

April Animal Farm novel study -Grade 7

Content Area: **Gifted and Talented**
Course(s):
Time Period: **April**
Length: **6-8 Weeks**
Status: **Published**

Unit Overview

Students will read *Animal Farm* by George Orwell. Students will keep a journal sharing their reflections while reading. Students will complete several activities related to the book. Students will participate in weekly class discussions about their reading

Enduring Understandings

- There are dangers of being uneducated
- Language can be used as a tool of propaganda.
- The themes and morals exemplified in classic literature reflect the social, political, and cultural influences of the time.
- Certain powerful individuals or groups can take command of a vulnerable group of people. Unlimited power can corrupt an individual in a position of power.
- Absolute power corrupts absolutely

Essential Questions

- How have values and beliefs changed over time? How does culture contribute to the literature of the time?
- What is the nature of power and how do people get it, take it and use or abuse it?
- What causes people to rise up and rebel?
- What prevailing conditions cause revolt?
- What is the nature of power and how do people get it, take and use or abuse it?
- What are the qualities of a good leader?

Instructional Strategies & Learning Activities

Integration of Career Readiness, Life Literacies and Key Skills

0xCRP.K-12.CRP11 Use technology to enhance productivity.

0xCRP.K-12.CRP2 Apply appropriate academic and technical skills.

0xCRP.K-12.CRP4 Communicate clearly and effectively and with reason.

0xCRP.K-12.CRP5 Consider the environmental, social and economic impacts of decisions.

0xCRP.K-12.CRP6 Demonstrate creativity and innovation.

0xCRP.K-12.CRP7 Employ valid and reliable research strategies.

0xCRP.K-12.CRP8 Utilize critical thinking to make sense of problems and persevere in solving them.

0xCRP.K-12.CRP9 Model integrity, ethical leadership and effective management.

WRK.9.2.8.CAP

Career Awareness and Planning

WRK.9.2.8.CAP.1

Identify offerings such as high school and county career and technical school courses, apprenticeships, military programs, and dual enrollment courses that support career or occupational areas of interest.

WRK.9.2.8.CAP.2

Develop a plan that includes information about career areas of interest.

WRK.9.2.8.CAP.3

Explain how career choices, educational choices, skills, economic conditions, and personal behavior affect income.

WRK.9.2.8.CAP.4

Explain how an individual's online behavior (e.g., social networking, photo exchanges, video postings) may impact opportunities for employment or advancement.

TECH.9.4.8.CI

Creativity and Innovation

TECH.9.4.8.CI.3

Examine challenges that may exist in the adoption of new ideas (e.g., 2.1.8.SSH, 6.1.8.CivicsPD.2).

TECH.9.4.8.CI.4

Explore the role of creativity and innovation in career pathways and industries.

TECH.9.4.8.CT

Critical Thinking and Problem-solving

TECH.9.4.8.CT.2

Develop multiple solutions to a problem and evaluate short- and long-term effects to determine the most plausible option (e.g., MS-ETS1-4, 6.1.8.CivicsDP.1).

TECH.9.4.8.DC

Digital Citizenship

TECH.9.4.8.DC.1

Analyze the resource citations in online materials for proper use.

TECH.9.4.8.DC.2

Provide appropriate citation and attribution elements when creating media products (e.g., W.6.8).

TECH.9.4.8.TL

Technology Literacy

TECH.9.4.8.TL.3

Select appropriate tools to organize and present information digitally.

TECH.9.4.8.GCA.1

Model how to navigate cultural differences with sensitivity and respect (e.g., 1.5.8.C1a).

TECH.9.4.8.GCA.2

Demonstrate openness to diverse ideas and perspectives through active discussions to achieve a group goal.

TECH.9.4.8.IML.1

Critically curate multiple resources to assess the credibility of sources when searching for information.

Awareness of and appreciation for cultural differences is critical to avoid barriers to productive and positive interaction.

Gathering and evaluating knowledge and information from a variety of sources, including global perspectives, fosters creativity and innovative thinking.

Multiple solutions often exist to solve a problem.

An individual's strengths, lifestyle goals, choices, and interests affect employment and income.

Technology Integration

- Use of Smartboard and Chromebooks
- Students create final projects using their Chromebooks- creating a website or video trailer are some options
- Shared docs in Google Classroom for vocabulary, character development and themes

CS.6-8.8.1.8.CS.4

Systematically apply troubleshooting strategies to identify and resolve hardware and software problems in computing systems.

Interdisciplinary Connections

- History (Russian Revolution)
- Music (Beasts of England song)

Differentiation

- Understand that gifted students, just like all students, come to school to learn and be challenged.
- Pre-assess your students. Find out their areas of strength as well as those areas you may need to address before students move on.
- Consider grouping gifted students together for at least part of the school day.
- Plan for differentiation. Consider pre-assessments, extension activities, and compacting the curriculum.
- Use phrases like "You've shown you don't need more practice" or "You need more practice" instead of words like "qualify" or "eligible" when referring to extension work.
- Encourage high-ability students to take on challenges. Because they're often used to getting good grades, gifted students may be risk averse.
- **Definitions of Differentiation Components:**
 - Content – the specific information that is to be taught in the lesson/unit/course of instruction.
 - Process – how the student will acquire the content information.
 - Product – how the student will demonstrate understanding of the content.
 - Learning Environment – the environment where learning is taking place including physical location and/or student grouping

Differentiation occurring in this unit:

Product (choice), process (varied reflection options for note taking), small group discussions for those having difficulty understanding the universal themes

Modifications & Accommodations

Refer to QSAC EXCEL SMALL SPED ACCOMMODATIONS spreadsheet in this discipline.

Modifications and Accommodations used in this unit:

- Student can listen to the text read aloud.
- Student can type or write their journal notes.

Benchmark Assessments

Benchmark Assessments are given periodically (e.g., at the end of every quarter or as frequently as once per month) throughout a school year to establish baseline achievement data and measure progress toward a standard or set of academic standards and goals.

Schoolwide Benchmark assessments:

Aimsweb benchmarks 3X a year

Linkit Benchmarks 3X a year

Additional Benchmarks used in this unit:

Teacher observation and data records to show growth over time and grade levels.

Formative Assessments

Assessment allows both instructor and student to monitor progress towards achieving learning objectives, and can be approached in a variety of ways. **Formative assessment** refers to tools that identify misconceptions, struggles, and learning gaps along the way and assess how to close those gaps. It includes effective tools for helping to shape learning, and can even bolster students' abilities to take ownership of their learning when they understand that the goal is to improve learning, not apply final marks (Trumbull and Lash, 2013). It can include students assessing themselves, peers, or even the instructor, through writing, quizzes, conversation, and more. In short, formative assessment occurs throughout a class or course, and seeks to improve student achievement of learning objectives through approaches that can support specific student needs (Theal and Franklin, 2010, p. 151).

Formative Assessments used in this unit:

Weekly class discussions

Journals collected weekly and reviewed by teacher with comments

small group discussions weekly

Online questions posed in Google Classroom weekly

chapter activities

Summative Assessments

Summative assessments evaluate student learning, knowledge, proficiency, or success at the conclusion of an instructional period, like a unit, course, or program. Summative assessments are almost always formally graded and often heavily weighted (though they do not need to be). Summative assessment can be used to great effect in conjunction and alignment with formative assessment, and instructors can consider a variety of ways to combine these approaches.

Summative assessments for this unit:

Essay question graded with rubric

Instructional Materials

student laptops or access to computers

pencil/paper

student handouts (paper version and/or online)

novel for each student

art supplies for theme project

Standards

In addition to cross-curricular standards listed above, National Association for Gifted Children Standards endorsed by NJDOE are applied.

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.RH.6-8.4	Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.
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.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.7.6	Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.
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.7.9	Compare, contrast and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history.
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.