GR 7 Unit 5 (Game On!)

Content Area: **English Language Arts**
Course(s):
Time Period: **Marking Period 4**
Length: **6 weeks (First 3 weeks--MP 3; Second 3 weeks--MP 4)**
Status: **Published**

Unit Overview

Unit Title: Game On!

Essential Question: How do games impact our lives?

Standards

L.SS.7.1.C	Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.
L.SS.7.1.E	Recognize spelling conventions.
L.KL.7.2.A	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases.
L.KL.7.2.B	Gather vocabulary knowledge when selecting a word or phrase important to comprehension or expression.
L.KL.7.2.C	Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.
L.VL.7.3.B	Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., belligerent, bellicose, rebel).
L.VL.7.3.C	Analyze the impact of a specific word choice on meaning and tone.
L.VL.7.3.D	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.
L.VL.7.3.E	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).
L.VI.7.4.A	Interpret figures of speech (e.g., literary, biblical, and mythological allusions) in context.
L.VI.7.4.B	Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words.
RL.CR.7.1	Cite several pieces of textual evidence and make relevant connections to support analysis of what a literary text says explicitly as well as inferences drawn from the text.
RL.CI.7.2	Determine a theme in a literary text (e.g., stories, plays or poetry) and explain how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
RI.CI.7.2	Determine a central idea in an informational text and explain how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
RL.TS.7.4	Analyze the structure an author uses to organize a text and how it contributes to the text as a whole, including how a drama's or poem's form or structure (e.g., soliloquy, sonnet) contributes to its meaning.

RI.TS.7.4	Analyze the structure an author uses to organize a text and how it contributes to the text as a whole, including using knowledge of text structures (e.g., cause-effect, proposition-support) and genre features (e.g., graphics, captions, indexes) to organize and analyze important information.
RL.PP.7.5	Determine how an author conveys or develops perspective or purpose in a text through contrasting the points of view of different characters or narrators in a text.
RI.PP.7.5	Determine how an author conveys or develops perspective or purpose in a text through distinguishing their position from that of others using evidence.
W.AW.7.1.A	Introduce claim(s) about a topic or issue, acknowledge alternate or opposing claims, and organize the reasons and evidence logically.
W.AW.7.1.B	Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources.
W.AW.7.1.C	Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence.
W.AW.7.1.E	Provide a concluding statement or section that follows from and supports the argument presented.
W.NW.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.
W.NW.7.3.B	Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.
W.NW.7.3.C	Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.
W.NW.7.3.D	Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.
W.NW.7.3.E	Provide a conclusion that follows from and reflects on the narrated experiences or events.
W.WP.7.4	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning; flexibly making editing and revision choices and sustaining effort to complete complex writing tasks; and focusing on how well purpose and audience have been addressed.
W.WR.7.5	Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.
W.SE.7.6	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
W.RW.7.7	Write routinely over extended time frames (time for research, reflection, metacognition/self-correction, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
SL.PE.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.
SL.PE.7.1.B	Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.
SL.PE.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.
SL.PE.7.1.D	Acknowledge new information expressed by others and, when warranted, modify their own views.
SL.II.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.
SL.UM.7.5	Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.
SL.AS.7.6	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

Materials/Activities/Resources

Core Materials:

- HMH Into Literature
- HMH Writing

Alternate Website Resources:

- Ed Your Friend in Learning

Technology

- IXL
- Ed Your Friend in Learning

8.1.8.CS.1	Recommend improvements to computing devices in order to improve the ways users interact with the devices.
8.1.8.CS.3	Justify design decisions and explain potential system trade-offs.
8.1.8.NI.2	Model the role of protocols in transmitting data across networks and the Internet and how they enable secure and errorless communication.
8.1.8.DA.5	Test, analyze, and refine computational models.
8.1.8.AP.8	Systematically test and refine programs using a range of test cases and users.
8.2.8.ED.5	Explain the need for optimization in a design process.
8.2.8.ED.6	Analyze how trade-offs can impact the design of a product.
8.2.8.ITH.2	Compare how technologies have influenced society over time.
8.2.8.NT.2	Analyze an existing technological product that has been repurposed for a different function.
8.2.8.NT.4	Explain how a product designed for a specific demand was modified to meet a new demand and led to a new product.
8.2.8.EC.1	Explain ethical issues that may arise from the use of new technologies.
8.2.8.EC.2	Examine the effects of ethical and unethical practices in product design and development.

Assessment

Formative Assessment

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

Summative Assessment

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

Alternate Assessment

- Student Portfolios

Accommodations and Modifications

Special Education

- In class/pull out support with special ed teacher
- 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
- 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
- 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
- Readworks/Reading A-Z level reading passages
- Questions read aloud
- Graphic organizers
- Vocabulary support
- Mnemonic devices
- Songs/videos to reinforce concepts

Gifted and Talented

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

Interdisciplinary Connections

- Physical Education Connections: Research Sports ("It's Not Just a Game!", *The Crossover*, "Ball Hawk," "Get in the Zone: The Psychology of Video Game Design")
- Visual and Performing Arts Connections: Compare the Benefits of Sports and the Arts ("It's Not Just a Game!", "Get in the Zone: The Psychology of Video Game Design")

2.1.8.EH.2	Analyze how personal attributes, resiliency, and protective factors support mental and emotional health.
2.2.8.MSC.5	Predict the impact of rules, etiquette, procedures, and sportsmanship on players' behavior in small groups and large teams during physical activities and games.
2.2.8.LF.7	Evaluate personal attributes as they relate to career options in physical activity and health professions.

VPA.1.1.8.D.CS1	Art is a universal language. Visual communication through art crosses cultural and language barriers throughout time.
VPA.1.2.8.A.CS1	Technological changes have and will continue to substantially influence the development and nature of the arts.
VPA.1.3.8.D.2	Apply various art media, art mediums, technologies, and processes in the creation of allegorical, theme-based, two- and three-dimensional works of art, using tools and technologies that are appropriate to the theme and goals.

Social and Emotional Learning Connections

Learning Mindset: Self-Management, Self-Awareness, Relationship Skills

- "It's Not Just a Game!" discusses the social and emotional benefits of playing and watching sports.
- *The Crossover* focuses on the changing relationship between siblings and the ways in which they benefit from playing sports.
- "Ball Hawk" deals with relationships between parental figures and their children.

Career Readiness, Life Literacies, and Key Skills

PFL.9.1.8.A.5	Relate how the demand for certain skills determines an individual's earning power.
PFL.9.1.8.B.5	Explain the effect of the economy on personal income, individual and family security, and consumer decisions.
PFL.9.1.8.E.1	Explain what it means to be a responsible consumer and the factors to consider when making consumer decisions.
PFL.9.1.8.E.4	Prioritize personal wants and needs when making purchases.

Career Ready Practices

- 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.