

**East Newark Public School**  
**English Language Arts Curriculum**  
**Grade 7**



**Equity Statement:**

East Newark Public School District does not discriminate on the basis of race, color, creed, religion, sex, ancestry, or national origin. The East Newark Board of Education ensures that all students enrolled in the schools of this district shall be afforded equal educational opportunities in strict accordance with the law. No student shall be denied access to or benefit from any educational program or activity on the basis of the student's race, color, creed, religion, national origin, ancestry, age, marital status, affectional or sexual orientation, gender, gender identity or expression, socioeconomic status, or disability. The Board directs the Superintendent to allocate faculty, administrators, support staff members, curriculum materials, and instructional equipment supplies among classes of this district in a manner that ensures equivalency of educational opportunity throughout this district. The school district's curricula will eliminate discrimination, promote mutual acceptance and respect among students, and enable students to interact effectively with others, regardless of race, color, creed, religion, national origin, ancestry, age, marital status, affectional or sexual orientation, gender, gender identity or expression, socioeconomic status, or disability.

**Introduction/Philosophy:**

The balance of the curriculum is to incorporate short stories and nonfiction texts related to the subject matter, be it in the form of news articles, primary source readings, or biographical information. The summative task of each novel is a writing task to demonstrate mastery of the skills taught through each unit. Each week students will complete writing geared toward the writing task for ELA. The objective is to build stamina to write routinely over an extended period of time addressing a variety of themes; preparing students for monthly writing tasks. Each writing should be a passage from the novel and a prompt for open-ended constructed response. As they explore and create written, oral, and visual texts, students expand and deepen their understanding of both real and imaginary worlds, and gain insight into their own lives and the lives of others. Students deeply understand and employ strategies to evaluate texts on various levels; factual, critical, interpretive and analytical. Through close reads & text mining of novels, short stories and nonfiction texts; as well as class discussions, students will achieve independence, confidence and demonstrate growth as critical thinkers.

**Best Practices:**

Best practices come from research-based, effective methodologies in presenting material in a manner to engage all students in the learning process. Thorough planning and collaborative discussions about instructional practices are part of the ongoing practice of teachers. Student activities and practices that reflect effective methodology include, but are not limited to providing students with:

- Regular opportunities to investigate topics in depth
- The ability to exercise choice and responsibility by choosing their own topics
- Opportunities for active participation in the classroom and the community
- Exploration of open-ended questions that challenge their thinking
- Opportunities for reading, writing, observing, discussing, and debating ideas
- Activities that include independent inquiry and cooperative learning
- Assessment of student learning that promotes lifelong responsible citizenship rather than the sole memorization of facts
- Strategies and tools to read and comprehend informational text

**Amistad Commission and Holocaust Education:**

In order to meet the newly instated Amistad Commission Mandates, teachers and students will utilize <http://www.njamistadcurriculum.net/> as an online curriculum resource throughout the course. Instructors will also utilize online curricular materials from the New Jersey Commission on Holocaust Education from <https://www.nj.gov/education/holocaust/curriculum/> throughout this seventh grade course.

**Grade 7 Scope and Sequence:**

Unit	Estimated Pacing
Reality Check	8 weeks
Take Control	8 weeks
The Terror and Wonder of Space	8 weeks
Game on!	8 weeks
Change Agents	8 weeks

Marking Period		Unit Title	Recommended Instructional Days
1		Reality Check	8 weeks
Reading Literature Text Strand:	Reading Informational Text Strand:	Recommended Activities, Investigations, Interdisciplinary Connections, and/or Student Experiences to Explore NJSLs-ELA within Unit	
<p><b>Progress Indicator:</b></p> <ul style="list-style-type: none"> <li>● <b>RL.7.1:</b> Cite several pieces of textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text.</li> <li>● <b>RL.7.10:</b> By the end of the year read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above, scaffolding as needed.</li> <li>● <b>RL.7.2:</b> Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.</li> <li>● <b>RL.7.3:</b> Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).</li> <li>● <b>RL.7.5:</b> Analyze how a drama’s or poem’s form or structure (e.g., soliloquy, sonnet) contributes to its meaning.</li> <li>● <b>RL.7.6:</b> Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.</li> <li>● <b>RL.7.7:</b> Compare and contrast a written story, drama, or poem to its audio, filmed, staged, or multimedia version, analyzing the effects of</li> </ul>	<p><b>Progress Indicator:</b></p> <ul style="list-style-type: none"> <li>● <b>RI.7.1:</b> Cite several pieces of textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text.</li> <li>● <b>RI.7.10:</b> By the end of the year read and comprehend literary nonfiction at grade level text-complexity or above, with scaffolding as needed.</li> <li>● <b>RI.7.2:</b> Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.</li> <li>● <b>RI.7.4:</b> Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.</li> <li>● <b>RI.7.5:</b> Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas.</li> <li>● <b>RI.7.6:</b> Determine an author’s point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others.</li> <li>● <b>RI.7.8:</b> Trace and evaluate the argument and specific claims in a text, assessing</li> </ul>	<p><b>Essential Question/s:</b></p> <ol style="list-style-type: none"> <li>1. What can blur the lines between what's real and what's not?</li> </ol> <p><b>Activity Description:</b></p> <ul style="list-style-type: none"> <li>● Mirror Image</li> <li>● Not Everything it Seems</li> <li>● Monster Screenplay</li> <li>● Monster Graphic Novel</li> <li>● Novel Study: <i>Monster</i>, or <i>Where the Mountain Meets the Moon</i></li> <li>● Write an Informative Essay</li> </ul> <ul style="list-style-type: none"> <li>● Reading: Analyze Plot and Flashback</li> <li>● Reading: Analyze Character Traits</li> <li>● Reading: Determine Author’s Purpose</li> <li>● Reading: Cite Evidence</li> <li>● Reading: Analyze Narrator</li> <li>● Reading: Analyze Graphic Novels</li> <li>● Reading: Compare Versions</li> <li>● Writing: Diary Entry</li> <li>● Writing: Good or Bad Influence?</li> <li>● Writing: Write a Character Analysis</li> <li>● Writing: Write an Informative Text</li> <li>● Writing: Gather Relevant Evidence</li> <li>● Writing: Address Task, Purpose, and Audience</li> <li>● Writing: State a Controlling Idea</li> <li>● Writing: Organize Ideas in a Logical Order</li> <li>● Writing: Use Formal Style</li> </ul>	

<p>techniques unique to each medium (e.g., lighting, sound, color, or camera focus and angles in a film).</p>	<p>whether the reasoning is sound and the evidence is relevant and sufficient to support the claims.</p> <ul style="list-style-type: none"> <li>● <b>RI.7.9:</b> Analyze and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts.</li> </ul>	<ul style="list-style-type: none"> <li>● Writing: Improve Writing by Planning, Revising, Editing, and Rewriting</li> <li>● Writing: Use Digital Tools to Produce and Share Writing</li> <li>● Speaking &amp; Listening: News Report</li> <li>● Social &amp; Emotional Learning: Informal Debate</li> <li>● Social &amp; Emotional Learning: Turn a Mirror on Looks</li> <li>● Social &amp; Emotional Learning: Panel Discussion</li> <li>● Media: Make Memes</li> <li>● Media: Create a Storyboard</li> <li>● Vocabulary: Reference Resources</li> <li>● Vocabulary: Suffixes -able and -ible</li> <li>● Vocabulary: Word Origins</li> <li>● Grammar: Punctuating Dialogue</li> <li>● Grammar: Correlative Conjunctions</li> <li>● Grammar: Complex Sentences: Subordinating Conjunctions</li> <li>● Grammar: Use Appropriate Capitalization</li> </ul>
<p align="center"><b>Companion Standards Subject:</b></p>	<p align="center"><b>Writing Strand:</b></p>	
<p><b>Progress Indicator:</b></p> <ul style="list-style-type: none"> <li>● <b>NJLSA.R1.</b> Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.</li> <li>● <b>NJLSA.R2.</b> Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.</li> <li>● <b>NJLSA.R6.</b> Assess how point of view or purpose shapes the content and style of a text.</li> <li>● <b>NJLSA.R9.</b> Analyze and reflect on how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.</li> <li>● <b>NJLSA.R10.</b> Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.</li> <li>● <b>RH.6-8.8.</b> Distinguish among fact, opinion, and reasoned judgment in a text.</li> <li>● <b>RH.6-8.9.</b> Analyze the relationship between a primary and secondary source on the same topic.</li> </ul>	<p><b>Progress Indicator:</b></p> <ul style="list-style-type: none"> <li>● <b>W.7.1:</b> Write arguments to support claims with clear reasons and relevant evidence.</li> <li>● <b>W.7.10:</b> 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.</li> <li>● <b>W.7.2:</b> Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</li> <li>● <b>W.7.2.B:</b> Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.</li> <li>● <b>W.7.2.C:</b> Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.</li> <li>● <b>W.7.2.D:</b> Use precise language and domain-specific vocabulary to inform about or explain the topic.</li> <li>● <b>W.7.2.E:</b> Establish and maintain a formal style academic style, approach, and form.</li> </ul>	<p><b>Interdisciplinary Connections: Content: ;NJSL#:</b></p> <p>Technology -</p> <ul style="list-style-type: none"> <li>● 8.2.8.ITH.5: Compare the impacts of a given technology on different societies, noting factors that may make a technology appropriate and sustainable in one society but not in another.</li> <li>● 8.2.8.EC.1: Explain ethical issues that may arise from the use of new technologies.</li> </ul> <p>Other -</p> <ul style="list-style-type: none"> <li>● Social Studies Connections: Research Social Media ("Not Everything it Seems"); Research the Court System (Monster)</li> <li>● Science Connections: Transplant Medicine ("Mirror Image")</li> <li>● Visual and Performing Arts Connection: Film and Media Production: Explore the Art of Illusion (Monster)</li> </ul>

<ul style="list-style-type: none"> <li>● <b>NJSLSA.W1.</b> Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</li> <li>● <b>NJSLSA.W7.</b> Conduct short as well as more sustained research projects, utilizing an inquiry-based research process, based on focused questions, demonstrating understanding of the subject under investigation.</li> <li>● <b>NJSLSA.W9.</b> Draw evidence from literary or informational texts to support analysis, reflection, and research.</li> </ul>	<ul style="list-style-type: none"> <li>● <b>W.7.3.A:</b> Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.</li> <li>● <b>W.7.4:</b> Produce clear and coherent writing in which the development, organization, voice and style are appropriate to task, purpose, and audience.</li> <li>● <b>W.7.5:</b> With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.</li> <li>● <b>W.7.6:</b> Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.</li> <li>● <b>W.7.9:</b> Draw evidence from literary or informational texts to support analysis, reflection, and research.</li> </ul>	
<b>Speaking and Listening Strand:</b>	<b>Language Strand:</b>	
<b>Progress Indicator:</b> <ul style="list-style-type: none"> <li>● <b>SL.7.1:</b> 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.</li> <li>● <b>SL.7.1.A:</b> Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.</li> <li>● <b>SL.7.1.B:</b> Follow rules for collegial discussions, track progress toward</li> </ul>	<b>Progress Indicator:</b> <ul style="list-style-type: none"> <li>● <b>L.7.1.A:</b> Explain the function of phrases and clauses in general and their function in specific sentences.</li> <li>● <b>L.7.1.B:</b> Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.</li> <li>● <b>L.7.2:</b> Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</li> <li>● <b>L.7.4:</b> Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies.</li> </ul>	

<p>specific goals and deadlines, and define individual roles as needed.</p> <ul style="list-style-type: none"> <li>● <b>SL.7.2:</b> 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.</li> <li>● <b>SL.7.3:</b> Delineate a speaker’s argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.</li> <li>● <b>SL.7.4:</b> Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.</li> <li>● <b>SL.7.5:</b> Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.</li> <li>● <b>SL.7.6:</b> Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.</li> </ul>	<ul style="list-style-type: none"> <li>● <b>L.7.4.B:</b> Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., belligerent, bellicose, rebel).</li> <li>● <b>L.7.4.C:</b> Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.</li> </ul>	
<p><b>Social and Emotional Learning:</b> <i>Competencies</i></p>	<p><b>Social and Emotional Learning:</b> <i>Sub-Competencies</i></p>	
<ul style="list-style-type: none"> <li>● Self-Awareness</li> <li>● Self-Management</li> <li>● Responsible Decision Making</li> <li>● Social Awareness</li> <li>● Relationship Skills</li> <li>● Motivation</li> </ul>	<ul style="list-style-type: none"> <li>● Emotional Awareness</li> <li>● Internal Regulation</li> <li>● Behavior Control</li> <li>● Goal Persuance</li> <li>● Appreciating Social and Environment Diversity</li> <li>● Adaptive Behavior</li> <li>● Communication</li> <li>● Social Engagement</li> <li>● Constructive Thinking</li> <li>● Consequence Evaluation</li> <li>● Respect for Self and Others</li> <li>● Enthusiasm</li> </ul>	

	<ul style="list-style-type: none"> <li>● Initiative</li> <li>● Resilience</li> </ul>		
<p align="center"><b>Assessments (Formative)</b> <i>To show evidence of meeting the standard/s, students will successfully engage within:</i></p>		<p align="center"><b>Assessments (Summative)</b> <i>To show evidence of meeting the standard/s, students will successfully complete:</i></p>	
<p><b>Formative Assessments:</b></p> <ul style="list-style-type: none"> <li>● Teacher Observation</li> <li>● Comprehension Quizzes</li> <li>● Participation in class discussions/debates</li> <li>● Exit tickets</li> <li>● Daily Lesson Checks and Correct &amp; Redirect Opportunities in the Teacher's Guide</li> <li>● IXL results</li> </ul>		<p><b>Benchmarks:</b></p> <ul style="list-style-type: none"> <li>● i-Ready results</li> <li>● Student writing samples</li> </ul> <p><b>Summative Assessments:</b></p> <ul style="list-style-type: none"> <li>● Unit Test</li> </ul>	
<p align="center"><b>Differentiated Student Access to Content: Teaching and Learning Resources/Materials</b></p>			
<b>Core Resources</b>	<b>Alternate Core Resources <i>IEP/504/At-Risk/ESL</i></b>	<b>ELL Core Resources</b>	<b>Gifted &amp; Talented Core Resources</b>
<ul style="list-style-type: none"> <li>● HMH Into Literature National G7 - Unit 1</li> <li>● Teacher created reading guides and presentations</li> </ul>	<ul style="list-style-type: none"> <li>● Modified/leveled readings from HMH Into Literature National G7 - Unit 1</li> <li>● Teacher created reading guides and presentations</li> </ul>	<ul style="list-style-type: none"> <li>● Translated readings from HMH Into Literature National G7 - Unit 1</li> <li>● Translated teacher created reading guides and presentations</li> </ul>	<ul style="list-style-type: none"> <li>● HMH Into Literature National G7 - Unit 1</li> <li>● Teacher created reading guides and presentations</li> <li>● Higher Lexile Level texts/articles</li> </ul>
<p align="center"><b>Supplemental Resources</b></p>			
<p><b>Technology:</b></p> <ul style="list-style-type: none"> <li>● Chromebooks</li> <li>● SmartBoard</li> <li>● IXL</li> <li>● NewsELA</li> <li>● Readworks</li> <li>● Reading A-Z</li> <li>● BrainPop</li> <li>● Kahoot</li> <li>● Applicable educational videos</li> </ul>			
<p align="center"><b>Differentiated Student Access to Content: Recommended Strategies &amp; Techniques</b></p>			



Core Resources	Alternate Core Resources <i>IEP/504/At-Risk/ESL</i>	ELL Core Resources	Gifted & Talented Core
<ul style="list-style-type: none"> <li>Encourage creative expression and thinking by allowing students to choose how to approach a problem or assignment.</li> </ul>	<ul style="list-style-type: none"> <li>Provide graphic organizers for additional support or encourage students to create digital multimedia to showcase knowledge.</li> <li>Use prompts and model directions</li> <li>Provide opportunities to model talk during read alouds, and scaffold talk during whole class and small group discussions</li> <li>Extended time for revisions or opportunity to identify and develop areas of personal interest</li> </ul>	<ul style="list-style-type: none"> <li>Utilize visual supports and graphic organizers</li> <li>Use prompts and model directions</li> <li>Provide opportunities to model talk during read alouds, and scaffold talk during whole class and small group discussions</li> <li>Device used for translation purposes</li> </ul>	<ul style="list-style-type: none"> <li>Encourage students to explore concepts in depth and encourage independent studies or investigations.</li> <li>Modeling or independent student-led research</li> <li>Use of higher leveled text and/or writing assignments</li> </ul>

<b>NJSLS CAREER READINESS, LIFE LITERACIES &amp; KEY SKILLS</b>	<b>Disciplinary Concept:</b>	
	<b>Core Ideas:</b>	Detailed examples exist to illustrate crediting others when incorporating their digital artifacts in one's own work.
	<b>Performance Expectation/s:</b>	<ul style="list-style-type: none"> <li>9.4.8.DC.1: Analyze the resource citations in online materials for proper use.</li> <li>9.4.8.DC.2: Provide appropriate citation and attribution elements when creating media products</li> </ul>
	<b>Career Readiness, Life Literacies, &amp; Key Skills Practices</b>	
	<ul style="list-style-type: none"> <li>Act as a responsible and contributing community members and employee.</li> <li>Attend to financial well-being.</li> <li>Consider the environmental, social and economic impacts of decisions.</li> <li>Demonstrate creativity and innovation.</li> <li>Utilize critical thinking to make sense of problems and persevere in solving them.</li> <li>Model integrity, ethical leadership and effective management</li> <li>Plan education and career paths aligned to personal goals.</li> <li>Use technology to enhance productivity increase collaboration and communicate effectively.</li> <li>Work productively in teams while using cultural/global competence.</li> </ul>	

Marking Period	Unit Title	Recommended Instructional Days
1-2	Take Control	8 weeks
Reading Literature Text Strand:	Reading Informational Text Strand:	Recommended Activities, Investigations, Interdisciplinary Connections, and/or Student Experiences to Explore NJSLs-ELA within Unit
<p><b>Progress Indicator:</b></p> <ul style="list-style-type: none"> <li>● <b>RL.7.1:</b> Cite several pieces of textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text.</li> <li>● <b>RL.7.10:</b> By the end of the year read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above, scaffolding as needed.</li> <li>● <b>RL.7.2:</b> Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.</li> <li>● <b>RL.7.3:</b> Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).</li> <li>● <b>RL.7.4:</b> Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama.</li> <li>● <b>RL.7.5:</b> Analyze how a drama’s or poem’s form or structure (e.g., soliloquy, sonnet) contributes to its meaning.</li> </ul>	<p><b>Progress Indicator:</b></p> <ul style="list-style-type: none"> <li>● <b>RI.7.1:</b> Cite several pieces of textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text.</li> <li>● <b>RI.7.10:</b> By the end of the year read and comprehend literary nonfiction at grade level text-complexity or above, with scaffolding as needed.</li> <li>● <b>RI.7.2:</b> Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.</li> <li>● <b>RI.7.3:</b> Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).</li> <li>● <b>RI.7.5:</b> Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas.</li> <li>● <b>RI.7.6:</b> Determine an author’s point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others.</li> <li>● <b>RI.7.9:</b> Analyze and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) how two or more authors writing about</li> </ul>	<p><b>Essential Question/s:</b></p> <ol style="list-style-type: none"> <li>1. What can blur the lines between what's real and what's not?</li> </ol> <p><b>Activity Description:</b></p> <ul style="list-style-type: none"> <li>● Heartbeat</li> <li>● Flight of Icarus Myth</li> <li>● Rogue Wave</li> <li>● Women in Aviation</li> <li>● Thank You, Ma’am</li> <li>● A Police Stop Changed This Teenager’s Life</li> <li>● Novel Study: <i>The Westing Game</i>, or <i>The Hunger Games</i></li> <li>● Write an Informative Essay</li> </ul> <ul style="list-style-type: none"> <li>● Reading: Analyze Character</li> <li>● Reading: Analyze Conflict</li> <li>● Reading: Analyze Myth</li> <li>● Reading: Determine Themes</li> <li>● Reading: Analyze Plot</li> <li>● Reading: Make Inferences</li> <li>● Reading: Determine Author’s Purpose</li> <li>● Reading: Cite Evidence and Evaluate Details</li> <li>● Reading: Analyze Character</li> <li>● Reading: Analyze Setting and Conflict</li> <li>● Reading: Analyze Structure</li> <li>● Reading: Compare Characters and People</li> <li>● Writing: Note of Apology</li> <li>● Writing: Blog Post</li> <li>● Writing: Disaster-Film Proposal</li> <li>● Writing: Tribute to Women Aviators</li> </ul>

<ul style="list-style-type: none"> <li>● <b>RL.7.6:</b> Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.</li> </ul>	<p>the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts.</p>	
<p><b>Companion Standards Subject:</b></p>	<p><b>Writing Strand:</b></p>	
<p><b>Progress Indicator:</b></p> <ul style="list-style-type: none"> <li>● <b>NJSLSA.R1.</b> Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.</li> <li>● <b>NJSLSA.R2.</b> Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.</li> <li>● <b>NJSLSA.R6.</b> Assess how point of view or purpose shapes the content and style of a text.</li> <li>● <b>NJSLSA.R9.</b> Analyze and reflect on how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.</li> <li>● <b>NJSLSA.R10.</b> Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.</li> <li>● <b>RH.6-8.8.</b> Distinguish among fact, opinion, and reasoned judgment in a text.</li> <li>● <b>RH.6-8.9.</b> Analyze the relationship between a primary and secondary source on the same topic.</li> <li>● <b>NJSLSA.W1.</b> Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</li> <li>● <b>NJSLSA.W7.</b> Conduct short as well as more sustained research projects,</li> </ul>	<p><b>Progress Indicator:</b></p> <ul style="list-style-type: none"> <li>● <b>W.7.1:</b> Write arguments to support claims with clear reasons and relevant evidence.</li> <li>● <b>W.7.10:</b> 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.</li> <li>● <b>W.7.1.A:</b> Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically.</li> <li>● <b>W.7.1.B:</b> Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.</li> <li>● <b>W.7.1.C:</b> Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence.</li> <li>● <b>W.7.1.D:</b> Establish and maintain a formal style/academic style, approach, and form.</li> <li>● <b>W.7.1.E:</b> Provide a concluding statement or section that follows from and supports the argument presented.</li> <li>● <b>W.7.2:</b> Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</li> <li>● <b>W.7.2.A:</b> Introduce a topic clearly, previewing what is to follow; organize</li> </ul>	<ul style="list-style-type: none"> <li>● Writing: Email Request</li> <li>● Writing: Objective Summary</li> <li>● Writing: Gather Information</li> <li>● Writing: Address Task, Purpose, and Audience</li> <li>● Writing: Develop a Controlling Idea</li> <li>● Writing: Use Appropriate Supporting Details</li> <li>● Writing: Use Formal Style</li> <li>● Writing: Improve Writing by Planning, Revising, Editing, and Rewriting</li> <li>● Writing: Use Digital Tools to Produce and Share Writing</li> <li>● Speaking &amp; Listening: Father-Son Role-Play</li> <li>● Speaking &amp; Listening: Bessie Coleman Presentation</li> <li>● Social &amp; Emotional Learning: Self-Help Infographic</li> <li>● Social &amp; Emotional Learning: Supporting a Grieving Person</li> <li>● Social &amp; Emotional Learning: Coping with Disasters</li> <li>● Social &amp; Emotional Learning: Making of a Mentor</li> <li>● Media: Virtual-Reality Proposal</li> <li>● Media: Aviation Timeline</li> <li>● Research: Rogue Waves</li> <li>● Research: 20th-Century Harlem</li> <li>● Research: Crowdfunding</li> <li>● Vocabulary: Greek Prefixes</li> <li>● Vocabulary: Latin Suffixes</li> <li>● Vocabulary: Latin Roots</li> <li>● Vocabulary: Denotation and Connotation</li> <li>● Vocabulary: Possessive Nouns</li> <li>● Vocabulary: Context Clues</li> <li>● Grammar: Commas and Coordinate Adjectives</li> <li>● Grammar: Types of Clauses</li> <li>● Grammar: Sentence Structure</li> <li>● Grammar: Precise Language</li> <li>● Grammar: Capitalization</li> <li>● Grammar: More Than Enough Words</li> <li>● Grammar: Use Consistent Verb Tenses</li> </ul> <p><b>Interdisciplinary Connections: Content: ;NJSLS#:</b></p> <p>Technology -</p> <ul style="list-style-type: none"> <li>● 8.2.8.ITH.5: Compare the impacts of a given technology on different societies, noting factors that may make a technology appropriate and sustainable in one society but not in another.</li> </ul>

<p>utilizing an inquiry-based research process, based on focused questions, demonstrating understanding of the subject under investigation.</p> <ul style="list-style-type: none"> <li>● <b>NJLSA.W9.</b> Draw evidence from literary or informational texts to support analysis, reflection, and research.</li> </ul>	<p>ideas, concepts, and information, using text structures (e.g., definition, classification, comparison/contrast, cause/effect, etc.) and text features (e.g., headings, graphics, and multimedia).</p> <ul style="list-style-type: none"> <li>● <b>W.7.2.B:</b> Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.</li> <li>● <b>W.7.2.C:</b> Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.</li> <li>● <b>W.7.2.D:</b> Use precise language and domain-specific vocabulary to inform about or explain the topic.</li> <li>● <b>W.7.2.E:</b> Establish and maintain a formal style academic style, approach, and form.</li> <li>● <b>W.7.2.F:</b> Provide a concluding statement or section that follows from and supports the information or explanation presented.</li> <li>● <b>W.7.3:</b> Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</li> <li>● <b>W.7.3.A:</b> Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.</li> <li>● <b>W.7.3.B:</b> Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.</li> <li>● <b>W.7.3.C:</b> Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.</li> <li>● <b>W.7.3.D:</b> Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.</li> <li>● <b>W.7.3.E:</b> Provide a conclusion that follows from and reflects on the narrated experiences or events.</li> </ul>	<ul style="list-style-type: none"> <li>● 8.2.8.EC.1: Explain ethical issues that may arise from the use of new technologies.</li> </ul> <p>Other -</p> <ul style="list-style-type: none"> <li>● Science Connections: Investigate Waves</li> <li>● Math Connections: Calculate percentage of Increase and Decrease</li> <li>● Visual and Performing Arts Connectios: Create Visual Art; AAPI- "Heartbeat" by David Yoo; Amistad Legislation- "Thank You, M'am" By Langston Hughes</li> </ul>
--	--	---

	<ul style="list-style-type: none"> <li>● <b>W.7.4:</b> Produce clear and coherent writing in which the development, organization, voice and style are appropriate to task, purpose, and audience.</li> <li>● <b>W.7.5:</b> With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.</li> <li>● <b>W.7.6:</b> Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.</li> <li>● <b>W.7.7:</b> Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.</li> <li>● <b>W.7.8:</b> 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.</li> <li>● <b>W.7.9:</b> Draw evidence from literary or informational texts to support analysis, reflection, and research.</li> </ul>	
<b>Speaking and Listening Strand:</b>	<b>Language Strand:</b>	
<p><b>Progress Indicator:</b></p> <ul style="list-style-type: none"> <li>● <b>SL.7.1:</b> 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.</li> </ul>	<p><b>Progress Indicator:</b></p> <ul style="list-style-type: none"> <li>● <b>L.7.1:</b> Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</li> <li>● <b>L.7.1.A:</b> Explain the function of phrases and clauses in general and their function in specific sentences.</li> </ul>	

<ul style="list-style-type: none"> <li>● <b>SL.7.1.A:</b> Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.</li> <li>● <b>SL.7.1.B:</b> Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.</li> <li>● <b>SL.7.1.C:</b> Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.</li> <li>● <b>SL.7.1.D:</b> Acknowledge new information expressed by others and, when warranted, modify their own views.</li> <li>● <b>SL.7.2:</b> 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.</li> <li>● <b>SL.7.6:</b> Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.</li> </ul>	<ul style="list-style-type: none"> <li>● <b>L.7.1.B:</b> Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.</li> <li>● <b>L.7.2:</b> Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</li> <li>● <b>L.7.2.B:</b> Spell correctly.</li> <li>● <b>L.7.3.A:</b> Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.</li> <li>● <b>L.7.4.A:</b> Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.</li> <li>● <b>L.7.4.B:</b> Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., belligerent, bellicose, rebel).</li> <li>● <b>L.7.4.C:</b> Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.</li> <li>● <b>L.7.4.D:</b> Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).</li> <li>● <b>L.7.5.C:</b> Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., refined, respectful, polite, diplomatic, condescending).</li> <li>● <b>L.7.6:</b> Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.</li> </ul>	
<p><b>Social and Emotional Learning:</b> <i>Competencies</i></p>	<p><b>Social and Emotional Learning:</b> <i>Sub-Competencies</i></p>	

<ul style="list-style-type: none"> <li>● Self-Awareness</li> <li>● Self-Management</li> <li>● Responsible Decision Making</li> <li>● Social Awareness</li> <li>● Relationship Skills</li> <li>● Motivation</li> </ul>	<ul style="list-style-type: none"> <li>● Emotional Awareness</li> <li>● Internal Regulation</li> <li>● Behavior Control</li> <li>● Goal Persuance</li> <li>● Appreciating Social and Environment Diversity</li> <li>● Adaptive Behavior</li> <li>● Communication</li> <li>● Social Engagement</li> <li>● Constructive Thinking</li> <li>● Consequence Evaluation</li> <li>● Respect for Self and Others</li> <li>● Enthusiasm</li> <li>● Initiative</li> <li>● Resilience</li> </ul>		
<p align="center"><b>Assessments (Formative)</b> <i>To show evidence of meeting the standard/s, students will successfully engage within:</i></p>		<p align="center"><b>Assessments (Summative)</b> <i>To show evidence of meeting the standard/s, students will successfully complete:</i></p>	
<p><b>Formative Assessments:</b></p> <ul style="list-style-type: none"> <li>● Teacher Observation</li> <li>● Comprehension Quizzes</li> <li>● Participation in class discussions/debates</li> <li>● Exit tickets</li> <li>● Daily Lesson Checks and Correct &amp; Redirect Opportunities in the Teacher's Guide</li> <li>● IXL results</li> </ul>		<p><b>Benchmarks:</b></p> <ul style="list-style-type: none"> <li>● i-Ready results</li> <li>● Student writing samples</li> </ul> <p><b>Summative Assessments:</b></p> <ul style="list-style-type: none"> <li>● Unit Test</li> </ul>	
<p align="center"><b>Differentiated Student Access to Content: Teaching and Learning Resources/Materials</b></p>			
<p align="center"><b>Core Resources</b></p>	<p align="center"><b>Alternate Core Resources <i>IEP/504/At-Risk/ESL</i></b></p>	<p align="center"><b>ELL Core Resources</b></p>	<p align="center"><b>Gifted &amp; Talented Core Resources</b></p>
<ul style="list-style-type: none"> <li>● HMH Into Literature National G7 - Unit 2</li> <li>● Teacher created reading guides and presentations</li> </ul>	<ul style="list-style-type: none"> <li>● Modified/leveled readings from HMH Into Literature National G7 - Unit 2</li> <li>● Teacher created reading guides and presentations</li> </ul>	<ul style="list-style-type: none"> <li>● Translated readings from HMH Into Literature National G7 - Unit 2</li> <li>● Translated teacher created reading guides and presentations</li> </ul>	<ul style="list-style-type: none"> <li>● HMH Into Literature National G7 - Unit 2</li> <li>● Teacher created reading guides and presentations</li> <li>● Higher Lexile Level texts/articles</li> </ul>
<p align="center"><b>Supplemental Resources</b></p>			

<b>Technology:</b> <ul style="list-style-type: none"> <li>● Chromebooks</li> <li>● SmartBoard</li> <li>● IXL</li> <li>● NewsELA</li> <li>● Readworks</li> <li>● Reading A-Z</li> <li>● BrainPop</li> <li>● Kahoot</li> <li>● Applicable educational videos</li> </ul>			
<b>Differentiated Student Access to Content: Recommended <i>Strategies &amp; Techniques</i></b>			
<b>Core Resources</b>	<b>Alternate Core Resources <i>IEP/504/At-Risk/ESL</i></b>	<b>ELL Core Resources</b>	<b>Gifted &amp; Talented Core</b>
<ul style="list-style-type: none"> <li>● Encourage creative expression and thinking by allowing students to choose how to approach a problem or assignment.</li> </ul>	<ul style="list-style-type: none"> <li>● Provide graphic organizers for additional support or encourage students to create digital multimedia to showcase knowledge.</li> <li>● Use prompts and model directions</li> <li>● Provide opportunities to model talk during read alouds, and scaffold talk during whole class and small group discussions</li> <li>● Extended time for revisions or opportunity to identify and develop areas of personal interest</li> </ul>	<ul style="list-style-type: none"> <li>● Utilize visual supports and graphic organizers</li> <li>● Use prompts and model directions</li> <li>● Provide opportunities to model talk during read alouds, and scaffold talk during whole class and small group discussions</li> <li>● Device used for translation purposes</li> </ul>	<ul style="list-style-type: none"> <li>● Encourage students to explore concepts in depth and encourage independent studies or investigations.</li> <li>● Modeling or independent student-led research</li> <li>● Use of higher leveled text and/or writing assignments</li> </ul>
<b>NJSLS CAREER READINESS, LIFE LITERACIES &amp; KEY SKILLS</b>	<b>Disciplinary Concept:</b>		
	<b><i>Core Ideas:</i></b>	Detailed examples exist to illustrate crediting others when incorporating their digital artifacts in one's own work.	
	<b><i>Performance Expectation/s:</i></b>	<ul style="list-style-type: none"> <li>● 9.4.8.DC.1: Analyze the resource citations in online materials for proper use.</li> <li>● 9.4.8.DC.2: Provide appropriate citation and attribution elements when creating media products</li> </ul>	



	<b>Career Readiness, Life Literacies, &amp; Key Skills Practices</b>
	<ul style="list-style-type: none"> <li>● Act as a responsible and contributing community members and employee.</li> <li>● Attend to financial well-being.</li> <li>● Consider the environmental, social and economic impacts of decisions.</li> <li>● Demonstrate creativity and innovation.</li> <li>● Utilize critical thinking to make sense of problems and persevere in solving them.</li> <li>● Model integrity, ethical leadership and effective management</li> <li>● Plan education and career paths aligned to personal goals.</li> <li>● Use technology to enhance productivity increase collaboration and communicate effectively.</li> <li>● Work productively in teams while using cultural/global competence.</li> </ul>

Marking Period	Unit Title	Recommended Instructional Days
2-3	The Terror and Wonder of Space	8 weeks
<b>Reading Literature Text Strand:</b>	<b>Reading Informational Text Strand:</b>	<b>Recommended Activities, Investigations, Interdisciplinary Connections, and/or Student Experiences to Explore NJSL-ELA within Unit</b>
<p><b>Progress Indicator:</b></p> <ul style="list-style-type: none"> <li>● <b>RL.7.1:</b> Cite several pieces of textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text.</li> <li>● <b>RL.7.10:</b> By the end of the year read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above, scaffolding as needed.</li> <li>● <b>RL.7.2:</b> Determine a theme or central idea of a text and analyze its development over the course of the</li> </ul>	<p><b>Progress Indicator:</b></p> <ul style="list-style-type: none"> <li>● <b>RI.7.1:</b> Cite several pieces of textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text.</li> <li>● <b>RI.7.10:</b> By the end of the year read and comprehend literary nonfiction at grade level text-complexity or above, with scaffolding as needed.</li> <li>● <b>RI.7.2:</b> Determine two or more central ideas in a text and analyze their development over the course of the text;</li> </ul>	<p><b><u>Essential Question/s:</u></b></p> <p>1. Is space exploration a daring adventure or a dangerous risk?</p> <p><b><u>Activity Description:</u></b></p> <ul style="list-style-type: none"> <li>● Dark They Were, and Golden-Eyed</li> <li>● Challenges for Space Exploration</li> <li>● Humans Need to Explore Outer Space</li> <li>● Let Robots Take to the Stars</li> <li>● Novel Study: <i>A Wrinkle in Time</i></li> <li>● Write an Argumentative Essay</li> <li>● Reading: Analyze Science Fiction</li> </ul>

<p>text; provide an objective summary of the text.</p> <ul style="list-style-type: none"> <li>● <b>RL.7.3:</b> Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).</li> <li>● <b>RL.7.4:</b> Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama.</li> <li>● <b>RL.7.5:</b> Analyze how a drama’s or poem’s form or structure (e.g., soliloquy, sonnet) contributes to its meaning.</li> </ul>	<p>provide an objective summary of the text.</p> <ul style="list-style-type: none"> <li>● <b>RI.7.3:</b> Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).</li> <li>● <b>RI.7.4:</b> Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.</li> <li>● <b>RI.7.5:</b> Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas.</li> <li>● <b>RI.7.6:</b> Determine an author’s point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others.</li> <li>● <b>RI.7.8:</b> 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.</li> <li>● <b>RI.7.9:</b> Analyze and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts.</li> </ul>	<ul style="list-style-type: none"> <li>● Reading: Analyze Mood</li> <li>● Reading: Analyze Author’s Purpose</li> <li>● Reading: Analyze Repetition</li> <li>● Writing: Literary Analysis</li> <li>● Reading: Analyze Argument</li> <li>● Reading: Analyze Rhetorical Devices</li> <li>● Reading: Compare Arguments</li> <li>● Writing: Write a Poem</li> <li>● Writing: Write a Letter</li> <li>● Writing: Write a Short Story</li> <li>● Writing: Write an Argument</li> <li>● Writing: Address Task, Purpose, and Audience</li> <li>● Writing: Use Appropriate Tone</li> <li>● Writing: Write and Support a Claim</li> <li>● Writing: Improve Writing by Planning, Revising, Editing, and Rewriting</li> <li>● Media: Podcast</li> <li>● Media: Chart the Risks</li> <li>● Speaking &amp; Listening: Discuss Loaded Language</li> <li>● Speaking &amp; Listening: Demonstration</li> <li>● Social &amp; Emotional Learning: Group Discussion</li> <li>● Social &amp; Emotional Learning: Examine Exploration</li> <li>● Social &amp; Emotional Learning: Explore Health Demands</li> <li>● Research: Explore the International Space Station</li> <li>● Vocabulary: Latin Roots</li> <li>● Vocabulary: Word Origins</li> <li>● Vocabulary: Connotations and Denotations</li> <li>● Vocabulary: Use a Dictionary</li> <li>● Grammar: Subordinating Conjunctions</li> <li>● Grammar: Subject-Verb Agreement</li> <li>● Grammar: Dangling Modifiers</li> <li>● Grammar: Commas After Introductory Phrases</li> <li>● Grammar: Use Transitional Words and Phrases</li> </ul>
<p align="center"><b>Companion Standards Subject:</b></p>	<p align="center"><b>Writing Strand:</b></p>	<p><b>Interdisciplinary Connections: Content: ;NJSLS#:</b></p>
<p><b>Progress Indicator:</b></p> <ul style="list-style-type: none"> <li>● <b>NJSLSA.R1.</b> Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing</li> </ul>	<p><b>Progress Indicator:</b></p> <ul style="list-style-type: none"> <li>● <b>W.7.1:</b> Write arguments to support claims with clear reasons and relevant evidence.</li> <li>● <b>W.7.10:</b> Write routinely over extended time frames (time for research,</li> </ul>	<p>Technology -</p> <ul style="list-style-type: none"> <li>● 8.2.8.ITH.5: Compare the impacts of a given technology on different societies, noting factors that may make a technology appropriate and sustainable in one society but not in another.</li> <li>● 8.2.8.EC.1: Explain ethical issues that may arise from the use of new technologies.</li> </ul>

<p>or speaking to support conclusions drawn from the text.</p> <ul style="list-style-type: none"> <li>● <b>NJLSA.R2.</b> Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.</li> <li>● <b>NJLSA.R6.</b> Assess how point of view or purpose shapes the content and style of a text.</li> <li>● <b>NJLSA.R9.</b> Analyze and reflect on how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.</li> <li>● <b>NJLSA.R10.</b> Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.</li> <li>● <b>RH.6-8.8.</b> Distinguish among fact, opinion, and reasoned judgment in a text.</li> <li>● <b>RH.6-8.9.</b> Analyze the relationship between a primary and secondary source on the same topic.</li> <li>● <b>NJLSA.W1.</b> Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</li> <li>● <b>NJLSA.W7.</b> Conduct short as well as more sustained research projects, utilizing an inquiry-based research process, based on focused questions, demonstrating understanding of the subject under investigation.</li> <li>● <b>NJLSA.W9.</b> Draw evidence from literary or informational texts to support analysis, reflection, and research.</li> </ul>	<p>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.</p> <ul style="list-style-type: none"> <li>● <b>W.7.1.A:</b> Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically.</li> <li>● <b>W.7.1.B:</b> Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.</li> <li>● <b>W.7.1.C:</b> Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence.</li> <li>● <b>W.7.1.D:</b> Establish and maintain a formal style/academic style, approach, and form.</li> <li>● <b>W.7.1.E:</b> Provide a concluding statement or section that follows from and supports the argument presented.</li> <li>● <b>W.7.2:</b> Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</li> <li>● <b>W.7.3:</b> Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</li> <li>● <b>W.7.7:</b> Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.</li> <li>● <b>W.7.8:</b> 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.</li> </ul>	<p>Other -</p> <ul style="list-style-type: none"> <li>● Science Connections: Exploration of Space " Humans Need to Explore Outer Space," Integration of Technological Interventions "Let Robots Take to the Stars"</li> <li>● Social Studies Connections: Research Colonialism, Colonization of Mars in "Dark They Were, and Golden Eyed"</li> <li>● Climate Change: "Dark They Were and Golden Eyed" Colonization of Mars in aftermath of Earth being polluted</li> </ul>
--	---	--

	<ul style="list-style-type: none"> <li>● <b>W.7.9:</b> Draw evidence from literary or informational texts to support analysis, reflection, and research.</li> </ul>	
<p style="text-align: center;"><b>Speaking and Listening Strand:</b></p>	<p style="text-align: center;"><b>Language Strand:</b></p>	
<p><b>Progress Indicator:</b></p> <ul style="list-style-type: none"> <li>● <b>SL.7.1:</b> 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.</li> <li>● <b>SL.7.1.A:</b> Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.</li> <li>● <b>SL.7.1.B:</b> Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.</li> <li>● <b>SL.7.1.C:</b> Pose questions that elicit elaboration and respond to others’ questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.</li> <li>● <b>SL.7.1.D:</b> Acknowledge new information expressed by others and, when warranted, modify their own views.</li> <li>● <b>SL.7.2:</b> 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.</li> <li>● <b>SL.7.4:</b> Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye</li> </ul>	<p><b>Progress Indicator:</b></p> <ul style="list-style-type: none"> <li>● <b>L.7.1.A:</b> Explain the function of phrases and clauses in general and their function in specific sentences.</li> <li>● <b>L.7.1.B:</b> Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.</li> <li>● <b>L.7.1.C:</b> Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.</li> <li>● <b>L.7.2:</b> Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</li> <li>● <b>L.7.3:</b> Use knowledge of language and its conventions when writing, speaking, reading, or listening.</li> <li>● <b>L.7.4:</b> Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies.</li> <li>● <b>L.7.4.B:</b> Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., belligerent, bellicose, rebel).</li> <li>● <b>L.7.4.C:</b> Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.</li> <li>● <b>L.7.5.C:</b> Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., refined, respectful, polite, diplomatic, condescending).</li> </ul>	

<p>contact, adequate volume, and clear pronunciation.</p> <ul style="list-style-type: none"> <li>● <b>SL.7.5:</b> Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.</li> </ul>		
<p><b>Social and Emotional Learning:</b> <i>Competencies</i></p>	<p><b>Social and Emotional Learning:</b> <i>Sub-Competencies</i></p>	
<ul style="list-style-type: none"> <li>● Self-Awareness</li> <li>● Self-Management</li> <li>● Responsible Decision Making</li> <li>● Social Awareness</li> <li>● Relationship Skills</li> <li>● Motivation</li> </ul>	<ul style="list-style-type: none"> <li>● Emotional Awareness</li> <li>● Internal Regulation</li> <li>● Behavior Control</li> <li>● Goal Persuance</li> <li>● Appreciating Social and Environment Diversity</li> <li>● Adaptive Behavior</li> <li>● Communication</li> <li>● Social Engagement</li> <li>● Constructive Thinking</li> <li>● Consequence Evaluation</li> <li>● Respect for Self and Others</li> <li>● Enthusiasm</li> <li>● Initiative</li> <li>● Resilience</li> </ul>	
<p><b>Assessments (Formative)</b> <i>To show evidence of meeting the standard/s, students will successfully engage within:</i></p>		<p><b>Assessments (Summative)</b> <i>To show evidence of meeting the standard/s, students will successfully complete:</i></p>
<p><b><u>Formative Assessments:</u></b></p> <ul style="list-style-type: none"> <li>● Teacher Observation</li> <li>● Comprehension Quizzes</li> <li>● Participation in class discussions/debates</li> <li>● Exit tickets</li> <li>● Daily Lesson Checks and Correct &amp; Redirect Opportunities in the Teacher's Guide</li> <li>● IXL results</li> </ul>	<p><b><u>Benchmarks:</u></b></p> <ul style="list-style-type: none"> <li>● i-Ready results</li> <li>● Student writing samples</li> </ul> <p><b><u>Summative Assessments:</u></b></p> <ul style="list-style-type: none"> <li>● Unit Test</li> </ul>	
<p><b>Differentiated Student Access to Content: Teaching and Learning Resources/Materials</b></p>		

Core Resources	Alternate Core Resources <i>IEP/504/At-Risk/ESL</i>	ELL Core Resources	Gifted & Talented Core Resources
<ul style="list-style-type: none"> <li>• HMH Into Literature National G7 - Unit 3</li> <li>• Teacher created reading guides and presentations</li> </ul>	<ul style="list-style-type: none"> <li>• Modified/leveled readings from HMH Into Literature National G7 - Unit 3</li> <li>• Teacher created reading guides and presentations</li> </ul>	<ul style="list-style-type: none"> <li>• Translated readings from HMH Into Literature National G7 - Unit 3</li> <li>• Translated teacher created reading guides and presentations</li> </ul>	<ul style="list-style-type: none"> <li>• HMH Into Literature National G7 - Unit 3</li> <li>• Teacher created reading guides and presentations</li> <li>• Higher Lexile Level texts/articles</li> </ul>

**Supplemental Resources**

**Technology:**

- Chromebooks
- SmartBoard
- IXL
- NewsELA
- Readworks
- Reading A-Z
- BrainPop
- Kahoot
- Applicable educational videos

**Differentiated Student Access to Content:  
Recommended *Strategies & Techniques***

Core Resources	Alternate Core Resources <i>IEP/504/At-Risk/ESL</i>	ELL Core Resources	Gifted & Talented Core
<ul style="list-style-type: none"> <li>• Encourage creative expression and thinking by allowing students to choose how to approach a problem or assignment.</li> </ul>	<ul style="list-style-type: none"> <li>• Provide graphic organizers for additional support or encourage students to create digital multimedia to showcase knowledge.</li> <li>• Use prompts and model directions</li> <li>• Provide opportunities to model talk during read alouds, and scaffold talk during whole class and small group discussions</li> <li>• Extended time for revisions or opportunity to identify and develop areas of personal interest</li> </ul>	<ul style="list-style-type: none"> <li>• Utilize visual supports and graphic organizers</li> <li>• Use prompts and model directions</li> <li>• Provide opportunities to model talk during read alouds, and scaffold talk during whole class and small group discussions</li> <li>• Device used for translation purposes</li> </ul>	<ul style="list-style-type: none"> <li>• Encourage students to explore concepts in depth and encourage independent studies or investigations.</li> <li>• Modeling or independent student-led research</li> <li>• Use of higher leveled text and/or writing assignments</li> </ul>

<b>NJSLS CAREER READINESS, LIFE LITERACIES &amp; KEY SKILLS</b>	<b>Disciplinary Concept:</b>	
	<b>Core Ideas:</b>	Detailed examples exist to illustrate crediting others when incorporating their digital artifacts in one's own work.
	<b>Performance Expectation/s:</b>	<ul style="list-style-type: none"> <li>9.4.8.DC.1: Analyze the resource citations in online materials for proper use.</li> <li>9.4.8.DC.2: Provide appropriate citation and attribution elements when creating media products</li> </ul>
	<b>Career Readiness, Life Literacies, &amp; Key Skills Practices</b>	
	<ul style="list-style-type: none"> <li>Act as a responsible and contributing community members and employee.</li> <li>Attend to financial well-being.</li> <li>Consider the environmental, social and economic impacts of decisions.</li> <li>Demonstrate creativity and innovation.</li> <li>Utilize critical thinking to make sense of problems and persevere in solving them.</li> <li>Model integrity, ethical leadership and effective management</li> <li>Plan education and career paths aligned to personal goals.</li> <li>Use technology to enhance productivity increase collaboration and communicate effectively.</li> <li>Work productively in teams while using cultural/global competence.</li> </ul>	

Marking Period	Unit Title	Recommended Instructional Days
3-4	<b>Game On!</b>	8 weeks
<b>Reading Literature Text Strand:</b>	<b>Reading Informational Text Strand:</b>	<b>Recommended Activities, Investigations, Interdisciplinary Connections, and/or Student Experiences to Explore NJSLS-ELA within Unit</b>
<b>Progress Indicator:</b> <ul style="list-style-type: none"> <li><b>RL.7.1:</b> Cite several pieces of textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text.</li> </ul>	<b>Progress Indicator:</b> <ul style="list-style-type: none"> <li><b>RI.7.1:</b> Cite several pieces of textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text.</li> </ul>	<b>Essential Question/s:</b> <ol style="list-style-type: none"> <li>How do games impact our lives?</li> </ol> <b>Activity Description:</b> <ul style="list-style-type: none"> <li>Ball Hawk</li> </ul>

<ul style="list-style-type: none"> <li>● <b>RL.7.10:</b> By the end of the year read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above, scaffolding as needed.</li> <li>● <b>RL.7.2:</b> Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.</li> <li>● <b>RL.7.3:</b> Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).</li> <li>● <b>RL.7.4:</b> Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama.</li> <li>● <b>RL.7.5:</b> Analyze how a drama’s or poem’s form or structure (e.g., soliloquy, sonnet) contributes to its meaning.</li> <li>● <b>RL.7.6:</b> Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.</li> </ul>	<ul style="list-style-type: none"> <li>● <b>RI.7.10:</b> By the end of the year read and comprehend literary nonfiction at grade level text-complexity or above, with scaffolding as needed.</li> <li>● <b>RI.7.2:</b> Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.</li> <li>● <b>RI.7.3:</b> Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).</li> <li>● <b>RI.7.4:</b> Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.</li> <li>● <b>RI.7.5:</b> Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas.</li> <li>● <b>RI.7.6:</b> Determine an author’s point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others.</li> <li>● <b>RI.7.8:</b> 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.</li> </ul>	<ul style="list-style-type: none"> <li>● It’s Not Just a Game</li> <li>● Get in the Zone: The Psychology of Video-game Design</li> <li>● The Crossover</li> <li>● Double Doubles</li> <li>● Novel Study: <i>The Crossover</i></li> <li>● Write a Short Story</li> </ul> <ul style="list-style-type: none"> <li>● Reading: Analyze Conflict</li> <li>● Reading: Analyze Point of View</li> <li>● Reading: Determine Central Ideas</li> <li>● Reading: Analyze Organizational Structure</li> <li>● Reading: Analyze Purpose and Perspective</li> <li>● Reading: Predict</li> <li>● Reading: Analyze Novel in Verse</li> <li>● Reading: Analyze Figurative Language</li> <li>● Reading: Analyze Two-Voice Poetry</li> <li>● Reading: Make Inferences</li> <li>● Reading: Compare Themes</li> <li>● Writing: Text Your Opinion</li> <li>● Writing: Video-Game Storyline</li> <li>● Writing: Poem with Type Effects</li> <li>● Writing: Epilogue</li> <li>● Writing: Write a Short Story</li> <li>● Writing: Establish Context</li> <li>● Writing: Establish Point of View</li> <li>● Writing: Explore Character and Conflict</li> <li>● Writing: Use Descriptive Language</li> <li>● Writing: Improve Writing by Planning, Revising, Editing, and Rewriting</li> <li>● Writing: Use Digital Tools to Produce and Share Writing</li> </ul>
<p style="text-align: center;"><b>Companion Standards Subject:</b></p>	<p style="text-align: center;"><b>Writing Strand:</b></p>	
<p><b>Progress Indicator:</b></p> <ul style="list-style-type: none"> <li>● <b>NJLSA.R1.</b> Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing</li> </ul>	<p><b>Progress Indicator:</b></p> <ul style="list-style-type: none"> <li>● <b>W.7.1:</b> Write arguments to support claims with clear reasons and relevant evidence.</li> <li>● <b>W.7.10:</b> Write routinely over extended time frames (time for research, reflection, metacognition/self correction,</li> </ul>	<ul style="list-style-type: none"> <li>● Speaking &amp; Listening: Present an Infographic</li> <li>● Speaking &amp; Listening: Group Discussion</li> <li>● Speaking &amp; Listening: Biopic Pitch</li> <li>● Social &amp; Emotional Learning: Sports Songs Playlist</li> <li>● Social &amp; Emotional Learning: Players’ Struggles</li> <li>● Media: Baseball Card</li> <li>● Media: Tennis Timeline</li> <li>● Research: Basketball Guide</li> <li>● Vocabulary: Greek Roots</li> <li>● Vocabulary: Thesaurus</li> <li>● Vocabulary: Verify Meaning</li> <li>● Grammar: Misplaced Modifiers</li> </ul>



<p>or speaking to support conclusions drawn from the text.</p> <ul style="list-style-type: none"> <li>● <b>NJLSA.R2.</b> Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.</li> <li>● <b>NJLSA.R6.</b> Assess how point of view or purpose shapes the content and style of a text.</li> <li>● <b>NJLSA.R9.</b> Analyze and reflect on how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.</li> <li>● <b>NJLSA.R10.</b> Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.</li> <li>● <b>RH.6-8.8.</b> Distinguish among fact, opinion, and reasoned judgment in a text.</li> <li>● <b>RH.6-8.9.</b> Analyze the relationship between a primary and secondary source on the same topic.</li> <li>● <b>NJLSA.W1.</b> Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</li> <li>● <b>NJLSA.W7.</b> Conduct short as well as more sustained research projects, utilizing an inquiry-based research process, based on focused questions, demonstrating understanding of the subject under investigation.</li> <li>● <b>NJLSA.W9.</b> Draw evidence from literary or informational texts to support analysis, reflection, and research.</li> </ul>	<p>and 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"> <li>● <b>W.7.2:</b> Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</li> <li>● <b>W.7.2.A:</b> Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using text structures (e.g., definition, classification, comparison/contrast, cause/effect, etc.) and text features (e.g., headings, graphics, and multimedia).</li> <li>● <b>W.7.3:</b> Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</li> <li>● <b>W.7.6:</b> Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.</li> <li>● <b>W.7.7:</b> Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.</li> </ul>	<ul style="list-style-type: none"> <li>● Grammar: Verbals</li> <li>● Grammar: Commonly Confused Words</li> <li>● Grammar: Correct Punctuation of Dialogue</li> </ul> <p><b>Interdisciplinary Connections: Content: ;NJLS#:</b></p> <p>Technology -</p> <ul style="list-style-type: none"> <li>● 8.2.8.ITH.5: Compare the impacts of a given technology on different societies, noting factors that may make a technology appropriate and sustainable in one society but not in another.</li> <li>● 8.2.8.EC.1: Explain ethical issues that may arise from the use of new technologies.</li> </ul> <p>Other -</p> <ul style="list-style-type: none"> <li>● Physical Education Connections: Research Sports ("It's Not Just a Game!", The Crossover, "Ball Hawk," "Get in the Zone: The Psychology of Video Game Design")</li> <li>● Visual and Performing Arts Connections: Compare the Benefits of Sports and the Arts ("It's Not Just a Game!", "Get in the Zone: The Psychology of Video Game Design")</li> </ul>
<b>Speaking and Listening Strand:</b>	<b>Language Strand:</b>	
<b>Progress Indicator:</b>	<b>Progress Indicator:</b>	

<ul style="list-style-type: none"> <li>● <b>SL.7.1:</b> 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.</li> <li>● <b>SL.7.4:</b> Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.</li> <li>● <b>SL.7.5:</b> Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.</li> <li>● <b>SL.7.6:</b> Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.</li> </ul>	<ul style="list-style-type: none"> <li>● <b>L.7.1.A:</b> Explain the function of phrases and clauses in general and their function in specific sentences.</li> <li>● <b>L.7.1.C:</b> Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.</li> <li>● <b>L.7.2:</b> Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</li> <li>● <b>L.7.2.B:</b> Spell correctly.</li> <li>● <b>L.7.4.A:</b> Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.</li> <li>● <b>L.7.4.B:</b> Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., belligerent, bellicose, rebel).</li> <li>● <b>L.7.4.C:</b> Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.</li> <li>● <b>L.7.4.D:</b> Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).</li> <li>● <b>L.7.5:</b> Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</li> <li>● <b>L.7.6:</b> Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.</li> </ul>	
<p><b>Social and Emotional Learning:</b> <i>Competencies</i></p>	<p><b>Social and Emotional Learning:</b> <i>Sub-Competencies</i></p>	

<ul style="list-style-type: none"> <li>● Self-Awareness</li> <li>● Self-Management</li> <li>● Responsible Decision Making</li> <li>● Social Awareness</li> <li>● Relationship Skills</li> <li>● Motivation</li> </ul>	<ul style="list-style-type: none"> <li>● Emotional Awareness</li> <li>● Internal Regulation</li> <li>● Behavior Control</li> <li>● Goal Persuance</li> <li>● Appreciating Social and Environment Diversity</li> <li>● Adaptive Behavior</li> <li>● Communication</li> <li>● Social Engagement</li> <li>● Constructive Thinking</li> <li>● Consequence Evaluation</li> <li>● Respect for Self and Others</li> <li>● Enthusiasm</li> <li>● Initiative</li> <li>● Resilience</li> </ul>		
<p align="center"><b>Assessments (Formative)</b> <i>To show evidence of meeting the standard/s, students will successfully engage within:</i></p>		<p align="center"><b>Assessments (Summative)</b> <i>To show evidence of meeting the standard/s, students will successfully complete:</i></p>	
<p><b>Formative Assessments:</b></p> <ul style="list-style-type: none"> <li>● Teacher Observation</li> <li>● Comprehension Quizzes</li> <li>● Participation in class discussions/debates</li> <li>● Exit tickets</li> <li>● Daily Lesson Checks and Correct &amp; Redirect Opportunities in the Teacher's Guide</li> <li>● IXL results</li> </ul>		<p><b>Benchmarks:</b></p> <ul style="list-style-type: none"> <li>● i-Ready results</li> <li>● Student writing samples</li> </ul> <p><b>Summative Assessments:</b></p> <ul style="list-style-type: none"> <li>● Unit Test</li> </ul>	
<p align="center"><b>Differentiated Student Access to Content: Teaching and Learning Resources/Materials</b></p>			
<p align="center"><b>Core Resources</b></p>	<p align="center"><b>Alternate Core Resources <i>IEP/504/At-Risk/ESL</i></b></p>	<p align="center"><b>ELL Core Resources</b></p>	<p align="center"><b>Gifted &amp; Talented Core Resources</b></p>
<ul style="list-style-type: none"> <li>● HMH Into Literature National G7 - Unit 5</li> <li>● Teacher created reading guides and presentations</li> </ul>	<ul style="list-style-type: none"> <li>● Modified/leveled readings from HMH Into Literature National G7 - Unit 5</li> <li>● Teacher created reading guides and presentations</li> </ul>	<ul style="list-style-type: none"> <li>● Translated readings from HMH Into Literature National G7 - Unit 5</li> <li>● Translated teacher created reading guides and presentations</li> </ul>	<ul style="list-style-type: none"> <li>● HMH Into Literature National G7 - Unit 5</li> <li>● Teacher created reading guides and presentations</li> <li>● Higher Lexile Level texts/articles</li> </ul>
<p align="center"><b>Supplemental Resources</b></p>			

<b>Technology:</b> <ul style="list-style-type: none"> <li>● Chromebooks</li> <li>● SmartBoard</li> <li>● IXL</li> <li>● NewsELA</li> <li>● Readworks</li> <li>● Reading A-Z</li> <li>● BrainPop</li> <li>● Kahoot</li> <li>● Applicable educational videos</li> </ul>			
<b>Differentiated Student Access to Content: Recommended <i>Strategies &amp; Techniques</i></b>			
<b>Core Resources</b>	<b>Alternate Core Resources <i>IEP/504/At-Risk/ESL</i></b>	<b>ELL Core Resources</b>	<b>Gifted &amp; Talented Core</b>
<ul style="list-style-type: none"> <li>● Encourage creative expression and thinking by allowing students to choose how to approach a problem or assignment.</li> </ul>	<ul style="list-style-type: none"> <li>● Provide graphic organizers for additional support or encourage students to create digital multimedia to showcase knowledge.</li> <li>● Use prompts and model directions</li> <li>● Provide opportunities to model talk during read alouds, and scaffold talk during whole class and small group discussions</li> <li>● Extended time for revisions or opportunity to identify and develop areas of personal interest</li> </ul>	<ul style="list-style-type: none"> <li>● Utilize visual supports and graphic organizers</li> <li>● Use prompts and model directions</li> <li>● Provide opportunities to model talk during read alouds, and scaffold talk during whole class and small group discussions</li> <li>● Device used for translation purposes</li> </ul>	<ul style="list-style-type: none"> <li>● Encourage students to explore concepts in depth and encourage independent studies or investigations.</li> <li>● Modeling or independent student-led research</li> <li>● Use of higher leveled text and/or writing assignments</li> </ul>
<b>NJSLS CAREER READINESS, LIFE LITERACIES &amp; KEY SKILLS</b>	<b>Disciplinary Concept:</b>		
	<b><i>Core Ideas:</i></b>	Detailed examples exist to illustrate crediting others when incorporating their digital artifacts in one's own work.	
	<b><i>Performance Expectation/s:</i></b>	<ul style="list-style-type: none"> <li>● 9.4.8.DC.1: Analyze the resource citations in online materials for proper use.</li> <li>● 9.4.8.DC.2: Provide appropriate citation and attribution elements when creating media products</li> </ul>	

	<b>Career Readiness, Life Literacies, &amp; Key Skills Practices</b>
	<ul style="list-style-type: none"> <li>● Act as a responsible and contributing community members and employee.</li> <li>● Attend to financial well-being.</li> <li>● Consider the environmental, social and economic impacts of decisions.</li> <li>● Demonstrate creativity and innovation.</li> <li>● Utilize critical thinking to make sense of problems and persevere in solving them.</li> <li>● Model integrity, ethical leadership and effective management</li> <li>● Plan education and career paths aligned to personal goals.</li> <li>● Use technology to enhance productivity increase collaboration and communicate effectively.</li> <li>● Work productively in teams while using cultural/global competence.</li> </ul>

Marking Period	Unit Title	Recommended Instructional Days
4	Change Agents	8 weeks
<b>Reading Literature Text Strand:</b>	<b>Reading Informational Text Strand:</b>	<b>Recommended Activities, Investigations, Interdisciplinary Connections, and/or Student Experiences to Explore NJSL-ELA within Unit</b>
<b>Progress Indicator:</b> <ul style="list-style-type: none"> <li>● <b>RL.7.1:</b> Cite several pieces of textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text.</li> <li>● <b>RL.7.10:</b> By the end of the year read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above, scaffolding as needed.</li> <li>● <b>RL.7.2:</b> Determine a theme or central idea of a text and analyze its development over the course of the</li> </ul>	<b>Progress Indicator:</b> <ul style="list-style-type: none"> <li>● <b>RI.7.1:</b> Cite several pieces of textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text.</li> <li>● <b>RI.7.10:</b> By the end of the year read and comprehend literary nonfiction at grade level text-complexity or above, with scaffolding as needed.</li> <li>● <b>RI.7.2:</b> Determine two or more central ideas in a text and analyze their development over the course of the text;</li> </ul>	<b><u>Essential Question/s:</u></b> <ol style="list-style-type: none"> <li>1. How can changing the world change you?</li> </ol> <b><u>Activity Description:</u></b> <ul style="list-style-type: none"> <li>● Sometimes a Dream Needs a Push</li> <li>● Craig Keilburger Reflects on Working Toward Peace</li> <li>● A Poem for My Librarian, Mrs. Long</li> <li>● Frances Perkins and the Triangle Factory Fire</li> <li>● from Ashes of Roses</li> <li>● Novel Study <i>Lupita Mañana</i> or <i>Walking with the Wind</i></li> <li>● Write a Research Report</li> </ul>

<p>text; provide an objective summary of the text.</p> <ul style="list-style-type: none"> <li>● <b>RL.7.3:</b> Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).</li> <li>● <b>RL.7.4:</b> Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama.</li> <li>● <b>RL.7.5:</b> Analyze how a drama’s or poem’s form or structure (e.g., soliloquy, sonnet) contributes to its meaning.</li> <li>● <b>RL.7.6:</b> Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.</li> </ul>	<p>provide an objective summary of the text.</p> <ul style="list-style-type: none"> <li>● <b>RI.7.3:</b> Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).</li> <li>● <b>RI.7.4:</b> Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.</li> <li>● <b>RI.7.6:</b> Determine an author’s point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others.</li> <li>● <b>RI.7.8:</b> 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.</li> <li>● <b>RI.7.9:</b> Analyze and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts.</li> </ul>	<ul style="list-style-type: none"> <li>● Reading: Analyze Realistic Fiction</li> <li>● Reading: Analyze Character</li> <li>● Reading: Question</li> <li>● Reading: Analyze Point of View and Irony</li> <li>● Reading: Analyze Themes</li> <li>● Reading: Analyze Free-Verse Poetry</li> <li>● Reading: Paraphrase History Writing</li> <li>● Reading: Determine Central Ideas</li> <li>● Reading: Historical Fiction</li> <li>● Reading: Setting and Motivation</li> <li>● Reading: Compare Authors’ Perspectives</li> <li>● Writing: Mission Statement</li> <li>● Writing: Basketball Article</li> <li>● Writing: Free-Verse Poem</li> <li>● Writing: Summary</li> <li>● Writing: Historical Fiction</li> <li>● Writing: Write a Research Report</li> <li>● Writing: Conduct Research to Answer a Question</li> <li>● Writing: Address Task, Purpose, and Audience</li> <li>● Writing: Use and Cite Valid Sources</li> <li>● Writing: Support Main Ideas with Evidence</li> <li>● Writing: Improve Writing by Planning, Revising, Editing, and Rewriting</li> <li>● Writing: Use Digital Tools to Produce and Share Writing</li> <li>● Writing: Paraphrase to Avoid Plagiarism</li> <li>● Social &amp; Emotional Learning: Dealing with Guilt</li> <li>● Social &amp; Emotional Learning: Taking on the World</li> <li>● Social &amp; Emotional Learning: Calm Under Pressure</li> <li>● Speaking &amp; Listening: Ordinary Heroes</li> <li>● Speaking &amp; Listening: Primary Sources</li> <li>● Speaking &amp; Listening: Mock Interview</li> <li>● Media: Video Critique</li> <li>● Media: Fake Social-Media Page</li> <li>● Research: Report on WE Charity</li> <li>● Research: Advocate for Workers</li> <li>● Vocabulary: Domain-Specific Words</li> <li>● Vocabulary: Context</li> <li>● Vocabulary: Latin Roots</li> <li>● Vocabulary: Analogies</li> <li>● Grammar: Commas</li> <li>● Grammar: Colons, Ellipses, and Hyphens</li> <li>● Grammar: Combining Sentences with Phrases</li> </ul>
<p style="text-align: center;"><b>Companion Standards Subject:</b></p>	<p style="text-align: center;"><b>Writing Strand:</b></p>	
<p><b>Progress Indicator:</b></p> <ul style="list-style-type: none"> <li>● <b>NJSLSA.R1.</b> Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.</li> <li>● <b>NJSLSA.R2.</b> Determine central ideas or themes of a text and analyze their</li> </ul>	<p><b>Progress Indicator:</b></p> <ul style="list-style-type: none"> <li>● <b>W.7.10:</b> 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.</li> <li>● <b>W.7.2:</b> Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through</li> </ul>	

<p>development; summarize the key supporting details and ideas.</p> <ul style="list-style-type: none"> <li>● <b>NJLSA.R6.</b> Assess how point of view or purpose shapes the content and style of a text.</li> <li>● <b>NJLSA.R9.</b> Analyze and reflect on how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.</li> <li>● <b>NJLSA.R10.</b> Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.</li> <li>● <b>RH.6-8.8.</b> Distinguish among fact, opinion, and reasoned judgment in a text.</li> <li>● <b>RH.6-8.9.</b> Analyze the relationship between a primary and secondary source on the same topic.</li> <li>● <b>NJLSA.W1.</b> Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</li> <li>● <b>NJLSA.W7.</b> Conduct short as well as more sustained research projects, utilizing an inquiry-based research process, based on focused questions, demonstrating understanding of the subject under investigation.</li> <li>● <b>NJLSA.W9.</b> Draw evidence from literary or informational texts to support analysis, reflection, and research.</li> </ul>	<p>the selection, organization, and analysis of relevant content.</p> <ul style="list-style-type: none"> <li>● <b>W.7.2.A:</b> Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using text structures (e.g., definition, classification, comparison/contrast, cause/effect, etc.) and text features (e.g., headings, graphics, and multimedia).</li> <li>● <b>W.7.2.B:</b> Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.</li> <li>● <b>W.7.2.C:</b> Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.</li> <li>● <b>W.7.2.F:</b> Provide a concluding statement or section that follows from and supports the information or explanation presented.</li> <li>● <b>W.7.3:</b> Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</li> <li>● <b>W.7.4:</b> Produce clear and coherent writing in which the development, organization, voice and style are appropriate to task, purpose, and audience.</li> <li>● <b>W.7.5:</b> With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.</li> <li>● <b>W.7.6:</b> Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.</li> <li>● <b>W.7.7:</b> Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.</li> </ul>	<ul style="list-style-type: none"> <li>● Grammar: Subject-Verb Agreement and Prepositional Phrases</li> </ul> <p><b>Interdisciplinary Connections: Content: ;NJLS#:</b></p> <p>Technology -</p> <ul style="list-style-type: none"> <li>● 8.2.8.ITH.5: Compare the impacts of a given technology on different societies, noting factors that may make a technology appropriate and sustainable in one society but not in another.</li> <li>● 8.2.8.EC.1: Explain ethical issues that may arise from the use of new technologies.</li> </ul> <p>Other -</p> <ul style="list-style-type: none"> <li>● Social Studies Connections: Research Supreme Court Cases; Research State Labor Laws</li> <li>● Disability historical contributions: "Sometimes a Dream Needs a Push" by Walter Dean Myers; Craig Kielburger Reflects on Working Towards Peace by Craig Kielburger</li> <li>● Climate Change: Craig Kielburger Reflects on Working Towards Peace by Craig Kielburger</li> </ul>
--	--	---

	<ul style="list-style-type: none"> <li>● <b>W.7.8:</b> 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.</li> <li>● <b>W.7.9:</b> Draw evidence from literary or informational texts to support analysis, reflection, and research.</li> </ul>	
<b>Speaking and Listening Strand:</b>	<b>Language Strand:</b>	
<p><b>Progress Indicator:</b></p> <ul style="list-style-type: none"> <li>● <b>SL.7.1:</b> 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.</li> <li>● <b>SL.7.1.A:</b> Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.</li> <li>● <b>SL.7.1.B:</b> Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.</li> <li>● <b>SL.7.1.C:</b> Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.</li> <li>● <b>SL.7.1.D:</b> Acknowledge new information expressed by others and, when warranted, modify their own views.</li> <li>● <b>SL.7.3:</b> Delineate a speaker's argument and specific claims, evaluating the soundness of the</li> </ul>	<p><b>Progress Indicator:</b></p> <ul style="list-style-type: none"> <li>● <b>L.7.1.A:</b> Explain the function of phrases and clauses in general and their function in specific sentences.</li> <li>● <b>L.7.1.C:</b> Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.</li> <li>● <b>L.7.2:</b> Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</li> <li>● <b>L.7.2:</b> Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</li> <li>● <b>L.7.2.A:</b> Use a comma to separate coordinate adjectives (e.g., It was a fascinating, enjoyable movie but not He wore an old[,] green shirt).</li> <li>● <b>L.7.3:</b> Use knowledge of language and its conventions when writing, speaking, reading, or listening.</li> <li>● <b>L.7.4.A:</b> Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.</li> <li>● <b>L.7.4.B:</b> Use common, grade-appropriate Greek or Latin affixes</li> </ul>	



<p>reasoning and the relevance and sufficiency of the evidence.</p> <ul style="list-style-type: none"> <li>● <b>SL.7.4:</b> Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.</li> <li>● <b>SL.7.5:</b> Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.</li> </ul>	<p>and roots as clues to the meaning of a word (e.g., belligerent, bellicose, rebel).</p> <ul style="list-style-type: none"> <li>● <b>L.7.5.B:</b> Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words.</li> <li>● <b>L.7.6:</b> Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.</li> </ul>	
<p><b>Social and Emotional Learning:</b> <i>Competencies</i></p>	<p><b>Social and Emotional Learning:</b> <i>Sub-Competencies</i></p>	
<ul style="list-style-type: none"> <li>● Self-Awareness</li> <li>● Self-Management</li> <li>● Responsible Decision Making</li> <li>● Social Awareness</li> <li>● Relationship Skills</li> <li>● Motivation</li> </ul>	<ul style="list-style-type: none"> <li>● Emotional Awareness</li> <li>● Internal Regulation</li> <li>● Behavior Control</li> <li>● Goal Persuance</li> <li>● Appreciating Social and Environment Diversity</li> <li>● Adaptive Behavior</li> <li>● Communication</li> <li>● Social Engagement</li> <li>● Constructive Thinking</li> <li>● Consequence Evaluation</li> <li>● Respect for Self and Others</li> <li>● Enthusiasm</li> <li>● Initiative</li> <li>● Resilience</li> </ul>	
<p><b>Assessments (Formative)</b> <i>To show evidence of meeting the standard/s, students will successfully engage within:</i></p>		<p><b>Assessments (Summative)</b> <i>To show evidence of meeting the standard/s, students will successfully complete:</i></p>
<p><b>Formative Assessments:</b></p> <ul style="list-style-type: none"> <li>● Teacher Observation</li> <li>● Comprehension Quizzes</li> <li>● Participation in class discussions/debates</li> <li>● Exit tickets</li> <li>● Daily Lesson Checks and Correct &amp; Redirect Opportunities in the Teacher's Guide</li> </ul>	<p><b>Benchmarks:</b></p> <ul style="list-style-type: none"> <li>● i-Ready results</li> <li>● Student writing samples</li> </ul> <p><b>Summative Assessments:</b></p> <ul style="list-style-type: none"> <li>● Unit Test</li> </ul>	

<ul style="list-style-type: none"> <li>IXL results</li> </ul>			
<b>Differentiated Student Access to Content: Teaching and Learning <i>Resources/Materials</i></b>			
<b>Core Resources</b>	<b>Alternate Core Resources <i>IEP/504/At-Risk/ESL</i></b>	<b>ELL Core Resources</b>	<b>Gifted &amp; Talented Core Resources</b>
<ul style="list-style-type: none"> <li>HMH Into Literature National G7 - Unit 6</li> <li>Teacher created reading guides and presentations</li> </ul>	<ul style="list-style-type: none"> <li>Modified/leveled readings from HMH Into Literature National G7 - Unit 6</li> <li>Teacher created reading guides and presentations</li> </ul>	<ul style="list-style-type: none"> <li>Translated readings from HMH Into Literature National G7 - Unit 6</li> <li>Translated teacher created reading guides and presentations</li> </ul>	<ul style="list-style-type: none"> <li>HMH Into Literature National G7 - Unit 6</li> <li>Teacher created reading guides and presentations</li> <li>Higher Lexile Level texts/articles</li> </ul>
<b>Supplemental Resources</b>			
<b>Technology:</b> <ul style="list-style-type: none"> <li>Chromebooks</li> <li>SmartBoard</li> <li>IXL</li> <li>NewsELA</li> <li>Readworks</li> <li>Reading A-Z</li> <li>BrainPop</li> <li>Kahoot</li> <li>Applicable educational videos</li> </ul>			
<b>Differentiated Student Access to Content: Recommended <i>Strategies &amp; Techniques</i></b>			
<b>Core Resources</b>	<b>Alternate Core Resources <i>IEP/504/At-Risk/ESL</i></b>	<b>ELL Core Resources</b>	<b>Gifted &amp; Talented Core</b>
<ul style="list-style-type: none"> <li>Encourage creative expression and thinking by allowing students to choose how to approach a problem or assignment.</li> </ul>	<ul style="list-style-type: none"> <li>Provide graphic organizers for additional support or encourage students to create digital multimedia to showcase knowledge.</li> <li>Use prompts and model directions</li> <li>Provide opportunities to model talk during read alouds, and scaffold talk during whole class</li> </ul>	<ul style="list-style-type: none"> <li>Utilize visual supports and graphic organizers</li> <li>Use prompts and model directions</li> <li>Provide opportunities to model talk during read alouds, and scaffold talk during whole class and small group discussions</li> <li>Device used for translation purposes</li> </ul>	<ul style="list-style-type: none"> <li>Encourage students to explore concepts in depth and encourage independent studies or investigations.</li> <li>Modeling or independent student-led research</li> <li>Use of higher leveled text and/or writing assignments</li> </ul>

	<ul style="list-style-type: none"> <li>and small group discussions</li> <li>Extended time for revisions or opportunity to identify and develop areas of personal interest</li> </ul>		
--	--	--	--

<b>NJSLS CAREER READINESS, LIFE LITERACIES &amp; KEY SKILLS</b>	<b>Disciplinary Concept:</b>		
	<b>Core Ideas:</b>	Detailed examples exist to illustrate crediting others when incorporating their digital artifacts in one's own work.	
	<b>Performance Expectation/s:</b>	<ul style="list-style-type: none"> <li>9.4.8.DC.1: Analyze the resource citations in online materials for proper use.</li> <li>9.4.8.DC.2: Provide appropriate citation and attribution elements when creating media products</li> </ul>	
	<b>Career Readiness, Life Literacies, &amp; Key Skills Practices</b>		
	<ul style="list-style-type: none"> <li>Act as a responsible and contributing community members and employee.</li> <li>Attend to financial well-being.</li> <li>Consider the environmental, social and economic impacts of decisions.</li> <li>Demonstrate creativity and innovation.</li> <li>Utilize critical thinking to make sense of problems and persevere in solving them.</li> <li>Model integrity, ethical leadership and effective management</li> <li>Plan education and career paths aligned to personal goals.</li> <li>Use technology to enhance productivity increase collaboration and communicate effectively.</li> <li>Work productively in teams while using cultural/global competence.</li> </ul>		

New Jersey Legislative Statutes and Administrative Code (place an "X" before each law/statute if/when present within the curriculum map)									
x	Amistad Law: <i>N.J.S.A. 18A 52:16A-88</i>	x	Holocaust Law: <i>N.J.S.A. 18A:35-28</i>	x	LGBT and Disabilities Law: <i>N.J.S.A. 18A:35-4.35</i>	x	Diversity & Inclusion: <i>N.J.S.A. 18A:35-4.36a</i>	x	Standards in Action: <i>Climate Change</i>