



English/Language Arts Department

Elective Course: Language Arts Literature & Writing

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Effective Fall 2017

Scope and Sequence

| | Literature & Media Units |
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| MP 1 | Unit 1: Thematic Connections in Literature & Film |
| MP 2 | Unit 2: Study of Nonfiction: Reading, Writing, & Speaking |
| MP 3 | Unit 3: Reading Drama |
| MP 4 | Unit 4: Research Writing Unit |

| Unit 1 | |
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| Thematic Connections in Literature & Film | |
| Summary and Rationale | |
| <p>In this unit, students will read texts and view films as they explore the theme of identity. Students will consider what shapes, impacts, and alters a person’s identity and analyze how characters across multiple texts, digital and print, have their particular identities created while reacting to various social situations. Students will use text evidence to support their thinking. They will deepen their understandings through conversations and writing, as they revise and refine their thoughts and ideas. Ultimately, students will makes connections to other’s experiences as they reflect upon the theme of identity present in our world.</p> | |
| Recommended Pacing | |
| 10-12 weeks | |
| Standards | |
| Reading: Literature | |
| RL.7.1 | Cite several pieces of textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text. |
| RL.7.2. | Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text. |
| RL.7.3. | Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot). |
| RL.7.6. | Analyze how an author develops and contrasts the points of view of different characters or narrators in a text. |
| RL.7.7. | Compare and contrast a written story, drama, or poem to its audio, filmed, staged, or multimedia version, analyzing the effects of techniques unique to each medium (e.g., lighting, sound, color, or camera focus and angles in a film). |
| Writing | |
| W.7.10. | 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. |

| Speaking and Listening | |
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| SL.7.1. | <p>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> <p>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.</p> <p>B. Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.</p> <p>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.</p> <p>D. Acknowledge new information expressed by others and, when warranted, modify their own views.</p> |
| SL.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. |
| Instructional Focus | |
| Enduring Understandings: | Essential Questions: |
| <ul style="list-style-type: none"> Readers analyze characters in texts and consider what shapes their identity by noticing details that define who they are, analyze the impact of their environment, and look for turning moments and moments of change. Readers compare and contrast similar characters across multiple text and consider how their identities have been shaped changes to make connections and understand the human experience. | <ul style="list-style-type: none"> How do readers analyze characters in texts and consider what shapes their identity? How do readers compare and contrast similar characters across multiple texts and consider how their identities have been shaped? |
| Evidence of Learning (Assessments) | |
| Unit 1 Pre Assessment Unit 1 Post Assessment | |
| Objectives (SLO) | |
| Students will know: (Goals) | Students will be able to: (Teaching Points) |

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| <ul style="list-style-type: none"> ● Readers analyze characters in texts and consider what shapes their identity. | <ul style="list-style-type: none"> ● When exploring the theme of identity, readers might ask: <ul style="list-style-type: none"> ○ How do we form and shape our identities? ○ What might we learn from exploring the identities of others? ● Readers notice details in texts (dialogue, action, narration, inner thoughts/feelings) and consider what these details tell us about a character. ● Readers consider how setting impacts or shapes a person’s identity. ● Readers consider how various events and/or patterns in texts changes or alters a character’s perspective and/or self-awareness. ● Readers are on the hunt for turning points or moments of realization that shows how a character has changed or evolved. <ul style="list-style-type: none"> ○ Readers might ask: What turning points determine our individual pathways? ● Readers consider final deeper messages (themes) that an author/director communicates to the audience. ● Readers that consider the theme of identity might ask: <ul style="list-style-type: none"> ○ In a culture where we are bombarded with ideas and images of “what we should be,” how does one form an identity that remains true and authentic for her/himself? ○ What can we learn from these characters’ journeys? What does their exploration with identity teach us about the human experience? ● Readers use text evidence to support their thinking. ● Readers use conversations with others to reflect upon and refine their thinking. ● Readers write to record and expand upon their thinking. |
| <ul style="list-style-type: none"> ● Readers compare and contrast similar characters across multiple texts and consider how their identities have been shaped. | <ul style="list-style-type: none"> ● Readers consider what is similar about characters’ experiences and what makes them each have distinct identities. ● Readers consider contrasts in character experiences and analyze how their perspective/self-awareness might them unique. ● Readers analyze characters across more than one text, looking for patterns, similarities, and contrasts in relationship to the theme of identity. ● Readers view digital texts and make comparisons to print as they explore the theme of identity. |
| <p>Suggested Resources/Technology Tools</p> | |

Suggested Novels:

The Outsiders, by S.E. Hinton

Slake's Limbo, by Felice Holman

Things Not Seen, by Andrew Clements

Suggested Films:

The Outsiders

Slake's Limbo

Unbreakable (companion film to Things Not Seen)

Teachers have the flexibility to choose any films or novels to support this unit. Teachers may consider providing students with an element of choice and utilizing book club structures to support their learning.

21ST CENTURY LIFE AND CAREER STANDARDS

- Act as a responsible and contributing citizen and employee.
- Apply appropriate academic and technical skills.
- Communicate clearly and effectively and with reason.
- Utilize critical thinking to make sense of problems and persevere in solving them.

Suggestions on integrating these standards can be found at: <http://www.state.nj.us/education/cccs/2014/career/9.pdf>

Unit 2

Study of Nonfiction: Reading, Writing, & Speaking

Summary and Rationale

The goal of this unit is to expose students to an exploration of various nonfiction texts through reading, writing, and oral presentation. In the beginning of the unit, students will identify and analyze various nonfiction texts and structures and consider the author's purpose in writing. Then students will look deeper at the perspective of authors and consider how similar or different the perspective is from their own. The students will have some ability to choose and examine texts of their own while analyzing and through written examination, more fully comprehending various points of view. A final analysis will consist of an original speech synthesizing ideas, impressions, and messages the student has realized through the reading and writing experience.

Recommended Pacing

8 weeks

Standards

Reading: Informational Text

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| RI.7.1. | Cite several pieces of textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text. |
| RI.7.2. | Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text. |
| RI.7.3. | Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events). |
| RI.7.4. | Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone. |
| RI.7.5. | Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas. |
| RI.7.6. | Determine an author's point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others. |

Writing

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| W.7.2. | Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. 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 |
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| | <p>features (e.g., headings, graphics, and multimedia).</p> <p>B. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.</p> <p>C. Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.</p> <p>D. Use precise language and domain-specific vocabulary to inform about or explain the topic.</p> <p>E. Establish and maintain a formal academic style, approach, and form.</p> <p>F. Provide a concluding statement or section that follows from and supports the information or explanation presented.</p> |
| W.7.4. | Produce clear and coherent writing in which the development, organization, voice and style are appropriate to task, purpose, and audience. |
| W.7.5. | With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. |
| W.7.6. | Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources. |
| W.7.7. | Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation. |
| W.7.8. | 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. |
| W.7.10. | 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. |
| Speaking and Listening | |
| SL.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. (If presenting to small groups) |
| SL.7.5. | Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points. |
| SL.7.6. | Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. |
| Language | |

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| L.7.1. | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. |
| L.7.2. | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. |
| L.7.3. | Use knowledge of language and its conventions when writing, speaking, reading, or listening. A. Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy. |
| L.7.6. | Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. |
| Instructional Focus | |
| Enduring Understandings: | Essential Questions: |
| <ul style="list-style-type: none"> • Readers understand that authors choose various types, structures, and purposes to convey information in nonfiction texts. • Nonfiction readers consider their their own points of views and analyze how an author’s perspective might be similar or different. • Writers generate ideas, revise, and edit a speech on an informational topic to ensure that the speech is concise, informative, and captivating. • Writers share their understanding of a topic by presenting a speech to a larger audience. | <ul style="list-style-type: none"> • What are various types, structures, and purposes of nonfiction texts? • How do readers analyze varied perspectives in nonfiction texts? • How do writers generate ideas, revise, and edit a speech on an informational topic? • How do writers share their understanding of a topic with a larger audience? |
| Evidence of Learning (Assessments) | |
| Unit 2 Pre Assessment Unit 2 Post Assessment | |
| Objectives (SLO) | |
| Students will know: (Goals) | Students will be able to: (Teaching Points) |
| <ul style="list-style-type: none"> • Readers understand various types, structures, and purposes of nonfiction texts. | <ul style="list-style-type: none"> • Readers will explore various types of nonfiction texts and consider what makes they similar/different. • Readers will analyze various text structures and consider how the information is communicated. • Readers will identify the author’s purpose in writing a text and the impact it has on the reader. |

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| <ul style="list-style-type: none"> ● Readers analyze varied perspectives in nonfiction texts. | <ul style="list-style-type: none"> ● Readers determine their own point of view on a topic and consider how an author’s point of view is similar/different. ● Readers consider the viewpoint of the author and determine the message that is conveyed. ● Readers analyze speeches and consider their structure, purpose, and impact. ● Readers consider how word choice impacts the audience and establishes a formal or informal tone. |
| <ul style="list-style-type: none"> ● Writers generate ideas, revise, and edit a speech on an informational topic. | <ul style="list-style-type: none"> ● Writers generate ideas about an informational topic that matters and consider nonfiction topics that they would like to speak about. ● Writers gather information on an informational topic, conducting small research as necessary. ● Writers consider their audience when writing and choose words and ideas that would best convey the information. ● Writers create a draft of a speech, revising and editing as necessary. ● Writers receive feedback to improve the quality and length of their speech. |
| <ul style="list-style-type: none"> ● Writers share their understanding of a topic with a larger audience. | <ul style="list-style-type: none"> ● Writers practice presenting a speech and consider the following: <ul style="list-style-type: none"> ○ Eye Contact ○ Body Language ○ Vocal Tone ○ Poise ● Writers determine how they would like to present a speech to a larger audience, for example: <ul style="list-style-type: none"> ○ Speech in live time ○ Digital recording of speech |

Suggested Resources/Technology Tools

Rubric

Teachers have the flexibility to choose any films or novels to support this unit. Teachers may consider providing students with an element of choice and utilizing book club structures to support their learning.

21ST CENTURY LIFE AND CAREER STANDARDS

- Act as a responsible and contributing citizen and employee.
- Apply appropriate academic and technical skills.
- Communicate clearly and effectively and with reason.
- Utilize critical thinking to make sense of problems and persevere in solving them.

Suggestions on integrating these standards can be found at: <http://www.state.nj.us/education/cccs/2014/career/9.pdf>

Unit 3

Reading Drama

Summary and Rationale

In this unit, students will be exposed to a new genre of study: drama. Students may find that drama is more immediately accessible than traditional narrative form as they are able to walk directly in a character's shoes. At the beginning of the unit of study, students will spend time defining the genre and understanding its purpose and structure. Students will have an opportunity to utilize a reader's theatre approach, which may motivate many students as they connect with texts in a more personal manner. During the unit, the teacher may utilize films to support students as they compare their interpretations of a text with a director's. To deepen their understanding of drama, students will analyze characters, conflicts, and universal themes. They will support their thinking with text evidence and compare their ideas with their peers through meaningful conversations.

Recommended Pacing

8-10 weeks

Standards

Reading: Literature

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| RL.7.1 | Cite several pieces of textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text. |
| RL.7.2. | Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text. |
| RL.7.3. | Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot). |
| RL.7.6. | Analyze how an author develops and contrasts the points of view of different characters or narrators in a text. |
| RL.7.7. | Compare and contrast a written story, drama, or poem to its audio, filmed, staged, or multimedia version, analyzing the effects of techniques unique to each medium (e.g., lighting, sound, color, or camera focus and angles in a film). |

Writing

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| W.7.10. | 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. |
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Speaking and Listening

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| SL.7.1. | <p>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> <p>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.</p> <p>B. Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.</p> <p>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.</p> <p>D. Acknowledge new information expressed by others and, when warranted, modify their own views.</p> |
| SL.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. |

Language

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| L.7.3. | <p>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p>A. Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.</p> |
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Instructional Focus

| Enduring Understandings: | Essential Questions: |
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| <ul style="list-style-type: none"> • Dramas are intended to be performed and, therefore, readers should use details from a text to create a visual picture to support comprehension. • How do readers of drama analyze characters and uncover universal themes? | <ul style="list-style-type: none"> • What is a drama is and how is it structured? • How do readers of drama analyze characters and uncover universal themes? |

Evidence of Learning (Assessments)

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| <p>Unit 3 Pre Assessment Unit 3 Post Assessment</p> |
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Objectives (SLO)

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| Students will know: (Goals) | Students will be able to: (Teaching Points) |
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| <ul style="list-style-type: none"> • Readers understand what a drama is and how a drama is structured. | <ul style="list-style-type: none"> • Readers of drama identify the key characteristics that make the genre unique. • Readers of drama determine specific ways that dramatic scenes are structured, including: <ul style="list-style-type: none"> ○ Stage directions ○ Dialogue ○ Scenes ○ Acts • Readers of drama create a visual picture as they read. • Readers of drama utilize a readers’ theatre approach to make the drama come to life. • Readers of drama may watch a filmed version of the same text and consider the director’s interpretation and compare to their own. |
| <ul style="list-style-type: none"> • Readers of drama analyze characters in texts and uncover universal themes. | <ul style="list-style-type: none"> • Readers of drama anchor themselves in the world of a play by considering the setting and historical context prior to reading. • Readers of drama connect personal experiences to events in the drama as they learn about the characters. • Readers of drama visualize the characters as they read stage directions. • Readers of drama evaluate characters’ words and actions and determine what might motivate them. • Readers of drama consider conflicts in the text and the impact these conflicts have on the characters. • Readers of drama notice character changes and track and compare characters across texts. • Readers of drama evaluate universal themes presented in the text and consider what these themes reveal about the values of the people at the time or in a given setting. • Readers of drama consider what thematic messages can tell us about the human experience. • Readers use text evidence to support their thinking. • Readers use conversations with others to reflect upon and refine their thinking. • Readers write to record and expand upon their thinking. |

Suggested Resources/Technology Tools

Short Dramatic Texts

Teachers have the flexibility to choose any dramatic texts and films, long or short, to support this unit. Teachers may consider providing students with an element of choice and utilizing book club structures to support their learning.

21ST CENTURY LIFE AND CAREER STANDARDS

- ❑ Act as a responsible and contributing citizen and employee.
- ❑ Apply appropriate academic and technical skills.
- ❑ Communicate clearly and effectively and with reason.
- ❑ Utilize critical thinking to make sense of problems and persevere in solving them.

Suggestions on integrating these standards can be found at: <http://www.state.nj.us/education/cccs/2014/career/9.pdf>

| Unit 4 | |
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| Research Writing Unit | |
| Summary and Rationale | |
| <p>This research unit serves as a discovery unit designed to allow students to explore, research, analyze, and synthesize information on a nonfiction topic. Students are involved in individual research on a topic which broadens their understanding and appreciation for their ever changing world. Students will utilize multiple sources, synthesize information, and revise and edit both individually and collaboratively. At the end of the unit, students will create a final product to showcase their learning. If time allows, the teacher may decide to have students present the work to each other in small groups.</p> | |
| Recommended Pacing | |
| 8-10 weeks | |
| Standards | |
| Reading: Informational Text | |
| RI.7.1. | Cite several pieces of textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text. |
| RI.7.2. | Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text. |
| RI.7.5. | Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas. |
| RI.7.6. | Determine an author’s point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others. |
| Writing | |
| W.7.2. | <p>Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</p> <p>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).</p> <p>B. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.</p> <p>C. Use appropriate transitions to create cohesion and clarify the relationships among ideas and</p> |

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| | <p>concepts.</p> <p>D. Use precise language and domain-specific vocabulary to inform about or explain the topic.</p> <p>E. Establish and maintain a formal academic style, approach, and form.</p> <p>F. Provide a concluding statement or section that follows from and supports the information or explanation presented.</p> |
| W.7.4. | Produce clear and coherent writing in which the development, organization, voice and style are appropriate to task, purpose, and audience. |
| W.7.5. | With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. |
| W.7.6. | Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources. (If applicable) |
| W.7.7. | Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation. |
| W.7.8. | 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. |
| W.7.10. | 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. |
| Speaking and Listening | |
| SL.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. (If presenting to small groups) |
| SL.7.5. | Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points. |
| Language | |
| L.7.1. | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. |
| L.7.2. | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. |
| L.7.3. | Use knowledge of language and its conventions when writing, speaking, reading, or listening. |

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| | A. Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy. |
| Instructional Focus | |
| Enduring Understandings: | Essential Questions: |
| <ul style="list-style-type: none"> ● Effective writers narrow their topics and conduct focused, thorough research. ● Effective writers organize and synthesize information across a variety of nonfiction texts in order to create a unified piece that communicates a clear message. | <ul style="list-style-type: none"> ● How do writers of research categorize topics and conduct focused research? ● How do writers of research organize and synthesize information across a variety of nonfiction texts? |
| Evidence of Learning (Assessments) | |
| Final Research Product: Teacher may choose from a PowerPoint/Google Slide Presentation, Poster project, or essay. Rubric | |
| Objectives (SLO) | |
| Students will know: (Goals) | Students will be able to: (Teaching Points) |
| <ul style="list-style-type: none"> ● As writers we categorize topics and conduct focused research. | <ul style="list-style-type: none"> ● Writers build background understanding on a topic by reading various texts that teach them new ideas.. ● Readers research by studying one topic or issue and crack open their topic to identify a focused subtopic. ● Readers utilize a multitude of mediums in order to gather resources for their research. ● Readers choose how they will collect their thinking about nonfiction texts and keep organized notes. ● Readers evaluate source credibility in order to determine the validity of the information. ● Readers consider strong vocabulary words that would support their ability to captivate their audience and are important for the reader to know about their topic. |
| <ul style="list-style-type: none"> ● As writers we organize and synthesize information across a variety of nonfiction texts. | <ul style="list-style-type: none"> ● Readers read across their notes and organize their research in a clear manner as they begin to compile into a final product for presentation. ● Readers synthesize information across multiple texts and choose the information that matters most. ● Writers utilize revision and editing strategies as they work towards completion. ● Readers provide each other with feedback to support the revision/editing process. ● Readers create a visually appealing, final product that communicates information in a factual manner. |

Suggested Resources/Technology Tools

Possible Topic of Exploration: Phobias

Possible Supportive Texts:

Read Magazine on Phobias

When Fear Becomes Phobia (article)

Various websites, magazines, or texts available in the school media center

Teachers have the flexibility to choose any films or novels to support this unit. Teachers may consider providing students with an element of choice in selecting a nonfiction topic for individual research.

21ST CENTURY LIFE AND CAREER STANDARDS

- Act as a responsible and contributing citizen and employee.
- Apply appropriate academic and technical skills.
- Communicate clearly and effectively and with reason.
- Utilize critical thinking to make sense of problems and persevere in solving them.

Suggestions on integrating these standards can be found at: <http://www.state.nj.us/education/cccs/2014/career/9.pdf>