Branchburg Township Public Schools

Office of Curriculum and Instruction

7th Grade Media Center Curriculum

Adopted by the Board of Education October 2022

This curriculum is aligned with the 2016 New Jersey Student Learning Standards in English Language Arts Literacy

Curriculum Scope and Sequence			
Content Area	Career Readiness	**Course Title/Grade Level:**	7th Grade

Topic/Unit Name		Suggested Pacing (Days/Weeks)
Topic/Unit #1	**Focus on the Future**	**One Marking Period**

Topic/Unit 1 Title	Focus on the Future	Approximate Pacing	1 Marking Period

STANDARDS

NJSLS

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.

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 features (e.g., headings, graphics, and multimedia).

B. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.

C. Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.

D. Use precise language and domain-specific vocabulary to inform about or explain the topic.

E. Establish and maintain a formal style academic style, approach, and form.

F. Provide a concluding statement or section that follows from and supports the information or explanation presented.

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.

SL.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.

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.

B. Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.

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.

D. Acknowledge new information expressed by others and, when warranted, modify their own views.

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.

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.

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.

Interdisciplinary Connections:	Career Readiness, Life Literacies, and Key Skills
English Language Arts **Art** **STEAM**	
Computer Science and Design Thinking	
8.1.12.IC.3: Predict the potential impacts and implications of emerging technologies on larger social, economic, and political structures, using evidence from credible sources. **8.2.8.ITH.1: Explain how the development and use of technology influences economic, political, social, and cultural issues.** **8.2.8.ITH.2: Compare how technologies have influenced society over time.** *(Students explore the ways in which technology positively and negatively impacts society, including education and careers)*	**9.4.8.CI.4: Explore the role of creativity and innovation in career pathways and industries.** **9.4.8.DC.2: Provide appropriate citation and attribution elements when creating media products** **9.4.8.IML.3: Create a digital visualization that effectively communicates a data set using formatting techniques such as form, position, size, color, movement, and spatial grouping** **9.4.8.IML.12: Use relevant tools to produce, publish, and deliver information supported with evidence for an authentic audience.** **9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas** **9.4.12.CI.2: Identify career pathways that highlight personal talents, skills, and abilities** *(Students research the 16 Career Clusters & Pathways and take interest surveys to determine best student career matches)*

UNIT/TOPIC ESSENTIAL QUESTIONS AND ENDURING OBJECTIVES/UNDERSTANDINGS

Essential Questions:
- What careers currently exist and how are they clustered?
- What am I interested in doing when I grow up? What is my dream job?
- What is the link between interest inventory and possible career choices?
- What career clusters link to my personal interests?
- What pathways best connect to my personal interests?
- How can a table of career clusters help me make a decision about careers?
- What steps can I take to help me achieve my career goals?

Enduring Understandings:
- Career development is continuous
- Career development is a multi-step approach
- A quality career does not happen by chance; it represents the wise choice of many alternatives
- Career clusters offer alternatives to consider as you choose a pathway to postsecondary life and careers
- There are 16 national clusters of careers

STUDENT LEARNING OBJECTIVES	
Key Knowledge	**Process/Skills/Procedures/Application of Key Knowledge**
Students will know: - That careers and the workforce are evolving due to the development of technologies - That there are 16 Career Clusters and the characteristics of each cluster. - The elements of a Student Personalized Learning Plan	*Students will be able to:* - Identify current trends in the job market - Research one career cluster of interest in depth - Identify at least two jobs in each of the 16 clusters - Research a career and develop a plan for reaching career goals, including education, training, etc.

ASSESSMENT OF LEARNING	
Summative Assessment (Assessment at the end of the learning period)	- Reunion Career Project

Formative Assessments (Ongoing assessments during the learning period to inform instruction)	- Exit tickets - Nearpod - Reflection / Progress Log - Class discussions - Padlet - Flipgrid
Alternative Assessments (Any learning activity or assessment that asks students to *perform* to demonstrate their knowledge, understanding and proficiency)	- Google Slides Collaborative Presentation - Design a Career Clusters Infographic - Create a Works Cited Page
Benchmark Assessments (used to establish baseline achievement data and measure progress towards grade level standards; given 2-3 X per year)	MAP Scores

RESOURCES
Core instructional materials: District Databases Library Print Collection Bureau of Labor and Statistics Minnesota State CareerWise Advance CTE
Supplemental materials: Online Resources as needed

Modifications for Learners
See appendix