

Crest Memorial School Curriculum and Pacing Guide	
Grade: 7	Subject Area: Language Arts
Adoption Date:	Revision Date: December 2024

Mission and Vision Statements

Mission: At the Wildwood Crest School District, our mission is to cultivate a dynamic learning environment that inspires excellence, empowers individual growth, and fosters a deep commitment to high standards. We are dedicated to providing a student-specific learning experience that recognizes and nurtures the unique potential within each learner.

Vision: A New Jersey education in English Language Arts builds readers, writers, and communicators prepared to meet the demands of college and career and to engage as productive American citizens with global responsibilities. Throughout their kindergarten through grade 12 experience, students will:

- Develop the necessary skills in reading, writing, speaking, and listening that are the foundations for creative and purposeful expression in language.
- Read rich, challenging texts that build their knowledge of the world, grow their confidence and identities as readers, and develop critical thinking skills and vocabulary necessary for long-term success.
- Engage in regular, meaningful, writing authentic tasks, exploring valued topics, writing for impact and expression, and sharing their work with others (including authentic audiences).
- Leverage complex texts and digital media to develop comprehension, active listening, and discussion skills.
- Ground daily writing and discussion in evidence, fostering an ability to read critically, build arguments, cite evidence, and communicate ideas to contribute meaningfully as productive citizens.
- Evaluate the reliability, credibility, and perspective of authors and speakers across all forms of media.
- Express ideas and knowledge through a variety of modalities and media, and serve as effective communicators who purposefully read, write, and speak across multiple disciplines.
- Learn to persist in reading complex texts, establishing lifelong habits to read voluntarily for pleasure, for further education, for information on public policy, and for advancement in the workplace.

Integration of Technology

- 9.4.8.TL.2: Gather data and digitally represent information to communicate a real-world problem (e.g., MS-ESS3-4, 6.1.8.EconET.1, 6.1.8.CivicsPR.4).

- 9.4.8.TL.3: Select appropriate tools to organize and present information digitally.

21st Century Skills

- 9.4.8.DC.1: Analyze the resource citations in online materials for proper use.
- 9.4.8.IML.1: Critically curate multiple resources to assess the credibility of sources when searching for information
- 9.4.8.IML.12: Use relevant tools to produce, publish, and deliver information supported with evidence for an authentic audience.

Career Education

- 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

Interdisciplinary Connection

- 6.2.8.HistoryUP.3.a
Analyze historical sources and determine their credibility, relevance, and intended audience.

Accommodations and Modifications

Special Education

- Follow 504/IEP accommodations/modifications
- Use graphic organizers to categorize and organize information
- Highlight and define important vocabulary
- Read quizzes aloud
- Provide sentence frames or sentence stems
- Create a word map

English Language Learners

- Assign a buddy, same language or English speaking
- Use images, diagrams and other visual aids wherever possible
- Use group projects rather than individual work
- Provide a Word Bank
- Use of Google translate dictionaries to locate words in native language

	<ul style="list-style-type: none"> ● Reduce amount of work required ● Provide hands-on activities and explanations ● Provide picture labels with both English and other language ● Allow extended time for project and test/quiz completion. ● Reduce multiple choices to two. ● Offer book choices written in native language
Students At-Risk of Failure	<ul style="list-style-type: none"> ● Allow verbalization before writing ● Use audio materials when necessary ● Read tests aloud ● Restate, reword, clarify directions ● Re-teach concepts using small groups ● Provide educational “breaks” as necessary ● Chunking content into “digestible bites” ● Shorten assignments to focus on mastery concept ● Assignment, Project, and Assessment Modification Based on Individual Student Needs ● Use mnemonic devices
Gifted and Talented	<ul style="list-style-type: none"> ● Student Choice ● Ask students higher level questions ● Provide opportunities for open-ended, self-directed activities ● Give students opportunities to mentor other students ● Give students opportunities to teach other students ● Offer higher-level learning opportunities ● Offer students opportunities to present their understanding of a topic in different ways ● Assignment, Project, and Assessment Modification Based on Individual Student Needs
Students with 504 Plans	<ul style="list-style-type: none"> ● Allow verbalization before writing ● Follow 504 accommodations ● Read tests aloud ● Restate, reword, clarify directions ● Re-teach concepts using small groups ● Provide educational “breaks” as necessary ● Chunking content into “digestible bites” ● Shorten assignments to focus on mastery concept ● Use mnemonic devices

Assessments

Formative	<ul style="list-style-type: none">● Lesson quick checks (Exit tickets)● Teacher Observation
Summative	<ul style="list-style-type: none">● Oral place presentation● End of unit textbook comprehension test
Benchmark	<ul style="list-style-type: none">● Baseline place labeling geography assessment
Alternative	<ul style="list-style-type: none">● Performance Tasks● Projects

Pacing Guide

Unit Title	Number of days
Figurative Language (*Idioms*)	Approximately 4 days
Forget-Me-Not Essay (Descriptive Writing)	Approximately 16 days
Persuasive Essay (Student Choice)	Approximately 18 days
Compare & Contrast Assignment (<u>The Outsiders</u>)	Approximately 8 days
Research Writing (Influential Person)	Approximately 20 days
Persuasive Letter (The Hunger Games)	Approximately 10 days
Acrostic Poetry (The Hunger Games)	Approximately 5 days
Newspaper Writing	Approximately 15 days
Vocabulary Instruction	Approximately 3 days/unit; 10 units (Approximately 30 days)

Unit Learning Goals

Unit Title: Figurative Language (*Idioms*)

Unit Goals:

- Students will understand the definition of an idiom.
- Students will learn the difference between literal and figurative meaning of an idiom
- Students will create a poster that illustrates a commonly-used idiom.

Core Instructional Materials	Supplemental Material
<ul style="list-style-type: none">• Figurative Language Review Notes	<ul style="list-style-type: none">• https://idiomsite.com/• Idiom Definitions Paper

Daily Targets	NJSLs Performance Expectations	Instructional Activities
<ul style="list-style-type: none">• Day 1: Students will be able to recall figurative language terms and discuss the impact descriptive language can have.	<ul style="list-style-type: none">• L.VI.7.4. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.• L.VI.7.4. A. Interpret figures of speech in context.• L.VI.7.4. 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.	<ul style="list-style-type: none">• Distribute figurative language pre-assessment.• Have students switch papers and “grade” each other when finished.• Define figurative language terms as a class.• Use examples of different types of figurative language and have students take notes.• Students will listen to figurative language found in songs and identify the type of figurative language that is used.• In their groups, students will discuss how figurative language impacted the song.
<ul style="list-style-type: none">• Day 2: Students will be able to determine meanings of popular idioms.	<ul style="list-style-type: none">• L.VI.7.4. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.• L.VI.7.4. A. Interpret figures of speech in context.	<ul style="list-style-type: none">• Distribute idiom worksheet.• Have students choose partners and log into their Chromebooks and determine meanings of common idioms on idiomsite.com.• When completed, review and have

		<p>students record correct answers.</p> <ul style="list-style-type: none"> • Discuss idioms that students have heard before. • Students will then be instructed to choose a commonly known idiom that they will illustrate over the course of the next two class periods.
<ul style="list-style-type: none"> • Day 3: Students will understand the meaning of idioms through illustrations. 	<ul style="list-style-type: none"> • L.VI.7.4. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. • L.VI.7.4. A. Interpret figures of speech in context. 	<ul style="list-style-type: none"> • Students will have chosen a commonly-used idiom the class period prior. • Students will be given construction paper where they will illustrate and color their idiom. They will also properly use it in a sentence. • Allow students the class period to work on their drawings.
<ul style="list-style-type: none"> • Day 4: Students will understand the meaning of idioms through illustrations. 	<ul style="list-style-type: none"> • L.VI.7.4. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. • L.VI.7.4. A. Interpret figures of speech in context. 	<ul style="list-style-type: none"> • Allow students half of the period to finish illustrating/coloring their idiom drawings. • Present idioms to class and turn in for a quiz grade.

Inclusive concepts

- Learning about idioms encourages inclusivity and cultural competency by fostering an understanding of language as a reflection of culture and human experience through highlighting cultural diversity, and expanding creative thinking and expression.

Unit Learning Goals

Unit Title: Descriptive Writing (Forget-Me-Not Essay)

Unit Goals:

- Students will understand the positive ways a person can be remembered.
- Students will brainstorm important people in their lives, along with items to represent their relationships with those people.
- Students will write a narrative/descriptive essay about someone important in their lives, along with items and memories they would choose to remember them by.
- Students will learn how editing helps improve their writing.
- Students will practice presenting to their peers.

Core Instructional Materials	Supplemental Materials
<ul style="list-style-type: none"> • Walk Two Moons by Sharon Creech • Forget-Me-Not Box Project Requirements 	<ul style="list-style-type: none"> • Teacher-created outline • Writing samples • Forget-Me-Not rubric

Daily Targets	NJSLs Performance Expectations	Instructional Activities
<p>Day 1: Students will understand requirements of Forget-Me-Not project (essay, box, and presentation).</p>	<p>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.</p> <p>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.</p>	<ul style="list-style-type: none"> • Distribute project criteria sheets, outline, etc. • Review in whole group. Demonstrate sample box and student boxes from previous years. • Instruct students to create a list of possible people they would like to honor and possible box items. • Brainstorm and share ideas. • Final list due for homework.
<p>Day 2: Student will begin outline for Forget-Me-Not essay.</p>	<p>W.NW.7.3. Write narratives to develop real or imagined experiences or events using effective</p>	<ul style="list-style-type: none"> • Instruct students to navigate to Google

	technique, relevant descriptive details, and well-structured event sequences.	<p>Classroom and open up outline.</p> <ul style="list-style-type: none"> ● Model writing of Forget-Me-Not outline, and allow students to begin working on their own outlines. ● Assist students as needed. ● Finish first half of outline (up to second body paragraph) for homework.
Day 3: Students will continue working on outline for Forget-Me-Not essay.	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.	<ul style="list-style-type: none"> ● Provide students with a second class period to work on Forget-Me-Not outlines. ● Display and go over remainder of my sample outline on board. Instruct students to work up to conclusion section. ● Assist and conference with students as needed.
Day 4: Students will complete Forget-Me-Not outline.	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.	<ul style="list-style-type: none"> ● Provide students with a final period to complete Forget-Me-Not outlines. ● Display sample outline on board. Focus on explaining conclusion section and the importance of expansion questions. ● Assist and conference with students as needed. ● Final outline due at beginning of class the following day.
Day 5: Students will write an introduction paragraph for Forget-Me-Not Essay.	<p>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.</p> <p>W.NW.7.3.A. Engage and orient the reader by</p>	<ul style="list-style-type: none"> ● Review SQUARED introduction strategies with students. ● Model writing of introduction, using outline as a guide.

	<p>establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.</p>	<ul style="list-style-type: none"> ● When finished, allow students to begin writing their own introductions and monitor as needed. ● Students will have remainder of class time to finish their introductions.
<p>Day 6: Students will write a first body paragraph for Forget-Me-Not essay.</p>	<p>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.NW.7.4.B. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.</p>	<ul style="list-style-type: none"> ● Model writing of first body paragraph using sample paragraphs (both my own and those of former students). ● Ask students to point out topic sentence, figurative language, details, concluding sentence. ● When finished, allow students time to work on writing their own body paragraphs and assist students as needed.
<p>Day 7: Students will write a second body paragraph for Forget-Me-Not essay.</p>	<p>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.NW.7.4.B. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.</p>	<ul style="list-style-type: none"> ● Provide students with a model of a Forget-Me-Not paragraph containing poor structure. ● Ask the students to re-arrange the sentences to make the paragraph more fluent and cohesive. ● When finished, review as a whole group. ● Allow students time to work on writing their second body paragraphs.
<p>Day 8: Students will write a third body paragraph for Forget-Me-Not essay.</p>	<p>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.NW.7.4.C. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.</p>	<ul style="list-style-type: none"> ● Model writing of body paragraph, and ask students to point out figurative language, topic sentence, concluding sentence, details, etc. ● Allow students remainder of period to finish writing. ● Assist as needed.

<p>Day 9: Students will write fourth and final body paragraph for Forget-Me-Not essay.</p>	<p>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.NW.7.4.D. Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.</p>	<ul style="list-style-type: none"> ● Model writing of body paragraph, and ask students to point out figurative language, topic sentence, concluding sentence, details, etc. ● Allow students remainder of period to finish writing. ● Assist as needed.
<p>Day 10: Student will write a conclusion paragraph for Forget-Me-Not essay.</p>	<p>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.NW.7.E. Provide a conclusion that follows from and reflects on the narrated experiences or events.</p>	<ul style="list-style-type: none"> ● Display sample conclusion paragraph on board, and emphasize answers to expansion questions. ● Allow students remainder of period to finish writing their own conclusion paragraphs.
<p>Day 11: Students will begin revisions for Forget-Me-Not essays.</p>	<p>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.</p>	<ul style="list-style-type: none"> ● The students will be given the block to use as a workshop where they will revise their essays according to teacher suggestions. ● Students will be given a checklist to go through their essay. ● I will conference with students individually to help them improve their writing.
<p>Day 12: Students will complete revisions for Forget-Me-Not essays.</p>	<p>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.</p>	<ul style="list-style-type: none"> ● The students will be given a second block to use as a workshop where they will revise their essays according to teacher suggestions. ● Students will be given a checklist to go through their essay. ● I will conference with students individually to help them improve their

		<p>writing.</p> <ul style="list-style-type: none"> ● If teacher revisions are not completed by end of class period, they must be finished as homework.
<p>Day 13: Students will begin a peer review of their Forget-Me-Not Essays.</p>	<p>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.</p>	<ul style="list-style-type: none"> ● Distribute and explain instructions for peer review. ● Assign student partners and instruct them to sit with each other and share their work. ● Allow students remainder of period to move through peer review sheet and make edits on Google Doc.
<p>Day 14: Students will complete peer review for Forget-Me-Not Essay.</p>	<p>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.</p>	<ul style="list-style-type: none"> ● Review requirements of peer review from previous day. ● Have students get in partners. ● Allow students about 25 minutes to review the work with their assigned partner and complete peer review worksheet. ● Students will spend the remainder of the class period using the feedback to make final revisions on their essays. ● Finish any final revisions as homework and create notecards for presentation.
<p>Day 15: Students will orally present their Forget-Me-Not boxes and essays.</p>	<p>SL.AS.7.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.</p>	<ul style="list-style-type: none"> ● Have all students print their final copies of their essays and turn in at start of class period. ● Pick students at random to present FMN boxes. ● Students will describe the box's contents, decorations, and impact that

		<p>the project had on them.</p> <ul style="list-style-type: none"> • They will also read their essay to the class (using note cards with bullet points to describe item and memories).
Day 16: Students will orally present their Forget-Me-Not boxes and essays.	SL.AS.7.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.	<ul style="list-style-type: none"> • Pick students at random to present FMN boxes. • Students will describe the box's contents, decorations, and impact that the project had on them. • They will also read their essay to the class (using note cards with bullet points to describe item and memories).

Inclusive concepts

For this project and presentation, students will be discussing memories with close family members, memories that often contain cultural traditions and experiences. Students will learn a lot about different cultural aspects through their peers' writing and presentations.

Unit Learning Goals

Unit Title: Persuasive Writing

Unit Goals:

- Students will learn what tactics can be used to persuade people.
- Students will learn persuasive tactics such as ethos, logos, and pathos.
- Students will learn the difference between credible and noncredible sources.
- Students will research persuasive topics of their choosing.
- Students will learn how to support an opinion with valid arguments.
- Students will write a full persuasive essay on a topic of their choice.

Core Instructional Materials	Supplemental Materials
<ul style="list-style-type: none"> ● Ethos, Logos, & Pathos Presentation ● Persuasive Writing Notes ● Internet articles 	<ul style="list-style-type: none"> ● Ethos, Logos, & Pathos Video 1 ● Ethos, Logos, & Pathos Video 2 ● Teacher-made outline ● Sample persuasive writing paragraphs and essays ● Persuasive Writing Rubric

Daily Targets	NJSLs Performance Expectations	Instructional Activities
<p>Day 1: Students will demonstrate knowledge of persuasive tactics through advertisement activity.</p>	<p>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.</p> <p>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.</p>	<ul style="list-style-type: none"> ● Show students YouTube clip on ethos, logos, and pathos. Discuss. ● Review notes for other persuasive techniques. ● Watch clips of different advertisements and have students decide if they appeal to ethos, logos, or pathos. Have students reflect on the persuasive techniques used in clips.
<p>Day 2: Students will demonstrate knowledge of persuasive tactics through advertisement activity.</p>	<p>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.</p> <p>SL.UM.7.5. Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.</p>	<ul style="list-style-type: none"> ● Discuss advertisement project requirements, which centers around finding three ads that use each of the persuasive tactics. ● Assign partners at random. ● Allow students half of the block to gather research and begin projects on Google Slides presentation.
<p>Day 3: Students will demonstrate knowledge of persuasive tactics through advertisement activity.</p>	<p>SL.PI.7.4. Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions,</p>	<ul style="list-style-type: none"> ● Review requirements of prior day's assignment.

	<p>facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.</p> <p>SL.UM.7.5. Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.</p>	<ul style="list-style-type: none"> ● Allow students remainder of the period to finish projects, and share their Google Slides presentation. ● Require student pairs to present at least one of their advertisements to the class. ● Have students answer which type of persuasive tactic is used.
<p>Day 4: Students will understand requirements of assignment and explore topics for persuasive essay.</p>	<p>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.</p> <p>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.</p> <p>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.</p>	<ul style="list-style-type: none"> ● Distribute assignment sheet and show students where they can find it on Google Classroom. ● Discuss appropriate topics, as well as topics that have been done in the past by former students. ● Allow students to explore library books on controversial topics, as well as list of web sites provided on Google Classroom. ● Assign Topic Sheet for homework (two topics listed, along with 3 reasons either for or against each topic)
<p>Day 5: Students will research information on persuasive topics.</p>	<p>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.</p> <p>W.WR.7.5. Conduct short research projects to answer a question, drawing on several sources</p>	<ul style="list-style-type: none"> ● Discuss differences between primary, valid, and invalid sources. ● Navigate appropriate research engines on the Internet. ● Model research process with students as a whole group. ● Allow students the block to research articles for support for their persuasive

	<p>and generating additional related, focused questions for further research and investigation.</p> <p>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.</p>	<p>topics (at least one article per reason).</p> <ul style="list-style-type: none"> ● Print & highlight articles.
<p>Day 6: Students will continue to research information for persuasive topics.</p>	<p>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.</p> <p>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.</p> <p>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.</p>	<ul style="list-style-type: none"> ● Discuss differences between primary, valid, and invalid sources. ● Navigate appropriate research engines on the Internet. ● Model research process with students as a whole group. ● Allow students a second block to research articles for support for their persuasive topics (at least one article per reason). ● Print & highlight articles.
<p>Day 7: Students will pre-write for persuasive essay.</p>	<p>W.AW.7.1. Write arguments on discipline-specific content (e.g. social studies, science, technical subject, English/Language Arts) to support claims with clear reasons and relevant evidence.</p>	<ul style="list-style-type: none"> ● Direct students to Google Classroom page where they will find a copy of their outline for their persuasive essay. ● Review outline procedure and go over what needs to be included in each section of outline. ● Allow students the remainder of the

	W.AW.7.1.D. Establish and maintain a formal style/academic style, approach, and form.	class period to work on the first half of persuasive outline (up to second body).
Day 8: Students will continue working on persuasive outline.	<p>W.AW.7.1. Write arguments on discipline-specific content (e.g. social studies, science, technical subject, English/Language Arts) to support claims with clear reasons and relevant evidence.</p> <p>W.AW.7.1.D. Establish and maintain a formal style/academic style, approach, and form.</p>	<ul style="list-style-type: none"> Review the remainder of the outline procedure and go over what needs to be included in body paragraphs of outline. Allow students the remainder of the class period to work on the second and third body of outline. Conference with students on an individual basis.
Day 9: Students will complete remainder of persuasive outline.	<p>W.AW.7.1. Write arguments on discipline-specific content (e.g. social studies, science, technical subject, English/Language Arts) to support claims with clear reasons and relevant evidence.</p> <p>W.AW.7.1.D. Establish and maintain a formal style/academic style, approach, and form.</p>	<ul style="list-style-type: none"> Review the remainder of the outline procedure and go over what needs to be included in the conclusion section of the outline. Allow students the remainder of the class period to work on outline. Conference with students on an individual basis. Outline must be completed for homework if not finished in class.
Day 10: Students will write an introduction for persuasive essay.	<p>W.AW.7.1. Write arguments on discipline-specific content (e.g. social studies, science, technical subject, English/Language Arts) to support claims with clear reasons and relevant evidence.</p> <p>W.AW.7.1.A. Introduce claim(s) about a topic or issue, acknowledge alternate or opposing claims, and organize the reasons and evidence logically.</p>	<ul style="list-style-type: none"> Discuss possible hooks for introduction (Review SQUARED). Model a completed introduction that includes a hook, thesis, and background information. Explain to students that they must provide information that explains background on the topic. Allow students time to write their own introduction paragraphs.

	W.AW.7.1.D. Establish and maintain a formal style/academic style, approach, and form.	
Day 11: Students will write first body paragraph for persuasive essay.	<p>W.AW.7.1. Write arguments on discipline-specific content (e.g. social studies, science, technical subject, English/Language Arts) to support claims with clear reasons and relevant evidence.</p> <p>W.AW.7.1.B. Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources.</p> <p>W.AW.7.1.D. Establish and maintain a formal style/academic style, approach, and form.</p>	<ul style="list-style-type: none"> ● Display sample body paragraph to students and work together to deconstruct pieces. ● Allow students the class period to work on their first body paragraphs. ● Have students work on incorporating quotes into arguments without using block quotes. ● Have students add to their arguments by referring back to persuasive tactics. ● When they are finished, students will check over their paragraph using a checklist.
Day 12: Students will write second body paragraph for persuasive essay.	<p>W.AW.7.1. Write arguments on discipline-specific content (e.g. social studies, science, technical subject, English/Language Arts) to support claims with clear reasons and relevant evidence.</p> <p>W.AW.7.1.B. Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources.</p> <p>W.AW.7.1.D. Establish and maintain a formal style/academic style, approach, and form.</p>	<ul style="list-style-type: none"> ● Present a body paragraph weak in detail with many errors. ● Have groups refer to their notes to improve paragraphs and revise. ● When done, allow students the remainder of the period to write their own body paragraphs using discussed persuasive tactics.
Day 13: Students will write third body paragraph for persuasive essay.	W.AW.7.1. Write arguments on discipline-specific content (e.g. social studies, science, technical subject, English/Language Arts) to support claims with clear reasons and	<ul style="list-style-type: none"> ● Display sample third body paragraphs, and emphasize how to correctly write a rebuttal. ● Allow students the block to work on

	<p>relevant evidence.</p> <p>W.AW.7.1.C. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence.</p> <p>W.AW.7.1.D. Establish and maintain a formal style/academic style, approach, and form.</p>	<p>their third body paragraph. Make sure they highlight rebuttals.</p> <ul style="list-style-type: none"> • Have students add to their arguments by referring back to persuasive tactics. • When they are finished, students will exchange writing with a friend to be sure they used a rebuttal correctly.
<p>Day 14: Students will write conclusion paragraphs for persuasive essays.</p>	<p>W.AW.7.1. Write arguments on discipline-specific content (e.g. social studies, science, technical subject, English/Language Arts) to support claims with clear reasons and relevant evidence.</p> <p>W.AW.7.1.D. Establish and maintain a formal style/academic style, approach, and form.</p> <p>W.AW.7.1.E. Provide a concluding statement or section that follows from and supports the argument presented.</p>	<ul style="list-style-type: none"> • Review elements needed for persuasive conclusion (call-to-action, restated thesis, strong final statement). • Show sample persuasive conclusions and have students dissect in pairs. • Review when finished and allow students time to write their own conclusions.
<p>Day 15: Students will revise persuasive rough draft.</p>	<p>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.</p>	<ul style="list-style-type: none"> • *Workshop Period* • Return revised rough draft paragraphs to students on Google Classroom and have them begin revising. • Meet with students individually as they revise to discuss writing and how to improve.
<p>Day 16: Students will continue revising persuasive rough draft.</p>	<p>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</p>	<ul style="list-style-type: none"> • *Second Workshop Period* • Have students continue revisions on their rough draft from yesterday. • Meet with students individually as they revise to discuss writing and how to

	have been addressed.	improve.
Day 17: Students will peer review persuasive essays.	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.	<ul style="list-style-type: none"> ● Review instructions for persuasive peer review sheet. ● Have students open up their shared persuasive essays from assigned partners. ● Students will read through partners' essays and work through peer review worksheets for the remainder of class period.
Day 18: Students will complete revisions and publish final copies of their persuasive essays.	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.	<ul style="list-style-type: none"> ● Have students pick up where they left off on partners' essays from the previous class period. ● Give students half the period to finish revising according to the peer review. ● Instruct students to open up their own essays and begin revising according to peer suggestions. ● If time allows, students will print revised essays. ● If more time is needed, students can finish revisions for homework and will turn in published copies of essays the following class period.

Inclusive concepts

Because students are allowed to choose their own persuasive topics for this assignment, inclusivity and culture competency is absolutely encouraged. Students may explore topics related to LGBTQ+, race, politics, etc.

Unit Learning Goals

Unit Title: Compare & Contrast Writing ([The Outsiders Presentation](#))

Unit Goals:

- Students will understand how a person's social class affects his or her opportunities.
- Students will compare and contrast characters' social classes.
- Students will use text evidence from a novel.

Core Instructional Materials	Supplemental Materials
<ul style="list-style-type: none"> ● The Outsiders by S.E. Hinton ● The Outsiders Compare & Contrast Assignment sheet 	<ul style="list-style-type: none"> ● Internet for research ● Google Slides

Daily Targets	NJSLs Performance Expectations	Instructional Activities
<ul style="list-style-type: none"> ● Day 1: Students will understand requirements of the new compare & contrast project in connection to The Outsiders. 	RI.IT.7.3	<ul style="list-style-type: none"> ● Distribute new project requirement sheets and review in the whole group as students highlight important information. ● Discuss possible points to consider and give students time to brainstorm ideas, as well as decide which format they'd like to do their project in. ● Begin the project if time allows.
<ul style="list-style-type: none"> ● Day 2: Students will understand requirements of the new compare & contrast project in connection to The Outsiders. 	RI.IT.7.3 RI.AA.7.7	<ul style="list-style-type: none"> ● Review project requirements from the previous class period and stress the use of finding text support for examples. ● Assist students as they work on completing the chosen chart. ● Conference with students as needed.

<ul style="list-style-type: none"> • Day 3: Students will work on a compare & contrast project in connection to <u>The Outsiders</u>. 	RI.IT.7.3 RI.AA.7.7	<ul style="list-style-type: none"> • Model to students how to take information in chosen C&C chart and either import into Google Slides, Prezi, etc. • Give students the period to work on creating and formatting their presentation.
<ul style="list-style-type: none"> • Day 4: Students will work on compare & contrast project in connection to <u>The Outsiders</u>. 	RI.IT.7.3 RI.AA.7.7	<ul style="list-style-type: none"> • Model to students how to take information in chosen C&C chart and either import into Google Slides, Prezi, etc. • Give students the period to work on creating and formatting their presentation.
<ul style="list-style-type: none"> • Day 5: Students will work on compare & contrast project in connection to <u>The Outsiders</u>. 	W.IW.7.2	<ul style="list-style-type: none"> • Give students the period to work on creating and formatting their presentation. • Assist as needed.
<ul style="list-style-type: none"> • Day 6: Students will work on compare & contrast project in connection to <u>The Outsiders</u>. 	W.IW.7.2	<ul style="list-style-type: none"> • Give students one final period to work on creating and formatting their presentation. • Assist as needed.

<ul style="list-style-type: none"> • Day 7: Students will present compare & contrast project in connection to <u>The Outsiders</u>. 	SL.PI.7.4	<ul style="list-style-type: none"> • Randomly choose students to present their slideshows. • Allow students time to ask questions and discuss.
<ul style="list-style-type: none"> • Day 8: Students will present compare & contrast project in connection to <u>The Outsiders</u>. 	SL.PI.7.4	<ul style="list-style-type: none"> • Randomly choose students to present their slideshows. • Allow students time to ask questions and discuss.

Inclusive concepts

This project provides a relatable context for discussing themes like belonging, understanding differences, and the impacts of stereotyping. The students have a choice between comparing and contrasting the two groups of teens in the novel, two specific characters, or challenges that teens face today vs. challenges that teens faced in the 1960s.

Unit Learning Goals

Unit Title: Research Writing (Influential Person)

Unit Goals:

- Students will learn the difference between valid and invalid sources.
- Students will learn how to gather relevant information from multiple print and digital sources.
- Students will write an MLA-style research paper.
- Students will follow a standard format for citation.

Core Instructional Materials	Supplemental Materials
<ul style="list-style-type: none"> ● Research materials from the library and internet 	<ul style="list-style-type: none"> ● Index cards ● Teacher-created research outline ● https://www.easybib.com/ ● https://www.bibme.org/

Daily Targets	NJSLs Performance Expectations	Instructional Activities
<ul style="list-style-type: none"> ● Day 1: Students will understand requirements of research paper and brainstorm significant influential people. 	<ul style="list-style-type: none"> ● 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.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. 	<ul style="list-style-type: none"> ● Distribute folders, criteria for research paper and review with class as a whole group. ● Ask students to participate in a think-pair-share to brainstorm ideas on possible people to research. ● Share ideas on board. Together, develop a thesis statement. ● Review notes, charts, and work cited source pages with students. ● If there is time, begin researching for first source.
<ul style="list-style-type: none"> ● Day 2: Students will research and analyze sources on their research subject. 	<ul style="list-style-type: none"> ● 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.WR.7.5. Conduct short research projects to answer a question, drawing on several sources and generation additional related, focused questions 	<ul style="list-style-type: none"> ● Students will find, print, and read through two sources for a research paper (the subject's early life). ● Highlight useful information for a research paper. ● Record information in the notes chart or on note cards and cite sources accordingly.

	for further research and investigation	
<ul style="list-style-type: none"> Day 3: Students will research and analyze sources on their research subject. 	<ul style="list-style-type: none"> 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.WR.7.5. Conduct short research projects to answer a question, drawing on several sources and generation additional related, focused questions for further research and investigation 	<ul style="list-style-type: none"> Students will find, print, and read through two more sources for research paper (career and accomplishments) Highlight useful information for a research paper. Record information in the notes chart or on note cards and cite sources accordingly.
Day 4: Students will analyze sources and create first three note cards on their research subject (biographical information).	<ul style="list-style-type: none"> 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.WR.7.5. Conduct short research projects to answer a question, drawing on several sources and generation additional related, focused questions for further research and investigation 	<ul style="list-style-type: none"> Review the research note card process as a whole group with students. Students will highlight information and create three note cards on the subject's early life (birth, parents, education, marriage, etc.). Assist as needed.
Day 5: Students will analyze sources and create second set of note cards on their research subject (career information).	<ul style="list-style-type: none"> 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.WR.7.5. Conduct short research projects to answer a question, drawing on several sources and generation additional related, focused questions 	<ul style="list-style-type: none"> Review the research note card process as a whole group with students. Students will highlight information and create three note cards on subject's career (inspiration, challenges, career timeline) Assist as needed.

	for further research and investigation	
Day 6: Students will analyze sources and create third set of note cards on their research subject (major accomplishments).	<ul style="list-style-type: none"> 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.WR.7.5. Conduct short research projects to answer a question, drawing on several sources and generation additional related, focused questions for further research and investigation 	<ul style="list-style-type: none"> Students will highlight information and create three note cards on the subject's major accomplishments, awards, and recognition. Review the note card process with students as a whole group and assist as needed.
Day 7: Students will organize research information and have a "catch-up" work period.	<ul style="list-style-type: none"> 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.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. 	<ul style="list-style-type: none"> Work together to create a list of what research should be completed and recorded up to this point. Allow students time to organize their information and note cards, fix any corrections that need to be made, and conference with each student on an individual basis. "Catch-up" work period
Day 8: Students will begin writing outline for research paper.	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> Discuss outline expectations and requirements. Explain that students will need to include each set of note cards for each separate body paragraph. Define what it means to paraphrase and what a direct quote is. Review model example. Encourage students to work with notes that provide the best information, and that they feel comfortable explaining.

	<p>revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p>	<ul style="list-style-type: none"> • Work with students individually to help them paraphrase and incorporate quotes.
<p>Day 9: Students will continuing working on research outline.</p>	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • Discuss outline expectations and requirements. • Explain that students will need to include each set of note cards for each separate body paragraph. • Define what it means to paraphrase and what a direct quote is. • Review model example. • Encourage students to work with notes that provide the best information, and that they feel comfortable explaining. • Work with students individually to help them paraphrase and incorporate quotes.
<p>Day 10: Students will complete remainder of research outline.</p>	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • Review the last section of the outline. • Double check with students to make sure they are including in-text citations with their quotes and paraphrases. • Review model outline. • Assist students with incorporating quotes.

<p>Day 11: Students will write research introduction paragraph.</p>	<ul style="list-style-type: none"> ● 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. 	<ul style="list-style-type: none"> ● Review introduction structure. ● Review opening strategies and ask students to suggest “hooks.” ● Model writing of hooks, tying them to previews. ● Have students write along as teacher models. Stress the importance of ordering the preview. ● When finished, have students continue writing their own introduction using completed outlines. ● Assist as needed.
<p>Day 12: Students will write research first body paragraph.</p>	<ul style="list-style-type: none"> ● 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. 	<ul style="list-style-type: none"> ● Display sample of first body paragraph on board, without parenthetical references. ● Read through paragraph as a group. ● Have students work on inputting the correct parenthetical references. ● Stress the importance of incorporating quotes and avoiding stand-alone quotes. ● Show students examples of a paragraph with both. ● Review as a class. ● When finished, allow students to write their own first body paragraph.
<p>Day 13: Students will write research second body paragraph.</p>	<ul style="list-style-type: none"> ● 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 	<ul style="list-style-type: none"> ● Provide students with a flawed model of a second body paragraph. ● Have students correct mistakes on board and ask for suggestions to improve the paragraph (details, explanation, phrases, grammar, topic

	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> and concluding sentences, etc). When finished, have students begin writing their own second body paragraphs. Assist students as needed.
<p>Day 14: Students will write research third body paragraph.</p>	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> Provide students with a flawed model of third body paragraph. Have students mark up example and identify (details, explanation, transition phrases, topic and concluding sentences, etc). When finished, have students begin writing their own third body paragraphs. Assist students as needed. When they are finished, have students share their work with a partner to identify the same components in their partner's paragraph.
<p>Day 15: Students will write research conclusion.</p>	<ul style="list-style-type: none"> 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.IW.7.2.F. Provide a concluding statement or section (e.g., sentence, part of a paragraph, paragraph, or 	<ul style="list-style-type: none"> Display sample conclusion paragraph on board. Have students identify topic sentences and rephrased thesis. Also, ask for volunteers to underline the answer to the expansion question and circle the support for the answer. When finished, have students write their own conclusion paragraphs.

	<p>multiple paragraphs) that follows the flow of ideas, reflects back on the topic, and supports the information or explanation presented.</p>	
<p>Day 16: Students will put together a Works Cited page for research paper.</p>	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • Display sample works cited page on board. • Point out all the formatting details. Demonstrate how to make a hanging indent on Google docs. • Stress to students that the sources must be listed in ABC order, and to only cite the sources that they used in their paper. • Remind students of how many different sources they should have used (4). • When finished, have students put together and format their own Works Cited page. • When students are finished, have them share their page with a partner to check their work.
<p>Day 17: Students will revise research essays according to teacher recommendations.</p>	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • Distribute a checklist and instruct students to revise their essays according to teacher suggestions, along with the checklist. • Conference with students on an individual basis.
<p>Day 18: Students will revise research essays according to teacher recommendations.</p>	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • Distribute a checklist and instruct students to revise their essays according to teacher suggestions, along with the checklist. • Conference with students on an individual basis.

<p>Day 19: Students will peer review research essays.</p>	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • Have students open research essays on Google Docs. • Distribute peer review sheets and assign partners. • Have groups work together to provide suggestions for improvement.
<p>Day 20: Students will finish revising and publishing research essays.</p>	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • Allow students a final workshop period to work on editing, revising, and publishing their research papers. • Have students turn papers in on Google Classroom and print them at the end of the block.

Inclusive Concepts

Because students are instructed to choose influential people for the subject of their research paper, inclusivity and culture are included because of the different possible topic choices. For example, students are encouraged to choose from many different categories of people such as historical figures, artists, athletes, etc.

Unit Learning Goals

Unit Title: Persuasive Writing (Letter)

Unit Goals:

- Students will use persuasive tactics that they learned during our persuasive writing unit to write a letter persuading Dr. Snow from Hunger Games to replace student as tribute.

Core Instructional Materials	Supplemental Materials
<ul style="list-style-type: none"> • The Hunger Games by Suzanne Collins 	<ul style="list-style-type: none"> • Persuasive Letter Outline • Sample student letters

Daily Targets	NJSLs Performance Expectations	Instructional Activities
<ul style="list-style-type: none"> • Day 1: Students will pre-write for persuasive letter. 	W.AW.7.1	<ul style="list-style-type: none"> • Hand out assignment sheet & discuss new assignment/outline frame for persuasive letter. • Brainstorm ideas for tribute selections and reasons to change. • Direct students to Classroom and have them begin letter outline if time allows.
<ul style="list-style-type: none"> • Day 2: Students will pre-write for persuasive letter. 	W.AW.7.1	<ul style="list-style-type: none"> • Review outline format and model examples for students. • Allow students to complete first half of outline. • Assist as needed.
<ul style="list-style-type: none"> • Day 3: Students will complete pre-writing for persuasive letter. 	W.AW.7.1	<ul style="list-style-type: none"> • Allow students the class period to complete their persuasive letter outline. • Assist as needed.

<ul style="list-style-type: none"> • Day 4: Students will write introduction paragraph for persuasive letter. 	<p>W.AW.7.1 W.AW.7.1.A.</p>	<ul style="list-style-type: none"> • Model writing of introduction, using correct date, greeting, etc. • Allow students remainder of period to write introduction of letter. • Assist as needed.
<ul style="list-style-type: none"> • Day 5: Students will write a first body paragraph for Hunger Games persuasive letter. 	<p>W.AW.7.1 W.AW.7.1.B.</p>	<ul style="list-style-type: none"> • Students will write a first body paragraph for Hunger Games persuasive letter. • Model writing of body paragraph, using examples and details. • Allow students remainder of period to write first body paragraph of letter.
<ul style="list-style-type: none"> • Day 6: Students will write a second body paragraph for Hunger Games persuasive letter. 	<p>W.AW.7.1 W.AW.7.1.B.</p>	<ul style="list-style-type: none"> • Students will write a second body paragraph for Hunger Games persuasive letter. • Model writing of body paragraph, using examples and details. • Allow students remainder of period to write second body paragraph of letter.
<ul style="list-style-type: none"> • Day 7: Students will write a third body paragraph for Hunger Games persuasive 	<p>W.AW.7.1 W.AW.7.1.B.</p>	<ul style="list-style-type: none"> • Students will write a third body

letter.		<p>paragraph for Hunger Games persuasive letter.</p> <ul style="list-style-type: none"> ● Model writing of body paragraph, using examples and details. ● Allow students remainder of period to write third body paragraph of letter.
<ul style="list-style-type: none"> ● Day 8: Students will write a conclusion paragraph for Hunger Games persuasive letter. 	<p>W.AW.7.1 W.AW.7.1.E.</p>	<ul style="list-style-type: none"> ● Students will write onclusion paragraphs for Hunger Games persuasive letter. ● Model writing of conclusion paragraph, using conclusion strategies. ● Allow students remainder of period to write conclusion paragraph of letter.
<ul style="list-style-type: none"> ● Day 9: Students will revise persuasive letters. 	<p>W.WP.7.4.</p>	<ul style="list-style-type: none"> ● Students will revise their persuasive letters according to teacher suggestions. ● Conference with students on an individual basis.
<ul style="list-style-type: none"> ● Day 10: Students will revise and publish persuasive letters. 	<p>W.WP.7.4.</p>	<ul style="list-style-type: none"> ● Students will finish revising their persuasive letters according to teacher suggestions. ● Conference with students on an individual basis. ● Print and publish persuasive letters.

Inclusive concepts

- Writing a persuasive letter can encourage inclusivity and cultural competency in several meaningful ways, as it invites students to engage with diverse perspectives and advocate for positive change.

Unit Learning Goals

Unit Title: Acrostic Poetry

Unit Goals:

- Students will write original acrostic poems about characters and events in Hunger Games.

Core Instructional Materials	Supplemental Materials
<ul style="list-style-type: none"> ● <u>The Hunger Games</u> by Suzanne Collins 	<ul style="list-style-type: none"> ● Acrostic Poetry Packet ● Google Slides

Daily Targets	NJSLS Performance Expectations	Instructional Activities
<ul style="list-style-type: none"> ● Day 1: Students will understand assignment of writing original poetry inspired by <u>Hunger Games</u>. 	RL.CI.7.2 L.KL.7.2. A	<ul style="list-style-type: none"> ● Introduce new Hunger Games poetry assignment and discuss. ● Have students brainstorm and get started on poetry exercises.
<ul style="list-style-type: none"> ● Day 2: Students will begin to write original poetry inspired by <u>Hunger Games</u>. 	RL.CI.7.2 L.KL.7.2. A	<ul style="list-style-type: none"> ● Allow students the class period to work on poetry. ● If time allows, show students how to put poetry into Google Slides presentation.
<ul style="list-style-type: none"> ● Day 3: Students will continue writing original poetry inspired by <u>Hunger Games</u>. 	RL.CI.7.2 L.KL.7.2. A	<ul style="list-style-type: none"> ● Have students work on putting poetry

		<p>into Google Slides.</p> <ul style="list-style-type: none"> ● Begin presentations if time allows.
<ul style="list-style-type: none"> ● Day 4: Students will present <u>Hunger Games</u> acrostic poetry presentations. 	RL.CI.7.2 SL.UM.7.5	<ul style="list-style-type: none"> ● Students will be selected at random to present acrostic poetry projects to the class.
<ul style="list-style-type: none"> ● Day 5: Students will present <u>Hunger Games</u> acrostic poetry presentations. 	RL.CI.7.2 SL.UM.7.5	<ul style="list-style-type: none"> ● Students will be selected at random to present acrostic poetry projects to the class.

Inclusive concepts

- Writing poetry can encourage inclusivity and culture competency through exploring diverse culture and perspectives, encouraging emotional expression, and making the students' learning personalized.

Unit Learning Goals

Unit Title: Newspaper Writing

Unit Goals:

- Students will learn about the different sections of a newspaper.
- Students will master the 5Ws and 1H (Who, what, when, where, why, and how).
- Students will write two original news stories about events happening around CMS.
- Students will work in a group to create a group newspaper about CMS events.

Core Instructional Materials	Supplemental Materials
<ul style="list-style-type: none"> • Newspaper Anatomy documents 	<ul style="list-style-type: none"> • Student sample newspapers from previous years

Daily Targets	NJSLs Performance Expectations	Instructional Activities
<ul style="list-style-type: none"> • Day 1: Students will recognize parts of a news story. 	L.KL.7.2.A. RI.TS.7.4 W.IW.7.2.A W.IW.7.2.B	<ul style="list-style-type: none"> • Define parts of a news story and have students take notes. • Review news writing presentation. • Put copies of news stories on Smart Board and have students label parts. • In partners, have students label parts of news stories that have been photocopied. • Ask students to look for “I” and “you” in news stories; stress that news stories are written in third person.
<ul style="list-style-type: none"> • Day 2: Students will analyze the purpose of newspapers and various parts of newspapers. 	L.KL.7.2.A. RI.TS.7.4 W.IW.7.2.A W.IW.7.2.B	<ul style="list-style-type: none"> • Using actual newspapers, demonstrate sections. • Have students look through papers and create a list of distinctive sections. • On graphic organizers, have students write titles of stories and their purposes. • Identify 5Ws and 1H. When finished, review as a whole group.

<ul style="list-style-type: none"> • Day 3: Students will apply their knowledge of newspaper writing to pre-write for a news story and write a lead. 	L.KL.7.2.A. RI.TS.7.4 W.IW.7.2.A W.IW.7.2.B	<ul style="list-style-type: none"> • Give students facts about fictitious event (a new school policy that prohibits blue-eyed students from participating in spelling bee). • Have them fill out graphic organizer on 5Ws. • Have students begin writing their own leads. • Share if time allows.
<ul style="list-style-type: none"> • Day 4: Students will apply knowledge of news writing to begin group projects. 	L.KL.7.2.A. RI.TS.7.4 W.IW.7.2.A W.IW.7.2.B	<ul style="list-style-type: none"> • Distribute and review CMS Newspaper group assignment. • Assign groups and direct students to texts and websites that have information for news stories. • Allow groups to get started on newspaper graphic organizers for Story #1.
<ul style="list-style-type: none"> • Day 5: Students will apply knowledge of news writing to begin group projects. 	L.KL.7.2.A. RI.TS.7.4 W.IW.7.2.A W.IW.7.2.B	<ul style="list-style-type: none"> • Review group newspaper assignment. • Allow groups to get started right away on newspaper graphic organizers for Story #2. • Conference with students individually

		as they work on graphic organizers.
<ul style="list-style-type: none"> • Day 6: Students will apply knowledge of news writing to write news stories. 	L.KL.7.2.A. RI.TS.7.4 W.IW.7.2.A W.IW.7.2.B	<ul style="list-style-type: none"> • Model writing of a news story. • Call on students to provide information (headline, dateline, byline, 5Ws, 1H). • When finished, give students time to begin writing their first news stories. • Assist as needed.
<ul style="list-style-type: none"> • Day 7: Students will apply knowledge of news writing to write news articles. 	L.KL.7.2.A. RI.TS.7.4 W.IW.7.2.A W.IW.7.2.B	<ul style="list-style-type: none"> • Review elements of a news story from previous day. • Students will finish writing rough draft of first news story. • Assist as needed.
<ul style="list-style-type: none"> • Day 8: Students will apply knowledge of news writing to work on group projects. 	L.KL.7.2.A. RI.TS.7.4 W.IW.7.2.A W.IW.7.2.B	<ul style="list-style-type: none"> • Instruct students to arrange themselves in groups and begin writing second newspaper articles. • Assist as needed.
<ul style="list-style-type: none"> • Day 9: Students will apply knowledge of news writing to write news stories. 	L.KL.7.2.A. RI.TS.7.4 W.IW.7.2.A W.IW.7.2.B	<ul style="list-style-type: none"> • Allow students a second class period to finish writing rough drafts of second news story. • Assist as needed.

<ul style="list-style-type: none"> Day 10: Students will apply knowledge of news writing and editing to edit news stories. 	L.KL.7.2.A. RI.TS.7.4 W.IW.7.2.A W.IW.7.2.B W.WP.7.4	<ul style="list-style-type: none"> Instruct students to arrange themselves in groups and begin editing newspaper articles. Assist as needed. Revise and edit both news articles.
<ul style="list-style-type: none"> Day 11: Students will apply knowledge of news writing and editing to edit news stories. 	L.KL.7.2.A. RI.TS.7.4 W.IW.7.2.A W.IW.7.2.B W.WP.7.4	<ul style="list-style-type: none"> Instruct students to arrange themselves in groups and begin editing newspaper articles (second editing period). Assist as needed. Revise and edit both news articles.
<ul style="list-style-type: none"> Day 12: Students will apply knowledge of news writing to work on group projects. 	L.KL.7.2.A. RI.TS.7.4 W.IW.7.2.A W.IW.7.2.B W.WP.7.4	<ul style="list-style-type: none"> Instruct students to arrange themselves in groups and begin importing their news stories on template. Meet with students individually to conference with them about their two stories.
<ul style="list-style-type: none"> Day 13: Students will continue working on assembling newspapers. 	L.KL.7.2.A. RI.TS.7.4 W.IW.7.2.A W.IW.7.2.B W.WP.7.4	<ul style="list-style-type: none"> Have students arrange themselves in groups and finish assembling/editing group newspapers. Copy & paste in articles, find pictures, crossword puzzles, comics, format

		correctly, etc.
<ul style="list-style-type: none"> Day 14: Students will continue working on assembling newspapers. 	L.KL.7.2.A. RI.TS.7.4 W.IW.7.2.A W.IW.7.2.B W.WP.7.4	<ul style="list-style-type: none"> Have students arrange themselves in groups and finish assembling/editing group newspapers. Copy & paste in articles, find pictures, crossword puzzles, comics, format correctly, etc. Final papers due at end of block tomorrow!
<ul style="list-style-type: none"> Day 15: Students will finish assembling group newspapers. 	L.KL.7.2.A. RI.TS.7.4 W.IW.7.2.A W.IW.7.2.B W.WP.7.4	<ul style="list-style-type: none"> Have students arrange themselves in groups and finish assembling/editing group newspapers. Copy & paste in articles, find pictures, crossword puzzles, comics, format correctly, etc. Final papers due at end of class period for a test grade!

Inclusive concepts

- Writing a school newspaper can encourage inclusivity and cultural competency in various meaningful ways, such as representation of diverse voices, spotlighting achievements across groups, fostering dialogue and understanding, and collaboration across differences.

Unit Learning Goals

Unit Title: Vocabulary Instruction

Unit Goals:

- Students will acquire new vocabulary words.
- Students will think critically to learn synonyms and antonyms of new vocabulary words.
- Students will be able to correctly use new vocabulary words in context.

Core Instructional Materials	Supplemental Materials
<ul style="list-style-type: none"> ● Sadlier Vocabulary Workshop by Jerome Shostak (Common Core Enriched Edition) Level B 	<ul style="list-style-type: none"> ● Teacher-created resources ● Quizlet ● Teacher-made test

Daily Targets	NJSLs Performance Expectations	Instructional Activities
<ul style="list-style-type: none"> ● Day 1: Students will learn new vocabulary words. 	<ul style="list-style-type: none"> ● L.KL.7.2 ● L.KL.7.2.A ● L.KL.7.2.B ● L.KL.7.2.C ● L.VL.7.3 ● L.VL.7.3.A ● L.VL.7.3.D ● L.VL.7.3.E ● L.VI.7.4.D. 	<ul style="list-style-type: none"> ● Distribute new unit of vocabulary words. ● Review words in the whole group and discuss. Provide real-life examples for each definition and solicit examples from students. ● Instruct students to complete the first section ("Choosing the Right Word") and go over. If there is time, have students put words on Quizlet and review independently.
<ul style="list-style-type: none"> ● Day 2: Students will practice using new vocabulary words. 	<ul style="list-style-type: none"> ● L.KL.7.2 ● L.KL.7.2.A ● L.KL.7.2.B ● L.KL.7.2.C ● L.VL.7.3 ● L.VL.7.3.A 	<ul style="list-style-type: none"> ● Start out by playing Quizlet live to quiz the students on the words from last week. ● When finished, let kids work in pairs to

	<ul style="list-style-type: none"> ● L.VL.7.3.D ● L.VL.7.3.E ● L.VI.7.4.D. 	<p>complete the remainder of the exercises (Synonyms, Antonyms, Completing the Sentence).</p> <ul style="list-style-type: none"> ● Review as a whole group and allow students to play on their own on Quizlet in preparation for next week's vocabulary quiz.
<ul style="list-style-type: none"> ● Day 3: Students will complete a quiz on mastery of vocabulary words. 	<ul style="list-style-type: none"> ● L.KL.7.2 ● L.KL.7.2.A ● L.KL.7.2.B ● L.KL.7.2.C ● L.VL.7.3 ● L.VL.7.3.A ● L.VL.7.3.D ● L.VL.7.3.E ● L.VI.7.4.D. 	<ul style="list-style-type: none"> ● Distribute Unit 1 Vocabulary quiz. ● Review directions as a whole group. ● Monitor as students complete the quiz.

Inclusive concepts

- The new vocabulary words that are introduced each unit provide examples of all sorts that include inclusivity and culture competency. Many of the example sentences and passages reference other countries and cultures.