**Content Area** Language Arts

**Courses** 7th Grade Language Arts

**Time Period/ Length** Marking Period 4

**Status-** Complete

**Course Pacing Guide**

 Unit MP/Trimester Weeks

Belonging in a Community 1 9

Belonging in Society 2 9

Belonging in a Family 3 9

Research Paper 4 9

**Unit Overview**

The purpose of the research paper is to familiarize students with the research process.

Students will learn how to develop a topic, to improve note-taking skills, to develop an outline, to produce a preliminary and final draft, and to prepare a final draft according to a formal research form. The skills developed through the research process will provide students with the background they need for conducting more sophisticated research in high school, in college, and in their eventual career.

**Enduring Understandings**

Effective communication relies on the usage of proper forms.

Writers have a purpose for writing.

Writing is a multi-stage process.

Writing is a reflective process. Written communication and proper grammar mechanics promote fluency of communication.

People rely on a variety of resources to obtain information.

New information may result in a new idea or a change of a stance.

**Essential Questions**

What are the elements of an effective research paper?

How is information organized?

Why is information organized in different ways?

Why do we ask questions?

Why do readers need to pay attention to a writer's choice of words?

How does the audience and purpose influence the format of writing?

Why is it important to share writing?

How does each step of the writing process influence writing?

What are the rules for using direct and indirect quotes?

How do effective writers evaluate and reflect to improve writing?

What is the purpose of applying grammar and mechanical skills?

How do peer and teacher criticisms influence, shape and improve writing?

How do you use effective study skills to be successful and stay organized?

**New Jersey Student Learning Standards (No CCS)**

* NJSLSA.R1. 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.
* NJSLSA.R2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
* NJSLSA.R3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text
* NJSLSA.R4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
* NJSLSA.R5. 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.
* NJSLSA.R6. Assess how point of view or purpose shapes the content and style of a text. Integration of Knowledge and Ideas
* NJSLSA.R7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
* NJSLSA.R8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.
* NJSLSA.R9 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.
* NJSLSA.R10. Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.
* NJSLSA.W.7.2: Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
* NJSLSA.W.7.2.B: Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
* NJSLSA.W.7.2.C: Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.
* NJSLSA.W.7.2.D: Use precise language and domain-specific vocabulary to inform about or explain the topic
* NJSLSA.W.7.2.E: Establish and maintain a formal style.
* NJSLSA.W.7.2.F: Provide a concluding statement or section that follows from and supports the information or explanation presented

**Amistad Integration**

The Amistad Commission ensures that the Department of Education and public schools of New Jersey implement materials and texts which integrate the history and contributions of African-Americans and the descendants of the African Diaspora.

If research topic allows, students will connect their topic to the following goals:

1) To infuse the history of Africans and African-Americans into the curriculum in order to provide an accurate, complete and inclusive history.

2) To ensure that New Jersey teachers are equipped to effectively teach the revised social studies core curriculum content standards.

3) To create and coordinate workshops, seminars, institutes, memorials and events which raise public awareness about the importance of the history of African-Americans to the growth and development of American society in global context.

**Holocaust/Genocide Eduation**

If research topic allows, students will connect their topic to the following:

RE: N.J.S.A. 18A:35-28, Holocaust/Genocide Education

a. Every board of education shall include instruction on the Holocaust and genocides in an appropriate place in the curriculum of all elementary and secondary school pupils.

b. The instruction shall enable pupils to identify and analyze applicable theories concerning human nature and behavior: to understand that genocide is a consequence of prejudice and discrimination: and to understand that issues of moral dilemma and conscience have a profound impact on life. The instruction shall further emphasize the personal responsibility that each citizen bears to fight racism and hatred whenever and wherever it happens.

**Interdisciplinary Connections**

If Research topic allows, students will connect their topic to the following:

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| --- | --- |
|  | **Science**: **6-8.MS-PS1-3.8.1** - [*Practice*] - Gather, read, and synthesize information from multiple appropriate sources and assess the credibility, accuracy, and possible bias of each publication and methods used, and describe how they are supported or not supported by evidence. |
| **Social Studies: SOC.6.2.8** - [*Standard*] - 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. |
|  |

**Technology Standards**

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| --- | --- |
| **TECH.8.1.8.E.CS2** |  Locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media. |
| **TECH.8.1.8.E.CS3**  | Evaluate and select information sources and digital tools based on the appropriateness for specific tasks. |
| **TECH.8.1.8.E.CS3** |  Evaluate and select information sources and digital tools based on the appropriateness for specific tasks |
| **TECH.8.1.8.E.1** |  Effectively use a variety of search tools and filters in professional public databases to find information to solve a real world problem. |

**21st Century Themes/Careers**

* CRP11: Use technology to enhance productivity. Career-ready individuals find and maximize the productive value of existing and new technology to accomplish workplace tasks and solve workplace problems. They are flexible and adaptive in acquiring new technology. They are proficient with ubiquitous technology applications. They understand the inherent risks-personal and organizational-of technology applications, and they take actions to prevent or mitigate these risks.
* CRP4: Communicate clearly and effectively and with reason. Career-ready individuals communicate thoughts, ideas, and action plans with clarity, whether using written, verbal, and/or visual methods. They communicate in the workplace with clarity and purpose to make maximum use of their own and others’ time. They are excellent writers; they master conventions, word choice, and organization, and use effective tone and presentation skills to articulate ideas. They are skilled at interacting with others; they are active listeners and speak clearly and with purpose. Career-ready individuals think about the audience for their communication and prepare accordingly to ensure the desired outcome.
* CRP7. Employ valid and reliable research strategies. Career-ready individuals are discerning in accepting and using new information to make decisions, change practices or inform strategies. They use reliable research process to search for new information. They evaluate the validity of sources when considering the use and adoption of external information or practices in their workplace situation.

**Instructional Strategies and Learning Activities**

THE RESEARCH PROCESS: The research process follows a regular sequence of activities

A. PREWRITING ACTIVITIES

 Selecting a topic

* Identifying sources in the media center
* Organizing a direction and a purpose for reading
* Gathering materials
* Taking notes
* Preparing an outline

B. DRAFTING ACTIVITIES - Writing the first draft

* Analyzing and organize information; eliminating irrelevant information
* Constructing a thesis statement
* Writing the introduction paragraph
* Writing the body paragraphs
* Writing the conclusion paragraph

C. REVISING ACTIVITIES

* Making sure your report is in the best possible order
* Adding details, examples, and/or quotations to make your report clear
* Deleting information which does not support your topic statement
* Making sure the whole report sticks to the topic

D. EDITING ACTIVITIES

* Using the conventions of standard written English
* Choosing and upgrading words to reflect the best vocabulary

E. PUBLISHING ACTIVITIES

* Preparing the report in correct research form, including internal citations
* Works Cited page in MLA Format

**Financial Literacy Integration**

Students will relate how their selected research paper topic contributes to the understanding that sound financial decision-making leads to personal finance well-being and personal financial security.

**Differentiated Instruction**

* Adjusting Classroom Layout and Design
* Graphic Organizers
* Rubrics
* Learning Through Workstations

**Formative Assessments**

Number of words summary

Exit Tickets

Student Conference

3-minute pause

Web-Concept Maps

Observation

Self-assessment

Think-Pair-Share

Oral Questioning

Google Forms

**Summative Assessments**

**After the completion of each stage of the Research Paper Writing process, students will be assessed in the following areas:**

A. PREWRITING ACTIVITIES

* Organizing a direction and a purpose for reading
* Taking notes
* Preparing an outline

B. DRAFTING ACTIVITIES - Writing the first draft

* Analyzing and organize information; eliminating irrelevant information
* Constructing a thesis statement
* Writing the introduction paragraph
* Writing the body paragraphs
* Writing the conclusion paragraph

C. REVISING ACTIVITIES

* Adding details, examples, and/or quotations to make your report clear
* Deleting information which does not support your topic statement
* Making sure the whole report sticks to the topic

D. EDITING ACTIVITIES

* Using conventions of standard written English
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E. PUBLISHING ACTIVITIES

* Preparing the report in correct research form, including internal citations
* Works Cited page in MLA Format

**Resources and Technology**

Newsela

Google Sites

**Closure**

* Low-Stakes Quizzes
* Exit Tickets
* Ask learning based questions
* Ask students to summarize or ask questions about what they learned
* Collaborate with peers to summarize what they learned
* Following Bloom’s Taxonomy, Create questions

**ELL**

Some Examples Include (but not limited to):

* Copies of notes via Google Classroom
* Extended Time
* Conference with teacher for assignments
* Simplified written and verbal Instructions
* E-Dictionaries or Google Translate
* Peer partners/cooperative learning

**Special Education**

* Specific accommodations will be made according to IEP
* Some Examples Include (but not limited to):
* Graphic organizers for writing
* Opportunity to conference with teacher before submitting writing
* Group seating during cooperative learning activities
* Chromebook and access to all work via Google Classroom

**504**

* Determined by current 504 plans
* Some Examples Include (but not limited to):
* Preferential seating
* Extended time on assignments
* Reduced homework or classwork
* Verbal, visual, or technology aids
* Behavior management support
* Excused lateness for submission of work
* Pre-approved nurse's office visits and accompaniment to visits
* Occupational, speech or physical therapy

**At Risk**

* Accommodations will be given as needed for at risk students
* Some Examples Include ( but not limited to):
* Have students restate information
* Provision of notes or outlines
* Verbal and visual cues regarding directions and staying on task
* Adjusted assignment timelines or reduced work
* Visual daily schedule
* Immediate feedback
* Work-in-progress check
* Pace long-term projects
* Cue/model expected behavior
* Use peer supports and mentoring
* Frequent parent check ins
* Chart progress and maintain data

**Gifted and Talented**

* Some Example Include (but not limited to):
* Provide links to related articles for enrichment
* Students will make connections to their own interests and reading background
* Focus on effort and practice
* Encourage risk taking