

**COURSE TITLE**

Grade 7 English Language Arts

**LENGTH**

Full Year  
Grade 7

**DEPARTMENT**

English  
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**SCHOOL**

Union Middle School

**DATE**

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## Grade 7 English Language Arts

### I. Introduction/Overview/Philosophy

This curriculum is designed to provide students with a variety of opportunities to develop their writing, reading, viewing, listening, and speaking skills. Through the use of a writing text, class discussion, collaborative learning, and traditional literature (fiction, informational, literary nonfiction) students will have the chance to improve their reading, verbal and communication skills. Building on previous skills, the students will continue to use the writing process skills to create writing samples of varied types. Students will also synthesize information and comprehend more complex texts in reading.

During this course, the study of literature, author and literary techniques will intensify, and vocabulary development will be stressed. Learning will be an interactive activity involving students and teachers. By focusing on the student's ability to write and providing ample opportunities to use critical thinking skills, the curriculum will prepare the students for future academic challenges.

Additionally, students will be exposed to varied activities and means of instruction that will emphasize high level thinking skills in order for students to better analyze, synthesize, and evaluate. In order for reading to be meaningful and purposeful, students will be encouraged to have a voice and choice in selecting material to be read in order that a strong "reader" connection is made.

Enabling students to construct meaning from the text is a major goal in this course of study. This will be accomplished using various means of instruction that will emphasize discovery, discussion, and evaluation. Active participation by the students is essential in developing the life long skill of reading.

All students will read books/novels that consist of fiction, non-fiction and literary non-fiction. The curriculum consists of units of study that incorporate skills and strategies that give the students opportunities to learn and become more proficient readers. Through the various readings, students will be required to extend their understanding/comprehension in their writing.

### II. Objectives

#### **Course Outline:**

- A. Grammar, Usage, and Mechanics
  - a. Grammar
    - i. Parts of Speech
      - 1. Nouns
      - 2. Pronouns
      - 3. Verbs
      - 4. Adjectives
      - 5. Adverbs
      - 6. Prepositions
      - 7. Conjunctions
      - 8. Interjections
    - ii. Parts of a Sentence
      - 1. Complete Sentences, Fragments and Run Ons

2. Subject and Predicate
3. Direct and Indirect Objects
4. Predicate Nominatives
5. Predicate Adjectives
6. Object Complements
- iii. Phrases
  1. Adjective Phrases
  2. Adverb Phrases
  3. Appositive Phrases
  4. Participial Phrases
  5. Gerund Phrases
  6. Infinitive Phrases
- iv. Clauses
  1. Independent Clauses
  2. Subordinate Clauses
  3. Adjective Clauses
  4. Adverb Clauses
  5. Noun Clauses
- b. Usage
  - i. Parallel Sentence Structure
  - ii. Subject-Verb Agreement
  - iii. Subject and Object Pronouns
  - iv. Antecedent Agreement
  - v. Misplaced and Dangling Modifiers
- c. Mechanics
  - i. Punctuation
    1. End Marks
    2. Commas
    3. Colons
    4. Semicolons
    5. Quotation Marks
    6. Punctuating Dialogue
    7. Apostrophes
    8. Hyphens
    9. Parentheses
    10. Dashes
  - ii. Capitalization
    1. Proper Nouns
    2. Proper Adjectives
    3. Titles
- B. Modern Language Association Style
  - a. Modern Language Association Tenets
    - i. Research and Writing
      1. Selecting a Topic
      2. Conducting Research
      3. Compiling a Bibliography
      4. Evaluating Sources
      5. Taking Notes

6. Outlining
  7. Writing Drafts
  - ii. Plagiarism and Academic Integrity
    1. Definition of Plagiarism
    2. Consequences of Plagiarism
    3. Information Sharing
    4. Forms of Plagiarism
    5. When Documentation is Not Needed
  - iii. The Physical Format of the Paper
    1. Margins
    2. Text Formatting
    3. Heading and Title
    4. Page Numbers
  - iv. Documentation, Citing Sources and Works Cited
    1. The List of Works Cited
    2. Parenthetical Citations
- b. The Research Project
- i. The English Language Arts Research Project will follow the MLA (Modern Language Association) style.
  - ii. Students will spend time in the library and the computer lab to research their topics.
  - iii. The interdisciplinary possibilities extend from Social Studies (history and cultures) to Science (heredity and physical traits).
  - iv. The project will be evaluated according to the teacher's criteria.
- C. Writing Styles
- a. Summer Reading Project
  - b. Writing a Description
  - c. Writing a Narrative
  - d. Writing an Example Based Essay
  - e. Writing a Classification Essay
  - f. Writing a Process Analysis
  - g. Writing a Comparison and Contrast Essay
  - h. Writing a Definition Essay
  - i. Writing a Cause and Effect Essay
  - j. Writing a Synthesis Essay
  - k. Writing an Argument
  - l. Writing an Analysis
  - m. Writing an Analogy
  - n. Writing the Creative Essay
    - i. Writing with Humor
    - ii. Writing with Irony
    - iii. Writing Satire
- D. Writing Development
- a. Stylistic development is nurtured by emphasizing the following:
    - i. A wide-ranging vocabulary used appropriately and effectively
    - ii. A variety of sentence structures, including appropriate use of subordination and coordination
    - iii. Logical organization, enhanced by specific techniques to increase coherence, such as repetition, transitions and emphasis

- iv. A balance of generalization and specific illustrative detail
- v. An effective use of rhetoric, including controlling tone, establishing and maintaining voice, and achieving appropriate emphasis through diction and sentence structure.

**E. Reading**

- a. Themes
  - i. Journeys
  - ii. Holocaust
  - iii. World Literature
- b. Literature
  - i. Reading Fiction
  - ii. Plot
  - iii. Point of View
  - iv. Character
  - v. Setting
  - vi. Tone and Style
  - vii. Theme
  - viii. Symbol
  - ix. Literary Devices
- c. Non-Fiction
  - i. Elements of Non-Fiction
    1. Thesis
    2. Unity
    3. Organization
    4. Beginnings and Endings
    5. Paragraphs
    6. Transitions
    7. Effective Sentences
  - ii. Language of Non-Fiction
    1. Diction
    2. Tone
    3. Figurative Language
    4. Rhetorical Devices

**F. Standardized Test Practice*****Student Outcomes:***

After successfully completing this course, the student will be able to:

- Analyze and interpret samples of good writing, identifying and explaining an author's use of rhetorical strategies and techniques
- Apply effective strategies and techniques in their own writing
- Create and sustain arguments based on readings, research and/or personal experience
- Write for a variety of purposes
- Produce expository, analytical and argumentative compositions that introduce a complex central idea and develop it with appropriate evidence drawn from primary and/or secondary sources, cogent explanations and clear transitions
- Demonstrate understanding and mastery of standard written English as well as stylistic maturity in their own writings
- Demonstrate understanding of the conventions of citing primary and secondary sources

## Grade 7 English Language Arts

- Move effectively through the stages of the writing process, with careful attention to inquiry and research, drafting, revising, editing and review
- Write thoughtfully about their own process of composition
- Revise a work to make it suitable for a different audience
- Analyze image as text
- Evaluate and incorporate reference documents into researched papers.
- Students will read for a variety of purposes.
- Participate in Literature Circles.

### ***NEW JERSEY STUDENT LEARNING STANDARDS ENGLISH LANGUAGE ARTS***

#### **Grade 7**

The standards define general, cross-disciplinary literacy expectations that must be met for students to be prepared to enter college and workforce training programs ready to succeed. The K–12 grade-specific standards define end-of-year expectations and a cumulative progression designed to enable students to meet college and career readiness expectations no later than the end of high school.

Students advancing through the grades are expected to meet each year’s grade-specific standards, retain or further develop skills and understandings mastered in preceding grades, and work steadily toward meeting the more general expectations described by the standards.

#### **Anchor Standards for Reading**

##### **Key Ideas and Details**

NJSLSA.R1. Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

NJSLSA.R2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

NJSLSA.R3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

##### **Craft and Structure**

NJSLSA.R4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

NJSLSA.R5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.

NJSLSA.R6. Assess how point of view or purpose shapes the content and style of a text.

##### **Integration of Knowledge and Ideas**

NJSLSA.R7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

NJSLSA.R8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.

NJSLSA.R9 Analyze and reflect on how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

NJSLSA.R10. Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.

## **Grade 7**

### **Progress Indicators for Reading Literature**

#### ***Key Ideas and Details***

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).

#### **Craft and Structure**

RL.7.4. Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama.

RL.7.5. Analyze how a drama's or poem's form or structure (e.g., soliloquy, sonnet) contributes to its meaning.

RL.7.6. Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.

#### **Integration of Knowledge and Ideas**

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).

RL.7.8. (Not applicable to literature)

RL.7.9. Compare, contrast and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history.

**Range of Reading and Level of Text Complexity**

RL.7.10. By the end of the year read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above, scaffolding as needed.

**Grade 7****Progress Indicators Informational Text****Key Ideas and Details**

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).

**Craft and Structure**

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.

**Integration of Knowledge and Ideas**

RI.7.7. Compare and contrast a text to an audio, video, or multimedia version of the text, analyzing each medium's portrayal of the subject (e.g., how the delivery of a speech affects the impact of the words).

RI.7.8. Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims.

RI.7.9. Analyze and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts.

**Range of Reading and Level of Text Complexity**

RI.7.10. By the end of the year read and comprehend literary nonfiction at grade level text-complexity or above, with scaffolding as needed.

## **Anchor Standards for Writing**

### **Text Types and Purposes**

NJSLSA.W1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

NJSLSA.W2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

NJSLSA.W3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

### **Production and Distribution of Writing**

NJSLSA.W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

NJSLSA.W5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

NJSLSA.W6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

### **Research to Build and Present Knowledge**

NJSLSA.W7. Conduct short as well as more sustained research projects, utilizing an inquiry-based research process, based on focused questions, demonstrating understanding of the subject under investigation.

NJSLSA.W8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

NJSLSA.W9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

### **Range of Writing**

NJSLSA.W10. 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 tasks, purposes, and audiences.

## **Grade 7**

### **Progress Indicators for Writing**

#### **Text Types and Purposes**

W.7.1. Write arguments to support claims with clear reasons and relevant evidence.

- A. Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically.

- B. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.
- C. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence.
- D. Establish and maintain a formal style/academic style, approach, and form.
- E. Provide a concluding statement or section that follows from and supports the argument presented.

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.7.3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

- A. Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.
- B. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.
- C. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.
- D. Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.
- E. Provide a conclusion that follows from and reflects on the narrated experiences or events.

### **Production and Distribution of Writing**

W.7.4. Produce clear and coherent writing in which the development, organization, voice and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

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.

### **Research to Build and Present Knowledge**

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.7.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

- A. Apply *grade 7 Reading standards* to literature (e.g., “Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history”).
- B. Apply *grade 7 Reading standards* to literary nonfiction (e.g. “Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims”).

### **Range of 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.

## **Anchor Standards for Speaking and Listening**

### **Comprehension and Collaboration**

NJSLSA.SL1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others’ ideas and expressing their own clearly and persuasively.

NJSLSA.SL2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

NJSLSA.SL3. Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric.

### **Presentation of Knowledge and Ideas**

NJSLSA.SL4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.

NJSLSA.SL5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.

NJSLSA.SL6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

**Grade 7****Progress Indicators for Speaking and Listening****Comprehension and Collaboration**

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.7.3. Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.

**Presentation of Knowledge and Ideas**

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.

**Anchor Standards for Language****Conventions of Standard English**

NJSLSA.L1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

NJSLSA.L2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

**Knowledge of Language**

NJSLSA.L3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

NJSLSA.L4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

NJSLSA.L5. Demonstrate understanding of word relationships and nuances in word meanings.

NJSLSA.L6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

## **Grade 7**

### **Progress Indicators for Language**

#### **Conventions of Standard English**

L.7.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

- A. Explain the function of phrases and clauses in general and their function in specific sentences.
- B. Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.
- C. Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.

L.7.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

- A. Use a comma to separate coordinate adjectives (e.g., *It was a fascinating, enjoyable movie* but not *He wore an old[,] green shirt*).
- B. Spell correctly.

#### **Knowledge of Language**

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.

#### **Vocabulary Acquisition and Use**

L.7.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grade 7 reading and content*, choosing flexibly from a range of strategies.

- A. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
- B. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., *belligerent*, *bellicose*, *rebel*).
- C. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.

- D. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

L.7.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

- A. Interpret figures of speech (e.g., literary, biblical, and mythological allusions) in context.  
B. Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words.  
C. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., *refined*, *respectful*, *polite*, *diplomatic*, *condescending*).

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.

## **COMPANION STANDARDS FOR HISTORY, SOCIAL STUDIES, AND TECHNICAL SUBJECTS**

### **History, Social Studies, Science and Technical Subjects Grades 6-8**

#### **Anchor Standards for Reading**

##### **Key Ideas and Details**

NJSLSA.R1. Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

NJSLSA.R2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

NJSLSA.R3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

##### **Craft and Structure**

NJSLSA.R4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

NJSLSA.R5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.

NJSLSA.R6. Assess how point of view or purpose shapes the content and style of a text.

##### **Integration of Knowledge and Ideas**

NJSLSA.R7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

NJSLSA.R8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.

NJSLSA.R9. Analyze and reflect on how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

NJSLSA.R10. Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.

## **Grades 6-8**

### **Progress Indicators Reading History**

#### **Reading History and Social Studies**

The standards below begin at grade 6; standards for K-5 reading in history/social studies, science, and technical subjects are integrated into the K-5 Reading standards. The CCR anchor standards and high school standards in literacy work in tandem to define college and career readiness expectations—the former providing broad standards, the latter providing additional specificity.

#### **Key Ideas and Details**

RH.6-8.1. Cite specific textual evidence to support analysis of primary and secondary sources.

RH.6-8.2. Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.

RH.6-8.3. Identify key steps in a text's description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered).

#### **Craft and Structure**

RH.6-8.4. Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.

RH.6-8.5. Describe how a text presents information (e.g., sequentially, comparatively, causally).

RH.6-8.6. Identify aspects of a text that reveal an author's point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).

#### **Integration of Knowledge and Ideas**

RH.6-8.7. Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.

RH.6-8.8. Distinguish among fact, opinion, and reasoned judgment in a text.

RH.6-8.9. Analyze the relationship between a primary and secondary source on the same topic.

#### **Range of Reading and Level of Text Complexity**

RH.6-8.10. By the end of grade 8, read and comprehend history/social studies texts in the grades 6-8 text complexity band independently and proficiently.

### **Grades 6-8 Progress Indicators Reading Science and Technical Subjects**

#### **Key Ideas and Details**

RST.6-8.1. Cite specific textual evidence to support analysis of science and technical texts.

RST.6-8.2. Determine the central ideas or conclusions of a text; provide an accurate summary of the text distinct from prior knowledge or opinions.

RST.6-8.3. Follow precisely a multistep procedure when carrying out experiments, taking measurements, or performing technical tasks.

#### **Craft and Structure**

RST.6-8.4. Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to *grades 6-8 texts and topics*.

RST.6-8.5. Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to an understanding of the topic.

RST.6-8.6. Analyze the author's purpose in providing an explanation, describing a procedure, or discussing an experiment in a text.

#### **Integration of Knowledge and Ideas**

RST.6-8.7. Integrate quantitative or technical information expressed in words in a text with a version of that information expressed visually (e.g., in a flowchart, diagram, model, graph, or table).

RST.6-8.8. Distinguish among facts, reasoned judgment based on research findings, and speculation in a text.

RST.6-8.9. Compare and contrast the information gained from experiments, simulations, video, or multimedia sources with that gained from reading a text on the same topic.

#### **Range of Reading and Level of Text Complexity**

RST.6-8.10. By the end of grade 8, read and comprehend science/technical texts in the grades 6-8 text complexity band independently and proficiently.

### **Anchor Standards for Writing**

#### **Text Types and Purposes**

NJSLSA.W1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

NJSLSA.W2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

NJSLSA.W3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

### **Production and Distribution of Writing**

NJSLSA.W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

NJSLSA.W5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

NJSLSA.W6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

### **Research to Build and Present Knowledge**

NJSLSA.W7. Conduct short as well as more sustained research projects, utilizing an inquiry-based research process, based on focused questions, demonstrating understanding of the subject under investigation.

NJSLSA.W8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

NJSLSA.W9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

### **Range of Writing**

NJSLSA.W10. 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 tasks, purposes, and audiences.

## **Grades 6-8**

### **Progress Indicators for Writing History, Science and Technical Subjects**

The standards below begin at grade 6; standards for K-5 writing in history/social studies, science, and technical subjects are integrated into the K-5 writing standards. The CCR anchor standards and high school standards in literacy work in tandem to define college and career readiness expectations—the former providing broad standards, the latter providing additional specificity.

### **Text Types and Purposes**

WHST.6-8.1. Write arguments focused on *discipline-specific content*.

- A. Introduce claim(s) about a topic or issue, acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.
- B. Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources.
- C. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.

D. Establish and maintain a formal/academic style, approach, and form.

E. Provide a concluding statement or section that follows from and supports the argument presented.

WHST.6-8.2. Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.

A. Introduce a topic and 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) when useful to aiding comprehension.

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

C. Use appropriate and varied 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/academic style, approach, and form.

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

WHST.6-8.3

(See note; not applicable as a separate requirement)

### **Production and Distribution of Writing**

WHST.6-8.4. Produce clear and coherent writing in which the development, organization, voice, and style are appropriate to task, purpose, and audience.

WHST.6-8.5. 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.

WHST.6-8.6. Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.

### **Research to Build and Present Knowledge**

WHST.6-8.7. Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.

WHST.6-8.8. 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.

WHST.6-8.9. Draw evidence from informational texts to support analysis, reflection, and research.

### **Range of Writing**

WHST.6-8.10. 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.

***CRP1 Act as a responsible and contributing citizen and employee***

Career-ready individuals understand the obligations and responsibilities of being a member of a community, and they demonstrate this understanding every day through their interactions with others. They are conscientious of the impacts of their decisions on others and the environment around them. They think about the near-term and long-term consequences of their actions and seek to act in ways that contribute to the betterment of their teams, families, community and workplace. They are reliable and consistent in going beyond the minimum expectation and in participating in activities that serve the greater good.

***CRP2 Apply appropriate academic and technical skills***

Career-ready individuals readily access and use the knowledge and skills acquired through experience and education to be more productive. They make connections between abstract concepts with real-world applications, and they make correct insights about when it is appropriate to apply the use of an academic skill in a workplace situation

***CRP3 Attend to personal health and financial well-being***

Career-ready individuals understand the relationship between personal health, workplace performance and personal well-being; they act on that understanding to regularly practice healthy diet, exercise and mental health activities. Career-ready individuals also take regular action to contribute to their personal financial wellbeing, understanding that personal financial security provides the peace of mind required to contribute more fully to their own career success.

***CRP4 Communicate clearly and effectively and with reason.***

Career-ready individuals communicate thoughts, ideas, and action plans with clarity, whether using written, verbal, and/or visual methods. They communicate in the workplace with clarity and purpose to make maximum use of their own and others' time. They are excellent writers; they master conventions, word choice, and organization, and use effective tone and presentation skills to articulate ideas. They are skilled at interacting with others; they are active listeners and speak clearly and with purpose. Career-ready individuals think about the audience for their communication and prepare accordingly to ensure the desired outcome.

***CRP5 Consider the environmental, social and economic impacts of decisions.***

Career-ready individuals understand the interrelated nature of their actions and regularly make decisions that positively impact and/or mitigate negative impact on other people, organization, and the environment. They are aware of and utilize new technologies, understandings, procedures, materials, and regulations affecting the nature of their work as it relates to the impact on the social condition, the environment and the profitability of the organization.

***CRP6 Demonstrate creativity and innovation***

Career-ready individuals regularly think of ideas that solve problems in new and different ways, and they contribute those ideas in a useful and productive manner to improve their organization. They can consider unconventional ideas and suggestions as solutions to issues, tasks or problems, and they discern which ideas and suggestions will add greatest value. They seek new methods, practices, and ideas from a variety of sources and seek to apply those ideas to their own workplace. They take action on their ideas and understand how to bring innovation to an organization.

***CRP7 Employ valid and reliable research strategies***

Career-ready individuals are discerning in accepting and using new information to make decisions, change practices or inform strategies. They use reliable research process to search for new information. They evaluate the validity of sources when considering the use and adoption of external information or practices in their workplace situation.

***CRP8 Utilize critical thinking to make sense of problems and persevere in solving them***

Career-ready individuals readily recognize problems in the workplace, understand the nature of the problem, and devise effective plans to solve the problem. They are aware of problems when they occur and take action quickly to address the problem; they thoughtfully investigate the root cause of the problem prior to introducing solutions. They carefully consider the options to solve the problem. Once a solution is agreed upon, they follow through to ensure the problem is solved, whether through their own actions or the actions of others.

***CRP9 Model integrity, ethical leadership and effective management***

Career-ready individuals consistently act in ways that align personal and community-held ideals and principles while employing strategies to positively influence others in the workplace. They have a clear understanding of integrity and act on this understanding in every decision. They use a variety of means to positively impact the directions and actions of a team or organization, and they apply insights into human behavior to change others' action, attitudes and/or beliefs. They recognize the near-term and long-term effects that management's actions and attitudes can have on productivity, morals and organizational culture.

***CRP10 Plan education and career paths aligned to personal goals***

Career-ready individuals take personal ownership of their own education and career goals, and they regularly act on a plan to attain these goals. They understand their own career interests, preferences, goals, and requirements. They have perspective regarding the pathways available to them and the time, effort, experience and other requirements to pursue each, including a path of entrepreneurship. They recognize the value of each step in the education and experiential process, and they recognize that nearly all career paths require ongoing education and experience. They seek counselors, mentors, and other experts to assist in the planning and execution of career and personal goals.

***CRP11 Use technology to enhance productivity***

Career-ready individuals find and maximize the productive value of existing and new technology to accomplish workplace tasks and solve workplace problems. They are flexible and adaptive in acquiring new technology. They are proficient with ubiquitous technology applications. They understand the inherent risks—personal and organizational—of technology applications, and they take actions to prevent or mitigate these risks.

***CRP12 Work productively in teams while using cultural global competence***

Career-ready individuals positively contribute to every team, whether formal or informal. They apply an awareness of cultural difference to avoid barriers to productive and positive interaction. They find ways to increase the engagement and contribution of all team members. They plan and facilitate effective team meetings.

**TECHNOLOGY STANDARDS**

**STANDARD 8.1: EDUCATIONAL TECHNOLOGY: ALL STUDENTS WILL USE DIGITAL TOOLS TO ACCESS, MANAGE, EVALUATE, AND SYNTHESIZE INFORMATION IN ORDER TO SOLVE PROBLEMS INDIVIDUALLY AND COLLABORATE AND TO CREATE AND COMMUNICATE KNOWLEDGE.**

**A. Technology Operations and Concepts:** *Students demonstrate a sound understanding of technology concepts, systems and operations.*

8.1.8.A.1 - Demonstrate knowledge of a real world problem using digital tools.

8.1.8.A.2 - Create a document (e.g. newsletter, reports, personalized learning plan, business letters or flyers) using one or more digital applications to be critiqued by professionals for usability.

8.1.8.A.3 - Use and/or develop a simulation that provides an environment to solve a real world problem or theory.

8.1.8.A.4 - Graph and calculate data within a spreadsheet and present a summary of the results

8.1.8.A.5 - Create a database query, sort and create a report and describe the process, and explain the report results.

**B. Creativity and Innovation:** *Students demonstrate creative thinking, construct knowledge and develop innovative products and process using technology.*

8.1.8.B.1 - Synthesize and publish information about a local or global issue or event (ex. telecollaborative project, blog, school web).

**C. Communication and Collaboration:** *Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others.*

8.1.8.C.1 - Collaborate to develop and publish work that provides perspectives on a global problem for discussions with learners from other countries.

**D. Digital Citizenship:** *Students understand human, cultural, and societal issues related to technology and practice legal and ethical behavior.*

8.1.8.D.1 - Understand and model appropriate online behaviors related to cyber safety, cyber bullying, cyber security, and cyber ethics including appropriate use of social media.

8.1.8.D.2 - Demonstrate the application of appropriate citations to digital content.

8.1.8.D.3 - Demonstrate an understanding of fair use and Creative Commons to intellectual property.

8.1.8.D.4 - Assess the credibility and accuracy of digital content.

8.1.8.D.5 - Understand appropriate uses for social media and the negative consequences of misuse.

**E: Research and Information Fluency:** *Students apply digital tools to gather, evaluate, and use information.*

8.1.8.E.1 - Effectively use a variety of search tools and filters in professional public databases to find information to solve a real world problem.

**F: Critical thinking, problem solving, and decision making:** *Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources.*

8.1.8.F.1 - Explore a local issue, by using digital tools to collect and analyze data to identify a solution and make an informed decision.

### **TECHNOLOGY STANDARDS**

**STANDARD 8.2: TECHNOLOGY EDUCATION, ENGINEERING, DESIGN, AND COMPUTATIONAL THINKING – PROGRAMMING:** *ALL STUDENTS WILL DEVELOP AN UNDERSTANDING OF THE NATURE AND IMPACT OF TECHNOLOGY, ENGINEERING, TECHNOLOGICAL DESIGN, COMPUTATIONAL THINKING, AND THE DESIGNED WORLD AS THEY RELATE TO THE INDIVIDUAL, GLOBAL SOCIETY, AND THE ENVIRONMENT.*

**A. The Nature of Technology: Creativity and Innovation** *Technology systems impact every aspect of the world in which we live.*

8.2.8.A.1 - Research a product that was designed for a specific demand and identify how the product has changed to meet new demands (i.e. telephone for communication - smart phone for mobility needs).

8.2.8.A.2 - Examine a system, consider how each part relates to other parts, and discuss a part to redesign to improve the system.

8.2.8.A.3 - Investigate a malfunction in any part of a system and identify its impacts.

8.2.8.A.4 - Redesign an existing product that impacts the environment to lessen its impact(s) on the environment.

8.2.8.A.5 - Describe how resources such as material, energy, information, time, tools, people, and capital contribute to a technological product or system.

**B. Technology and Society:** *Knowledge and understanding of human, cultural and societal values are fundamental when designing technological systems and products in the global society.*

8.2.8.B.1 - Evaluate the history and impact of sustainability on the development of a designed product or system over time and present results to peers.

8.2.8.B.2 - Identify the desired and undesired consequences from the use of a product or system.

8.2.8.B.3 - Research and analyze the ethical issues of a product or system on the environment and report findings for review by peers and /or experts.

8.2.8.B.4 - Research examples of how humans can devise technologies to reduce the negative consequences of other technologies and present your findings.

8.2.8.B.5 - Identify new technologies resulting from the demands, values, and interests of individuals, businesses, industries and societies.

8.2.8.B.6 - Compare and contrast the different types of intellectual property including copyrights, patents and trademarks.

8.2.8.B.7 - Analyze the historical impact of waste and demonstrate how a product is upcycled, reused or remanufactured into a new product.

**C. Design:** *The design process is a systematic approach to solving problems.*

8.2.8.C.1 - Explain how different teams/groups can contribute to the overall design of a product.

8.2.8.C.2 - Explain the need for optimization in a design process.

8.2.8.C.3 - Evaluate the function, value, and aesthetics of a technological product or system, from the perspective of the user and the producer.

8.2.8.C.4 - Identify the steps in the design process that would be used to solve a designated problem.

8.2.8.C.5 - Explain the interdependence of a subsystem that operates as part of a system.

8.2.8.C.5a - Create a technical sketch of a product with materials and measurements labeled.

8.2.8.C.6 - Collaborate to examine a malfunctioning system and identify the step-by-step process used to troubleshoot, evaluate and test options to repair the product, presenting the better solution.

8.2.8.C.7 - Collaborate with peers and experts in the field to research and develop a product using the design process, data analysis and trends, and maintain a design log with annotated sketches to record the developmental cycle.

8.2.8.C.8 - Develop a proposal for a chosen solution that include models (physical, graphical or mathematical) to communicate the solution to peers.

**D. Abilities for a Technological World:** *The designed world is the product of a design process that provides the means to convert resources into products and systems.*

8.2.8.D.1 - Design and create a product that addresses a real world problem using a design process under specific constraints.

8.2.8.D.2 - Identify the design constraints and trade-offs involved in designing a prototype (e.g., how the prototype might fail and how it might be improved) by completing a design problem and reporting results in a multimedia presentation, design portfolio or engineering notebook.

8.2.8.D.3 - Build a prototype that meets a STEM-based design challenge using science, engineering, and math principles that validate a solution.

8.2.8.D.4 - Research and publish the steps for using and maintaining a product or system and incorporate diagrams or images throughout to enhance user comprehension.

8.2.8.D.5 - Explain the impact of resource selection and the production process in the development of a common or technological product or system.

8.2.8.D.6 - Identify and explain how the resources and processes used in the production of a current technological product can be modified to have a more positive impact on the environment.

**E. Computational Thinking: Programming:** *Computational thinking builds and enhances problem solving, allowing students to move beyond using knowledge to creating knowledge.*

8.2.8.E.1 - Identify ways computers are used that have had an impact across the range of human activity and within different careers where they are used.

8.2.8.E.2 - Demonstrate an understanding of the relationship between hardware and software.

8.2.8.E.3 - Develop an algorithm to solve an assigned problem using a specified set of commands and use peer review to critique the solution.

8.2.8.E.4 - Use appropriate terms in conversation (e.g., programming, language, data, RAM, ROM, Boolean logic terms).

### **21ST CENTURY LIFE AND CAREERS**

#### **STANDARD 9.2: CAREER AWARENESS, EXPLORATION, AND PREPARATION**

9.2.8.B.1 – Research careers within the 16 Career Clusters ® and determine attributes of career success.

9.2.8.B.2 – Develop a Personalized Student Learning Plan with the assistance of an adult mentor that includes  
information about career areas of interest, goals and an educational plan.

9.2.8.B.3 – Evaluate communication, collaboration, and leadership skills that can be developed through school,  
home, work, and extracurricular activities for use in a career.

9.2.8.B.4 – Evaluate how traditional and nontraditional careers have evolved regionally, nationally, and globally.

9.2.8.B.5 – Analyze labor market trends using state and federal labor market information and other resources available online.

9.2.8.B.6 – Demonstrate understanding of the necessary preparation and legal requirements to enter the workforce.

9.2.8.B.7 – Evaluate the impact of online activities and social media on employer decisions.

### **III. Proficiency Levels**

Grade 7 English Language Arts is required for all students in Grade 7.

### **IV. Methods of Assessment**

#### **Student Assessment**

- A variety of assessments will be provided including, but not limited to, the following items:
  - Tests
  - Quizzes
  - Homework
  - Classwork
  - Class Participation
  - Writing Assignments
  - Oral Presentations
  - Individual Projects, Presentations and Reports
  - Group Projects, Presentations and Reports
  - Technology Projects
  - Journals
  - Teacher critique
  - Peer critique
  - Self critique
  - Rubric based discussion/analysis
  - Portfolios
  - Close-reading/Analysis of professional work
  - Sample/Practice Standardized Tests

#### **Curriculum/Teacher Assessment**

The teacher will provide the subject area supervisor with suggestions for changes on an ongoing basis.

### **V. Grouping**

Grade 7 English Language Arts classes are heterogeneously grouped.

### **VI. Articulation/Scope & Sequence/Time Frame**

Grade 7 English Language Arts is a full year course.

### **VII. Resources**

#### ***Texts/Supplemental Reading/References***

- References
  - Teachers may contact the English Language Arts department office and the school and local libraries for additional resources. Nearby colleges and other organizations may also be

- Technology
  - Use of technology will conform to the following New Jersey Student Learning Standards: (8.1.8.A.1) (8.1.8.A.2) (8.1.8.A.3) (8.1.8.A.4) (8.1.8.A.5) (8.1.8.B.1) (8.1.8.D.1) (8.1.8.D.2) (8.1.8.D.3) (8.1.8.E.1)
  - Students shall use computers to complete research and for word processing. Teachers shall use appropriate technology to enhance lessons. Students shall use computers for independent practice of developing skills and as part of the writing process.
  
- Supplemental Texts/Programs
  - *Writer's Craft*, McDougall, Littel
  - *Discoveries in Literature*, Scott, Foresman
  - *Reading Milestones*, Pro-Ed
  - *Vocabulary From Latin and Greek Roots*. Prestwick House, 2003.
  
- Units of Study
  - **Journeys Unit – Anchor Text: *From One Experience to Another – When I Was Your Age***
    - *Al Capone Does My Shirts* - Choldenko
    - *Bud, Not Buddy*- Curtis
    - *Chains* - Anderson
    - *Code Talker* - Baucher
    - *Dogsong* - Paulsen
    - *Edge of Survival* - Perfection
    - *Hatchet* - Paulsen
    - *I am Malala* - Yousafzai
    - *Lily's Crossing* - Giff
    - *A Long Walk to Water* - Park
    - *Miracle's Boys* - Woodson
    - *The Music of Dolphins* - Hesse
    - *Out of the Dust* - Hesse
    - *Phoenix Rising* - Hesse
    - *The Same Stuff of Stars* - Paterson
    - *The Silent Boy* - Lowry
    - *Stand Tall* - Bauer
    - *A Time of Angels* - Hesse
    - *True Confessions of Charlotte Doyle* - Avi
    - *The Warriors Heart: Adventures in Courage and Compassion* - Greitens
  
  - **Holocaust Unit – Anchor Text: *Ten Thousand Children***
    - *Assignment Rescue* – Fry
    - *Behind the Bedroom Wall* – Williams
    - *Bomb: The Race to Build and Steal the World's Most Dangerous Weapon* – Sheinkin
    - *The Boy in Striped Pajamas* – Boyle
    - *Devil's Arithmetic* - Yolen
    - *Hero on a Bicycle* – Hughes
    - *Jacob's Rescue* - Drucker
    - *Lily's Crossing* – Giff

- *Parallel Journeys* – Ayer
  - *Play to the Angel* – Dahlberg
  - *Prisoner B 3087* – Eratz/Gruener
  - *Soldier Boys* – Hughes
  - *Stones in Water* - Napoli
  - *To Be a Hero* - Perfection
  - *Torn Thread* – Issacs
  - *We Fought Back* – Zullo
- **World Literature Unit – Anchor Text: *The Watsons Go to Birmingham***
    - *The Breadwinner (Afghanistan)* – Ellis
    - *The Color Of My Words (Dominican Republic)* – Joseph
    - *Decisions, Decisions* – Perfection
    - *Girl of Kosovo (Kosovo)* – Mead
    - *Journey to the River (England/Brazil)* – ibbotson
    - *Many Stones (Africa)* – Coman
    - *Pacific Crossing (Japan/Mexico)* – Soto
    - *Rain is Not My Indian Name (US-Midwest)* – Smith
    - *Shabanu (Pakistan)* – Staples
    - *A Single Shard (Korea)* – Park
    - *A Step from Heaven (Korea)* – An Na
    - *They Call Themselves the KKK (United States)* – Bartolli
    - *We've Got a Job: The Birmingham Children's March (United States)* – Levinson
    - *When My Name Was Keoko (Korea)* – Park

### VIII. Suggested Activities

- Analyze and interpret samples of good writing, identifying and explaining an author's use of rhetorical strategies and techniques
- Apply effective strategies and techniques in their own writing
- Create and sustain arguments based on readings, research and/or personal experience
- Write for a variety of purposes
- Produce expository, analytical and argumentative compositions that introduce a complex central idea and develop it with appropriate evidence drawn from primary and/or secondary sources, cogent explanations and clear transitions
- Demonstrate understanding and mastery of standard written English as well as stylistic maturity in their own writings
- Demonstrate understanding of the conventions of citing primary and secondary sources
- Move effectively through the stages of the writing process, with careful attention to inquiry and research, drafting, revising, editing and review
- Write thoughtfully about their own process of composition
- Revise a work to make it suitable for a different audience
- Analyze image as text
- Evaluate and incorporate reference documents into researched papers.
- Students will read for a variety of purposes.
- Participate in Literature Circles.

## **IX. Methodologies**

A wide variety of methodologies will be used. The following are suggestions, not limitations, as to how the program may be implemented and facilitated. Codes refer to the New Jersey Student Learning Standards for 21<sup>st</sup> Century Life and Careers – Career Ready Practices (2014).

- Cooperative learning groups CRP1, CRP4, CRP5, CRP6, CRP8, CRP9, CRP12
- Differentiated instruction methods CRP2, CRP6, CRP8, CRP10
- Workshop approach CRP1, CRP4, CRP5, CRP6, CRP8, CRP9, CRP12
- Individual assignments CRP2, CRP4
- Whole class instruction CRP2, CRP4
- Small group instruction CRP1, CRP4, CRP5, CRP6, CRP8, CRP9, CRP12
- Technology-aided instruction CRP2, CRP4, CRP8, CRP11
- Peer-to-peer instruction CRP1, CRP4, CRP9, CRP12

Career Ready Practices describe the career-ready skills that all educators in all content areas should seek to develop in their students. They are practices that have been linked to increase college, career and life success. By end of grade 8, students will be able to:

- 9.2.8.B.1 – Research careers and determine attributes of career success.
- 9.2.8.B.2 – Develop a Personalized Student Learning Plan with the assistance of an adult mentor that includes information about career areas of interest, goals and an education plan.
- 9.2.8.B.3 – Evaluate communication, collaboration, and leadership skills that can be developed through school, home, work, and extracurricular activities for use in a career.
- 9.2.8.B.4 – Evaluate how traditional and nontraditional careers have evolved regionally, nationally, and globally.
- 9.2.8.B.5 – analyze labor market trends using state and federal labor market information and other resources available online.
- 9.2.8.B.6 – Demonstrate understanding of the necessary preparation of legal requirements to enter the workforce.
- 9.2.8.B.7 – Evaluate the impact of online activities and social media on employer decisions.

## **X. Interdisciplinary Connections**

Interdisciplinary curriculum coordination will be done with the other departments on a regular basis. The nature of an English Language Course demands varied text types and genres. Students will be exposed to informational and literary texts that may encompass any of the following areas: art, history, music, science, mathematics, business, and/or technology. Throughout the year, students will use resources from these areas in their English Language Arts class(es). This course reinforces concepts taught in:

- Social Studies
- Humanities
- Mathematics
- Science
- Technology
- Appropriate and competent use of relevant websites and digital software and equipment 8.1.8
- Recording student performances/projects using appropriate audio, video, and /or photographic means to facilitate classroom critique of student growth and progress 8.1.8
- Presentation and exploration of related career possibilities 9.2.8

- Working in teams to create group based learning activities and projects CRP1
- Application of skills learned in class to project based activities CRP2

## **XI. Differentiating Instruction for Students with Special Needs: Students with Disabilities, Students at Risk, English Language Learners, and Gifted & Talented Students**

Differentiating instruction is a flexible process that includes the planning and design of instruction, how that instruction is delivered, and how student progress is measured. Teachers recognize that students can learn in multiple ways as they celebrate students' prior knowledge. By providing appropriately challenging learning, teachers can maximize success for all students.

Differentiating in this course includes but is not limited to:

*Differentiation for Support (ELL, Special Education, Students at Risk)*

- Peer mentoring on problems
- Differentiated teacher feedback on assignments
- Modelling out accounting problems on whiteboard
- Visual aids as we project problems on whiteboard
- Study guides
- Tiered assignments
- Scaffolding of materials and assignments
- Re-teaching and review
- Guided note taking
- Exemplars of varied performance levels
- Multi-media approach to accommodating various learning styles
- Use of visual and multi-sensory formats
- Use of assisted technology
- Use of prompts
- Modification of content and student products
- Testing accommodations
- Authentic assessments
- Pre-teaching of vocabulary and concepts
- Visual learning, including graphic organizers
- Use of cognates to increase comprehension
- Teacher modeling
- Pairing students with beginning English language skills with students who have more advanced English language skills
- Scaffolding
  - word walls
  - sentence frames
  - think-pair-share
  - cooperative learning groups
  - teacher think-alouds

*Differentiation for Enrichment*

- Supplemental reading material for independent study
- Flexible grouping
- Tiered assignments
- Topic selection by interest
- Enhanced expectations for independent study
- Elevated questioning techniques using Webb's Depth of Knowledge matrix
- Adjusting the pace of lessons
- Curriculum compacting
- Inquiry-based instruction
- Independent study
- Higher-order thinking skills
- Interest-based content
- Student-driven
- Real-world problems and scenarios

**XII. Professional Development**

The teacher will continue to improve expertise through participation in a variety of professional development opportunities.

### XIII. Curriculum Map/Pacing Guide

Unit Topic	Time Allocated	Differentiating Instruction for Students with Disabilities, Students at Risk, English Language Learners, & Gifted & Talented Students	Standards	Assessments
<p><b>Journeys Unit</b></p> <ul style="list-style-type: none"> <li>Description: This unit will expose students to the skills of identifying central idea, supporting details, and story elements (character, setting, plot, theme) while reading texts with the theme of “Journey.”</li> <li>Materials: Anchor text: <i>From One Experience to Another/When I Was Your Age</i>; Selection of <b>one</b> text from list: <i>Al Capone Does My Shirts</i> - Choldenko; <i>Among the Hidden</i> - Haddix; <i>Bud, Not Buddy</i>-Curtis; <i>Chains</i> - Anderson; <i>Code Talker</i> - Baucher; <i>Dogsong</i> - Paulsen; <i>Edge of Survival</i> - Perfection; <i>Hatchet</i> - Paulsen; <i>I am Malala</i></li> </ul>	14 weeks	<p><i>For Support:</i></p> <ul style="list-style-type: none"> <li>Exemplars of varied performance levels, specifically on writing assignments</li> <li>Re-teaching and review of story elements</li> <li>Provide graphic organizers to assist with visual learning</li> </ul> <p><i>For Enhancement:</i></p> <ul style="list-style-type: none"> <li>Supplemental reading for independent study</li> <li>Flexible grouping of students</li> <li>Tiered assignments</li> </ul>	<p><i>NJSLS – ELA:</i></p> <ul style="list-style-type: none"> <li>RL7.1, RL7.2, RL7.3, RL7.4, RL7.6, RL7.10, RI 7.1, RI7.2, RI7.3, RI7.4, RI7.5, RI7.6, RI7.10, W7.1, W7.2, W7.4, W7.5, W7.6, W7.10, SL7.1, SL7.2, SL7.3, SL7.6, L7.1, L7.2, L7.3, L7.4, L7.6</li> </ul> <p><i>NJSLS – Companion:</i></p> <ul style="list-style-type: none"> <li>WHST.6-8.4, WHST.6-8.5, WHST.6-7.6, WHST.6-8.9, WHST.6-8.10</li> </ul> <p><i>21<sup>st</sup> Century Standards CRP:</i></p> <ul style="list-style-type: none"> <li>CRP1, CRP2, CRP4, CRP6, CRP8, CRP9,</li> </ul>	<p><i>Formative Assessment:</i> Students will be assessed in a variety of ways throughout this unit, including whole-class and small group discussion (i.e., literature circles, chapter discussion), as well as through their ability to respond to reflective questions about their novels.</p> <p><i>Summative Assessment:</i> Students will produce an essay that analyzes one character’s physical or emotional journey throughout the text. Writing piece will be a formal composition that demonstrates understanding of standard</p>

<p>(<i>Young Readers Edition</i>) - Yousafzai; <i>Lily's Crossing</i> - Giff; <i>A Long Walk to Water</i> - Park; <i>The Music of Dolphins</i> - Hesse; <i>Out of the Dust</i> - Hesse; <i>Phoenix Rising</i> - Hesse; <i>The Same Stuff of Stars</i> - Paterson; <i>Schooled</i> - Korman; <i>The Silent Boy</i> - Lowry; <i>Stand Tall</i> - Bauer; <i>A Time of Angels</i> - Hesse; <i>Titanic: Voices from the Disaster</i> - Hopkinson; <i>True Confessions of Charlotte Doyle</i> - Avi; <i>The Warriors Heart: Adventures in Courage and Compassion</i> - Greitens</p> <ul style="list-style-type: none"> <li>Objective: SWBAT identify the central idea and supporting details of a text; analyze how an element of story elements affects another (i.e., how plot affects theme; how characters are developed by the plot). SWBAT write a literary analysis essay comparing and contrasting elements in a text. SWBAT discuss key themes and other</li> </ul>			<p>CRP11, CRP12</p> <p><i>Technology Standards</i> 8.1: ● 8.1.8.A.2, 8.1.8.B.1, 8.1.8.D.2, 8.1.8.D.4, 8.1.8.E.1, 8.1.8.F.1</p> <p><i>Technology Standards</i> 8.2: ● 8.2.8.C.1</p> <p><i>21<sup>st</sup> Century Standards</i> 9.2: ● 9.2.8.B.3</p>	<p>written English as well as stylistic maturity in their own writings.</p>
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story elements within a small group.				
<p><b>Holocaust Unit</b></p> <ul style="list-style-type: none"> <li>Description: This unit will expose students to fiction and nonfiction texts that fall under the topic of The Holocaust. Students will continue to work with the skills of identifying central idea, supporting details, and story elements (character, setting, plot, theme) while introducing more complex skills, such as comparing, contrasting, and reflecting upon a fictional portrayal of a time and place with a historical account of the same period. Through historical fiction, students will gain understanding of how authors of fiction use or alter history.</li> <li>Materials: Anchor Text: <i>Ten Thousand Children</i>; Selection of <b>one</b> text from list: <i>Behind the Bedroom Wall</i> – Williams; <i>Bomb: The Race to Build and Steal the World’s Most Dangerous Weapon</i> –</li> </ul>	13 weeks	<p><i>For Support:</i></p> <ul style="list-style-type: none"> <li>Provide audio files of chapters in Google Classroom (when available)</li> <li>Provide graphic organizers for writing tasks</li> <li>Use of visual and multi-sensory formats to teach historical content (when available)</li> </ul> <p><i>For Enhancement:</i></p> <ul style="list-style-type: none"> <li>Elevated questioning techniques using Webb’s Depth of Knowledge matrix</li> <li>Flexible grouping and topic based on student-interest</li> <li>Adjusting the pace of the lesson and assignments</li> </ul>	<p><i>NJSLS – ELA:</i></p> <ul style="list-style-type: none"> <li>RL.7.1, RL.7.2, RL.7.3, RL.7.4, RL.7.5, RL.7.6, RL.7.7, RL.7.9, RL.7.10, RI.7.1, RI.7.2, RI.7.3, RI.7.4, RI.7.5, RI.7.6, RI.7.7, RI.7.9, RI.7.10, W.7.2, W.7.4, W.7.5, W.7.6, W.7.7, W.7.8, W.7.9, W.7.10, SL.7.1, SL.7.2, SL.7.4, SL.7.6, L.7.1, L.7.2, L.7.3, L.7.4, L.7.5, L.7.6</li> </ul> <p><i>NJSLS – Companion:</i></p> <ul style="list-style-type: none"> <li>RH.6-8.1, RH.6-8.2, RH.6-8.4, RH.6-8.6, RH.6-8.7, RH.6-8.8, RH.6-8.10, WHST.6-8.2, WHST.6-8.4, WHST.6-8.5, WHST.6-8.6, WHST.6-8.8, WHST.6-8.9, WHST.6-8.10</li> </ul> <p><i>21<sup>st</sup> Century Standards CRP:</i></p> <ul style="list-style-type: none"> <li>CRP1, CRP2, CRP4, CRP6, CRP7, CRP9, CRP11, CRP12</li> </ul>	<p><i>Formative Assessment:</i> Students will be assessed in a variety of ways throughout this unit, including whole-class and small group discussion (i.e., literature circles, chapter discussion), as well as through their ability to respond to reflective questions about their novels.</p> <p><i>Summative Assessment:</i> Literary Analysis Task- Students will analyze how the nonfiction setting of the fiction text read in class affects the theme of the novel. Students will incorporate support for their response from both fiction and nonfiction texts. Task will be completed as a formal writing task that adheres to the rules of standard written English.</p>

<p>Sheinkin; <i>The Boy in Striped Pajamas</i> – Boyle; <i>Devil’s Arithmetic</i> - Yolen; <i>Hero on a Bicycle</i> – Hughes; <i>Jacob’s Rescue</i> - Drucker; <i>Lily’s Crossing</i> – Giff; <i>Parallel Journeys</i> – Ayer; <i>Prisoner B 3087</i> – Eratz/Gruener; <i>Soldier Boys</i> – Hughes; <i>Stones in Water</i> - Napoli; <i>To Be a Hero</i> - Perfection; <i>Torn Thread</i> – Issacs</p> <ul style="list-style-type: none"> <li>Objective: SWBAT identify the central idea and supporting details of a text; analyze how one element of story affects another (i.e., how plot affects theme; how characters are developed by the plot). SWBAT analyze the interactions between individuals, events, and ideas in a text SWBAT compare, contrast, and reflect on a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history. SWBAT cite several</li> </ul>			<p><i>Technology Standards</i> 8.1: ● 8.1.8.A.2, 8.1.8.C.1, 8.1.8.D.2, 8.2.8.D.4, 8.1.8.E.1</p> <p><i>Technology Standards</i> 8.2: ● N/A</p> <p><i>21<sup>st</sup> Century Standards</i> 9.2: ● N/A</p>	
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<p>pieces of evidence and make relevant connections to support analysis of what the text says explicitly.</p>				
<p><b>World Literature Unit</b></p> <ul style="list-style-type: none"> <li>Description: This unit will expose students to texts from different cultures. Through this unit, students will apply the skills of analyzing story elements, word choice, and figurative language, while understanding the impact of culture on a work of literature.</li> <li>Materials: Anchor text: <i>The Watsons Go to Birmingham-1963</i>; Optional texts: <i>The Breadwinner</i> (Afghanistan)- Ellis; <i>Chains</i> (United States)- Anderson; <i>The Color of My Words</i> (Dominican Republic)- Joseph; <i>Decisions, Decisions-Perfection</i>; <i>Dragonwings</i> (Asia)- Yep; <i>Fever 1793</i> (United States)- Anderson; <i>Girl of Kosovo</i> (Kosovo)- Mead; <i>Journey to the River</i> (England/Brazil)-</li> </ul>	13 weeks	<p><i>For Support:</i></p> <ul style="list-style-type: none"> <li>Provide audio files of chapters in Google Classroom (when available)</li> <li>Provide graphic organizers for writing tasks</li> <li>Study guides</li> </ul> <p><i>For Enhancement:</i></p> <ul style="list-style-type: none"> <li>Supplemental reading material for independent study</li> <li>Elevated questioning techniques using Webb’s Depth of Knowledge matrix.</li> <li>Topic selection by interest</li> </ul>	<p><i>NJSLS – ELA:</i></p> <ul style="list-style-type: none"> <li>RL7.1, RL7.2, RL7.3, RL7.4, RL7.6, RL7.9, RL7.10, RI7.1, RI7.2, RI7.3, RI7.4, RI7.5, RI7.6, RI7.9, RI7.10, W7.1, W7.2, W7.3, W7.4, W7.5, W7.6, W7.7, W7.8, W7.9, W7.10, SL7.1, SL7.2, SL7.3, SL7.6, L7.1, L7.2, L7.3, L7.4, L7.5, L7.6</li> </ul> <p><i>NJSLS – Companion:</i></p> <ul style="list-style-type: none"> <li>RH.6-8.1, RH.6-8.2, RH.6-8.4, RH.6-8.5, RH.6-8.6, RH.6-8.7, RH.6-8.8, RH.6-8.9, RH.6-8.10, WHST.6-8.2, WHST.6-8.4, WHST.6-8.5, WHST.6-8.6, WHST.6-8.7, WHST.6-8.8, WHST.6-8.9, WHST.6-8.10</li> </ul> <p><i>21<sup>st</sup> Century Standards</i></p>	<p><i>Formative Assessment:</i></p> <p>Students will be assessed in a variety of ways, including small and whole group discussion, literature circles, open-ended questions, chapter quizzes and/or tests, and checklists for long-term projects.</p> <p><i>Summative Assessment:</i></p> <p>Research-based essay: Students will research a topic related to Civil Rights movement and create an informational essay that synthesizes information around multiple sources.</p> <p>Students will write a literary analysis essay that analyzes how two story elements from the core text interact (i.e., how the setting of <u>The Watsons Go to Birmingham</u> impacts the plot of the story).</p>

<p>Ibbotson; <i>Many Stones</i> (Africa)- Coman; <i>Pacific Crossing</i> (Japan/Mexico)- Soto; <i>Rain is Not My Indian Name</i> (US-Midwest)- Smith; <i>Roll of Thunder, Hear My Cry</i> (United States)- Taylor; <i>Shabanu</i> (Pakistan)- Staples; <i>A Single Shard</i> (Korea)- Park; <i>A Step from Heaven</i> (Korea)- An Na; <i>They Call Themselves the KKK</i> (United States)- Bartolli; <i>The Thief Lord</i> (Italy)- Funke; <i>Twelve Angry Men</i>- Rose; <i>We've Got a Job: The Birmingham Children's March</i> (United States)- Levinson; <i>When My Name Was Keoko</i> (Korea)- Park</p> <ul style="list-style-type: none"> <li>● SWBAT analyze how particular elements of a story interact. SWBAT analyze the impact of words and phrases (including figurative language) on the tone of a novel. SWBAT compare, contrast and reflect on a fictional portrayal of a time and place and a historical account of the same</li> </ul>			<p><i>CRP:</i></p> <ul style="list-style-type: none"> <li>● CRP1, CRP2, CRP4, CRP5, CRP7, CRP8, CRP9, CRP11, CRP12</li> </ul> <p><i>Technology Standards</i> 8.1:</p> <ul style="list-style-type: none"> <li>● 8.1.8C.1, 8.1.8E.1</li> </ul> <p><i>Technology Standards</i> 8.2:</p> <ul style="list-style-type: none"> <li>● N/A</li> </ul> <p><i>21<sup>st</sup> Century Standards</i> 9.2:</p> <ul style="list-style-type: none"> <li>● N/A</li> </ul>	
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period to understand how the author uses history in works of fiction.				
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**XIV. Appendices**

<b>September</b>	<b>October</b>	<b>November</b>	<b>December</b>	<b>January</b>
Theme: Journey	Theme: Journey	Theme: Journey	Theme: Journey/World	Theme: World
Non-Fiction Companion Pieces to Literature Will Compliment Selected Readings	Non-Fiction Companion Pieces to Literature Will Compliment Selected Readings	Non-Fiction Companion Pieces to Literature Will Compliment Selected Readings	Non-Fiction Companion Pieces to Literature Will Compliment Selected Readings	Non-Fiction Companion Pieces to Literature Will Compliment Selected Readings
Writing: In Conjunction with Reading Selections				
Grammar, Usage, and Mechanics				
Writing: Standards-Aligned Genres				
Vocabulary Acquisition from Readings and from Greek/Latin text	Vocabulary Acquisition from Readings and from Greek/Latin text	Vocabulary Acquisition from Readings and from Greek/Latin text	Vocabulary Acquisition from Readings and from Greek/Latin text	Vocabulary Acquisition from Readings and from Greek/Latin text
Standardized Test Preparation				
<i>*Students will write for a variety of purposes and utilize acquired vocabulary words and G.U.M skills in writing samples.</i>	<i>*Students will write for a variety of purposes and utilize acquired vocabulary words and G.U.M skills in writing samples.</i>	<i>*Students will write for a variety of purposes and utilize acquired vocabulary words and G.U.M skills in writing samples.</i>	<i>*Students will write for a variety of purposes and utilize acquired vocabulary words and G.U.M skills in writing samples.</i>	<i>*Students will write for a variety of purposes and utilize acquired vocabulary words and G.U.M skills in writing samples.</i>

February	March	April	May	June
<p>Theme: World</p> <p>Non-Fiction Companion Pieces to Literature Will Compliment Selected Readings</p> <p>Writing: In Conjunction with Reading Selections</p> <p>Grammar, Usage, and Mechanics</p> <p>Writing: Standards-Aligned Genres</p> <p>Vocabulary Acquisition from Readings and from Greek/Latin text</p> <p>Standardized Test Preparation</p> <p><i>*Students will write for a variety of purposes and utilize acquired vocabulary words and G.U.M skills in writing samples.</i></p>	<p>Theme: World</p> <p>Non-Fiction Companion Pieces to Literature Will Compliment Selected Readings</p> <p>Writing: In Conjunction with Reading Selections</p> <p>Grammar, Usage, and Mechanics</p> <p>Writing: Standards-Aligned Genres</p> <p>Vocabulary Acquisition from Readings and from Greek/Latin text</p> <p>Standardized Test Preparation</p> <p><i>*Students will write for a variety of purposes and utilize acquired vocabulary words and G.U.M skills in writing samples.</i></p>	<p>Theme: Prejudice Reduction</p> <p>Non-Fiction Companion Pieces to Literature Will Compliment Selected Readings</p> <p>Writing: In Conjunction with Reading Selections</p> <p>Grammar, Usage, and Mechanics</p> <p>Writing: Standards-Aligned Genres</p> <p>Vocabulary Acquisition from Readings and from Greek/Latin text</p> <p>Standardized Test Preparation</p> <p><i>*Students will write for a variety of purposes and utilize acquired vocabulary words and G.U.M skills in writing samples.</i></p>	<p>Theme: Prejudice Reduction</p> <p>Non-Fiction Companion Pieces to Literature Will Compliment Selected Readings</p> <p>Writing: In Conjunction with Reading Selections</p> <p>Grammar, Usage, and Mechanics</p> <p>Writing: Standards-Aligned Genres</p> <p>Vocabulary Acquisition from Readings and from Greek/Latin text</p> <p>Standardized Test Preparation</p> <p><i>*Students will write for a variety of purposes and utilize acquired vocabulary words and G.U.M skills in writing samples.</i></p>	<p>Theme: Prejudice Reduction</p> <p>Non-Fiction Companion Pieces to Literature Will Compliment Selected Readings</p> <p>Writing: In Conjunction with Reading Selections</p> <p>Grammar, Usage, and Mechanics</p> <p>Writing: Standards-Aligned Genres</p> <p>Vocabulary Acquisition from Readings and from Greek/Latin text</p> <p>Standardized Test Preparation</p> <p><i>*Students will write for a variety of purposes and utilize acquired vocabulary words and G.U.M skills in writing samples.</i></p>

**GRADE SEVEN WRITING SCOPE AND SEQUENCE**

<b>Month</b>	<b>Genre/Type of Writing</b>	<b>Assessment/Publish</b>	<b>Notes</b>
<b>September</b>	Writing to Inform- Analysis Essay (Literary- use with short stories)	Literary Analysis Task	<p>Today you will read a passage from <u>Freedom Walkers: The Story of the Montgomery Bus Boycott</u>, as well a poem by Langston Hughes, “I, Too, Sing America.” After you have read the selections and answered some questions, you will write an essay analyzing the themes presented in the two texts. You have read a passage from “Why They Walked,” and a poem entitled “I, Too, Sing America.” Think about how each author develops the theme of equality.</p> <p>Write an essay in which you compare and contrast the approaches each author uses to develop the theme of equality in each text. Be sure to include specific details from both selections.</p>
<b>October</b>	Writing to Inform/Writing to Argue- Analysis Essay (Literary- use with short stories/character development).	Literary Analysis Essay (On Demand)	<p>Select a character from a novel in the Journeys Unit. Write an essay in which you analyze how the character changed throughout the course of the novel. Be sure to give examples of how the character behaved before and after the change, as well as what factors led to his or her being different.</p>
<b>November</b>	Writing to Argue/Writing to Entertain (short story unit)	Literary Analysis Essay Narrative Essay	<ul style="list-style-type: none"> <li>• A scientist discovers something in his lab that will change the world. Write a story in which you describe</li> </ul>

			<p>what the scientist discovers, how he discovers it, and how he foresees that it will change the world.</p> <ul style="list-style-type: none"> <li>● Before he can purchase medical insurance, a man is forced to undergo a detailed examination. The doctors discover that the man's blood contains inactive DNA in microscopic "seeds." The DNA for thousands of extinct animals is pulsing through his veins.</li> </ul> <p>After experiencing the "crime scene" investigation in science class, write a story from the point of view of the detective trying to solve the crime. Use facts from genetics to support his conclusion.</p>
<b>December</b>	Writing to Entertain- Short story unit (Science fiction)	Narrative Essay	<ul style="list-style-type: none"> <li>● A scientist discovers something in his lab that will change the world. Write a story in which you describe what the scientist discovers, how he discovers it, and how he foresees that it will change the world.</li> <li>● Before he can purchase medical insurance, a man is forced to undergo a detailed examination. The doctors discover that the man's blood contains inactive DNA in microscopic "seeds." The DNA for thousands of extinct animals is pulsing through his veins.</li> </ul> <p>After experiencing the "crime scene" investigation in science class, write a story from the point of view of the detective trying to solve the crime. Use</p>

			facts from genetics to support his conclusion.
<b>January</b>	Writing to Entertain- Point of view Writing to Argue	Narrative Essay Research Simulation Task	In <u>The Watsons Go to Birmingham</u> , the story is told from the first person point of view of Kenny. After reading a selection of the text (TBD by teacher), rewrite the incident from the point of view of Byron, his brother.
<b>February</b>	Writing to Inform- Research-based project	Research Simulation Task	Students write a research-based essay on a topic related to the Civil Rights Movement.
<b>March</b>	Writing to Inform- Research-based project and Literary Analysis	Research Simulation Task Literary Analysis	Students write a research-based essay on a topic related to the Civil Rights Movement.
<b>April</b>	Descriptive writing- Poetry	Poetry writing	Students write original poetry in response to lessons geared around the Holocaust.
<b>May</b>	Descriptive writing- Poetry Writing to Inform- Holocaust project	Poetry Writing Literary analysis essay	Students write original poetry in response to lessons geared around the Holocaust. Students write a summary of the book they read for the Holocaust unit. Students design an ID booklet around a character in the novel.





