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.CRP11Use 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.

9.2.8.CAP	Career Awareness and Planning
9.4.8.CI	Creativity and Innovation
	An individual's strengths, lifestyle goals, choices, and interests affect employment and income.
	Gathering and evaluating knowledge and information from a variety of sources, including global perspectives, fosters creativity and innovative thinking.
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.
9.2.8.CAP.2	Develop a plan that includes information about career areas of interest.
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).
9.2.8.CAP.3	Explain how career choices, educational choices, skills, economic conditions, and personal behavior affect income.
9.4.8.CI.4	Explore the role of creativity and innovation in career pathways and industries.
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.
9.4.8.CT	Critical Thinking and Problem-solving
	Multiple solutions often exist to solve a problem.
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).
9.4.8.DC	Digital Citizenship
9.4.8.DC.1	Analyze the resource citations in online materials for proper use.
9.4.8.DC.2	Provide appropriate citation and attribution elements when creating media products (e.g., W.6.8).
	Awareness of and appreciation for cultural differences is critical to avoid barriers to productive and positive interaction.
9.4.8.GCA.1	Model how to navigate cultural differences with sensitivity and respect (e.g., 1.5.8.C1a).
9.4.8.GCA.2	Demonstrate openness to diverse ideas and perspectives through active discussions to achieve a group goal.
9.4.8.IML.1	Critically curate multiple resources to assess the credibility of sources when searching for information.
9.4.8.TL	Technology Literacy
9.4.8.TL.3	Select appropriate tools to organize and present information digitally.

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

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 ACCOMMOCATIONS spreadsheet in this discipline.
Modifications and Accommodations used in this unit:

- Student can listen to the text read aloud.
- Student can type of 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.

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.
RL.MF.7.6	Compare and contrast texts (e.g., a written story, drama, or poem) to its audio, filmed, staged, or multimedia version and analyze the unique qualities of different mediums, including the effects of techniques unique to each medium (e.g., lighting, sound, color, or camera focus and angles in a film).
RI.AA.7.7	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.
W.IW.7.2	Write informative/explanatory texts (including the narration of historical events, scientific procedures/experiments, or technical processes) to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
SL.PE.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.
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.
6.3.8.CivicsPI.2	Evaluate the extent to which different forms of government reflect the history and values of various societies (e.g., monarchy, democracy, republic, dictatorship).