

***Revised August 2024**

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| UNIT # 3: Identity and Belonging /<i>The Outsiders</i> by S. E. Hinton | TIMEFRAME: December-January-February |
| <p>BIG IDEA(S):</p> <p>Reading (includes vocabulary)</p> <ul style="list-style-type: none"> ● Introduction to individuality, belonging, identity ● Key Critical reading skills: Paraphrasing, inference, vocabulary in context and finding the main idea. ● Loyalty v. rivalry ● Power ● Literary Devices ● Symbolism ● Actively participate in Socratic Seminar. ● Root words: neo, macro, gran, path, herbi, verb, juven, meta, purg <p>Writing and Grammar:</p> <ul style="list-style-type: none"> ● Use of vivid details ● PARCC Narrative Writing ● PARCC Literary Analysis ● Introduction to PARCC Research Writing Task (February) ● Topic Sentences ● Argument v. Evidence (Steps 3-5) ● Dialogue journals (biweekly) ● Punctuation in Sentences (, ; :) ● Students will use colons and semicolons to gain a greater understanding of the family dynamics present in <i>The Outsiders</i>. <p>Test Prep:</p> <ul style="list-style-type: none"> ● PARCC Narrative Writing ● PARCC Literary Analysis ● Introduction to PARCC Research Writing Task (February) ● Vocabulary in Context ● Annotating Text ● How to answer open-ended response questions ● How to eliminate answers | <p>ESSENTIAL QUESTIONS:</p> <p>Content-Based Essential Questions:</p> <ul style="list-style-type: none"> ● What does it mean to be an individual? ● What does it mean to be a part of a group? ● Is it possible to belong to a group and still retain your individuality? ● What does it mean to be loyal? Can you be loyal to yourself? ● How can we develop our own identity in a conflicted society? ● How does social class affect power relationships? ● What are key critical reading skills? ● How do socioeconomic differences create conflicts/barriers between people? ● To what extent does the author's use of literary devices enhance understanding? ● How does symbolism contribute to the overall meaning/theme of a text? ● Do we choose the groups that we belong to? Which ones can we choose, and why? ● Are our identities determined by the groups we belong to or by the choices we make? ● What different kinds of groups are there in our society? How do they overlap and conflict with one another? ● How do the groups that we belong to shape our futures? ● How do our choices conflict with the groups that we belong to? ● Why do people want to belong to groups instead of being alone? <p>Skills-Based Essential Questions:</p> <ul style="list-style-type: none"> ● What are the elements of the writing process? ● Why do we write? ● What is a vivid detail? ● What is the primary difference between an argument and evidence? ● How do we "view" films in a way that keeps us involved and active, just as we do while reading a text? ● What is a Research Writing Task? |

| ENDURING UNDERSTANDINGS: Students will understand that... <ul style="list-style-type: none"> • Cliques and peer groups shape social skills for people as they grow up. • Writing process requires five different stages necessary to write effectively: pre-writing, drafting, revising, editing and publishing. • Divided loyalties may lead to rivalry amongst peer groups. • There are four main purposes for writing: to inform, persuade, inspire and entertain. • The true meaning of friendship is revealed more often through times of hardship than in happy times. • Language, story elements and literary devices contribute to the reader's understanding of fiction. • Humans cannot live and grow without experiencing a full range of emotions. • Pre-writing enables writers to effectively organize their ideas for a timed writing assignment. • Our identities are determined by both the groups we belong to and the choices we make. • We choose some groups we belong to but not others. • The choices we make can conflict with our group identity. • We have different social categories that we used to determine identity: race, class, gender, religion, level of education, etc. They will also understand that relying on these classifications to determine identity is dangerous and reductive. • Colons and semicolons can connect ideas to make their writing interesting and more concise. • Colons and semicolons are used in specific situations when writing. • Themes are written more general terms, including character traits and do not include specific characters. • Filmmakers choose the physical placement of characters (who they are next to, between, behind, etc.) with a great deal of attention spent on the meaning of those placements. | |
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| READING and VOCABULARY | RELEVANT RESOURCES/MATERIALS/Standards |
| Tier 1 Activities/Strategies (Knowledge/Comprehension) | Tier 1 Standards: <ul style="list-style-type: none"> • RL.CR.7.1 • RI.CR.7.1. • RL.CI.7.2. • RI.CI.7.2. • RL.IT.7.3. • RI.IT.7.3. • L.VI.7.4. • RL.TS.7.4. • RI.TS.7.4. • RL.PP.7.5. • RL.MF.7.6. • RL.IT.7.3 • L.VI.8.4. • RL.MF.7.6. |

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| <ul style="list-style-type: none"> Students will define foreshadowing, symbolism (review), identity, social class, socioeconomic status and race by conducting a teacher led visual web and discussion. Students will discuss the importance of cliques and social groups in their lives through “turn and talk” using their own personal experiences. Students will practice comparing and contrasting using a Venn diagram consisting of low level book and film (<i>The Cat in The Hat</i> book and <i>The Cat in The Hat</i> TV series) Students will keep a running list of root words. (neo, macro, gran, path, herbi, verb, juven, meta, purg) Teacher will provide a model of literary devices from the novel, <i>The Outsiders</i>. Students will identify common literary devices (simile, metaphor, personification, alliteration, assonance, onomatopoeia, idiom, hyperbole). Students will show how characters in <i>The Outsiders</i> are connected to one another (explain their interdependent relationships). Students will define main idea as the argument that a non-fiction article makes, or a short description of what happens in a story. (Teach them that the main idea should be a one-sentence summary.) Students will read and recall evidence from the text. Students will classify and organize plot events. Students will define vocabulary words in <i>The Outsiders</i>. Students will read “Nothing Gold Can Stay” three times, once to warm up, once to notice important words, once to comprehend. Students will view the film <i>West Side Story</i> taking notes on the physical placement of each character when they are in groups. Students will read “The Fighting Fifty-Fourth” and “With My Face To The Foe.” | <p>Tier 1 Resources/Materials:</p> <ul style="list-style-type: none"> <i>The Outsiders</i>, by S.E. Hinton “Nothing Gold Can Stay” by Robert Frost. “Charles” by Shirley Jackson Film: <i>West Side Story</i> character analysis sheet-STEAL <i>Vocabulary Workshop</i> <i>The Cat in The Hat</i> Book <i>The Cat in The Hat</i> video www.pbskids.org/Catinthehat/ CNN Article: “Texas pool party chaos: What role did race play?” http://www.cnn.com/2015/06/08/us/mckinney-texas-pool-video/ Venn diagram rubric-teacher-created <i>NJ Progress</i> Passages and Prompts for Narrative Writing https://www.sadlierconnect.com/teacher/product.html?productId=183&programId=106&programSeriesId=9&subjectId=1&gradeId=10&eventId=VVHsoD7TVAJ4PaJo&eventValidation=ccb6ceb81c2e411c24bd1339ca410b0c_.I3Z7e1ea_QI6U-6clmR9dvJ1EYR_X6XwW6jyx7U4aygmeMJd2mpp0-vAUQxEP4-0Mm6bbzkP8uVXOwa-NPZ31g~~ |
| <p>Tier 2 Activities/Strategies (Application/Analysis)</p> | <p>Tier 2 Standards:</p> <ul style="list-style-type: none"> RL.CR.7.1 RI.CR.7.1. |

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| | <ul style="list-style-type: none"> • RL.CI.7.2. • RI.CI.7.2. • RL.IT.7.3. • RI.IT.7.3. • L.VI.7.4. • RL.TS.7.4. • RI.TS.7.4. • RL.PP.7.5. • RL.MF.7.6. • RL.IT.7. • L.VI.8.4. • RL.MF.7.6. • L.VI.8.4. • RL.MF.7.6. |
| <ul style="list-style-type: none"> • Students will identify areas of foreshadowing in “Charles.” • Students will explain the differences between individuality and group identity. • Make predictions, make connections, infer, and use context clues before and during reading “Charles” and <i>The Outsiders</i>. • Students will analyze characterization as revealed through a character's words, thoughts, speech, and actions by filling out STEAL chart referencing Laurie. • Students will explain how socioeconomic status creates rivalries between peer groups through teacher led discussion. • Students will explain how the literary devices in <i>The Outsiders</i> contribute to its overall meaning by posting notes on literary examples from text and class discussion. • Students will analyze how the historical time period shapes and impacts the events in the novel by viewing a teacher-created power point. • Students will examine supplementary articles to explain the “ins and outs” of social class controversies in society today by reading CNN article. • Students will analyze the idea of social class by reading “Nothing Gold Can Stay.” • Students will create a Venn diagram comparing and contrasting the two social economic classes of the Socs and the Greasers with a partner. • Students will identify and analyze the use of symbolism throughout the text, recording | <p>Tier 2 Resources/Materials:</p> <ul style="list-style-type: none"> • “Charles” by Shirley Jackson • <i>The Outsiders</i>, by S.E. Hinton • “Nothing Gold Can Stay”, Robert Frost • Character analysis sheet-STEAL • <i>Vocabulary Workshop</i> • <i>The Outsider</i> background power point-teacher-created • Venn diagram rubric-teacher-created • CNN Article: “Texas pool party chaos: What role did race play?” http://www.cnn.com/2015/06/08/us/mckinney-texas-pool-video/ |

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| <p>various examples and their literary implications using post its.</p> <ul style="list-style-type: none"> Students will use context clues to figure out the meaning of unfamiliar words from <i>Vocabulary Workshop</i> and come up with synonyms. Use Greek roots to determine the meaning of unfamiliar words while they read. Students will hypothesize the part of speech and meaning of vocabulary words by using context clues. Answer questions in one paragraph regarding “Nothing Gold Can Stay.” Is Robert Frost just talking about nature? Is he using it to talk about something that is applicable to our lives? Students will compose a list of synonyms and antonyms for <i>Vocab Workshop</i> words. | |
| <p>Tier 3 Activities/Strategies (Synthesis/Evaluation)</p> | <p>Tier 3 Standards:</p> <ul style="list-style-type: none"> RL.CR.7.1 RI.CR.7.1. RL.CI.7.2. RI.CI.7.2. RL.IT.7.3. RI.IT.7.3. L.VI.7.4. RL.TS.7.4. RI.TS.7.4. RL.PP.7.5. RL.MF.7.6. RL.IT.7.3 |
| <ul style="list-style-type: none"> Students will use evidence from “Charles” to explain how their predictions were correct by utilizing “turn and talk.” Students will critique S.E. Hinton's use of literary elements in <i>The Outsiders</i> (especially symbolism) by a whole class discussion: was she successful? Students will explain how a central idea or theme is shaped and then develops throughout the text by stating the theme and listing evidence that supports that theme. Students will determine the part of speech and meaning of unfamiliar words and phrases from <i>The Outsiders</i> and how they connect to the tone of the novel using Vocabulary Hypothesis Sheet. Students will use unfamiliar words from | <p>Tier 3 Resources/Materials:</p> <ul style="list-style-type: none"> “Charles” by Shirley Jackson <i>The Outsiders</i>, by S.E. Hinton character analysis sheet-STEAL Supplementary Text – Occupy Wall Street & Gang Violence (The New York Times, Newsweek) Literacy Cookbook organizers: Character Analysis DDAT, Open-Ended Questions, Elements of Literature, Chapter Notes Organizer http://www.literacycookbook.com/download.php?did=76 Venn diagram rubric-teacher-created |

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| <p><i>The Outsiders</i> in complete sentences. (Home Practice)</p> <ul style="list-style-type: none"> Students will compose five sentences using Vocabulary workshop words correctly. (Home Practice) Students will evaluate the above sentences from their peers. (Class work) Students will assemble/edit their original five sentences with the corrections from their peers. (Home Practice) Students will analyze the physical placement of characters while interacting in groups from the movie <i>West Side Story</i> and the book <i>The Outsiders</i>. This will be done through class discussion. Students will respond to open ended questions about the cliques that they belong to and how they compare to the cliques in <i>The Outsiders</i>. Students will compose a PARCC Narrative Writing Task. “Today, you will read “The Fighting Fifty-Fourth” and “With My Face To The Foe.” As you read, you will gather information to prepare for writing an original story....THEN: Reread “The Fighting Fifty-Fourth” and “With My Face To The Foe.” Write a letter from the point of view of General Strong in the days after the battle of Fort Wagner. Use details from the text and inferences you drew to write a realistic letter that describes General Strong’s thoughts about the battle and the men of the Fifty-Fourth. (See Writing) | <ul style="list-style-type: none"> Film: <i>West Side Story</i> <i>NJ Progress</i> Passages and Prompts for Narrative Writing https://www.sadlierconnect.com/teacher/product.html?productId=183&programId=106&programSeriesId=9&subjectId=1&gradeId=10&eventId=VVHsoD7TVAJ4PaJo&eventValidation=ccb6ceb81c2e411c24bd1339ca410b0c_.I3Z7e1ea_QI6U-6clmR9dvJ1EYR_X6XwW6jyx7U4aygmeMJd2mpp0-vAUQxEP4-0Mm6bbzkP8uVXOwa-NPZ31g~~ |
| <p>STUDENT WORK PRODUCTS/ ASSESSMENTS:</p> <ul style="list-style-type: none"> Quiz on literary devices and symbolism Reading quizzes for each chapter Story Detectives: teacher provides questions, students provide explanation and evidence. Literary Analysis (also please see Writing section) Comprehension will also be assessed informally through class participation. | <p>INTERDISCIPLINARY CONNECTIONS/ USE OF TECHNOLOGY:</p> <ul style="list-style-type: none"> Audio version of “Charles” |

| <ul style="list-style-type: none"> • Open- ended questions about the cliques that they belong to and how they compare to the cliques in <i>The Outsiders</i>. • PARCC Narrative Writing Task. “Today, you will read “The Fighting Fifty-Fourth” and “With My Face To The Foe.” As you read, you will gather information to prepare for writing an original story....THEN: Reread “The Fighting Fifty-Fourth” and “With My Face To The Foe.” Write a letter from the point of view of General Strong in the days after the battle of Fort Wagner. Use details from the text and inferences you drew to write a realistic letter that describes General Strong’s thoughts about the battle and the men of the Fifty-Fourth. (See Writing) | |
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| WRITING and GRAMMAR | RELEVANT RESOURCES/MATERIALS/Standards |
| Tier 1 Activities/Strategies (Knowledge/Comprehension) | Tier 1 Standards: <ul style="list-style-type: none"> • W.AW.7.1. • W.I.W.7.2. (A, B, C, D, E, F) • W.WP.7.3 • W.WP.7.4. • W.7.6 • W. 7.7 • W.7.10 • RL.CR.7.1. • RL.CI.7.2. |
| <ul style="list-style-type: none"> • Students will identify the uses of various types of punctuation in sentences. (, ; :) • Students will define “introductory prepositional phrases”, “introductory participles” and “appositives.” • Students will add commas to the correct places in sentences from the LA textbook. • Students will match evidence to the argument it supports from mixed up statement taken from the CNN article. • Students will identify and describe the 5 stages of effective writing: pre-writing, drafting, revising, editing, and publishing. • Students will review the role of a topic sentence based on 5th grade <i>Fresh Read</i> article. (it must supply the argument for a | Tier 1 Resources/Materials: <ul style="list-style-type: none"> • 7th grade LA textbook 591-594, 597-598 • “Chapter 10-12 Discussion” worksheet- Ms. Mastropaolo’s file • <i>Fresh Reads</i>, Pearson, 5th grade • Literacy Cookbook organizers: Character Analysis DDAT, Open-Ended Questions, Elements of Literature, Chapter Notes Organizer , How to Infer Themes http://www.literacycookbook.com/download.php?did=76 • Literacy Cookbook Blog regarding Argument vs. Evidence Steps |

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| <p>specific paragraph).</p> <ul style="list-style-type: none"> Students will use evidence from <i>The Outsiders</i> and the Post-its they placed in their books to answer teacher-generated open-ended questions. (One paragraph each) Students will practice turning prompts into questions “unpack”/paraphrase both Research Writing and Literary Analysis Writing Tasks. (LA is a review, so that part will be done for home practice.) Students will review annotating symbols and rules, making sure to annotate with the prompt as a guide, focusing on arguments, main ideas, topic sentences, and relevant evidence. Students will practice using the highlighter on the PARCC online practice test. (green-argument, yellow-evidence) Students will review the purpose of analyzing videos. (Importance of taking notes on lighting, sound, camera focus or angles) Students will explain the purpose and process of a literary response paper in a whole class setting. Students will explain the narrative writing process in a whole class setting. Students will brainstorm a thesis for the literary response paper. Students will develop a thesis for the literary response paper. Students will use the “Unpacking Your Thesis” organizer to develop a framework for the literary response paper. Students will review what is needed in a narrative writing piece. | <p>https://theliteracycookbook.wordpress.com/?s=argument</p> <ul style="list-style-type: none"> CNN Article: “Texas pool party chaos: What role did race play?” http://www.cnn.com/2015/06/08/us/mckinney-texas-pool-video/ <i>NJ Progress</i> book for various prompts to paraphrase <i>PARCC practice test</i> Narrative Writing Pre-writing Organizer http://www.literacycookbook.com/download.php?did=156 Narrative Writing Rubric http://www.literacycookbook.com/download.php?did=156 |
| <p>Tier 2 Activities/Strategies (Application/Analysis)</p> | <p>Tier 2 Standards:</p> <ul style="list-style-type: none"> L.SS.7.1. L.KL.7.2 W.IW.7.2 W.AW.7.1. W.I.W.7.2. (A, B, C, D, E, F) W.7.6 W. 7.7 W.7.10W.7.2 (a,b,c,d,e,f) W. 7.7 W. 7.8 |

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| | <ul style="list-style-type: none"> • W.7.10 • L.VI.7.4. • RL.CI.7.2. |
| <ul style="list-style-type: none"> • Students will edit the punctuation between clauses in various sentences written by their peers. • Students will decide if a sentence is correctly punctuated or needs commas using the LA textbook. • Rewrite run-on sentences in Standard English by adding appropriate punctuation and transition words. • Students will use evidence from <i>The Outsiders</i> and the Post-its they places in their books to answer open-ended question: Johnny and Pony are the quiet, sensitive ones and they still get pulled into the mess. Was the murder their fault? Why or why not? (3 paragraphs) • Students will develop questions based on the topics/issues that the text deals with. (<i>NJ Progress</i> book) • Students will read three articles/media on the same topic nonfiction while annotating using the prompt as a guide. Each article is read on a different day. • Students will transfer their annotations into a “key points/key differences chart” adding check marks for items found in all three texts/media. • Students will read and annotate an exemplary writing sample with the teacher and discuss how the parts of an essay work together (intro that responds to the question, thesis, punchy insight, etc.) • The teacher will conduct the writing process as a “write-aloud,” inviting students to help her compose an essay responding a to research writing prompt. • Students will draft effective introductory, body (including evidence and explanation of relevance for evidence), and concluding paragraphs for a Literary Response paper. • Students will incorporate at least one example of figurative language within their narrative writing) such as a simile, metaphor, or alliteration. | <p>Tier 2 Resources/Materials:</p> <ul style="list-style-type: none"> • 7th grade LA textbook 591-594, 597-598, 611 • <i>Vocabulary Workshop</i> • <i>The Outsiders</i>, by H.E. Hinton • <i>NJ Progress</i> book for various prompts to paraphrase and nonfiction articles • <i>PARCC practice test</i> • Narrative Writing Rubric http://www.literacycookbook.com/download.php?did=156 |

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| Tier 3 Activities/Strategies (Synthesis/Evaluation) | Tier 3 Standards: Writing Standards: <ul style="list-style-type: none"> • W.7.1 A, B, C, D, E, F • W.7.2 A, B, C, D, E, F • W.7.4 • W.WP.7.4. • W 7.10 • L.SS.7.1.(a, b,c, d, e, f) • L.KL.7.2 (a, b, c) • L.KL.3.1 (produce simple, compound, and complex sentences) • L.SS.6.1. (recognize variations from Standard English) |
| <ul style="list-style-type: none"> • Students will compose five sentences with different types of phrases and clauses and punctuate them correctly. • Students will compose a paragraph of evidence in the text to support arguments provided by the teacher. • Compose five sentences using <i>and</i>, <i>or</i>, or <i>but</i> and punctuating them correctly. <p>The following 5 bullets will be practiced using the following question: “The true meaning of friendship is revealed more often through times of hardship than in happy times. Use specific evidence from both <i>The Outsiders</i> and <i>West Side Story</i> to either support or deny this claim.” (5 paragraphs, timed literary analysis for PARCC practice.</p> <ul style="list-style-type: none"> • Craft an arguable thesis statement that provides a blueprint for the argument that follows. • Develop supporting reasons for thesis statements. • Evaluate the strength of text-based claims on the basis of the evidence and analysis supporting each. • Critique the work of their peers and offer constructive feedback. • Critique their own work; revise and edit as needed with help from adults and peers. • Students will compare the themes of the film <i>West Side Story</i> to <i>The Outsiders</i> in a literary analysis essay using the Venn diagram they created. (See also Test Prep) • Compose an essay answering the question, “How can you ‘stay gold’?” | Tier 3 Resources/Materials: <ul style="list-style-type: none"> • 7th grade LA textbook 591-594, 597-598 • <i>The Outsiders</i>, by H.E. Hinton • “Nothing Gold Can Stay”, Robert Frost • <i>West Side Story</i>, film • Literacy Cookbook organizers: Character Analysis DDAT, Open-Ended Questions, Elements of Literature, Chapter Notes Organizer http://www.literacycookbook.com/download.php?did=76 • Wanted Poster rubric http://education.library.ubc.ca/files/2011/06/08Sabrina-Block-Outsiders.pdf • Dialogue Journals based on <i>Question Prompts</i> by Pat Pavelka • Narrative Writing Rubric http://www.literacycookbook.com/download.php?did=156 • <i>NJ Progress</i> Passages and Prompts for Narrative Writing https://www.sadlierconnect.com/teacher/product.html?productId=183&programId=106&programSeriesId=9&subjectId=1&gradeId=10&eventId=VVHsoD7TVAJ4PaJo&eventValidation=ccb6ceb81c2e411c24bd1339ca410b0c_.I3Z7e1ea_QI6U-6clmR9dvJ1EYR_X6XwW6jyx7U4aygmeMJd2mpp0-vAUQxEP4-0Mm6 |

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| <ul style="list-style-type: none"> • Compose an essay answering the questions: “How does a person’s relationship with his/her peers affect the kind of person he/she will become?” • Students will expand on the theme of identity and use evidence to demonstrate how Ponyboy has changed throughout <i>The Outsiders</i>. (3 paragraphs) • Wanted Poster Activity- Break into small groups. Assign each group a character (groups can be selected by who wants to look at each character). Each group will make a Wanted Poster of their character. The Wanted Poster must include an image of the character (very important because of Hinton’s emphasis on description), a brief character profile (what they are like, what they like to do, prized possessions), their reputation, and a crime that they committed. For the remainder of class on the reverse side of the poster, each group will write a letter from the character describing why they committed their crime or why they are innocent. • Students will complete the biweekly Dialogue Journal by responding to a question about the text, asking an insightful question to their partner and responding to their partner’s previous question. Use evidence to back up their answers. (One page in composition notebook) Example question: “How does a person’s relationship with his/her peers affect the kind of person he/she will become?” • Students will create statements that convey the author’s message about the text. (<i>NJ Progress</i> book) • Students will develop an introduction paragraph to their analysis prompt (from <i>NJ Progress</i> book) including their thesis statement. • Students will compose a timed, literary analysis essay. “The true meaning of friendship is revealed more often through times of hardship than in happy times. Use specific evidence from both <i>The Outsiders</i> and <i>West Side Story</i> to either support or deny this claim.” (5 paragraphs) • Students will compose a literary analysis essay that is timed. “Consider how the main | bbzkP8uVXOwa-NPZ31g~~ |
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| <p>characters are positioned physically in <i>The Outsiders</i> and <i>West Side Story</i>. Write an essay in which you analyze what those positions reveal about the dynamics between the characters. You do not need to compare and contrast <i>The Outsiders</i> and <i>West Side Story</i>. You may consider each one separately. Be sure to include evidence from each text to support your analysis and understanding.” (5 paragraphs)</p> <ul style="list-style-type: none"> Students will compose a PARCC Narrative Writing Task. “Today, you will read “The Fighting Fifty-Fourth” and “With My Face To The Foe.” As you read, you will gather information to prepare for writing an original story....THEN: Reread “The Fighting Fifty-Fourth” and “With My Face To The Foe.” Write a letter from the point of view of General Strong in the days after the battle of Fort Wagner. Use details from the text and inferences you drew to write a realistic letter that describes General Strong’s thoughts about the battle and the men of the Fifty-Fourth. (See Reading) | |
| <p>STUDENT WORK PRODUCTS/ ASSESSMENTS:</p> <ul style="list-style-type: none"> Grammar test on sentence punctuation Open-ended questions Literary Analysis Essay (<i>NJ Progress book</i>) Wanted Poster Activity- Break into small groups. Assign each group a character (groups can be selected by who wants to look at each character). Each group will make a Wanted Poster of their character. The Wanted Poster must include an image of the character (very important because of Hinton’s emphasis on description), a brief character profile (what they are like, what they like to do, prized possessions), their reputation, and a crime that they committed. For the remainder of class on the reverse side of the poster, each group will write a letter from the character describing why they committed their crime or why they are innocent. | <p>INTERDISCIPLINARY CONNECTIONS/ USE OF TECHNOLOGY:</p> <ul style="list-style-type: none"> Type essays during computer class Posters to display annotation system, punchy insight Audio version of “Charles” Laptops for PARCC practice tests |

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| <ul style="list-style-type: none"> ● Biweekly Dialogue Journal- respond to a weekly question about the text, asking an insightful question to their partner and responding to their partner's previous question. (One page in composition notebook) ● Use evidence to demonstrate how Ponyboy has changed throughout <i>The Outsiders</i>. (3 paragraphs) ● Timed, literary analysis essay. "The true meaning of friendship is revealed more often through times of hardship than in happy times. Use specific evidence from both <i>The Outsiders</i> and <i>West Side Story</i> to either support or deny this claim." (5 paragraphs) ● Timed, literary analysis essay: "Consider how the main characters are positioned physically in <i>The Outsiders</i> and <i>West Side Story</i>. Write an essay in which you analyze what those positions reveal about the dynamics between the characters. You do not need to compare and contrast <i>The Outsiders</i> and <i>West Side Story</i>. You may consider each one separately. Be sure to include evidence from each text to support your analysis and understanding." (5 paragraphs) ● PARCC Narrative Writing Task. "Today, you will read "The Fighting Fifty-Fourth" and "With My Face To The Foe." As you read, you will gather information to prepare for writing an original story....THEN: Reread "The Fighting Fifty-Fourth" and "With My Face To The Foe." Write a letter from the point of view of General Strong in the days after the battle of Fort Wagner. Use details from the text and inferences you drew to write a realistic letter that describes General Strong's thoughts about the battle and the men of the Fifty-Fourth. (See Reading) | |
| TEST PREP | RELEVANT RESOURCES/MATERIALS/Standards |

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| Tier 1 Activities/Strategies (Knowledge/Comprehension) | Tier 1 Standards: <ul style="list-style-type: none"> • L.KL.7.2 • L.VL.7.3 A,B,C,D,E • L.VI.7.4 a,B,C,D • W.AW.7.1 A,B,C,D,E • RL.CR.7.1 • RL.CI.7.2 |
| <ul style="list-style-type: none"> • Students will review the narrative writing process. • Students will review the literary analysis writing process. • Students will paraphrase test questions to ensure comprehension. • Students will practice annotating the texts for evidence during teacher think-aloud time. • Students will practice crossing out incorrect answers through guided discussion using <i>Vocabulary Workshop</i> as practice. • Students will correctly respond to “How” questions with “by,” and “Why” questions with “because.” Students will practice restating the question for open-ended responses. • Students will use the different kinds of punchy insights they can end open-responses with. • Students will practice taking computerized tests to familiarize themselves with the format of the PARCC exam. • Students will paraphrase Literary Analysis and Research Writing Tasks by turning them into questions. • Students will list topics/issues that the text deals with. (<i>NJ Progress</i> book) • Students will review annotating symbols and rules, making sure to annotate with the prompt as a guide, focusing on arguments, main ideas, topic sentences, and relevant evidence. • Students will practice using the highlighter on the PARCC online practice test. (green-argument, yellow-evidence) | Tier 1 Resources/Materials: <ul style="list-style-type: none"> • Main Idea organizer, “What’s Important” http://www.literacycookbook.com/download.php?did=76 • Non-fiction stories from Jamestown series • <i>Vocabulary Workshop</i> • Rubric for Literary Analysis https://theliteracycookbook.wordpress.com/2014/12/10/user-friendly-parcc-writing-rubrics/ • <i>NJ Progress</i> Passages and Prompts https://www.sadlierconnect.com/teacher/product.html?productId=183&programId=106&programSeriesId=9&subjectId=1&gradeId=10&eventId=VVHsoD7TVAJ4PaJo&eventValidation=ccb6ceb81c2e411c24bd1339ca410b0c_.I3Z7e1ea_QI6U-6clmR9dvJ1EYR_X6XwW6jyx7U4aygmeMJd2mpp0-vAUQxEP4-0Mm6bbzkP8uVXOwa-NPZ31g~~ • PARCC Practice Website |
| Tier 2 Activities/Strategies (Application/Analysis) | Tier 2 Standards: <ul style="list-style-type: none"> • RL.CR.7.1 • L.VI.7.4 • L.KL.7.2 • L.VL.7.3 A,B,C,D,E |

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| | <ul style="list-style-type: none"> • L.VI.7.4 A,B,C,D • W.AW.7.1 A,B,C,D,E • W.IW.7.2 A,B,C,D,E |
| <ul style="list-style-type: none"> • Students will answer “how” and “why” questions with the appropriate sentence starter. • Students will practice selecting evidence for open-response questions. • Students will practice ending open-responses with punchy insights. • Students will practice answering questions about grammar, vocabulary, main idea, author’s purpose, and inference during class discussions of <i>The Outsiders</i>, <i>West Side Story</i>, and “Nothing Gold Can Stay.” (3 sentences each) • Students will develop questions based on the topics/issues that the text deals with. (<i>NJ Progress</i> book) • Students will compare the physical placement of characters while interacting in groups in the movie <i>West Side Story</i> and <i>The Outsiders</i> by filling out a Venn diagram. • Students will read three articles/media on the same topic nonfiction while annotating using the prompt as a guide. Each article is read on a different day. • Students will transfer their annotations into a “key points/key differences chart” adding check marks for items found in all three texts/media. • Students will read and annotate an exemplary writing sample with the teacher and discuss how the parts of an essay work together (intro that responds to the question, thesis, punchy insight, etc.) • The teacher will conduct the writing process as a “write-aloud,” inviting students to help her compose an essay responding to a research writing prompt. • Students will complete the DDI 2 and 3 to practice for the PARCC test. | <p>Tier 2 Resources/Materials:</p> <ul style="list-style-type: none"> • <i>The Outsiders</i>, by H.E. Hinton • “Nothing Gold Can Stay”, Robert Frost • <i>West Side Story</i>, film • <i>NJ Progress</i> Passages and Prompts https://www.sadlierconnect.com/teacher/product.html?productId=183&programId=106&programSeriesId=9&subjectId=1&gradeId=10&eventId=VVHsoD7TVAJ4PaJo&eventValidation=ccb6ceb81c2e411c24bd1339ca410b0c._I3Z7e1ea_QI6U-6clmR9dvJ1EYR_X6XwW6jyx7U4aygmeMJd2mpp0-vAUQxEP4-0Mm6bbzkP8uVXOwa-NPZ31g~~ |
| Tier 3 Activities/Strategies (Synthesis/Evaluation) | <p>Tier 3 Standards:</p> <ul style="list-style-type: none"> • RL.CR.7.1 • RL.CI.7.2 • L.VI.7.4 |

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| | <ul style="list-style-type: none"> W.AW.7.1 A,B,C,D,E |
| <ul style="list-style-type: none"> Students will create their own multiple-choice questions based on “Charles.” (main idea, vocabulary and literal comprehension) Students will create statements that convey the author’s message about the text. (<i>NJ Progress</i> book) Students will develop an introduction paragraph to their analysis prompt (from <i>NJ Progress</i> book) including their thesis statement. Students will compose a literary analysis essay that is timed. “Consider how the main characters are positioned physically in <i>The Outsiders</i> and <i>West Side Story</i>. Write an essay in which you analyze what those positions reveal about the dynamics between the characters. You do not need to compare and contrast <i>The Outsiders</i> and <i>West Side Story</i>. You may consider each one separately. Be sure to include evidence from each text to support your analysis and understanding.” (5 paragraphs) Students will compose a timed literary analysis essay. “The true meaning of friendship is revealed more often through times of hardship than in happy times. Use specific evidence from both <i>The Outsiders</i> and <i>West Side Story</i> to either support or deny this claim.” (5 paragraphs) Students will review compare their answers to the correct answers on the DDI test (#2 and #3) using a form to explain why they answered each incorrect answer the way they did. | <p>Tier 3 Resources/Materials:</p> <ul style="list-style-type: none"> <i>West Side Story</i>, film <i>The Outsiders</i>, H.E. Hinton “Charles” by Shirley Jackson “How to Create Critical Reading Questions” from http://www.literacycookbook.com/download.php?did=58 <i>NJ Progress</i> Passages and Prompts for Narrative Writing https://www.sadlierconnect.com/teacher/product.html?productId=183&programId=106&programSeriesId=9&subjectId=1&gradeId=10&eventId=VVHsoD7TVAJ4PaJo&eventValidation=ccb6ceb81c2e411c24bd1339ca410b0c._I3Z7e1ea_QI6U-6clmR9dvJ1EYR_X6XwW6jyx7U4aygmeMJd2mpp0-vAUQxEP4-0Mm6bbzkP8uVXOwa-NPZ31g~~ DDI multiple choice answer review sheet-teacher-created (Mrs. Battes has it.) |

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| <ul style="list-style-type: none"> Students will compose a PARCC Narrative Writing Task. “Today, you will read “The Fighting Fifty-Fourth” and “With My Face To The Foe.” As you read, you will gather information to prepare for writing an original story....THEN: Reread “The Fighting Fifty-Fourth” and “With My Face To The Foe.” Write a letter from the point of view of General Strong in the days after the battle of Fort Wagner. Use details from the text and inferences you drew to write a realistic letter that describes General Strong’s thoughts about the battle and the men of the Fifty-Fourth. (See Reading) | |
| <p>STUDENT WORK PRODUCTS/ ASSESSMENTS:</p> <ul style="list-style-type: none"> Venn Diagram: students will compare the physical placement of characters while interacting in groups in the movie <i>West Side Story</i> and <i>The Outsiders</i>. Timed literary analysis essay. “Consider how the main characters are positioned physically in <i>The Outsiders</i> and <i>West Side Story</i>. Write an essay in which you analyze what those positions reveal about the dynamics between the characters. You do not need to compare and contrast <i>The Outsiders</i> and <i>West Side Story</i>. You may consider each one separately. Be sure to include evidence from each text to support your analysis and understanding.” (5 paragraphs) Timed literary analysis essay. “The true meaning of friendship is revealed more often through times of hardship than in happy times. Use specific evidence from both <i>The Outsiders</i> and <i>West Side Story</i> to either support or deny this claim.” (5 paragraphs) Practice PARCC tests on multiple-choice and open-response skills. Original, student-generated multiple-choice and open-ended questions. | <p>INTERDISCIPLINARY CONNECTIONS/ USE OF TECHNOLOGY:</p> <ul style="list-style-type: none"> laptops for computer generated tests punchy insights poster |

| <ul style="list-style-type: none"> ● PARCC Narrative Writing Task. “Today, you will read “The Fighting Fifty-Fourth” and “With My Face To The Foe.” As you read, you will gather information to prepare for writing an original story...THEN: Reread “The Fighting Fifty-Fourth” and “With My Face To The Foe.” Write a letter from the point of view of General Strong in the days after the battle of Fort Wagner. Use details from the text and inferences you drew to write a realistic letter that describes General Strong’s thoughts about the battle and the men of the Fifty-Fourth. (See Reading) | |
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| SPEAKING/ LISTENING | RELEVANT RESOURCES/MATERIALS/Standards |
| Tier 1 Activities/Strategies (Knowledge/Comprehension) | Tier 1 CPIs: <ul style="list-style-type: none"> ● W.AW.7.1 A,B,C,D,E ● W. IW.7.2 A,B,C,D,E ● W.WP.7.4 ● L.SS.7.1 ● LL.KL.7.2 ● L.KL.7.2 A,B,C |
| <ul style="list-style-type: none"> ● Students will brainstorm and prepare notes (answer open-ended questions, or identify literary devices from a specific text) for discussion in the center of the circle. “Do we choose the groups that we belong to? Which ones can we choose, and why?” ● Students will take notes on the discussion, or complete an Observation Checklist. ● Students will listen to the opinions of others and possibly change their own opinion. ● Prepare for group discussions by reading materials and reflecting on their own time. ● Prepare for group discussions with questions for their peers written out. | Tier 1 Resources/Materials: <ul style="list-style-type: none"> ● <i>The Outsiders</i>, by S.E. Hinton ● Supplementary Texts ● Literacy Cookbook organizers: Character Analysis DDATO, Open-Ended Questions, Elements of Literature, Chapter Notes Organizer http://www.literacycookbook.com/download.php?did=76 ● Socratic Seminar rubric |
| Tier 2 Activities/Strategies (Application/Analysis) | Tier 2 Standards: <ul style="list-style-type: none"> ● W.AW.7.1 A,B,C,D,E ● W. IW.7.2 A,B,C,D,E ● W.WP.7.4 ● L.SS.7.1 ● LL.KL.7.2 ● L.KL.7.2 A,B,C |

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| <ul style="list-style-type: none"> Students will analyze peer evidence and arguments and respond to the discussion topics. Students will cite textual evidence to support their claims and opinions. “Do we choose the groups that we belong to? Which ones can we choose, and why?” Students will analyze the use of literary devices in <i>The Outsiders</i> (especially symbolism) through discussion. Students will use current vocabulary words from <i>Vocabulary Workshop</i> during class discussions. Students will discuss what changes in “Nothing Gold Can Stay”, nature and students lives. What is change? As a class brainstorm things that change. | <p>Tier 2 Resources/Materials:</p> <ul style="list-style-type: none"> <i>The Outsiders</i>, by S.E. Hinton “Nothing Gold Can Stay”, Robert Frost <i>Vocabulary Workshop</i> Literacy Cookbook organizers: Character Analysis DDATO, Open-Ended Questions, Elements of Literature, Chapter Notes Organizer Socratic Seminar rubric |
| <p>Tier 3 Activities/Strategies (Synthesis/Evaluation)</p> | <p>Tier 3 Standards:</p> <ul style="list-style-type: none"> W.AW.7.1 A,B,C,D,E W.IW.7.2 A,B,C,D,E W.WP.7.4 L.SS.7.1 LL.KL.7.2 L.KL.7.2 A,B,C |
| <ul style="list-style-type: none"> Students will participate in a Socratic seminar. “Do we choose the groups that we belong to? Which ones can we choose, and why?” Students will evaluate evidence from peers to generate new ideas. Students will create original arguments using the original discussion topics. Observers will provide constructive feedback to their peers on how they performed in the Socratic Seminar. Students will pose original questions for the class to answer. Students will evaluate the strength of the arguments made by their peers, based on the evidence presented. Students will construct original arguments to answer the discussion questions. | <p>Tier 3 Resources/Materials:</p> <ul style="list-style-type: none"> <i>The Outsiders</i>, by S.E. Hinton Supplementary Texts Literacy Cookbook organizers: Character Analysis DDATO, Open-Ended Questions, Elements of Literature, Chapter Notes Organizer http://www.literacycookbook.com/download.php?did=76 Socratic Seminar rubric |
| <p>STUDENT WORK PRODUCTS/ASSESSMENTS:</p> <ul style="list-style-type: none"> Participating in Socratic Seminar discussion “Do we choose the groups that we belong to? Which ones can we choose, and why?” Daily participation grade | <p>INTERDISCIPLINARY CONNECTIONS/ USE OF TECHNOLOGY:</p> <ul style="list-style-type: none"> Audio version of “Charles” |

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| ADDITIONAL OVERALL NOTES (e.g., field trips, guest speakers): | |

New Jersey Legislative Statutes and Administrative Code
(place an “X” before each law/statute if/when present within the curriculum map)

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| | Amistad Law: <i>N.J.S.A. 18A 52:16A-88</i> | X | Holocaust Law: <i>N.J.S.A. 18A:35-28</i> | X | LGBT and Disabilities Law: <i>N.J.S.A. 18A:35-4.35</i> | X | Diversity & Inclusion: <i>N.J.S.A. 18A:35-4.36a</i> | X | Standards in Action: <i>Climate Change</i> |
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