Unit 3 Grade 7: The Individual and Society	
Enduring Understandings/Skill Focus	**Assessment Plan**
This unit requires students to ponder the foundations of our society's anxieties and worries about the future. Students will watch various science fiction pieces that present viewers with different societal perspectives, immersing the viewer into dystopian worlds different from our own. Students will consider the following questions: What makes a film dystopian? What cinematic techniques help create a sense of oppression, control, and resistance? Why do audiences continue to be fascinated by bleak visions of the future? How do filmmakers build suspense and tension using cinematography?	Students will complete short formative assessments and quizzes Students will complete a summative multiple-choice test regarding dystopian themes and their portrayal in film through *The Hunger Games* Students will complete a summative content area writing task.
Texts/Resources	**NJSLS**
Required: *The Giver, Lois Lowry* Movie: <u>The Giver</u>	RL.CI.8.2. Determine a theme of a literary text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments. RL.CR.8.1. Cite a range of textual evidence and make clear and relevant connections to strongly support an analysis of multiple aspects of what a literary text says explicitly as well as inferences drawn from the text. RI.CR.8.1. Cite a range of textual evidence and make clear and relevant connections (including informational text features such as charts, graphs, and diagrams) that strongly support an analysis of multiple aspects of what an informational text says explicitly, as well as inferences drawn from the text. RI.AA.8.7. Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced W.IW.8.2. 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. A. Introduce a topic clearly, previewing what is to follow; and organize ideas, concepts, and information, using text structures (e.g., definition, classification, comparison/contrast, cause/effect, etc.) and text features (e.g., headings, graphics, and multimedia) when useful to aid in comprehension. B. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.

| | C. Use appropriate to create cohesion and clarify the relationships among ideas and concepts.
D. Use precise language and domain/grade-level- specific vocabulary to inform about or explain the topic.
E. Establish and maintain a formal style/academic style, approach, and form.
F. Provide a concluding statement or section (e.g., sentence, part of a paragraph, paragraph, or multiple paragraphs) that synthesizes the information or explanation presented.
RL.CR.8.1. Cite a range of textual evidence and make clear and relevant connections to strongly support an analysis of multiple aspects of what a literary text says explicitly as well as inferences drawn from the text.
RL.IT.8.3. Analyze how particular elements of a text interact (e.g., how setting shapes the characters or plot, how ideas influence individuals or events, or how characters influence ideas or events) across multiple text types, including across literary and informational texts.
RI.IT.8.3. Analyze how particular elements of a text interact (e.g., how contexts influence individuals or events, or how individuals influence ideas or events) across multiple text types, including across literary and informational texts.
RL.TS.8.4. Compare and contrast the structure of texts, analyzing how the differing structure of each text contributes to its meaning, tone and style.
RI.TS.8.4. Analyze and explain how an author organizes, develops and presents ideas, establishes a point of view or builds supporting arguments through text structure.
RL.PP.8.5. Analyze how an author conveys or develops their perspective or purpose in a text through the use of different perspectives of the characters and that of the audience or reader (e.g., created through the use of dramatic irony).
RI.PP.8.5. Analyze how an author conveys or develops their perspective or purpose in a text and by acknowledging and responding to conflicting evidence or viewpoints.
RL.MF.8.6. Evaluate the choices made (by the authors, directors or actors) when presenting an idea in different mediums, including the representation/s or various perspectives of a subject or a key scene in two different artistic mediums (e.g., a person's life story in both print and multimedia), as well as what is emphasized or absent in each work.
RI.MF.8.6. Evaluate the choices made (by the authors, directors, or actors) when presenting an idea in different mediums and the advantages and disadvantages of using different mediums or formats (e.g., visually, quantitatively) to address a question or solve a problem. |

	RI.AA.8.7. Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced. RL.CT.8.8. Analyze and reflect on how the author's idea in fiction and literary nonfiction texts (e.g., practical knowledge, historical/cultural context, and background knowledge) is shaped by the author's emphasis on different evidence, advancing different interpretations of facts, or fictional portrayal of a time, place, or character and a historical account of the same period. RI.CT.8.8. Analyze and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) two or more informational texts that provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation. W.WP.8.4. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, sustaining effort to complete complex writing tasks; seeking out assistance, models, sources or feedback to improve understanding or refine final products; focusing on how well purpose and audience have been addressed. W.RW.8.7. 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.8.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly. 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. B. Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed. C. Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas. D. Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented. SL.II.8.2. Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation. SL.PI.8.4. Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.

	SL.AS.8.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.
	L.SS.8.1. Demonstrate command of the system and structure of the English language when writing or speaking.
	A. Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences.
	B. Form and use verbs in the active and passive voice.
	C. Form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood.
	D. Recognize and correct inappropriate shifts in verb voice and mood.
	E. Use punctuation (comma, ellipsis, dash) to indicate a pause or break.
	F. Use an ellipsis to indicate an omission.
	G. Recognize spelling conventions.
	L.KL.8.2. Use knowledge of language and its conventions when writing, speaking, reading, or listening.
	A. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases.
	B. Gather vocabulary knowledge when selecting a word or phrase important to comprehension or expression.
	C. Use verbs in the active and passive voice and in the conditional and subjunctive mood to achieve particular effects (e.g., emphasizing the actor or the action; expressing uncertainty or describing a state contrary to fact).
	L.VL.8.3. Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, including technical meanings, choosing flexibly from a range of strategies.
	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.
	B. Analyze the impact of specific word choices on meaning and tone.
	C. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., precede, recede, secede).
	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.
	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.8.4. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
	A. Interpret figures of speech (e.g., verbal irony, puns) in context.
	B. Use the relationship between particular words to better understand each of the words.
	C. Analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.
	D. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., bullheaded, willful, firm, persistent, resolute)

Writing Tasks

Reading Response Journals	Content Area Writing
Students will respond to reflective questions about literature and nonfiction texts read in class. Students will use personal journals and will have opportunities to share their responses with the class.	In The Giver by Lois Lowry, Jonas makes the life-changing choice to leave the community, risking his own safety to seek a life of freedom and truth. Some readers believe Jonas's decision is justified because he wants to bring back real emotions, colors, and memories to his society. Others believe his choice is selfish and dangerous, putting himself and others at risk. Your Task: Write a persuasive essay in which you take a clear stance on whether Jonas's decision to leave the community was justified. Support your position with: • Specific evidence from the novel • Logical reasoning • At least one counterargument to address the opposing viewpoint Requirements: • Introduction with a clear thesis statement • At least three body paragraphs with evidence and explanations • Address and refute at least one opposing argument • Conclusion that reinforces your stance Length: 4–5 paragraphs
SIOP Strategies	**Accom/Mod/GT/AT**
• Connect the Dots • Think-Pair-Share • White Board Response • Cooperative Learning Strategies • Comprehension Strategies • Popcorn Reading • Numbered Heads • KIMS Vocabulary Strategy	*Accommodations:* • Extended Time for assignments • Re-teaching material • Small group/guided reading groups for comprehension • Homogeneous grouping • Present information in various formats • Graphic organizers for written assignments • Modeling/Examples of fluency and expectations of assignments • Redirection • Break down reading and writing tasks into smaller chunks *Modifications:*

- Modify amount of work required
- Offer multiple forms of assessment
- Differentiate assignments
- Allow extended time to complete assignments

Gifted and Talented/Academically Talented:
- Encourage students to explore concepts in depth and encourage independent studies of investigations
- Brainstorm with gifted children on what types of projects they would like to explore to extend what they are learning in the classroom.
- Capitalize on student interest in a topic and incorporate alternate texts and cross- curricular information to enhance the learning.
- Ask students higher level questions that require students to look in to causes, experiences, and facts to draw a conclusion or make connections to other areas of learning.
- Allow students to move more quickly through the material.

Interdisciplinary Connections & Career Ready Practices	Integration of Technology	Integration of 21st Century Skills	Academic Vocabulary	
Mathematics: **Visual and Performing Arts:** **Health/PE:** **World Languages:** **Social Studies:** 6.3.8.CivicsPI.2 **Technology:** **Career Ready Practices:**	Substitution: Digital versions of materials are available. Augmentation: Students prepare, complete, and submit summative assessments using Schoology. Modification/Redefinition: Students will respond to discussion prompts and make/receive comments using Schoology.	☐ Creativity & Innovation ☐ Media Literacy ☒ Economic and Government Influences ☒ Critical Thinking & Problem Solving *Students must use problem solving and critical thinking skills in many classroom questions.*	**Tier 1**	*N/A*
			Tier 2	*Academic Vocabulary* words not in general use, not content specific and appear far more in written texts than in speech *Examples in this Unit:* • Ch 1: distraught p5, recollection p5, apprehensive p6, attentively p9, vital p10, essential p10, capacity p10, prominent p11,

		☐ Life and Career Skills *(flexibility, initiative, cross-cultural skills, productivity, leadership, etc.)* ☒ Global and Cultural Awareness ☐ Information & Communication Technologies Literacy ☒ Communication & Collaboration ☐ Information Literacy		transgression p11. Ch 2: adherence p16, aptitude p19, recreation p21, reassured p21, chastise p25. Ch 3: unsettling p26, insensitive p26, rarity p26, reluctantly p27, affectionately p28, droning p28, sufficient p29, remorse p29, incident p29, bewildered p29, nondescript p30, tunic p30, remarkable p30, mystified p31, conviction p31, reflective p32, solemn p32. Ch 4: leisurely p33, luxury p33, regulated p33, invariably p34, gravitating p34, hasten p34, permitted p34, tabulated p36, serene p35, enlarge p42, slyly p42, chortle p42. Ch 5: fragment p43, vividly p43, disquieting p 44, infraction p44, uneasy p45, vague p46. Ch 6:

				interdependence p52, emblem p52, appeal p52, indulgently p53, reprieve p54, inadequate p54, relinquish p54, exuberant p56, longingly p67, dutifully p58, infringed p58, congregated p60. Ch 7: meticulously p61, disposition p62, correspond p62, scrupulously p62, exasperated p63, amidst p66, prestige p67, acquisition p68, retroactive p68, ruefully p69, regulated p69, wielded p69, cringed p70, escalating p70, precision p70, avert p73. Ch 8: crescendo p74, benign p75, anguish p75, indolence p77, unanimous p77, integrity p78, magnitude p79, immense p79. Ch 9: throng p82, relish p86, exempted p86, compel p87,

				accustomed p87, unnerving p87, prohibition p87, requisitioned p88, excruciating p88, diminished p88, integral p89, empowered p90, utmost p90. Ch 10: hastily p91, origin p92, intricate p94, conspicuous p94, gestured p96, neglect p97. Ch 11: peppered p102, poised p103, obstruction p104, tentatively p104, obsolete p106, conveyance p106. Ch 12: admonition p112, distinctive p119, relinquished p120. Ch 13: vibrance p124, anguished p127, consumed p129, assimilated p131, impulse p132, stimulate p132, disregarded p132, altered p134. Ch 14: perceived p136, invigorating p136, daub p138, unendurable p138, assuage p139, excruciating p139, advising p140, ominous p143,

| | | | | fretful p143, dismay p144, acquired p147. Ch 15: contorted p149, immobilized p150. Ch 16: ecstatic p153, affectionately p 153. Ch 17: exempted p163, permeated p164, suppressing p167. Ch 18: deject p174, luminous p176, inflict p178, imploringly p178. Ch 21: frazzled p206, condemned p206, lanquid p208. Ch 22: habitation p212, vigilant p213, diminished p213, haphazard p213, tentatively p214, diminished p214, awed p216, exquisite p 216. Ch 23: perception p220, imperceptibly p220, fleeting p221, yearning p221, yearning p221, trudged p221, lethargy p 222, resignation p222, incision p224. |
| | | | | ***Examples for Teaching:*** |

				• Introduce words during or after text • Student friendly definitions
			Tier 3	***Domain-Specific Vocabulary*** • words related to a specific content or field of study • students are likely to encounter in the future ***Examples in this Unit*** • release, stirrings, elsewhere, sameness, seeing beyond, elder, ritual, comfort object, caretaker, ***Examples for Teaching:*** • Contextualize the words • Mental Models

Learning Map (Pacing Guide)

Week	Text	Learning Outcomes, Topics, and Suggested Activities
1	Movie: <u>Hunger Games</u>	In this week's lessons, students will take notes on dystopian literature, including essentially vocabulary. Students will apply learned assets to a viewing of <u>Hunger Games</u>. This will build their foundation for this unit on dystopian films. • Essential Questions: What makes a film or novel dystopian? What items, beliefs, or societal conditions lead to dystopian futures? • Suggested Activities: Students will view <u>The Hunger Games</u> and complete guided notes.

2	Movie: <u>Hunger Games</u>	Students will also consider the future of humanity, contemplating and debating the role of technology in our future. • Essential Questions: How important can seemingly inconsequential events be? Can decisions and risks we attempt now have profound effects? Is killing ever just? What are the dangers of groupthink? • Suggested Activities: Students will also finish watching The Hunger Games and complete a summative exam using both multiple choice and short answer responses.
3	<u>The Giver</u> by Lois Lowry	In this week's lessons, students will begin reading the exposition of <u>The Giver</u>, analyzing the aspects of the utopian society provided by the setting of the novel. • Essential Questions: Can there ever be a utopian society? What sacrifices in liberty and uniqueness must we make to be equal, fair, and just? What is similar in both The Hunger Games and The Giver thus far? • Suggested Activities: Students will read <u>The </u>Giver exposition and analyze it to make predictions about the possible impact the book may have on its readers, using The Hunger Games and "The Lottery" as supporting evidence.
4	<u>The Giver</u> by Lois Lowry	In this week's lessons, students will begin reading the rising action of <u>The Giver</u>, reflecting on and comparing/contrasting the utopian society to modern America. • Essential Questions: Does everyone have an aptitude or place in society? Is it important to a choice in your future despite knowing your strengths/weaknesses? • Suggested Activities: Students will read <u>The Giver</u> by Lois Lowry.
5	<u>The Giver</u> by Lois Lowry	In this week's lessons, students will read the rising action and climax of <u>The Giver</u>, debating the idea of utopia vs. dystopia. • Essential Questions: When is it okay to defy the rules? When is it important to sacrifice livelihood for the greater good? • Suggested Activities: Students will continue reading <u>The Giver</u> by Lois Lowry.

6	The Giver by Lois Lowry	In this week's lessons, students will read the falling action and resolution of The Giver, particularly focusing on Jonas' overwhelming strength in a fatal situation. • Essential Questions: Does willpower ever outweigh physical strength? • Suggested Activities: Students will complete The Giver by Lois Lowry
7	Movie: The Giver	In this week's lessons, students will watch The Giver and take notes on cinematography, lighting, tone and theme. • Essential Questions: What creative decisions were made in the film that differ from the novel? • Suggested Activities: Students will watch The Giver. Students will be introduced to the end of module essay, and will begin the writing process steps.
8	Movie: The Giver	In this week's lessons, students will finish The Giver film and begin working on the end of module assessment. • Essential Questions: Was Jonas's decision justified? Which medium was more successful in your understanding of the moral in The Giver Suggested Activities: Students will finish watching The Giver and begin their essays. Students will continue writing their essay
9	The Giver by Lois Lowry	In this week's lessons, students will demonstrate mastery of concepts from Unit 3 as they complete an essay