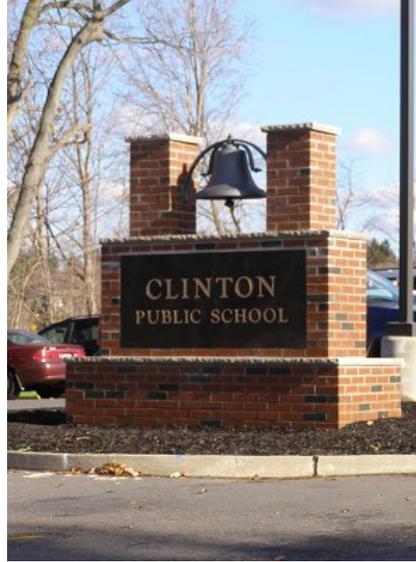


Clinton-Glen Gardner School District



Curriculum Management System

Language Arts

Grades 7

August 2015

*** For adoption by all regular education programs as specified and for adoption or adaptation by all Special Education Programs in accordance with Board of Education Policy #2200.**

**Board Approved: August 25, 2015
Revised: August 15, 2015**

CLINTON-GLEN GARDNER SCHOOL DISTRICT

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Mrs. Lisa J. Craft, Business Administrator
Mrs. Jacqueline Turner, Assistant Principal
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Acknowledgments

The following individuals are acknowledged for their assistance in the preparation of this Curriculum Management System:

Writers' Names: Jessica Latanzio Crespo
Jacqueline Evans-Turner

Clinton-Glen Gardner School District

Mission

The mission of Clinton Public School is to inspire our students to become contributing members of society who are independent, innovative, life-time learners equipped with the necessary skills to meet the demands of our ever-changing world.

Philosophy

As a means of achieving College and Career Readiness, the English Language Arts Curriculum must define a vision of what it means to be a literate person in the twenty-first century. The skills and understanding that students must demonstrate have wide applicability outside the classroom. Students must undertake close, attentive reading that is at the heart of understanding and enjoying complex works of literature. They habitually perform critical reading necessary to pick carefully through the staggering amount of information available today digitally and in print. They actively seek the wide, deep, and thoughtful engagement with high-quality literary and informational texts that builds knowledge, enlarges experience, and broadens worldviews. Students must demonstrate the cogent reasoning and use of evidence that is essential to deliberation and responsible citizenship. In short, students must develop the skills in reading, writing, speaking, and listening that are the foundation for any creative and purposeful expression in language.

A Balanced Literacy Program is the means through which this can be accomplished. Such an instructional approach engages students in meaningful and purposeful reading and writing experiences on a regular basis. These experiences are intended to honor the various stages and vast ranges in diversity of literacy development present in every classroom.

The English Language Arts curriculum fosters students who:

- Demonstrate independence
- Build strong content knowledge
- Respond to the varying demands of audience, task, purpose, and discipline
- Comprehend as well as critique
- Value evidence
- Use technology and digital media strategically and capably
- Develop understanding of other perspectives and cultures

New Jersey State Department of Education Core Curriculum Content Standards

The mission of the Language Arts Literacy Program in the Clinton-Glen Gardner Public School is two-fold. First, we wish to instill in our students through literary and expository texts the ability to process, question, understand, and sympathize with various forms of the human condition. By being fluent readers, our students will think critically about the universal themes that together make up the culture of an age including our own. The second part of our mission is to immerse students in the process of writing for a variety of goals and audiences, so that they have an appropriate and powerful outlet of expression. Through the use of interactive and engaging activities, the Clinton-Glen Gardner School District has created a cohesive program that allows our students to make a seamless transition from the elementary grades to the secondary level within the framework of Reader's and Writer's Workshop. Students of all grade levels work on authentic tasks that require a synthesis of skills across different disciplines. This approach provides all students with equitable access to the same learning goals while allowing teachers the flexibility to adapt to the needs of their learners. The standards below are overarching and represent the goals for the academic year:

- RL.7.10-By the end of the year, read and comprehend literature, including stories, dramas, and poems, at the high end of grades 6-8 text complexity band independently and proficiently.
- RI.7.10-By the end of the year, read and comprehend literary nonfiction at the high end of the grades 6-8 text complexity band independently and proficiently.
- W.7.4-Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- W.7.10-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 discipline-specific tasks, purposes, and audiences.
- SL.7.6-Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.
- 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.7.2.b-Spell correctly.
- L.7.3-Use knowledge of language and its conventions when writing, speaking, reading, or listening.
- L.7.4-Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 7 reading and content, choosing flexibly from a range of strategies.
- 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

**Balanced Literacy Approach
Grades K-2**

Reading

Read Aloud
Shared Reading
Guided Reading (with
Word Work)
Sustained Silent Reading (SSR)

Writing

Modeled Writing
Shared Writing
Interactive Writing
Guided Writing
Independent Writing
Word Study

**Balanced Literacy Approach
Grades 3-4**

Reading

Read Aloud
Shared Reading
Guided Reading
Literature Circles/Book
Club Discussions
Independent Reading/SSR

Writing

Modeled Writing
Shared Writing
Guided Writing
Independent Writing
Word Study

**Balanced Literacy Approach
Grades 5-8**

Reading

Read Aloud
Shared Reading
Literature Circles/Book
Club Discussions
Independent Reading/SSR

Writing

Modeled Writing
Guided Writing
Independent Writing
Word Study (gr. 5)
Vocabulary (gr. 6-8)

Balanced Literacy Approach

Definition of Components

READING

Read Aloud

Read Aloud is a planned instructional strategy that involves the teacher reading to the whole class or small groups of students each day for a specified period of time. The teacher initiates discussion before the reading to activate prior knowledge and/or build background, and prompts students to make meaningful predictions. The teacher reads the selection as a whole. Discussion follows the reading, with attention given to aesthetic responses to literature, direct instruction of strategies that help develop reading comprehension, or the craft of writing (e.g., effective lead sentences, beginning/middle/end, using descriptive language). Favorite texts, selected for special features, can be reread many times.

Shared Reading

Shared Reading is a planned instructional strategy that involves a teacher/expert reader introducing and reading an enlarged text, small selection, or a short passage, that each student can see (big book, overhead/SMART Board projection, charts). Text is selected in order to demonstrate a specific strategy and provides each student the opportunity to participate and behave like a reader. It creates a body of known texts that can be used for rereading, independent reading, as well as a resource for writing and word/vocabulary study. As with a Read Aloud, Shared Reading involves children in an enjoyable reading experience.

Guided Reading (Grades K-4)

Guided Reading is a planned instructional strategy in which the teacher works with a small group of children who are at a similar stage of reading development. The teacher selects and introduces a new text and supports the students' reading of the whole text (nonfiction, fiction, literary magazines, newspapers, science/social studies selected chapters/passages) by themselves, making teaching points during or after the reading. Unlike Read Aloud and Shared Reading, Guided Reading provides the opportunity for teachers to teach and students to apply demonstrated strategies independently.

Word Work

Word Work is a component of Guided Reading that may be pre-planned in some instances (in preparation to handle the text) or may be a result of the teacher's observations of student's reading during the Guided Reading lesson. This is a structured opportunity for students to learn more about the way words work in isolation. This experience should immediately be followed up with the chance to apply the learning in continuous text as a means to further generalize the learning.

Literature Circles/Book Club Discussions (Grades 5-8)

Literature Circles/Book Club Discussions are implemented in the classroom to help students develop a deeper appreciation and understanding of literary texts. During discussions students have the opportunity to share their personal responses about a piece of literature. When used as an instructional strategy, the teacher must be presented as a member and facilitator of the Literature Circle/Book Club Discussion group. The students and teacher will collaborate on assigned reading and meeting times and engage in in-depth discussions about the portion of the text read.

Independent Reading

Independent Reading is an instructional strategy that involves supporting and guiding students as they read independently. Teachers help student choose books at their independent reading level through book talks and mini-lessons. For example, teachers may guide students to choose a book in a particular genre, or teachers may use independent reading as a vehicle to analyze authors' writing styles. The goals of independent reading are the following:

- to increase the time students read
- to give students the opportunity to practice reading and use reading comprehension strategies
- to enable students to manage and keep records of their reading

Independent Reading is assessed through reading response journals and teacher/student conferences. Small group instruction and book discussion groups may also be incorporated into this component.

WRITING

Modeled Writing

Modeled Writing is a planned instructional strategy that involves the teacher modeling the writing process to the whole class or small groups of students. Modeled Writing is a useful component of any writing workshop. It can be used as a mini-lesson to teach a specific skill or strategy. In this component the teacher controls the entire writing process while the students observe.

Shared Writing

Shared Writing is a planned instructional strategy in which the teacher models and demonstrates the process of putting children's ideas into written language. The teacher guides children to compose messages and acts as their scribe. The message is reread many times. Teachers may use a combination of shared writing for children and interactive writing.

Interactive Writing

Interactive Writing is an instructional strategy that can be done in large or small groups. It is the writing of a large-print piece, which can be a list, chart, book page or another form of writing. There is a high level of teacher support. All children participate in composing and constructing various aspects of the writing. The teacher models and demonstrates the writing process but also involves individual children. The teacher selects letters, words, or other writing actions (capitalization, punctuation, etc.) for individual children to do; the pen or marker is then shared. The piece of writing is read many times by the group during the process (to provide insight into the thought process that occurs during writing).

Guided Writing

Guided Writing is the heart of the early writing program. It occurs after students have had the opportunity to see writing demonstrated and in shared contexts. It has students responding and thinking about their processes of composing text. This type of writing may occur in small groups, whole class, or one-to-one in writing workshop. Through conferences, the teacher is a facilitator who helps students discover what they want to say and how they want to say it. Guided Writing uses demonstrations (mini-lessons) in selecting topics, drafting, revising, etc. It empowers students to write and helps develop their ownership of the writing process.

Independent Writing

Independent Writing is an instructional strategy that involves supporting and guiding students as they write independently. The student independently composes and writes using known words and constructs the spelling of unknown words. Students know how to use the resources in the room (print rich environment, word wall, dictionaries, thesaurus) to help construct, revise, and edit their writing piece.

Word Study

Word Study is a student-centered approach to phonics, spelling, and vocabulary instruction that actively engages the learner in constructing concepts about the ways words work. This is accomplished through the use of phonemic (sound), visual (look), semantic (meaning) linking, and research strategies. Students are taught at their developmental level using activities that allow them to examine words for sound, pattern, and meaning relationships enabling them to develop strategies to apply in their own writing.

Vocabulary

Vocabulary instruction occurs in two basic forms: receptive (vocabulary students understand when they hear) and expressive (vocabulary students use in speaking and writing). In addition, vocabulary knowledge supports students' abilities in listening and reading comprehension. Vocabulary instruction assists in building students' understanding of a wide range of words, giving them quick, fluent access to their meaning and usage.

**Grade 7
English Language Arts
Scope and Sequence**

Quarter I

Writing

Informative/Explanatory: Letter/Essay

Narrative: Short Story

Reading

Literature: Short Story

Informational Text: Social/Cultural Nonfiction

21st Century Skills (The ones that apply for this unit are in bold)

1. Creativity & Innovation
2. Critical Thinking & Problem Solving
- 3. Communication & Collaboration**
4. Media Literacy
5. Information Literacy
6. Information, Communication & Technology

21st Century Themes (The ones that apply for this unit are in bold)

- 1. Global Awareness**
2. Financial, Economic, Business and Entrepreneurial Literacy
- 3. Civic Literacy**
4. Health Literacy
5. Environmental Literacy

Technology Infusion

<http://www.state.nj.us/education/>, Internet, Web Quests, content-related websites, wireless laptop computers, computer laboratory, classroom computers, SMART Boards, CDs, DVDs, webinars, video streaming, podcasting

Differentiation

Refer to CPS Differentiation Tool Kit

Assessment

District End of Unit Reading Benchmark

District End of Unit Writing Benchmark

Various opportunities during Reading and Writing Workshop for formative assessment and anecdotal notes

During Work Period adjust lessons for individual students and small groups of students based on formative and summative data (Go back and re-teach for those that did not meet standard on benchmark and plan accordingly for those that exceeded benchmark)

Quarter II

Writing

Argumentative: Email/Business Letter

Informative/Explanatory: Literary/Character Analysis, Summary

Reading

Literature: Historical Fiction

Informational Text: Historical Nonfiction (Civil Rights)

21st Century Skills (The ones that apply for this unit are in bold)

1. Creativity & Innovation
2. **Critical Thinking & Problem Solving**
3. Communication & Collaboration
4. **Media Literacy**
5. **Information Literacy**
6. Information, Communication & Technology

21st Century Themes (The ones that apply for this unit are in bold)

1. **Global Awareness**
2. Financial, Economic, Business and Entrepreneurial Literacy
3. **Civic Literacy**
4. Health Literacy
5. Environmental Literacy

Technology Infusion

<http://www.state.nj.us/education/>, Internet, Web Quests, content-related websites, wireless laptop computers, computer laboratory, classroom computers, SMART Boards, CDs, DVDs, webinars, video streaming, podcasting

Differentiation

Refer to CPS Differentiation Tool Kit

Assessment

District End of Unit Reading Benchmark

District End of Unit Writing Benchmark

Various opportunities during Reading and Writing Workshop for formative assessment and anecdotal notes

During Work Period adjust lessons for individual students and small groups of students based on formative and summative data (Go back and re-teach for those that did not meet standard on benchmark and plan accordingly for those that exceeded benchmark)

Quarter III

Writing

Argumentative: Response Essay (from quote/excerpt)

Informative/Explanatory: Research-based Essay

Narrative: Poetry (lyrical)

Reading

Literature: Historical Fiction, Poetry

Informational Text: Memoir/Historical Nonfiction (Holocaust)

21st Century Skills (The ones that apply for this unit are in bold)

1. Creativity & Innovation
2. Critical Thinking & Problem Solving
3. Communication & Collaboration
4. Media Literacy
- 5. Information Literacy**
6. Information, Communication & Technology

21st Century Themes (The ones that apply for this unit are in bold)

1. Global Awareness
2. Financial, Economic, Business and Entrepreneurial Literacy
- 3. Civic Literacy**
4. Health Literacy
- 5. Environmental Literacy**

Technology Infusion

<http://www.state.nj.us/education/>, Internet, Web Quests, content-related websites, wireless laptop computers, computer laboratory, classroom computers, SMART Boards, CDs, DVDs, webinars, video streaming, podcasting

Differentiation

Refer to CPS Differentiation Tool Kit

Assessment

District End of Unit Reading Benchmark

District End of Unit Writing Benchmark

Various opportunities during Reading and Writing Workshop for formative assessment and anecdotal notes

During Work Period adjust lessons for individual students and small groups of students based on formative and summative data (Go back and re-teach for those that did not meet standard on benchmark and plan accordingly for those that exceeded benchmark)

Quarter IV

Writing

Argumentative: Literary Analysis

Narrative: Fictional Narrative

Reading

Literature: Realistic Fiction, Short Story

Informational Text:

21st Century Skills (The ones that apply for this unit are in bold)

1. Creativity & Innovation
2. Critical Thinking & Problem Solving
3. Communication & Collaboration
4. Media Literacy
- 5. Information Literacy**
- 6. Information, Communication & Technology**

21st Century Themes (The ones that apply for this unit are in bold)

1. Global Awareness
- 2. Financial, Economic, Business and Entrepreneurial Literacy**
3. Civic Literacy
- 4. Health Literacy**
- 5. Environmental Literacy**

Technology Infusion

<http://www.state.nj.us/education/>, Internet, Web Quests, content-related websites, wireless laptop computers, computer laboratory, classroom computers, SMART Boards, CDs, DVDs, webinars, video streaming, podcasting

Differentiation

Refer to CPS Differentiation Tool Kit

Assessment

District End of Unit Reading Benchmark

District End of Unit Writing Benchmark

Various opportunities during Reading and Writing Workshop for formative assessment and anecdotal notes

During Work Period adjust lessons for individual students and small groups of students based on formative and summative data (Go back and re-teach for those that did not meet standard on benchmark and plan accordingly for those that exceeded benchmark)

Bolded writing genres are explicitly taught during the marking period.

Suggested days of Instruction	Curriculum Management System Subject/Grade Level: Grade 7 English Language Arts	Topic: Social and Cultural Identity	
		Goal 1: The predominant focus of this unit of study is to present students with an understanding of how writers utilize and implement aspects of their cultural identity when formulating prose and poetry. A masterful implementation of this unit will expose students to a great deal of international literature as a means of expanding students' understandings of this concept of cultural identity. In addition to sophisticated analysis of text, a writing component should also be interwoven into this text, as students create narrative vignettes that paint pictures of their own cultural traditions, pastimes, and beliefs.	
	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) The student will be able to:	Essential Questions, Conceptual Understandings	Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model
Sept. -Oct.	1.1. Utilize close, active reading strategies as presented through modeling to interact with an informational text. (RI.7.1, RI.7.2, RI.7.4, RI.7.6, RI.7.8, RI.7.10) 1.2. Recognize differences in structure and features in fiction and non-fiction text. (RI.7.5) 1.3. Describe and analyze the distinct elements of non-fiction text. (RI.7.5) 1.4. Identify the strategies an author uses to create bias. (RI.7.6, RI.7.8, SL.7.3) 1.5. Articulate in discussions their understanding of cultural stereotyping. (RI.7.4, RI.7.6, SL.7.1, SL.7.1.a, SL.7.1.b, SL.7.1.c, SL.7.1.d, SL.7.4)	Essential Questions: How does one's culture contribute to individual identity? How does cultural ignorance cause stereotyping? Why do we tell/write stories? Conceptual Understandings: One's identity is an amalgam of personal and cultural experiences. Stereotyping is the result of either intentional or unintentional cultural ignorance. Narratives are carefully structured depictions of diverse human experiences.	Learning Activities: What is a vignette? Teacher-modeled writing evaluation Poetry and short story analysis Writing conferences Peer editing Targeted figurative language responses Student-lead textually-based discussion Presentations on cultural identity Comma rules Analyzing compositional risks in prose: colon, italicized words, ellipsis, etc Grammar games Word study & vocabulary building Root words Nonfiction articles—reading, analysis, discussion Analyzing mood SmartBoard games to introduce/review content Song connections & analyses Analyzing metaphors: synecdoche and metonymy Symbolism & recurring imagery Immersion into sensory language Sharing of student writing

Suggested days of Instruction	Curriculum Management System <u>Subject/Grade Level:</u> Grade 7 English Language Arts	Topic: Social and Cultural Identity		
		Goal 1: The predominant focus of this unit of study is to present students with an understanding of how writers utilize and implement aspects of their cultural identity when formulating prose and poetry. A masterful implementation of this unit will expose students to a great deal of international literature as a means of expanding students' understandings of this concept of cultural identity. In addition to sophisticated analysis of text, a writing component should also be interwoven into this text, as students create narrative vignettes that paint pictures of their own cultural traditions, pastimes, and beliefs.		
	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) The student will be able to:	Essential Questions, Conceptual Understandings	Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model	
	1.6. Explain the possible impacts of stereotyping and cultural ignorance. (RI.7.3) 1.7. Compare and contrast a print and media version of the same story identifying main ideas and supporting details. (RI.7.9, RI.7.7, SL.7.2) 1.8. Utilize formal speaking techniques in order to articulate discoveries on their own cultural identity. (SL.7.4, SL.7.5, SL.7.6) 1.9. Implicitly articulate the purpose of a story by conveying theme via character, dialogue, and plot moments. (W.7.3, W.7.3.a) 1.10. Frame a story around a consistent narrator's point of		Assessment Models: Short written responses Exit cards Poetry and short story analysis Grammar mini-projects Vocabulary activities (sentences, etc) Individual vignette writing Reading quizzes Reading logs Discussion Journal entries End of novel test Vocabulary tests End of marking period grammar assessment Collection of cultural identity narrative vignettes Literary analysis Cultural identity presentation Additional Resources: <u>House on Mango Street</u> by Sandra Cisneros <u>Three Cups of Tea</u> by Greg Mortenson and David Oliver Relin Short Story Resources: "Two Kinds" by Amy Tan "The No-Guitar Blues" by Gary Soto Literary Nonfiction: "Superman and Me" by Sherman Alexie	

Suggested days of Instruction	Curriculum Management System Subject/Grade Level: Grade 7 English Language Arts	Topic: Social and Cultural Identity		
		Goal 1: The predominant focus of this unit of study is to present students with an understanding of how writers utilize and implement aspects of their cultural identity when formulating prose and poetry. A masterful implementation of this unit will expose students to a great deal of international literature as a means of expanding students' understandings of this concept of cultural identity. In addition to sophisticated analysis of text, a writing component should also be interwoven into this text, as students create narrative vignettes that paint pictures of their own cultural traditions, pastimes, and beliefs.		
	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) The student will be able to:	Essential Questions, Conceptual Understandings	Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model	
	view. (W.7.3, W.7.3.a) 1.11. Develop experiences, events, and characters through the use of narrative techniques such as dialogue, pacing, and description. (W.7.3.b) 1.12. Signal shifts in time and/or setting through the use of transition words, phrases, and clauses. (W.7.3.c) 1.13. Compose writing using precise and concise language that eliminated redundancy. (L.7.3, L.7.3.a) 1.14. Incorporate an appropriate conclusion in writing. (W.7.3.e) 1.15. Select vivid, accurate diction		Firsthand immigrant accounts Poetry Resources: "I, Too, Sing America" by Langston Hughes "I Hear America Singing" by Walt Whitman "The Red Wheelbarrow" by William Carlos Williams <i>Sadlier-Oxford Vocabulary Workshop Text Easy Grammar</i> New Jersey Registered Holistic Scoring Rubric www.webenglishteacher.com www.sadlier-oxford.com owl.english.purdue.edu/owl	

Suggested days of Instruction	Curriculum Management System Subject/Grade Level: Grade 7 English Language Arts	Topic: Social and Cultural Identity	
		Goal 1: The predominant focus of this unit of study is to present students with an understanding of how writers utilize and implement aspects of their cultural identity when formulating prose and poetry. A masterful implementation of this unit will expose students to a great deal of international literature as a means of expanding students' understandings of this concept of cultural identity. In addition to sophisticated analysis of text, a writing component should also be interwoven into this text, as students create narrative vignettes that paint pictures of their own cultural traditions, pastimes, and beliefs.	
	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) The student will be able to:	Essential Questions, Conceptual Understandings	Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model
	<p>that reflects the writer's growing vocabulary and understanding of connotation. (W.7.3, W.7.3.d, L.7.1, L.7.2, L.7.3, L.7.5)</p> <p>1.16. Use a variety of sentence types to create fluency in the prose. (W.7.4, L.7.1, L.7.2)</p> <p>1.17. Revise, edit and publish a finished narrative product. (W.7.5, L.7.1, L.7.2)</p> <p>1.18. Write routinely over extended time frames (time for research, reflection and revision) and shorter time frames (a single sitting or a day or two). (W.7.10)</p> <p>1.19. Explain the function of phrases and clauses in general and their function in specific sentences.</p>		

Suggested days of Instruction	Curriculum Management System Subject/Grade Level: Grade 7 English Language Arts	Topic: Social and Cultural Identity	
		Goal 1: The predominant focus of this unit of study is to present students with an understanding of how writers utilize and implement aspects of their cultural identity when formulating prose and poetry. A masterful implementation of this unit will expose students to a great deal of international literature as a means of expanding students' understandings of this concept of cultural identity. In addition to sophisticated analysis of text, a writing component should also be interwoven into this text, as students create narrative vignettes that paint pictures of their own cultural traditions, pastimes, and beliefs.	
	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) The student will be able to:	Essential Questions, Conceptual Understandings	Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model
	<p>(L.7.1, L.7.1.a)</p> <p>1.20. Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas. (L.7.1.b)</p> <p>1.21. Use phrases and clauses within sentence, recognizing and correcting misplaced and dangling modifiers. (L.7.1.c)</p> <p>1.22. Demonstrate command of the conventions of capitalization, punctuation (including commas to separate coordinate adjectives), and spelling. (L.7.2, L.7.2.a, L.7.2.b)</p> <p>1.23. Determine an individual's responsibility for personal actions and contributions to group activities. (9.1.8.C.1)</p>		

Suggested days of Instruction	Curriculum Management System <u>Subject/Grade Level:</u> Grade 7 English Language Arts	Topic: Social and Cultural Identity	
		Goal 1: The predominant focus of this unit of study is to present students with an understanding of how writers utilize and implement aspects of their cultural identity when formulating prose and poetry. A masterful implementation of this unit will expose students to a great deal of international literature as a means of expanding students' understandings of this concept of cultural identity. In addition to sophisticated analysis of text, a writing component should also be interwoven into this text, as students create narrative vignettes that paint pictures of their own cultural traditions, pastimes, and beliefs.	
	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) The student will be able to:	Essential Questions, Conceptual Understandings	Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model
	1.24. Use effective communications skills in face-to-face and online interactions with peers and adults from home and from diverse cultures. (9.1.8.D.3)		

Suggested days of Instruction	Curriculum Management System Subject/Grade Level: Grade 7 English Language Arts	Topic: Multiculturalism/Civil Rights	
	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) The student will be able to:	Essential Questions, Conceptual Understandings	Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model
	<p>Oct.-Dec.</p> <p>2.1. Analyze text using textual evidence to support thesis in writing. (RL.7.1)</p> <p>2.2. Determine theme through analyzing the central idea of a text as determined by the events that occur within the text. (RL.7.2)</p> <p>2.3. Determine the way in which elements of a story interact (e.g., how setting shapes characters or plot). (RL.7.3)</p> <p>2.4. Utilize context clues and prior knowledge to extend vocabulary while comparing and contrasting to other texts. (RL.7.4)</p> <p>2.5. Collaborate with the students in flexible groupings to discuss the text and topics related to the</p>	<p>Essential Questions: How can literature personalize historical events and facilitate understanding of people's lives? How can historical/multicultural literature promote empathy and facilitate the understanding of self and others? How does our cultural perspective inform/influence our ideas about the "truths" of history? How does the past influence the present and, even the future?</p> <p>Conceptual Understandings: Assumptions can lead to stereotypes and unfair judgments about individuals and groups. Stereotypes, biases, and societal norms have a profound impact on people' behavior; questioning them can have positive/negative repercussions for the individual (or group). Historical information is shaped by many influences.</p>	<p>Learning Activities: Role playing Argumentative business letter/email Media Bias Mock Trial Investigating Gothic Literature The unreliable narrator Finding fair solutions Britain's Got Talent-Video Response Expository Essay Jim Crow Laws-investigate Close reading Characterization Symbolism Recognizing and deciphering allusions The urban legend Interviewing Compilation of information Appearance vs. Reality</p> <p>Assessment Models: Quizzes Group Discussions Anticipatory Set-Moral decisions Literature study questions Reading Response Journal</p>

Suggested days of Instruction	Curriculum Management System	Topic: Multiculturalism/Civil Rights	
	Subject/Grade Level: Grade 7	Goal 2: This unit is filled with a plethora of resources, both primary and secondary, print and media, which give a historical perspective on our nation's past. Focusing primarily on racial issues, it covers themes such as fairness, justice, equality, and even disability. Students will be challenged both academically and emotionally as they come face to face with many sordid tales from our nation's past.	
	English Language Arts		
	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) The student will be able to:	Essential Questions, Conceptual Understandings	Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model
	<p>text, particularly as they relate to the student, other texts and world events. (SL.7.1, SL.7.1.a, SL.7.1.b, SL.7.1.c, SL.7.1.d)</p> <p>2.6. Deliver an appropriate speech using specific pre-determined requirements. (SL.7.6)</p> <p>2.7. Publish an argumentative piece to support claims with reasons and relevant evidence. (W.7.1)</p> <p>2.8. Create an original character analysis using textual evidence to support claims. (W.7.1)</p> <p>2.9. Introduce claim(s), acknowledge alternate/opposing claims, and organize reasons/evidence logically. (W.7.1.a)</p> <p>2.10. Support claim(s) using</p>		<p>Writing Response Journal Responding to Writing Prompts Published Argumentative Letter/Email Published Character Analysis Vocabulary Exercises Sentence Meaning Novel Test Grammar Tests Vocabulary Tests</p> <p>Additional Resources: Nancie Atwell-<i>Lessons That Change Writers</i> <i>Sadlier-Oxford Vocabulary Workshop Text</i> <i>Easy Grammar</i> <i>The Watsons Go to Birmingham 1963</i> / Curtis <i>Roll of Thunder</i> <i>Bud, Not Buddy</i> <i>The Skin I'm In</i> <i>The Help</i> (Film) Bury My Heart at Wounded Knee Jim Crow Laws: reflect on it New Kids / Hauser</p> <p>Short Story/ Essay Resources: "The Barber" "The Merchant of Venice" (excerpt) "So That Nobody Has To Go To School If They Don't Want To" by <i>Roger Sipher</i> "How a Southerner Licked Intolerance"-Ernest Cohine</p>

Suggested days of Instruction	Curriculum Management System	Topic: Multiculturalism/Civil Rights	
	Subject/Grade Level: Grade 7 English Language Arts	Goal 2: This unit is filled with a plethora of resources, both primary and secondary, print and media, which give a historical perspective on our nation's past. Focusing primarily on racial issues, it covers themes such as fairness, justice, equality, and even disability. Students will be challenged both academically and emotionally as they come face to face with many sordid tales from our nation's past.	
	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) The student will be able to:	Essential Questions, Conceptual Understandings	Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model
	<p>accurate, credible sources and demonstrating an understanding of the topic/text. (W.7.1.b)</p> <p>2.11. Use words, phrases, and clauses to clearly communicate and clarify relationships among claim(s), reasons, and evidence. (W.7.1.c)</p> <p>2.12. Establish and maintain a formal style in writing. (W.7.1.d)</p> <p>2.13. Compose a concluding statement or section that supports the argument presented. (W.7.1.e)</p> <p>2.14. Write clearly to specific requirements keeping audience in mind. (W.7.4)</p> <p>2.15. Revise and edit writing</p>		<p>Poetry/Song Resources: "I Too Sing America" Langston Hughes "I Hear America Singing" Walt Whitman "Sonnet 18" Shakespeare</p> <p>http://www.webenglishteacher.com/</p> <p>http://owl.english.purdue.edu/</p> <p>http://www.sadlier-oxford.com/</p> <p>http://dictionary.reference.com/</p> <p>http://www.kellygallagher.org/</p> <p>http://www.youtube.com/watch?v=kt3Utn4mjeg&feature=related</p> <p>http://www.slideshare.net/tranceking/presentations/3</p>

Suggested days of Instruction	Curriculum Management System Subject/Grade Level: Grade 7 English Language Arts	Topic: Multiculturalism/Civil Rights	
		Goal 2: This unit is filled with a plethora of resources, both primary and secondary, print and media, which give a historical perspective on our nation's past. Focusing primarily on racial issues, it covers themes such as fairness, justice, equality, and even disability. Students will be challenged both academically and emotionally as they come face to face with many sordid tales from our nation's past.	
	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) The student will be able to:	Essential Questions, Conceptual Understandings	Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model
	<p>focusing on improvement based on feedback from peers and teachers. (W.7.5)</p> <p>2.16. Use technology as necessary to produce, revise, and edit writing tasks as well as collaborate with peers and teacher. (W.7.6)</p> <p>2.17. Use textual evidence from literary and/or informational texts to support analysis in any and all formats. (W.7.9, W.7.9.a, W.7.9.b)</p> <p>2.18. Regularly compile samples of writing whose topics are chosen by student or teacher. (W.7.10)</p> <p>2.19. Identify and adjust to audience when writing and speaking. (L.7.1)</p> <p>2.20. Appropriately use a comma</p>		

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	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) The student will be able to:	Essential Questions, Conceptual Understandings	Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model
	<p>to separate coordinate adjectives. (L.7.2.a)</p> <p>2.21. Use correct spelling. (L.7.2.b)</p> <p>2.22. Use context clues, Greek or Latin affixes or roots, and reference materials (dictionary, thesaurus, glossary) to determine or verify word meanings. (L.7.4, L.7.4.a, L.7.4.b, L.7.4.c, L.7.4.d)</p> <p>2.23. Recognize and interpret figures of speech in context. (L.7.5.a)</p> <p>2.24. Use word relationships to deepen comprehension of individual words. (L.7.5.b)</p> <p>2.25. Examine and distinguish the connotations of words with similar meanings. (L.7.5.c)</p>		

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		Goal 2: This unit is filled with a plethora of resources, both primary and secondary, print and media, which give a historical perspective on our nation's past. Focusing primarily on racial issues, it covers themes such as fairness, justice, equality, and even disability. Students will be challenged both academically and emotionally as they come face to face with many sordid tales from our nation's past.	
	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) The student will be able to:	Essential Questions, Conceptual Understandings	Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model
	2.26. Build a working vocabulary of grade-appropriate and academic language. (L.7.6) 2.27. Determine an individual's responsibility for personal actions and contributions to group activities. (9.1.8.C.1) 2.28. Use effective communications skills in face-to-face and online interactions with peers and adults from home and from diverse cultures. (9.1.8.D.3)		

Suggested days of instruction	Curriculum Management System <u>Subject/Grade Level:</u> Grade 7 English Language Arts	Topic: How Shared History Helps Shape Individual Identity	
	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) The student will be able to:	Goal 3: Our third unit of study furthers the theme of identity that was introduced earlier. Through a targeted and guided analysis of literary nonfiction and historical fiction, students will begin to grapple with the way shared history permeates individual identity. Research-based writing will allow students to explore the way a specific historical event has shaped their own understanding of life, while also reflecting on how worldwide traumas, such as the Holocaust, continue to resonate with people all over the planet to this day. The complexity of this task should not be diminished, as the modeling of both reading and writing strategies will be particular to this specified area of literature.	Essential Questions, Conceptual Understandings
Jan.-April	<p>3.1. Utilize close, active reading strategies as presented through modeling to interact with an informational text. (RI.7.1, RI.7.2, RI.7.4, RI.7.6, RI.7.9, RI.7.10)</p> <p>3.2. Recognize differences in structure and features in fiction and non-fiction text. (RL.7.5, RI.7.5)</p> <p>3.3. Describe and analyze the distinct elements of non-fiction text. (RI.7.5)</p> <p>3.4. Compare and contrast two versions of historical events. (RI.7.6, RI.7.8, RI.7.9)</p> <p>3.5. Analyze the influences of an author's perspective. (RI.7.3, RI.7.6)</p>	<p>Essential Questions:</p> <p>How does one's understanding of a historical event impact the formation of one's identity?</p> <p>How might an author present a skewed depiction of history?</p> <p>How does a writer convey information clearly and accurately to deepen the reader's understanding of a topic?</p> <p>Conceptual Understandings:</p> <p>Individual differences (including cultural persuasion) influence one's perception of historical events.</p> <p>Recorded history may differ from actual history depending on the author's bias, intentional or otherwise.</p> <p>Informational writing conveys accurate information to increase the readers' knowledge of a subject, to help readers better understand a procedure or process, or to provide readers with an enhanced comprehension of a concept.</p>	<p>Learning Activities:</p> <p>How to craft a thoughtful introduction</p> <p>How to document and use research-based citations in writing</p> <p>Reading between the lines: inference game</p> <p>PowerPoint mini-lectures on the Holocaust and related historical events</p> <p>Grammar games (types of sentences, etc)</p> <p>Comma rules</p> <p>Group and whole class analysis of shorter literary works</p> <p>Evaluating teacher-modeled writing</p> <p>Writing conferences</p> <p>Poetry writing</p> <p>Text-based classroom discussion</p> <p>Analysis of form and function of non-fiction text</p> <p>The significance of setting</p> <p>Types of narrators: authentic, unreliable, etc</p> <p>Song connections and analyses</p> <p>Empathy activities</p> <p>Powerful endings: situational irony</p> <p>Root words</p> <p>SmartBoard games to review/introduce content</p> <p>Peer editing</p> <p>Word study & vocabulary building</p>

Suggested days of Instruction	Curriculum Management System Subject/Grade Level: Grade 7 English Language Arts	Topic: How Shared History Helps Shape Individual Identity	
	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) The student will be able to:	Essential Questions, Conceptual Understandings	Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model
	<p>3.6. Recognize how and why a particular viewpoint of historical events may differ or change over time. (RI.7.3)</p> <p>3.7. Compare and contrast written text to audio/film version analyzing the effects/changes due to the medium. (RL.7.7, RI.7.7)</p> <p>3.8. Compare and contrast a fictional portrayal of a time, place or character and a historic account of the same period. (RL.7.9)</p> <p>3.9. Utilize formal speaking techniques in order to articulate discoveries. (SL.7.1, SL.7.3, SL.7.6)</p> <p>3.10. Craft a thoughtful introduction that hooks the</p>		<p>Presentations Tone versus Mood</p> <p>Assessment Models: Short written responses Exit cards Poetry and short story analysis Grammar mini-projects (collages, etc) Vocabulary activities (sentences, etc) Reading quizzes Reading logs Discussion Journal entries Group work Informational essay Published poetry End of novel test Grammar assessment Vocabulary test Research brochure PowerPoint Presentation on historical event that personally impacted student's life</p> <p>Additional Resources: <u>The Diary of Anne Frank</u> <u>The Boy in the Striped Pajamas</u> by John Boyne <u>The Devil's Arithmetic</u> <u>Milkweed</u></p>

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	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) The student will be able to:	Essential Questions, Conceptual Understandings	Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model
	<p>reader, presents a general understanding of the topic and culminates in a succinct thesis. (W.7.2, W.7.2.a)</p> <p>3.11. Explain a topic with a variety of valid, relevant and substantive evidence. (W.7.2, W.7.2.b)</p> <p>3.12. Use precise language and domain-specific vocabulary to inform about/explain a topic. (W.7.2.d)</p> <p>3.13. Utilize credible, self-selected research to develop and support a topic. (W.7.2, W.7.7, W.7.8, W.7.9, W.7.9.b)</p> <p>3.14. Develop a logical and cohesive written piece through the use of transition words/phrases and topic/concluding sentences.</p>		<p>Short Story Resources: <i>"Nearly Departed" by Richard Matheson [follow-up on situational irony]</i></p> <p>Literary Nonfiction: <i>"How John Boyne Whitewashed History"</i> <i>Holocaust survivors' accounts</i></p> <p>Poetry Resources: <i>"In Germany, First They Came for the Jews" by Martin Neimoller</i> <i>"To the Onlookers" by William Heyen</i> <i>"Untitled" by Marisa Bluestone</i> <i>"Tomorrow" by Michael Brett</i> <i>Sadlier-Oxford Vocabulary Workshop Text</i> <i>Easy Grammar</i> New Jersey Registered Holistic Scoring Rubric</p> <p>www.webenglishteacher.com</p> <p>www.sadlier-oxford.com</p> <p>owl.english.purdue.edu/owl</p>

Suggested days of Instruction	Curriculum Management System Subject/Grade Level: Grade 7 English Language Arts	Topic: How Shared History Helps Shape Individual Identity	
		Goal 3: Our third unit of study furthers the theme of identity that was introduced earlier. Through a targeted and guided analysis of literary nonfiction and historical fiction, students will begin to grapple with the way shared history permeates individual identity. Research-based writing will allow students to explore the way a specific historical event has shaped their own understanding of life, while also reflecting on how worldwide traumas, such as the Holocaust, continue to resonate with people all over the planet to this day. The complexity of this task should not be diminished, as the modeling of both reading and writing strategies will be particular to this specified area of literature.	
	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) The student will be able to:	Essential Questions, Conceptual Understandings	Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model
	(W.7.2.c) 3.15. Craft a thoughtful conclusion that restates the thesis and synthesizes/extends the topic presented. (W.7.2.f) 3.16. Sustain a formal style throughout a work. (W.7.2.e) 3.17. Shape the style and structure of a topic based upon their understanding of an audience. (W.7.4) 3.18. Brainstorm, draft and reflect on both their own writing and that of peers. (W.7.5) 3.19. Effectively use technology to research and cite sources, collaborate with others and publish their work. (W.7.6, W.7.7)		

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	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) The student will be able to:	Essential Questions, Conceptual Understandings	Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model
	<p>3.20. Gather information from multiple print and digital sources evaluation the reliability of the source. (W.7.8)</p> <p>3.21. Use non-fiction literature as a springboard for further inquiry into a topic. (W.7.7)</p> <p>3.22. Create a veritable plethora of informative and explanatory essays and short responses, various forms of poetry, as well as a variety of writing projects including: brochures, newspaper articles, wiki/blog posts, creative informational text. (W.7.10)</p> <p>3.23. Develop lyrical prose through the use of figurative and sensory language. (W.7.3. L.7.1, L.7.2, L.7.3,</p>		

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	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) The student will be able to:	Essential Questions, Conceptual Understandings	Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model
	L.7.5) 3.24. Compose lyrical poetry that demonstrates understanding of the form, style, and function of the literary form. (W.7.3) 3.25. Develop a variety of syntax (including simple, compound, complex and compound-complex sentences) through correct use of punctuation and capitalization. (L.7.1, L.7.1.b, L.7.2) 3.26. Differentiate between independent and dependent clauses and articulate their functionalities. (L.7.1) 3.27. Refine an extended vocabulary that is correctly spelled. (L.7.2, L.7.6)		

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		Goal 3: Our third unit of study furthers the theme of identity that was introduced earlier. Through a targeted and guided analysis of literary nonfiction and historical fiction, students will begin to grapple with the way shared history permeates individual identity. Research-based writing will allow students to explore the way a specific historical event has shaped their own understanding of life, while also reflecting on how worldwide traumas, such as the Holocaust, continue to resonate with people all over the planet to this day. The complexity of this task should not be diminished, as the modeling of both reading and writing strategies will be particular to this specified area of literature.	
	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) The student will be able to:	Essential Questions, Conceptual Understandings	Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model
	<p>3.28. Identify and revise instances of redundancy in writing. (L.7.3, L.7.3.a)</p> <p>3.29. Communicate a point through precise diction that considers literal and metaphorical meaning. (L.7.4, L.7.5, L.7.6)</p> <p>3.30. Determine an individual's responsibility for personal actions and contributions to group activities. (9.1.8.C.1)</p> <p>3.31. Use effective communications skills in face-to-face and online interactions with peers and adults from home and from diverse cultures. (9.1.8.D.3)</p>		

Suggested days of Instruction	Curriculum Management System <u>Subject/Grade Level:</u> Grade 7 English Language Arts	Topic: Coming of Age	
	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) The student will be able to:	Goal 4: Content sophistication reaches its apex with this culminating unit. Using a challenging whole-class text to ground analysis of form, style, and content), students will refine their understanding of the literary trope 'coming-of-age' through a combination of reading, discussion, and analytical writing. In addition, building on the previous unit's composition of vignettes, students will utilize the whole class novel as a mentor text when crafting a longer narrative that also centers on this concept of coming-of-age. By the completion of this unit, students will be prepared for the rigorous texts and tasks that await them in eighth grade.	Essential Questions, Conceptual Understandings
April-June	<p>4.1. Identify and define setting in the story in order to analyze how the setting affects the mood of the story and the reader's experience. (RL.7.3)</p> <p>4.2. Define character and characterization while identifying and defining types of characters, including: protagonist, antagonist, round, flat, static, dynamic. (RL.7.3)</p> <p>4.3. Identify different types of point of view and analyze the effect of point of view on the reader. (RL.7.6)</p> <p>4.4. Identify and define the parts of the plot line in order to create and analyze a plot line for a specific text. (RL.7.3)</p>	<p>Essential Questions: How does fiction speak to contemporary adolescent issues? How does a deeper understanding of the protagonist allow the reader to empathize with others' perspectives? How do writers craft vivid, engaging narratives?</p> <p>Conceptual Understandings: Fiction serves as a creative expression of lifelike characters encountering lifelike problems. Point of view allows a reader to engage with an experience foreign to his or her own. A narrative writer conveys meaning through deliberate use of literary elements and narrative techniques. Time is the main organizational structure of narrative writing.</p>	<p>Learning Activities: Figurative language scavenger hunt Targeted close reading activities Tracing foil characters in fiction Poetry and short story analysis & discussion Song connections Evaluating teacher-modeled writing Peer editing Publishing writing Analyzing symbolism Delving deeper: irony and paradox Reading to understand metaphors Grammar mini-lessons & games Vocabulary building & workshop Journal writing Text-relevant discussion Analyzing lyrical prose Picture prompt response & discussion Student presentations of content Introduction to Shakespeare</p> <p>Assessment Models: Writing drafts Journal writing Discussion & classroom participating</p>

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	<p>4.5. Identify and define a variety of conflict types, including: person v. person, person v. self, person v. society, person v. nature (including fate), internal/external conflicts. (RL.7.3)</p> <p>4.6. Analyze how particular elements of a story interact. (e.g. how characters shape plot and conflict). (RL.7.3)</p> <p>4.7. Identify, define and analyze the development of the theme over the course of the text. (RL.7.2)</p> <p>4.8. Locate and utilize textual evidence to support the analysis of the literary elements. (RL.7.1)</p> <p>4.9. Utilize close readings in</p>		<p>Exit slips/tickets Group work Mini-presentations on assigned chapters "Murkiest" moment from reading Reading quizzes Reading logs Vocabulary work (sentences, etc) Grammar mini-projects End of novel test Narrative writing sample Analytical/Argumentative writing on novel Grammar assessment Vocabulary tests</p> <p>Additional Resources: <i>Freak the Mighty</i> <i>Loser</i> <i>Stargirl</i> <i>Wonder</i></p> <p>Short Story Resources: "Thank You, Ma'am" by Langston Hughes "Story of An Hour" by Kate Chopin Excerpt from <i>Dandelion Wine</i> by Ray Bradbury</p> <p>Literary Nonfiction Resources: "Facebook Parenting Destroying Children's Privacy?" [CNN World] "The Boy Mir: Coming of Age in Afghanistan" by Huma Qureshi [The Guardian]</p>

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	<p>order to better understand word choice, usage and writing style to aid in the thorough literary analysis of a text. (RL.7.4, L.7.4, L.7.5)</p> <p>4.10. Read and comprehend a variety of complex texts. (RL.7.10)</p> <p>4.11. Discuss and respond to text in a variety of means, including: analytical paragraphing, journaling, pair discussions, small group discussions and large group discussions (W.7.2, W.7.3, W.7.4, W.7.5, W.7.10, SL.7, SL.7.6, L.7.1, L.7.2, L.7.3)</p> <p>4.12. Analyze and compare theme, including recurring themes between pieces of realistic prose and poetry. (RL 7.2)</p> <p>4.13. Compare & contrast the</p>		<p>"A Boy Learns to Milk (and Becomes a Man?)" by Jessica Lahey [<i>NY Times</i>]</p> <p>Poetry Resources: "Abandoned Farmhouse" by Ted Kooser "Girl" by Jamaica Kincaid "Because I would not stop for Death" by Emily Dickinson "who are you, little i" by ee cummings <u>Romeo and Juliet</u> excerpt <i>Sadlier-Oxford Vocabulary Workshop Text Easy Grammar</i> New Jersey Registered Holistic Scoring Rubric www.webenglishteacher.com www.sadlier-oxford.com owl.english.purdue.edu/owl</p>

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	<p>characteristics of a realistic fiction & fantasy work. (RL.7.5)</p> <p>4.14. Draw on personal experiences to better empathize with and understand the inner motivations of the character. (RL.7.6)</p> <p>4.15. Identify significant moments in the plot that directly contribute to a character's deepening complexity. (RL.7.3)</p> <p>4.16. Create well-drawn, consistent characters with discernible traits and motivations. (W.7.3.b)</p> <p>4.17. Devise a setting that both establishes mood and has a direct impact on the progression of the plot. (W.7.3.a)</p>		

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	4.18. Map a plot's progression though the use of Freytag's pyramid (exposition, precipitating incident/inciting force, rising action, climax, falling action, denouement). (RL.7.3, W.7.3) 4.19. Compose correctly punctuated, meaningful dialogue that functions to move the plot forward, to characterize, or to illuminate theme. (W.7.3.b, L.7.1, L.7.2) 4.20. Generate plot momentum via escalating conflict complications. (W.7.3.a) 4.21. Implicitly articulate the purpose of a story by conveying theme via character, dialogue, and plot moments. (W.7.3.b)		

Suggested days of Instruction	Curriculum Management System Subject/Grade Level: Grade 7 English Language Arts	Topic: Coming of Age	
	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) The student will be able to:	Goal 4: Content sophistication reaches its apex with this culminating unit. Using a challenging whole-class text to ground analysis of form, style, and content), students will refine their understanding of the literary trope 'coming-of-age' through a combination of reading, discussion, and analytical writing. In addition, building on the previous unit's composition of vignettes, students will utilize the whole class novel as a mentor text when crafting a longer narrative that also centers on this concept of coming-of-age. By the completion of this unit, students will be prepared for the rigorous texts and tasks that await them in eighth grade.	Essential Questions, Conceptual Understandings
	4.22. Frame a story around a consistent narrator's point of view. (W.7.3.a) 4.23. Signal shifts in time and/or setting through the use of transition words, phrases and clauses. (W.7.3.c) 4.24. Incorporate an appropriate conclusion in writing. (W.7.3.e) 4.25. Select vivid, accurate diction that reflects the writer's growing vocabulary and understanding of connotation. (W.7.3.d, L.7.1, L.7.2, L.7.3, L.7.5, L.7.6) 4.26. Use a variety of sentence types to create fluency in the prose. (W.7.4, L.7.1, L.7.2)		

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	4.27. Revise, edit and publish a finished narrative product. (W.7.5., L.7.1, L.7.2) 4.28. Determine an individual's responsibility for personal actions and contributions to group activities. (9.1.8.C.1) 4.29. Use effective communications skills in face-to-face and online interactions with peers and adults from home and from diverse cultures. (9.1.8.D.3) Collaborate to develop and publish work that provides perspectives on a global problem for discussions with learners from other countries. (8.1.8.C.1) Demonstrate personal responsibility for lifelong learning. (8.1.8.D.2)		

