



VERNON TOWNSHIP
SCHOOL DISTRICT

ELA Grade 7
Curriculum Map

Adapted from:
Understanding By Design

Reviewed by:
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Adopted:
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Course Description

The Vernon Township seventh-grade Language Arts program has been constructed within a structured literacy philosophy grounded in the Science of Reading.

Based upon the following list of proficiencies, each student must demonstrate a minimum competency level of 65%. Competencies will be measured by way of an evaluation program consisting of teacher observations of student performance, tests, quizzes, classwork, homework, projects, and class participation, as well as class attendance in accordance with the high school's attendance policy.

Language Arts 7 will focus on analyzing literature and informational texts, and writing clear, concise, organized multi-paragraph compositions. Vocabulary development, including determining meaning from context clues as well as understanding academic vocabulary, is also a key focus area during our intense exploration of literature and informational texts, while grammar is a focus area when students become authors of narrative, informational, argumentative, and literary analysis compositions. Students will learn to decipher the meanings of words through context; interpret and analyze information and ideas; evaluate and make judgments; develop perspectives and points of view with textual evidence support; display behaviors of life-long readers; develop oral language and listening skills; recognize story elements and their importance; respond to types of literature through analysis; understand and appreciate literary language and author's crafts; read content area texts; develop personal insights from reading; organize information; and develop creative/dramatic skills. Students will focus on decoding and word recognition, fluency, reading strategies, vocabulary and concept development, comprehension skills, essay writing, narrative writing, literary analysis, as well as inquiry and research.

New Jersey learning Standards covered throughout the course

In conjunction with the New Jersey Student Learning Standards, students enrolled in the **Language Arts** courses will demonstrate the ability to:

ANCHOR STANDARDS

Language: System and structure, effective use, and vocabulary

The Language anchor statements include the system and structure of English, but they also approach language as a matter of craft and informed choice among alternatives. The vocabulary standards focus on understanding words and phrases, their relationships, and their nuances and on acquiring new vocabulary, particularly general academic and domain-specific words and phrases.

- (SS) System and Structure of Language: By the end of grade 12, demonstrate command of grammar and usage, capitalization, punctuation, and spelling.
- (KL) Knowledge of Language: By the end of grade 12, apply knowledge of language and command of vocabulary to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

- (VL) Vocabulary Acquisition, Use and Literal Meaning: By the end of grade 12, determine the meaning of unknown and multiple-meaning words using analysis of word parts (morphemes), word solving strategies, and consulting general and specialized reference materials, as appropriate.
- (VI) Vocabulary Acquisition, Use and Interpretative Meaning: By the end of grade 12, interpret figurative and connotative word meanings, including shades of meaning based on word relationships and context.

Reading: Text complexity and the growth of comprehension

The Reading anchor statements place equal emphasis on the sophistication of what students read and the skill with which they read. They define a grade-by-grade “staircase” of increasing text complexity that rises from beginning reading to the college and career readiness level. Whatever they are reading, students must also show a steadily growing ability to discern more from and make fuller use of text, including making an increasing number of connections among ideas and between texts, considering a wider range of textual evidence, and becoming more sensitive to inconsistencies, ambiguities, and poor reasoning in texts.

- (CR) Close Reading of Text: By the end of grade 12, read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
- (CI) Central Ideas and Themes of Texts: By the end of grade 12, determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
- (IT) Interactions Among Text Elements: By the end of grade 12, analyze how and why individuals, events, and ideas develop and interact over the course of a text.
- (TS) Text Structure: By the end of grade 12, analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
- (PP) Perspective and Purpose in Texts: By the end of grade 12, assess how perspective or purpose shapes the content and style of a text.
- (MF) Diverse Media and Formats: By the end of grade 12, synthesize content presented in diverse media and formats, including visually and quantitatively, as well as in words.
- (AA) Analysis of an Argument: By the end of grade 12, evaluate the argument and specific claims in a text, including the validity of the reasoning, the credibility and accuracy of each source as well as the relevance and sufficiency of the evidence.
- (CT) Comparison of Texts: By the end of grade 12, analyze and reflect on how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

Writing: Text types, responding to reading, and research

The Writing anchor statements acknowledge the fact that whereas some writing skills, such as the ability to plan, revise, edit, and publish, are applicable to many types of writing, other skills are more properly defined in terms of specific writing types: arguments, informative/explanatory texts, and narratives. They stress the importance of the writing-reading connection by requiring students to draw upon and write about evidence from literary and informational texts. Because of the centrality of writing to most forms of inquiry, research standards are prominently included in this strand, though skills important to research are infused throughout the document.

- (AW) Argumentative Writing: By the end of grade 12, write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

- (IW) Informative and Explanatory Writing: By the end of grade 12, write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
- (NW) Narrative Writing: By the end of grade 12, write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
- (WP) Writing Process: By the end of grade 12, develop and strengthen writing as needed by planning, revising, editing, rewriting, and publishing.
- (WR) Writing Research: By the end of grade 12, conduct short as well as more sustained research projects, utilizing an inquiry-based research process, based on focused questions, demonstrating understanding of the subject under investigation.
- (SE) Sources of Evidence: By the end of grade 12, gather relevant information and evidence from multiple sources to support analysis, reflection, and research, while assessing the credibility and accuracy of each source, and integrating the information while avoiding plagiarism.
- (RW) Range of Writing: By the end of grade 12, write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

Speaking and Listening: Flexible communication and collaboration

Including but not limited to skills necessary for formal presentations, the Speaking and Listening anchor statements require students to develop a range of broadly useful oral communication and interpersonal skills. Students must learn to work together, express and listen carefully to ideas, integrate information from oral, visual, quantitative, and media sources, evaluate what they hear, use media and visual displays strategically to help achieve communicative purposes, and adapt speech to context and task.

- (PE) Participate Effectively: By the end of grade 12, prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
- (II) Integrate Information: By the end of grade 12, integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
- (ES) Evaluate Speakers: By the end of grade 12, evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.
- (PI) Present Information: By the end of grade 12, present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
- (UM) Use Media: By the end of grade 12, make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.
- (AS) Adapt Speech: By the end of grade 12, adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

<https://www.nj.gov/education/standards/ela/Index.shtml> (as of 7/15/24)

Grading Criteria	Diagnostic & Benchmark Assessments: Comprehension, Early Reading & Dyslexia
● 40% Major Grades (Essays, Tests & Projects) ● 30% Quizzes ● 15% Homework ● 15% Participation	3x yearly: Fall, Winter, Spring ● Comprehension: iReady benchmarks (online: adaptive above/on/below grade level) ○ With ongoing above/on/below grade level tutoring support via the iready personalized instruction pathway based on benchmark results ● Early Reading Screeners & Dyslexia Screener (only for students in Tier 3 Reading Lab intervention course for multisensory reading) ○ Amira (online: adaptive above/on/below grade level) ■ With ongoing online personalized reading tutoring above/on/below grade level as needed based on benchmark results (above/on/below) ■ Monthly progress monitoring assessments (on grade level) ○ DIBELS (1:1 with teacher, on grade level) ■ Monthly progress monitoring assessments (on grade level)

Course Resources
Core Text: ● CommonLit Technologies ● Personal computer with Internet access, a web browser and word processing, presentation software for both teacher and student use ● Software and web-based presentation resources Supplemental Materials ● Learning Plans and UBD Units of Study ● Homework ● Learning Stations, Differentiated Center Activities ● Guided Reading, Guided Writing ● Scholastic Scope ● Independent reading materials ● Online supplemental resources: NoRedInk, ReadWorks, Newsela, and other emerging websites Various Levels of Text: Lexile levels are indicated for on grade level and above grade level texts, while below grade level texts are marked as such.

Scope and Sequence- Topical Outline			
Unit <i>(links to unit below)</i>	Title <i>(links to common lit curriculum online)</i>	Time	Marking Period
1	Community and Belonging (Thematic)	6 weeks	1
2	Adolescence (Thematic)	6 weeks	1/2
3	Brown Girl Dreaming (novel unit) and Holocaust Mandate	6 weeks	4
4	Social Media: Risks and Rewards (research)	6 weeks	2
5	Influential Voices (Thematic)	5 weeks	3
6	School Electives: Which One Matters Most? (Argument)	5 weeks	3
Climate	Climate Change	1 week	4
DEI	Diversity, Equity and Inclusion	1 Week	3

The timeline is only an approximation. The inclusion of a classroom project in any one of the above units would extend the time allotment.

Subject Area: ELA Grade Level: 7	
(return to scope & sequence chart)	
Unit 1: Community and Belonging	
Timeframe	6 weeks
Established Goals	(CI) Central Ideas and Themes of Texts: By the end of grade 12, determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas. (IT) Interactions Among Text Elements: By the end of grade 12, analyze how and why individuals, events, and ideas develop and interact over the course of a text.

	• (IW) Informative and Explanatory Writing: By the end of grade 12, write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content. • (NW) Narrative Writing: By the end of grade 12, write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. • (PE) Participate Effectively: By the end of grade 12, prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively. • (VL) Vocabulary Acquisition, Use and Literal Meaning: By the end of grade 12, determine the meaning of unknown and multiple-meaning words using analysis of word parts (morphemes), word solving strategies, and consulting general and specialized reference materials, as appropriate. • (VI) Vocabulary Acquisition, Use and Interpretative Meaning: By the end of grade 12, interpret figurative and connotative word meanings, including shades of meaning based on word relationships and context.
NJSLS	Reading - Informational • RI.CR.7.1. Cite several pieces of textual evidence and make relevant connections to support analysis of what an informational text says explicitly as well as inferences drawn from the text. • 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. • RI.MF.7.6. Compare and contrast texts to analyze the unique qualities of different mediums, including the integration of information from multiple formats and sources to develop deeper understanding of the concept, topic or subject and resolve conflicting information. Reading - Literature • 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.IT.7.3. Analyze how particular elements of a text interact including how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision. • 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. Language • L.SS.7.1. Demonstrate command of the system and structure of the English language when writing or speaking. • L.VL.7.3. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, including technical meanings, choosing flexibly from a range of strategies. • L.KL.7.2. Use knowledge of language and its conventions when writing, speaking, reading, or listening.

	Writing ● 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. ● 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. Speaking & Listening ● 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.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.AS.7.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.
Essential Question	● How do a community’s shared values create both belonging and rejection?
Content Knowledge	Knowledge building: the developmental landscape of adolescence — changing emotions, behaviors, and social life — and how it is reflected in literature <i>Students will learn:</i> ● Reading literature ● Explanatory writing (literary analysis) ● Narrative writing ● Speaking and listening ● Academic vocabulary
Skills	<i>Students will be able to:</i>

Reading

- Explain how plot elements and character interactions contribute to theme
- Analyze character motivations through their interactions with others
- Write evidence-based paragraphs that include clear claims and reasoning
- Draft cross-textual essays with focused introductions and conclusions
- Track theme development
- Cite textual evidence to support analysis
- Analyzing how text structure adds to idea development
- Central idea development

Writing

- Breaking down a prompt
- Writing a complete paragraph
- Selecting relevant evidence

Speaking & Listening

- Clarifying understanding of others' ideas
- Introducing new ideas

Performance Tasks & Assessments

- **CommonLit Unit 1 Assessments**
 - Baseline writing assessment
 - Vocabulary quiz
 - Grammar and usage quiz
 - Class discussion
 - Related media exploration
 - Narrative prompt
 - Additional unit writing options
- **Unit 1 Summative Skills Assessments**
 - Pre-assessment: “Maria”
 - Post-assessment: “Lace Round the Sky”
- **Culminating task:** literary analysis essay

Benchmark Assessment:

- iReady Benchmarks A-C

Formative Assessment:

	● Exit ticket ● Quick share writing ● Think Pair Share ● Polls and quizzes ● Class discussions ● Self assessment checklists Alternative tasks and assessments: ● Writing Samples ● Scaffolded Chapter Assessments ● Independent reading summaries with project (choices) ● Projects: posters, presentations, videos, etc. ● Vocabulary: sentences, synonyms, antonyms, definitions, vocabulary posters, vocabulary drawings ● Writing: writer's workshop journals, prewrites, graphic organizers, rough drafts, peer revision ● i-ready - Single Standard Progress-Monitoring Assessments ● Drama, reader's theater, skits ● Posters, drawings, etc. Additional tasks and assessments: ● Writing Samples ● Scaffolded Chapter Assessments ● i-ready Benchmarks A-C ● Unit Assessment ● Independent reading summaries with project (choices) ● Projects: posters, presentations, videos, etc. ● Vocabulary: sentences, synonyms, antonyms, definitions, vocabulary posters, vocabulary drawings ● Writing: writer's workshop journals, prewrites, graphic organizers, rough drafts, peer revision ● i-ready - Single Standard Progress-Monitoring Assessments ● Drama, reader's theater, skits ● Posters, drawings, etc. ● Discussion
Other Assessment Evidence	● Pre-assessment ● Exit slips ● Learn/Lesson ● Guided Practice ● Leveled Independent Practice/Classwork

	● Homework ● Check for Understanding ● i-ready Benchmarks ● Padlet, Flipgrid, SeeSaw ● Kahoot, quizz, quizlet ● Online games: SmartLab, vocab, ● Speaking and debates ● Reading/writing conferences ● Scope activities ● Noredink.com ● Student created audio, video, other multimedia projects ● Newsela, readworks, read/write/think activities ● Essay and story Final drafts, published writing
Resources/ Materials	CommonLit Online Resources ● Unit Introduction Activity ● 8 reading lessons ○ “What is ‘community’ and why is it important?” by Toby Lowe (Essay) (1080L) ○ “How the Need to Belong Influences Human Behavior and Motivation” by Kendra Cherry (Informational) (1240L) ○ “The White Umbrella” by Gish Jen (Short Story) (570L) ○ “The Stolen Party” by Liliana Heker (Short Story) (650L) ○ “Where I’m From” by Misa Sugiura (Short Story) (760L) ○ “Violin” by Nikki Wallschlaeger (Poem) (non-prose) ○ “Island Rodeo Queen” by Yamile Saied Méndez (Short Story) (970L) ○ “The War of the Wall” by Toni Cade Bambara (Short Story) (910L) ● Supplemental Texts - (Below Grade Level) ○ “Recognition” by Victor Lavalle (Short Story) ○ “Between the Lines” by Cynthia Leitich Smith (Short Story) ○ “Chameleon” by David Lopera (Essay) ○ “Gate A-4” by Naomi Shihab Nye (Poem) ○ “All-American Girl” by Julia Alvarez ● 5 writing lessons ○ Writing a Complete Paragraph ○ Exemplar Essay Review ○ Planning the Culminating Task: Literary Analysis Essay

	○ Revision: Introductions ○ Revision: Conclusions ● Vocabulary Activity Set ● Grammar and Usage Activity Set ● Discussion Skill Lesson Additional Resources/Materials: ● Extra Practice Homework ● Enrichment ● Scholastic Scope ● Online literary practice: noredink, readwrite, etc. <i>*Use of AI to generate versions of text on various complexity levels to meet student needs</i> <i>*Use of Text to Speech, such as Read and Write for Google to allow students to listen to texts that are above their readability level.</i>		
Learning Activities	● Recall prior knowledge, ● Quick checks ● Writing Workshop ● Secondary writing: poetry, literary analysis, research simulation ● Academic Word work/word study walls ● Interactive vocabulary activities ● Vocabulary word walls ● Small group stations / center work ● Pre-writing activities ● Interactive read a louds ● Shared reading ● Partner work / peer models ● Explicit instruction	● Quick write journal topic ● Games for review ● Graded discussions ● PowerPoint presentation ● Student presentations ● Student research work/projects ● Active reading ● Timed writing assignment ● Study guide notes ● Notes on informational videos ● Close reading of informational texts ● Annotation of texts	● Poetry analysis ● Creative writing ● Analytical writing ● Research writing ● cope magazine activities ● PARCC prep exercises ● Role playing, skits ● Double-entry journal ● Marzano vocab strategies ● Graphic organizers ● Notice & Note fiction and nonfiction signposts ● Multi-part analytical questions: Part A, Part B
Inter-disciplinary Connections	Students will explore historical events and concepts related to race, identity, and recognition in American history using the story “Recognition” by Victor Lavalle (Short Story)- Social Studies ● Each group will create a visual presentation (poster, timeline, or infographic) connecting their researched historical event or movement to the themes in <i>"Recognition"</i>. For example, a group researching the Civil Rights Movement may create a timeline showing major events and relate them to the protagonist’s struggles with identity and recognition in the story.		

6.1 U.S. History: America in the World

- **6.1.7.HistoryUP.1:** Analyze the history of diverse groups in America, their contributions, and the role of individual identity.
- **6.1.7.CivicsPI.1:** Investigate the principles of democracy, rights, and responsibilities of citizens in relation to identity and culture

Subject Area: ELA

Grade Level: 7

[\(return to scope & sequence chart\)](#)

Unit 2: Adolescence (thematic)

Timeframe

6 weeks

Established Goals

- (CI) Central Ideas and Themes of Texts: By the end of grade 12, determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
- (PP) Perspective and Purpose in Texts: By the end of grade 12, assess how perspective or purpose shapes the content and style of a text.
- (AW) Argumentative Writing: By the end of grade 12, write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
- (IW) Informative and Explanatory Writing: By the end of grade 12, write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
- (VL) Vocabulary Acquisition, Use and Literal Meaning: By the end of grade 12, determine the meaning of unknown and multiple-meaning words using analysis of word parts (morphemes), word solving strategies, and consulting general and specialized reference materials, as appropriate.
- (VI) Vocabulary Acquisition, Use and Interpretative Meaning: By the end of grade 12, interpret figurative and connotative word meanings, including shades of meaning based on word relationships and context.
- (PE) Participate Effectively: By the end of grade 12, prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

Reading - Literature

- 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.IT.7.3. Analyze how particular elements of a text interact including how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.
- 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.

Reading - Informational

- RI.CR.7.1. Cite several pieces of textual evidence and make relevant connections to support analysis of what an informational text says explicitly as well as inferences drawn from the text.
- 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.
- 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.
- RI.MF.7.6. Compare and contrast texts to analyze the unique qualities of different mediums, including the integration of information from multiple formats and sources to develop deeper understanding of the concept, topic or subject and resolve conflicting information.

Writing

- W.AW.7.1. Write arguments on discipline-specific content (e.g., social studies, science, technical subjects, English/Language Arts) to support claims with clear reasons and relevant evidence.
- 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.
- 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.

	Language ● L.VI.7.4. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. ○ C.Analyze the impact of rhymes and other repetitions of sound (e.g., alliteration) on a specific verse or stanza or a poem or section of a story or drama. ● L.VL.7.3. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, including technical meanings, choosing flexibly from a range of strategies. ○ C.Analyze the impact of a specific word choice on meaning and tone. ● L.KL.7.2. Use knowledge of language and its conventions when writing, speaking, reading, or listening. ● L.SS.7.1. Demonstrate command of the system and structure of the English language when writing or speaking. Speaking & Listening ● 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.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.AS.7.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.
Essential Questions	● How do the challenges of adolescence contribute to our growth?
Content Knowledge	Knowledge building: the developmental landscape of adolescence — changing emotions, behaviors, and social life — and how it is reflected in literature <i>Students will learn:</i> ● Reading literature ● Expository writing (literary analysis) ● Academic vocabulary ● Speaking and listening
Skills	<i>Students will be able to:</i> Reading ● Synthesizing a central idea ● Analyzing the development of ideas

	- Analyzing how text structure adds to idea development - Examine how authors use figurative language and repetition to develop a theme - Identify and analyze contrasting points of view within a story - Clarify their writing with clear context and reasoning Writing - Writing Adding strong reasoning Speaking and Listening - Referring to evidence in discussion - Asking questions in discussion - Give and receive focused peer feedback
Performance Tasks & Assessments	CommonLit Unit 2 Assessments - Baseline writing assessment - Vocabulary quiz - Grammar and usage quiz - Class discussion - Related media exploration - Narrative prompt - Additional unit writing options Summative Unit 2 Skills Assessments - Pre-Assessment: “California Lee and Me” - Post-Assessment: “Oranges” Culminating task: literary analysis essay Benchmark Assessment: - iReady Benchmarks A-C Formative Assessment: - Exit ticket - Quick share writing - Think Pair Share - Polls and quizzes - Class discussions

	• Self assessment checklists Alternative tasks and assessments: • Writing Samples • Scaffolded Chapter Assessments • Independent reading summaries with project (choices) • Projects: posters, presentations, videos, etc. • Vocabulary: sentences, synonyms, antonyms, definitions, vocabulary posters, vocabulary drawings • Writing: writer's workshop journals, prewrites, graphic organizers, rough drafts, peer revision • i-ready - Single Standard Progress-Monitoring Assessments • Drama, reader's theater, skits • Posters, drawings, etc.
Other Assessment Evidence	• Pre-assessment • Exit slips • Learn/Lesson • Guided Practice • Leveled Independent Practice/Classwork • Homework • Check for Understanding • Padlet, Flipgrid, SeeSaw • Kahoot, quizz, quizlet • Online games: SmartLab, vocab, • Speaking and debates • reading/writing conferences • Scope activities • Noredink.com • Student created audio, video, other multimedia projects • Newsela, readworks, read/write/think activities • Essay and story Final drafts, published writing
Resources/ Materials	CommonLit Online Resources • Unit Introduction Activity • 8 reading lessons ○ “How the Teen Brain Transforms Relationships” by Daniel Siegel (Informational) (1010L) ○ “The Party” by Pam Muñoz Ryan (Short Story) (760L) ○ “Hanging Fire” by Audre Lorde (Poem) (non-prose)

	○ “Saturday at the Canal” by Gary Soto (Poem) (non-Prose) ○ “First-Day Fly” by Jason Reynolds (Short Story) (880L) ○ “Teens’ Penchant for Risk-Taking May Help Them Learn Faster” by Erin Ross (Informational) (1170L) ○ “Momentum” by Catherine Doty (Poem) (non-prose) ○ “Popularity” by Adam Bagdasarian (Short Story) (1070L) ● Supplemental Texts - Below Grade Level ○ “Seventh Grade” by Gary Soto (Short Story) ○ “Animal adolescence is filled with teen drama and peer pressure” by Duncan Strauss (Informational) ○ “What to Expect from Adolescence” by Barrett Smith (Informational) ○ “Swarm” by Alan King (Poem) ● 4 writing lessons ○ Introducing Evidence with Context ○ Adding Reasoning to Your Writing ○ Planning the Culminating Task: Literary Analysis Essay ○ Peer Reviewing the Culminating Task: Literary Analysis Essay ● Vocabulary Activity Set ● Grammar and Usage Activity Set ● Discussion Skill Lesson Additional Resources/Materials: ● Extra Practice Homework ● Enrichment ● Scholastic Scope ● Online literary practice: noredink, readwrite, etc. <i>*Use of AI to generate versions of text on various complexity levels to meet student needs</i> <i>*Use of Text to Speech, such as Read and Write for Google to allow students to listen to texts that are above their readability level.</i>		
Learning Activities	● Recall prior knowledge, ● Quick checks ● Writing Workshop ● Secondary writing: poetry, literary analysis, research simulation	● Quick write journal topic ● Games for review ● Graded discussions ● PowerPoint presentation ● Student presentations ● Student research work/projects	● Poetry analysis ● Creative writing ● Analytical writing ● Research writing ● cope magazine activities ● PARCC prep exercises

	● Academic Word work/word study walls ● Interactive vocabulary activities ● Vocabulary word walls ● Small group stations / center work ● Pre-writing activities ● Interactive read a louds ● Shared reading ● Partner work / peer models ● Explicit instruction ● Active reading ● Timed writing assignment ● Study guide notes ● Notes on informational videos ● Close reading of informational texts ● Annotation of texts ● Role playing, skits ● Double-entry journal ● Marzano vocab strategies ● Graphic organizers ● Notice & Note fiction and nonfiction signposts ● Multi-part analytical questions: Part A, Part B
Inter-disciplinary Connections	Create a visual representation of how brain development affects behavior and relationships, reinforcing the connection between science and real-world experiences using the text “How the Teen Brain Transforms Relationships” by Daniel Siegel (<i>Informational</i>)- Science Infographic Creation: Students will create an infographic or poster that illustrates how specific changes in brain development affect relationships. The infographic should include: ● Key brain areas that are developing during adolescence. ● Descriptions of how these changes impact behavior and emotions. ● Real-life examples or tips for how to manage these changes in relationships (e.g., “Understanding the role of the amygdala can help manage emotional reactions”). Presentation: Each student or group will present their infographic to the class, explaining the scientific concepts and their connection to real-world relationships. Science Standards Addressed: ● 6.1.8.PS3.B: Energy in Chemical Processes and Everyday Life - understanding how the brain functions as part of the body and how changes in the brain impact physical and emotional processes.

Subject Area: ELA
Grade Level: 7

[\(return to scope & sequence chart\)](#)

Unit 3: Brown Girl Dreaming (novel study) - MP4
(Holocaust Mandate)

Timeframe	6 weeks
Established Goals	• (IT) Interactions Among Text Elements: By the end of grade 12, analyze how and why individuals, events, and ideas develop and interact over the course of a text. • (VL) Vocabulary Acquisition, Use and Literal Meaning: By the end of grade 12, determine the meaning of unknown and multiple-meaning words using analysis of word parts (morphemes), word solving strategies, and consulting general and specialized reference materials, as appropriate. • (VI) Vocabulary Acquisition, Use and Interpretative Meaning: By the end of grade 12, interpret figurative and connotative word meanings, including shades of meaning based on word relationships and context. • (TS) Text Structure: By the end of grade 12, analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole. • (IW) Informative and Explanatory Writing: By the end of grade 12, write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content. • (NW) Narrative Writing: By the end of grade 12, write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. • (PE) Participate Effectively: By the end of grade 12, prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
NJSLS	Reading - Literature • 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.IT.7.3. Analyze how particular elements of a text interact including how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision. • 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. • 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). Reading - Informational • RI.CR.7.1. Cite several pieces of textual evidence and make relevant connections to support analysis of what an informational text

says explicitly as well as inferences drawn from the text.

- 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.
- RI.IT.7.3. Analyze how particular elements of a text interact including how a text makes connections and distinctions among individuals, events, and ideas (e.g., through comparisons, analogies, or categories).
- 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.
- 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.
- RI.MF.7.6. Compare and contrast texts to analyze the unique qualities of different mediums, including the integration of information from multiple formats and sources to develop deeper understanding of the concept, topic or subject and resolve conflicting information.

Language

- L.VI.7.4. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
 - C. Analyze the impact of rhymes and other repetitions of sound (e.g., alliteration) on a specific verse or stanza or a poem or section of a story or drama.
- L.VL.7.3. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, including technical meanings, choosing flexibly from a range of strategies.
 - C. Analyze the impact of a specific word choice on meaning and tone.
- L.SS.7.1. Demonstrate command of the system and structure of the English language when writing or speaking.
- L.KL.7.2. Use knowledge of language and its conventions when writing, speaking, reading, or listening.

Writing

- W.AW.7.1. Write arguments on discipline-specific content (e.g., social studies, science, technical subjects, English/Language Arts) to support claims with clear reasons and relevant evidence.
- 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.
- W.NW.7.3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
- 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. Speaking & Listening - 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.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.
Essential Questions	How does the time and place in which we live shape our story?
Content Knowledge	Knowledge building: author's craft through a novel in verse; how a novel's setting affects its development. <i>Students will learn:</i> - Reading literature - Reading informational - Explanatory writing (literary analysis) - Narrative writing - Speaking and listening
Skills	<i>Students will be able to:</i> Reading - Analyze how structure and story elements develops theme - Analyze how plot and setting influence character change - Analyze point of view development - Analyze the impact of figurative language and structure on a poem's meaning Writing - Writing introductions - Writing conclusions - Conducting peer review - Incorporate evidence from visual sources in their writing in a way that provides necessary context and detailed descriptions

	• Use transitions to create cohesion in their writing Speaking and Listening • Bringing the discussion back on topic
Performance Tasks & Assessments	• CommonLit Unit 3 Assessments ○ Baseline writing assessment ○ Vocabulary quizzes ○ Grammar and usage quiz ○ Class discussion ○ Related media explorations ○ Narrative prompt ○ Additional unit writing options • Summative Unit 3 Skills Assessments ○ Pre-Assessment: “When Dawn Comes to the City” ○ Post-Assessment: “Rosa Parks Takes a Stand” • Culminating task: literary analysis essay Benchmark Assessment: • iReady Benchmarks A-C Formative Assessment: • Exit ticket • Quick share writing • Think Pair Share • Polls and quizzes • Class discussions • Self assessment checklists Alternative tasks and assessments: • Writing Samples • Scaffolded Chapter Assessments • Independent reading summaries with project (choices) • Projects: posters, presentations, videos, etc. • Vocabulary: sentences, synonyms, antonyms, definitions, vocabulary posters, vocabulary drawings • Writing: writer's workshop journals, prewrites, graphic organizers, rough drafts, peer revision

	● i-ready - Single Standard Progress-Monitoring Assessments ● Drama, reader's theater, skits ● Posters, drawings, etc. Additional tasks and assessments: ● Writing Samples ● Scaffolded Chapter Assessments ● Independent reading summaries with project (choices) ● Projects: posters, presentations, videos, etc. ● Vocabulary: sentences, synonyms, antonyms, definitions, vocabulary posters, vocabulary drawings ● Writing: writer's workshop journals, prewrites, graphic organizers, rough drafts, peer revision ● i-Ready - Single Standard Progress-Monitoring Assessments ● Drama, reader's theater, skits ● Posters, drawings, etc. ● Discussion
Other Assessment Evidence	● Pre-assessment ● Exit slips ● Learn/Lesson ● Guided Practice ● Leveled Independent Practice/Classwork ● Homework ● Check for Understanding ● i-ready Benchmarks ● Padlet, Flipgrid, SeeSaw ● Kahoot, quizz, quizlet ● Online games: SmartLab, vocab, ● Speaking and debates ● reading/writing conferences ● Scope activities ● Noredink.com ● Student created audio, video, other multimedia projects ● Newsela, readworks, read/write/think activities ● Essay and story Final drafts, published writing

**Resources/
Materials**

CommonLit Online Resources

- Unit Introduction Activity
- 13 reading lessons
 - Sections from *Brown Girl Dreaming* by Jacqueline Woodson (Memoir) (990L)
 - Section 1 (pages 1-20)
 - Section 2 (pages 21-41)
 - Section 3 (pages 45-82)
 - Section 4 (pages 83-106)
 - Section 5 (pages 107-138)
 - Section 6 (pages 143-169)
 - Section 7 (pages 170-182)
 - Section 8 (pages 183-202)
 - Section 9 (pages 207-229)
 - Section 10 (pages 230-252)
 - Section 11 (pages 253-278)
 - Section 12 (pages 283-299)
 - Section 13 (pages 300-320)
- Choice Board Multimedia:
 - “The First Time John Lewis and I Integrated the Buses” by Bernard Lafayette Jr. (Interview)
 - “Transcript of Full Joseph McNeil Interview” by Newsday (Interview)
- Supplemental Texts
 - “Rosa Parks and the Montgomery Bus Boycott” by USHistory.org (Informational)
 - “The Sit-In Movement” by USHistory.org (Informational)
 - “The Great Migration” by History. com (Informational)
 - “East 149th Street (Symphony for a Black Girl)” by Teri Ellen Cross Davis (Poem)
 - “Fifth Grade Autobiography” by Rita Dove (Poem)
- 4 writing lessons
 - Writing about Visual Sources
 - Transitions that Connect Ideas
 - Planning the Culminating Task: Literary Analysis Essay
 - Peer Reviewing the Culminating Task: Literary Analysis Essay
- Vocabulary Activity Sets
- Grammar and Usage Activity Set
- Discussion Lesson

HOLOCAUST MANDATE: - USING BROWN GIRL DREAMING (New Jersey Commission on Holocaust Education)

Students will develop an understanding of the pervasive nature of prejudice and discrimination throughout history and world societies and the human costs of that prejudice and discrimination in the past, present, and future.

- Recognize that each of us have reasons to be proud of ourselves.
- Describe and recognize positive and negative types of human behavior.
- Demonstrate an understanding that behavior reflects the choices and decisions that each person makes.
- Analyze and evaluate the influence of our personal values and beliefs on our choices and decisions and the influence of peer pressure on our choices and decisions
- Identify and explain some of the sources from which people learn their values and beliefs.
- Explain and apply the terms prejudice, discrimination, scapegoating, stereotyping, bigotry, racism, sexism, ethnocentrism, religious discrimination, antisemitism, classism, ageism, etc.

Suggested activities to use throughout the novel

1. [Word Wall](#) - to define key terms related to understanding prejudice and discrimination
2. [Found Poems](#) - a strategy best used with diaries or memoirs
3. [Text-to-Text](#), [Text-to-Self](#), [Text-to-World](#) - helps to teach big ideas through connections to a student's life experiences
4. [KWL Charts](#) - helps students identify previous knowledge and create inquiry based questions
5. [Graffiti Boards](#) - helps students to "hear" others ideas in a non-threatening way
6. [Color, Symbol, Image](#) - helps students to reflect non-verbally and think metaphorically on a topic
7. [Identity Charts](#) - a graphic tool that can help students consider the many factors that shape who we are as individuals
8. [Life Road Maps](#) - a map of someone's life that highlights the important events and decisions that shaped that person's identity

Additional Resources/Materials:

- Extra Practice Homework
- Enrichment
- Scholastic Scope

**Use of AI to generate versions of text on various complexity levels to meet student needs*

**Use of Text to Speech, such as Read and Write for Google to allow students to listen to texts that are above their readability level.*

Learning Activities

- | | | |
|---|-----------------------------|----------------------------|
| ● Recall prior knowledge, | ● Quick write journal topic | ● Poetry analysis |
| ● Quick checks | ● Games for review | ● Creative writing |
| ● Writing Workshop | ● Graded discussions | ● Analytical writing |
| ● Secondary writing: poetry, literary analysis, research simulation | ● PowerPoint presentation | ● Research writing |
| | ● Student presentations | ● cope magazine activities |

	● Academic Word work/word study walls ● Interactive vocabulary activities ● Vocabulary word walls ● Small group stations / center work ● Pre-writing activities ● Interactive read a louds ● Shared reading ● Partner work / peer models ● Explicit instruction	● Student research work/projects ● Active reading ● Timed writing assignment ● Study guide notes ● Notes on informational videos ● Close reading of informational texts ● Annotation of texts	● PARCC prep exercises ● Role playing, skits ● Double-entry journal ● Marzano vocab strategies ● Graphic organizers ● Notice & Note fiction and nonfiction signposts ● Multi-part analytical questions: Part A, Part B
Interdisciplinary Connections	<i>Analyze how the geography of the United States affected Jacqueline's experiences and how different locations were central to the Civil Rights Movement using the text Brown Girl Dreaming- Social Studies (1960s-1970s)</i> ● Mapping Jacqueline's Journey: Using a map of the United States, students will trace Jacqueline's movements as described in the book (from Ohio to South Carolina to New York). They will analyze how different locations shaped her life, experiences, and identity. Social Studies Standards Addressed: 6.1.8.HistoryUP.3: Examine how social movements have shaped the history and culture of the United States. 6.2.8.GeoPP.2: Analyze how the geographical locations of events and people have impacted their opportunities and life experiences.		

Subject Area: ELA**Grade Level: 7**[\(return to scope & sequence chart\)](#)**Unit 4: Social Media- Risks and Rewards (research)****Timeframe**

6 weeks

Established Goals

- (CI) Central Ideas and Themes of Texts: By the end of grade 12, determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
- (IT) Interactions Among Text Elements: By the end of grade 12, analyze how and why individuals, events, and ideas develop and interact over the course of a text.
- (PP) Perspective and Purpose in Texts: By the end of grade 12, assess how perspective or purpose shapes the content and style of a text.
- (AW) Argumentative Writing: By the end of grade 12, write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
- (IW) Informative and Explanatory Writing: By the end of grade 12, write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
- (WP) Writing Process: By the end of grade 12, develop and strengthen writing as needed by planning, revising, editing, rewriting, and publishing.
- (WR) Writing Research: By the end of grade 12, conduct short as well as more sustained research projects, utilizing an inquiry-based research process, based on focused questions, demonstrating understanding of the subject under investigation.
- (SE) Sources of Evidence: By the end of grade 12, gather relevant information and evidence from multiple sources to support analysis, reflection, and research, while assessing the credibility and accuracy of each source, and integrating the information while avoiding plagiarism.
- (SS) System and Structure of Language: By the end of grade 12, demonstrate command of grammar and usage, capitalization, punctuation, and spelling.
- (KL) Knowledge of Language: By the end of grade 12, apply knowledge of language and command of vocabulary to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
- (VL) Vocabulary Acquisition, Use and Literal Meaning: By the end of grade 12, determine the meaning of unknown and multiple-meaning words using analysis of word parts (morphemes), word solving strategies, and consulting general and specialized reference materials, as appropriate.
- (VI) Vocabulary Acquisition, Use and Interpretative Meaning: By the end of grade 12, interpret figurative and connotative word meanings, including shades of meaning based on word relationships and context.
- (PE) Participate Effectively: By the end of grade 12, prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
- (UM) Use Media: By the end of grade 12, make strategic use of digital media and visual displays of data to express information

	and enhance understanding of presentations.
NJSLS	Reading - Informational ● RI.CR.7.1. Cite several pieces of textual evidence and make relevant connections to support analysis of what an informational text says explicitly as well as inferences drawn from the text. ● 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. ● RI.IT.7.3. Analyze how particular elements of a text interact including how a text makes connections and distinctions among individuals, events, and ideas (e.g., through comparisons, analogies, or categories). ● 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. ● 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. ● RI.MF.7.6. Compare and contrast texts to analyze the unique qualities of different mediums, including the integration of information from multiple formats and sources to develop deeper understanding of the concept, topic or subject and resolve conflicting information. ● 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. Language ● L.VL.7.3. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, including technical meanings, choosing flexibly from a range of strategies. ○ C. Analyze the impact of a specific word choice on meaning and tone. ● L.KL.7.2. Use knowledge of language and its conventions when writing, speaking, reading, or listening. Writing ● W.AW.7.1. Write arguments on discipline-specific content (e.g., social studies, science, technical subjects, English/Language Arts) to support claims with clear reasons and relevant evidence. ● 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. ● 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. Speaking & Listening ● 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.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.PI.7.4. Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation. ● SL.AS.7.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.
Essential Questions	● Is social media more risky or more rewarding for teens? How can we promote teens making better decisions online?
Content Knowledge	Knowledge building: author's craft through a novel in verse; how a novel's setting affects its development. <i>Students will learn:</i> ● Reading literature ● Argument writing ● Avoiding comma splices ● Academic vocabulary ● Speaking and listening
Skills	<i>Students will be able to:</i> Reading ● Analyzing and summarizing the central idea ● Analyzing how a specific section contributes to meaning ● Synthesizing information presented in different media ● Analyze and distinguish different points of view

	● Examine how events and ideas interact in a text ● Annotate a text for a specific purpose Writing ● Paraphrasing central idea and supporting evidence ● Conducting research and synthesizing information across texts ● Select sources from a curated list that are relevant to a focused topic ● Communicate a message through clear and persuasive visuals Speaking & Listening ● Acknowledging new ideas and expressing a change in thinking ● Including multimedia components in a presentation
Performance Tasks & Assessments	● CommonLit Unit 4 Assessments ○ Vocabulary quizzes ○ Grammar and usage quiz ○ Class discussion ○ Related media exploration ○ Additional unit writing options ● Summative Unit 4 Skills Assessments ○ Pre-Assessment: “Your Favorite YouTube Star Is Trying to Sell You Something” ○ Post-Assessment: “Evening screen time can sabotage sleep” ● Culminating task: social media campaign Benchmark Assessment: ● iReady Benchmarks A-C Formative Assessment: ● Exit ticket ● Quick share writing ● Think Pair Share ● Polls and quizzes ● Class discussions ● Self assessment checklists Alternative tasks and assessments: ● Writing Samples ● Scaffolded Chapter Assessments

	• Independent reading summaries with project (choices) • Projects: posters, presentations, videos, etc. • Vocabulary: sentences, synonyms, antonyms, definitions, vocabulary posters, vocabulary drawings • Writing: writer's workshop journals, prewrites, graphic organizers, rough drafts, peer revision • i-ready - Single Standard Progress-Monitoring Assessments • Drama, reader's theater, skits • Posters, drawings, etc. Additional tasks and assessments: • Writing Samples • Scaffolded Chapter Assessments • Independent reading summaries with project (choices) • Projects: posters, presentations, videos, etc. • Vocabulary: sentences, synonyms, antonyms, definitions, vocabulary posters, vocabulary drawings • Writing: writer's workshop journals, prewrites, graphic organizers, rough drafts, peer revision • i-Ready - Single Standard Progress-Monitoring Assessments • Drama, reader's theater, skits • Posters, drawings, etc. • Discussion
Other Assessment Evidence	• Pre-assessment • Exit slips • Learn/Lesson • Guided Practice • Leveled Independent Practice/Classwork • Homework • Check for Understanding • i-ready Benchmarks • Padlet, Flipgrid, SeeSaw • Kahoot, quizz, quizlet • Online games: SmartLab, vocab, • Speaking and debates • reading/writing conferences • Scope activities • Noredink.com • Student created audio, video, other multimedia projects

	• Newsela, readworks, read/write/think activities • Essay and story Final drafts, published writing
Resources/ Materials	CommonLit Online Resources • Unit Introduction Activity • 4 reading lessons ○ “This is Your Brain on Instagram” by Kelly McSweeney (Informational) (1220L) ○ “Teens Say Social Media Isn’t As Bad for Them As You Might Think” by Katie Notopoulos (Informational) (1240L) ○ “This Muslim-American Teen Turned His Suffering Into A Full-Fledged Battle Against Stereotypes” by Rae Paoletta (Informational) (1280L) ○ “Why Young Adults Are Taking a More Mindful Approach to Social Media” by Jessica Matlin (Informational) (1080L) • Supplemental Texts - Below Grade Level ○ “‘Luddite’ Teens Don’t Want Your Likes” by Alex Vadukul (Informational) ○ “I’m A Disabled Teenager, and Social Media is My Lifeline” by Asaka Park (Opinion) ○ “What Is the Metaverse?” by Peter Allen Clark (Informational) ○ “Many Younger Facebook Users ‘Unfriend’ the Network” by Patti Neighmond (Interview) ○ “For Gen Z, TikTok is the New Search Engine” by Kalley Huang (Informational) • Choice Board Texts: ○ “Social Media: What’s Not to Like?” by Alison Pearce Stevens (Informational) ○ “Teens Using Social Media for Good Deeds” by Smart Social (Informational) ○ “Teen Girls Organized Nashville’s Largest Protest” by Lena Felton (Informational) ○ “Using Social Networks Safely” by GCF Global (Informational) • 6 writing lessons: ○ Choosing Strong Evidence ○ Planning Your Social Media Campaign Message ○ Communicating Your Message ○ Outlining Your Social Media Campaign ○ Writing Engaging Captions ○ Citing Your Sources • Vocabulary Activity Sets • Grammar and Usage Activity Set • Discussion Skill Lesson Additional Resources/Materials: • Extra Practice Homework • Enrichment

	Scholastic Scope <i>*Use of AI to generate versions of text on various complexity levels to meet student needs</i> <i>*Use of Text to Speech, such as Read and Write for Google to allow students to listen to texts that are above their readability level.</i>
Learning Activities	- Recall prior knowledge, - Quick checks - Writing Workshop - Secondary writing: poetry, literary analysis, research simulation - Academic Word work/word study walls - Interactive vocabulary activities - Vocabulary word walls - Small group stations / center work - Pre-writing activities - Interactive read a louds - Shared reading - Partner work / peer models - Explicit instruction - Quick write journal topic - Games for review - Graded discussions - PowerPoint presentation - Student presentations - Student research work/projects - Active reading - Timed writing assignment - Study guide notes - Notes on informational videos - Close reading of informational texts - Annotation of texts - Poetry analysis - Creative writing - Analytical writing - Research writing - cope magazine activities - PARCC prep exercises - Role playing, skits - Double-entry journal - Marzano vocab strategies - Graphic organizers - Notice & Note fiction and nonfiction signposts - Multi-part analytical questions: Part A, Part B
Inter-disciplinary Connections	Explore the concept of resilience and how it can be developed through positive social support, mindset, and action using the text “This Muslim-American Teen Turned His Suffering Into A Full-Fledged Battle Against Stereotypes” by Rae Paoletta (Informational) . Defining Resilience: Introduce the concept of resilience and its role in psychological health and well-being. Discuss how resilience can be strengthened by taking proactive steps in challenging situations, such as combating stereotypes or discrimination. - Students will design a "Resilience Toolkit" that includes strategies and actions individuals can take to overcome challenges. This could be a physical poster or digital presentation with suggestions based on the article’s themes. Science Standards Addressed: 6.3.8.PS1.C: Understanding how the brain and body work together to regulate emotions and reactions in social contexts. 6.3.8.PS1.A: Investigating how changes in the brain and body (e.g., stress, emotional regulation) affect behavior.

Subject Area: ELA**Grade Level: 7**[\(return to scope & sequence chart\)](#)**Unit 5: Influential Voices (thematic)**

Timeframe	5 weeks
Established Goals	● (CI) Central Ideas and Themes of Texts: By the end of grade 12, determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas. ● (IT) Interactions Among Text Elements: By the end of grade 12, analyze how and why individuals, events, and ideas develop and interact over the course of a text. ● (PP) Perspective and Purpose in Texts: By the end of grade 12, assess how perspective or purpose shapes the content and style of a text. ● (MF) Diverse Media and Formats: By the end of grade 12, synthesize content presented in diverse media and formats, including visually and quantitatively, as well as in words. ● (AA) Analysis of an Argument: By the end of grade 12, evaluate the argument and specific claims in a text, including the validity of the reasoning, the credibility and accuracy of each source as well as the relevance and sufficiency of the evidence. ● (AW) Argumentative Writing: By the end of grade 12, write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. ● (IW) Informative and Explanatory Writing: By the end of grade 12, write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content. ● (SS) System and Structure of Language: By the end of grade 12, demonstrate command of grammar and usage, capitalization, punctuation, and spelling. ● (KL) Knowledge of Language: By the end of grade 12, apply knowledge of language and command of vocabulary to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening. ● (VL) Vocabulary Acquisition, Use and Literal Meaning: By the end of grade 12, determine the meaning of unknown and multiple-meaning words using analysis of word parts (morphemes), word solving strategies, and consulting general and specialized reference materials, as appropriate. ● (VI) Vocabulary Acquisition, Use and Interpretative Meaning: By the end of grade 12, interpret figurative and connotative word meanings, including shades of meaning based on word relationships and context. ● (PE) Participate Effectively: By the end of grade 12, prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
NJSLS	Reading - Literature ● 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.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.

Reading - Informational

- RI.CR.7.1. Cite several pieces of textual evidence and make relevant connections to support analysis of what an informational text says explicitly as well as inferences drawn from the text.
- 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.
- 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.
- RI.MF.7.6. Compare and contrast texts to analyze the unique qualities of different mediums, including the integration of information from multiple formats and sources to develop deeper understanding of the concept, topic or subject and resolve conflicting information.

Writing

- 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.
- 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.

Language

- L.SS.7.1. Demonstrate command of the system and structure of the English language when writing or speaking.
- L.KL.7.2. Use knowledge of language and its conventions when writing, speaking, reading, or listening.
- L.VL.7.3. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, including technical meanings, choosing flexibly from a range of strategies.
- L.VI.7.4. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

Speaking & Listening

	● 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.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.
Essential Questions	● How does a speaker motivate or persuade their audience?
Content Knowledge	Knowledge building: the literary, rhetorical, and performative choices writers make to craft speeches that impact their audiences <i>Students will learn:</i> ● Reading informational ● Rhetorical analysis writing (literary analysis) ● Misplaced and dangling modifiers ● Academic vocabulary ● Speaking and listening
Skills	<i>Students will be able to:</i> Reading ● Comparing and contrasting across texts ● Analyze how a speaker's use of structure conveys a central idea. ● Analyze how word choice impacts meaning and tone. ● Determine how a speaker distinguishes their point of view from others. ● Evaluate how a speaker develops multiple claims. Writing ● Transitions to compare and contrast ● Revising for sentence variety ● More thoroughly support a claim in writing. Speaking and Listening ● Effectively employing skills learned throughout the year

Performance Tasks & Assessments	● CommonLit Unit 5 Assessments ○ Vocabulary quiz ○ Grammar and usage quiz ○ Class discussion ○ Related media explorations ○ Speech writing prompt ○ Additional unit writing options ● Summative Unit 5 Skills Assessments ○ Pre-Assessment: “Commencement Address at Knox College” ○ Post-Assessment: “Presidential Address at the Grand Canyon” ● Culminating task: rhetorical analysis essay Benchmark Assessment: ● iReady Benchmarks A-C Formative Assessment: ● Exit ticket ● Quick share writing ● Think Pair Share ● Polls and quizzes ● Class discussions ● Self assessment checklists Alternative tasks and assessments: ● Writing Samples ● Scaffolded Chapter Assessments ● Independent reading summaries with project (choices) ● Projects: posters, presentations, videos, etc. ● Vocabulary: sentences, synonyms, antonyms, definitions, vocabulary posters, vocabulary drawings ● Writing: writer's workshop journals, prewrites, graphic organizers, rough drafts, peer revision ● i-ready - Single Standard Progress-Monitoring Assessments ● Drama, reader’s theater, skits ● Posters, drawings, etc. Additional tasks and assessments: ● Writing Samples ● Scaffolded Chapter Assessments
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	● i-ready Benchmarks A-C ● Unit Assessment ● Independent reading summaries with project (choices) ● Projects: posters, presentations, videos, etc. ● Vocabulary: sentences, synonyms, antonyms, definitions, vocabulary posters, vocabulary drawings ● Writing: writer's workshop journals, prewrites, graphic organizers, rough drafts, peer revision ● i-ready - Single Standard Progress-Monitoring Assessments ● Drama, reader's theater, skits ● Posters, drawings, etc. ● Discussion
Other Assessment Evidence	● Pre-assessment ● Exit slips ● Learn/Lesson ● Guided Practice ● Leveled Independent Practice/Classwork ● Homework ● Check for Understanding ● i-ready Benchmarks ● Padlet, Flipgrid, SeeSaw ● Kahoot, quizz, quizlet ● Online games: SmartLab, vocab, ● Speaking and debates ● reading/writing conferences ● Scope activities ● Noredink.com ● Student created audio, video, other multimedia projects ● Newsela, readworks, read/write/think activities ● Essay and story Final drafts, published writing ●
Resources/ Materials	CommonLit Online Resources ● Unit Introduction Activity ● 6 reading lessons ○ “The Man in the Arena” by Theodore Roosevelt (Speech) (1000L)

- “Purple is the Noblest Shroud” by Empress Theodora of Byzantium (Speech) (950L)
- “Ain’t I a Woman?” by Sojourner Truth (Speech) (650L)
- “Senate Statement on Rock Lyrics and Record Labeling” by John Denver (Speech) (1230L)
- “Ronald Reagan on the Challenger Disaster” by Ronald Reagan (Speech) (770L)
- “Eulogy for Rosa Parks” by Oprah Winfrey (Speech) (830L)
- Choice Board Multimedia:
 - “Steve Jobs’s Stanford University Commencement” by Steve Jobs (Speech)
 - “Malala Yousafzai’s Address to the United Nations, July 2013” by Malala Yousafzai (Speech)
 - “Second Annual Back to School Speech” by Barack Obama (Speech)
- Supplemental Texts - Below Grade Level
 - “What’s Wrong With Our Food System” by Birke Baehr (Speech)
 - “Emma Watson’s United Nations: “Heforshe: Gender Equality Is Your Issue, Too” Speech” by Emma Watson (Speech)
 - “President Bush’s ‘Islam is Peace’ Speech” by President George W. Bush (Speech)
 - “Winston Churchill’s ‘Never Give In’ Speech” by Prime Minister Winston Churchill (Speech)
 - “Speech to the Association of Los Alamos Scientists” by Robert Oppenheimer (Speech)
- 5 writing lessons:
 - Summarizing Evidence
 - Writing About Tone
 - Exemplar Essay Review
 - Planning the Culminating Task: Rhetorical Analysis Essay
 - Revision: Finishing Strong in a Body Paragraph
- Vocabulary Activity Set
- Grammar and Usage Activity Set
- Discussion Skill Lesson

Additional Resources/Materials:

- Extra Practice Homework
- Enrichment
- Scholastic Scope

**Use of AI to generate versions of text on various complexity levels to meet student needs*

**Use of Text to Speech, such as Read and Write for Google to allow students to listen to texts that are above their readability level.*

Learning Activities	● Recall prior knowledge, ● Quick checks ● Writing Workshop ● Secondary writing: poetry, literary analysis, research simulation ● Academic Word work/word study walls ● Interactive vocabulary activities ● Vocabulary word walls ● Small group stations / center work ● Pre-writing activities ● Interactive read a louds ● Shared reading ● Partner work / peer models ● Explicit instruction ● Quick write journal topic ● Games for review ● Graded discussions ● PowerPoint presentation ● Student presentations ● Student research work/projects ● Active reading ● Timed writing assignment ● Study guide notes ● Notes on informational videos ● Close reading of informational texts ● Annotation of texts ● Poetry analysis ● Creative writing ● Analytical writing ● Research writing ● cope magazine activities ● PARCC prep exercises ● Role playing, skits ● Double-entry journal ● Marzano vocab strategies ● Graphic organizers ● Notice & Note fiction and nonfiction signposts ● Multi-part analytical questions: Part A, Part B
Inter-disciplinary Connections	Reflect on the importance of civic engagement, global activism, and education in shaping a better world using “Malala Yousafzai’s Address to the United Nations, July 2013” by Malala Yousafzai (<i>speech</i>)- Social Studies Writing Assignment: Students will write a personal reflection essay answering the following prompts: ● How did Malala’s speech inspire you to think about your own role in promoting education and gender equality? ● What can you do in your own community to support the rights of others and advocate for education? ● How can global leaders, activists, and individuals work together to tackle challenges like those Malala describes? Sharing Reflections: After writing, students can share their reflections with the class or in small groups to discuss how they plan to take action in their own lives and communities. Social Studies Standards Addressed: ● 6.1.8.HistoryUP.1: Analyze how historical events influence the development of individual and group identities (focus on Malala’s story and the global fight for girls’ education). ● 6.1.8.CivicsPI.3: Investigate the rights and responsibilities of individuals and groups in promoting social justice, with a focus on education and gender equality.

Subject Area: ELA**Grade Level: 7**[\(return to scope & sequence chart\)](#)**Unit 6: School Electives- Which One Matters Most? (Argument)**

Timeframe	5 weeks
Established Goals	● (CI) Central Ideas and Themes of Texts: By the end of grade 12, determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas. ● (IT) Interactions Among Text Elements: By the end of grade 12, analyze how and why individuals, events, and ideas develop and interact over the course of a text. ● (AW) Argumentative Writing: By the end of grade 12, write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. ● (WP) Writing Process: By the end of grade 12, develop and strengthen writing as needed by planning, revising, editing, rewriting, and publishing. ● (WR) Writing Research: By the end of grade 12, conduct short as well as more sustained research projects, utilizing an inquiry-based research process, based on focused questions, demonstrating understanding of the subject under investigation. ● (SE) Sources of Evidence: By the end of grade 12, gather relevant information and evidence from multiple sources to support analysis, reflection, and research, while assessing the credibility and accuracy of each source, and integrating the information while avoiding plagiarism. ● (RW) Range of Writing: By the end of grade 12, write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences. ● (VL) Vocabulary Acquisition, Use and Literal Meaning: By the end of grade 12, determine the meaning of unknown and multiple-meaning words using analysis of word parts (morphemes), word solving strategies, and consulting general and specialized reference materials, as appropriate. ● (VI) Vocabulary Acquisition, Use and Interpretative Meaning: By the end of grade 12, interpret figurative and connotative word meanings, including shades of meaning based on word relationships and context. ● (PE) Participate Effectively: By the end of grade 12, prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively. ● (II) Integrate Information: By the end of grade 12, integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally. ● (UM) Use Media: By the end of grade 12, make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.
NJSLS	Reading - Literature Reading - Information ● RI.CR.7.1. Cite several pieces of textual evidence and make relevant connections to support analysis of what an informational text

says explicitly as well as inferences drawn from the text.

- 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.
- RI.IT.7.3. Analyze how particular elements of a text interact including how a text makes connections and distinctions among individuals, events, and ideas (e.g., through comparisons, analogies, or categories).
- RI.MF.7.6. Compare and contrast texts to analyze the unique qualities of different mediums, including the integration of information from multiple formats and sources to develop deeper understanding of the concept, topic or subject and resolve conflicting information.

Writing

- W.AW.7.1. Write arguments on discipline-specific content (e.g., social studies, science, technical subjects, English/Language Arts) to support claims with clear reasons and relevant evidence.
- 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.
- 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.

Language

- L.KL.7.2. Use knowledge of language and its conventions when writing, speaking, reading, or listening.

Speaking & Listening

- 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.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.PI.7.4. Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.
- SL.UM.7.5. Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.

Essential Questions	How do different electives motivate students and prepare them for the future?
Content Knowledge	Knowledge building: how different electives motivate students and prepare them for the future: music, cooking, computer science <i>Students will learn:</i> - Reading informational - Argument writing - Academic vocabulary - Speaking and listening
Skills	<i>Students will be able to:</i> Reading - Analyzing the development of central idea - Analyzing the connections between ideas in a text - Analyzing data and infographics Writing - In-text citations and Works-Cited page - Using descriptive examples and images to persuade - Introducing expert knowledge and research - Take a position and effectively argue their stance - Utilize visual and verbal messaging to clarify claims and present an argument - Write a pitch and deliver a persuasive argument to an audience Speaking and Listening - Presenting research to others - Using visuals and multimedia strategically - Effectively employing skills learned throughout the year
Performance Tasks & Assessments	CommonLit Unit 6 Assessments: - Vocabulary quiz - Unit debate - Related media exploration Summative Unit 6 Skills Assessments - Pre-Assessment: “Elevating Electives: Why They Matter So Much” - Post-Assessment: “Bridging the Arts Gap”

- **Culminating task:** argumentative presentation

Benchmark Assessment:

- iReady Benchmarks A-C

Formative Assessment:

- Exit ticket
- Quick share writing
- Think Pair Share
- Polls and quizzes
- Class discussions
- Self assessment checklists

Alternative tasks and assessments:

- Writing Samples
- Scaffolded Chapter Assessments
- Independent reading summaries with project (choices)
- Projects: posters, presentations, videos, etc.
- Vocabulary: sentences, synonyms, antonyms, definitions, vocabulary posters, vocabulary drawings
- Writing: writer's workshop journals, prewrites, graphic organizers, rough drafts, peer revision
- i-Ready - Single Standard Progress-Monitoring Assessments
- Drama, reader's theater, skits
- Posters, drawings, etc.

Additional tasks and assessments:

- Writing Samples
- Scaffolded Chapter Assessments
- i-ready Benchmarks A-C
- Unit Assessment
- Independent reading summaries with project (choices)
- Projects: posters, presentations, videos, etc.
- Vocabulary: sentences, synonyms, antonyms, definitions, vocabulary posters, vocabulary drawings
- Writing: writer's workshop journals, prewrites, graphic organizers, rough drafts, peer revision
- i-ready - Single Standard Progress-Monitoring Assessments
- Drama, reader's theater, skits
- Posters, drawings, etc.
- Discussion

Other Assessment Evidence	● Pre-assessment ● Exit slips ● Learn/Lesson ● Guided Practice ● Leveled Independent Practice/Classwork ● Homework ● Check for Understanding ● i-ready Benchmarks ● Padlet, Flipgrid, SeeSaw ● Kahoot, quizz, quizlet ● Online games: SmartLab, vocab, ● Speaking and debates ● reading/writing conferences ● Scope activities ● Noredink.com ● Student created audio, video, other multimedia projects ● Newsela, readworks, read/write/think activities ● Essay and story Final drafts, published writing
Resources/ Materials	CommonLit Online Resources ● Unit Introduction Activity ● 5 reading lessons ○ “Arlington Heights Parents Oppose District 25’s Plan To Cut Electives” by Karen Ann Cullotta (News Article) (1300L) ○ “Middle School Music And Theater Students Get Better Grades” by Tom Jacobs (Informational) (1340L) ○ “Reading, Writing And Roasting: Schools Bring Cooking Back Into The Classroom” by Allison Aubrey (News) (1200L) ○ “Coding — It’s All Around Us” by Michael Signal (Informational) (1050L) ○ “The Value of Taking Electives” by Ashleigh Lutz (Essay) (1300L) ● Supplemental Texts - Below Grade Level ○ “Freedom, Respect, and High Expectations” by Esther Wojcicki (Opinion) ○ “The Band Room” by Jazmine Hughes (News) ○ “The great outdoors: Corsicana Middle School offers new elective” by Sierrah Sowell (News) ○ “The 4th R: Real Life” by Jason Schnall (Opinion) ○ “A Lesson in Farming, Classroom to Cafeteria” by Steven Yaccino (Informational)

	● Choice Board Multimedia: ○ “Five Life Skills I Learned in Marching Band” by Donna Krache (Essay) ○ “Dinner at home is main ingredient for healthy eating” by Meredith Cohn (News) ○ “Computer Science helps students outperform in school, college, and workplace” by Code.Org (Informational) ● Vocabulary Activity Set ● Discussion Skill Lesson Additional Resources/Materials: ● Extra Practice Homework ● Enrichment ● Scholastic Scope <i>*Use of AI to generate versions of text on various complexity levels to meet student needs</i> <i>*Use of Text to Speech, such as Read and Write for Google to allow students to listen to texts that are above their readability level.</i>		
Learning Activities	● Recall prior knowledge, ● Quick checks ● Writing Workshop ● Secondary writing: poetry, literary analysis, research simulation ● Academic Word work/word study walls ● Interactive vocabulary activities ● Vocabulary word walls ● Small group stations / center work ● Pre-writing activities ● Interactive read a louds ● Shared reading ● Partner work / peer models ● Explicit instruction	● Quick write journal topic ● Games for review ● Graded discussions ● PowerPoint presentation ● Student presentations ● Student research work/projects ● Active reading ● Timed writing assignment ● Study guide notes ● Notes on informational videos ● Close reading of informational texts ● Annotation of texts	● Poetry analysis ● Creative writing ● Analytical writing ● Research writing ● cope magazine activities ● PARCC prep exercises ● Role playing, skits ● Double-entry journal ● Marzano vocab strategies ● Graphic organizers ● Notice & Note fiction and nonfiction signposts ● Multi-part analytical questions: Part A, Part B
Inter-disciplinary Connections	Explore the scientific principles behind the technology we use every day and how coding is essential in creating functional systems using the text “Coding — It’s All Around Us” by Michael Signal (<i>Informational</i>)- Science (Coding)		

- Have students work in pairs to research and present a **device** or **technology system** (such as a smartphone, gaming console, or smart home system). They should explain how coding is used to operate the system and the scientific principles behind it, including energy transformations and software interaction.

Science Standards Addressed:

6.3.8.CS2: Understand how computer science and coding impact modern technologies and ecosystems.

6.1.8.PS2.A: Explain the forces and interactions that affect systems, and how coding and software control systems in technology.

Additional Information

[\(return to scope & sequence chart\)](#)

21st Century Skills Integration: Career Readiness, Life Literacies, and Key Skills	● 9.1.8.CR.1: Compare and contrast the role of philanthropy, volunteer service, and charities in community development and the quality of life in a variety of cultures ● 9.1.8.CR.2: Compare various ways to give back through strengths, passions, goals, and other personal factors. ● 9.1.8.FP.2: Evaluate the role of emotions, attitudes, and behavior (rational and irrational) in making financial decisions. ● 9.1.8.FP.6: Compare and contrast advertising messages to understand what they are trying to accomplish. ● 9.1.8.FP.7: Identify the techniques and effects of deceptive advertising. ● 9.1.8.PB.5: Identify factors that affect one’s goals, including peers, culture, location, and past experiences. ● 9.1.8.RM.4: Explain the purpose of insurance products and the reasons for property product and liability insurance protection. ● 9.2.8.CAP.3: Explain how career choices, educational choices, skills, economic conditions, and personal behavior affect income. ● 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. ● 9.2.8.CAP.9: Analyze how a variety of activities related to career preparation (e.g., volunteering, apprenticeships, structured learning experiences, dual enrollment, job search, scholarships) impacts postsecondary options. ● 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). ● ARTSTANDING is a district-wide event that allows all “Special” areas to be highlighted -- of which CTE programs and Career Pathways are included.
Use of Technology	● All students are one-to-one with Chromebooks for day-to-day use in the classroom ● A variety of literacy websites are used daily to engage and track student progress ● Schoology is used to upload assignments, post links, administer assessments, post daily agendas, discussions, and a messaging tool. ● All classrooms have access to an interactive Smart Board with speaker system so lessons can include video, sound, and interactive lessons for all learners. ALL Units: ● context clues: read online story and make offline definition predictions ● online dictionaries and thesaurus: determine accurate definitions after predictions are made using context clues ● Sadlier online interactive review: online games such as hangman, online flashcards, word search, matching greek/latin roots, etc.

	• online practice: completing the sentences, choosing the right word, synonyms, antonyms... • online assessment: online beginning of year assessment, unit assessments, end of year assessment • Google Slides: vocabulary slides including word, definitions, sentences, images, symbols Writing and Conventions • Schoology Discussions - online closed blog system that allows students to collaboratively share ideas regarding instructional materials and independent reading. • Noredink.com - grammar practice online • Nanowrimo - online writing story competition • Scholastic Scope - online writing contests, interactive texts with paired texts, interactive modules, online assessments, extension activities • Google Slides: presentation of information/research in concise format including multimedia aspects Reading Comprehension: Assigned texts and independent reading • Schoology and Google Drive - online portal to provide opportunities to showcase reading comprehension through online discussions, summaries, literary analysis, and questioning; common multiple choice assessments • Schoology Discussions - online closed blog system that allows students to collaboratively share ideas regarding instructional materials and independent reading. • Learning Ally - allows struggling students access to audio and text-audio books online to aid in comprehension • Students create comic strips, posters, videos and other multimedia projects to show comprehension and analysis of texts • Scholastic Scope - online interactive texts with paired texts, interactive modules, online assessments, extension activities • Google Slides: presentation of information in concise format including multimedia aspects
Technology Integration	• 8.1.8.IC.1: Compare the trade-offs associated with computing technologies that affect individual's everyday activities and career options. • 8.1.8.IC.2: Describe issues of bias and accessibility in the design of existing technologies • 8.2.8.ED.2: Identify the steps in the design process that could be used to solve a problem. • 8.2.8.ED.3: Develop a proposal for a solution to a real-world problem that includes a model (e.g., physical prototype, graphical/technical sketch). • 8.2.8.ITH.1: Explain how the development and use of technology influences economic, political, social, and cultural issues. • 8.2.8.ITH.2: Compare how technologies have influenced society over time
Career Education with Diversity, Equity, and Inclusion	Toni Morrison • Career: Novelist, editor, teacher, and professor. • DEI Relevance: Toni Morrison's novels, including <i>Beloved</i> and <i>Song of Solomon</i>, center on African American

	life and history. Her work is a critical part of African American literature and addresses systemic racial issues, making her a key figure in DEI conversations in education and the arts. Sandra Cisneros ● Career: Novelist, short story writer, and poet. ● DEI Relevance: Cisneros is a prominent voice in Chicana literature, with works like <i>The House on Mango Street</i> that address issues of identity, gender, and culture. Her contributions to Latinx literature make her a key figure in promoting diversity in language arts. Bell Hooks ● Career: Author, feminist, and social activist. ● DEI Relevance: hooks' work focuses on the intersectionality of race, gender, and class, particularly in the context of Black feminism. Her writing challenges traditional norms and promotes inclusivity in both education and the arts. J.K. Rowling ● Known For: The <i>Harry Potter</i> series. ● Dyslexia: While Rowling didn't officially get diagnosed with dyslexia until adulthood, she has spoken about her struggles with reading and writing as a child. Her success with the <i>Harry Potter</i> series has made her one of the most successful authors of modern times.
Accommodations for: Special Education & 504	● Special Education modifications will be implemented as per the Individualized Education Programs of the students in the class. ● Please click here for an overview of the variety of accommodations set in place for IEP's and 504's. ● Accommodations will be dictated by the general makeup of the class. Possible ELA Instructional adjustments ● independent reading books based on reading ability ● Students use of Text to Speech (to listen to the text) ● Students use of Speech to Text (speak to write essay) ● small group instruction ● reader's & writer's individual conferences ● modeling ● Vocabulary/spelling assigned at student level

	• multisensory instruction • Alternate assessments and class activities: drawing, discussion, performances, etc. POSSIBLE CONTENT ADJUSTMENTS - based on pre-assessment and benchmark assessment data • Choice of texts to focus on deep-dive analysis of texts of varying lengths from the textbook, Scope, and online resources • increase or decrease frequency of vocabulary instruction based on student need • increase student-choice reading with teacher conferences to build reading stamina and comprehension • reader's theatre to improve fluency • focus on 1 genre at a time to promote mastery, link skills from one genre to another • Prioritize resources and materials to cover specific standards and skill sets to mastery
Multilingual Learners	• Coordinate activities with ESL teacher to accommodate individual learning needs • Provide appropriate leveled texts • Students complete the ACCESS 2.0 test yearly to measure growth and guide instruction
Risk for School-Failure	• Literacy Skills Lab • Multisensory reading lab • Counseling interventions • Parent meetings • Student meetings • Individual and Group counseling
Gifted and Talented Learners	• Inclusive Identification process that depicts the child as a whole in order to provide the best learning environment possible for each student. Click here for Identification Profile Sample • Tiered Services utilizing NAGC K-12 Programming standards to ensure individual needs are being met. Click here for services map. • Formative Assessment utilized in order to promote acceleration, curriculum compacting, grouping, and asynchronous learning where appropriate. • Dynamic Model for Gifted Program Improvement is utilized in order to verify that our program is employing not only up to date methods, but also effective ones. • Teacher training in Gifted Education. • Curriculum Compacting based on pre-assessments • Passion projects and presentations
Interdisciplinary Mandates	• Climate Change Mandate: Seventh Grade ◦ 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. ■ Climate Change Example: Students may evaluate claims and evidence of factors that have caused climate change over the past century.

	○ 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. ■ Climate Change Example: Students may determine the credibility of multiple digital and print data sources that can be used as supporting evidence in constructing a model for describing the cycling of water through Earth's systems driven by energy from the sun and the force of gravity. ○ 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. ■ Climate Change Example: Students may present data on the impacts that climate change has on New Jersey to inform the development of related technologies. ● Genocide Mandate: ○ Holocaust Curriculum Guides 5th - 8th Grade (NJDOE New Jersey Commission on Holocaust Education) ■ Unit 1 - Prejudice and Discrimination ● Brown Girl Dreaming (Common Lit Unit 3)
MTSS/RTI	The VTSD Response to Intervention and MTSS Manual and the NJTSS Early Reading Screening Guidelines outline the policies and procedures that 'exist to ensure a coordinated system for planning, delivering, measurement, and modification of intervention and referral services implemented in each school by a multidisciplinary team to address the learning, behavioral, and health needs of all students. (N.J.A.C. 6A:16-8)' This requirement is fulfilled through the district New Jersey Tiered System of Support (NJTSS) Early Reading grant initiative and our Multi-Tiered Systems of Support (MTSS) Response to Intervention plan which includes a. A continuum of supports and interventions available in each school to support learning, behavior, and health needs; b. Action plans for interventions based on student data and desired outcomes; c. Professional development for multidisciplinary teams and staff who provide interventions; and d. Review and assessment of effectiveness of interventions (e.g., progress monitoring).
Diversity, Equity and Inclusion Mandate	In My Other Life - NJ Department of Education Example Lesson Students examine the world through multiple perspectives to learn about examples of what it might be like to grow up in Asian, African or Latin American countries. ● Examine the construction of stereotypes about people, cultures, and places. ● Analyze the range of factors that help constitute a cultural identity. ● Research, organize, and present information about diversity within everyday life in an unfamiliar culture or place. ● Reflect on why multiple perspectives from within a place and culture are important to developing understanding.