

# Course Overview

Content Area: **English**  
Course(s): **ELA 7**  
Time Period:  
Length:  
Status: **Published**

**Course Overview**

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<b>Aligned to Standards:</b> NJSLS 2023
<b>Revision Date:</b> 6/20/24
In compliance with the NJ Student Learning Standards, climate change, career readiness, DEI (Diversity, Equity, & Inclusivity), as well as other standards have been integrated within the NBCRSD curricula (NJ Administrative Code Title 6A: chapter 8; Title 18A: chapter 35).
<b>Course Overview</b>
<b>Sequence- Unit Titles, Summaries, and Number of weeks per unit (total = 18 semesters/36 months)</b>

## **Unit 1: Reading and Writing with a Purpose (5 weeks):**

Students will be introduced to close reading strategies used throughout the year, to strengthen reading comprehension. This unit will focus on active reading by applying close reading strategies, highlighting text, asking questions, evaluating text by forming opinions, visualizing, making inferences, identifying main ideas, and making connections as readers. This unit will also focus on writing strategies such as RACECES which instructs students to utilize evidence to support their claims.

### **SPECIFIC RESOURCES FOR UNIT:**

- “The First Day of School” by Sheri M. Bestor
- “Seventh Grade” by Gary Soto
- “Priscilla & The Wimps” by Richard Peck
- The House (Uncredited/ Anonymous)
- *December Stillness* (excerpt) by Mary Downing Hahn

## **Unit 2: Identity: Characters with Character (7 weeks):**

This unit focuses on identifying direct and indirect characterization in literature and creating characterization in their writing. Students will use the STEAL method to analyze characterization in various literary selections (speech, thoughts, effect on others, actions, and looks). From that knowledge, students will identify traits revealed through identifying types of literary conflict (internal vs. external) (Character vs. self, vs. nature, vs. society, vs. character). During this unit, students will write a narrative focusing on characterization, plot structure, point of view, and dialogue, using MLA format.

### **SPECIFIC RESOURCES FOR UNIT:**

- "Amigo Brothers" by Piri Thomas
- excerpt from *Melissa* by Alex Gino
- "One Friday Morning" by Langston Hughes
- "Alone" by Maya Angelou
- "Every Day We Get More Illegal" by Juan Felipe Herrera
- "The Scholarship Jacket" by Marta Salinas
- "Everyday Use" by Alice Walker
- "The Teacher Who Changed My Life" by Nicholas Gage
- "At the Head of her Class and Homeless" by NPR Staff

### **Unit 3: Science or Fiction (10 weeks):**

In this unit, short stories are used to help introduce the elements of Science Fiction as a genre (setting, technology, government, and characters) in tandem with an anchor text, *The Giver*. Concepts of utopia versus dystopia are introduced and explored, building close reading skills and developing student interpretations of characterization. These science fiction stories are used to compare and contrast with classic film examples of the genre. Students will craft a synthesis essay using multi-media sources (Sci-Fi films, short stories, and the anchor text) to support a claim with evidence and explanation. In this unit, we will introduce the elements of drama while reading a teleplay, from *The Twilight Zone* episode, "The Monsters are Due on Maple Street" by Rod Serling.

#### **SPECIFIC RESOURCES FOR UNIT:**

- "The Naming of Names" by Ray Bradbury
- "All Summer in a Day" by Ray Bradbury
- "Examination Day" by Henry Slesar
- "Drones Put Spying Eyes in the Sky" by Stephen Ornes (CommonLit)
- "Herd Behavior" by CommonLit Staff
- "Total Control in North Korea" by Jessica Birney (CommonLit)
- *The Giver* by Lois Lowry
- "The Monsters are Due on Maple Street" from *The Twilight Zone* (Teleplay Script)

### **Unit 4: Things Are Not Always As They Appear (6 weeks):**

This unit focuses on the use of mood and tone to build suspense in literature. Students will learn how to analyze a variety of techniques such as narration, conflict, allusion, flashbacks, and foreshadowing to build on the setting in literature. Students will also use MICROP (mood, imagery, conflict, repetition, onomatopoeia, and pace) to address concepts of literature. This unit will also focus on expository writing by analyzing specific topics of student choice.

#### **SPECIFIC RESOURCES FOR UNIT:**

- "The Monkey's Paw" by WW Jacobs
- "The Lottery" by Shirley Jackson
- "The Path through the Cemetery" by Leonard Q. Ross
- "Hunters are Killing Millions of Animals, and 1 in 8 of Those are Endangered" by Damian Carrington, *The Guardian*, adapted by NewsELA Staff on 06.20.16

## Unit 5: Making Sense of Our World (8 weeks):

This unit focuses on social acceptance and identity through the focus on stereotypes and social biases in *The Outsiders*. Students will use both indirect and direct characterization to analyze the perception of people through literature. There is also a focus on the impact of symbolism and foreshadowing throughout the text to give greater meaning to the themes in this novel. Students will create a literary analysis One Pager poster project as a culminating assessment. The project will provide student choice opportunities to enable students to demonstrate their learning in a manner that best addresses their strengths and interests.

### SPECIFIC RESOURCES FOR UNIT:

- *The Outsiders* by SE Hinton
- "Nothing Gold Can Stay" by Robert Frost
- "Fear Prompts Teens to Act Impulsively" by Laura Sanders
- "This Muslim-American Teen Turned his Suffering into a Full-Fledged Battle Against Stereotypes" by Rae Paoletta

### **[Reporting Student Progress](#) (link to NB's Assessment System)**

All courses follow a balanced assessment system with Practice and Assessments. Each category includes formative, summative and alternative assessments.

### **[Accommodations and Modifications](#) (link to menu)**

Integrated accommodations and modifications for special education students, English language learners, students at risk of school failure, gifted and talented students, and students with 504 plans.

