giver - while they annotate
- 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- Before reading *The Giver*, students will create a travel brochure independently by choosing from the list, the aspects of their Utopian society in which they will discuss and begin developing their utopia on Google slides
- 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 3 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 by reading The Giver and completing the vocabulary notebooks for each chapter posted on Google Classroom
- 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- modify minimum number of fiction annotations for each chapter read of The Giver
- student working with an assigned partner

- 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 3 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 clarify- For the vocabulary notebook assignments for each chapter of The Giver, students must illustrate/ cut pictures/ draw the vocabulary word in use
- 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)
- 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 3 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 3
- Create problem-based-learning for a real-life authentic connection to all readings

- allowing students to correct errors (looking for understanding)
- 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- For the science fiction novel The Giver Chapter 1-5 Quiz, Chapter 5-9 quiz, Chapter 10-16 quiz, and final quiz, students may use The Giver to complete assessment.
- 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 work presented or required
- 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
- 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
- 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 3 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
- 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- Students may debate the controversial issue of euthanasia brought up in The Giver. Students will defend their position of the issue with supporting text evidence
- Flexible skill grouping within a class or across grade level for rigor
- Higher order, critical & creative thinking skills, and discovery
- 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: Narrative / A Starry Home

NJSLS: LA.SL.7.1.D Acknowledge new information expressed by others and, when warranted motify their own views.

LA.RL.7.6 Analyze gow an author develops and contrasts the points of view if characters or narrators in a text.

LA.RL.7.3 Analyze how particular parts of a story or drama interact

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.

Interdisciplinary Connection: Social Studies, Science

Statement of Objective:
SWBAT Read and Annotate chapters 1-2 of The Giver
SWBAT Examine a nonfiction article regarding chosen baby names

Anticipatory Set/Do Now:

What is a dystopian society? How does this differ from a utopian society?

Learning Activity:
Share Do Now

Students will begin reading chapter 1 - while they annotate
Discussion of annotations, characters.

Students will then be given a short nonfiction article about chosen baby names in Denmark - discussion of annotations.

Students will then read Chapter 2 aloud in class.

What is December symbolic for?
How are the rules changed in the community?

Students will then be given an an

Student Assessment/CFU's:
Teacher Observation
Exit ticket
Oral Questioning
Class Discussion

Materials:
The Giver
Notebook

21st Century Themes and Skills:
Civic Literacy, Global Awareness, Informational and Media Literacy

Differentiation:

Reworded directions
Multiple examples
Audio
Reading silently

Integration of Technology: SMART TV and Chromebooks