

Fair Lawn Public Schools

Fair Lawn, NJ

**Language
Arts Gr. 7**

August

2017

**Aligned to NJSL 2017
Revised August 2015
Developed August 2013**

Language Arts 7 is an English course that was developed by the Fair Lawn English Language Arts Grade 7 Team and aligned to the Grade 7 New Jersey Student Learning Standards Initiative.

Fair Lawn School District

Committee Credits

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Language Arts 7

I. Course Synopsis

The Language Arts 7 curriculum develops reading, writing, speaking, and listening skills aligned with the Grade 7-specific New Jersey Student Learning Standards Initiative for English Language Arts. The Language Arts 7 curriculum supports students' development in all facets of Language Arts. These facets include reading literature, informational texts, writing, speaking and listening, and language acquisition which are needed to communicate effectively. Each unit of study within the course has a set of essential questions which relate directly to the purpose of the instruction. There is also the infusion of grammar and timed reading/writing preparation on a continuous basis. The culminating project for each unit will challenge students to create their own narrative, autobiography, biography, persuasive essay or other alternative assessment. In addition to the strong focus on Language Arts Literacy, there are also strong interdisciplinary connections.

II. Philosophy & Rationale

In that literature provides students a lens onto the world, it is the goal of the Language Arts Department to provide the students in this course with an understanding of the historical/cultural/social contexts of department-selected essential texts. Multiple perspectives are presented through differentiated and authentic materials, as presented by first-hand accounts and a variety of texts including, but not limited to, biographies, autobiographies and memoirs. Students will also have exposure to other genres including: Science Fiction, Fairy Tales, Fables, and Legends. Through the study of various genres, students will develop empathy, reevaluation, and activism in the search for personal growth. Also, the course promotes the development of 21st century skills in regard to critical thinking and problem solving. Students will be expected to think critically about texts by reading, listening to, and talking about texts- leading to writing text-based narratives, journal reflections, short-constructed responses, and analytical and argument-based claims in timed and processed essays.

In completing these tasks, it is expected that students will develop a better appreciation for literature. A focus on higher-level teacher-directed questions and student-centered opportunity for inquiry-based reading and research support our process. Ultimately, our aim is for students to develop the skills to fulfill the requirements of the New Jersey Student Learning Standards and, in doing so, gain increased rigorous competence in reading, writing and critical thinking.

Differentiated instruction for students at different levels of achievement and specific learning needs (e.g. special education, English language learners, at-risk and Gifted & Talented) is embedded in targeted scaffolding based on knowledge of each student's interests and assessment data.

A. Reading Scaffolding

Based on research on reading from the past forty years, the Fair Lawn English Department supports the three reading principles reported by Richard Allington (2003). Specifically, 1) students read better when they read more; 2) students learn from their reading when they have consistent opportunities to discuss and write about their reading; and 3) students need explicit instruction in reading comprehension strategies.

Reading More

In addition to curriculum-driven reading activities, independent reading is provided to support the various interests and learning needs of all students in each marking period (in Language Arts or Literature Connections). Teachers facilitate student opportunities to read books-of-choice and timely texts as part of classroom curriculum and instruction. In particular, reading conferences and, at times, project-based assignments foster a meaningful reading experience with differentiated rigor. The following questions support proficient reading reflection:

[A good reader asks...]

- What reading strategies impact comprehension?
- How does what you experience in life impact your interpretation of text?
- What additional perspectives are necessary for an enhanced understanding of the text?
- What parts of the text are most significant? Why?
- What is the author's purpose?
- What do you want to know more about?
- How is the study of academic vocabulary and vocabulary words in texts vocabulary so vital to a rigorous exploration of a text?

Sharing Ideas about Reading

In addition to written discussion and small-group collaboration, the Fair Lawn Language Arts Department engages students in purposeful paired discussions to share and process information more effectively. The following process may be used to operationalize "Turn and Talk" (Harvey & Daniels, 2009) as part of the classroom culture.

1. Explain the importance of actively sharing our thinking with a partner.
2. Teach the practice of partner conversation by reading a short text silently and modeling turn-and-talk guidelines. Ask students to notice the following: use eye contact; listen attentively, ask follow-up questions, disagree politely, share connections, and express reactions.
3. In guided practice, ask students to report their noticings. Create a classroom anchor chart that provides expectations for partner conversation. Choose a student-friendly topic and give it a go.
4. Provide consistent opportunities for partner conversations with deliberate student pairings. Whereas some prompts may be open-ended (e.g. What do you wonder about the text?), other prompts may be more specific (e.g. What was the main character's motivation? Or, what is the most important information in the text?)

Explicit Instruction in Reading Strategy

In-class reading of grade-level texts is supported by the application of reading strategies as noted in Harvey Daniels and Nancy Steineke's *Texts and Lessons for Content-Area Reading* (2010), provided to all English department members. Teachers target Tier II words (i.e. high frequency words used across content areas) and Tier III words (content-specific vocabulary words) and teach the words before they are encountered in the text. Pre-reading, during-reading, and post-reading strategies promote strategic thinking. For example, "Think Aloud" (p. 62), "Pair Reading" (p. 66), and "Text Annotation" (p.41) are explained within model lessons by Daniels and Steineke (2010). One culminating goal is to model proficient reading behaviors such as higher order questioning and an enthusiastic passion for inquiry while gradually releasing this skill work to more strategic-thinking students.

ACHIEVE 3000 Reading Comprehension Assessment Support

Beginning in September of 2015, all Grade 7 students will participate in the ACHIEVE 3000 Level Set Assessment. This research-based assessment generates a Lexile reading measure for each student. In turn, this assessment data supports differentiated instruction by engaging students in texts at their independent reading levels with consistent challenge to improve nonfiction reading skills.

Writing Scaffolding

Writing instruction in the Fair Lawn Language Arts Department includes a balance of student journaling, open-ended responses, and formative writing assessments. In the end, students complete summative processed and timed writing in designated writing genres. Teachers confer and write specific and individualized feedback to support revision during the writing process. Students will write on a variety of subjects, in a variety of genres, for a variety of readers.

The following questions support proficient writing reflection [A good writer asks...]:

- Why must the purpose of the writer be determined?
- What makes a piece of writing effective?
- Why is it important to have a cogent thesis statement or arguable claim?
- Why are supporting details essential in argument-based writing?
- How could voice be employed to engage the writer’s audience?
- Why is it important, in terms of meaning, to use correct grammar conventions and organizational structure?

Processed Writing Resources:

Tools for writing development are integrated in the grade-specific textbook. In particular, a hard copy of the *Common Core Edition Holt McDougal Literature* textbook is available in the classroom’s workshop approach, while an online copy of the text is available to students at home.

In addition, the Fair Lawn Language Arts Department uses the *Purdue Online Writing Lab (OWL) web site* (<http://owl.english.purdue.edu/>) as a resource for facilitating the academic writing process: prewriting, drafting, sharing, revising, editing, proofreading, and publishing. Teachers create teaching points for writing instruction in collaboration in planning and with Fair Lawn students in mind.

The PARCC web site provides resources including standards-aligned rubrics for narrative writing and expository writing. These rubrics serve as starting points for teacher-driven writing rubrics that are created with Fair Lawn Language Arts students in mind. For example, the Fair Lawn Language Arts Department and Social Studies Department collaborated on an integrated expectation for document-based essay writing across the two subjects. These writing plans are shared in a department Google Drive. In addition, each writing assignment is supported with a clear writing expectation as represented in a writing rubric.

III. Scope & Sequence

There are four thematic and genre-based units (Units 1-4) all relating to expanding horizons; the goal is to study each unit within one marking period. Vocabulary, Literary Terms, Poetic Connections and Grammar is embedded in each unit.

Marking Period 1	Marking Period 2
Unit 1 Theme: Personal Growth Core Texts: “Seventh Grade” by Gary Soto; “Thank You M’am” by Langston Hughes Writing Piece: Narrative	Unit 2 Theme: Models for Growth Core Texts: “A Long Walk to Freedom” by Nelson Mandela; “Eleanor Roosevelt” by William J. Jacobs ; “The Noble Experiment ” by Jackie Robinson Writing Piece: Research Simulation Task
Marking Period 3	Marking Period 4
Unit 3 Theme: Decisions and Consequences Core Texts: “Rikki-tikki-tavi” by Rudyard Kipling; “Two Ways to Count to Ten” by Frances Carpenter; “The Race Between Toad and Donkey” by Roger D. Abrahams Writing Piece: Literary Analysis Essay	Unit 4 Theme: Exploring Possibilities Core Texts: “The Monsters Are Due on Maple Street” Rod Serling; “The Monkey’s Paw” W.W. Jacobs Writing Piece Options: Science Fiction Narrative or Propaganda Ads

Continuous Units (These units are taught throughout the school year):

Unit 5: Vocabulary

1. Assigned vocabulary words from context
2. Define words based on context
3. Apply the vocabulary to students’ own writing

Unit 6: Literary Terms

1. Assign literary terms from context
2. Define terms in context
3. Create authentic application of terms

Unit 7: Poetic Connections

1. Assign common vocabulary for poetic devices
2. Define poetic terminology
3. Create individual poetry

Unit 8: Grammar

1. Understand grammatical terms and concepts
2. Apply these grammatical terms and concepts to their own written and verbal communication

IV. Unit Descriptions

Unit 1: Personal Growth

Enduring Understanding:

Character and point of view do not only exist in literature; they are components of our reality. The selections in this unit relate to how young people sift through the challenges they face. When students make connections with characters they are able to identify with real life situations. Common experiences that are shared through the text allow students to begin to learn about the human condition.

Essential Questions:

- 1) What are the main elements of a story?
- 2) How are characters created and realized?
- 3) How does a particular point of view change a story?
- 4) How do choices shape one's future?

Learning Objectives:

Teachers use New Jersey Student Learning Standards to create specific, behavioral and measurable goals. Individual unit and/or lesson objectives will derive directly from the language of the grade-specific standards for Grade 7; teachers will look to the more general anchor standards for guidance. In turn, specific New Jersey Student Learning Standards have been designated as learning targets for this unit. The comprehensive are available at: <http://www.state.nj.us/education/cccs/2016/ela/> . Sample learning objectives are posted below the standards-aligned learning targets in each unit. The NJDOE model curriculum provides scaffolds and supports for Grades 7 at: <http://www.state.nj.us/education/modelcurriculum/ela/exemplars/7.pdf> .

Learning Targets Aligned to Grade-Specific New Jersey Student Learning Standards:**Reading-Literature:**

RL.7.1 Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

RL.7.2 Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.

RL.7.3 Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).

RL.7.4 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.7.6 Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.

Reading-Informational Text:

RI.7.1 Cite several pieces of textual evidence 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).

Writing:

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

W.7.3.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.

W.7.3.B Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.

W.7.3.C Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.

W.7.3.D Use precise words and phrases, relevant descriptive details, and sensory language to capture the action

and convey experiences and events.

W.7.3.E Provide a conclusion that follows from and reflects on the narrated experiences or events.

Speaking and Listening:

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.

SL.7.1.B Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.

Language:

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

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

L.7.2.B Spell correctly.

- *Technology Standards* (<http://www.state.nj.us/education/cccs/2014/tech/8.pdf>):
 - ✓ 8.1.8.A.1 Create professional documents (e.g., newsletter, personalized learning plan, business letter or flyer) using advanced features of a word processing program.
- *Career Awareness, Exploration, Preparation Standards*
<http://www.state.nj.us/education/cccs/2014/career/92.pdf>):
 - ✓ 2.3 Demonstrate skills needed to effectively access and use technology-based materials through keyboarding, troubleshooting, and retrieving and managing information.
 - ✓ 3.8 Organize, synthesize, and evaluate information for appropriateness and completeness.
 - ✓ 4.6 Describe actions that demonstrate respect for people of different races, ages, religions, ethnicity, and gender.
- *21st Century Content Standards* (<http://www.state.nj.us/education/cccs/2014/career/91.pdf>):
 - ✓ 9.1.12.A.1 Apply critical thinking and problem-solving strategies during structured learning experiences.
 - ✓ 9.1.12.B.1 Present resources and data in a format that effectively communicates the meaning of the data and its implications for solving problems, using multiple perspectives.

Timeframe	Sample Objectives	*Activities
Marking Period 1 (8-10 weeks)	<p>Students will be able to:</p> <p>analyze how particular elements of a story or drama interact through the construction of a plot diagram (RL7.3)</p> <p>determine a theme or central idea of a text and analyze its development over the course of the text by providing an objective summary of the text (RL7.2)</p> <p>determine the meaning of words and phrases as they are used in a text (RL7.4)</p> <p>use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters (W.7.3.B)</p> <p>write original narrative letter using “Thank You M’am” as a resource (W.7.3)</p>	<ul style="list-style-type: none"> • Introduce literary terms that pertain to the unit: exposition, rising action, climax, falling action, resolution, suspense, foreshadowing, predictions, internal and external conflicts • Journals (pre, during, post) • Guided Reading Questions • Turn and Talk • Note Taking • Create a template for a plot diagram • Use “Someone Wanted But So Then” to write a summary • Use poetry to make connections • Use comics to write formal dialogue using proper punctuation • Timed reading and writing activities • Quizzes and tests <p><i>Specific documents can be found on the 7th grade Google Drive. Teachers have access to this drive. Students, too, have access to specific Google files.</i></p> <p>Holt McDougal Literature Grade 7 What Drives a Story: pp. 28-33 “The Dinner Party” by Mona Gardner pp. 32-33 “Seventh Grade”: pp. 36-42 “Thank You M’am”: pp. 68-72 Poetry connection- “If I can stop one Heart from breaking” Emily Dickinson pp. 72</p> <p>Fair Lawn Middle School Vocabulary Program: Integrating Morphology Holt McDougal Literature Grade 7 Using Context Clues pp. R68 Analyzing Word Structure pp. R69 Understanding Word Origins pp. R70</p>

		Holt McDougal Literature Grade 7 Instruction for Grammar Review Exercises Identify Parts of Speech in a Sentence Writing Complete Sentences pp. R64-65
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Reading Selections: (*=additional options for reading)

Short Stories

1. What Drives a Story? pp. 28-31
2. "The Dinner Party" by Mona Gardner pp. 32-33
3. "Seventh Grade" by Gary Soto pp. 36-42
4. "Thank You M'am by Langston Hughes pp. 68-72
5. "War of the Wall" by Toni Cade Bambara pp. 338 *
6. "The Names" by Billy Collins
7. "Charles" by Shirley Jackson pp. 258 *

Nonfiction Articles

1. "Non-Verbal Communication " from TeenBiz3000 (hardcopy) relates to "Seventh Grade"
2. Article from Parenting Magazine (hardcopy) relates to "Charles"
3. "Our Country, Right or Wrong" (hardcopy) relates to "War of the Wall"
4. "Vietnam Veterans Memorial" (hardcopy) relates to "War of the World"

Videos

1. "Seventh Grade" Video Trailer
http://my.hrw.com/hrw/my_hrw_teacher_hub.jsp
2. Langston Hughes Mini-bio
<https://www.youtube.com/watch?v=inP76rkYU>

Unit 1 Sample Writing Tasks

- Write a letter in order to, “Thank You M’am.”
- Write a ‘thank- you’ note that Roger might have sent to Mrs. Jones several years after they first met.
- Re-read the story to make some judgments about the direction that Roger’s life was headed in and think about the influence that Mrs. Jones might have had on him. It is possible that she was the first person to show him kindness.
- Find something particularly meaningful that Mrs. Jones said to Roger and cite it in your letter. Why are these words so important and how have they influenced Roger?

Unit 2: Models for Growth

Enduring Understanding:

Biographies and Autobiographies provide real life experiences from which to draw inspiration and guidance. Everyone has a story to tell and the telling of the story creates a global community.

Essential Questions:

- 1) How does the study of past experiences provide valuable information for people today?
- 2) Why do people stand up for a cause they believe in even if it causes hardships?

Learning Objectives:

Teachers use New Jersey Student Learning Standards to create specific, behavioral and measurable goals. Individual unit and/or lesson objectives will derive directly from the language of the grade-specific standards for Grade 7; teachers will look to the more general anchor standards for guidance. In turn, specific New Jersey Student Learning Standards have been designated as learning targets for this unit. The comprehensive are available at: <http://www.state.nj.us/education/cccs/2016/ela/> . Sample learning objectives are posted below the standards-aligned learning targets in each unit. The NJDOE model curriculum provides scaffolds and supports for Grades 7 at: <http://www.state.nj.us/education/modelcurriculum/ela/exemplars/7.pdf> .

Learning Targets Aligned to Grade-Specific New Jersey Student Learning Standards:**Reading-Informational Text:**

RI.7.1 Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

RI.7.2 Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.

RI.7.3 Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).

RI.7.6 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.

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.7.9 Analyze 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.

Writing:

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.

W.7.2.A Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.

W.7.2.B Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.

W.7.2.C Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.

W.7.2.D Use precise language and domain-specific vocabulary to inform about or explain the topic.

W.7.2.E Establish and maintain a formal style.

W.7.2.F Provide a concluding statement or section that follows from and supports the information or explanation presented.

Speaking and Listening:

SL.7.1.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.

SL.7.1.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.

Language:

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.

L.7.4.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.

L.7.4.B Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., *belligerent*, *bellicose*, *rebel*).

- *Technology Standards* (<http://www.state.nj.us/education/cccs/2014/tech/8.pdf>):
 - ✓ 8.1.8.A.5 Select and use appropriate tools and digital resources to accomplish a variety of tasks and to solve problems.
- *Career Awareness, Exploration, Preparation Standards* (<http://www.state.nj.us/education/cccs/2014/career/92.pdf>):
 - ✓ 2.6 Access and assess information on specific topics using both technological (e.g., computer, telephone, satellite) and print resources available in libraries or media centers.
 - ✓ 2.7 Use technology and other tools to solve problems, collect data, and make decisions.
 - ✓ 3.8 Organize, synthesize, and evaluate information for appropriateness and completeness.
 - ✓ 3.9 Identify patterns and investigate relationships.
 - ✓ 4.6 Describe actions that demonstrate respect for people of different races, ages, religions, ethnicity, and gender.
- *21st Century Content Standards* (<http://www.state.nj.us/education/cccs/2014/career/91.pdf>):
 - ✓ 9.1.12.A.1 Apply critical thinking and problem-solving strategies during structured learning experiences.
 - ✓ 9.1.12.B.1 Present resources and data in a format that effectively communicates the meaning of the data and its implications for solving problems, using multiple perspectives.

Timeframe	Sample Objectives	*Activities
<p>Marking Period 2 (8-10 weeks)</p>	<p>Students will be able to:</p> <p>cite textual evidence to support analysis of what the text says explicitly (RI. 1)</p> <p>analyze the interactions between individuals, events, and ideas in the text (RI. 3)</p> <p>analyze the structure an author uses to organize a text (RI.5)</p> <p>view different media in order to understand a central theme by responding to a question (RI.7)</p> <p>use common grade-appropriate roots as clues to the meaning of a word (L.4.b)</p>	<ul style="list-style-type: none"> • Examine the difference between a biography and autobiography • Journals (pre, during, post) • Use poetry to make connections • Gallery Walk using memorial quotes • Guided Reading Questions • Think Pair Share • Note Taking • Chronological Order Chart • View clips to take notes • Annotate the text • Create three column note charts • Prove given thesis statement using textual evidence • Create original thesis statement • Timed reading and writing activities • Quizzes and tests <p><i>Specific documents can be found on the 7th grade Google Drive. Teachers have access to this drive. Students, too, have access to specific Google files.</i></p> <p>Holt McDougal Literature Grade 7</p> <p>How Do We Share Our Stories- Understanding Biography and Autobiography pp. 778-783</p> <p>“Eleanor Roosevelt” by William J. Jacobs pp. 786-797</p> <p>“The Noble Experiment” by Jackie Robinson pp. 834-843</p> <p>“Names/Nombres” by Julia Alvarez pp. 804-810</p>

		<p>Interactive Reader Plus “A Long Walk to Freedom” by Nelson Mandela pp. 156-170 Poetry connection –“Hope is the Thing with Feathers” Emily Dickinson “His Day is Done” Maya Angelou</p> <p>Fair Lawn Middle School Vocabulary Program: Integrating Morphology Holt McDougal Literature Grade 7 Synonyms and Antonyms pp. R70 Denotation and Connotation pp. R71 Analogies Homonyms, Homographs, and Homophones pp. 72</p> <p>Holt McDougal Literature Grade 7 Instruction for Grammar Review Exercises Verb Tense pp. R56 Subject Verb Agreement pp. R65</p>
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Reading Selections: (*=additional options for reading)

Short Stories

1. How Do We Share Our Stories?- Understanding Biography and Autobiography pp. 778-783
2. “Eleanor Roosevelt” pp. 784 – 797
3. Letter to the President General of the Daughters of the American Revolution pp. 801
4. “A Long Walk to Freedom” Interactive Reader pp. 156-170
5. “The Noble Experiment” pp. 834-843 *
6. Jackie Robinson Makes Headlines pp. 846-9851 *
7. “Names/Nombres” pp. 804-810 *

Nonfiction Articles

1. Apartheid Fact Sheet
<http://encyclopedia.kids.net.au/page/ap/Apartheid?title=Sharpeville&PHPSESSID=0ee1f52a26dcf4ea78d6e3a8454e2bec>
2. Nelson Mandela dies at 95 (hardcopy)
3. South Africa Fact sheet (hardcopy)

Videos

1. Apartheid Explained
<https://www.youtube.com/watch?v=S7yvnUz2PLE>
2. “Living Under Apartheid”
http://www.pbs.org/pov/twelvedisciples/video_classroom1.php#.VGzkmNLF_E
3. Eleanor Roosevelt Biography
<http://www.biography.com/people/eleanor-roosevelt-9463366>
4. *42 The Jackie Robinson Story*

Sample Writing Task

Research Simulation Task

You have read a memoir, an article and watched a video describing life during Apartheid. All three include information that support the claim Apartheid was unjust.

- “Long Walk to Freedom” (*Interactive Reader*)
- “Apartheid” (link to article:
<http://encyclopedia.kids.net.au/page/ap/Apartheid?title=Sharpeville&PHPSESSID=0ee1f52a26dcf4ea78d6e3a8454e2bec>)
- “Living Under Apartheid” (video
http://www.pbs.org/pov/twelvedisciples/video_classroom1.php#.VGzkmNLF_E)

Consider the argument each source uses to demonstrate the injustice of Apartheid. Write an essay that analyzes the ways Apartheid was unjust using all three sources. Remember to use textual evidence to support your ideas.

Unit 3: Decisions and Consequences

Enduring Understanding:

Through the reading of folktales, fables and legends, students are taught every day truths. These texts are timeless and provide a cross-cultural connection. By analyzing the morals/lessons learned in these stories, children can reflect on the choices they make and will make in the future.

Essential Questions:

- 1) How does perspective influence choice?
- 2) Can negative consequences produce positive outcomes?

Learning Objectives:

Teachers use New Jersey Student Learning Standards to create specific, behavioral and measurable goals. Individual unit and/or lesson objectives will derive directly from the language of the grade-specific standards for Grade 7; teachers will look to the more general anchor standards for guidance. In turn, specific New Jersey Student Learning Standards have been designated as learning targets for this unit. The comprehensive are available at: <http://www.state.nj.us/education/cccs/2016/ela/> . Sample learning objectives are posted below the standards-aligned learning targets in each unit. The NJDOE model curriculum provides scaffolds and supports for Grades 7 at: <http://www.state.nj.us/education/modelcurriculum/ela/exemplars/7.pdf> .

Learning Targets Aligned to Grade-Specific New Jersey Student Learning Standards:**Reading-Literature:**

RL.7.1 Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

RL.7.2 Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.

RL.7.3 Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).

RL.7.4 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.

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).

Reading-Informational Text:

RI.7.1 Cite several pieces of textual evidence 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).

Writing:

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.

W.7.2.A Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.

W.7.2.B Develop the topic with relevant facts, definitions, concrete details, quotations, or other information

and examples.

W.7.2.C Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.

W.7.2.D Use precise language and domain-specific vocabulary to inform about or explain the topic.

W.7.2.E Establish and maintain a formal style.

W.7.2.F Provide a concluding statement or section that follows from and supports the information or explanation presented.

Speaking and Listening

SL.7.1.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.

Language

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.

L.7.4.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.

L.7.4.B Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., *belligerent*, *bellicose*, *rebel*).

- **Technology Standards** (<http://www.state.nj.us/education/cccs/2014/tech/8.pdf>):
 - ✓ 8.1.8.A.5 Select and use appropriate tools and digital resources to accomplish a variety of tasks and to solve problems.
- **Career Awareness, Exploration, Preparation Standards** (<http://www.state.nj.us/education/cccs/2014/career/92.pdf>):
 - ✓ 2.6 Access and assess information on specific topics using both technological (e.g., computer, telephone, satellite) and print resources available in libraries or media centers.
 - ✓ 2.7 Use technology and other tools to solve problems, collect data, and make decisions.
 - ✓ 3.8 Organize, synthesize, and evaluate information for appropriateness and completeness.
 - ✓ 3.9 Identify patterns and investigate relationships.
 - ✓ 4.6 Describe actions that demonstrate respect for people of different races, ages, religions, ethnicity, and gender.
- **21st Century Content Standards** (<http://www.state.nj.us/education/cccs/2014/career/91.pdf>):
 - ✓ 9.1.12.A.1 Apply critical thinking and problem-solving strategies during structured learning experiences.
 - ✓ 9.1.12.B.1 Present resources and data in a format that effectively communicates the meaning of the data and its implications for solving problems, using multiple perspectives.

Timeframe	Sample Objectives	*Activities
<p>Marking Period 3 (8-10 weeks)</p>	<p>Students will be able to:</p> <p>cite pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text (RL.1)</p> <p>determine a theme of a text and analyze its development (RL.2)</p> <p>introduce a topic clearly using comparison/contrast; develop the topic with examples; provides a concluding statement (W.2a-b,f)</p> <p>determine the meaning of unknown words through the study of word parts, roots and etymology (W.4.b)</p> <p>use the context of a sentence to determine the meaning of an unknown word (W.4.a)</p>	<ul style="list-style-type: none"> • Define fable and examine cultural values in traditional stories • Annotation of text • Journals (pre, during, post) • Guided Reading Questions • Turn and Talk • Note Taking • Compare/contrast organizer • Literary Analysis Recurring Theme Chart • Literary Analysis Essay • Timed reading and writing activities • Research Fables from various countries • Quizzes and tests <p><i>Specific documents can be found on the 7th grade Google Drive. Teachers have access to this drive. Students, too, have access to specific Google files.</i></p> <p>Holt McDougal Literature – Grade 7</p> <p>“Rikki-tikki-tavi” by Rudyard Kipling pp. 76-92</p> <p>“Waters of Gold” by Laurence Yep pp. 722-729</p> <p>“Two Ways to Count to Ten” by Frances Carpenter pp. 742-748</p> <p>“The Race Between the Toad and Donkey” by Roger D. Abrahams pp. 750-753</p> <p>Compare/contrast essay pp. 294-302</p> <p>Fair Lawn Middle School Vocabulary Program:</p> <p>Integrating Morphology</p> <p>Holt McDougal Literature Grade 7</p> <p><i>Word With Multiple Meaning pp. R72</i></p> <p><i>Specialized Vocabulary pp. R72</i></p> <p><i>Using References Sources pp. R72</i></p>

Holt McDougal Literature Grade 7**Instruction for Grammar Review Exercises**

Forming Possessives and Apostrophe Use pp. R50 and R74

Using Commas Correctly pp. R49, R65

Reading Selections: (*=additional options for reading)

Short Stories

1. “Rikki-tikki-tavi” by Rudyard Kipling pp. 76-92
2. “Waters of Gold” by Laurence Yep pp. 722-729 *
3. “Two Ways to Count to Ten” by Frances Carpenter pp. 742-748
4. “The Race Between the Toad and Donkey” by Roger D. Abrahams pp. 750-753
5. Compare/contrast essay pp. 294-302

Nonfiction Articles

1. “Mongoose are Primarily Found in Africa” (hardcopy) connect to “Rikki-tikki-tavi”
2. “Fable” Encyclopedia Britannica <http://www.britannica.com/art/fable>

Videos

1. “Rikki-tikki-tavi” animated cartoon (use to compare and contrast with written text)
<https://www.youtube.com/watch?v=tuwNCgOYtnw>
2. Clips from *Beauty and the Beast* connects to “Waters of Gold”

Sample Writing Task

- In writing assessments, you will often be asked to compare and contrast two works that are similar in some way, such as the two fables with a similar theme. While the fables “Two Ways to Count to Ten” and “The Race Between Toad and Donkey” communicate the same recurring theme, they express this theme in different ways. In four paragraphs, compare and contrast the ways in which the fables convey their message. Cite details from the fables to support your response.

Unit 4: Exploring Possibilities

Enduring Understanding:

By the end of seventh grade students have examined expanding horizons. Students discussed personal growth in marking period one and models for growth in making period two. They also evaluated decisions and consequences. By studying science fiction, students will see that their individual actions have global consequences. They will also see that science fiction is reflective of real life issues such as socioeconomic, political, and environmental concerns.

Essential Questions:

- 1) Why do authors write science fiction?
- 2) How does reading science fiction impact decision making?

Learning Objectives:

Teachers use New Jersey Student Learning Standards to create specific, behavioral and measurable goals. Individual unit and/or lesson objectives will derive directly from the language of the grade-specific standards for Grade 7; teachers will look to the more general anchor standards for guidance. In turn, specific New Jersey Student Learning Standards have been designated as learning targets for this unit. The comprehensive are available at: <http://www.state.nj.us/education/cccs/2016/ela/> . Sample learning objectives are posted below the standards-aligned learning targets in each unit. The NJDOE model curriculum provides scaffolds and supports for Grades 7 at: <http://www.state.nj.us/education/modelcurriculum/ela/exemplars/7.pdf> .

Learning Targets Aligned to Grade-Specific New Jersey Student Learning Standards:**Reading-Literature:**

- RL.7.1** Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
- RL.7.2** Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.
- RL.7.3** Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).
- RL.7.4** 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.7.6** Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.
- RL.7.7** Compare and contrast a written story, drama, or poem to its audio, filmed, staged, or multimedia version, analyzing the effects of techniques unique to each medium (e.g., lighting, sound, color, or camera focus and angles in a film).
- RL.7.9** 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.

Reading-Informational Text:

- RI.7.1** Cite several pieces of textual evidence 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).

Writing:

- W.7.1** Write arguments to support claims with clear reasons and relevant evidence.
- W.7.1.A** Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically.
- W.7.1.B** Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.
- W.7.1.C** Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence.
- W.7.1.D** Establish and maintain a formal style.

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

W.7.3.B Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.

Speaking and Listening:

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.

SL.7.5 Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.

Language:

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

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

L.7.2.B Spell correctly.

- *Technology Standards* (<http://www.state.nj.us/education/cccs/2014/tech/8.pdf>):
 - ✓ 8.1.8.A.5 Select and use appropriate tools and digital resources to accomplish a variety of tasks and to solve problems.
- *Career Awareness, Exploration, Preparation Standards* (<http://www.state.nj.us/education/cccs/2014/career/92.pdf>):
 - ✓ 2.6 Access and assess information on specific topics using both technological (e.g., computer, telephone, satellite) and print resources available in libraries or media centers.
 - ✓ 2.7 Use technology and other tools to solve problems, collect data, and make decisions.
 - ✓ 3.8 Organize, synthesize, and evaluate information for appropriateness and completeness.
 - ✓ 3.9 Identify patterns and investigate relationships.
 - ✓ 4.6 Describe actions that demonstrate respect for people of different races, ages, religions, ethnicity, and gender.
- *21st Century Content Standards* (<http://www.state.nj.us/education/cccs/2014/career/91.pdf>):
 - ✓ 9.1.12.A.1 Apply critical thinking and problem-solving strategies during structured learning experiences.
 - ✓ 9.1.12.B.1 Present resources and data in a format that effectively communicates the meaning of the data and its implications for solving problems, using multiple perspectives.

Timeframe	Sample Objectives	*Activities
<p>Marking Period 4 (8-10 weeks)</p>	<p>Students will be able to:</p> <p>cite pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text (RL.1)</p> <p>analyze how particular elements of a story interact (RL.3)</p> <p>Determine meaning of words and phrases as they are used in a text, including figurative and connotative meaning (RL.4)</p> <p>write original science fiction narrative (W.3)</p> <p>create an advertisement for an element of a science fiction story (W.1)</p>	<ul style="list-style-type: none"> • Journal (pre, during, post) • Guided Reading Questions • Poetry Connections- study of adages • View Twilight Zone episodes • Turn and Talk • Timed reading and writing activities • Quizzes and tests <p><i>Specific documents can be found on the 7th grade Google Drive. Teachers have access to this drive. Students, too, have access to specific Google files.</i></p> <p>Holt McDougal Literature – Grade 7 “Monsters are Due on Maple Street” by Rod Serling pp. 138-152 “Dark They Were, and Golden-Eyed” by Ray Bradbury pp. 462-477 “The Last Dog” by Katherine Paterson pp. 46-61</p> <p>Elements of Literature “The Monkey’s Paw” W.W. Jacobs</p> <p>Fair Lawn Middle School Vocabulary Program: Integrating Morphology Holt McDougal Literature Grade 7 <i>Spelling Rules pp. R72-74</i> <i>Commonly Confused Words pp. R75</i></p> <p>Holt McDougal Literature Grade 7 Instruction for Grammar Review Exercises Prepositional Phrases pp. R60</p>

Reading Selections: (*=additional options for reading)

Short Stories/Plays/Nonfiction Selections

1. "Monsters are Due on Maple Street" by Rod Serling pp. 138-152
2. "Dark They Were, and Golden-Eyed" by Ray Bradbury pp. 462-477 *
3. "The Last Dog" by Katherine Paterson pp. 46-61 *
4. "The Monkey's Paw" W.W. Jacobs (*Elements of Literature*)
5. "Zoo" by Edward D. Hoch *
6. "Examination Day" by Henry Slesar *
7. "Rain, Rain, Go Away" by Issac Asimov *

Nonfiction Articles

1. "How McCarthyism Worked"
<http://history.howstuffworks.com/american-history/mccarthyism5.htm>
2. "The Time to Act is Now!" *Achieve3000* (hardcopy)

Videos

1. "To Serve Man" *Twilight Zone* DVD
2. "The Monsters are Due on Maple Street" *Twilight Zone* DVD
3. "Time Enough at Last" *Twilight Zone* DVD
4. "The Monkey's Paw" DVD
5. "Eye of the Beholder" *Twilight Zone* DVD
6. "The Obsolete Man" *Twilight Zone* DVD
7. *The Time Machine* DVD
8. The Crying Indian (YouTube)
https://www.youtube.com/watch?feature=player_detailpage&v=j7OHG7tHrNM
9. *The Lorax* DVD

Sample Writing Tasks

Select from these three Science Fiction ads:

- 1) Advertise the monkey's paw
- 2) Advertise "a trip to the zoo" for either Earth residents or aliens
- 3) Advertise for a study prep class (for Ricky's test)

You will need to create a print advertisement which includes:

- A slogan
- Uses a minimum of two propaganda techniques (refer to notes)
- **MUST BE CREATIVE AND INCLUDE COLORFUL IMAGES**
- Paragraph examining the propaganda techniques you used and why you used them. Also describe your target audience. (this should be included on the back)

OR

Write an original science fiction narrative using the elements discussed in class.

V. Course Materials

*Allen, J., Applebee, A.N., Burke, J., Carnine, D., Jackson, Y., Jago, C., et al. (2012). *Holt McDougal literature grade 7*. Orlando, FL: Houghton Mifflin Harcourt.

Anderson, R., Brinnin, J.M., Bruchac, J., Irvin, J.L., Leggett, J., & Probst, R. (1997). *Elements of literature introductory course*. Austin, TX: Holt, Rinehart and Winston.

Kemper, D., Verne, M., Sebranek, P. (2005). *Write source: A book for writing, thinking, and learning*. Wilmington, MA: Houghton Mifflin.

Sicinski-Skeans Ph.D., S.; & Bautista, O. (2003). *The interactive reader plus*. Evanston, Ill.:McDougal Littell.

* PRIMARY TEXT

VI. Assessments

Formative Assessments

- Vocabulary Practice
- Anecdotal Notes on Partner, Small-Group, and Whole-Group Discussion
- Open-ended questions
- Journal Prompts – with Double Entry Journals
- Essay Drafts
- Baseline Reading and Writing
- Pretests

Summative Assessments

- Vocabulary Quizzes
- Processed Essays: Personal Narrative, Narrative, Literary Analysis, Document-based Analysis
- Unit Tests
- Timed Essays: Personal Narrative, Narrative, Literary Analysis, Document-based Analysis
- Independent Reading Project
- Projects
- Presentations

VII. Interdisciplinary Connections and Alignment to Technology Standards

English/Media Arts

- Students choose books for independent reading projects in collaboration with the middle school media specialist.
- Technology-based process supports preparation for MLA-style academic writing. This includes a media-driven support.

Language Arts/Literature Connections/Social Studies

- Literature Connections and Social Studies teachers provide an integrated approach to document-based writing (including video texts). Teachers share integrated resources on a department Google Share Drive.
- The three departments participate in an interdisciplinary vocabulary initiative with a focus on morphology.