



Township of Ocean Schools

Assistant Superintendent
Office of Teaching and Learning

SPARTAN MISSION:

Meeting the needs of all students with a proud tradition of academic excellence.

DEPARTMENT English

COURSE English, Grade 7

Curriculum Development Timeline

School: Township of Ocean Intermediate School

Course: English, Grade 7

Department: English

Board Approval	Supervisor	Notes
August 2018	Ian Schwartz	Born Date Combine Reading and Language Arts
March 2019	Ian Schwartz	Review
August 2022	Ian Schwartz	Revisions Incorporate State Mandates
August 2024	Ian Schwartz	Updated to include New State Mandates
August 2026	Ian Schwartz	Review

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Township of Ocean Pacing Guide			
Week	Marking Period 1	Week	Marking Period 3
1	Unit 1: Community and Belonging	21	Unit 3: Brown Girl Dreaming
2	Unit 1: Community and Belonging	22	Unit 4: Social Media: Risks and Rewards
3	Unit 1: Community and Belonging	23	Unit 4: Social Media: Risks and Rewards
4	Unit 1: Community and Belonging	24	Unit 4: Social Media: Risks and Rewards
5	Unit 1: Community and Belonging	25	Unit 4: Social Media: Risks and Rewards
6	Unit 1: Community and Belonging	26	Unit 4: Social Media: Risks and Rewards
7	Unit 2: Adolescence	27	Unit 4: Social Media: Risks and Rewards
8	Unit 2: Adolescence	28	Unit 4: Social Media: Risks and Rewards
9	Unit 2: Adolescence	29	Unit 5: Influential Voices
10	Unit 2: Adolescence	30	Unit 5: Influential Voices
Week	Marking Period 2	Week	Marking Period 4
11	Unit 2: Adolescence	31	Unit 5: Influential Voices

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12	Unit 2: Adolescence	32	Unit 5: Influential Voices
13	Unit 3: Brown Girl Dreaming	33	Unit 5: Influential Voices
14	Unit 3: Brown Girl Dreaming	34	Unit 5: Influential Voices
15	Unit 3: Brown Girl Dreaming	35	Unit 6: Electives: Making the Case
16	Unit 3: Brown Girl Dreaming	36	Unit 6: Electives: Making the Case
17	Unit 3: Brown Girl Dreaming	37	Unit 6: Electives: Making the Case
18	Unit 3: Brown Girl Dreaming	38	Unit 6: Electives: Making the Case
19	Unit 3: Brown Girl Dreaming	39	Unit 6: Electives: Making the Case
20	Unit 3: Brown Girl Dreaming	40	Unit 6: Electives: Making the Case

Core Instructional & Supplemental Materials including various levels of Texts

- CommonLit 360 Curriculum, Grade 7, Edition 2.0
- CommonLit.org digital lessons, annotations, questions, vocabulary, grammar, discussion, and writing activities
- *Brown Girl Dreaming* by Jacqueline Woodson
- Independent reading and book club options
- Advanced English: Supplemental texts, which range in complexity and explore thematic links to the unit
- District-approved supplemental resources, including materials that support applicable New Jersey mandates
- Newsela for various levels of supplemental texts

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DEPARTMENT English

COURSE English, Grade 7

Time Frame	6 Weeks
Topic	
Unit 1: Community and Belonging	
Alignment to Standards	
RL.CR.7.1. Cite textual evidence and make relevant connections to support analysis of what a literary text says explicitly as well as inferences drawn from the text. RI.CR.7.1. Cite textual evidence and make relevant connections to support analysis of what an informational text says explicitly as well as inferences drawn from the text. RL.CI.7.2. Determine a theme in a literary text and explain how it is conveyed through particular details; provide a summary distinct from personal opinions or judgments. RI.CI.7.2. Determine a central idea in an informational text and explain how it is conveyed through particular details; provide a summary distinct from personal opinions or judgments. RL.IT.7.3. Analyze how particular elements of a text interact, including how dialogue or incidents propel action, reveal character, or provoke a decision. RL.PP.7.5. Determine how an author conveys or develops perspective or purpose in a text. RL.CT.7.8. Compare and contrast literary texts in different forms, by different authors, or from different genres in their approaches to similar themes and topics. W.IW.7.2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through relevant content. W.NW.7.3. Write narratives to develop real or imagined experiences or events using effective technique, details, and well-structured sequences. W.WP.7.4. Develop and strengthen writing as needed by planning, revising, editing, rewriting, seeking feedback, and addressing purpose and audience. W.RW.7.7. Write routinely over extended and shorter time frames for a range of discipline-specific tasks, purposes, and audiences. SL.PE.7.1. Engage effectively in collaborative discussions, building on others' ideas and expressing their own clearly. L.KL.7.2. Use knowledge of language and its conventions when writing, speaking, reading, or listening. L.VL.7.3. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content. L.VI.7.4. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	
Learning Objectives and Activities	
SWBAT: Answer the essential question: How do a community's shared values create both	

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belonging and rejection?

- Analyze how communities create belonging, identity, and exclusion.
- Explain how theme is developed through character, conflict, and setting.
- Use textual evidence from literary and informational texts to support analysis.
- Write a literary analysis essay with an introduction, conclusion, and relevant evidence.
- Read and analyze core texts, including:
 - "What Is 'Community' and Why Is It Important?" by Toby Lowe
 - "How to Increase Your Sense of Belonging" by Kendra Cherry
 - "The White Umbrella" by Gish Jen
 - "The Stolen Party" by Liliana Heker
 - "Where I'm From" by Misa Sugiura
 - "Violin" by Nikki Wallschlaeger
 - "Island Rodeo Queen" by Yamile Saied Méndez
 - "The War of the Wall" by Toni Cade Bambara
- Complete vocabulary, grammar, short response, discussion, research, and writing activities aligned to the unit focus skills.
- Use peer collaboration, teacher feedback, and revision routines to strengthen written and spoken communication.

Assessments

Formative:

- Reading lesson checks, annotations, short constructed responses, Unit Skills Check, vocabulary/grammar practice, discussion preparation and participation, note-taking organizers, writing drafts, peer review, and teacher conferences.

Summative:

- Literary analysis essay explaining how Toby Lowe's idea of community can be seen in the community's view of the painter lady in The War of the Wall

Benchmark:

- CommonLit Benchmark Assessment Series - Beginning of the year

Alternative:

- Oral response, conference, graphic organizer, evidence chart, modified written response, small-group discussion, visual or multimedia product aligned to student needs. Advanced-level courses complete additional unit writing tasks.

Interdisciplinary Connections

Career Readiness, Life Literacies, and Key Skills

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DEPARTMENT English

COURSE English, Grade 7

Students practice empathy, collaborative discussion, evidence-based reasoning, and respectful analysis of diverse perspectives.
9.4.8.CT.3: Compare past problem-solving solutions to local, national, or global issues and analyze the factors that led to a positive or negative outcome.

Technology Integration

Learning Activity: Students complete CommonLit 360 reading lessons, vocabulary activities, grammar activities, class discussion, and the literary analysis culminating task identified in the unit overview.
9.4.8.TL.3: Select appropriate tools to organize and present information digitally.

Career Education

CRP2. Apply appropriate academic and technical skills.
CRP4. Communicate clearly and effectively and with reason.
CRP6. Demonstrate creativity and innovation.
CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.
CRP11. Use technology to enhance productivity.

Time Frame	6 Weeks
Topic	
Unit 2: Adolescence	
Alignment to Standards	
RL.CR.7.1. Cite textual evidence and make relevant connections to support analysis of what a literary text says explicitly as well as inferences drawn from the text. RI.CR.7.1. Cite textual evidence and make relevant connections to support analysis of what an informational text says explicitly as well as inferences drawn from the text. RL.CI.7.2. Determine a theme in a literary text and explain how it is conveyed through particular details; provide a summary distinct from personal opinions or judgments. RI.CI.7.2. Determine a central idea in an informational text and explain how it is conveyed through particular details; provide a summary distinct from personal opinions or judgments. RL.IT.7.3. Analyze how particular elements of a text interact, including how dialogue or incidents propel action, reveal character, or provoke a decision. RI.IT.7.3. Analyze how particular elements of a text interact, including how a text makes connections and distinctions among individuals, events, and ideas. RL.TS.7.4. Analyze the structure an author uses to organize a text and how it contributes to the text as a whole.	

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RL.PP.7.5. Determine how an author conveys or develops perspective or purpose in a text.
W.IW.7.2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through relevant content.
W.NW.7.3. Write narratives to develop real or imagined experiences or events using effective technique, details, and well-structured sequences.
W.WP.7.4. Develop and strengthen writing as needed by planning, revising, editing, rewriting, seeking feedback, and addressing purpose and audience.
SL.PE.7.1. Engage effectively in collaborative discussions, building on others' ideas and expressing their own clearly.
L.SS.7.1. Demonstrate command of the system and structure of the English language when writing or speaking.
L.KL.7.2. Use knowledge of language and its conventions when writing, speaking, reading, or listening.
L.VL.7.3. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content.
L.VI.7.4. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

Learning Objectives and Activities

SWBAT:

- Answer the essential question: How do the challenges of adolescence contribute to our growth?
- Analyze how adolescent experiences contribute to growth and self-understanding.
- Explain how authors use literary devices to represent adolescent challenges.
- Cite evidence from fiction, poetry, and informational texts.
- Add reasoning and introduce evidence clearly in explanatory writing.
- Read and analyze core texts, including:
 - "How the Teen Brain Transforms Relationships" by Daniel Siegel
 - "The Party" by Pam Muñoz Ryan
 - "Hanging Fire" by Audre Lorde
 - "Saturday at the Canal" by Gary Soto
 - "First-Day Fly" by Jason Reynolds
 - "Teens' Penchant for Risk-Taking May Help Them Learn Faster" by Erin Ross
 - "Momentum" by Catherine Doty
 - "Popularity" by Adam Bagdasarian
- Complete vocabulary, grammar, short response, discussion, research, and writing activities aligned to the unit focus skills.
- Use peer collaboration, teacher feedback, and revision routines to strengthen written and spoken communication.

Assessments

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COURSE English, Grade 7

Formative:

- Reading lesson checks, annotations, short constructed responses, Unit Skills Check, vocabulary/grammar practice, discussion preparation and participation, note-taking organizers, writing drafts, peer review, and teacher conferences.

Summative:

- Literary analysis essay explaining how Adam Bagdasarian uses at least two literary devices in Popularity to show common adolescent experiences

Alternative:

- Oral response, conference, graphic organizer, evidence chart, modified written response, small-group discussion, visual or multimedia product aligned to student needs. Advanced-level courses complete additional unit writing tasks.

Interdisciplinary Connections

Learning Activity: Students read the CommonLit 360 informational text How the Teen Brain Transforms Relationships and Teens' Pechant for Risk-Taking May Help Them Learn Faster as part of the unit's reading lessons on adolescence.

MS-LS1-8: Gather and synthesize information that sensory receptors respond to stimuli by sending messages to the brain for immediate behavior or storage as memories.

Career Readiness, Life Literacies, and Key Skills

Students develop self-awareness, evidence-based explanation, and discussion skills connected to adolescent decision-making.

9.4.8.CT.3: Compare past problem-solving solutions to local, national, or global issues and analyze the factors that led to a positive or negative outcome.

Technology Integration

Learning Activity: Students complete CommonLit 360 reading lessons, vocabulary activities, grammar activities, class discussion, and the literary analysis culminating task identified in the unit overview.

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

Career Education

CRP2. Apply appropriate academic and technical skills.

CRP4. Communicate clearly and effectively and with reason.

CRP6. Demonstrate creativity and innovation.

CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.

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DEPARTMENT English

COURSE English, Grade 7

Time Frame	9 Weeks
Topic	
Unit 3: Brown Girl Dreaming	
Alignment to Standards	
RL.CR.7.1. Cite textual evidence and make relevant connections to support analysis of what a literary text says explicitly as well as inferences drawn from the text. RI.CR.7.1. Cite textual evidence and make relevant connections to support analysis of what an informational text says explicitly as well as inferences drawn from the text. RL.CI.7.2. Determine a theme in a literary text and explain how it is conveyed through particular details; provide a summary distinct from personal opinions or judgments. RI.CI.7.2. Determine a central idea in an informational text and explain how it is conveyed through particular details; provide a summary distinct from personal opinions or judgments. RL.IT.7.3. Analyze how particular elements of a text interact, including how dialogue or incidents propel action, reveal character, or provoke a decision. RI.IT.7.3. Analyze how particular elements of a text interact, including how a text makes connections and distinctions among individuals, events, and ideas. RL.TS.7.4. Analyze the structure an author uses to organize a text and how it contributes to the text as a whole. RI.TS.7.4. Analyze the structure an author uses to organize a text and how it contributes to the text as a whole. RL.PP.7.5. Determine how an author conveys or develops perspective or purpose in a text. RI.PP.7.5. Determine how an author conveys or develops perspective or purpose in a text using evidence. RL.MF.7.6. Compare and contrast texts or versions of texts across different media and analyze the unique qualities of different mediums. RI.MF.7.6. Compare and contrast information in different media and formats to develop deeper understanding of a concept, topic, or issue. RL.CT.7.8. Compare and contrast literary texts in different forms, by different authors, or from different genres in their approaches to similar themes and topics. RI.CT.7.8. Analyze how two or more authors writing informational texts about the same topic shape their presentations of key information. W.IW.7.2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through relevant content. W.NW.7.3. Write narratives to develop real or imagined experiences or events using effective technique, details, and well-structured sequences. W.WP.7.4. Develop and strengthen writing as needed by planning, revising, editing, rewriting, seeking feedback, and addressing purpose and audience.	

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W.RW.7.7. Write routinely over extended and shorter time frames for a range of discipline-specific tasks, purposes, and audiences.

SL.PE.7.1. Engage effectively in collaborative discussions, building on others' ideas and expressing their own clearly.

SL.II.7.2. Analyze information presented in diverse media and formats and explain how it clarifies or contributes to a topic, text, or issue.

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

L.VL.7.3. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content.

L.VI.7.4. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

Learning Objectives and Activities

SWBAT:

- Answer the essential question: How does the time and place in which we live shape our story?
- Analyze how historical time and place influence Woodson's identity and dreams.
- Explain how story elements, figurative language, and structure shape meaning in memoir.
- Compare memoir, interviews, and related media connected to the Civil Rights Movement.
- Use context and transitions to connect historical information to literary analysis.
- Read and analyze core texts, including:
 - *Brown Girl Dreaming* by Jacqueline Woodson
 - "The First Time John Lewis and I Integrated the Buses" by Bernard Lafayette Jr.
 - "Transcript of Full Joseph McNeil Interview" by *Newsday*
 - Related media and artwork connected to the Civil Rights Movement
- Complete vocabulary, grammar, short response, discussion, research, and writing activities aligned to the unit focus skills.
- Use peer collaboration, teacher feedback, and revision routines to strengthen written and spoken communication.

Assessments

Formative:

- Reading lesson checks, annotations, short constructed responses, Unit Skills Check, vocabulary/grammar practice, discussion preparation and participation, note-taking organizers, writing drafts, peer review, and teacher conferences.

Summative:

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COURSE English, Grade 7

- Literary analysis essay explaining how the world around Jacqueline Woodson shaped her dreams for the future, using *Brown Girl Dreaming* and at least one additional unit source

Alternative:

- Oral response, conference, graphic organizer, evidence chart, modified written response, small-group discussion, visual or multimedia product aligned to student needs. Advanced-level courses complete additional unit writing tasks.

Interdisciplinary Connections

Learning Activity: Students participate in CommonLit 360 related media explorations and read interviews connected to the Civil Rights Movement as background for *Brown Girl Dreaming*.
6.3.8.CivicsPR.1: Analyze primary sources to explain how democratic ideas in the United States developed from the historical experiences of ancient societies, England, and the North American colonies.

Career Readiness, Life Literacies, and Key Skills

Students practice historical thinking, source integration, discussion leadership, and written analysis of context.
9.4.8.CT.3: Compare past problem-solving solutions to local, national, or global issues and analyze the factors that led to a positive or negative outcome.

Technology Integration

Learning Activity: Students use CommonLit 360 related media explorations, choice board texts, vocabulary activities, grammar activities, and discussion preparation materials included in the unit overview.
9.4.8.TL.4: Synthesize and publish information about a local or global issue or event.

Career Education

CRP2. Apply appropriate academic and technical skills.
CRP4. Communicate clearly and effectively and with reason.
CRP6. Demonstrate creativity and innovation.
CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.
CRP11. Use technology to enhance productivity.





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DEPARTMENT English

COURSE English, Grade 7

Time Frame	7 Weeks
Topic	
Unit 4: Social Media: Risks and Rewards	
Alignment to Standards	
RI.CR.7.1. Cite textual evidence and make relevant connections to support analysis of what an informational text says explicitly as well as inferences drawn from the text. RI.CI.7.2. Determine a central idea in an informational text and explain how it is conveyed through particular details; provide a summary distinct from personal opinions or judgments. RI.IT.7.3. Analyze how particular elements of a text interact, including how a text makes connections and distinctions among individuals, events, and ideas. RI.TS.7.4. Analyze the structure an author uses to organize a text and how it contributes to the text as a whole. RI.PP.7.5. Determine how an author conveys or develops perspective or purpose in a text using evidence. RI.MF.7.6. Compare and contrast information in different media and formats to develop deeper understanding of a concept, topic, or issue. RI.AA.7.7. Trace and evaluate the argument and specific claims in a text, assessing whether reasoning is sound and evidence is relevant and sufficient. RI.CT.7.8. Analyze how two or more authors writing informational texts about the same topic shape their presentations of key information. W.AW.7.1. Write arguments on discipline-specific content to support claims with clear reasons and relevant evidence. W.IW.7.2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through relevant content. W.WP.7.4. Develop and strengthen writing as needed by planning, revising, editing, rewriting, seeking feedback, and addressing purpose and audience. W.WR.7.5. Conduct short research projects to answer a question, drawing on several sources and generating related questions when appropriate. W.SE.7.6. Gather relevant information from multiple print and digital sources, assess credibility and accuracy, quote or paraphrase responsibly, and cite sources. W.RW.7.7. Write routinely over extended and shorter time frames for a range of discipline-specific tasks, purposes, and audiences. SL.PE.7.1. Engage effectively in collaborative discussions, building on others' ideas and expressing their own clearly. SL.II.7.2. Analyze information presented in diverse media and formats and explain how it clarifies or contributes to a topic, text, or issue. SL.PI.7.4. Present claims and findings in a focused, coherent manner with pertinent descriptions, facts, details, and examples.	

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SL.UM.7.5. Include multimedia components and visual displays in presentations to clarify information, strengthen claims, and emphasize salient points.

L.SS.7.1. Demonstrate command of the system and structure of the English language when writing or speaking.

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

L.VL.7.3. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content.

Learning Objectives and Activities

SWBAT:

- Answer the essential question: Is social media more risky or more rewarding for teens? How can we promote teens making better decisions online?
- Analyze central ideas and connections among ideas in informational texts about social media.
- Evaluate author perspective, claims, and evidence about risks and rewards.
- Gather and cite relevant information from multiple sources.
- Design social media posts using facts, examples, visual design, captions, and hashtags.
- Read and analyze core texts, including:
 - "This Is Your Brain on Instagram" by Kelly McSweeney
 - "Teens Say Social Media Isn't as Bad for Them as You Might Think" by Katie Notopoulos
 - "This Muslim-American Teen Turned His Suffering into a Full-Fledged Battle Against Stereotypes" by Rae Paoletta
 - "Why Young Adults Are Taking a More Mindful Approach to Social Media" by Jessica Matlin
 - Choice board texts on social media safety, protest, creativity, and youth media use
- Complete vocabulary, grammar, short response, discussion, research, and writing activities aligned to the unit focus skills.
- Use peer collaboration, teacher feedback, and revision routines to strengthen written and spoken communication.

Assessments

Formative:

- Reading lesson checks, annotations, short constructed responses, Unit Skills Check, vocabulary/grammar practice, discussion preparation and participation, note-taking organizers, writing drafts, peer review, and teacher conferences.

Summative:

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- Social media campaign: students create three posts to convince teens to make more positive decisions online, using research, design choices, captions, hashtags, and source evidence.

Benchmark:

- CommonLit Benchmark Assessment - Midyear

Alternative:

- Oral response, conference, graphic organizer, evidence chart, modified written response, small-group discussion, visual or multimedia product aligned to student needs. Advanced-level courses complete additional unit writing tasks.

Interdisciplinary Connections

Learning Activity: Students complete the CommonLit 360 social media campaign culminating task, using research to design posts that inform teens about the effects of frequent social media use.

9.4.8.IML.14: Analyze the role of media in delivering cultural, political, and other societal messages.

Career Readiness, Life Literacies, and Key Skills

Students practice media literacy, research, visual communication, audience awareness, and responsible digital citizenship.

9.4.8.CT.3: Compare past problem-solving solutions to local, national, or global issues and analyze the factors that led to a positive or negative outcome.

Technology Integration

Learning Activity: Students design the CommonLit 360 three-post social media campaign with facts, examples, visual design, captions, hashtags, and source evidence.

9.4.8.IML.12: Use relevant tools to produce, publish, and deliver information supported with evidence for an authentic audience.

Career Education

CRP2. Apply appropriate academic and technical skills.

CRP4. Communicate clearly and effectively and with reason.

CRP6. Demonstrate creativity and innovation.

CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.

CRP11. Use technology to enhance productivity.

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Time Frame	6 Weeks
Topic	
Unit 5: Influential Voices	
Alignment to Standards	
RI.CR.7.1. Cite textual evidence and make relevant connections to support analysis of what an informational text says explicitly as well as inferences drawn from the text. RI.CI.7.2. Determine a central idea in an informational text and explain how it is conveyed through particular details; provide a summary distinct from personal opinions or judgments. RI.IT.7.3. Analyze how particular elements of a text interact, including how a text makes connections and distinctions among individuals, events, and ideas. RI.TS.7.4. Analyze the structure an author uses to organize a text and how it contributes to the text as a whole. RI.PP.7.5. Determine how an author conveys or develops perspective or purpose in a text using evidence. RI.MF.7.6. Compare and contrast information in different media and formats to develop deeper understanding of a concept, topic, or issue. RI.AA.7.7. Trace and evaluate the argument and specific claims in a text, assessing whether reasoning is sound and evidence is relevant and sufficient. RI.CT.7.8. Analyze how two or more authors writing informational texts about the same topic shape their presentations of key information. W.AW.7.1. Write arguments on discipline-specific content to support claims with clear reasons and relevant evidence. W.IW.7.2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through relevant content. W.WP.7.4. Develop and strengthen writing as needed by planning, revising, editing, rewriting, seeking feedback, and addressing purpose and audience. W.RW.7.7. Write routinely over extended and shorter time frames for a range of discipline-specific tasks, purposes, and audiences. SL.PE.7.1. Engage effectively in collaborative discussions, building on others' ideas and expressing their own clearly. SL.II.7.2. Analyze information presented in diverse media and formats and explain how it clarifies or contributes to a topic, text, or issue. SL.ES.7.3. Delineate and evaluate a speaker's argument and specific claims, including reasoning and evidence. SL.PI.7.4. Present claims and findings in a focused, coherent manner with pertinent descriptions, facts, details, and examples. SL.AS.7.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.	

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

Learning Objectives and Activities

SWBAT:

- Answer the essential question: How does a speaker motivate or persuade their audience?
- Analyze how speakers develop central ideas and purpose through rhetorical choices.
- Evaluate tone, word choice, structure, claims, and evidence in speeches.
- Compare written and video versions of speeches to analyze the effect of medium.
- Write rhetorical analysis using summarized evidence and explanation.
- Read and analyze core texts, including:
 - "The Man in the Arena" by Theodore Roosevelt
 - "Purple Is the Noblest Shroud" by Empress Theodora of Byzantium
 - "Ain't I a Woman?" by Sojourner Truth
 - "Senate Statement on Rock Lyrics and Record Labeling" by John Denver
 - "Ronald Reagan on the Challenger Disaster" by Ronald Reagan
 - "Eulogy for Rosa Parks" by Oprah Winfrey
 - Choice board speeches by Steve Jobs, Malala Yousafzai, and Barack Obama
- Complete vocabulary, grammar, short response, discussion, research, and writing activities aligned to the unit focus skills.
- Use peer collaboration, teacher feedback, and revision routines to strengthen written and spoken communication.

Assessments

Formative:

- Reading lesson checks, annotations, short constructed responses, Unit Skills Check, vocabulary/grammar practice, discussion preparation and participation, note-taking organizers, writing drafts, peer review, and teacher conferences.

Summative:

- Rhetorical analysis essay explaining how a speaker from the choice board text/video used rhetorical choices to accomplish a purpose

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COURSE English, Grade 7

Alternative:

- Alternative: Oral response, conference, graphic organizer, evidence chart, modified written response, small-group discussion, visual or multimedia product aligned to student needs. Advanced-level courses complete additional unit writing tasks.

Interdisciplinary Connections

Learning Activity: Students read and watch CommonLit 360 speeches and choice board multimedia to analyze how speakers motivate or persuade audiences.
6.3.8.CivicsPD.3: Construct a claim as to why it is important for democracy that individuals are informed by facts, aware of diverse viewpoints, and willing to take action on public issues.

Career Readiness, Life Literacies, and Key Skills

Students practice public speaking analysis, argument evaluation, civic communication, and formal academic writing.
9.4.8.CT.3: Compare past problem-solving solutions to local, national, or global issues and analyze the factors that led to a positive or negative outcome.

Technology Integration

Learning Activity: Students compare written speeches with video performances and use CommonLit 360 multimedia materials from the unit overview.
9.4.8.IML.15: Explain ways that individuals may experience the same media message differently.

Career Education

CRP2 Apply appropriate academic and technical skills.
CRP4. Communicate clearly and effectively and with reason.
CRP6. Demonstrate creativity and innovation.
CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.
CRP11. Use technology to enhance productivity.

Time Frame	6 Weeks
Topic	
Unit 6: Electives: Making the Case	
Alignment to Standards	

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RI.CR.7.1. Cite textual evidence and make relevant connections to support analysis of what an informational text says explicitly as well as inferences drawn from the text.

RI.CI.7.2. Determine a central idea in an informational text and explain how it is conveyed through particular details; provide a summary distinct from personal opinions or judgments.

RI.IT.7.3. Analyze how particular elements of a text interact, including how a text makes connections and distinctions among individuals, events, and ideas.

RI.PP.7.5. Determine how an author conveys or develops perspective or purpose in a text using evidence.

RI.MF.7.6. Compare and contrast information in different media and formats to develop deeper understanding of a concept, topic, or issue.

RI.AA.7.7. Trace and evaluate the argument and specific claims in a text, assessing whether reasoning is sound and evidence is relevant and sufficient.

RI.CT.7.8. Analyze how two or more authors writing informational texts about the same topic shape their presentations of key information.

W.AW.7.1. Write arguments on discipline-specific content to support claims with clear reasons and relevant evidence.

W.WP.7.4. Develop and strengthen writing as needed by planning, revising, editing, rewriting, seeking feedback, and addressing purpose and audience.

W.WR.7.5. Conduct short research projects to answer a question, drawing on several sources and generating related questions when appropriate.

W.SE.7.6. Gather relevant information from multiple print and digital sources, assess credibility and accuracy, quote or paraphrase responsibly, and cite sources.

W.RW.7.7. Write routinely over extended and shorter time frames for a range of discipline-specific tasks, purposes, and audiences.

SL.PE.7.1. Engage effectively in collaborative discussions, building on others' ideas and expressing their own clearly.

SL.ES.7.3. Delineate and evaluate a speaker's argument and specific claims, including reasoning and evidence.

SL.PI.7.4. Present claims and findings in a focused, coherent manner with pertinent descriptions, facts, details, and examples.

SL.UM.7.5. Include multimedia components and visual displays in presentations to clarify information, strengthen claims, and emphasize salient points.

SL.AS.7.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

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

L.VL.7.3. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content.

L.VI.7.4. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

Learning Objectives and Activities

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SWBAT:

- Answer the essential question: How do different electives motivate students and prepare them for the future?
- Analyze central ideas and connections among ideas about electives and student outcomes.
- Develop an argument with claims, evidence, appeals, and attention to audience.
- Evaluate research and cite sources in a works cited format.
- Create a multimedia presentation and pitch for a school board audience.
- Read and analyze core texts, including:
 - "Arlington Heights Parents Oppose District 25's Plan to Cut Electives" by Karen Ann Cullotta
 - "Middle School Music and Theater Students Get Better Grades" by Tom Jacobs
 - "Reading, Writing, and Roasting: Schools Bring Cooking Back into the Classroom" by Allison Aubrey
 - "Coding—It's All Around Us" by Michael Signal
 - "The Value of Taking Electives" by Ashleigh Lutz
 - Choice board multimedia on marching band, cooking, and computer science
- Complete vocabulary, grammar, short response, discussion, research, and writing activities aligned to the unit focus skills.
- Use peer collaboration, teacher feedback, and revision routines to strengthen written and spoken communication.

Assessments

Formative:

- Reading lesson checks, annotations, short constructed responses, Unit Skills Check, vocabulary/grammar practice, discussion preparation and participation, note-taking organizers, writing drafts, peer review, and teacher conferences.

Summative:

- Argumentative multimedia presentation persuading a local school board which elective should be saved: computer science, cooking, or music.

Benchmark:

- CommonLit Benchmark Assessment - End of year

Alternative:

- Oral response, conference, graphic organizer, evidence chart, modified written response, small-group discussion, visual or multimedia product aligned to student needs. Advanced-level courses complete additional unit writing tasks.

Interdisciplinary Connections

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Learning Activity: Students complete the CommonLit 360 argumentative multimedia presentation for a local school board about elective courses.

1.2.8.Cr1b: Organize and design artistic ideas for media arts productions.

Career Readiness, Life Literacies, and Key Skills

Students practice advocacy, decision-making, research, presentation design, and audience-specific communication.

9.4.8.CT.3: Compare past problem-solving solutions to local, national, or global issues and analyze the factors that led to a positive or negative outcome.

Technology Integration

Learning Activity: Students create and rehearse the multimedia presentation deck and pitch using visuals, cited evidence, and audience-specific messaging.

9.4.8.TL.6: Collaborate to develop and publish work that provides perspectives on a real-world problem.

Career Education

CRP2. Apply appropriate academic and technical skills.

CRP4. Communicate clearly and effectively and with reason.

CRP6. Demonstrate creativity and innovation.

CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.

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Modifications (ELL, Special Education, At-Risk Students, Gifted & Talented, & 504 Plans)

ELL:

- Work toward longer passages as skills in English increase
- Use visuals
- Introduce key vocabulary before lesson
- Teacher models reading aloud daily
- Provide peer tutoring
- Use of Bilingual Dictionary
- Guided notes and/or scaffold outline for written assignments
- Provide students with English Learner leveled readers.

Supports for Students With IEPs:

- Allow extra time to complete assignments or tests
- Guided notes and/or scaffold outline for written assignments
- Work in a small group
- Allow answers to be given orally or dictated
- Use large print books, Braille, or books on CD (digital text)
- Follow all IEP modifications

At-Risk Students:

- Guided notes and/or scaffold outline for written assignments
- Introduce key vocabulary before lesson
- Work in a small group
- Lesson taught again using a differentiated approach
- Allow answers to be given orally or dictated
- Use visuals / Anchor Charts
- Leveled texts according to ability

Gifted and Talented:

- Create an enhanced set of introductory activities (e.g. advance organizers, concept maps, concept puzzles)
- Provide options, alternatives and choices to differentiate and broaden the curriculum
- Organize and offer flexible small group learning activities
- Provide whole group enrichment explorations
- Teach cognitive and methodological skills
- Use center, stations, or contracts

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- Organize integrated problem-solving simulations
- Propose interest-based extension activities
- Expose students to beyond level texts.

Supports for Students With 504 Plans:

- Follow all the 504 plan modifications
- Text to speech/audio recorded selections
- Amplification system as needed
- Leveled texts according to ability
- Fine motor skill stations embedded in rotation as needed
- Modified or constrained spelling word lists
- Provide anchor charts with high frequency words and phonemic patterns

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