

# GR 7 Unit 2 (Take Control)

Content Area: **English Language Arts**

Course(s):

Time Period: **Marking Period 1**

Length: **6 weeks (First 3 weeks--MP 1; Second 3 weeks--MP 2)**

Status: **Published**

## Unit Overview

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Unit Title: Reality Check

Essential Question: What can blur the lines between what's real abd what's not?

## Standards

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## Materials/Activities/Resources

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### Core materials:

- HMH Into Literature
- Schoolwide Writing

### Web Site Resources:

- Ed Your Friend in Learning
- Schoolwide Writing
- Newsela
- Lexia
- Reading A-Z

## Technology

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- Newsela
- Lexia
- Reading A-Z
- EdPuzzle
- Screencastify
- Full list on district teacher page

## **Assessment**

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### **Formative Assessment**

- Teacher Observation
- Comprehension Quizzes
- Running Records
- Daily Lesson Checks and Correct & Redirect Opportunities in the Teacher's Guide

### **Summative Assessment**

- Unit Test
- On Demand Pieces
- District Benchmarks
- F&P Benchmark (special education)

## **Accommodations & Modifications**

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### **Special Education**

- In class/pull out support with special ed teacher
- Newsela/Readworks/Reading A-Z level reading passages
- Additional time during intervention time
- Preferred seating
- Questions read aloud
- Extended time for completing tasks
- Graphic organizers
- Vocabulary support
- Mnemonic devices
- Songs/videos to reinforce concepts
- Limit number of questions
- Scribe
- Study Guides
- Mixed Ability Grouping

### **504**

- In class/pull out support with special ed teacher
- Newsela/Readworks/Reading A-Z level reading passages
- Additional time during intervention time
- Preferred seating
- Questions read aloud
- Extended time for completing tasks
- Graphic organizers
- Vocabulary support
- Mnemonic devices
- Songs/videos to reinforce concepts
- Limit number of questions
- Scribe
- Study Guides
- Mixed Ability Grouping

## **ELL**

- Translation device/dictionary
- In class/pull out support with ESL teacher
- Newsela/Readworks/Reading A-Z level reading passages
- Additional time during intervention time
- Preferred seating
- Questions read aloud
- Extended time for completing tasks
- Graphic organizers
- Vocabulary support
- Mnemonic devices
- Songs/videos to reinforce concepts

## **At-Risk of Failure**

- Additional time during intervention time
- Newsela/Readworks/Reading A-Z level reading passages
- Questions read aloud
- Graphic organizers
- Vocabulary support
- Mnemonic devices
- Songs/videos to reinforce concepts

## **Gifted & Talented**

- Independent projects
- PEP/GEM class
- Above-Level Reading Materials

## **Interdisciplinary Connections**

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Science Connections: Investigate Waves

Math Connections: Calculate percentage of Increase and Decrease

Visual and Performing Arts Connectios: Create Visual Art

AAPI- "Heartbeat" by David Yoo

Amistad Legislation- "Thank You, M'am" By Langston Hughes

## **Social and Emotional Learning Connections**

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Learning Mindset: Self-Management, Social Awareness, Self-Awareness, Responsible Decision-Making, Relationship Skills

Short story: "Heartbeat" By David Yoo. This short story focuses on parental relationships between children, peer interactions, and self confidence.

Myth: "The Flight of Icarus" Retold by Sally Benson. This myth focuses on how actions can have consequences, the importance of parental relationships, and how grief can affect someones life.

Short story: "Thank You, M'am" by Langston Hughes. This short story focuses on the importance of truth and how kindness can teach more than negative consequences in the right moment. It also shows how there are more to people than meets the eye.

## **21st Century Life Literacies & Key Skills**

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Financial Health

Financial Landscape

Money Management

Career Awareness and Planning

Creativity and Innovation

Critical Thinking and Problem-solving

Digital Citizenship

Global and Cultural Awareness

Information and Media Literacy

Technology Literacy

Standards in Action: Climate Change

## **Career Ready Practices**

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- CRP1. Act as a responsible and contributing citizen and employee.
- CRP2. Apply appropriate academic and technical skills.
- CRP4. Communicate clearly and effectively and with reason
- CRP5. Consider the environmental, social and economic impacts of decisions.
- CRP6. Demonstrate creativity and innovation.
- CRP11. Use technology to enhance productivity.