



Washington Township School District

The mission of the Washington Township Public Schools is to provide a safe educational environment for all students to attain the skills and knowledge specified in the New Jersey Core Curriculum Content Standards at all grade levels so as to ensure their full participation in our global society as responsible, self-directed, and civic-minded citizens.



Course Title:	English Language Arts				
Grade Level(s):	7				
Duration:	<i>Full Year:</i>	X	<i>Semester:</i>		<i>Marking Period:</i>
Course Description:	<p>This course is designed for the seventh-grade middle school student. It offers an integrated and active approach to reading, writing, vocabulary, and grammar. Students will learn 21st Century skills essential for success in college, career, and life. These include critical and creative thinking, clear reasoning, research skills, collaboration, communication, and information media, and technology literacy. This course offers a range of fiction and nonfiction texts that differ in complexity for the advancement of all learners. Activities include connecting reading, writing, speaking, and listening in order to produce successful learning of skills and content.</p>				
Grading Procedures:	<ul style="list-style-type: none"> ➤ <i>Major</i>— 50% (Summative Assessments, Writing Workshop, Station Learning Activities, Independent Learning Projects) ➤ <i>Minor</i>— 35% (Formative Assessments, Classwork, Reading/Writing Journals, Independent Reading, Writing in Response to Reading) ➤ <i>Supportive</i> -- 15% (Self-Reflection Activities, Vocabulary Activities, Collaborative Conferencing, Debates/Socratic Seminar) 				
Primary Resources:	<p><u>New Jersey Student Learning Standards</u> <i>Newsela</i> <i>McGraw Hill StudySync</i> <u>Vocabulary.com</u> <i>Smiley Face Trick Guide</i> <i>Secondary ELA Grammar Guide</i></p>				

Washington Township Principles for Effective Teaching and Learning

- Implementing a standards-based curriculum
- Facilitating a learner-centered environment
- Using academic target language and providing comprehensible instruction
- Adapting and using age-appropriate authentic materials
- Providing performance-based assessment experiences
- Infusing 21st century skills for College and Career Readiness in a global society

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Under the Direction of:	Melissa Barnett, Department Supervisor

Written: June 2016
 Revised: June 2017; June 2019, June 2020, June 2021
 BOE Approved: August 2016

Grade 7 ELA Launch Unit

Unit Focus: Setting the ELA Stage

Essential Question:

How do we create a collaborative, supportive learning community in the ELA classroom?

Unit Description:

In this introductory unit of study, students will establish ELA routines and expectations for success. This includes setting the foundation for Reading and Writing Workshop, modeling expectations for collaborating and conferencing, and cultivating a classroom community. Students will become familiar with various digital platforms, learn how to effectively utilize feedback, and act as responsible, digital citizens. Students will also participate in a "Grammar Boot Camp" to review key grammar skills and ensure preparedness for standards-based grammar instruction. Pre-assessments will also take place during this launch unit.

Unit Duration: September (2-3 weeks)

Primary Resources

Schoology
Pre-Assessment Tools (NewsELA, Study Sync, Star, IXL)
Reading/Writing Interest Inventory
Quick Write Prompts
Vocabulary.com
Semester 1 Toolbox (*Great resource for ideas, strategies, videos, etc. for remote/hybrid learning and hitting Power Standards!*)

Supplemental Resources

Grammarly and Quill for interactive grammar and writing activities
FlipGrid, Padlet, and Microsoft Forms for reflection and formative assessment
NearPod for flipped learning and technology-infused instruction
Kahoot, Blooket, Quizziz, Gimkit for a variety of ELA skills enforcement

Standard(s): The curriculum follows the current : [New Jersey Learning Standards for English Language Arts \(NJLSA\)](#).

Note to teachers: The most essential standards that provide the biggest leverage for student learning have been hand selected. These are referred to as "Power Standards" and should serve as your primary focus for crafting lessons, learning activities, and summative assessments.

Power Standards:

- [W.7.4](#) Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- [W.7.10](#) 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 discipline-specific tasks, purposes, and audiences.
- [SL.7.1](#) Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.
- [L.7.1](#) Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- [L.7.2](#) Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

Desired Results

Indicators:

- **Students will** establish routines for success in the ELA classroom.
- **Students will** engage in learning activities that promote social and emotional learning and build a safe classroom community.
- **Students will** become familiar with a variety of digital learning platforms and their role in the ELA classroom including, but not limited to Schoology, Study Sync, NewsELA, Vocabulary.com, and IXL.
- **Students will** use both teacher and peer feedback to promote reflection of work.
- **Students will** complete interest surveys to personalize reading and writing.
- **Students will** complete pre-assessments to set a baseline for learning.
- **Students will** develop skills for digital citizenship such as e-mail etiquette.
- **Students will** complete *Grammar Boot Camp* to prepare for grammar instruction.

Assessment Evidence Launching ELA Unit

Performance Tasks:

- Students will demonstrate ability to properly write and format an e-mail.
- Students will be able to navigate various digital platforms by completing assigned tasks.
- Students will be able to identify basic parts of speech, basic punctuation, and subject/predicate.

Other Evidence:

- **Informal Checks/ for Understanding:** Accuracy and thoroughness of student notes and graphic organizers will demonstrate informal evidence of concept(s) processing.
- **Formative Assessment:** On-going formative assessment to monitor levels of understanding via student-teacher conferences, completion of Microsoft Forms, and/or other tools.
- **Teacher Observation/ Student Discussion:** Informal evidence of concept processing and skill development will be made through teacher observation of the frequency and sophistication of students' contributions to critical questioning.
- **Writing Prompts:** Quick writes and journal entries to cultivate a student-centered learning community.
- **Classwork**

Pre-assessment Tools:

STAR Reading (in addition to other assessment tools) will be administered to set a baseline for learning

IXL

NewsELA

StudySync

STAR

Learning Plan

- Class Overview
- Conference and discuss/review summer reading assignment
- Administer pre-assessments
- Administer reading interest survey
- Select independent reading books
- Review daily reading and writing expectations
- Set up Writer's Notebooks
- Conduct mini lesson on e-mail etiquette
- Conduct grammar boot camp
- Create opportunities for students to build a classroom culture (EX: All About Me Slide)
- Demonstrate procedure for getting a library card, accessing eBooks, and audiobooks
- Provide direct instruction for receiving and utilizing feedback
- Model strategies for executive functioning and independent learning
- Demonstrate the use of various technology platforms such a Schoology and their role in the ELA classroom

Suggested Activities/Lesson Ideas

- All About Me Paw Print
- All About Me Digital Slideshow Template
- Dear Mrs. Or Mr. All About Me Letter
- Reading Interest Survey
- E-Mail Etiquette Nearpod
- Article: Preparing for Remote Learning
- Article: Writing Lessons for Email Etiquette

Suggested Grammar Bootcamp Activities

Comma Flocabulary: <https://www.flocabulary.com/unit/commas/video/>

Parts of Speech Review: <https://quizizz.com/admin/quiz/5fd1296a8b3338001b204fd9>

Parts of Speech Reference:

<https://www.anderson5.net/cms/lib02/SC01001931/Centricity/Domain/3927/Parts%20of%20Speech%20Sticky%20Note%20Definitions%20and%20Examples.pdf>

Misplaced Modifiers Flocabulary: <https://www.flocabulary.com/unit/misplaced-modifiers/>

Misplaced Modifiers BrainPop: <https://www.brainpop.com/english/writing/misplacedmodifiers/>

Subject/Predicate basic Diagramming: <https://www.k12reader.com/worksheet/sentence-diagramming-subject-and-predicate/>

Subject and Predicate Flocabulary: <https://www.flocabulary.com/unit/subject-and-predicate/>

Subject and predicate BrainPop: <https://www.brainpop.com/english/grammar/subjectandpredicate/>

Types of sentences: <https://webapps.towson.edu/ows/sentences.htm>

Sentence Types: <http://www.lamission.edu/learningcenter/docs/asc/worksheets/grammar/sentence%20types.pdf>

Sentence Review and Practice: <http://www.lamission.edu/learningcenter/docs/asc/worksheets/grammar/sentence%20types.pdf>

Integration of 21st Century Skills UNIT 1

Indicators:

Framework for 21st Century Learning

http://www.p21.org/storage/documents/docs/P21_framework_0116.pdf

P21 Framework Definitions

http://www.p21.org/storage/documents/docs/P21_Framework_Definitions_New_Logo_2015.pdf

CREATIVITY AND INNOVATION

Use a wide range of idea creation techniques such as brainstorming.

Be open and responsive to new and diverse perspectives; incorporate group input and feedback into the work.

CRITICAL THINKING AND PROBLEM SOLVING

Analyze and evaluate major alternative points of view.

Reflect critically on learning experiences and processes.

Identify and ask significant questions that clarify various points of view and lead to better solutions.

COMMUNICATION AND COLLABORATION

Articulate thoughts and ideas effectively using oral, written and nonverbal communication skills in a variety of forms and contexts.

Listen effectively to decipher meaning, including knowledge, values, attitudes and intentions.

INFORMATION LITERACY

Use information accurately and creatively for the issue or problem at hand.

MEDIA LITERACY

Apply a fundamental understanding of the ethical/legal issues surrounding the access and use of media.

ICT (Information, Communications and Technology) LITERACY

Use technology as a tool to research, organize, evaluate and communicate information

FLEXIBILITY AND ADAPTABILITY

Adapt to varied roles, jobs responsibilities, schedules and contexts.

Work effectively in a climate of ambiguity and changing priorities.

Understand, negotiate and balance diverse views and beliefs to reach workable solutions, particularly in multi-cultural environments.

INITIATIVE AND SELF-DIRECTION

Set goals with tangible and intangible success criteria.

Balance tactical (short-term) and strategic (long-term) goals.

Utilize time and manage workload efficiently.

Monitor, define, prioritize, and complete tasks without direct oversight.

Demonstrate commitment to learning as a lifelong process.

Reflect critically on past experiences in order to inform future progress.

SOCIAL AND CROSS-CULTURAL SKILLS

Know when it is appropriate to listen and when to speak.

Conduct themselves in a respectable, professional manner.

Respect cultural differences and work effectively with people from a range of social and cultural backgrounds.

Respond open-mindedly to different ideas and values.

Leverage social and cultural differences to create new ideas and increase both innovation and quality of work.

PRODUCTIVITY AND ACCOUNTABILITY

Set and meet goals, even in the face of obstacles and competing pressures.

LEADERSHIP AND RESPONSIBILITY

Use interpersonal and problem-solving skills to influence and guide others toward a goal.

Inspire others to reach their very best via example and selflessness.

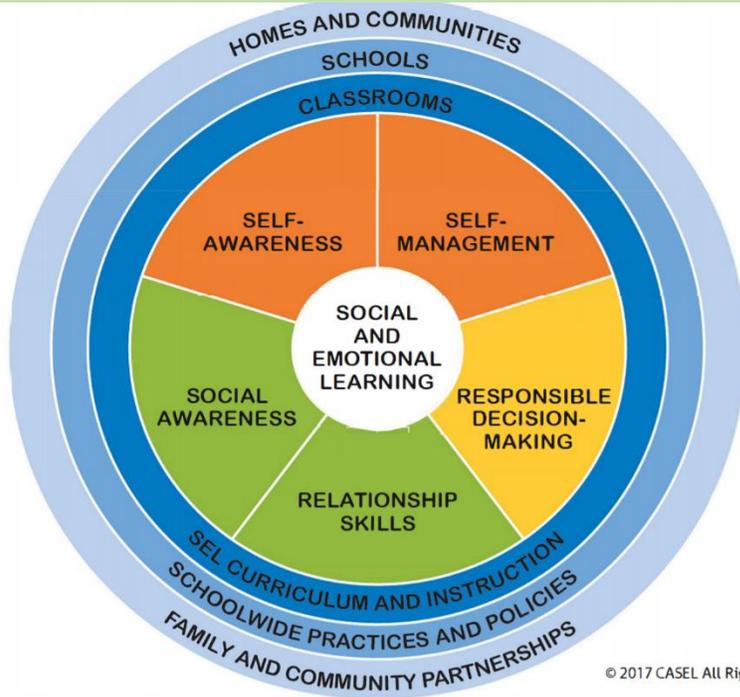
Demonstrate integrity and ethical behavior in using influence and power.

Act responsibly with the interests of the larger community in mind.

Integration of SEL Competencies

CASEL's Framework:

<https://casel.org/what-is-sel/>



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SOCIAL AND EMOTIONAL LEARNING (SEL) COMPETENCIES

SELF-AWARENESS

The ability to accurately recognize one's own emotions, thoughts, and values and how they influence behavior. The ability to accurately assess one's strengths and limitations, with a well-grounded sense of confidence, optimism, and a "growth mindset."

- IDENTIFYING EMOTIONS
- ACCURATE SELF-PERCEPTION
- RECOGNIZING STRENGTHS
- SELF-CONFIDENCE
- SELF-EFFICACY

SELF-MANAGEMENT

The ability to successfully regulate one's emotions, thoughts, and behaviors in different situations — effectively managing stress, controlling impulses, and motivating oneself. The ability to set and work toward personal and academic goals.

- IMPULSE CONTROL
- STRESS MANAGEMENT
- SELF-DISCIPLINE
- SELF-MOTIVATION
- GOAL SETTING
- ORGANIZATIONAL SKILLS

SOCIAL AWARENESS

The ability to take the perspective of and empathize with others, including those from diverse backgrounds and cultures. The ability to understand social and ethical norms for behavior and to recognize family, school, and community resources and supports.

- PERSPECTIVE-TAKING
- EMPATHY
- APPRECIATING DIVERSITY
- RESPECT FOR OTHERS

RELATIONSHIP SKILLS

The ability to establish and maintain healthy and rewarding relationships with diverse individuals and groups. The ability to communicate clearly, listen well, cooperate with others, resist inappropriate social pressure, negotiate conflict constructively, and seek and offer help when needed.

- COMMUNICATION
- SOCIAL ENGAGEMENT
- RELATIONSHIP BUILDING
- TEAMWORK

RESPONSIBLE DECISION-MAKING

The ability to make constructive choices about personal behavior and social interactions based on ethical standards, safety concerns, and social norms. The realistic evaluation of consequences of various actions, and a consideration of the well-being of oneself and others.

- IDENTIFYING PROBLEMS
- ANALYZING SITUATIONS
- SOLVING PROBLEMS
- EVALUATING
- REFLECTING
- ETHICAL RESPONSIBILITY



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Grade 7 ELA - Unit 1

Unit Focus: Core Text Study

Mode of Writing: Narrative and Literary Analysis

Essential Questions:

How do skillful readers and writers use characterization, setting, plot, conflict, theme, and point of view to support comprehension and writing craft?

How do skillful readers utilize their knowledge of text genres and text structures to enhance their analysis of main ideas and themes?

Unit Description:

Through the exploration of a core text, mentor texts, and independent reading, students will be able to determine a theme or central idea of a text; analyze its development over the course of the text, use textual evidence, and make connections to evaluate characterization, theme, point of view, and plot development. Students will be able to analyze how specific texts and/or excerpts relate to each other while carefully selecting evidence and using clear methods of elaboration to support their claim. Students will select a variety of independent reading books throughout the school year. These books will allow students to build reading stamina, practice grade level skills and strategies, and develop interest and enthusiasm for reading.

While students will not be expected to produce full published pieces, students will use these skills to produce short, clear and coherent pieces of writing that **demonstrate both narrative and literary analysis skills**. These writing pieces students will use effective techniques, relevant descriptive details, and well-structured event sequences. With guidance and feedback from both teachers and peers, students will develop and strengthen writing as needed by planning, revising, editing, re-writing, or trying a new approach.

Vocabulary and grammar activities should occur regularly to practice and reinforce skills and strategies. Learners will also employ active reading strategies to determine the meaning of unknown words through the practiced use of context clues, structural analysis, and root word knowledge.

Unit Duration: September through January (Semester 1)

Core Texts by School:

The Miracle Worker by William Gibson (OV)

The Giver by Lois Lowry (CR)

The Insignificant Events in the Life of a Cactus by Dusti Bowling (BH)

DragonWings by Laurence Yep (option for all 3 schools)

Waiting for Normal by Leslie Connor (option for all 3 schools)

Supplemental Resources:

McGraw-Hill StudySync

- "The Lottery" by Shirley Jackson (short story)
- "Amigo Brothers" by Piri Thomas (short story)
- "Thank You Ma'am" by Langston Hughes (short story)
- "The Ransom of Red Chief" by O. Henry (short story)
- "Seventh Grade" by Gary Soto (short story)
- "There Will Come Soft Rains" by Ray Bradbury (short story)
- "Oranges" by Gary Soto (poem)

Vocabulary.com

Scholastic Scope magazine (print and digital)

quizlet.com and cram.com for vocabulary reinforcement

Kahoot! and Gimkit.com for a variety of ELA skills reinforcement

noredink.com and Quill.org for grammar skills reinforcement

activelylearn.com for formative assessment

readwritethink.org for reading and critical thinking skills reinforcement

newsela.com for various activities

commonlit.org for various fiction/non-fiction skill development resources
nearpod.com for flipped learning and technology enhanced instruction

Other Helpful Resources:

Seventh Grade ELA Standards for Teachers

[NJSLA English/Language Arts "I Can" Standards for Students:](#)

"I Can" Student Checkboxes or "I Can" statements (in a different format)

["I Can" Standards Posters](#)

Standard(s): The curriculum follows the current [New Jersey Learning Standards for English Language Arts \(NJLSA\)](#).

Note to teachers: The most essential standards that provide the biggest leverage for student learning have been hand selected for the school year. These are referred to as "Power Standards" and should serve as your primary focus for crafting lessons, learning activities, and summative assessments.

Power Standards:

RL 7.1 Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

RL 7.2 Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.

RL 7.3 Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).

RL 7.6 Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.

W 7.2 a-f Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.

b. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.

c. Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.

d. Use precise language and domain-specific vocabulary to inform about or explain the topic.

e. Establish and maintain a formal style.

f. Provide a concluding statement or section that follows from and supports the information or explanation presented.

W 7.3 a-e Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

a. Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.

b. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.

c. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.

d. Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.

e. Provide a conclusion that follows from and reflects on the narrated experiences or events.

Supportive Standards:

Reading Literature	Reading Informational	Writing	Speaking/Listening	Language
Supportive: RL 7.4 RL 7.7 RL 7.10	Supportive: RI 7.1 RI 7.2 RI 7.4 RI 7.6 RI 7.10	Supportive: W 7.4 W 7.5 W 7.6 W 7.8 W 7.9 W 7.10	Supportive: SL.7.1 a-d SL.7.4 SL.7.6	Supportive: L 7.1 L 7.2 L 7.3 L 7.4 L 7.5 L 7.6

**7th Grade Sample Clarity Statements [for Power Standards](#)
[\(What?Why?How?\)](#)**

Desired Results

Indicators:

- **Students will** identify, define and classify unique character traits in a narrative text.
- **Students will** make text-to-text, text-to-self, or text-to-world connections.
- **Students will** demonstrate an understanding of plot structure: exposition, rising action, climax, falling action, and resolution.
- **Students will** analyze how story elements interact and impact one another (how setting shapes the character or plot, how character's actions impact the plot.)
- **Students will** analyze the development of a theme over the course of a text.
- **Students will** provide an objective summary of a text free from opinion or analysis.
- **Students will** cite textual evidence and make relevant connections to support an analysis of what the text says explicitly as well as inferences drawn from the text.
- **Students will** cite multiple pieces of evidence.
- **Students will** analyze how the author contrast different points of view in characters or narrators.
- **Students will** write narratives to develop real or imagined experiences or events using effective techniques, relevant descriptive details, and well-structured event sequence.
- **Students will** use methods of elaboration to support their claim.
- **Students will** engage and orient the reader by establishing a context and point of view.
- **Students will** use narrative techniques, such as dialogue, pacing, description, and plot establishment to develop experiences, events, and characters.
- **Students will** use precise words and phrases, descriptive details, and sensory language, to convey vivid pictures and representations of experiences, events, settings, and characters.
- **Students will** provide a conclusion that follows from the narrated experiences or events.
Students will revise narrative writing pieces and utilize feedback to enhance the effect on the reader and clarify the presentation of implicit or explicit themes.
- **Students will** draw evidence to trace and evaluate the argument and specific claims in a text.
- **Students will** assess whether the reasoning is sound, and the evidence is relevant and sufficient to support the claim.
- **Students will** skillfully transition between thoughts and ideas through the use of appropriate transition words and phrases.
- **Students will** select precise language and domain-specific vocabulary to elaborate upon and demonstrate their understanding of the topic(s) they are exploring.
- **Students will** utilize their understanding and command of grammar and language conventions when writing or speaking.
- **Students will** understand that different types of sentences (simple, compound, complex, and compound complex) have different roles in writing.
- **Students will** choose between types of sentences to signal differing relationships and ideas.
- **Students will** use commas to separate coordinate adjectives when writing.

Assessment Evidence

Performance Tasks:

Writing Tasks

- Students will complete various short, summative assessments (On Demand) to measure ability and competency with selected Power Standards.
- Students will produce a variety of short literary and narrative writing samples in multiple modes to be assessed with the district rubric ([narrative](#))
- district rubric (lit analysis)

Reading Tasks

- Students will demonstrate comprehension of a variety of short and extended texts via teacher created formative and summative assessments.

Other Evidence:

- Teacher observations
- Formative Assessment
- STAR Winter Assessment
- Informal checks for understanding
- Independent reading/student conferences
- Independent writing/student conferences
- Class discussions
- Collaboration with others
- Group work
- Classwork
- Homework
- Teacher-created tests and quizzes
- Teacher-created multimedia projects

- Students will engage in independent reading and will be assessed through student conferencing, book club or literature circle participation, or student projects.

Learning Plan

Learning Activities:

Reading Workshop	Writing Workshop
<ul style="list-style-type: none"> • Introduce/review plot structure, story elements, and point of view • Read short stories and other narrative texts • Model close reading strategies/analyze narrative text • Introduce theme and characterization • Select and analyze narrative text/short story for character, theme, and central idea. • Conduct reading conferences/book talks to discuss student understanding and application of strategies and independent reading novels • Establish meaningful connections to a variety of texts • Review literary elements found in narrative writing • Assess independent reading • Administer ongoing summative assessments to gather evidence of mastery for unit Power Standards • Develop K-W-L Chart or other anticipatory guides to activate prior knowledge 	<ul style="list-style-type: none"> • Introduce modes (Narrative and Literary Analysis) writing • Mini lessons/modeling: dialogue, elaboration, transitions, punctuation, etc., review Grade 6 smiley-face tricks, introduce Grade 7 smiley-face tricks • Analyze and review narrative writing techniques through examination of mentor texts (2) and modeling (imagery/sensory details, dialogue, figurative language) • Writing in stages (formative assessment/class shares) • Teacher and peer editing and critiques/revision/self-editing • Utilize interactive rubrics • Students will produce evidence of Literary Analysis and Narrative writing techniques in various modes • Provide opportunities for short writing experiences to measure unit Power Standards

Essential Learning Targets for Mini-Lessons:

- Close reading strategies
- Text evidence, Citations, Transitions
- Smiley-Face Tricks (see scope and sequence for grade level tricks)
- Plot/Story Elements
- Summarization
- Tone/Mood
- Narrative Writing Techniques, Dialogue
- Literary analysis writing components (thesis development, smooth transitions, capturing conclusions)
- Vocabulary/Context Clues
- Mechanics, Usage, Grammar (phrases and clauses, types of sentences: simple, compound, complex, and compound-complex), misplaced and dangling modifiers, and coordinate adjectives)

Integration of 21st Century Skills

Indicators:

Framework for 21st Century Learning http://www.p21.org/storage/documents/docs/P21_framework_0116.pdf

P21 Framework Definitions http://www.p21.org/storage/documents/docs/P21_Framework_Definitions_New_Logo_2015.pdf

CREATIVITY AND INNOVATION

Use a wide range of idea creation techniques (such as brainstorming).

Develop, implement and communicate new ideas to others effectively.

Be open and responsive to new and diverse perspectives; incorporate group input and feedback into the work.

CRITICAL THINKING AND PROBLEM SOLVING

Analyze and evaluate major alternative points of view.

Interpret information and draw conclusions based on the best analysis.

Reflect critically on learning experiences and processes.

Identify and ask significant questions that clarify various points of view and lead to better solutions.

COMMUNICATION AND COLLABORATION

Articulate thoughts and ideas effectively using oral, written and nonverbal communication skills in a variety of forms and contexts.

Listen effectively to decipher meaning, including knowledge, values, attitudes and intentions.

Use communication for a range of purposes (e.g. to inform, instruct, motivate and persuade).

Demonstrate ability to work effectively and respectfully with diverse teams.

MEDIA LITERACY

Understand and utilize the most appropriate media creation tools, characteristics and conventions.

ICT (Information, Communications and Technology) LITERACY

Use technology as a tool to research, organize, evaluate and communicate information.

FLEXIBILITY AND ADAPTABILITY

Incorporate feedback effectively.

Deal positively with praise, setbacks, and criticism.

INITIATIVE AND SELF-DIRECTION

Set goals with tangible and intangible success criteria.

Utilize time and manage workload efficiently.

Demonstrate commitment to learning as a lifelong process.

SOCIAL AND CROSS-CULTURAL SKILLS

Know when it is appropriate to listen and when to speak.

Act in a respectable, professional manner.

Respect cultural differences and work effectively with people from a range of social and cultural backgrounds.

Respond open-mindedly to different ideas and values.

PRODUCTIVITY AND ACCOUNTABILITY

Set and meet goals, even in the face of obstacles and competing pressures.

Prioritize, plan, and manage work to achieve the intended result.

Demonstrate additional attributes associated with producing high quality products including the ability to:

Work positively and ethically.

Manage time and projects effectively.

Multi-task.

Participate actively, as well as be reliable and punctual.

Present oneself professionally and with proper etiquette.

Collaborate and cooperate effectively with teams.

Respect and appreciate team diversity.

Be accountable for results.

LEADERSHIP AND RESPONSIBILITY

Use interpersonal and problem-solving skills to influence and guide others toward a goal.

Leverage strengths of others to accomplish a common goal.

Suggested Activities:

Students write fiction stories individually. Then they meet in groups to choose one of their stories to be used in a Fiction Movie Trailer Project. Students use iMovie on the iPads to create their group projects and present them in class. Below is a suggested link.

<http://learninginhand.com/blog/2014/8/6/plan-a-better-imovie-trailer-with-these-pdfs>

Integration of SEL Competencies

CASEL's Framework:

<https://casel.org/what-is-sel/>



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SOCIAL AND EMOTIONAL LEARNING (SEL) COMPETENCIES

SELF-AWARENESS

The ability to accurately recognize one's own emotions, thoughts, and values and how they influence behavior. The ability to accurately assess one's strengths and limitations, with a well-grounded sense of confidence, optimism, and a "growth mindset."

- ⇒ IDENTIFYING EMOTIONS
- ⇒ ACCURATE SELF-PERCEPTION
- ⇒ RECOGNIZING STRENGTHS
- ⇒ SELF-CONFIDENCE
- ⇒ SELF-EFFICACY

SOCIAL AWARENESS

The ability to take the perspective of and empathize with others, including those from diverse backgrounds and cultures. The ability to understand social and ethical norms for behavior and to recognize family, school, and community resources and supports.

- ⇒ PERSPECTIVE-TAKING
- ⇒ EMPATHY
- ⇒ APPRECIATING DIVERSITY
- ⇒ RESPECT FOR OTHERS

RESPONSIBLE DECISION-MAKING

The ability to make constructive choices about personal behavior and social interactions based on ethical standards, safety concerns, and social norms. The realistic evaluation of consequences of various actions, and a consideration of the well-being of oneself and others.

- ⇒ IDENTIFYING PROBLEMS
- ⇒ ANALYZING SITUATIONS
- ⇒ SOLVING PROBLEMS
- ⇒ EVALUATING
- ⇒ REFLECTING
- ⇒ ETHICAL RESPONSIBILITY

SELF-MANAGEMENT

The ability to successfully regulate one's emotions, thoughts, and behaviors in different situations — effectively managing stress, controlling impulses, and motivating oneself. The ability to set and work toward personal and academic goals.

- ⇒ IMPULSE CONTROL
- ⇒ STRESS MANAGEMENT
- ⇒ SELF-DISCIPLINE
- ⇒ SELF-MOTIVATION
- ⇒ GOAL SETTING
- ⇒ ORGANIZATIONAL SKILLS

RELATIONSHIP SKILLS

The ability to establish and maintain healthy and rewarding relationships with diverse individuals and groups. The ability to communicate clearly, listen well, cooperate with others, resist inappropriate social pressure, negotiate conflict constructively, and seek and offer help when needed.

- ⇒ COMMUNICATION
- ⇒ SOCIAL ENGAGEMENT
- ⇒ RELATIONSHIP BUILDING
- ⇒ TEAMWORK



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Unit 2

Unit Focus: Understanding perspectives to express one's position

Mode of Writing: Argumentative Writing/Short constructed responses

Essential Questions: How do skillful readers integrate information presented in different media to develop a coherent understanding of a topic? How do skillful writers compose arguments that support claims with clear reasons and relevant evidence, recognize counterargument, and provide strong rebuttal?

Unit Description:

Unit 2 will focus on strengthening students' ability to use textual evidence to demonstrate argumentative skills. Students will explore current and high-interest topics. Students will learn the elements included in a strong argumentative essay (i.e. clear claim, supporting details, effective techniques, and counterclaim establishment). After developing a strong foundation in argumentative writing, students will demonstrate argument writing skills.

Note to teachers: While students will not be expected to produce full published pieces, students will use these skills to produce short, clear and coherent pieces of writing that **demonstrate argumentative skills**. In these writing pieces students will use effective techniques, strong textual evidence and supporting details. With guidance and feedback from both teachers and peers, students will develop and strengthen writing as needed by planning, revising, editing, re-writing, or trying a new approach.

Vocabulary and grammar activities should occur regularly to practice and reinforce skills and strategies. Learners will also employ active reading strategies to determine the meaning of unknown words through the practiced use of context clues, structural analysis, and root word knowledge.

At the end of the semester, teachers will have the flexibility to select from a variety of optional learning activities to support student demonstrate mastery of grade-level power standards. Options include: whole class core text study, book clubs, project based learning, genius hour, poetry/plays, etc.

A key component of this unit is student voice and choice. The demonstration of mastery of Power Standards can take on many forms, including but not limited to multi-media presentations, essays, pamphlets, artistic representations, games, or other authentic products.

Unit Duration: February 1st through the end June

Primary Resources:

McGraw- Hill StudySync

Newsela

Vocabulary.com

Scholastic Scope magazine (print and digital)

Supplemental Resources:

quizlet.com and cram.com for vocabulary reinforcement

Kahoot! and Gimkit.com for a variety of ELA skills reinforcement

noredink.com and Quill.org for grammar skills reinforcement

activelylearn.com for formative assessment
 readwritethink.org for reading and critical thinking skills reinforcement
 commonlit.org for various fiction/non-fiction skill development resources
 nearpod.com for flipped learning and technology enhanced instruction
 PADLET - TEACHER CHOICE BOARD - Please feel free to add anything that you would like to share.

Other Helpful Resources:

- [Seventh Grade ELA Standards for Teachers](#)
- [CCSS English/Language Arts "I Can" Standards for Students](#)
- ["I Can" Student Checkboxes](#)
- ["I Can" Standards Posters](#)

Unit 2 Sample Clarity Statements for Power Standards

Desired Results UNIT 2

Standard(s): This ELA curriculum follows the New Jersey Student Learning Standards. [New Jersey Student Learning Standards \(NJSL - 2017-2018\)](#)

As we transition into Unit 2, please ensure that students have had the opportunity to certify their learning of all Unit 1 Power Standards.

Power Standards:

W.7.1 Write arguments to support claims with clear reasons and relevant evidence.

- A. Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically.
- B. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.
- C. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence.
- D. Establish and maintain a formal style/academic style, approach, and form.
- E. Provide a concluding statement or section that follows from and supports the argument presented.

W.7.8 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.

RI.7.1 Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

RI.7.8 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.

Supportive Standards:

Reading Literature	Reading Informational	Writing	Speaking/Listening	Language
Supportive: RL.2.10	Supportive: RI 7.5 RI 7.9	Supportive: W 7.4 W 7.6 W 7.9 W 7.10	Supportive: SL.7.1	Supportive: L 7.1 L 7.2 L 7.3 L 7.4

Indicators:

- **Students will** read closely to determine what the text says explicitly in addition to making logical inferences.
- **Students will** cite specific textual evidence when writing and/or speaking to support conclusions drawn from the text.
- **Students will** trace and evaluate the argument and specific claims within text(s) and distinguish claims that are supported by reasons and evidence from claims that are not.
- **Students will** determine the central idea of a text and identify how it is conveyed through specified details.
- **Students will** analyze in detail how a key individual, event or idea is introduced, illustrated, and elaborated upon within text(s).
- **Students will** determine the meaning of previously unknown or multiple meaning words and/or phrases as they are used in a text.
- **Students will** analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text.
- **Students will** integrate information presented within different media, formats and/or sources to develop and further facilitate a coherent understanding of a topic and/or issue.
- **Students will** write informational essay and arguments in support of claims with clear reasoning and relevant evidence.
- **Students will** develop and strengthen informational essay and argument writing by planning, revising, editing, re-writing, or trying a new approach.
- **Students will** use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
- **Students will** conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.
- **Students will** gather relevant information from multiple print and digital sources, assess the credibility of each source, and effectively integrate source information into their own writing, while avoiding plagiarism.
- **Students will** 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.
- **Students will** make use of digital media and visual displays of data to further showcase and express information intended to enhance presentations and overall topic understanding(s).
- **Students will** ensure that pronouns are used properly.
- **Students will** demonstrate command of the conventions of standard English writing mechanics such as capitalization, punctuation, and spelling.
- **Students will** determine or clarify the meaning of unknown and multiple meaning words in the grade level reading complexity band.

Assessment Evidence UNIT 2

Performance Tasks:**Writing Tasks**

- Students will complete multiple Formative Assessments and a Summative Assessment to measure ability and competency with selected Power Standards.
- Students will produce a variety of short argumentative pieces to be assessed with the district argumentative rubric.

Reading Tasks

- Teacher-created (formative and summative; formal and informal) assessments to measure students' ability to read and evaluate arguments and claims in a text, properly cite text evidence, and assess whether the reasoning is sound and supported by text evidence
- Students will engage in independent reading and will be assessed through student conferencing, book club or literature circle participation, or student projects.

Other Evidence:

- Teacher observation
- Formative Assessment
- STAR Spring Assessment
- Informal checks for understanding
- Independent reading and conferences
- Independent writing and conferences
- Class discussion
- Collaboration with others

- Debate
- Classwork
- Homework
- Teacher-created tests and quizzes
- Teacher-created multimedia projects
- Summative Unit Assessment

Reading Workshop

- Introduction to argumentative text through close reading of mentor text as well as differentiating between persuasive and argumentative text.
- Mini lessons to review text features such as text structure.
- Model and practice selection of meaningful/relevant evidence and citing evidence to support analysis of informational text and summarizing and identifying main idea
- Read and analyze informational and argumentative text and continue modeling close-reading strategies and reflect on the authors' use of strategies and techniques
- Mini lessons related to analyzing argument.
- Model, read, and analyze argument texts focusing on strategies and techniques used by authors
- Administer Summative Unit Assessment

Writing Workshop

- Prewrite/brainstorm for informational essays
- Draft, revise, and edit informational essays
- Writing in stages/Formative assessment through share sessions
- Utilize interactive rubrics
- Participate in teacher/peer writing conferences and utilize feedback to improve writing pieces
- Publish informational essay and participate in writing celebration
- Introduce structure and components of an argument essay
- Mini lessons/model examples of argumentative writing
- Brainstorm/collect ideas for an argument essay
- Formulate a claim with supporting evidence and reasons
- Students complete brainstorming/draft of argument (writing in stages)
- Formative assessment/student share sessions to assess progress
- Teacher conferencing with students (mini lesson based on conferencing)
- Peer editing and critiques/revision/self-editing
- Students complete published final draft of argument
- Utilize speaking and listening skills to present argument to classmates: presentation, debate, etc.
- Students participate in writing celebration/self-reflections

Learning Plan UNIT 2

Essential Learning Targets for Mini-Lessons:

- Developing strong claims/thesis statements
- Acknowledging the opposing side/developing a rebuttal
- Gathering relevant information from reliable sources
- Text evidence, Citations, Transitions
- Analyzing informational text
- Author's purpose
- Identifying critical content

- Synthesizing information from multiple sources
- Author's craft and development of claims and arguments
- Vocabulary/Context Clues
- Mechanics, Usage, Grammar (phrases and clauses, types of sentences: simple, compound, complex, and compound-complex), misplaced and dangling modifiers, and coordinate adjectives)

Integration of SEL Competencies

CASEL's Framework:

<https://casel.org/what-is-sel/>



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SOCIAL AND EMOTIONAL LEARNING (SEL) COMPETENCIES

SELF-AWARENESS

The ability to accurately recognize one's own emotions, thoughts, and values and how they influence behavior. The ability to accurately assess one's strengths and limitations, with a well-grounded sense of confidence, optimism, and a "growth mindset."

- ⇒ IDENTIFYING EMOTIONS
- ⇒ ACCURATE SELF-PERCEPTION
- ⇒ RECOGNIZING STRENGTHS
- ⇒ SELF-CONFIDENCE
- ⇒ SELF-EFFICACY

SOCIAL AWARENESS

The ability to take the perspective of and empathize with others, including those from diverse backgrounds and cultures. The ability to understand social and ethical norms for behavior and to recognize family, school, and community resources and supports.

- ⇒ PERSPECTIVE-TAKING
- ⇒ EMPATHY
- ⇒ APPRECIATING DIVERSITY
- ⇒ RESPECT FOR OTHERS

RESPONSIBLE DECISION-MAKING

The ability to make constructive choices about personal behavior and social interactions based on ethical standards, safety concerns, and social norms. The realistic evaluation of consequences of various actions, and a consideration of the well-being of oneself and others.

- ⇒ IDENTIFYING PROBLEMS
- ⇒ ANALYZING SITUATIONS
- ⇒ SOLVING PROBLEMS
- ⇒ EVALUATING
- ⇒ REFLECTING
- ⇒ ETHICAL RESPONSIBILITY

SELF-MANAGEMENT

The ability to successfully regulate one's emotions, thoughts, and behaviors in different situations — effectively managing stress, controlling impulses, and motivating oneself. The ability to set and work toward personal and academic goals.

- ⇒ IMPULSE CONTROL
- ⇒ STRESS MANAGEMENT
- ⇒ SELF-DISCIPLINE
- ⇒ SELF-MOTIVATION
- ⇒ GOAL SETTING
- ⇒ ORGANIZATIONAL SKILLS

RELATIONSHIP SKILLS

The ability to establish and maintain healthy and rewarding relationships with diverse individuals and groups. The ability to communicate clearly, listen well, cooperate with others, resist inappropriate social pressure, negotiate conflict constructively, and seek and offer help when needed.

- ⇒ COMMUNICATION
- ⇒ SOCIAL ENGAGEMENT
- ⇒ RELATIONSHIP BUILDING
- ⇒ TEAMWORK



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Integration of 21st Century Skills Unit 2

Indicators:

Framework for 21st Century Learning

http://www.p21.org/storage/documents/docs/P21_framework_0116.pdf

P21 Framework Definitions

http://www.p21.org/storage/documents/docs/P21_Framework_Definitions_New_Logo_2015.pdf

CREATIVITY AND INNOVATION

- Use a wide range of idea creation techniques (such as brainstorming).
- Create new and worthwhile ideas (both incremental and radical concepts).
- Elaborate, refine, analyze and evaluate ideas/topics in order to improve and maximize creative efforts.
- Develop, implement and communicate new ideas to others effectively.
- Be open and responsive to new and diverse perspectives; incorporate group input and feedback into the work product.
- Demonstrate originality and inventiveness in work and understand the *real world limitations* to adopting new ideas.
- View failure as an opportunity to learn; understand that creativity and innovation is a long-term, cyclical process of small successes and frequent mistakes.

CRITICAL THINKING AND PROBLEM SOLVING

- Use various types of reasoning (inductive, deductive, etc.) as appropriate to the situation.
- Analyze how parts of a whole interact with each other to produce overall outcomes in complex systems.
- Effectively analyze and evaluate evidence, arguments, claims and beliefs.
- Analyze and evaluate major alternative points of view.
- Synthesize and make connections between information and arguments.
- Interpret information and draw conclusions based on the best analysis.
- Reflect critically on learning experiences and processes.
- Solve different kinds of non-familiar problems in both conventional and innovative ways.
- Identify and ask significant questions that clarify various points of view and lead to better solutions.

COMMUNICATION AND COLLABORATION

- Articulate thoughts and ideas effectively using oral, written and nonverbal communication skills in a variety of forms and contexts.
- Listen effectively to decipher meaning, including knowledge, values, attitudes and intentions.
- Use communication for a range of purposes (e.g. to inform, instruct, motivate and persuade).
- Utilize multiple media and technologies, and know how to judge their effectiveness a priori as well as assess their impact.
- Communicate effectively in diverse environments (including multi-lingual).
- Demonstrate ability to work effectively and respectfully with diverse teams.
- Exercise flexibility and willingness to be helpful in making necessary compromises to accomplish a common goal.
- Assume shared responsibility for collaborative work, and value the individual contributions made by each team member.

INFORMATION LITERACY

- Access information efficiently (time) and effectively (sources).
- Evaluate information critically and competently.
- Use information accurately and creatively for the issue or problem at hand.
- Manage the flow of information from a wide variety of sources.

- Apply a fundamental understanding of the ethical/legal issues surrounding the access and use of information.

MEDIA LITERACY

- Understand both how and why media messages are constructed, and for what purposes.
- Examine how individuals interpret messages differently, how values and points of view are included or excluded, and how media can influence beliefs and behaviors.

- Apply a fundamental understanding of the ethical/legal issues surrounding the access and use of media.
- Understand and utilize the most appropriate media creation tools, characteristics and conventions.
- Understand and effectively utilize the most appropriate expressions and interpretations in diverse, multi-cultural environments.

ICT (Information, Communications and Technology) LITERACY

- Use technology as a tool to research, organize, evaluate and communicate information
- Use digital technology, communication/networking tools and social networks appropriately to access, manage, integrate, evaluate and create information to successfully function in a knowledge economy.
- Apply a fundamental understanding of the ethical/legal issues surrounding the access and use of information technologies.

FLEXIBILITY AND ADAPTABILITY

- Adapt to varied roles, jobs responsibilities, schedules and contexts.
- Work effectively in a climate of ambiguity and changing priorities.
- Incorporate feedback effectively.
- Deal positively with praise, setbacks, and criticism.
- Understand, negotiate and balance diverse views and beliefs to reach workable solutions, particularly in multi-cultural environments.

INITIATIVE AND SELF-DIRECTION

- Set goals with tangible and intangible success criteria.
- Balance tactical (short-term) and strategic (long-term) goals.
- Utilize time and manage workload efficiently.
- Monitor, define, prioritize, and complete tasks without direct oversight.
- Go beyond basic mastery of skills and/or curriculum to explore and expand one's own learning and opportunities to gain expertise.
- Demonstrate initiative to advance skill levels towards a professional level.
- Demonstrate commitment to learning as a lifelong process.
- Reflect critically on past experiences in order to inform future progress.

SOCIAL AND CROSS-CULTURAL SKILLS

- Know when it is appropriate to listen and when to speak.
- Conduct themselves in a respectable, professional manner.
- Respect cultural differences and work effectively with people from a range of social and cultural backgrounds.
- Respond open-mindedly to different ideas and values.
- Leverage social and cultural differences to create new ideas and increase both innovation and quality of work.

PRODUCTIVITY AND ACCOUNTABILITY

- Set and meet goals, even in the face of obstacles and competing pressures.
- Prioritize, plan and manage work to achieve the intended result.
- Demonstrate additional attributes associated with producing high quality products including the abilities to:
 - Work positively and ethically.
 - Manage time and projects effectively.
 - Multi-task.
 - Participate actively, as well as be reliable and punctual.
 - Present oneself professionally and with proper etiquette.
 - Collaborate and cooperate effectively with teams.
 - Respect and appreciate team diversity.
 - Be accountable for results.

LEADERSHIP AND RESPONSIBILITY

- Use interpersonal and problem-solving skills to influence and guide others toward a goal.
- Leverage strengths of others to accomplish a common goal.

- Inspire others to reach their very best via example and selflessness.
- Demonstrate integrity and ethical behavior in using influence and power.
- Act responsibly with the interests of the larger community in mind.