

Ocean Academy Charter School  
Curriculum Guide  
Grade 7 - ELA



<b>Original Adoption:</b>	August 2025
<b>Created by:</b>	Amy LaBarca and Dariaknna Yencer

OCEAN ACADEMY CHARTER SCHOOL ELA 7 Curriculum	
Content Area: English Language Arts	
Course Title: English Language Arts	
Grade Level: 7th Grade	
Unit Title <u>StudySync Pacing Guide for 7th Grade</u>	Pacing Guide in Days
<u>Unit Plan 1: Conflicts and Clashes</u> <u>Writing Focus: Narrative</u> Schoolwide: How Writers Work <b>Asian Americans and Pacific Islanders (AAPI)</b> (Diversity and Inclusion) (Amistad Law) (LGBT and Disabilities)	30 Days
<u>Unit Plan 2: Highs and Lows</u> <u>Writing Focus: Literary Analysis Essay</u> Schoolwide: Book Review (Diversity and Inclusion) (Amistad Law) (Climate Change)	30 Days
<u>Unit Plan 3: Chasing the Impossible</u> <u>Writing Focus: Argumentative writing</u> Schoolwide: Memoir Writing Diversity and Inclusion	30 Days

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<p>(Climate Change) Holocaust</p>	
<p><u>Unit Plan 4: Moment of Truth</u> <u>Writing Focus: Informational Essay Writing/Research Paper</u> using Schoolwide to supplement research writing process Diversity and Inclusion (Climate Change)</p>	30 Days
<p><u>Unit Plan 5: Test of Time</u> <u>Writing Focus: Literary Analysis</u> Diversity and Inclusion (Climate Change) Schoolwide: Photo Essay</p>	30 Days
<p><u>Unit Plan 6: The Power of One</u> <u>Writing Focus: Literary Analysis</u> Civil Rights Diversity and Inclusion (Climate Change) Schoolwide: Photo Essay</p>	30 Days

<p>OCEAN ACADEMY CHARTER SCHOOL Unit 1 Overview</p>	
<p><b>Content Area: English Language Arts</b></p>	
<p><b>Unit Title: Conflicts and Clashes</b></p>	<p><b>Duration: 30 Days</b></p>
<p><b>Target Course/Grade Level: 7th Grade</b></p>	
<p><b>Introduction/Unit Focus:</b></p>	
<p>In this unit, seventh-grade students will engage with a variety of literary texts centered around the essential questions: <i>When do differences become conflicts? What can readers learn by studying and analyzing conflicts in literature? How does that knowledge help us navigate our own challenges?</i> With fiction as the primary genre focus, students will explore how conflict influences characters, drives plot, and reveals deeper themes in a range of literary forms.</p>	
<p><b>Reading Skills</b></p>	
<p>Students will examine stories, poems, and dramatic works that highlight conflict as a key literary element. Core texts include Rudyard Kipling’s classic short story “<i>Rikki-Tikki-Tavi</i>”, an excerpt from the graphic novel <i>Nimona</i>, and Gary Soto’s contemporary short story “<i>Seventh Grade</i>”. Students will also analyze the poem “<i>Mad</i>” by Naomi Shihab Nye and the teleplay “<i>The Monsters Are Due on Maple Street</i>” to compare how conflict is expressed across genres. Through close reading, annotation, and discussion, students will deepen their understanding of characterization, point of</p>	

view, tone, and theme. They will draw inferences, cite textual evidence, and analyze how authors use conflict to shape meaning and reflect real-world tensions.

### Writing Skills

By the end of the unit, students will move from analyzing stories to writing their own. Drawing from their reading experiences and literary insights, students will plan, draft, and revise original narrative pieces that feature well-developed characters, structured plots, and meaningful conflicts. Emphasis will be placed on using descriptive language, dialogue, pacing, and sensory details to enhance storytelling. Through the writing process, students will strengthen their ability to express ideas clearly, organize their narratives effectively, and write with purpose and audience in mind.

### Disciplinary Concepts for the Unit

#### Standard 9.1 Personal Financial Literacy

This standard outlines the important fiscal knowledge, habits, and skills that must be mastered in order for students to make informed decisions about personal finance. Financial literacy is an integral component of a student's college and career readiness, enabling students to achieve fulfilling, financially-secure, and successful careers.

#### Standard 9.2 Career Awareness, Exploration, Preparation and Training

This standard outlines the importance of being knowledgeable about one's interests and talents, and being well informed about postsecondary and career options, career planning, and career requirements.

#### Standard 9.4 Life Literacies and Key Skills

This standard outline key literacies and technical skills such as critical thinking, global and cultural awareness, and technology literacy\* that are critical for students to develop to live and work in an interconnected global economy.

#### Standard 8.1 Computer Science

Computer Science outlines a comprehensive set of concepts and skills, such as data and analysis, algorithms and programming, and computing systems.

#### Standard 8.2 Design Thinking

Technology, outlines the technological design concepts and skills essential for technological and engineering literacy. The framework design includes Engineering Design, Ethics and Culture, and the Effects of Technology on the Natural world among the disciplinary concepts

**Amistad Law: N.J.S.A. 18A 52:16A-88** Every board of education shall incorporate the information regarding the contributions of African-Americans to our country in an appropriate place in the curriculum of elementary and secondary school students.

**Holocaust Law: N.J.S.A. 18A:35-28** Every board of education shall include instruction on the Holocaust and genocide in an appropriate place in the curriculum of all elementary and secondary

school pupils. The instruction shall further emphasize the personal responsibility that each citizen bears to fight racism and hatred whenever and wherever it happens.

**LGBT and Disabilities Law:** N.J.S.A. 18A:35-4.35 A board of education shall include instruction on the political, economic, and social contributions of persons with disabilities and lesbian, gay, bisexual, and transgender people, in an appropriate place in the curriculum of middle school and high school students as part of the district’s implementation of the New Jersey Student Learning Standards (N.J.S.A.18A:35-4.36) A board of education shall have policies and procedures in place pertaining to the selection of instructional materials to implement the requirements of N.J.S.A. 18A:35-4.35.

**Diversity and Inclusion:** C.18A:35-4.36a Curriculum to include instruction on diversity and inclusion. The instruction shall:

- (1) highlight and promote diversity, including economic diversity, equity, inclusion, tolerance, and belonging in connection with gender and sexual orientation, race and ethnicity, disabilities, and religious tolerance;
- (2) examine the impact that unconscious bias and economic disparities have at both an individual level and on society as a whole; and
- (3) encourage safe, welcoming, and inclusive environments for all students regardless of race or ethnicity, sexual and gender identities, mental and physical disabilities, and religious beliefs.

**Asian Americans and Pacific Islanders (AAPI)**

Ensures that the contributions, history, and heritage of Asian Americans and Pacific Islanders (AAPI) are included in the New Jersey Student Learning Standards (NJSLs) for Social Studies in kindergarten through Grade 12 (P.L.2021, c.416).

**21st Century Themes and Skills**

“Twenty-first century themes and skills” means themes such as global awareness; financial, economic, business, and entrepreneurial literacy; civic literacy; health literacy; learning and innovation skills, including creativity and innovation, critical thinking and problem solving, and communication and collaboration; information, media, and technology skills; and life and career skills, including flexibility. Career readiness, life literacies, and key skills education provides students with the necessary skills to make informed career and financial decisions, engage as responsible community members in a digital society, and to successfully meet the challenges and opportunities in an interconnected global economy.”

[New Jersey Student Learning Standards-ELA](#)  
[Grade 7 ELA Standards with Practices](#)

**Focus Standards**

**Reading Literature**

(CR) Close Reading of Text: By the end of grade 12, read closely to determine what the text says

RL.CR.7.1. Cite several pieces of textual evidence and make relevant connections to support analysis of what a literary text says explicitly as well as inferences drawn from the text.

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<p>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.</p>	
<p>(CI) Central Ideas and Themes of Texts: By the end of grade 12, determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.</p>	<p>RL.CI.7.2. Determine a theme in a literary text (e.g., stories, plays or poetry) and explain how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.</p> <p>RI.CI.7.2. Determine a central idea in an informational text and explain how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.</p>
<p>(TS) Text Structure: By the end of grade 12, analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.</p>	<p>RL.TS.7.4. Analyze the structure an author uses to organize a text and how it contributes to the text as a whole, including how a drama’s or poem’s form or structure (e.g., soliloquy, sonnet) contributes to its meaning.</p> <p>RI.TS.7.4. Analyze the structure an author uses to organize a text and how it contributes to the text as a whole, including using knowledge of text structures (e.g., cause-effect, proposition-support) and genre features (e.g., graphics, captions, indexes) to organize and analyze important information.</p>
<p>(IT) Interactions Among Text Elements: By the end of grade 12, analyze how and why individuals, events, and ideas develop and interact over the course of a text.</p>	<p>RL.IT.7.3. Analyze how particular elements of a text interact including how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.</p> <p>RI.IT.7.3. Analyze how particular elements of a text interact including how a text makes connections and distinctions among individuals, events, and ideas (e.g., through comparisons, analogies, or categories).</p>
<p>(MF) Diverse Media and Formats: By the end of grade 12, synthesize content presented in diverse media and formats, including visually and quantitatively, as well as in words.</p>	<p>RL.MF.7.6. Compare and contrast texts (e.g., a written story, drama, or poem) to its audio, filmed, staged, or multimedia version and analyze the unique qualities of different mediums, including the effects of techniques unique to each medium (e.g., lighting, sound, color, or camera focus and angles in a film).</p>
<p>(CT) Comparison of Texts: By the end of grade 12, analyze and reflect on how two or more texts address similar themes or topics</p>	<p>RL.CT.7.8. Compare and contrast a fictional portrayal of an event, time, place, or character and a historical or scientific account of the same period or event as a means of understanding how authors of fiction use or alter history and/or</p>

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<p>in order to build knowledge or to compare the approaches the authors take.</p>	<p>events.</p>
<b>Writing</b>	
<p>(AW) Argumentative Writing: By the end of grade 12, write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p>	<p>W.AW.7.1. Write arguments on discipline-specific content (e.g., social studies, science, technical subjects, English/Language Arts) to support claims with clear reasons and relevant evidence.</p> <ul style="list-style-type: none"> <li>A. Introduce claim(s) about a topic or issue, acknowledge alternate or opposing claims, and organize the reasons and evidence logically.</li> <li>B. Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources.</li> <li>C. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence.</li> <li>D. Establish and maintain a formal style/academic style, approach, and form.</li> <li>E. Provide a concluding statement or section that follows from and supports the argument presented</li> </ul>
<p>(IW) Informative and Explanatory Writing: By the end of grade 12, write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.</p>	<p>W.IW.7.2. Write informative/explanatory texts (including the narration of historical events, scientific procedures/ experiments, or technical processes) to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</p> <ul style="list-style-type: none"> <li>A. 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) when useful to aid in comprehension.</li> <li>B. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.</li> <li>C. Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.</li> <li>D. Use precise language and domain/ grade-level- specific vocabulary to inform about or explain the topic.</li> <li>E. Establish and maintain a formal style academic style, approach, and form.</li> <li>F. Provide a concluding statement or section (e.g., sentence, part of a paragraph, paragraph, or multiple paragraphs) that follows the flow of ideas, reflects back on the topic, and supports the information or</li> </ul>

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	explanation presented.
(SS) System and Structure of Language: By the end of grade 12, demonstrate command of grammar and usage, capitalization, punctuation, and spelling.	<p>LL.SS.7.1. Demonstrate command of the system and structure of the English language when writing or speaking.</p> <ul style="list-style-type: none"> <li>A. Explain the function of phrases and clauses in general and their function in specific sentences.</li> <li>B. Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.</li> <li>C. Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.</li> <li>D. 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>E. Recognize spelling conventions.</li> </ul>
(KL) Knowledge of Language: By the end of grade 12, apply knowledge of language and command of vocabulary to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.	<p>L.KL.7.2. Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <ul style="list-style-type: none"> <li>A. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases.</li> <li>B. Gather vocabulary knowledge when selecting a word or phrase important to comprehension or expression.</li> <li>C. Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.</li> </ul>
(VL) Vocabulary Acquisition, Use and Literal Meaning: By the end of grade 12, determine the meaning of unknown and multiple-meaning words using analysis of word parts (morphemes), word solving strategies, and consulting general and specialized reference materials, as appropriate.	<p>L.VL.7.3. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, including technical meanings, choosing flexibly from a range of strategies.</p> <ul style="list-style-type: none"> <li>A. 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. 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>C. Analyze the impact of a specific word choice on meaning and tone.</li> <li>D. 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>E. 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> </ul>
(VI) Vocabulary Acquisition, Use and Interpretative Meaning: By	L.VI.7.4. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

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<p>the end of grade 12, interpret figurative and connotative word meanings, including shades of meaning based on word relationships and context.</p>	<p>A. Interpret figures of speech (e.g., literary, biblical, and mythological allusions) in context.</p> <p>B. Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words.</p> <p>C. Analyze the impact of rhymes and other repetitions of sound (e.g., alliteration) on a specific verse or stanza or a poem or section of a story or drama.</p> <p>D. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., refined, respectful, polite, diplomatic, condescending).</p>
<p><b>New Jersey Student Learning Standards: Interdisciplinary Connections</b></p>	
<p><b><u>2020 NJSL Social Studies</u></b> <b>Core Ideas</b></p>	<p><b>Performance Expectations</b> <b>(Identified with Standard Number and statement)</b></p>
<p>Fundamental rights are derived from the inherent worth of each individual and include civil, political, social, economic, and cultural rights.</p>	<p>6.3.8.CivicsHR.1: Construct an argument as to the source of human rights and how they are best protected.</p>
<p><b><u>2020 NJSL Career Readiness, Life Literacies and Key Skills</u></b> <b>Core Ideas</b></p>	<p><b>Performance Expectations</b> <b>(Identified with Standard Number and statement)</b></p>
<p>Life Literacies and Key Skills.</p>	<p>9.4 This standard outline key literacies and technical skills such as critical thinking, global and cultural awareness, and technology literacy* that are critical for students to develop to live and work in an interconnected global economy.</p>
<p><b>Global and Cultural Awareness</b></p>	
<p>Awareness of and appreciation for cultural differences is critical to avoid barriers to productive and positive interaction</p>	<p>9.4.8.GCA.2: Demonstrate openness to diverse ideas and perspectives through active discussions to achieve a group goal. <b>(diversity and inclusion)</b></p>
<p><b>Technology Literacy</b></p>	
<p>Some digital tools are appropriate for gathering, organizing, analyzing, and presenting information, while other types of digital tools are appropriate for creating text, visualizations, models, and communicating with others.</p>	<p>9.4.8.TL.3: Select appropriate tools to organize and present information digitally</p>
<p><b>Digital Citizenship</b></p>	<p>9.4.8.DC.7: Collaborate within a digital community to create a digital artifact using strategies such as crowdsourcing or digital surveys.</p>
<p><b>New Jersey Student Learning Standards: <u>Computer Science and Design Thinking</u></b></p>	
<p><b>Core Ideas</b></p>	<p><b>Performance Expectations</b></p>

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	(Identified with Standard Number and statement)
Economic, political, social and cultural aspects of society drive development of new technological products, processes, and systems.	8.2.8.ITH.1: Explain how the development and use of technology influences economic, political, social, and cultural issues.
<b>New Jersey Student Learning Standards: <a href="#">Climate Change Mandate</a></b>	
<b>Core Ideas</b>	<b>Performance Expectations</b> (Identified with Standard Number and statement)
Reading Language Arts	<p>RI.AA.7.7. Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims. Climate Change Example: Students may evaluate claims and evidence of factors that have caused climate change over the past century.</p> <p>W.SE.7.6. Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation. Climate Change Example: Students may determine the credibility of multiple digital and print data sources that can be used as supporting evidence in constructing a model for describing the cycling of water through Earth’s systems driven by energy from the sun and the force of gravity.</p> <p>SL.II.7.2. Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study. Climate Change Example: Students may present data on the impacts that climate change has on New Jersey to inform the development of related technologies.</p>
Gathering and evaluating knowledge and information from a variety of sources, including global perspectives, fosters creativity and innovative thinking.	9.4.8.CI.1: Assess data gathered on varying perspectives on causes of climate change (e.g., cross-cultural, gender-specific, generational), and determine how the data can best be used to design multiple potential solutions.
Multiple solutions often exist to solve a problem.	<p>9.4.8.CT.1: Evaluate diverse solutions proposed by a variety of individuals, organizations, and/or agencies to a local or global problem, such as climate change and use critical thinking skills to predict which one(s) are likely to be effective.</p> <p>9.4.8.CT.2: Develop multiple solutions to a problem and evaluate short- and long-term effects to determine the most</p>

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	plausible option (e.g., MS-ETS1-4, 6.1.8.CivicsDP.1)
Digital technology and data can be leveraged by communities to address effects of climate change.	9.4.8.DC.8: Explain how communities use data and technology to develop measures to respond to effects of climate change (e.g., smart cities).
Sources of information are evaluated for accuracy and relevance when considering the use of information.	9.4.8.IML.7: Use information from a variety of sources, contexts, disciplines, and cultures for a specific purpose (e.g., 1.2.8.C2a, 1.4.8.CR2a, W.5.8, 6.1.8.GeoSV.3.a, 6.1.8.CivicsDP.4.b, 7.1.NH. IPRET.8).  9.4.8.IML.8: Apply deliberate and thoughtful search strategies to access high-quality information on climate change (e.g., 1.1.8.C1b).

### Unit 1 Knowledge and Skills

**Unit Learning Targets (Objectives):**

*Students will be able to...*

**Reading Skills:**

- Annotate texts to ask questions, track information, and respond thoughtfully
- Determine the meaning of words and phrases in context, including connotative and denotative meanings
- Apply comprehension strategies to understand and analyze literature, including stories, drama, and poems
- Use context clues to define unfamiliar vocabulary and support comprehension
- Cite multiple pieces of textual evidence to support analysis and inferences in constructed responses
- Analyze character interactions/motivations and their relationships to plot, setting, and theme
- Engage in collaborative discussions by building on others' ideas and clearly expressing personal viewpoints
- Identify and describe characteristics of various literary genres
- Recognize and apply academic vocabulary in discussions and writing
- Make, correct, and confirm predictions during reading
- Identify and describe character traits, setting details, and central conflict in literary texts
- Determine and explain how a theme or central idea develops over the course of a text
- Articulate key events in a story's plot and analyze their significance
- Support inferences and character analysis in debates and written responses
- Compare texts by analyzing how setting influences character development and conflict
- Analyze how an author develops and contrasts different characters' or narrators' points of view
- Identify and analyze characters, settings, and key events in dramatic texts

- Compare and contrast a written story with its filmed version by evaluating the effects of techniques unique to each format

#### **Writing Skills:**

- Analyze student writing models to plan a meaningful narrative in response to a prompt
- Organize narratives effectively by improving story beginnings and enhancing use of dialogue, description, pacing, and sensory language
- Revise narrative drafts for clarity, organization, development, style, diction, and sentence effectiveness using a revision guide
- Strengthen writing through planning, revising, editing, rewriting, or trying a new approach with peer and teacher feedback

#### **Language Skills:**

- Apply academic vocabulary words appropriately across multiple contexts
- Use narrative techniques and descriptive language to enhance writing style and voice
- Edit for sentence effectiveness and correct grammar, punctuation, and usage
- Focus writing on purpose and audience while making language choices that reflect tone and clarity

#### **Unit Enduring Understandings:**

##### *Students will know...*

- Compare and contrast methods
- Close reading strategies
- Identification of words based on context
- Point of view
- Theme comparison
- Identifying evidence
- Significance of figurative language usage
- Literary Analysis strategies
- The steps of the writing process
- Interactions between plot elements
- Identification of unknown words or phrases
- How to collaborate effectively
- Teacher expectations and assessment tools
- Academic and high-frequency vocabulary
- Interpret and analyze text
- Author's purpose
- Purpose of technology in real-world situations
- How to use creativity and innovation
- How to use critical thinking and problem solving skills
- How to communicate effectively
- Prose constructed response format

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- Narrative Writing strategies

**Unit Essential Questions:**

- When do differences become conflicts?
- What do readers learn when they study and analyze the conflicts presented in literary works?
- How does that help us with our own conflicts?

**Instructional Plan**

**Suggested Activities**

- “Rikki-Tikki-Tavi” - **Asian Americans and Pacific Islanders (AAPI)** Annotation, context clues, reading comprehension, text dependent response with textual evidence, character, collaborative conversations
- Recognizing genre: Fiction, reviewing academic vocabulary
- “The Wise Old Woman”- Making and confirming predictions, summarizing, identifying and understanding theme
- “Woodsong”- Generating questions, identifying connotation and denotation in writing, author’s and point of view **(climate change)**
- “Nimona”- Textual Evidence **(LGBT and Disabilities)**
- **Paired readings:** “Stargirl”and “Seventh Grade”- Complete a personal response, identify setting, and compare and contrast
- “The Monsters are Due on Maple Street”- Focus on Plot, Dramatic elements and structure
- “The Skin I’m In”- Analyze different point of views of characters/narrators **(diversity and inclusion)** **(Amistad Law)**
- Skills Review
- End of Unit Assessment

**Resources/Texts**

**Study Sync Anchor Texts:**

- “Rikki Tikki Tavi”
- “Seventh Grade”
- “The Monsters are Due on Maple Street”
- “The Skin I’m In”
- “The Wise Old Woman”
- “Woodsong”
- “Nimona”

**Trade Books/Paired Reading for Book Clubs/Workshop Model:**  
Stargirl

**Additional suggested supplemental reading**

The Jungle Book (in Study Sync Library)

**Schoolwide Unit: How Writers Work**

[Resources](#)

**Writer’s Workshop: Follow Schoolwide Unit How Writers Work**

**Evidence of Student Learning**

**Formative Assessments:**

- Think Questions
- Close Read- Skills Focus Question
- Collaborative Conversation
- Peer Review
- Short Response Questions: Literary Analysis, Debate Plan, Personal Response, Comparative

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- Blasts
- Digital Reading Comprehension Questions
- Text Talk/Turn and Talk
- Writer's Notebook
- Notice and Note Signposts
- Do Nows
- Graphic organizers
- Workbook
- Multiple choice assessments
- Timed reading and writing
- Literature responses/circles
- Exit slips
- Writing portfolio
- Workshop Logs and Conferencing
- Schoolwide Process Grading

**Summative Assessments**

- End of Unit Assessment
- Projects/Collaborative Assessments
- Literature Circles/Socratic Circles
- Final Exam

**Benchmark Assessments:**

- Screening- Diagnostic Testing
- LinkIt Benchmark 1
- Writing Assessment

**Alternative Assessments:**

- Independent Novel Study

**Performance Tasks:**

- Extended Writing Project: Narrative

**Suggested Options for Differentiation and Modifications**

**Special Education**

- Follow all IEP modifications.
- Use scaffolds, leveled texts, and differentiated questions.
- Introduce and reinforce key vocabulary before lessons.
- Provide visuals, visual glossaries, word banks, and summaries.
- Pair vocabulary with pictures or movements.
- Offer small-group guided reading and writing.
- Read aloud daily; use choral reading, chants, and songs.
- Provide peer tutoring or assign a supportive "buddy."

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- Offer preferential seating.
  - Allow extended time for assignments or tests.
  - Permit oral or dictated responses.
  - Shorten or modify the number and types of questions.
  - Use large-print, Braille, or digital text with audio, audio highlight, or adjustable speed.
  - Provide books on tape and screen reader access.
  - Use scribes or augmentative communication systems as needed.
  - Include visually stimulating and multimedia resources.
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### Students with 504 Plans

- Follow the 504 plan.
  - Provide extended time for assignments or tests.
  - Offer small-group settings.
  - Allow oral or dictated responses.
  - Use large-print, Braille, or digital text with audio supports.
  - Provide access to a scribe or augmentative communication system.
- 

### Students at Risk of Failure

- Use visuals and pre-teach vocabulary.
  - Provide small-group instruction.
  - Read aloud daily; use choral reading, chants, and songs.
  - Assign a peer tutor or “buddy.”
  - Offer preferential seating.
  - Gradually increase reading passage length as skills improve.
- 

### Gifted and Talented

- Ask open-ended and higher-order questions (analyze, evaluate, create).
- Use “why” and “what if” questioning.
- Allow for discovery learning.
- Offer interest-based extension activities and advanced reading lists.
- Provide varied pre-assessments and assessments.
- Use advanced introductory activities (organizers, concept maps, puzzles).
- Offer flexible small-group learning by ability or interest.
- Include whole-group enrichment explorations.
- Teach advanced thinking and problem-solving skills.
- Implement centers, stations, contracts, and simulations.
- Debrief after activities to encourage reflection.

## Multilingual Learners

- Collaborate with MLL/ESL specialists.
- Provide small-group guided reading and writing.
- Pre-teach vocabulary; label classroom items.
- Use visuals, visual glossaries, and Spanish cognates.
- Offer sentence and speaking frames.
- Assign pictures or movements to vocabulary words.
- Provide books on tape, screen readers, audio highlight, and adjustable audio speed.
- Allow extended time for assignments and tests.
- Permit oral or dictated responses.
- Use supplemental language supports.

## Diversity and Inclusion

- Respect and incorporate cultural traditions.
- Provide alternative assignments when needed.
- Use visuals and clear communication; speak slowly and avoid slang.
- Collaborate with language professionals and MLL teachers.

## Supplemental Resources

- Instructional Materials
  - “Rikki-Tikki-Tavi” CommonLit 6th Grade Lexile- (Guided Reading Mode and Audio)
  - “Wood Song” Blast - Nature Calls
  - *Star Girl* Blast -Thinking for Yourself
  - “Thank You Ma’am” - Harlem Renaissance Introduction BrainPop
  - “Thank You, Ma’am” - Harlem Renaissance Background 4th Grade Level
  - Amistad: <http://www.njamistadcurriculum.net/>
  - Teaching Amistad
  - “Seventh Grade” 6th Grade Lexile
  - “Seventh Grade” Blast - Above and Beyond
- Supplemental Materials
  - Additional Grammar Lesson on Study Sync:
    - Sentence Fragments
    - Action Verbs
  - Bridges to Literature/Interactive Reader Selections as Applicable
  - Scholastic/Scope Magazine as Applicable
  - Standards/Skills based lessoned as needed (Pacing Guide)
  - Additional Blasts
    - [Above and Beyond](#) - In Gary Soto's story "Seventh Grade," student Victor Rodriguez is grateful for the kindness of his French teacher. Students will

connect with this Blast that asks, “How can interactions with teachers influence students?”

- Nature Calls - Gary Paulsen’s “Woodsong” provides students with a natural jumping-off point to ask, “How does nature impact us?”
- Thinking for Yourself - When a new girl arrives at the high school in Jerry Spinelli’s novel *Stargirl*, she stands out as an individual in a school full of conforming students. Her story supplies a provocative example for students to ask, “How do you resist the influence of a group?”

➤ Intervention Materials

- Study Sync Scaffolding
- Study Sync ML Resources

### **LGBTQ and Individuals with Disabilities Resources**

New Jersey Legislation C.18A:35-4.35

LGBTQ+ and Individuals with Disabilities resources and critical thinking exercises to incorporate where appropriate.

- Analyze and evaluate political, economic, and social contributions of persons with disabilities and members of the LGBTQ community where appropriate.
- Investigate the roles and responsibilities of citizenship, including creating positive social change.

### **Social and Emotional Learning - New Jersey SEL**

Competencies and Sub-Competencies Social and emotional learning (SEL) involves the process through which children and adults acquire and apply the knowledge, attitudes and skills necessary to understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions. The purpose of the SEL competencies is to provide schools with guidelines for integrating SEL across grades and subject areas.

#### **Self-Awareness**

- Recognize one’s feelings and thoughts
- Recognize the impact of one’s feelings and thoughts on one’s own behavior
- Recognize one’s personal traits, strengths and limitations
- Recognize the importance of self-confidence in handling daily tasks and challenges

#### **Self-Management**

- Understand and practice strategies for managing one’s own emotions, thoughts and behaviors
- Recognize the skills needed to establish and achieve personal and educational goals
- Identify and apply ways to persevere or overcome barriers through alternative methods to achieve one’s goals

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**Social Awareness**

- Recognize and identify the thoughts, feelings and perspectives of others
- Demonstrate awareness of the differences among individuals, groups and others' cultural backgrounds
- Demonstrate an understanding of the need for mutual respect when viewpoints differ
- Demonstrate an awareness of the expectations for social interactions in a variety of settings

**Responsible Decision-Making**

- Develop, implement and model effective problem solving and critical thinking skills
- Identify the consequences associated with one's actions in order to make constructive choices
- Evaluate personal, ethical, safety and civic impact of decisions

**Relationship Skills**

- Establish and maintain healthy relationships
- Utilize positive communication and social skills to interact effectively with others
- Identify ways to resist inappropriate social pressure
- Demonstrate the ability to prevent and resolve interpersonal conflicts in constructive ways
- Identify who, when, where, or how to seek help for oneself or others when needed

[NJDOE Website on Social and Emotional Learning](#)

**Teacher Notes**

**Additional Resources:**

- Notice and Note Signposts
- Commonlit.org
- Readworks.org
- Newsela.com
- noredink.com

**OCEAN ACADEMY CHARTER SCHOOL**

Unit 2 Overview

**Content Area: English Language Arts**

**Unit Title: Highs and Lows**

**Duration: 30 Days**

**Target Course/Grade Level: ELA 7th Grade**

**Introduction/Unit Focus:**

Centered on the essential question, *What do we learn from love and loss?*, this unit reflects on how authors capture the complexities of human emotion and relationships across time and culture. Through contemporary and classic texts, students will examine how love-whether for family, friends, or others-can shape people's identities, choices, and emotional journeys, and how loss often deepens our understanding of both others and ourselves.

### Reading Skills

Students will analyze a wide range of texts across genres, including poetry, short stories, and novel excerpts. They will explore poems that celebrate and reflect on family bonds and heritage, such as those by Pat Mora, Aracelis Girmay, and Wing Tek Lum. They will also encounter the haunting romance of Edgar Allan Poe's "*Annabel Lee*" and the dramatic narrative of Alfred Noyes' "*The Highwayman*." In addition to poetry, students will read fiction that includes a variety of perspectives on love, connection, and grief-such as the short story "*The Walking Dance*," an excerpt from Edward Bloor's *Tangerine*, and a selection from Charles Dickens' *A Christmas Carol*. As they read, students will strengthen their close reading and analytical skills, focusing on how authors use language, structure, character, and theme to convey emotional depth and meaning.

### Writing Skills

Building on their reading experiences and growing literary insights, students will transition into writing by crafting their own literary analysis essays. They will practice forming strong thesis statements, supporting their ideas with relevant textual evidence, and organizing their writing in a clear, cohesive manner. Through this process, students will learn to express complex ideas about literature in their own words, demonstrating an understanding of how authors explore love and loss through tone, character development, and plot. Emphasis will be placed on revision, peer feedback, and developing a formal writing voice appropriate for literary analysis.

By the end of the unit, students will not only be more confident readers of literature but also thoughtful writers capable of interpreting and analyzing texts with depth and understanding.

### Disciplinary Concepts for the Unit

#### Standard 9.1 Personal Financial Literacy

This standard outlines the important fiscal knowledge, habits, and skills that must be mastered in order for students to make informed decisions about personal finance. Financial literacy is an integral component of a student's college and career readiness, enabling students to achieve fulfilling, financially-secure, and successful careers.

#### Standard 9.2 Career Awareness, Exploration, Preparation and Training

This standard outlines the importance of being knowledgeable about one's interests and talents, and being well informed about postsecondary and career options, career planning, and career requirements.

#### Standard 9.4 Life Literacies and Key Skills

This standard outline key literacies and technical skills such as critical thinking, global and cultural awareness, and technology literacy\* that are critical for students to develop to live and work in an interconnected global economy.

#### Standard 8.1 Computer Science

Computer Science outlines a comprehensive set of concepts and skills, such as data and analysis, algorithms and programming, and computing systems.

#### Standard 8.2 Design Thinking

Technology, outlines the technological design concepts and skills essential for technological and engineering literacy. The framework design includes Engineering Design, Ethics and Culture, and the Effects of Technology on the Natural world among the disciplinary concepts

**Amistad Law: N.J.S.A. 18A 52:16A-88** Every board of education shall incorporate the information regarding the contributions of African-Americans to our country in an appropriate place in the curriculum of elementary and secondary school students.

**Holocaust Law: N.J.S.A. 18A:35-28** Every board of education shall include instruction on the Holocaust and genocide in an appropriate place in the curriculum of all elementary and secondary school pupils. The instruction shall further emphasize the personal responsibility that each citizen bears to fight racism and hatred whenever and wherever it happens.

**LGBT and Disabilities Law: N.J.S.A. 18A:35-4.35** A board of education shall include instruction on the political, economic, and social contributions of persons with disabilities and lesbian, gay, bisexual, and transgender people, in an appropriate place in the curriculum of middle school and high school students as part of the district's implementation of the New Jersey Student Learning Standards (N.J.S.A.18A:35-4.36) A board of education shall have policies and procedures in place pertaining to the selection of instructional materials to implement the requirements of N.J.S.A. 18A:35-4.35.

**Diversity and Inclusion: C.18A:35-4.36a** Curriculum to include instruction on diversity and inclusion.

The instruction shall:

- (1) highlight and promote diversity, including economic diversity, equity, inclusion, tolerance, and belonging in connection with gender and sexual orientation, race and ethnicity, disabilities, and religious tolerance;
- (2) examine the impact that unconscious bias and economic disparities have at both an individual level and on society as a whole; and
- (3) encourage safe, welcoming, and inclusive environments for all students regardless of race or ethnicity, sexual and gender identities, mental and physical disabilities, and religious beliefs.

**Asian Americans and Pacific Islanders (AAPI)**

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Ensures that the contributions, history, and heritage of Asian Americans and Pacific Islanders (AAPI) are included in the New Jersey Student Learning Standards (NJSLS) for Social Studies in kindergarten through Grade 12 (P.L.2021, c.416).

**21st Century Themes and Skills**

“Twenty-first century themes and skills” means themes such as global awareness; financial, economic, business, and entrepreneurial literacy; civic literacy; health literacy; learning and innovation skills, including creativity and innovation, critical thinking and problem solving, and communication and collaboration; information, media, and technology skills; and life and career skills, including flexibility. Career readiness, life literacies, and key skills education provides students with the necessary skills to make informed career and financial decisions, engage as responsible community members in a digital society, and to successfully meet the challenges and opportunities in an interconnected global economy.”

[New Jersey Student Learning Standards-ELA](#)  
[Grade 7 ELA Standards with Practices](#)

**Focus Standards**

**Reading Literature**

(CR) Close Reading of Text: By the end of grade 12, read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

RL.CR.7.1. Cite several pieces of textual evidence and make relevant connections to support analysis of what a literary text says explicitly as well as inferences drawn from the text.

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

(CI) Central Ideas and Themes of Texts: By the end of grade 12, determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

RL.CI.7.2. Determine a theme in a literary text (e.g., stories, plays or poetry) and explain how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.

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

(IT) Interactions Among Text Elements: By the end of grade 12, analyze how and why individuals, events, and ideas develop and interact over the course of a text.

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

RI.IT.7.3. Analyze how particular elements of a text

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	interact including how a text makes connections and distinctions among individuals, events, and ideas (e.g., through comparisons, analogies, or categories).
(VL) Vocabulary Acquisition, Use and Literal Meaning: By the end of grade 12, determine the meaning of unknown and multiple-meaning words using analysis of word parts (morphemes), word solving strategies, and consulting general and specialized reference materials, as appropriate.	<p>L.VL.7.3. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, including technical meanings, choosing flexibly from a range of strategies.</p> <ul style="list-style-type: none"> <li>A. 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. 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>C. Analyze the impact of a specific word choice on meaning and tone.</li> <li>D. 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>E. 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> </ul>
(TS) Text Structure: By the end of grade 12, analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.	<p>RL.TS.7.4. Analyze the structure an author uses to organize a text and how it contributes to the text as a whole, including how a drama’s or poem’s form or structure (e.g., soliloquy, sonnet) contributes to its meaning.</p> <p>RI.TS.7.4. Analyze the structure an author uses to organize a text and how it contributes to the text as a whole, including using knowledge of text structures (e.g., cause-effect, proposition-support) and genre features (e.g., graphics, captions, indexes) to organize and analyze important information.</p>
(PP) Perspective and Purpose in Texts: By the end of grade 12, assess how perspective or purpose shapes the content and style of a text.	RI.PP.7.5. Determine how an author conveys or develops perspective or purpose in a text through distinguishing their position from that of others using evidence.
(CT) Comparison of Texts: By the end of grade 12, analyze and reflect on how two or more texts address similar themes or topics in order to build	RL.CT.7.8. Compare and contrast a fictional portrayal of an event, time, place, or character and a historical or scientific account of the same period or event as a means of understanding how authors of fiction use or alter history and/or events.

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<p>knowledge or to compare the approaches the authors take.</p>	<p>RI.CT.7.8. Analyze and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) how two or more authors writing informational texts about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts.</p>
<p>(VL) Vocabulary Acquisition, Use and Literal Meaning: By the end of grade 12, determine the meaning of unknown and multiple-meaning words using analysis of word parts (morphemes), word solving strategies, and consulting general and specialized reference materials, as appropriate.</p>	<p>L.VL.7.3. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, including technical meanings, choosing flexibly from a range of strategies.</p> <ul style="list-style-type: none"> <li>A. 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. 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>C. Analyze the impact of a specific word choice on meaning and tone.</li> <li>D. 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>E. 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> </ul>
<p>(MF) Diverse Media and Formats: By the end of grade 12, synthesize content presented in diverse media and formats, including visually and quantitatively, as well as in words.</p>	<p>RI.MF.7.6. Compare and contrast texts to analyze the unique qualities of different mediums, including the integration of information from multiple formats and sources to develop deeper understanding of the concept, topic or subject and resolve conflicting information.</p>
<p>(AA) Analysis of an Argument: By the end of grade 12, evaluate the argument and specific claims in a text, including the validity of the reasoning, the credibility and accuracy of each source as well as the relevance and sufficiency of the evidence.</p>	<p>RI.AA.7.7. Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims.</p>

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<b>New Jersey Student Learning Standards: Interdisciplinary Connections</b>	
<b><u>2020 NJSLS Social Studies</u></b> <b>Core Ideas</b>	<b>Performance Expectations</b> (Identified with Standard Number and statement)
An individual’s perspective is impacted by one’s background and experiences.	6.2.8.HistoryUP.3.a: Compare and contrast social hierarchies in classical civilizations as they relate to power, wealth, and equality.
<b><u>2020 NJSLS Career Readiness, Life Literacies and Key Skills</u></b> <b>Core Ideas</b>	<b>Performance Expectations</b> (Identified with Standard Number and statement)
<b>Career Awareness and Planning</b>	
An individual’s strengths, lifestyle goals, choices, and interests affect employment and income	9.2.8.CAP.3: Explain how career choices, educational choices, skills, economic conditions, and personal behavior affect income.
<b>Global and Cultural Awareness</b>	.
Awareness of and appreciation for cultural differences is critical to avoid barriers to productive and positive interaction.	9.4.8.GCA.1: Model how to navigate cultural differences with sensitivity and respect (e.g., 1.5.8.C1a). <b>(Diversity and Inclusion)</b>  9.4.8.GCA.2: Demonstrate openness to diverse ideas and perspectives through active discussions to achieve a group goal. <b>(Diversity and Inclusion)</b>
<b>Technology Literacy</b>	
Some digital tools are appropriate for gathering, organizing, analyzing, and presenting information, while other types of digital tools are appropriate for creating text, visualizations, models, and communicating with others.	9.4.8.TL.3: Select appropriate tools to organize and present information digitally.
<b>Digital Citizenship</b>	9.4.8.DC.7: Collaborate within a digital community to create a digital artifact using strategies such as crowdsourcing or digital surveys.
<b>New Jersey Student Learning Standards: <u>Computer Science and Design Thinking</u></b>	
<b>Core Ideas</b>	<b>Performance Expectations</b> (Identified with Standard Number and statement)
<b>Interaction of Technology and Humans</b>	
Improvements in technology are intended to make the completion	8.2.8.ITH.2: Compare how technologies have influenced society over time

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of tasks easier, safer, and/or more efficient.	
<b>New Jersey Student Learning Standards: <u>Climate Change Mandate</u></b>	
<b>Core Ideas</b>	<b>Performance Expectations (Identified with Standard Number and statement)</b>
Reading Language Arts	<p>RI.AA.7.7. Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims. Climate Change Example: Students may evaluate claims and evidence of factors that have caused climate change over the past century.</p> <p>W.SE.7.6. Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation. Climate Change Example: Students may determine the credibility of multiple digital and print data sources that can be used as supporting evidence in constructing a model for describing the cycling of water through Earth's systems driven by energy from the sun and the force of gravity.</p> <p>SL.II.7.2. Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study. Climate Change Example: Students may present data on the impacts that climate change has on New Jersey to inform the development of related technologies.</p>
Gathering and evaluating knowledge and information from a variety of sources, including global perspectives, fosters creativity and innovative thinking.	9.4.8.CI.1: Assess data gathered on varying perspectives on causes of climate change (e.g., cross-cultural, gender-specific, generational), and determine how the data can best be used to design multiple potential solutions.
Multiple solutions often exist to solve a problem.	<p>9.4.8.CT.1: Evaluate diverse solutions proposed by a variety of individuals, organizations, and/or agencies to a local or global problem, such as climate change and use critical thinking skills to predict which one(s) are likely to be effective.</p> <p>9.4.8.CT.2: Develop multiple solutions to a problem and evaluate short- and long-term effects to determine the</p>

most plausible option (e.g., MS-ETS1-4, 6.1.8.CivicsDP.1)

## Unit 2 Knowledge and Skills

### Unit Learning Targets (Objectives):

*Students will be able to...*

#### Reading Skills:

- Visualize by creating mental images to enhance understanding of a text
- Identify and describe characters, setting details, and key events in a poem's plot
- Analyze the impact of rhyme and repetition on specific stanzas or verses in poetry
- Identify and interpret figures of speech within the context of a poem
- Compare and contrast a poem with its multimedia version by analyzing the unique effects of each format
- Analyze rhyme, rhythm, allusion, and sound elements in a poem to determine the speaker's perspective in a written response
- Demonstrate understanding of a poem's point of view through creative expression
- Identify and describe key ideas and supporting details in literary and informational texts
- Use context clues to determine the meaning of words and phrases
- Analyze figurative language in an essay to deepen comprehension
- Compare and contrast relationships using figurative language in a short written response
- Identify character traits, setting details, and central conflict in both poems and stories
- Identify plot elements and explain how they convey theme in a written response
- Analyze how a poem's form or structure contributes to its meaning
- Identify and explain how specific details convey central ideas in a poem
- Determine two or more central ideas in a text and analyze their development throughout
- Analyze main ideas from a text to contribute meaningfully to collaborative discussions
- Analyze the effect of sound elements such as rhyme and repetition in poetry
- Evaluate how poetic elements and film adaptations influence mood and meaning in a short written response
- Analyze how an author organizes a text and how each section contributes to the development of ideas
- Compare and contrast themes across different genres of literature

#### Writing Skills - *Literary Analysis Focus:*

- Analyze a student model to plan a well-organized argumentative literary response
- Write a literary analysis with a clear thesis, relevant evidence, organized structure, and formal style
- Strengthen written analysis by improving introductions, transitions, and conclusion paragraphs

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- Use a revision guide to revise for clarity, organization, development, style, diction, and sentence effectiveness

**Language Skills:**

- Apply figurative language and poetic devices appropriately in written responses and original poems
- Use precise language and formal tone to strengthen literary and argumentative writing
- Demonstrate understanding of academic and literary vocabulary in both reading and writing contexts

**Unit Enduring Understandings:**

*Students will know...*

- Compare and contrast methods
- Close reading strategies
- Identification of words based on context
- Point of view
- Theme comparison
- Identifying evidence
- Significance of figurative language usage
- Literary Analysis strategies
- The steps of the writing process
- Interactions between plot elements
- Identification of unknown words or phrases
- How to collaborate effectively
- Teacher expectations and assessment tools
- Academic and high-frequency vocabulary
- Interpret and analyze text
- Author's purpose
- Purpose of technology in real-world situations
- How to use creativity and innovation
- How to use critical thinking and problem solving skills
- How to communicate effectively
- Prose constructed response format
- Literary Analysis Writing strategies

**Unit Essential Questions:**

- What do we learn from love and loss?

**Instructional Plan**

**Suggested Activities**

**Resources/Texts**

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- Unit Preview video and Big Idea: What do we learn from love and loss?- Recognize genre (Poetry) & Academic Vocabulary
- “Annabel Lee”- Visualizing, Adjusting fluency, Poetic Elements and Structure, Figurative Language, Media
- Paired Readings: “My Mother Pieced Quilts & Museum Indians”- (Diversity and Inclusion) Context Clues and Figurative Language
- “Walking Dance”- Making connections, Plot, Textual Evidence (Diversity and Inclusion)
- “No Dream Too High: Simone Biles- Central or Main Idea (Diversity and Inclusion)(Amistad Law)
- “Second Estrangement”- Poetic Elements and Structure
- “The Highwayman”- Poetic Elements and Structure & Media
- “Flesh and Blood So Cheap: The Triangle Fire and Legacy- Informational Text Structure
- Paired Readings: “A Christmas Carol,” “Tangerine,” & “My Mother Really Knew”
- Book Clubs: Flesh and Blood So Cheap: The Triangle Fire and Legacy, Tangerine (Climate Change), Ghost(Amistad Law), Love, Stargirl
- Skills Review-Spotlight Skill Lesson
- End-of- Unit Assessment

**Study Sync Anchor Texts:**

- “Annabel Lee”
- “My Mother Pieced Quilts”
- “Museum Indians”
- “Walking Dance”
- “Second Estrangement”
- “No Dream Too High: Simone Biles”
- “The Highwayman”
- “A Christmas Carol”

**Trade Books/Paired Reading for Book Clubs/Workshop Model:**

- Flesh and Blood So Cheap: The Triangle Fire and Legacy
- Tangerine
- Ghost
- Love, Stargirl

**Additional suggested supplemental reading**

**Schoolwide Unit: Book Review**

[Resources](#)

Schoolwide Writer’s Workshop: Follow Book Review Unit

**Evidence of Student Learning**

**Formative Assessments:**

- Think Questions
- Close Read- Skills Focus Question
- Collaborative Conversation
- Peer Review
- Short Response Questions: Literary Analysis, Debate Plan, Personal Response, Comparative
- Blasts
- Digital Reading Comprehension Questions
- Text Talk/Turn and Talk
- Writer’s Notebook
- Notice and Note Signposts
- Do Nows
- Graphic organizers
- Workbook

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- Multiple choice assessments
- Timed reading and writing
- Literature responses/circles
- Exit slips
- Writing portfolio
- Workshop Logs and Conferencing
- Schoolwide Writing Process Grading

**Summative Assessments**

- End of Unit Assessment
- Projects/Collaborative Assessments
- Literature Circles/Socratic Circles

**Alternative Assessments**

- Independent Novel Study
- Link It!
- Teacher created assessments
- Self-selected reading materials/vocabulary
- Stations and workshops
- Socratic Seminar
- Discussion Board (Google Classroom)

**Performance Tasks:**

- Literary Analysis essay

**Suggested Options for Differentiation and Modifications**

**Special Education**

- Follow all IEP modifications.
- Use scaffolds, leveled texts, and differentiated questions.
- Introduce and reinforce key vocabulary before lessons.
- Provide visuals, visual glossaries, word banks, and summaries.
- Pair vocabulary with pictures or movements.
- Offer small-group guided reading and writing.
- Read aloud daily; use choral reading, chants, and songs.
- Provide peer tutoring or assign a supportive “buddy.”
- Offer preferential seating.
- Allow extended time for assignments or tests.
- Permit oral or dictated responses.
- Shorten or modify the number and types of questions.
- Use large-print, Braille, or digital text with audio, audio highlight, or adjustable speed.
- Provide books on tape and screen reader access.
- Use scribes or augmentative communication systems as needed.

- Include visually stimulating and multimedia resources.
- 

### **Students with 504 Plans**

- Follow the 504 plan.
  - Provide extended time for assignments or tests.
  - Offer small-group settings.
  - Allow oral or dictated responses.
  - Use large-print, Braille, or digital text with audio supports.
  - Provide access to a scribe or augmentative communication system.
- 

### **Students at Risk of Failure**

- Use visuals and pre-teach vocabulary.
  - Provide small-group instruction.
  - Read aloud daily; use choral reading, chants, and songs.
  - Assign a peer tutor or “buddy.”
  - Offer preferential seating.
  - Gradually increase reading passage length as skills improve.
- 

### **Gifted and Talented**

- Ask open-ended and higher-order questions (analyze, evaluate, create).
  - Use “why” and “what if” questioning.
  - Allow for discovery learning.
  - Offer interest-based extension activities and advanced reading lists.
  - Provide varied pre-assessments and assessments.
  - Use advanced introductory activities (organizers, concept maps, puzzles).
  - Offer flexible small-group learning by ability or interest.
  - Include whole-group enrichment explorations.
  - Teach advanced thinking and problem-solving skills.
  - Implement centers, stations, contracts, and simulations.
  - Debrief after activities to encourage reflection.
- 

### **Multilingual Learners**

- Collaborate with MLL/ESL specialists.
- Provide small-group guided reading and writing.
- Pre-teach vocabulary; label classroom items.

- Use visuals, visual glossaries, and Spanish cognates.
- Offer sentence and speaking frames.
- Assign pictures or movements to vocabulary words.
- Provide books on tape, screen readers, audio highlight, and adjustable audio speed.
- Allow extended time for assignments and tests.
- Permit oral or dictated responses.
- Use supplemental language supports.

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### Diversity and Inclusion

- Respect and incorporate cultural traditions.
- Provide alternative assignments when needed.
- Use visuals and clear communication; speak slowly and avoid slang.
- Collaborate with language professionals and MLL teachers.

### Supplemental Resources

- Instructional Materials
  - “Annabell Lee” - Edgar Allan Poe Introduction -BrainPOP
  - “Museum Indians” - Blast: Lost and Found
  - “Museum Indians” Blast: No Place Like Home
  - “No Dream Too High: Simone Biles” - Paired Text “Big Dreams” 5th grade Reading Level
  - “The Highwayman”- Blast: Ballard and the Bard
  - *Flesh and Blood so Cheap*- Blast: Retweet for Rescue
  - “A Christmas Carol” Introduction BrainPOP “A Christmas Carol” Excerpt Readworks 6th Grade Reading Level “A Christmas Carol” BBC Film Adaptation
  - “A Christmas Carol” BBC Audio
  - Standards/Skills based lessoned as needed (Pacing Guide)
- Supplemental Materials
  - Additional Blasts:
    - [We Are Family](#)- The multiple texts about family relationships provide students with a natural jumping-off point to ask, “How do you define family?”
    - [No Place Like Home](#)- The different childhoods of Susan Power and her mother in “Museum Indians” provide students with context to think about the question, “How does your hometown define who you are?”
    - [Retweet for Rescue](#)- After reading *Flesh and Blood So Cheap*, students can apply their thinking to a more immediate context as they answer the question, “How should social media be used during life-threatening situations?”
  - Additional Grammar Lessons on Study Sync:
    - Adverb Clauses
    - Essential and Nonessential Clauses

- Simple and Compound Sentences
- Compound-Complex Sentences Verbs
- Bridges to Literature/Interactive Reader Selections as Applicable
- Scholastic/Scope Magazine as Applicable
- Intervention Materials
  - Study Sync Scaffolding
  - Study Sync ELL Resources

### **Social and Emotional Learning - New Jersey SEL**

Competencies and Sub-Competencies Social and emotional learning (SEL) involves the process through which children and adults acquire and apply the knowledge, attitudes and skills necessary to understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions. The purpose of the SEL competencies is to provide schools with guidelines for integrating SEL across grades and subject areas.

#### **Self-Awareness**

- Recognize one's feelings and thoughts
- Recognize the impact of one's feelings and thoughts on one's own behavior
- Recognize one's personal traits, strengths and limitations
- Recognize the importance of self-confidence in handling daily tasks and challenges

#### **Self-Management**

- Understand and practice strategies for managing one's own emotions, thoughts and behaviors
- Recognize the skills needed to establish and achieve personal and educational goals
- Identify and apply ways to persevere or overcome barriers through alternative methods to achieve one's goals

#### **Social Awareness**

- Recognize and identify the thoughts, feelings and perspectives of others
- Demonstrate awareness of the differences among individuals, groups and others' cultural backgrounds
- Demonstrate an understanding of the need for mutual respect when viewpoints differ
- Demonstrate an awareness of the expectations for social interactions in a variety of settings

#### **Responsible Decision-Making**

- Develop, implement and model effective problem solving and critical thinking skills
- Identify the consequences associated with one's actions in order to make constructive choices
- Evaluate personal, ethical, safety and civic impact of decisions

#### **Relationship Skills**

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- Establish and maintain healthy relationships
- Utilize positive communication and social skills to interact effectively with others
- Identify ways to resist inappropriate social pressure
- Demonstrate the ability to prevent and resolve interpersonal conflicts in constructive ways
- Identify who, when, where, or how to seek help for oneself or others when needed

[NJDOE Website on Social and Emotional Learning](#)

**Teacher Notes**

**Additional Resources:**

- Notice and Note Signposts
- Commonlit.org
- Readworks.org
- Newsela.com
- noredink.com

**OCEAN ACADEMY CHARTER SCHOOL**

Unit 3 Overview

**Content Area: English Language Arts**

**Unit Title: Chasing the Impossible**

**Duration 30 Days**

**Target Course/Grade Level: 7th Grade**

### Introduction/Unit Focus:

This unit emphasizes argumentative writing and invites students to explore the essential idea of how individuals use their voices to overcome obstacles and advocate for change. Through a range of literary and nonfiction texts, students will examine how people strive to improve their lives and communities by standing up for what they believe in.

The unit includes a variety of powerful historical letters that present strong, persuasive arguments. Students will read and analyze pieces such as the Grand Council Fire of American Indians' letter to the mayor of Chicago, urging respect for Native traditions, and Mother Jones' letter to President Theodore Roosevelt, calling attention to the injustice of child labor. These texts provide authentic examples of how writing can be used as a tool for advocacy and social action.

### Reading Skills:

As students read across genres-short stories, informational texts, historical letters-they will explore how authors build arguments, support claims with evidence, and appeal to their audiences through language and tone. Students will identify key components of argumentative texts and evaluate how writers use reasoning and rhetorical techniques to influence readers.

### Writing Skills:

Building on their reading, students will transition into writing their own arguments. Drawing on the techniques they've studied, students will craft a persuasive essay proposing a new club, class, or activity that would support their goals or interests. Throughout the writing process, they will develop a clear claim, support it with logical reasoning and relevant evidence, and revise their work for clarity and effectiveness. The unit encourages students to use their voice and writing as a way to take meaningful steps toward achieving their goals.

### Disciplinary Concepts for the Unit

#### Standard 9.1 Personal Financial Literacy

This standard outlines the important fiscal knowledge, habits, and skills that must be mastered in order for students to make informed decisions about personal finance. Financial literacy is an integral component of a student's college and career readiness, enabling students to achieve fulfilling, financially-secure, and successful careers.

#### Standard 9.2 Career Awareness, Exploration, Preparation and Training

This standard outlines the importance of being knowledgeable about one's interests and talents, and being well informed about postsecondary and career options, career planning, and career requirements.

#### Standard 9.4 Life Literacies and Key Skills

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This standard outline key literacies and technical skills such as critical thinking, global and cultural awareness, and technology literacy\* that are critical for students to develop to live and work in an interconnected global economy.

Standard 8.1 Computer Science

Computer Science outlines a comprehensive set of concepts and skills, such as data and analysis, algorithms and programming, and computing systems.

Standard 8.2 Design Thinking

Technology, outlines the technological design concepts and skills essential for technological and engineering literacy. The framework design includes Engineering Design, Ethics and Culture, and the Effects of Technology on the Natural world among the disciplinary concepts

**Amistad Law: N.J.S.A. 18A 52:16A-88** Every board of education shall incorporate the information regarding the contributions of African-Americans to our country in an appropriate place in the curriculum of elementary and secondary school students.

**Holocaust Law: N.J.S.A. 18A:35-28** Every board of education shall include instruction on the Holocaust and genocide in an appropriate place in the curriculum of all elementary and secondary school pupils. The instruction shall further emphasize the personal responsibility that each citizen bears to fight racism and hatred whenever and wherever it happens.

**LGBT and Disabilities Law: N.J.S.A. 18A:35-4.35** A board of education shall include instruction on the political, economic, and social contributions of persons with disabilities and lesbian, gay, bisexual, and transgender people, in an appropriate place in the curriculum of middle school and high school students as part of the district's implementation of the New Jersey Student Learning Standards (N.J.S.A.18A:35-4.36) A board of education shall have policies and procedures in place pertaining to the selection of instructional materials to implement the requirements of N.J.S.A. 18A:35-4.35.

**Diversity and Inclusion: C.18A:35-4.36a** Curriculum to include instruction on diversity and inclusion.

The instruction shall:

- (1) highlight and promote diversity, including economic diversity, equity, inclusion, tolerance, and belonging in connection with gender and sexual orientation, race and ethnicity, disabilities, and religious tolerance;
- (2) examine the impact that unconscious bias and economic disparities have at both an individual level and on society as a whole; and
- (3) encourage safe, welcoming, and inclusive environments for all students regardless of race or ethnicity, sexual and gender identities, mental and physical disabilities, and religious beliefs.

**Asian Americans and Pacific Islanders (AAPI)**

Ensures that the contributions, history, and heritage of Asian Americans and Pacific Islanders

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(AAPI) are included in the New Jersey Student Learning Standards (NJSLS) for Social Studies in kindergarten through Grade 12 (P.L.2021, c.416).

**21st Century Themes and Skills**

“Twenty-first century themes and skills” means themes such as global awareness; financial, economic, business, and entrepreneurial literacy; civic literacy; health literacy; learning and innovation skills, including creativity and innovation, critical thinking and problem solving, and communication and collaboration; information, media, and technology skills; and life and career skills, including flexibility. Career readiness, life literacies, and key skills education provides students with the necessary skills to make informed career and financial decisions, engage as responsible community members in a digital society, and to successfully meet the challenges and opportunities in an interconnected global economy.”

[New Jersey Student Learning Standards-ELA](#)  
[Grade 7 ELA Standards with Practices](#)

**Focus Standards**

<p>(CR) Close Reading of Text: By the end of grade 12, read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.</p>	<p>RL.CR.7.1. Cite several pieces of textual evidence and make relevant connections to support analysis of what a literary text says explicitly as well as inferences drawn from the text.</p> <p>RI.CR.7.1. Cite several pieces of textual evidence and make relevant connections to support analysis of what an informational text says explicitly as well as inferences drawn from the text.</p>
<p>(CI) Central Ideas and Themes of Texts: By the end of grade 12, determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.</p>	<p>RL.CI.7.2. Determine a theme in a literary text (e.g., stories, plays or poetry) and explain how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.</p> <p>RI.CI.7.2. Determine a central idea in an informational text and explain how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.</p>
<p>(IT) Interactions Among Text Elements: By the end of grade 12, analyze how and why individuals, events, and ideas develop and interact over the course of a text.</p>	<p>RL.IT.7.3. Analyze how particular elements of a text interact including how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.</p> <p>RI.IT.7.3. Analyze how particular elements of a text interact including how a text makes connections and distinctions among individuals, events, and ideas (e.g., through comparisons, analogies, or categories).</p>
<p>(VL) Vocabulary Acquisition, Use</p>	<p>L.VL.7.3. Determine or clarify the meaning of unknown</p>

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<p>and Literal Meaning: By the end of grade 12, determine the meaning of unknown and multiple-meaning words using analysis of word parts (morphemes), word solving strategies, and consulting general and specialized reference materials, as appropriate.</p>	<p>and multiple-meaning words and phrases based on grade 7 reading and content, including technical meanings, choosing flexibly from a range of strategies.</p> <ul style="list-style-type: none"> <li>A. 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. 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>C. Analyze the impact of a specific word choice on meaning and tone.</li> <li>D. 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>E. 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> </ul>
<p>(CT) Comparison of Texts: By the end of grade 12, analyze and reflect on how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.</p>	<p>RL.CT.7.8. Compare and contrast a fictional portrayal of an event, time, place, or character and a historical or scientific account of the same period or event as a means of understanding how authors of fiction use or alter history and/or events.</p> <p>RI.CT.7.8. Analyze and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) how two or more authors writing informational texts about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts.</p>
<p>(TS) Text Structure: By the end of grade 12, analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.</p>	<p>RL.TS.7.4. Analyze the structure an author uses to organize a text and how it contributes to the text as a whole, including how a drama’s or poem’s form or structure (e.g., soliloquy, sonnet) contributes to its meaning.</p> <p>RI.TS.7.4. Analyze the structure an author uses to organize a text and how it contributes to the text as a whole, including using knowledge of text structures (e.g., cause-effect, proposition-support) and genre features (e.g., graphics, captions, indexes) to organize and analyze important information.</p>
<p>(PP) Perspective and Purpose in</p>	<p>RI.PP.7.5. Determine how an author conveys or develops</p>

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Texts: By the end of grade 12, assess how perspective or purpose shapes the content and style of a text.	perspective or purpose in a text through distinguishing their position from that of others using evidence.
(MF) Diverse Media and Formats: By the end of grade 12, synthesize content presented in diverse media and formats, including visually and quantitatively, as well as in words	RL.MF.7.6. Compare and contrast texts (e.g., a written story, drama, or poem) to its audio, filmed, staged, or multimedia version and analyze the unique qualities of different mediums, including the effects of techniques unique to each medium (e.g., lighting, sound, color, or camera focus and angles in a film).
(AA) Analysis of an Argument: By the end of grade 12, evaluate the argument and specific claims in a text, including the validity of the reasoning, the credibility and accuracy of each source as well as the relevance and sufficiency of the evidence	RI.AA.7.7. Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims.
<b>Writing</b>	
<b>Text Types and Purposes</b>	
(AW) Argumentative Writing: By the end of grade 12, write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.	<p>W.AW.7.1. Write arguments on discipline-specific content (e.g., social studies, science, technical subjects, English/Language Arts) to support claims with clear reasons and relevant evidence.</p> <ul style="list-style-type: none"> <li>A. Introduce claim(s) about a topic or issue, acknowledge alternate or opposing claims, and organize the reasons and evidence logically.</li> <li>B. Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources.</li> <li>C. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence.</li> <li>D. Establish and maintain a formal style/academic style, approach, and form.</li> <li>E. Provide a concluding statement or section that follows from and supports the argument presented.</li> </ul>
(IW) Informative and Explanatory Writing: By the end of grade 12, write informative/explanatory texts to examine and convey complex ideas and information	W.IW.7.2. Write informative/explanatory texts (including the narration of historical events, scientific procedures/experiments, or technical processes) to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

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<p>clearly and accurately through the effective selection, organization, and analysis of content.</p>	<ul style="list-style-type: none"> <li>A. 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) when useful to aid in comprehension.</li> <li>B. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.</li> <li>C. Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.</li> <li>D. Use precise language and domain/ grade-level-specific vocabulary to inform about or explain the topic.</li> <li>E. Establish and maintain a formal style, academic style, approach, and form.</li> <li>F. Provide a concluding statement or section (e.g., sentence, part of a paragraph, paragraph, or multiple paragraphs) that follows the flow of ideas, reflects back on the topic, and supports the information or explanation presented.</li> </ul>
<p>(SE) Sources of Evidence: By the end of grade 12, gather relevant information and evidence from multiple sources to support analysis, reflection, and research, while assessing the credibility and accuracy of each source, and integrating the information while avoiding plagiarism.</p>	<p>W.SE.7.6. Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.</p>
<p>(WP) Writing Process: By the end of grade 12, develop and strengthen writing as needed by planning, revising, editing, rewriting, and publishing.</p>	<p>W.WP.7.4. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning; flexibly making editing and revision choices and sustaining effort to complete complex writing tasks; and focusing on how well purpose and audience have been addressed.</p>
<p>(WR) Writing Research: By the end of grade 12, conduct short as well as more sustained research projects, utilizing an inquiry-based research process, based on focused questions, demonstrating understanding of the subject under investigation.</p>	<p>W.WR.7.5. Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.</p>

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<p>(RW) Range of Writing: By the end of grade 12, write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.</p>	<p>W.RW.7.7. Write routinely over extended time frames (time for research, reflection, metacognition/self-correction, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p>
<p><b>Speaking and Listening</b></p>	
<p>(PE) Participate Effectively: By the end of grade 12, prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.</p>	<p>SL.PE.7.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.</p> <ul style="list-style-type: none"> <li>A. 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. Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.</li> <li>C. 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>D. Acknowledge new information expressed by others and, when warranted, modify their own views.</li> </ul>
<p>(ES) Evaluate Speakers: By the end of grade 12, evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.</p>	<p>SL.ES.7.3. Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.</p>
<p>(II) Integrate Information: By the end of grade 12, integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.</p>	<p>SL.II.7.2. Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.</p>
<p>(PI) Present Information: By the end of grade 12, present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are</p>	<p>SL.PI.7.4. Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.</p>

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appropriate to task, purpose, and audience.	
(UM) Use Media: By the end of grade 12, make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.	SL.UM.7.5. Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.
(AS) Adapt Speech: By the end of grade 12, adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.	SL.AS.7.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.
<b>Language</b>	
(SS) System and Structure of Language: By the end of grade 12, demonstrate command of grammar and usage, capitalization, punctuation, and spelling.	LL.SS.7.1. Demonstrate command of the system and structure of the English language when writing or speaking. <ul style="list-style-type: none"> <li>A. Explain the function of phrases and clauses in general and their function in specific sentences.</li> <li>B. Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.</li> <li>C. Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.</li> <li>D. 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>E. Recognize spelling conventions.</li> </ul>
(KL) Knowledge of Language: By the end of grade 12, apply knowledge of language and command of vocabulary to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.	L.KL.7.2. Use knowledge of language and its conventions when writing, speaking, reading, or listening. <ul style="list-style-type: none"> <li>A. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases.</li> <li>B. Gather vocabulary knowledge when selecting a word or phrase important to comprehension or expression.</li> <li>C. Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.</li> </ul>
(VL) Vocabulary Acquisition, Use and Literal Meaning: By the end of grade 12, determine the meaning	L.VL.7.3. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, including technical meanings,

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<p>of unknown and multiple-meaning words using analysis of word parts (morphemes), word solving strategies, and consulting general and specialized reference materials, as appropriate.</p>	<p>choosing flexibly from a range of strategies.</p> <ul style="list-style-type: none"> <li>A. 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. 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>C. Analyze the impact of a specific word choice on meaning and tone.</li> <li>D. 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>E. 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> </ul>
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**New Jersey Student Learning Standards: Interdisciplinary Connections**

<u>2020 NJSL Social Studies</u> <u>Core Ideas</u>	<u>Performance Expectations</u> <u>(Identified with Standard Number and statement)</u>
D. History, Culture, and Perspectives	6.1.8.D.4.b Describe efforts to reform education, women’s rights, slavery, and other issues during the Antebellum period.
Social and political systems have protected and denied human rights (to varying degrees) throughout time.	6.1.8.HistoryCC.4.b: Explain the growing resistance to slavery and New Jersey’s role in the Underground Railroad
	6.1.8.CivicsHR.3.b Evaluate the impact of the institution of slavery on the political and economic expansion of the United States.
<u>Career Awareness and Planning</u>	
An individual’s strengths, lifestyle goals, choices, and interests affect employment and income	<p>9.2.8.CAP.2: Develop a plan that includes information about career areas of interest.</p> <p>9.2.8.CAP.3: Explain how career choices, educational choices, skills, economic conditions, and personal behavior affect income.</p> <p>9.2.8.CAP.5: Develop a personal plan with the assistance of an adult</p>

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	mentor that includes information about career areas of interest, goals and an educational plan.
<b>Information and Media Literacy</b>	
Sources of information are evaluated for accuracy and relevance when considering the use of information.	9.4.8.IML.7: Use information from a variety of sources, contexts, disciplines, and cultures for a specific purpose (e.g., 1.2.8.C2a, 1.4.8.CR2a, 2.1.8.CHSS/IV.8.AI.1, W.5.8, 6.1.8.GeoSV.3.a, 6.1.8.CivicsDP.4.b, 7.1.NH.IPRET.8).
<b>Technology Literacy</b>	9.4.8.TL.3: Select appropriate tools to organize and present information digitally.
<b>New Jersey Student Learning Standards: <a href="#">Computer Science and Design Thinking</a></b>	
<b>Core Ideas</b>	<b>Performance Expectations (Identified with Standard Number and statement)</b>
The study of human-computer interaction can improve the design of devices and extend the abilities of humans.	8.1.8.CS.1: Recommend improvements to computing devices in order to improve the ways users interact with the devices.
<b>New Jersey Student Learning Standards: <a href="#">Climate Change Mandate</a></b>	
<b>Core Ideas</b>	<b>Performance Expectations (Identified with Standard Number and statement)</b>
Reading Language Arts	<p>RI.AA.7.7. Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims. Climate Change Example: Students may evaluate claims and evidence of factors that have caused climate change over the past century.</p> <p>W.SE.7.6. Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation. Climate Change Example: Students may determine the credibility of multiple digital and print data sources that can be used as supporting evidence in constructing a model for describing the cycling of water through Earth's systems driven by energy from the sun and the force of gravity.</p> <p>SL.II.7.2. Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.</p>

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	Climate Change Example: Students may present data on the impacts that climate change has on New Jersey to inform the development of related technologies.
Gathering and evaluating knowledge and information from a variety of sources, including global perspectives, fosters creativity and innovative thinking.	9.4.8.CI.1: Assess data gathered on varying perspectives on causes of climate change (e.g., cross-cultural, gender-specific, generational), and determine how the data can best be used to design multiple potential solutions.
Multiple solutions often exist to solve a problem.	9.4.8.CT.1: Evaluate diverse solutions proposed by a variety of individuals, organizations, and/or agencies to a local or global problem, such as climate change and use critical thinking skills to predict which one(s) are likely to be effective.  9.4.8.CT.2: Develop multiple solutions to a problem and evaluate short- and long-term effects to determine the most plausible option (e.g., MS-ETS1-4, 6.1.8.CivicsDP.1)
Digital technology and data can be leveraged by communities to address effects of climate change.	9.4.8.DC.8: Explain how communities use data and technology to develop measures to respond to effects of climate change (e.g., smart cities).
Sources of information are evaluated for accuracy and relevance when considering the use of information.	9.4.8.IML.7: Use information from a variety of sources, contexts, disciplines, and cultures for a specific purpose (e.g., 1.2.8.C2a, 1.4.8.CR2a, W.5.8, 6.1.8.GeoSV.3.a, 6.1.8.CivicsDP.4.b, 7.1.NH. IPRET.8).  9.4.8.IML.8: Apply deliberate and thoughtful search strategies to access high-quality information on climate change (e.g., 1.1.8.C1b).

**Unit 3 Knowledge and Skills**

**Unit Learning Targets (Objectives):**

*Students will be able to...*

**Reading Skills:**

- Explore background information and research links to develop understanding of a topic
- Establish a clear purpose for reading to improve comprehension
- Identify and restate key ideas and supporting details in both literary and informational texts
- Objectively summarize a text without personal bias
- Determine the meaning of words and phrases in context, including connotative and denotative meanings

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- Analyze how an author’s use of connotation and denotation impacts meaning and tone
- Recognize and interpret rhetorical devices, reasoning, and supporting evidence in argumentative texts
- Trace and evaluate arguments and claims in a text, assessing soundness of reasoning and relevance of evidence
- Compare and contrast fictional portrayals of historical periods with actual historical accounts
- Compare and contrast a written speech with its presentation in different media formats
- Analyze how word choice contributes to the tone and meaning of a poem
- Identify emotional expression in poetry to support analysis of tone and theme
- Analyze how specific elements of a story or drama—such as setting, characters, and events—interact and influence each other
- Identify technical or domain-specific vocabulary in informational texts and explain its effect on meaning and tone

**Writing Skills:**

- Construct brief responses using textual evidence to support analysis and understanding
- Write a personal narrative that demonstrates understanding of characterization
- Compose responses that reflect an understanding of a story’s plot, characters, and setting
- Analyze and explain how language and style are adapted for a specific audience in writing
- Write comparisons between literary and informational texts to analyze historical representation or rhetorical impact

**Language Skills:**

- Use academic vocabulary accurately and appropriately in a variety of contexts
- Analyze how word choice, tone, and style affect meaning in both reading and writing
- Identify and explain the impact of technical and subject-specific language in informational texts

**Unit Enduring Understandings:**

*Students will know...*

- Strategies for reading nonfiction and fiction texts
- Steps of writing process
- Identifying Evidence and claims
- Compare and contrast methods
- Point of View
- Author's Purpose
- Interactions found between plot elements
- Technical language and impacts on informational texts
- Analyze how two or more authors writing about the same topic shape their presentations of key information
- Close reading strategies
- Identification of words based on context
- Theme comparison
- Significance of figurative language usage
- Literary Analysis strategies
- Interactions between plot elements
- Identification of unknown words or phrases
- How to collaborate effectively
- Teacher expectations and assessment tools
- Academic and high-frequency vocabulary
- Interpret and analyze text
- Purpose of technology in real-world situations
- How to use creativity and innovation
- How to use critical thinking and problem solving skills
- How to communicate effectively
- Prose constructed response format
- Argumentative Writing strategies

**Writing:**

- Develop their drafts by writing a thesis statement, organize their argumentative essay effectively, supporting a claim with reasons and relevant evidence, improving their introduction, effectively using transitions, revising draft to establish and maintain a more formal style, and revising their conclusion paragraph effectively
- Correct draft using adverb clauses correctly and using compound-complex sentences correctly

**Unit Essential Questions:**

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- What makes a dream worth pursuing?

**Instructional Plan**

**Suggested Activities**

**Resources/Texts**

- Blast-The Big Idea: “What makes a dream worth pursuing?”
- **“We Beat the Street”** - Setting a purpose, Connotation & Denotation, Textual Evidence, Collaborative Conversations **(Diversity and Inclusion) (Amistad Law)**
- **“The First Americans”**- Summarizing, Language, Style, & Audience, Textual Evidence, Author’s Purpose & Point of View
- **Paired Readings: “Harriet Tubman: Conductor on the Underground Railroad” & “The People Could Fly”**- **(Diversity and Inclusion) (Amistad Law)** Compare and contrast, Textual evidence, Connotation and Denotation, Collaborative Conversation
- **“All Together Now”**- Arguments & Claims, Reasons and Evidence, Textual Evidence
- **Paired Readings: “Mother Jones: Fierce Fighter for Worker’s Rights, “Speech to the Young: Speech to the Progress-Toward,” “Letter to the President Theodore Roosevelt, July 17, 1903”**- **(Diversity and Inclusion) (Amistad Law)** Compare and Contrast, Analyzing Genre, Author’s Purpose & Point of View, Arguments & Claims, Reasons & Evidence
- **“Before We Were Free”**- Setting, Plot Elements, Textual Evidence
- **“Machines, not people, should be exploring the stars for now”**- Synthesizing, Technical language, Argumentative Term, Greek & Latin Affixes and Roots **(climate change)**
- “Responses to “Machines, not people, should be exploring the stars for now”- Compare and Contrast, Analyzing Genre, Author’s Purpose & Point of View, Argumentative Terms
- Self Selected Reading and Responses-Independent reading and personal response writing
- Holocaust Remembrance Day Activities **(Holocaust)**
- Skills Review and End of Unit Assessment
- Follow Memoir Schoolwide Unit

**Study Sync Anchor Texts:**  
 “The First Americans”  
 “Harriet Tubman: Conductor of the Underground Railroad”  
 “All Together Now”  
 “Mother Jones: Fierce Fighter for Workers Rights”  
 “Speech to the Young”  
 “Before We Were Free”  
 “Machines, Not People, Should be Exploring the Stars For Now”

**Trade Books/ Paired Reading for Book Clubs/Workshop Model:**  
We Beat the Street

**Additional suggested supplemental reading**  
Harriet Tubman: Conductor of the Underground Railroad

**Schoolwide Unit: Memoir**

[Resources](#)

**Evidence of Student Learning**

**Formative Assessments:**

- Think Questions
- Close Read- Skills Focus Question
- Collaborative Conversation
- Peer Review
- Short Response Questions: Literary Analysis, Debate Plan, Personal Response, Comparative
- Blasts
- Digital Reading Comprehension Questions
- Text Talk/Turn and Talk
- Writer's Notebook
- Notice and Note Signposts
- Do Nows
- Graphic organizers
- Workbook
- Multiple choice assessments
- Timed reading and writing
- Literature responses/circles
- Exit slips
- Writing portfolio
- Literature Circles/Socratic Circles
- Workshop Logs and Conferencing
- Argument Essay
- Memoir

**Summative Assessments**

- End of Unit Assessment
- Projects/Collaborative Assessments
- Final exam
- PBLs
- Literary Analysis

**Benchmark Assessments:**

- LinkIt! Benchmark B
- DRA

**Alternative Assessments**

- Independent Novel Study
- Teacher created assessments
- Self-selected reading materials/vocabulary
- Stations and workshops
- Socratic Seminar
- Discussion Board (Google Classroom)

**Performance Tasks:**

➤ Argumentative Writing

**Suggested Options for Differentiation and Modifications**

**Special Education**

- Follow all IEP modifications.
- Use scaffolds, leveled texts, and differentiated questions.
- Introduce and reinforce key vocabulary before lessons.
- Provide visuals, visual glossaries, word banks, and summaries.
- Pair vocabulary with pictures or movements.
- Offer small-group guided reading and writing.
- Read aloud daily; use choral reading, chants, and songs.
- Provide peer tutoring or assign a supportive “buddy.”
- Offer preferential seating.
- Allow extended time for assignments or tests.
- Permit oral or dictated responses.
- Shorten or modify the number and types of questions.
- Use large-print, Braille, or digital text with audio, audio highlight, or adjustable speed.
- Provide books on tape and screen reader access.
- Use scribes or augmentative communication systems as needed.
- Include visually stimulating and multimedia resources.

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**Students with 504 Plans**

- Follow the 504 plan.
- Provide extended time for assignments or tests.
- Offer small-group settings.
- Allow oral or dictated responses.
- Use large-print, Braille, or digital text with audio supports.
- Provide access to a scribe or augmentative communication system.

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**Students at Risk of Failure**

- Use visuals and pre-teach vocabulary.
  - Provide small-group instruction.
  - Read aloud daily; use choral reading, chants, and songs.
  - Assign a peer tutor or “buddy.”
  - Offer preferential seating.
  - Gradually increase reading passage length as skills improve.
-

### Gifted and Talented

- Ask open-ended and higher-order questions (analyze, evaluate, create).
- Use “why” and “what if” questioning.
- Allow for discovery learning.
- Offer interest-based extension activities and advanced reading lists.
- Provide varied pre-assessments and assessments.
- Use advanced introductory activities (organizers, concept maps, puzzles).
- Offer flexible small-group learning by ability or interest.
- Include whole-group enrichment explorations.
- Teach advanced thinking and problem-solving skills.
- Implement centers, stations, contracts, and simulations.
- Debrief after activities to encourage reflection.

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### Multilingual Learners

- Collaborate with MLL/ESL specialists.
- Provide small-group guided reading and writing.
- Pre-teach vocabulary; label classroom items.
- Use visuals, visual glossaries, and Spanish cognates.
- Offer sentence and speaking frames.
- Assign pictures or movements to vocabulary words.
- Provide books on tape, screen readers, audio highlight, and adjustable audio speed.
- Allow extended time for assignments and tests.
- Permit oral or dictated responses.
- Use supplemental language supports.

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### Diversity and Inclusion

- Respect and incorporate cultural traditions.
- Provide alternative assignments when needed.
- Use visuals and clear communication; speak slowly and avoid slang.
- Collaborate with language professionals and MLL teachers.

### Supplemental Resources

- Instructional Materials
  - The Big Idea Unit Introduction Blast: “Chasing the Impossible”
  - **“The Underground Railroad”** 6th Grade Lexile (Guided Reading Mode and Audio. This text can be paired with “Harriet Tubman: Conductor on the Underground Railroad”

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- “**Harriet Tubman: Conductor on the Underground Railroad**” Pre-Reading Activity “The Underground Railroad” BrainPop
- “**Harriet Tubman: Conductor on the Underground Railroad**” Paired Text “Harriet Tubman and the Underground Railroad” 3rd Grade Reading Level
- “All Together Now” Blast: The Power of Words
- “All Together Now: Media Skills
- “Machines, not people, should be exploring the stars for now” Blast: I Post, Therefore I Am
- Standards/Skills based lessoned as needed (Pacing Guide)
- **Holocaust**
- **Supplemental Resource Holocaust Remembrance**
- **Facing History**
- **(Use as age appropriate; graphic images)**
- Supplemental Materials
  - **Additional Grammar Lessons From Study Sync:**
    - End Punctuation
    - Complete Subjects and Predicates
    - Commas with Compound Sentences
    - Compound Subjects and Predicates
  - **Additional Blasts:**
    - “**Making Change**” (Harriet Tubman)
    - “**The Sky’s the Limit** (Space Travel)
    - “**A Hard Day’s Work**” (Mother Jones)
  - Bridges to Literature/Interactive Reader Selections as Applicable
  - Scholastic/Scope Magazine as Applicable
- Intervention Materials
  - Study Sync Scaffolding
  - Study Sync ELL Resources

### Social and Emotional Learning - New Jersey SEL

Competencies and Sub-Competencies Social and emotional learning (SEL) involves the process through which children and adults acquire and apply the knowledge, attitudes and skills necessary to understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions. The purpose of the SEL competencies is to provide schools with guidelines for integrating SEL across grades and subject areas.

#### Self-Awareness

- Recognize one’s feelings and thoughts
- Recognize the impact of one’s feelings and thoughts on one’s own behavior
- Recognize one’s personal traits, strengths and limitations
- Recognize the importance of self-confidence in handling daily tasks and challenges

### **Self-Management**

- Understand and practice strategies for managing one's own emotions, thoughts and behaviors
- Recognize the skills needed to establish and achieve personal and educational goals
- Identify and apply ways to persevere or overcome barriers through alternative methods to achieve one's goals

### **Social Awareness**

- Recognize and identify the thoughts, feelings and perspectives of others
- Demonstrate awareness of the differences among individuals, groups and others' cultural backgrounds
- Demonstrate an understanding of the need for mutual respect when viewpoints differ
- Demonstrate an awareness of the expectations for social interactions in a variety of settings

### **Responsible Decision-Making**

- Develop, implement and model effective problem solving and critical thinking skills
- Identify the consequences associated with one's actions in order to make constructive choices
- Evaluate personal, ethical, safety and civic impact of decisions

### **Relationship Skills**

- Establish and maintain healthy relationships
- Utilize positive communication and social skills to interact effectively with others
- Identify ways to resist inappropriate social pressure
- Demonstrate the ability to prevent and resolve interpersonal conflicts in constructive ways
- Identify who, when, where, or how to seek help for oneself or others when needed

[NJDOE Website on Social and Emotional Learning](#)

### **Teacher Notes**

#### **Additional Resources:**

- Notice and Note Signposts
- Commonlit.org
- Readworks.org
- Newsela.com
- noredink.com

OCEAN ACADEMY CHARTER SCHOOL

Unit 4 Overview

Content Area: English Language Arts

Unit Title: Moment of Truth

Duration: 30 Days

Target Course/Grade Level: 7

**Introduction/Unit Focus:**

This unit centers on informational texts and literary works that explore pivotal moments shaping the lives of extraordinary individuals and the course of history. Students will investigate how a single event or decision can set off a chain reaction leading to significant transformation. For instance, in *The Boy Who Harnessed the Wind*, William Kamkwamba describes a moment in a Malawian library that inspired him to build a windmill from scrap materials, changing his life and community forever.

Students will analyze key turning points in classic short stories such as Kurt Vonnegut's *Harrison Bergeron* and Leo Tolstoy's *The Three Questions*. They will also engage with Ernest Thayer's poem *Casey at the Bat* and an excerpt from Viola Canales' acclaimed novel, each offering different perspectives on moments of change and decision. Through these texts, students will deepen their understanding of how individuals respond to challenges and how moments of insight or action can alter the course of a story or life.

**Reading Skills**

Throughout the unit, students will develop their ability to identify and analyze pivotal moments and their impact within a variety of genres. They will explore how authors craft these moments to drive plot, reveal character growth, and convey themes. Students will examine how evidence from the text supports an understanding of cause and effect, and they will practice citing textual details to support their analyses.

**Writing Skills:**

As readers, students will transition into writers by reflecting on the concept of moments that change everything. They will compose an informative essay that includes evidence from multiple texts to explain how a single moment can create lasting change. This writing task requires students to synthesize ideas and support their explanations with clear examples.

In the final phase of the unit, students will shift from interpreting texts to conducting independent research. Inspired by the themes and events explored, each student will formulate a research question related to a major historical event or influential individual. Using primary and secondary sources, students will gather information, analyze the significance of their chosen topic, and write a formal research paper. This process will deepen their skills in inquiry, evidence evaluation, and structured writing, culminating in a comprehensive understanding of how key moments have shaped history.

## Disciplinary Concepts for the Unit

### Standard 9.1 Personal Financial Literacy

This standard outlines the important fiscal knowledge, habits, and skills that must be mastered in order for students to make informed decisions about personal finance. Financial literacy is an integral component of a student's college and career readiness, enabling students to achieve fulfilling, financially-secure, and successful careers.

### Standard 9.2 Career Awareness, Exploration, Preparation and Training

This standard outlines the importance of being knowledgeable about one's interests and talents, and being well informed about postsecondary and career options, career planning, and career requirements.

### Standard 9.4 Life Literacies and Key Skills

This standard outline key literacies and technical skills such as critical thinking, global and cultural awareness, and technology literacy\* that are critical for students to develop to live and work in an interconnected global economy.

### Standard 8.1 Computer Science

Computer Science outlines a comprehensive set of concepts and skills, such as data and analysis, algorithms and programming, and computing systems.

### Standard 8.2 Design Thinking

Technology, outlines the technological design concepts and skills essential for technological and engineering literacy. The framework design includes Engineering Design, Ethics and Culture, and the Effects of Technology on the Natural world among the disciplinary concepts

**Amistad Law: N.J.S.A. 18A:52:16A-88** Every board of education shall incorporate the information regarding the contributions of African-Americans to our country in an appropriate place in the curriculum of elementary and secondary school students.

**Holocaust Law: N.J.S.A. 18A:35-28** Every board of education shall include instruction on the Holocaust and genocide in an appropriate place in the curriculum of all elementary and secondary school pupils. The instruction shall further emphasize the personal responsibility that each citizen bears to fight racism and hatred whenever and wherever it happens.

**LGBT and Disabilities Law: N.J.S.A. 18A:35-4.35** A board of education shall include instruction on the political, economic, and social contributions of persons with disabilities and lesbian, gay, bisexual, and transgender people, in an appropriate place in the curriculum of middle school and high school students as part of the district's implementation of the New Jersey Student Learning Standards (N.J.S.A. 18A:35-4.36) A board of education shall have policies and procedures in place pertaining to the selection of instructional materials to implement the requirements of N.J.S.A. 18A:35-4.35.

**Diversity and Inclusion:** C.18A:35-4.36a Curriculum to include instruction on diversity and inclusion.

The instruction shall:

- (1) highlight and promote diversity, including economic diversity, equity, inclusion, tolerance, and belonging in connection with gender and sexual orientation, race and ethnicity, disabilities, and religious tolerance;
- (2) examine the impact that unconscious bias and economic disparities have at both an individual level and on society as a whole; and
- (3) encourage safe, welcoming, and inclusive environments for all students regardless of race or ethnicity, sexual and gender identities, mental and physical disabilities, and religious beliefs.

**Asian Americans and Pacific Islanders (AAPI)**

Ensures that the contributions, history, and heritage of Asian Americans and Pacific Islanders (AAPI) are included in the New Jersey Student Learning Standards (NJSLS) for Social Studies in kindergarten through Grade 12 (P.L.2021, c.416).

**21st Century Themes and Skills**

“Twenty-first century themes and skills” means themes such as global awareness; financial, economic, business, and entrepreneurial literacy; civic literacy; health literacy; learning and innovation skills, including creativity and innovation, critical thinking and problem solving, and communication and collaboration; information, media, and technology skills; and life and career skills, including flexibility. Career readiness, life literacies, and key skills education provides students with the necessary skills to make informed career and financial decisions, engage as responsible community members in a digital society, and to successfully meet the challenges and opportunities in an interconnected global economy.”

[New Jersey Student Learning Standards-ELA](#)  
[Grade 7 ELA Standards with Practices](#)

**Focus Standards**

<b>Reading Literature</b>	
(CR) Close Reading of Text: By the end of grade 12, read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.	RL.CR.7.1. Cite several pieces of textual evidence and make relevant connections to support analysis of what a literary text says explicitly as well as inferences drawn from the text.  RI.CR.7.1. Cite several pieces of textual evidence and make relevant connections to support analysis of what an informational text says explicitly as well as inferences drawn from the text.
(CI) Central Ideas and Themes of Texts: By the end of grade 12, determine central ideas or	RL.CI.7.2. Determine a theme in a literary text (e.g., stories, plays or poetry) and explain how it is conveyed through particular details; provide a summary of the text

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themes of a text and analyze their development; summarize the key supporting details and ideas.	distinct from personal opinions or judgments.  RI.CI.7.2. Determine a central idea in an informational text and explain how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
(TS) Text Structure: By the end of grade 12, analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.	RL.TS.7.4. Analyze the structure an author uses to organize a text and how it contributes to the text as a whole, including how a drama’s or poem’s form or structure (e.g., soliloquy, sonnet) contributes to its meaning.  RI.TS.7.4. Analyze the structure an author uses to organize a text and how it contributes to the text as a whole, including using knowledge of text structures (e.g., cause-effect, proposition-support) and genre features (e.g., graphics, captions, indexes) to organize and analyze important information.
(IT) Interactions Among Text Elements: By the end of grade 12, analyze how and why individuals, events, and ideas develop and interact over the course of a text.	RL.IT.7.3. Analyze how particular elements of a text interact including how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.  RI.IT.7.3. Analyze how particular elements of a text interact including how a text makes connections and distinctions among individuals, events, and ideas (e.g., through comparisons, analogies, or categories).
(MF) Diverse Media and Formats: By the end of grade 12, synthesize content presented in diverse media and formats, including visually and quantitatively, as well as in words.	RL.MF.7.6. Compare and contrast texts (e.g., a written story, drama, or poem) to its audio, filmed, staged, or multimedia version and analyze the unique qualities of different mediums, including the effects of techniques unique to each medium (e.g., lighting, sound, color, or camera focus and angles in a film).
(CT) Comparison of Texts: By the end of grade 12, analyze and reflect on how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.	RL.CT.7.8. Compare and contrast a fictional portrayal of an event, time, place, or character and a historical or scientific account of the same period or event as a means of understanding how authors of fiction use or alter history and/or events.
<b>Writing</b>	
(AW) Argumentative Writing: By the end of grade 12, write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and	W.AW.7.1. Write arguments on discipline-specific content (e.g., social studies, science, technical subjects, English/Language Arts) to support claims with clear reasons and relevant evidence. A. Introduce claim(s) about a topic or issue,

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<p>relevant and sufficient evidence.</p>	<p>acknowledge alternate or opposing claims, and organize the reasons and evidence logically.</p> <p>B. Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources.</p> <p>C. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence.</p> <p>D. Establish and maintain a formal style/academic style, approach, and form.</p> <p>E. Provide a concluding statement or section that follows from and supports the argument presented</p>
<p>(WP) Writing Process: By the end of grade 12, develop and strengthen writing as needed by planning, revising, editing, rewriting, and publishing.</p>	<p>W.WP.7.4. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning; flexibly making editing and revision choices and sustaining effort to complete complex writing tasks; and focusing on how well purpose and audience have been addressed.</p>
<p>(WR) Writing Research: By the end of grade 12, conduct short as well as more sustained research projects, utilizing an inquiry-based research process, based on focused questions, demonstrating understanding of the subject under investigation.</p>	<p>W.WR.7.5. Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.</p>
<p>(RW) Range of Writing: By the end of grade 12, write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.</p>	<p>W.RW.7.7. Write routinely over extended time frames (time for research, reflection, metacognition/self-correction, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p>
<p>(SE) Sources of Evidence: By the end of grade 12, gather relevant information and evidence from multiple sources to support analysis, reflection, and research, while assessing the credibility and accuracy of each source, and integrating the information while avoiding plagiarism.</p>	<p>W.SE.7.6. Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.</p>
<p style="text-align: center;"><b>Speaking and Listening</b></p>	
<p>(PE) Participate Effectively: By</p>	<p>SL.PE.7.1. Engage effectively in a range of collaborative</p>

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<p>the end of grade 12, prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.</p>	<p>discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.</p> <ul style="list-style-type: none"> <li>A. 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. Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.</li> <li>C. 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>D. Acknowledge new information expressed by others and, when warranted, modify their own views.</li> </ul>
<p>(II) Integrate Information: By the end of grade 12, integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.</p>	<p>SL.II.7.2. Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.</p>
<p>(ES) Evaluate Speakers: By the end of grade 12, evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.</p>	<p>SL.ES.7.3. Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.</p>
<p>(PI) Present Information: By the end of grade 12, present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.</p>	<p>SL.PI.7.4. Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.</p>
<p>(AS) Adapt Speech: By the end of grade 12, adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.</p>	<p>SL.AS.7.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.</p>
<p><b>Language</b></p>	

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<p>(SS) System and Structure of Language: By the end of grade 12, demonstrate command of grammar and usage, capitalization, punctuation, and spelling.</p>	<p>L.SS.7.1. Demonstrate command of the system and structure of the English language when writing or speaking.</p> <ul style="list-style-type: none"> <li>A. Explain the function of phrases and clauses in general and their function in specific sentences.</li> <li>B. Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.</li> <li>C. Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.</li> <li>D. 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>E. Recognize spelling conventions.</li> </ul>
<p>(KL) Knowledge of Language: By the end of grade 12, apply knowledge of language and command of vocabulary to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.</p>	<p>L.KL.7.2. Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <ul style="list-style-type: none"> <li>A. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases.</li> <li>B. Gather vocabulary knowledge when selecting a word or phrase important to comprehension or expression.</li> <li>C. Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.</li> </ul>
<p>(VL) Vocabulary Acquisition, Use and Literal Meaning: By the end of grade 12, determine the meaning of unknown and multiple-meaning words using analysis of word parts (morphemes), word solving strategies, and consulting general and specialized reference materials, as appropriate.</p>	<p>L.VL.7.3. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, including technical meanings, choosing flexibly from a range of strategies.</p> <ul style="list-style-type: none"> <li>A. 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. 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>C. Analyze the impact of a specific word choice on meaning and tone.</li> <li>D. 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>E. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a</li> </ul>

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	dictionary).
(VI) Vocabulary Acquisition, Use and Interpretative Meaning: By the end of grade 12, interpret figurative and connotative word meanings, including shades of meaning based on word relationships and context.	L.VI.7.4. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. <ul style="list-style-type: none"> <li>A. Interpret figures of speech (e.g., literary, biblical, and mythological allusions) in context.</li> <li>B. Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words.</li> <li>C. Analyze the impact of rhymes and other repetitions of sound (e.g., alliteration) on a specific verse or stanza or a poem or section of a story or drama.</li> <li>D. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., refined, respectful, polite, diplomatic, condescending).</li> </ul>
<b><u>New Jersey Student Learning Standards: Interdisciplinary Connections</u></b>	
<b><u>2020 NJSLS Science Core Ideas</u></b>	<b><u>Performance Expectations (Identified with Standard Number and statement)</u></b>
MS-LS2-5: Influence of Science, Engineering, and Technology on Society and the Natural World	The use of technologies and any limitations on their use are driven by individual or societal needs, desires, and values; by the findings of scientific research; and by differences in such factors as climate, natural resources, and economic conditions. Thus, technology use varies from region to region and over time.
<b><u>2020 NJSLS Social Studies Core Ideas</u></b>	<b><u>Performance Expectations (Identified with Standard Number and statement)</u></b>
Fundamental rights are derived from the inherent worth of each individual and include civil, political, social, economic, and cultural rights.	6.3.8.CivicsHR.1: Construct an argument as to the source of human rights and how they are best protected.
<b><u>2020 NJSLS Career Readiness, Life Literacies and Key Skills</u></b>	
<b><u>Core Ideas</u></b>	<b><u>Performance Expectations (Identified with Standard Number and statement)</u></b>
<b><u>Career Awareness and Planning</u></b>	
An individual's strengths, lifestyle goals, choices, and interests affect employment and income	9.2.8.CAP.2: Develop a plan that includes information about career areas of interest.

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	<p>9.2.8.CAP.3: Explain how career choices, educational choices, skills, economic conditions, and personal behavior affect income.</p> <p>9.2.8.CAP.5: Develop a personal plan with the assistance of an adult mentor that includes information about career areas of interest, goals and an educational plan.</p>
<b>Information and Media Literacy</b>	
Sources of information are evaluated for accuracy and relevance when considering the use of information.	9.4.8.IML.7: Use information from a variety of sources, contexts, disciplines, and cultures for a specific purpose (e.g., 1.2.8.C2a, 1.4.8.CR2a, 2.1.8.CHSS/IV.8.AI.1, W.5.8, 6.1.8.GeoSV.3.a, 6.1.8.CivicsDP.4.b, 7.1.NH.IPRET.8).
<b>New Jersey Student Learning Standards: <a href="#">Computer Science and Design Thinking</a></b>	
<b>Core Ideas</b>	<b>Performance Expectations</b> (Identified with Standard Number and statement)
<b>Interactions of Technology and Humans</b>	
Economic, political, social and cultural aspects of society drive development of new technological products, processes, and systems.	8.2.8.ITH.1: Explain how the development and use of technology influences economic, political, social, and cultural issues.
<b>New Jersey Student Learning Standards: <a href="#">Climate Change Mandate</a></b>	
<b>Core Ideas</b>	<b>Performance Expectations</b> (Identified with Standard Number and statement)
Reading Language Arts	<p>RI.AA.7.7. Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims. Climate Change Example: Students may evaluate claims and evidence of factors that have caused climate change over the past century.</p> <p>W.SE.7.6. Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation. Climate Change Example: Students may determine the</p>

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	<p>credibility of multiple digital and print data sources that can be used as supporting evidence in constructing a model for describing the cycling of water through Earth's systems driven by energy from the sun and the force of gravity.</p> <p>SL.II.7.2. Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study. Climate Change Example: Students may present data on the impacts that climate change has on New Jersey to inform the development of related technologies.</p>
<p>Gathering and evaluating knowledge and information from a variety of sources, including global perspectives, fosters creativity and innovative thinking.</p>	<p>9.4.8.CI.1: Assess data gathered on varying perspectives on causes of climate change (e.g., cross-cultural, gender-specific, generational), and determine how the data can best be used to design multiple potential solutions.</p>
<p>Multiple solutions often exist to solve a problem.</p>	<p>9.4.8.CT.1: Evaluate diverse solutions proposed by a variety of individuals, organizations, and/or agencies to a local or global problem, such as climate change and use critical thinking skills to predict which one(s) are likely to be effective.</p> <p>9.4.8.CT.2: Develop multiple solutions to a problem and evaluate short- and long-term effects to determine the most plausible option (e.g., MS-ETS1-4, 6.1.8.CivicsDP.1)</p>
<p>Digital technology and data can be leveraged by communities to address effects of climate change.</p>	<p>9.4.8.DC.8: Explain how communities use data and technology to develop measures to respond to effects of climate change (e.g., smart cities).</p>
<p>Sources of information are evaluated for accuracy and relevance when considering the use of information.</p>	<p>9.4.8.IML.7: Use information from a variety of sources, contexts, disciplines, and cultures for a specific purpose (e.g., 1.2.8.C2a, 1.4.8.CR2a, W.5.8, 6.1.8.GeoSV.3.a, 6.1.8.CivicsDP.4.b, 7.1.NH. IPRET.8).</p> <p>9.4.8.IML.8: Apply deliberate and thoughtful search strategies to access high-quality information on climate change (e.g., 1.1.8.C1b).</p>

**Unit 4 Knowledge and Skills**

**Unit Learning Targets (Objectives):**

*Students will be able to...*

**Reading Skills:**

- Identify and describe characteristics and structures of informational texts
- Describe characters, setting, and key plot events in literary texts, including poems and stories
- Determine and interpret the figurative meanings of words and phrases in context
- Cite textual evidence to support explicit statements and inferences
- Make inferences to deepen comprehension and support written analysis
- Identify and restate key ideas and supporting details in various genres, including memoirs
- Analyze how individuals, ideas, and events interact within a text
- Discuss how characters interact with other story elements (e.g., setting, events, conflict)
- Analyze how authors develop and contrast points of view of different characters and narrators
- Compare and contrast fictional portrayals of events, people, or settings with historical accounts
- Determine two or more central ideas in an informational text and analyze their development
- Analyze how text features and structures (e.g., headings, comparisons, chronological order) contribute to the development of ideas
- Determine and explain how print, audio, and video work together to present or clarify a topic
- Explore background information and research links to build understanding of a topic
- Analyze figurative language and expressions in context and explain their effect in a short written response
- Learn and apply prereading strategies to support comprehension of unfamiliar texts

**Writing Skills:**

- Write informative/explanatory essays that clearly convey ideas and information
- Analyze a student model and respond to an informative writing prompt
- Develop a strong thesis statement and use it to organize ideas logically
- Support writing with relevant details, examples, and evidence
- Use appropriate transitions, introductions, and conclusions to structure writing effectively
- Revise writing for clarity, coherence, and development before editing and publishing
- Write responses to poetry that demonstrate comprehension and interpretation
- Compose short written responses to texts that analyze character, theme, structure, or language

**Language Skills:**

- Recognize and use new vocabulary in a variety of contexts

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- Identify relationships between words (e.g., synonyms, antonyms, analogies) to enhance comprehension
- Analyze how word choice and figurative language contribute to meaning and tone
- Recognize and apply spelling rules and patterns to improve written accuracy
- Identify and use appropriate language structures in both spoken and written forms

**Unit Enduring Understandings:**

*Students will know...*

- Strategies for reading nonfiction and fiction texts
- Steps of writing process
- Identifying Evidence and claims
- Compare and contrast methods
- Point of View
- Author's Purpose
- Interactions found between plot elements
- Technical language and impacts on informational texts
- Analyze how two or more authors writing about the same topic shape their presentations of key information
- Close reading strategies
- Identification of words based on context
- Theme comparison
- Significance of figurative language usage
- Literary Analysis strategies
- Interactions between plot elements
- Identification of unknown words or phrases
- How to collaborate effectively
- Teacher expectations and assessment tools
- Academic and high-frequency vocabulary
- Interpret and analyze text
- Purpose of technology in real-world situations
- How to use creativity and innovation
- How to use critical thinking and problem solving skills
- How to communicate effectively
- Prose constructed response format
- Informative/Explanatory Writing strategies

**Unit Essential Questions:**

- How can one event change everything?

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Suggested Activities	Resources/Texts
<ul style="list-style-type: none"> <li>➤ Unit Preview video and Big Idea: How can one event change everything? Recognizing Genre: Informational Text Academic</li> <li>➤ Vocabulary: Greek and Latin Roots and Affixes: Luc, Phil, Vid/Vis</li> <li>➤ Casey at the Bat: A Ballad of the Republic Sung in the Year 1988 Figurative Language</li> <li>➤ Hitting big league fastball ‘clearly impossible’- Technical Language, Media</li> <li>➤ The Boy Who Harnessed the Wind: Creating Currents of Electricity and Hope- Textual Evidence, Informational Text (diversity and inclusion)(climate change)</li> <li>➤ Paired readings* An American Plague: The True and Terrifying Story of the Yellow Fever Epidemic of 1793/Fever</li> <li>➤ 1793-Compare and Contrast</li> <li>➤ Harrison Bergeron-Word Patterns and Relationships, Textual Evidence, Point of View</li> <li>➤ The Last Human Light (from “What If?”)-Word Meaning, Media, Informational Text Structure</li> <li>➤ Paired Readings The Power of Student Peer Leaders, The Three Questions, The Tequila Worm- Connotation and Denotation, Character</li> <li>➤ Barrio Boy- (diversity and inclusion)Central or Main Idea, Informational Text Elements</li> <li>➤ Research Paper               <ul style="list-style-type: none"> <li>○ Thesis</li> <li>○ Relevant sources</li> <li>○ MLA format</li> <li>○ In- Text citations</li> <li>○ Rough Draft</li> <li>○ Final Draft</li> </ul> </li> <li>➤ Self-selected reading</li> <li>➤ Review and assessment</li> </ul>	<p>“Casey at the Bat: A Ballad of the Republic Sung in the Year 1988”</p> <p>“Hitting big league fastball ‘clearly impossible”</p> <p>“The Boy Who Harnessed the Wind: Creating Currents of Electricity and Hope”</p> <p>“Harrison Bergeron”</p> <p>“The Last Human Light (from “What if?”)</p> <p>*The Power of Student Peer Leaders”</p> <p>“The Three Questions”</p> <p>“The Tequila Worm”</p> <p>“Barrio Boy”</p> <p>Schoolwide: Supplementing Research Materials</p> <p><b>Trade Books/Paired Reading for Book Clubs/Workshop Model:</b></p> <p><u>An American Plague: The True and Terrifying Story of the Yellow Fever Epidemics of 1793</u></p> <p><u>The Boy Who Harnessed the Wind: Student Edition</u></p> <p><u>Barrio Boy</u></p> <p><b>Additional suggested supplemental reading</b></p> <p><a href="#">Resources</a></p>

**Evidence of Student Learning**

**Formative Assessments:**

- Think Questions
- Close Read- Skills Focus Question
- Collaborative Conversation
- Peer Review

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- Short Response Questions: Literary Analysis, Debate Plan, Personal Response, Comparative
- Blasts
- Digital Reading Comprehension Questions
- Text Talk/Turn and Talk
- Writer's Notebook
- Notice and Note Signposts
- Do Nows
- Graphic organizers
- Workbook
- Multiple choice assessments
- Timed reading and writing
- Literature responses/circles
- Exit slips
- Writing portfolio
- Literature Circles/Socratic Circles
- Workshop Logs and Conferencing
- Research paper

**Summative Assessments**

- End of unit assessment
- Projects/Collaborative Assessments

**Benchmark Assessments:**

- Administer LinkIt Benchmarks: fall, winter and spring
- DRA2 Testing - fall, winter and spring

**Alternative Assessments**

- Independent Novel Study
- Link It!
- Teacher created assessments
- Self-selected reading materials/vocabulary
- Stations and workshops
- Socratic Seminar
- Discussion Board (Google Classroom)

**Performance Tasks:**

- Informative writing essay
- Inquiry based projects

**Suggested Options for Differentiation and Modifications**

**Special Education**

- Follow all IEP modifications.

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- Use scaffolds, leveled texts, and differentiated questions.
  - Introduce and reinforce key vocabulary before lessons.
  - Provide visuals, visual glossaries, word banks, and summaries.
  - Pair vocabulary with pictures or movements.
  - Offer small-group guided reading and writing.
  - Read aloud daily; use choral reading, chants, and songs.
  - Provide peer tutoring or assign a supportive “buddy.”
  - Offer preferential seating.
  - Allow extended time for assignments or tests.
  - Permit oral or dictated responses.
  - Shorten or modify the number and types of questions.
  - Use large-print, Braille, or digital text with audio, audio highlight, or adjustable speed.
  - Provide books on tape and screen reader access.
  - Use scribes or augmentative communication systems as needed.
  - Include visually stimulating and multimedia resources.
- 

#### **Students with 504 Plans**

- Follow the 504 plan.
  - Provide extended time for assignments or tests.
  - Offer small-group settings.
  - Allow oral or dictated responses.
  - Use large-print, Braille, or digital text with audio supports.
  - Provide access to a scribe or augmentative communication system.
- 

#### **Students at Risk of Failure**

- Use visuals and pre-teach vocabulary.
  - Provide small-group instruction.
  - Read aloud daily; use choral reading, chants, and songs.
  - Assign a peer tutor or “buddy.”
  - Offer preferential seating.
  - Gradually increase reading passage length as skills improve.
- 

#### **Gifted and Talented**

- Ask open-ended and higher-order questions (analyze, evaluate, create).
- Use “why” and “what if” questioning.
- Allow for discovery learning.
- Offer interest-based extension activities and advanced reading lists.
- Provide varied pre-assessments and assessments.

- Use advanced introductory activities (organizers, concept maps, puzzles).
  - Offer flexible small-group learning by ability or interest.
  - Include whole-group enrichment explorations.
  - Teach advanced thinking and problem-solving skills.
  - Implement centers, stations, contracts, and simulations.
  - Debrief after activities to encourage reflection.
- 

### Multilingual Learners

- Collaborate with MLL/ESL specialists.
  - Provide small-group guided reading and writing.
  - Pre-teach vocabulary; label classroom items.
  - Use visuals, visual glossaries, and Spanish cognates.
  - Offer sentence and speaking frames.
  - Assign pictures or movements to vocabulary words.
  - Provide books on tape, screen readers, audio highlight, and adjustable audio speed.
  - Allow extended time for assignments and tests.
  - Permit oral or dictated responses.
  - Use supplemental language supports.
- 

### Diversity and Inclusion

- Respect and incorporate cultural traditions.
- Provide alternative assignments when needed.
- Use visuals and clear communication; speak slowly and avoid slang.
- Collaborate with language professionals and MLL teachers.

## Supplemental Resources

- Instructional Materials
  - **The Big Idea Blast: “Moment of Truth”**
  - “Hitting big league fastball ‘clearly impossible’” Blast: Short and Sweet and Media Skills
  - “Fever 1793” and “An American Plague” Blast: Heroes of Science
  - Paired Texts: “The Power of Student Peer Leaders,” “The Three Questions,” and “The Tequila Worm” Skills based lessons
  - “Barrio Boy” Skills based lessons
  - Self-Selected Blasts
  - Standards/Skills based lessons as needed (Pacing Guide)
- Supplemental Materials
  - Additional Blasts

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- The Big Leagues (“Casey at the Bat” and the essay “The Voice in My Head” )
- Manufactured Magic
- Create With Care (“The Last Human Light”)
- Additional Grammar Lessons
  - [Locating the Subject](#)
  - [Subject-Verb Agreement with Compound Subjects](#)
    - [Subject-Verb Agreement with Intervening Expressions](#)
    - [Using Pronouns](#)
  - Bridges to Literature/Interactive Reader Selections as Applicable
  - Scholastic/Scope Magazine as Applicable
  - Holocaust Resources
- Intervention Materials
  - Study Sync Scaffolding
  - Study Sync ELL Resources

### **Social and Emotional Learning - New Jersey SEL**

Competencies and Sub-Competencies Social and emotional learning (SEL) involves the process through which children and adults acquire and apply the knowledge, attitudes and skills necessary to understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions. The purpose of the SEL competencies is to provide schools with guidelines for integrating SEL across grades and subject areas.

#### **Self-Awareness**

- Recognize one’s feelings and thoughts
- Recognize the impact of one’s feelings and thoughts on one’s own behavior
- Recognize one’s personal traits, strengths and limitations
- Recognize the importance of self-confidence in handling daily tasks and challenges

#### **Self-Management**

- Understand and practice strategies for managing one’s own emotions, thoughts and behaviors
- Recognize the skills needed to establish and achieve personal and educational goals
- Identify and apply ways to persevere or overcome barriers through alternative methods to achieve one’s goals

#### **Social Awareness**

- Recognize and identify the thoughts, feelings and perspectives of others
- Demonstrate awareness of the differences among individuals, groups and others’ cultural backgrounds
- Demonstrate an understanding of the need for mutual respect when viewpoints differ
- Demonstrate an awareness of the expectations for social interactions in a variety of settings

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**Responsible Decision-Making**

- Develop, implement and model effective problem solving and critical thinking skills
- Identify the consequences associated with one's actions in order to make constructive choices
- Evaluate personal, ethical, safety and civic impact of decisions

**Relationship Skills**

- Establish and maintain healthy relationships
- Utilize positive communication and social skills to interact effectively with others
- Identify ways to resist inappropriate social pressure
- Demonstrate the ability to prevent and resolve interpersonal conflicts in constructive ways
- Identify who, when, where, or how to seek help for oneself or others when needed

[NJDOE Website on Social and Emotional Learning](#)

**Teacher Notes**

**Additional Resources:**

- Notice and Note Signposts
- Commonlit.org
- Readworks.org
- Newsela.com
- noredink.com

**OCEAN ACADEMY CHARTER SCHOOL**

Unit 5 Overview

**Content Area: English Language Arts**

**Unit Title: Unit 5- Test of Time**

**Duration: 30 Days**

**Target Course/Grade Level: 7th Grade**

**Introduction/Unit Focus:**

This unit invites students to explore the timeless appeal of myths and folktales across cultures and eras. It raises important questions: Why do similar stories appear in different cultures and throughout history? What motivates people to reinterpret and breathe new life into these age-old tales? And why do myths and folktales continue to hold significance for readers today? Through a focus on fiction, students will begin to uncover answers to these questions by engaging with a diverse range of texts.

**Reading Skills:**

Students will start by examining *Aesop's Fables* to understand how these ancient stories have continued to resonate with readers over centuries. They will then explore connections between the classical world and contemporary literature by reading an excerpt from *The Hunger Games* alongside the nonfiction essay, "The Classical Roots of The Hunger Games," which highlights how modern authors draw inspiration from antiquity. Retellings of classic myths such as "The Cruel Tribute," "The Invisible One," and "Icarus Daedalus" will demonstrate how storytellers adapt and reinvent familiar elements to craft new narratives. Additionally, students will engage with poems like "Perseus" and "The New Colossus," both inspired by ancient themes, as well as selections featuring epic journeys and fantasy motifs. Throughout these readings, students will analyze how themes, characters, and plot structures evolve yet remain connected to their mythic origins.

**Writing Skills:**

As students deepen their understanding of myths and folktales, they will apply their learning by crafting their own written responses. They will analyze how authors reinterpret traditional stories and the reasons these narratives continue to captivate audiences. This process will develop students' ability to compare and contrast texts, synthesize ideas, and express their insights clearly in writing. By engaging with both creative and analytical tasks, students will strengthen their narrative and literary analysis skills while reflecting on the lasting importance of myths and folktales in culture and literature.

**Disciplinary Concepts for the Unit**

**Standard 9.1 Personal Financial Literacy**

This standard outlines the important fiscal knowledge, habits, and skills that must be mastered in order for students to make informed decisions about personal finance. Financial literacy is an integral component of a student's college and career readiness, enabling students to achieve fulfilling, financially-secure, and successful careers.

**Standard 9.2 Career Awareness, Exploration, Preparation and Training**

This standard outlines the importance of being knowledgeable about one's interests and talents, and being well informed about postsecondary and career options, career planning, and career requirements.

**Standard 9.4 Life Literacies and Key Skills**

This standard outline key literacies and technical skills such as critical thinking, global and cultural awareness, and technology literacy\* that are critical for students to develop to live and work in an interconnected global economy.

**Standard 8.1 Computer Science**

Computer Science outlines a comprehensive set of concepts and skills, such as data and analysis, algorithms and programming, and computing systems.

## Standard 8.2 Design Thinking

Technology, outlines the technological design concepts and skills essential for technological and engineering literacy. The framework design includes Engineering Design, Ethics and Culture, and the Effects of Technology on the Natural world among the disciplinary concepts

**Amistad Law: N.J.S.A. 18A 52:16A-88** Every board of education shall incorporate the information regarding the contributions of African-Americans to our country in an appropriate place in the curriculum of elementary and secondary school students.

**Holocaust Law: N.J.S.A. 18A:35-28** Every board of education shall include instruction on the Holocaust and genocide in an appropriate place in the curriculum of all elementary and secondary school pupils. The instruction shall further emphasize the personal responsibility that each citizen bears to fight racism and hatred whenever and wherever it happens.

**LGBT and Disabilities Law: N.J.S.A. 18A:35-4.35** A board of education shall include instruction on the political, economic, and social contributions of persons with disabilities and lesbian, gay, bisexual, and transgender people, in an appropriate place in the curriculum of middle school and high school students as part of the district's implementation of the New Jersey Student Learning Standards (N.J.S.A.18A:35-4.36) A board of education shall have policies and procedures in place pertaining to the selection of instructional materials to implement the requirements of N.J.S.A. 18A:35-4.35.

**Diversity and Inclusion: C.18A:35-4.36a** Curriculum to include instruction on diversity and inclusion.

The instruction shall:

- (1) highlight and promote diversity, including economic diversity, equity, inclusion, tolerance, and belonging in connection with gender and sexual orientation, race and ethnicity, disabilities, and religious tolerance;
- (2) examine the impact that unconscious bias and economic disparities have at both an individual level and on society as a whole; and
- (3) encourage safe, welcoming, and inclusive environments for all students regardless of race or ethnicity, sexual and gender identities, mental and physical disabilities, and religious beliefs.

## **Asian Americans and Pacific Islanders (AAPI)**

Ensures that the contributions, history, and heritage of Asian Americans and Pacific Islanders (AAPI) are included in the New Jersey Student Learning Standards (NJSLS) for Social Studies in kindergarten through Grade 12 (P.L.2021, c.416).

## **21st Century Themes and Skills**

“Twenty-first century themes and skills” means themes such as global awareness; financial, economic, business, and entrepreneurial literacy; civic literacy; health literacy; learning and innovation skills, including creativity and innovation, critical thinking and problem solving,

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and communication and collaboration; information, media, and technology skills; and life and career skills, including flexibility. Career readiness, life literacies, and key skills education provides students with the necessary skills to make informed career and financial decisions, engage as responsible community members in a digital society, and to successfully meet the challenges and opportunities in an interconnected global economy.”

New Jersey Student Learning Standards-ELA  
Grade 7 ELA Standards with Practices

**Focus Standards**

**Reading Literature**

(CR) Close Reading of Text: By the end of grade 12, read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

RL.CR.7.1. Cite several pieces of textual evidence and make relevant connections to support analysis of what a literary text says explicitly as well as inferences drawn from the text.

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

(CI) Central Ideas and Themes of Texts: By the end of grade 12, determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

RL.CI.7.2. Determine a theme in a literary text (e.g., stories, plays or poetry) and explain how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.

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

(TS) Text Structure: By the end of grade 12, analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.

RL.TS.7.4. Analyze the structure an author uses to organize a text and how it contributes to the text as a whole, including how a drama’s or poem’s form or structure (e.g., soliloquy, sonnet) contributes to its meaning.

RI.TS.7.4. Analyze the structure an author uses to organize a text and how it contributes to the text as a whole, including using knowledge of text structures (e.g., cause-effect, proposition-support) and genre features (e.g., graphics, captions, indexes) to organize and analyze important information.

(IT) Interactions Among Text Elements: By the end of grade 12, analyze how and why individuals, events, and ideas develop and interact over the course of a text.

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

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	RI.IT.7.3. Analyze how particular elements of a text interact including how a text makes connections and distinctions among individuals, events, and ideas (e.g., through comparisons, analogies, or categories).
(MF) Diverse Media and Formats: By the end of grade 12, synthesize content presented in diverse media and formats, including visually and quantitatively, as well as in words.	RL.MF.7.6. Compare and contrast texts (e.g., a written story, drama, or poem) to its audio, filmed, staged, or multimedia version and analyze the unique qualities of different mediums, including the effects of techniques unique to each medium (e.g., lighting, sound, color, or camera focus and angles in a film).
(CT) Comparison of Texts: By the end of grade 12, analyze and reflect on how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.	RL.CT.7.8. Compare and contrast a fictional portrayal of an event, time, place, or character and a historical or scientific account of the same period or event as a means of understanding how authors of fiction use or alter history and/or events.
<b>Writing</b>	
(AW) Argumentative Writing: By the end of grade 12, write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.	<p>W.AW.7.1. Write arguments on discipline-specific content (e.g., social studies, science, technical subjects, English/Language Arts) to support claims with clear reasons and relevant evidence.</p> <ul style="list-style-type: none"> <li>A. Introduce claim(s) about a topic or issue, acknowledge alternate or opposing claims, and organize the reasons and evidence logically.</li> <li>B. Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources.</li> <li>C. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence.</li> <li>D. Establish and maintain a formal style/academic style, approach, and form.</li> <li>E. Provide a concluding statement or section that follows from and supports the argument presented</li> </ul>
(WP) Writing Process: By the end of grade 12, develop and strengthen writing as needed by planning, revising, editing, rewriting, and publishing.	W.WP.7.4. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning; flexibly making editing and revision choices and sustaining effort to complete complex writing tasks; and focusing on how well purpose and audience have been addressed.
(WR) Writing Research: By the end of grade 12, conduct short as well as more sustained research	W.WR.7.5. Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further

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<p>projects, utilizing an inquiry-based research process, based on focused questions, demonstrating understanding of the subject under investigation.</p>	<p>research and investigation.</p>
<p>(RW) Range of Writing: By the end of grade 12, write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.</p>	<p>W.RW.7.7. Write routinely over extended time frames (time for research, reflection, metacognition/self-correction, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p>
<p>(SE) Sources of Evidence: By the end of grade 12, gather relevant information and evidence from multiple sources to support analysis, reflection, and research, while assessing the credibility and accuracy of each source, and integrating the information while avoiding plagiarism.</p>	<p>W.SE.7.6. Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.</p>
<p><b>Speaking and Listening</b></p>	
<p>(PE) Participate Effectively: By the end of grade 12, prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.</p>	<p>SL.PE.7.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.</p> <ul style="list-style-type: none"> <li>A. 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. Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.</li> <li>C. 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>D. Acknowledge new information expressed by others and, when warranted, modify their own views.</li> </ul>
<p>(II) Integrate Information: By the end of grade 12, integrate and evaluate information presented in diverse media and formats,</p>	<p>SL.II.7.2. Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.</p>

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including visually, quantitatively, and orally.	
(ES) Evaluate Speakers: By the end of grade 12, evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.	SL.ES.7.3. Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.
(PI) Present Information: By the end of grade 12, present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.	SL.PI.7.4. Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.
(AS) Adapt Speech: By the end of grade 12, adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.	SL.AS.7.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.
<b>Language</b>	
(SS) System and Structure of Language: By the end of grade 12, demonstrate command of grammar and usage, capitalization, punctuation, and spelling.	L.SS.7.1. Demonstrate command of the system and structure of the English language when writing or speaking. <ul style="list-style-type: none"> <li>A. Explain the function of phrases and clauses in general and their function in specific sentences.</li> <li>B. Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.</li> <li>C. Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.</li> <li>D. 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>E. Recognize spelling conventions.</li> </ul>
(KL) Knowledge of Language: By the end of grade 12, apply knowledge of language and command of vocabulary to understand how language functions in different contexts, to make effective choices for	L.KL.7.2. Use knowledge of language and its conventions when writing, speaking, reading, or listening. <ul style="list-style-type: none"> <li>A. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases.</li> <li>B. Gather vocabulary knowledge when selecting a word or phrase important to comprehension or</li> </ul>

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<p>meaning or style, and to comprehend more fully when reading or listening.</p>	<p>expression. C. Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.</p>
<p>(VL) Vocabulary Acquisition, Use and Literal Meaning: By the end of grade 12, determine the meaning of unknown and multiple-meaning words using analysis of word parts (morphemes), word solving strategies, and consulting general and specialized reference materials, as appropriate.</p>	<p>L.VL.7.3. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, including technical meanings, choosing flexibly from a range of strategies.</p> <ul style="list-style-type: none"> <li>A. 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. 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>C. Analyze the impact of a specific word choice on meaning and tone.</li> <li>D. 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>E. 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> </ul>
<p>(VI) Vocabulary Acquisition, Use and Interpretative Meaning: By the end of grade 12, interpret figurative and connotative word meanings, including shades of meaning based on word relationships and context.</p>	<p>L.VI.7.4. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <ul style="list-style-type: none"> <li>A. Interpret figures of speech (e.g., literary, biblical, and mythological allusions) in context.</li> <li>B. Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words.</li> <li>C. Analyze the impact of rhymes and other repetitions of sound (e.g., alliteration) on a specific verse or stanza or a poem or section of a story or drama.</li> <li>D. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., refined, respectful, polite, diplomatic, condescending).</li> </ul>
<p><b>New Jersey Student Learning Standards: Interdisciplinary Connections</b></p>	
<p><b><u>2020 NJSL Social Studies</u></b> <b>Core Ideas</b></p>	<p><b>Performance Expectations</b> <b>(Identified with Standard Number and statement)</b></p>

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6.2 World History/Global Studies: All students will acquire the knowledge and skills to think analytically and systematically about how past interactions of people, cultures, and the environment affect issues across time and cultures. Such knowledge and skills enable students to make informed decisions as socially and ethically responsible world citizens in the 21st century	
<b>Core Ideas</b>	<b>Performance Expectations</b> (Identified with Standard Number and statement)
6.1 US History: America in the worlds	All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage.
<b>Core Ideas</b>	<b>Performance Expectations</b> (Identified with Standard Number and statement)
Individuals can use their talents, resources, and abilities to give back.	9.1.8.CR.2: Compare various ways to give back through strengths, passions, goals, and other personal factors.
<b>New Jersey Student Learning Standards: <a href="#">Computer Science and Design Thinking</a></b>	
<b>Core Ideas</b>	<b>Performance Expectations</b> (Identified with Standard Number and statement)
Economic, political, social and cultural aspects of society drive development of new technological products, processes, and systems.	8.2.8.ITH.1: Explain how the development and use of technology influences economic, political, social, and cultural issues.
<b>New Jersey Student Learning Standards: <a href="#">Climate Change Mandate</a></b>	
<b>Core Ideas</b>	<b>Performance Expectations</b> (Identified with Standard Number and statement)
Reading Language Arts	<p>RI.AA.7.7. Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims. Climate Change Example: Students may evaluate claims and evidence of factors that have caused climate change over the past century.</p> <p>W.SE.7.6. Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation. Climate Change Example: Students may determine the credibility of multiple digital and print data sources that can be used as supporting evidence in constructing a model for describing the cycling of water through Earth's</p>

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	<p>systems driven by energy from the sun and the force of gravity.</p> <p>SL.II.7.2. Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study. Climate Change Example: Students may present data on the impacts that climate change has on New Jersey to inform the development of related technologies.</p>
Gathering and evaluating knowledge and information from a variety of sources, including global perspectives, fosters creativity and innovative thinking.	9.4.8.CI.1: Assess data gathered on varying perspectives on causes of climate change (e.g., cross-cultural, gender-specific, generational), and determine how the data can best be used to design multiple potential solutions.
Multiple solutions often exist to solve a problem.	<p>9.4.8.CT.1: Evaluate diverse solutions proposed by a variety of individuals, organizations, and/or agencies to a local or global problem, such as climate change and use critical thinking skills to predict which one(s) are likely to be effective.</p> <p>9.4.8.CT.2: Develop multiple solutions to a problem and evaluate short- and long-term effects to determine the most plausible option (e.g., MS-ETS1-4, 6.1.8.CivicsDP.1)</p>
Digital technology and data can be leveraged by communities to address effects of climate change.	9.4.8.DC.8: Explain how communities use data and technology to develop measures to respond to effects of climate change (e.g., smart cities).
Sources of information are evaluated for accuracy and relevance when considering the use of information.	<p>9.4.8.IML.7: Use information from a variety of sources, contexts, disciplines, and cultures for a specific purpose (e.g., 1.2.8.C2a, 1.4.8.CR2a, W.5.8, 6.1.8.GeoSV.3.a, 6.1.8.CivicsDP.4.b, 7.1.NH. IPRET.8).</p> <p>9.4.8.IML.8: Apply deliberate and thoughtful search strategies to access high-quality information on climate change (e.g., 1.1.8.C1b).</p>

**Unit 5 Knowledge and Skills**

**Unit Learning Targets (Objectives):**  
*Students will be able to...*

**Reading Skills:**

- Identify and describe the characteristics of myths and folktales
- Describe characters, setting, and key events central to the plot of a story
- Monitor comprehension by generating questions before, during, and after reading
- Cite textual evidence to support analysis of explicit details and inferences in a text
- Determine a theme or central idea of a text and analyze its development over time
- Objectively summarize the events and key ideas of a text
- Compare and contrast characters using explicit and implicit textual evidence in a written response
- Analyze how characters and plot events (e.g., inciting incident, turning point) shape plot development
- Participate in collaborative conversations about texts and reflect on discussion contributions
- Identify and describe how setting influences characters and plot
- Identify and describe central ideas and details in a poem
- Analyze how a poem's structure (e.g., stanzas, line breaks) contributes to its meaning
- Determine the meaning of figurative and connotative language in poetry and prose
- Analyze how tone and theme are developed through word choice and poetic devices
- Analyze how the structure and figurative language of a poem contribute to overall meaning and theme
- Restate key ideas and details to demonstrate understanding of various texts

**Writing Skills:**

- Analyze a student model to plan a meaningful informative research essay in response to a prompt
- Generate and refine research questions and develop a formal research plan
- Evaluate sources for reliability, credibility, accuracy, and relevance
- Gather and synthesize relevant information from a variety of sources
- Compose a focused and organized informative research paper based on a developed research plan
- Critique and revise the research process, refining questions and improving planning as needed
- Paraphrase, quote, and cite sources appropriately using academic conventions to avoid plagiarism
- Integrate print and graphic features to enhance clarity and interest in written work
- Use a revision guide to improve clarity, development, organization, style, diction, and sentence effectiveness in final drafts
- Demonstrate understanding of narrative structure by planning and writing an original Cinderella-themed story

**Language Skills:**

- Recognize and use academic vocabulary in a variety of contexts
- Determine the meaning of English words derived from Greek and Latin roots

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- Analyze how connotation and denotation impact tone and meaning
- Apply knowledge of figurative language to interpret meaning in context
- Use domain-specific language and vocabulary when speaking and writing about literary texts

**Unit Enduring Understandings:**

*Students will know...*

- Steps taken to construct an informative research paper using writing process
- Interactions between characters, setting, and other plot elements
- Theme
- Central Idea
- Close Reading Strategies for Fictional texts
- Methods to be used to identify meaning of unknown words/phrases; figurative language
- Citing textual evidence to support responses
- Text Structure
- MLA format

**Unit Essential Questions:**

- Why do we still read myths and folktales?

Instructional Plan	
Suggested Activities	Resources/Texts
<ul style="list-style-type: none"> <li>● Unit Preview video and Big Idea: Why do we still read myths and folktales?</li> <li>● Recognizing Genre: Traditional Stories (Myths, Folktales, Fairy tales)</li> <li>● Vocabulary: Content Vocabulary and Academic Vocabulary - Reading Closely</li> <li>● “Aesop’s Fables” - Theme, character, textual evidence</li> <li>● Paired Readings: “The Classical Roots of ‘The Hunger Games’” <u>The Hunger Games</u>, “The Cruel Tribute” textual evidence, theme, setting (climate change)</li> <li>● “The Invisible One” (Diversity and Inclusion) summarizing, plot, character</li> <li>● “The Other Side of the Sky” (Diversity and Inclusion) extual evidence</li> </ul>	<p><b>Study Sync Anchor Texts:</b></p> <p>“Aesop’s Fables”            “The Classical Roots of ‘The Hunger Games’”            “The Invisible One”            “The Cruel Tribute”            “The Other Side of the Sky”            “The Story of Anniko”            “Icarus and Daedalus”            “The New Colossus”            “The Third Elevator”            “Perseus”</p>

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<ul style="list-style-type: none"><li>● Paired Readings: “The Story of Anniko” and “Icarus and Daedalus” Greek and latin affixes and roots, setting, plot, character (<b>Diversity and Inclusion</b>)</li><li>● “The New Colossus” poetic elements and structure, figurative language</li><li>● “The Third Elevator” figurative language, point of view</li><li>● “Perseus” conotation and denotation, poetic elements and structure, textual evidence</li><li>● Follow Schoolwide Photo Essay Unit</li><li>● Self-selected reading</li><li>● Review and assessment</li></ul>	<p>Trade Books/Paired Reading for Book Clubs/Workshop Model: <u>The Hunger Games, The Other Side of the Sky</u></p> <p>Additional suggested supplemental reading</p> <p>Schoolwide: Photo Essay Unit <a href="#">Resources</a></p>
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**Evidence of Student Learning**

**Formative Assessments:**

- Think Questions
- Close Read- Skills Focus Question
- Collaborative Conversation
- Peer Review
- Short Response Questions: Literary Analysis, Comparative, Narrative
- Blasts
- Digital Reading Comprehension Questions
- Text Talk/Turn and Talk
- Writer’s Notebook
- Notice and Note Signposts
- Photo Essay Grading
- Literary Analysis

**Summative Assessments**

- End of unit assessment
- State Assessments
- Projects/Collaborative Assessments
- Literature Circles/Socratic Circles

**Benchmark Assessments:**

- LinkIt! Benchmark Assessments: fall, winter and spring
- StudySync DRA2 (BS and Sp. Education): fall, winter, and spring

**Alternative Assessments**

- Independent Novel Study
- Teacher created assessments
- Self-selected reading materials/vocabulary

- Stations and workshops
- Socratic Seminar
- Discussion Board (Google Classroom)

**Performance Tasks:**

- Literary Analysis Essay

**Suggested Options for Differentiation and Modifications**

**Special Education**

- Follow all IEP modifications.
- Use scaffolds, leveled texts, and differentiated questions.
- Introduce and reinforce key vocabulary before lessons.
- Provide visuals, visual glossaries, word banks, and summaries.
- Pair vocabulary with pictures or movements.
- Offer small-group guided reading and writing.
- Read aloud daily; use choral reading, chants, and songs.
- Provide peer tutoring or assign a supportive “buddy.”
- Offer preferential seating.
- Allow extended time for assignments or tests.
- Permit oral or dictated responses.
- Shorten or modify the number and types of questions.
- Use large-print, Braille, or digital text with audio, audio highlight, or adjustable speed.
- Provide books on tape and screen reader access.
- Use scribes or augmentative communication systems as needed.
- Include visually stimulating and multimedia resources.

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**Students with 504 Plans**

- Follow the 504 plan.
- Provide extended time for assignments or tests.
- Offer small-group settings.
- Allow oral or dictated responses.
- Use large-print, Braille, or digital text with audio supports.
- Provide access to a scribe or augmentative communication system.

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**Students at Risk of Failure**

- Use visuals and pre-teach vocabulary.

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- Provide small-group instruction.
  - Read aloud daily; use choral reading, chants, and songs.
  - Assign a peer tutor or “buddy.”
  - Offer preferential seating.
  - Gradually increase reading passage length as skills improve.
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### Gifted and Talented

- Ask open-ended and higher-order questions (analyze, evaluate, create).
  - Use “why” and “what if” questioning.
  - Allow for discovery learning.
  - Offer interest-based extension activities and advanced reading lists.
  - Provide varied pre-assessments and assessments.
  - Use advanced introductory activities (organizers, concept maps, puzzles).
  - Offer flexible small-group learning by ability or interest.
  - Include whole-group enrichment explorations.
  - Teach advanced thinking and problem-solving skills.
  - Implement centers, stations, contracts, and simulations.
  - Debrief after activities to encourage reflection.
- 

### Multilingual Learners

- Collaborate with MLL/ESL specialists.
  - Provide small-group guided reading and writing.
  - Pre-teach vocabulary; label classroom items.
  - Use visuals, visual glossaries, and Spanish cognates.
  - Offer sentence and speaking frames.
  - Assign pictures or movements to vocabulary words.
  - Provide books on tape, screen readers, audio highlight, and adjustable audio speed.
  - Allow extended time for assignments and tests.
  - Permit oral or dictated responses.
  - Use supplemental language supports.
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### Diversity and Inclusion

- Respect and incorporate cultural traditions.
- Provide alternative assignments when needed.
- Use visuals and clear communication; speak slowly and avoid slang.
- Collaborate with language professionals and MLL teachers.

## Supplemental Resources

- Instructional Materials
  - “The Big Idea” Blast: Test of Time/ Overview of Skills
  - “Aesop’s Fables”- There is a selection of lower lexile (5th and 6th grade) fables on Commonlit that can be used to assess the skill of identifying themes.
  - “The Invisible One” Blast: A Cinderella Story
  - “The New Colossus” Blast: It Figures
  - Self-Selected Blasts
  - Standards/Skills based lessons as needed (Pacing Guide)
- Supplemental Materials
  - Additional Blasts:
    - Watching the Future (The Hunger Games)
    - Happily Ever After (Why are Fairy Tales so popular?)
    - The Element of Surprise (“Retrieved Reformation”/Plot Twists)
  - Additional Grammar Lessons from Study Sync:
    - Differentiating Prepositions and Adverbs
    - Prepositional Phrases as Adjectives and Adverbs
    - Commas with Introductory Words and Phrases
    - Colons
  - Bridges to Literature/Interactive Reader Selections as Applicable
  - Scholastic/Scope Magazine as Applicable
- Intervention Materials
  - Study Sync Scaffolding
  - Study Sync ELL Resources

### Social and Emotional Learning - New Jersey SEL

Competencies and Sub-Competencies Social and emotional learning (SEL) involves the process through which children and adults acquire and apply the knowledge, attitudes and skills necessary to understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions. The purpose of the SEL competencies is to provide schools with guidelines for integrating SEL across grades and subject areas.

#### Self-Awareness

- Recognize one’s feelings and thoughts
- Recognize the impact of one’s feelings and thoughts on one’s own behavior
- Recognize one’s personal traits, strengths and limitations
- Recognize the importance of self-confidence in handling daily tasks and challenges

#### Self-Management

- Understand and practice strategies for managing one’s own emotions, thoughts and behaviors
- Recognize the skills needed to establish and achieve personal and educational goals

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- Identify and apply ways to persevere or overcome barriers through alternative methods to achieve one's goals

**Social Awareness**

- Recognize and identify the thoughts, feelings and perspectives of others
- Demonstrate an awareness of the differences among individuals, groups and others' cultural backgrounds
- Demonstrate an understanding of the need for mutual respect when viewpoints differ
- Demonstrate an awareness of the expectations for social interactions in a variety of settings

**Responsible Decision-Making**

- Develop, implement and model effective problem solving and critical thinking skills
- Identify the consequences associated with one's actions in order to make constructive choices
- Evaluate personal, ethical, safety and civic impact of decisions

**Relationship Skills**

- Establish and maintain healthy relationships
- Utilize positive communication and social skills to interact effectively with others
- Identify ways to resist inappropriate social pressure
- Demonstrate the ability to prevent and resolve interpersonal conflicts in constructive ways
- Identify who, when, where, or how to seek help for oneself or others when needed

[NJDOE Website on Social and Emotional Learning](#)

**Teacher Notes**

**Additional Resources:**

- Notice and Note Signposts
- Commonlit.org
- Readworks.org
- Newsela.com
- noredink.com

OCEAN ACADEMY CHARTER SCHOOL

Unit 6 Overview

Content Area: English Language Arts

Unit Title: The Power of One

Duration: 30 Days

Target Course/Grade Level: 7

**Introduction/Unit Focus:**

This unit challenges students to explore how individuals persevere through adversity, define themselves, and influence the world around them. Through a carefully selected collection of literature, students will examine how characters, both real and fictional, respond to personal and historical challenges. At the heart of the unit is an excerpt from *The Giver* by Lois Lowry, a science fiction classic that raises essential questions about individuality, freedom, and memory. Students will also read *A Thousand Cranes*, a play inspired by the true story of a young girl living in post-World War II Japan, whose hope and determination became a symbol of peace after the Hiroshima and Nagasaki bombings.

The theme of self-reflection and perseverance continues in the poem “Choices,” which captures a speaker’s inner conflict while striving to define their identity. Additional readings will expose students to stories of individuals, both real and imagined, who face personal or societal obstacles, encouraging students to draw connections between literature and contemporary issues.

**Reading Skills:**

Throughout this unit, students will strengthen their ability to analyze theme, character motivation, and the interaction between individuals and historical events. They will explore how authors use narrative structure, poetic devices, and dramatic elements to express complex ideas and emotions. Students will also evaluate how different genres (novels, plays, poetry, and nonfiction) convey similar themes in unique ways, preparing them to think critically and compare across texts.

**Writing & Speaking Skills:**

In the culminating performance task, students will prepare and deliver an oral presentation critiquing a literary work or dramatic production of their choice. In doing so, students will apply their understanding of literary elements and thematic analysis, while developing their public speaking, argumentation, and organizational skills. This unit offers students the opportunity to reflect on their own values and voices, while using literature as a lens to better understand perseverance in themselves and others.

**Disciplinary Concepts for the Unit**

Standard 9.1 Personal Financial Literacy

This standard outlines the important fiscal knowledge, habits, and skills that must be mastered in order for students to make informed decisions about personal finance. Financial literacy is an integral component of a student's college and career readiness, enabling students to achieve fulfilling, financially-secure, and successful careers.

#### Standard 9.2 Career Awareness, Exploration, Preparation and Training

This standard outlines the importance of being knowledgeable about one's interests and talents, and being well informed about postsecondary and career options, career planning, and career requirements.

#### Standard 9.4 Life Literacies and Key Skills

This standard outline key literacies and technical skills such as critical thinking, global and cultural awareness, and technology literacy\* that are critical for students to develop to live and work in an interconnected global economy.

#### Standard 8.1 Computer Science

Computer Science outlines a comprehensive set of concepts and skills, such as data and analysis, algorithms and programming, and computing systems.

#### Standard 8.2 Design Thinking

Technology, outlines the technological design concepts and skills essential for technological and engineering literacy. The framework design includes Engineering Design, Ethics and Culture, and the Effects of Technology on the Natural world among the disciplinary concepts

**Amistad Law: N.J.S.A.** 18A 52:16A-88 Every board of education shall incorporate the information regarding the contributions of African-Americans to our country in an appropriate place in the curriculum of elementary and secondary school students.

**Holocaust Law: N.J.S.A.** 18A:35-28 Every board of education shall include instruction on the Holocaust and genocide in an appropriate place in the curriculum of all elementary and secondary school pupils. The instruction shall further emphasize the personal responsibility that each citizen bears to fight racism and hatred whenever and wherever it happens.

**LGBT and Disabilities Law:** N.J.S.A. 18A:35-4.35 A board of education shall include instruction on the political, economic, and social contributions of persons with disabilities and lesbian, gay, bisexual, and transgender people, in an appropriate place in the curriculum of middle school and high school students as part of the district's implementation of the New Jersey Student Learning Standards (N.J.S.A.18A:35-4.36) A board of education shall have policies and procedures in place pertaining to the selection of instructional materials to implement the requirements of N.J.S.A. 18A:35-4.35.

**Diversity and Inclusion:** C.18A:35-4.36a Curriculum to include instruction on diversity and inclusion.

The instruction shall:

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- (1) highlight and promote diversity, including economic diversity, equity, inclusion, tolerance, and belonging in connection with gender and sexual orientation, race and ethnicity, disabilities, and religious tolerance;
- (2) examine the impact that unconscious bias and economic disparities have at both an individual level and on society as a whole; and
- (3) encourage safe, welcoming, and inclusive environments for all students regardless of race or ethnicity, sexual and gender identities, mental and physical disabilities, and religious beliefs.

**Asian Americans and Pacific Islanders (AAPI)**

Ensures that the contributions, history, and heritage of Asian Americans and Pacific Islanders (AAPI) are included in the New Jersey Student Learning Standards (NJSLS) for Social Studies in kindergarten through Grade 12 (P.L.2021, c.416).

**21st Century Themes and Skills**

“Twenty-first century themes and skills” means themes such as global awareness; financial, economic, business, and entrepreneurial literacy; civic literacy; health literacy; learning and innovation skills, including creativity and innovation, critical thinking and problem solving, and communication and collaboration; information, media, and technology skills; and life and career skills, including flexibility. Career readiness, life literacies, and key skills education provides students with the necessary skills to make informed career and financial decisions, engage as responsible community members in a digital society, and to successfully meet the challenges and opportunities in an interconnected global economy.”

[New Jersey Student Learning Standards-ELA](#)  
[Grade 7 ELA Standards with Practices](#)

**Focus Standards**

**Reading Literature**

(CR) Close Reading of Text: By the end of grade 12, read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

RL.CR.7.1. Cite several pieces of textual evidence and make relevant connections to support analysis of what a literary text says explicitly as well as inferences drawn from the text.

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

(CI) Central Ideas and Themes of Texts: By the end of grade 12, determine central ideas or themes of a text and analyze their development; summarize the key supporting details and

RL.CI.7.2. Determine a theme in a literary text (e.g., stories, plays or poetry) and explain how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.

RI.CI.7.2. Determine a central idea in an informational

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ideas.	text and explain how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
(IT) Interactions Among Text Elements: By the end of grade 12, analyze how and why individuals, events, and ideas develop and interact over the course of a text.	<p>RL.IT.7.3. Analyze how particular elements of a text interact including how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.</p> <p>RI.IT.7.3. Analyze how particular elements of a text interact including how a text makes connections and distinctions among individuals, events, and ideas (e.g., through comparisons, analogies, or categories).</p>
(TS) Text Structure: By the end of grade 12, analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.	<p>RL.TS.7.4. Analyze the structure an author uses to organize a text and how it contributes to the text as a whole, including how a drama’s or poem’s form or structure (e.g., soliloquy, sonnet) contributes to its meaning.</p> <p>RI.TS.7.4. Analyze the structure an author uses to organize a text and how it contributes to the text as a whole, including using knowledge of text structures (e.g., cause-effect, proposition-support) and genre features (e.g., graphics, captions, indexes) to organize and analyze important information.</p>
(MF) Diverse Media and Formats: By the end of grade 12, synthesize content presented in diverse media and formats, including visually and quantitatively, as well as in words.	RL.MF.7.6. Compare and contrast texts (e.g., a written story, drama, or poem) to its audio, filmed, staged, or multimedia version and analyze the unique qualities of different mediums, including the effects of techniques unique to each medium (e.g., lighting, sound, color, or camera focus and angles in a film).
(CT) Comparison of Texts: By the end of grade 12, analyze and reflect on how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.	RL.CT.7.8. Compare and contrast a fictional portrayal of an event, time, place, or character and a historical or scientific account of the same period or event as a means of understanding how authors of fiction use or alter history and/or events.
(CR) Close Reading of Text: By the end of grade 12, read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions	<p>RL.CR.7.1. Cite several pieces of textual evidence and make relevant connections to support analysis of what a literary text says explicitly as well as inferences drawn from the text.</p> <p>RI.CR.7.1. Cite several pieces of textual evidence and make relevant connections to support analysis of what an informational text says explicitly as well as</p>

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drawn from the text.	inferences drawn from the text.
(CI) Central Ideas and Themes of Texts: By the end of grade 12, determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.	<p>RL.CI.7.2. Determine a theme in a literary text (e.g., stories, plays or poetry) and explain how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.</p> <p>RI.CI.7.2. Determine a central idea in an informational text and explain how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.</p>
<b>Writing</b>	
(AW) Argumentative Writing: By the end of grade 12, write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.	<p>W.AW.7.1. Write arguments on discipline-specific content (e.g., social studies, science, technical subjects, English/Language Arts) to support claims with clear reasons and relevant evidence.</p> <ul style="list-style-type: none"> <li>F. Introduce claim(s) about a topic or issue, acknowledge alternate or opposing claims, and organize the reasons and evidence logically.</li> <li>G. Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources.</li> <li>H. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence.</li> <li>I. Establish and maintain a formal style/academic style, approach, and form.</li> <li>J. Provide a concluding statement or section that follows from and supports the argument presented.</li> </ul>
(IW) Informative and Explanatory Writing: By the end of grade 12, write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.	<p>W.IW.7.2. Write informative/explanatory texts (including the narration of historical events, scientific procedures/ experiments, or technical processes) to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</p> <ul style="list-style-type: none"> <li>G. 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) when useful to aid in comprehension.</li> <li>H. Develop the topic with relevant facts, definitions, concrete details, quotations, or other</li> </ul>

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	<p>information and examples.</p> <ul style="list-style-type: none"> <li>I. Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.</li> <li>J. Use precise language and domain/ grade-level-specific vocabulary to inform about or explain the topic.</li> <li>K. Establish and maintain a formal style academic style, approach, and form.</li> <li>L. Provide a concluding statement or section (e.g., sentence, part of a paragraph, paragraph, or multiple paragraphs) that follows the flow of ideas, reflects back on the topic, and supports the information or explanation presented.</li> </ul>
<p>(SE) Sources of Evidence: By the end of grade 12, gather relevant information and evidence from multiple sources to support analysis, reflection, and research, while assessing the credibility and accuracy of each source, and integrating the information while avoiding plagiarism.</p>	<p>W.SE.7.6. Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.</p>
<p>(WP) Writing Process: By the end of grade 12, develop and strengthen writing as needed by planning, revising, editing, rewriting, and publishing.</p>	<p>W.WP.7.4. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning; flexibly making editing and revision choices and sustaining effort to complete complex writing tasks; and focusing on how well purpose and audience have been addressed.</p>
<p>(WR) Writing Research: By the end of grade 12, conduct short as well as more sustained research projects, utilizing an inquiry-based research process, based on focused questions, demonstrating understanding of the subject under investigation.</p>	<p>W.WR.7.5. Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.</p>
<p>(RW) Range of Writing: By the end of grade 12, write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.</p>	<p>W.RW.7.7. Write routinely over extended time frames (time for research, reflection, metacognition/self-correction, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p>

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Language	
(SS) System and Structure of Language: By the end of grade 12, demonstrate command of grammar and usage, capitalization, punctuation, and spelling.	<p>L.SS.7.1. Demonstrate command of the system and structure of the English language when writing or speaking.</p> <ul style="list-style-type: none"> <li>A. Explain the function of phrases and clauses in general and their function in specific sentences.</li> <li>B. Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.</li> <li>C. Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.</li> <li>D. 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>E. Recognize spelling conventions.</li> </ul>
(KL) Knowledge of Language: By the end of grade 12, apply knowledge of language and command of vocabulary to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening	<p>L.KL.7.2. Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <ul style="list-style-type: none"> <li>A. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases.</li> <li>B. Gather vocabulary knowledge when selecting a word or phrase important to comprehension or expression.</li> <li>C. Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.</li> </ul>
(VL) Vocabulary Acquisition, Use and Literal Meaning: By the end of grade 12, determine the meaning of unknown and multiple-meaning words using analysis of word parts (morphemes), word solving strategies, and consulting general and specialized reference materials, as appropriate.	<p>L.VL.7.3. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, including technical meanings, choosing flexibly from a range of strategies.</p> <ul style="list-style-type: none"> <li>A. 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. 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>C. Analyze the impact of a specific word choice on meaning and tone.</li> <li>D. 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>E. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking</li> </ul>

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	the inferred meaning in context or in a dictionary).
(VI) Vocabulary Acquisition, Use and Interpretative Meaning: By the end of grade 12, interpret figurative and connotative word meanings, including shades of meaning based on word relationships and context.	<p>L.VI.7.4. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <ul style="list-style-type: none"> <li>A. Interpret figures of speech (e.g., literary, biblical, and mythological allusions) in context.</li> <li>B. Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words.</li> <li>C. Analyze the impact of rhymes and other repetitions of sound (e.g., alliteration) on a specific verse or stanza or a poem or section of a story or drama.</li> <li>D. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., refined, respectful, polite, diplomatic, condescending).</li> </ul>

**New Jersey Student Learning Standards: Interdisciplinary Connections**

**2020 NJSL Social Studies**  
Core Ideas

<p>Geography, People, and the Environment</p> <p>Members of society have the obligation to become informed of the facts regarding public issues and to engage in honest, mutually respectful discourse to advance public policy solutions.</p>	<p>6.3.8.CivicsPD.3: Construct a claim as to why it is important for democracy that individuals are informed by facts, aware of diverse viewpoints, and willing to take action on public issues. (<b>Diversity and Inclusion</b>)</p>
<p>Fundamental rights are derived from the inherent worth of each individual and include civil, political, social, economic, and cultural rights.</p>	<p>6.1.8.CivicsHR.4.a: Examine sources from a variety of perspectives to describe efforts to reform education, women’s rights, slavery, and other issues during the Antebellum period. (<b>Diversity and Inclusion</b>)</p>
<p>Historical events and developments were shaped by the unique circumstances of time and place as well as broader historical contexts.</p>	<p>6.1.12.HistoryCC.12.d: Explain how the development and proliferation of nuclear weapons affected international relations.</p>
<p><b><u>2020 NJSL Career Readiness, Life Literacies and Key Skills</u></b> Core Ideas</p>	<p><b>Performance Expectations</b> (Identified with Standard Number and statement)</p>

**9.1, 9.2, and 9.4 Career Awareness, Exploration, and Preparation**

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This standard outlines the importance of being knowledgeable about one's interests and talents, and being well informed about postsecondary and career options, career planning, and career requirements.	
<b>Career Awareness and Planning</b>	
An individual's strengths, lifestyle goals, choices, and interests affect employment and income	<p>9.2.8.CAP.2: Develop a plan that includes information about career areas of interest.</p> <p>9.2.8.CAP.3: Explain how career choices, educational choices, skills, economic conditions, and personal behavior affect income.</p>
<b>Critical Thinking and Problem-solving</b>	
Multiple solutions often exist to solve a problem	9.4.8.CT.2: Develop multiple solutions to a problem and evaluate short- and long-term effects to determine the most plausible option (e.g., MS-ETS1-4, 6.1.8.CivicsDP.1).
<b>New Jersey Student Learning Standards: <u>Computer Science and Design Thinking</u></b>	
<b>Core Ideas</b>	<b>Performance Expectations (Identified with Standard Number and statement)</b>
Economic, political, social and cultural aspects of society drive development of new technological products, processes, and systems.	8.2.8.ITH.1: Explain how the development and use of technology influences economic, political, social, and cultural issues.
Advancements in computing technology can change individuals' behaviors.	8.1.8.IC.1: Compare the trade-offs associated with computing technologies that affect individual's everyday activities and career options.
People use digital devices and tools to automate the collection, use, and transformation of data.	8.1.8.DA.1: Organize and transform data collected using computational tools to make it usable for a specific purpose.
<b>New Jersey Student Learning Standards: <u>Climate Change Mandate</u></b>	
<b>Core Ideas</b>	<b>Performance Expectations (Identified with Standard Number and statement)</b>
Reading Language Arts	<p>RI.AA.7.7. Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims.</p> <p>Climate Change Example: Students may evaluate claims and evidence of factors that have caused climate</p>

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	<p>change over the past century.</p> <p>W.SE.7.6. Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation. Climate Change Example: Students may determine the credibility of multiple digital and print data sources that can be used as supporting evidence in constructing a model for describing the cycling of water through Earth’s systems driven by energy from the sun and the force of gravity.</p> <p>SL.II.7.2. Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study. Climate Change Example: Students may present data on the impacts that climate change has on New Jersey to inform the development of related technologies.</p>
<p>Gathering and evaluating knowledge and information from a variety of sources, including global perspectives, fosters creativity and innovative thinking.</p>	<p>9.4.8.CI.1: Assess data gathered on varying perspectives on causes of climate change (e.g., cross-cultural, gender-specific, generational), and determine how the data can best be used to design multiple potential solutions.</p>
<p>Multiple solutions often exist to solve a problem.</p>	<p>9.4.8.CT.1: Evaluate diverse solutions proposed by a variety of individuals, organizations, and/or agencies to a local or global problem, such as climate change and use critical thinking skills to predict which one(s) are likely to be effective.</p> <p>9.4.8.CT.2: Develop multiple solutions to a problem and evaluate short- and long-term effects to determine the most plausible option (e.g., MS-ETS1-4, 6.1.8.CivicsDP.1)</p>
<p>Digital technology and data can be leveraged by communities to address effects of climate change.</p>	<p>9.4.8.DC.8: Explain how communities use data and technology to develop measures to respond to effects of climate change (e.g., smart cities).</p>
<p>Sources of information are evaluated for accuracy and relevance when considering the use of information.</p>	<p>9.4.8.IML.7: Use information from a variety of sources, contexts, disciplines, and cultures for a specific purpose (e.g., 1.2.8.C2a, 1.4.8.CR2a, W.5.8, 6.1.8.GeoSV.3.a, 6.1.8.CivicsDP.4.b, 7.1.NH. IPRET.8).</p>

9.4.8.IML.8: Apply deliberate and thoughtful search strategies to access high-quality information on climate change (e.g., 1.1.8.C1b).

## Unit 6 Knowledge and Skills

### Unit Learning Targets (Objectives):

*Students will be able to...*

#### Reading Skills:

- Identify and describe characters, setting, and events that are central to the plot of a drama
- Analyze how characters interact with other elements of a story
- Determine how the form and structure of a drama or poem contributes to its meaning
- Compare and contrast a written drama with its audio version, analyzing the effects of techniques unique to each medium
- Identify and describe central details that contribute to a poem's overall meaning
- Analyze poetic elements and structure to determine theme and meaning
- Compare and contrast the theme of a poem with that of another text in a written response
- Compare and contrast a text with its video version, analyzing how each medium portrays the subject
- Synthesize information from one or more texts to develop a new understanding
- Trace and evaluate arguments and claims in a text for reasoning, relevance, and sufficiency of evidence
- Analyze how a speaker or author develops a claim through supporting reasons and evidence
- Identify technical language in informational texts and explain its impact on tone and meaning
- Determine an author's point of view or purpose and explain how it is conveyed in a text
- Analyze the interactions between individuals, events, and ideas within a text
- Compare and contrast how two authors present the same topic using different evidence or interpretations
- Make personal, text-to-text, and text-to-world connections to deepen comprehension
- Identify and restate key ideas and supporting details from a text
- Participate in collaborative discussions and reflect on content and perspectives
- Perform close readings to analyze and evaluate meaning, structure, and style in texts

#### Writing Skills:

- Write a short response that demonstrates understanding of characterization through a personal connection
- Compose a personal response to a text using dialogue format
- Analyze a student model and plan a focused argumentative oral presentation

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- Develop and organize an argumentative oral presentation with clear claims, reasons, and evidence
- Evaluate media sources for credibility, reliability, bias, and accuracy to support a presentation
- Revise and edit oral presentations for clarity, organization, style, and effectiveness
- Present a final version of an argumentative oral presentation using appropriate tone and vocabulary
- Compare and contrast texts and write reflective responses based on collaborative discussion

**Language Skills:**

- Identify language structures in a variety of texts
- Learn and apply sight vocabulary and high-frequency English words
- Analyze expressions in reading to interpret figurative and contextual meaning
- Recognize and use academic vocabulary in multiple contexts

**Unit Enduring Understandings:**

*Students will know...*

- Compare and contrast methods
- Close reading strategies for literature
- Identification of words based on context
- Point of view
- Theme comparison
- Identifying evidence
- Significance of figurative language usage
- Literary Analysis strategies
- the steps of the writing process
- Figurative language
- How to write an present an oral presentation
- Analyzing expressions
- Argument strategies
- How to analyze a drama

**Unit Essential Questions:**

- How do we stand out from a crowd?

Instructional Plan	
Suggested Activities	Resources/Texts
<ul style="list-style-type: none"> <li>➤ Unit Preview video and Big Idea: How do we stand out from the crowd? Recognizing Genre: Drama Academic Vocabulary</li> </ul>	<p><b>Required Anchor Texts:</b>            “The Giver”            “Nothing to Envy: Ordinary Lives in North Korea”</p>

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- **Paired readings:** “The Giver” (climate change), “Nothing to Envy: Ordinary Lives in North Korea”, (Diversity and Inclusion) “A Thousand Cranes”-Character, Dramatic Elements and Structure
- “Remarks at the UNESCO Education for All Week Luncheon”-Reasons and Evidence
- **Hidden Figures**- Technical Language, Author’s Purpose and Point of View (Diversity and Inclusion)
- “Miami Dancer Follows Dreams while Planning for the Future”-Informational Text Elements, Media
- **Reality TV and Society**- (and introduce the extended oral project) Arguments and Claims, Compare and Contrast
- **The Matsuyama Mirror**- Word Meaning, Media
- **Paired Readings:** “New Directions and Choices”-Poetic Elements and Structure
- “Cuentos de Josefina” (Diversity and Inclusion) Dramatic Elements and Structure
- Self-selected reading
- Review and assessment (Oral Presentations)
- Follow Schoolwide Photo Essay Unit

“A Thousand Cranes”  
“Remarks at the UNESCO Education for all Week Luncheon”  
“Hidden Figures”  
“Miami Dancer Follows Dreams while Planning for the Future”  
“Reality TV and Society”  
“The Matsuyama Mirror”  
“New Directions and Choices”  
“Cuentos de Josefina”

**Required Trade Books:**  
The Giver

**Additional suggested supplemental reading**  
Hidden Figures

Schoolwide Photo Essay

Resources:

**Evidence of Student Learning**

**Formative Assessments:**

- Think Questions
- Close Read- Skills Focus Question
- Collaborative Conversation
- Peer Review
- Short Response Questions: Literary Analysis, Debate Plan, Personal Response, Comparative
- Blasts
- Digital Reading Comprehension Questions
- Text Talk/Turn and Talk
- Writer’s Notebook
- Notice and Note Signposts
- Do Nows
- Graphic organizers
- Workbook
- Multiple choice assessments
- Timed reading and writing
- Literature responses/circles
- Exit slips

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- Writing portfolio
- Workshop Logs and Conferencing
- Photo Essay
- Literary Analysis

**Summative Assessments**

- End of Unit Assessment
- State Assessments
- Projects/Collaborative Assessments
- Literature Circles/Socratic Circles

**Benchmark Assessments:**

- LinkIt! Benchmark Administered in the fall, winter and spring
- DRA2 Administered in the fall, winter and spring

**Alternative Assessments**

- Independent Novel Study
- Teacher created assessments
- Self-selected reading materials/vocabulary
- Stations and workshops
- Socratic Seminar
- Discussion Board (Google Classroom)

**Performance Tasks:**

- Oral Speech Presentation

**Suggested Options for Differentiation and Modifications**

**Special Education**

- Follow all IEP modifications.
- Use scaffolds, leveled texts, and differentiated questions.
- Introduce and reinforce key vocabulary before lessons.
- Provide visuals, visual glossaries, word banks, and summaries.
- Pair vocabulary with pictures or movements.
- Offer small-group guided reading and writing.
- Read aloud daily; use choral reading, chants, and songs.
- Provide peer tutoring or assign a supportive “buddy.”
- Offer preferential seating.
- Allow extended time for assignments or tests.
- Permit oral or dictated responses.
- Shorten or modify the number and types of questions.
- Use large-print, Braille, or digital text with audio, audio highlight, or adjustable speed.
- Provide books on tape and screen reader access.
- Use scribes or augmentative communication systems as needed.

- Include visually stimulating and multimedia resources.
- 

### **Students with 504 Plans**

- Follow the 504 plan.
  - Provide extended time for assignments or tests.
  - Offer small-group settings.
  - Allow oral or dictated responses.
  - Use large-print, Braille, or digital text with audio supports.
  - Provide access to a scribe or augmentative communication system.
- 

### **Students at Risk of Failure**

- Use visuals and pre-teach vocabulary.
  - Provide small-group instruction.
  - Read aloud daily; use choral reading, chants, and songs.
  - Assign a peer tutor or “buddy.”
  - Offer preferential seating.
  - Gradually increase reading passage length as skills improve.
- 

### **Gifted and Talented**

- Ask open-ended and higher-order questions (analyze, evaluate, create).
  - Use “why” and “what if” questioning.
  - Allow for discovery learning.
  - Offer interest-based extension activities and advanced reading lists.
  - Provide varied pre-assessments and assessments.
  - Use advanced introductory activities (organizers, concept maps, puzzles).
  - Offer flexible small-group learning by ability or interest.
  - Include whole-group enrichment explorations.
  - Teach advanced thinking and problem-solving skills.
  - Implement centers, stations, contracts, and simulations.
  - Debrief after activities to encourage reflection.
- 

### **Multilingual Learners**

- Collaborate with MLL/ESL specialists.
- Provide small-group guided reading and writing.
- Pre-teach vocabulary; label classroom items.

- Use visuals, visual glossaries, and Spanish cognates.
- Offer sentence and speaking frames.
- Assign pictures or movements to vocabulary words.
- Provide books on tape, screen readers, audio highlight, and adjustable audio speed.
- Allow extended time for assignments and tests.
- Permit oral or dictated responses.
- Use supplemental language supports.

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### Diversity and Inclusion

- Respect and incorporate cultural traditions.
- Provide alternative assignments when needed.
- Use visuals and clear communication; speak slowly and avoid slang.
- Collaborate with language professionals and MLL teachers.

### Supplemental Resources

- Instructional Materials
  - *The Giver* Paired Texts on CommonLit Social Pressure: Why do people follow the crowd?
  - Blast: The Power of One
  - *Hidden Figures* Blast: The Girl Who Loved to Count
  - *Hidden Figures* paired text: “Who is Katherine Johnson?”
  - “New Directions” Pre-Reading Activity
  - Standards/Skills based lessons as needed (Pacing Guide)
- Supplemental Materials
  - Additional Blasts
    - [The Truth Is Out There](#): The shocking world portrayed in Lois Lowry’s popular novel *The Giver* connects students to the question, “What makes conspiracy theories irresistible?”
    - [Coming Clean](#): After learning how a community comes together in Jonathan Harr’s *A Civil Action* to fight polluting corporations, students will connect to their own community as they ask, “What responsibility do schools have to protect kids from toxins?”
    - Reality Check: “Reality TV and Society” offers arguments for and against reality TV and provides students the context to ask, “How does watching reality TV affect us?”
  - Additional Grammar Lessons in Study Sync
    - Differentiating Adverbs and Adjectives
    - Relative Pronouns
    - Pronouns as Objects of Prepositions
    - Coordinating Conjunctions
  - Bridges to Literature/Interactive Reader Selections as Applicable
  - Scholastic/Scope Magazine as Applicable

- Intervention Materials
  - Study Sync Scaffolding
  - Study Sync ELL Resources

### **Social and Emotional Learning - New Jersey SEL**

Competencies and Sub-Competencies Social and emotional learning (SEL) involves the process through which children and adults acquire and apply the knowledge, attitudes and skills necessary to understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions. The purpose of the SEL competencies is to provide schools with guidelines for integrating SEL across grades and subject areas.

#### **Self-Awareness**

- Recognize one's feelings and thoughts
- Recognize the impact of one's feelings and thoughts on one's own behavior
- Recognize one's personal traits, strengths and limitations
- Recognize the importance of self-confidence in handling daily tasks and challenges

#### **Self-Management**

- Understand and practice strategies for managing one's own emotions, thoughts and behaviors
- Recognize the skills needed to establish and achieve personal and educational goals
- Identify and apply ways to persevere or overcome barriers through alternative methods to achieve one's goals

#### **Social Awareness**

- Recognize and identify the thoughts, feelings and perspectives of others
- Demonstrate awareness of the differences among individuals, groups and others' cultural backgrounds
- Demonstrate an understanding of the need for mutual respect when viewpoints differ
- Demonstrate an awareness of the expectations for social interactions in a variety of settings

#### **Responsible Decision-Making**

- Develop, implement and model effective problem solving and critical thinking skills
- Identify the consequences associated with one's actions in order to make constructive choices
- Evaluate personal, ethical, safety and civic impact of decisions

#### **Relationship Skills**

- Establish and maintain healthy relationships
- Utilize positive communication and social skills to interact effectively with others
- Identify ways to resist inappropriate social pressure

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- Demonstrate the ability to prevent and resolve interpersonal conflicts in constructive ways
- Identify who, when, where, or how to seek help for oneself or others when needed

[NJDOE Website on Social and Emotional Learning](#)

**Additional Resources:**

- Notice and Note Signposts
- Commonlit.org
- Readworks.org
- Newsela.com
- noredink.com

**Teacher Notes**