

English Language Arts Grade 7 Curriculum

This curricula and accompanying instructional materials have been developed to align with the NJSLS and in accordance with the NJ Department of Education's guidelines to include: Curriculum designed to meet grade level expectations, integrated accommodations and modifications for students with IEPs, 504s, ELLs, and gifted and talented students, assessments including benchmarks, formative, summative, and alternative assessments, a list of core instructional and supplemental materials, pacing guide, interdisciplinary connections, integration of 21st century skills, integration of technology, and integration of 21st Century Life and Career standards.

About the Standards

In 1996, the New Jersey State Board of Education adopted the state's first set of academic standards called the Core Curriculum Content Standards. The standards described what students should know and be able to do upon completion of a thirteen-year public school education. Over the last twenty years, New Jersey's academic standards have laid the foundation for local district curricula that is used by teachers in their daily lesson plans.

Revised every five years, the standards provide local school districts with clear and specific benchmarks for student achievement in nine content areas. Developed and reviewed by panels of teachers, administrators, parents, students, and representatives from higher education, business, and the community, the standards are influenced by national standards, research-based practice, and student needs. The standards define a "Thorough and Efficient Education" as guaranteed in 1875 by the New Jersey Constitution. Currently the standards are designed to prepare our students for college and careers by emphasizing high-level skills needed for tomorrow's world.

The New Jersey Student Learning Standards include Preschool Teaching and Learning Standards, as well as nine K-12 standards for the following content areas: [21st Century Life and Careers, Comprehensive Health and Physical Education, English Language Arts, Mathematics, Science, Social Studies, Technology, Visual and Performing Arts, World Languages](#)

The most recent review and revision of the standards occurred in 2014. However, the standards in language arts and math underwent an additional review in 2015 with adoption by the New Jersey State Board of Education in May 2016.

Lower Cape May Regional School District (Insert Subject/Content Area) Curriculum

Content Area: Language Arts

Course Title: English Language Arts

Grade Level: 7

Unit 1: What Is The Best Way To Find The Truth?

Dates for Units- September - October

Unit 2: Does Every Conflict Have a Winner?

Dates for Units: November - December

Unit 3: How Do Character, Real and Fictional, Demonstrate Perseverance Through Their Words and Actions?

Dates for Units: January - February

Unit 4: Do Others See Us More Clearly Than We See Ourselves?

Dates for Units: March - April

Unit 5: What Is The Best Way To Communicate?

Dates for Units: May - June

Date Created:

Board Approved On:

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**Lower Cape May Regional School District (Insert Subject/Content Area) Curriculum
Unit 1 Overview**

Content Area: Language Arts

Unit Title: What Is The Best Way To Find The Truth?

Target Course/Grade Level: 7

Unit Summary:

Different people can have different ideas about what is true. Their ideas depend on how they perceive or see the world, or what they believe they see or perceive.

Prentice Hall Literature Common Core Edition Grade 7:

- “Greyling” Reader’s Notebook (Transitional Opening Reading Activity)
- Seventh Grade Page 290
- Papa’s Parrot Page 26
- from An American Childhood Page 52
- Stolen Day Page 168
- mk Page 34
- All Summer in a Day Page 102
- Suzy & Leah Page 114
- from Angela’s Ashes Page 140

Informational Text:

- Online Current Events/Newsela.com

Extended Text:

- Leveled novels from the book room
- Kavik: The Wolf Dog (Literature Circle Role Training)
- Little Worlds: A Collection of Short Stories for the Middle School Peter Guthrie & Mary Page

Prestwick House, Inc. Preparation for State Reading Assessment Level 7

- Nobel’s Intention Page 10
- Do Alien’s Exist Page 56
- Bats Page 20
- The Black Widow Page 26

Writing/Lucy Calkins:

- Lucy Calkins: Unit 1 NARRATIVE-Writing Realistic Fiction
- RACER RESPONSE METHOD/Responding To An Open-Ended Questions (Students will restate the question to state position, Answer all parts of the question, Cite using details from the text to support your position, Extend your position by making a connection between text to text, text to self, or text to outside world, and draw a conclusion on the lesson learned and explain how the lesson applies to your own life.
- Writing On-Demand: Write the Best Personal Narrative, the best true story you can write. This should be a “One time in your life” story.
- Figurative Language: Personification, Onomatopoeia, Idiom

- Literary Elements: Theme, Setting, Plot, Characterization, Conflict/Resolution, Dialogue

Grammar and Vocabulary: Greek & Latin Roots/Context Vocabulary/Conventions of Language (Grammar)

- Sentence Structure
- Four Types of Sentences
- Subjects/Predicates
- Simple/Compound/Complex Sentences

Interdisciplinary Connections:

- Above informational texts connect to both science and history.
- Research project on an endangered species.

21st Century Themes, Skills, and Standards:

- **CRP1. Act as a responsible and contributing citizen and employee.**
- **CRP2. Apply appropriate academic and technical skills.**
- **CRP4. Communicate clearly and effectively and with reason.**
- **CRP6. Demonstrate creativity and innovation.**
- **CRP9. Model integrity, ethical leadership and effective management.**
- **CRP11. Use technology to enhance productivity.**
-
- <http://www.state.nj.us/education/cccs/2014/career/>

Primary Focus Standards:

RL.7.1 RI.7.1 W.7.2 A,B,C,D SL.7.1 A,B,C,D L.7.1A

RL.7.2 RI.7.2 W.7.4 SL.7.4 L.7.2C

RL.7.3 RI.7.3 W.7.5 SL.7.6 L.7.4 A,C,D

RL.7.4 RI.7.4 W.7.6 L.7.6

RL.7.5 RI.7.6 W.7.9 A,B

RL.7.6 W.7.10

Learning Targets

CPI #	Cumulative Progress Indicators (CPI) for Unit
L.7.4.A,D RL.7.1 RL.7.2 RL.7.5 W.7.2 A-F CRP 2, CRP 11	Unit 1 Benchmark: https://docs.google.com/a/lcmrschools.com/forms/d/1BDUFYVC4Ee8IqQUK4_rJO6QrgFEhr4B0MFAlCrikYOA/edit?c=0&w=1

W.7.2 B-F W.7.4 W.7.5 W.7.6 W.7.9 W.7.10 L.7.2 L.7.6 9.3.12.AR-JB.2 CRP 2, CRP 11	Writing/Lucy Calkins/Research
RL.7.1 RL.7.2 RL.7.3 RL.7.4 RL.7.6 SL.7.1A-D SL.7.4 SL.7.6 L.7.4 A,C,D L.7.6 W.7.4 W.7.10 CRP 1, 2, 4, 6, 9, 11	Literature Circle
RI.7.1 RI.7.2 RI.7.3 RI.7.5 RI.7.6 L.7.4 W.7.4 W.7.10	Informational Text
RI.7.4 L.7.4, A,C,D L.7.6	Vocabulary/Conventions of Language

Unit Enduring Questions:

- **Is the truth the same for everyone?**
- **Do you have the ability to change your own truth?**
- **How does the power of close observation affect the characters?**
- **How do you effectively make your point through writing?**

Unit Enduring Understandings:

- “Truth” is related to perspective, so the truth can not be the same for everyone.
- Your experiences and interactions with others can change your “truth” overtime.
- Close observation is imperative throughout your daily life.
 - Relevant textual support and the inclusion of specific detail adds validity to your writing.

Unit Objectives:

Students will know....

“Papa’s Parrot”

- **Theme, Central Idea in Nonfiction, Context Clues**

“Seventh Grade”

- **Comparing Idioms**

“From An American Childhood”

- **Context Clues, Point of View**

“Stolen Day”

- **Comparing Characters**

“Mk”

- **Context Clues, Narrative Text**

“All Summer In a Day”

- **Author’s Purpose, Setting, Cause & Effect**

“Suzy & Leah”

- **Author’s Purpose, Setting, Compare & Contrast**

“Angela’s Ashes”

- **Author’s Purpose, Historical Context**

Unit Objectives:

Students will be able to.....

- **Identify and Analyze effect of the following elements of plot:**

Exposition: basic information about the characters and situation

Conflict: struggle between two opposing forces in the story

Rising Action: events that increase the tension

Climax: the high point of the story, usually the point at which the eventual outcome of the conflict is revealed

Falling Action: events that follow the climax

Resolution: the final outcome, during which any remaining conflicts are resolved or left open

- **Develop an idea of what will happen next based on the details in the story itself as well as your own experience and background knowledge of the subject**

- **Support predictions by finding additional clues in the story that help you confirm or refute original idea about what will happen next.**

- **Recognize details from which you can infer the purpose (To inform, to persuade, to entertain) and analyze whether or not the purpose has been met**

- **Analyze elements that contribute to mood including: words and phrases with figurative and connotative meanings, setting, and dramatic events**

- **Analyze elements that contribute to an**

Writing Unit 1: Writing Realistic Fiction

- 1. How to Create and Develop Meaningful Stories and Characters**
- 2. How to Draft and Revise with an eye toward meaning.**
- 3. How to Revise and Edit with Audience in Mind**
- 4. How to respond to an open ended question in an efficient and timely manner.**
- 5. Access multiple resources to retrieve necessary information using the MLA Format.**

author's style including: word choice. Sentence structure, tone and use of literary devices

- The author's heritage, traditions, attitudes, and beliefs**

Writing Unit 1: Writing Realistic Fiction

- 1. Imagine stories from everyday moments.**
- 2. Develop believable characters.**
- 3. Give characters struggles and motivations that mirror real life.**
- 4. Enhance writing with dialogue.**
- 5. Develop conflict and resolution.**

Modifications for ELL's, Special Education, 504, and Gifted and Talented Students:

Teacher tutoring

Peer tutoring

Cooperative Learning Groups

Modified Assignments

Modified texts

Differentiated Instruction

Response to Intervention (www.help4teachers.com)

Follow all IEP and 504 modifications

Adaptive Technology

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**Lower Cape May Regional School District (Insert Subject/Content Area) Curriculum
Unit 2 Overview**

Content Area: Language Arts

Unit Title: Does Every Conflict Have a Winner?

Target Course/Grade Level: 7

Unit Summary:

Different people can have different ideas about what is true. Their ideas depend on how they perceive or see the world, or what they believe they see or perceive.

Prentice Hall Literature Common Core Edition Grade 7:

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(Grammar)**

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- <http://www.state.nj.us/education/cccs/2014/career/>

Primary Focus Standards:

RL.7.1	RI.7.1	W.7.2 A,B,C,D	SL.7.1 A,B,C,D	L.7.1A
RL.7.2	RI.7.2	W.7.4	SL. 7.4	L.7.2C
RL.7.3	RI. 7.3	W.7.5	SL. 7.6	L.7.4 A,C,D
RL.7.4	RI. 7.4	W.7.6		L.7.6
RL.7.5	RI. 7.6	W. 7. 9 A,B		
RL.7.6		W.7.10		

Learning Targets

CPI #	Cumulative Progress Indicators (CPI) for Unit
L.7.4.A,D RL.7.1 RL.7.2 RL.7.5 W.7.2 A-F CRP 2, CRP 11	Unit 2 Benchmark:

<p>W.7.2 B-F W.7.4 W.7.5 W.7.6 W.7.9 W.7.10 L.7.2 L.7.6 9.3.12.AR-JB.2 CRP 2, CRP 11</p>	<p>Writing/Lucy Calkins/Research</p>
<p>RL.7.1 RL.7.2 RL.7.3 RL.7.4 RL.7.6 SL.7.1A-D SL.7.4 SL.7.6 L.7.4 A,C,D L.7.6 W.7.4 W.7.10 CRP 1, 2, 4, 6, 9, 11</p>	<p>Literature Circle</p>
<p>RI.7.1 RI.7.2 RI.7.3 RI.7.5 RI.7.6 L.7.4 W.7.4 W.7.10</p>	<p>Informational Text</p>
<p>RI.7.4 L.7.4, A,C,D L.7.6</p>	<p>Vocabulary/Conventions of Language</p>

Unit Enduring Questions:

- **Is the truth the same for everyone?**
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- **Recognize details from which you can infer the purpose (To inform, to persuade, to entertain) and analyze whether or not the purpose has been met**
- **Analyze elements that contribute to mood including: words and phrases with figurative and connotative meanings, setting, and dramatic events**
- **Analyze elements that contribute to an author’s style including: word choice. Sentence structure, tone and use of literary devices**

- **The author's heritage, traditions, attitudes, and beliefs**

Writing Unit 1: Writing Realistic Fiction

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- 6. How to Create and Develop Meaningful Stories and Characters**
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- 10. Access multiple resources to retrieve necessary information using the MLA Format.**

- 6. Imagine stories from everyday moments.**
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Modifications for ELL's, Special Education, 504, and Gifted and Talented Students:

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Peer tutoring

Cooperative Learning Groups

Modified Assignments

Modified texts

Differentiated Instruction

Response to Intervention (www.help4teachers.com)

Follow all IEP and 504 modifications

Adaptive Technology

**Lower Cape May Regional School District (Insert Subject/Content Area) Curriculum
Unit 3 Overview**

Content Area: Language Arts

Unit Title: How do characters, real and fictional demonstrate perseverance through their words and actions?

Target Course/Grade Level: 7

Unit Summary: The students will read stories with the common theme when you think about what we should learn, remember that knowledge is learned in a classroom as well as lesson learned through others. This inspires to investigate the world around you. The drive to discover new things is something we all have in common.

Prentice Hall Literature Common Core Edition Grade 7

Types of Nonfiction

- Life Without Gravity, pg 424
- I Am a Native of North America, pg 444
- Volar: To Fly, pg 452

Analyzing Arguments

- Keeping it Quiet, pg 473
- On the Boardwalk, pg 465

Comparing Literary Works

- A special Gift- The Legacy of Snowflakes, 470
- No Gumption, pg 474
- All Together Now, pg 494
- The Eternal Frontier, pg 500

Informational Text:

- Online Current Events/Newsela.com

Extended Text:

- Leveled novels from the book room
- The Miracle Worker
- Little Worlds: A Collection of Short Stories for the Middle School Peter Guthrie & Mary Page
- Melting Pot pg 296

Prestwick House, Inc. Preparation for State Reading Assessments

- Marathon, pg. 12
- The Winter Sport, pg 64
- The Statue of Liberty, pg 52
- Judo, pg 36

Information Readings:

- Spanish Terms, Amigo Brothers, pg. 326

Writing/Lucy Calkins:

- Lucy Calkins: Unit 3 The Art of Argument

- RACER RESPONSE METHOD/Responding To An Open-Ended Questions (Students will restate the question to state position, Answer all parts of the question, Cite using details from the text to support your position, Extend your position by making a connection between text to text, text to self, or text to outside world, and draw a conclusion on the lesson learned and explain how the lesson applies to your own life.
- Writing On-Demand: There are all kinds of courage. It takes a great deal of bravery to stand up to our enemies, but just as much to stand up to our friends.
- Figurative Language: Alliteration, Pun, Cliche
- Literary Elements: Plot, Theme, Character, Setting, Conflict, Point of View

Grammar and Vocabulary: Greek & Latin Roots/Context Vocabulary/Conventions of Language (Grammar)

- Conjunctions
- Prepositions and Prepositional Phrases
- Revising to combine sentences using conjunctions
- Subjects and Predicates
- Revising Errors in Adjectives and Adverb Usage

Interdisciplinary Connections:

- Above Informational texts connect to history
- Video Introduction of historical background

21st Century Themes, Skills, and Standards:

- **CRP1. Act as a responsible and contributing citizen and employee.**
- **CRP2. Apply appropriate academic and technical skills.**
- **CRP4. Communicate clearly and effectively and with reason.**
- **CRP6. Demonstrate creativity and innovation.**
- **CRP11. Use technology to enhance productivity.**

- <http://www.state.nj.us/education/cccs/2014/career/>

Primary Focus Standards:

RL.7.1	RI.7.1	W.7.3 A,B,C,D,E	SL.7.1 A,B,C,D	L.7.1c
RL.7.2	RI.7.2	W.7.4	SL. 7.2	L.7.2 A,C
RL.7.3	RI. 7.3	W.7.5	SL. 7.4	L.7.3A
RL.7.4	RI. 7.4	W.7.6	SL. 7.5	L.7.4 A,C,D
RL.7.5	RI. 7.5	W. 7.7	SL.7.6	L.7.5 A,C
RL.7.6	RI.7.6	W.7.10		L. 7.6
RL.7.7				
RL.7.9				

Learning Targets

CPI #	Cumulative Progress Indicators (CPI) for Unit
L.7.4.A,D	Unit 3 Benchmark

RL.7.1 RL.7.2 RL.7.5 W.7.2 A-F CRP 2, CRP 11	
W.7.2 W.7.3 A-E W.7.4 W.7.5 W.7.6 W.7.10 CRP 2, CRP 111	Writing/Lucy Calkins/ The Art of Argument
RL.7.4 L.7.4 A,C,D L.7.6 W.7.4 CRP 2	Vocabulary/Conventions of Language

Unit Enduring Questions:

- How do characters, real and fictional, demonstrate perseverance through words and actions?
- How does analyzing the beliefs of people from different cultures help you to learn new ideas and recognize common ground?
- How do you determine how hopes and dreams help students examine what is important in their lives?
- How do you compare information and the sources using details in the text that suggest the author's opinions and attitudes.?

Unit Enduring Understandings:

Fictional and real characters learn perseverance by pursuing one's goals.

Understanding cultural differences help students recognize new ideas

Hopes and dreams inspire and give courage and strength. Mining these in characters, allow students to Understand why it is so important.

Unit Objectives:

Students will know...

Life Without Gravity, pg 424

- Main Idea
- Expository Essay

I Am a Native of North America, pg 444

- Main Idea
- Reflective Essay

Volar: To Fly, pg 452

- Main Idea
- Reflective Essay

A special Gift- The Legacy of Snowflakes, 470

- Comparing Biography and Autobiography

No Gumption, pg 474

- Comparing Biography and Autobiography

All Together Now, pg 494

- Classifying Fact and Opinion/Persuasive Essay

The Eternal Frontier, pg 500

- Classifying Fact and Opinion/Persuasive Essay

Lucy Calkins The Art of Argument Writing

1. Establishing and Supporting Positions
2. Composing More Focused and Nuanced Arguments
3. Taking Arguments to a Global Audience

Unit Objectives:

Students will be able to...

● Responding to literature and other people’s experiences, students will explore their ideas about their world.

● Analyze the beliefs of people from different cultures to learn new ideas and recognize common ground

● Determine how hopes and dreams help students examine what is important in their lives.

● Compare information and the sources using details in the text that suggest the author’s opinions and attitudes. Note primary and secondary sources.

Using historical context clues, students come to understand the relevance time period.

Examine how learning about and accepting others can make a difference in relationship

Examine how human curiosity can lead to scientific advancement

Lucy Calkins The Art of Argument Writing

1. Collect entries and freewriting
2. Balance narrative and expository skills
3. Learn to move between reliving small moments

and writing to capture and analyze themes and lessons

**Lower Cape May Regional School District (Insert Subject/Content Area) Curriculum
Unit 4 Overview**

Content Area: Language Arts

Unit Title: How much Information is enough?

Target Course/Grade Level: 7th

Unit Summary:

Stories are linked to a common theme: rights and freedoms. Students will analyze the pursuit of freedom throughout the history of our country.

Prentice Hall Literature Common Core Edition Grade 8

From Harriet Tubman: Conductor on the Underground, pg. 486

Emancipation from Lincoln: A Photobiography pg. 600

Brown vs. Board of Education pg. 605

On Woman's Right to Suffrage pg. 566

From Sharing the American Dream pg. 576

From I Know Why the Caged Bird Sings pg. 514

Preparation for State Reading Assessments Level 8

An Influential Talk Show Host pg. 22

Harriet Tubman: The Moses of Her People pg. 46

Maya Angelou pg. 40

Vocabu-Lit Building Vocabulary Through Reading Level G

Lessons 6 and 9

Interdisciplinary Connections:

- Analysis of relevant historical documents including the Emancipation Proclamation and The Gettysburg Address
- Above informational texts connect to history

21st Century Themes, Skills, and Standards:

- **CRP1. Act as a responsible and contributing citizen and employee.**
- **CRP2. Apply appropriate academic and technical skills.**
- **CRP4. Communicate clearly and effectively and with reason.**
- **CRP6. Demonstrate creativity and innovation.**
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Primary Focus Standards:

RL.8.1	RI.8.1	W.8.2 A,B,C,D,E,F	SL.8.1 A,B,C,D	L.8.1D
RL.8.2	RI.8.2	W.8.4	SL. 8.2	L.8.2 C
RL.8.3	RI. 8.3	W.8.5	SL. 8.5	L.8.4 A,B,C,D
RL.8.4	RI. 8.4	W.8.6	SL. 8.6	L.8.6
RL.8.5	RI. 8.5	W. 8.8		
RL.8.6	RI.8.6	W.8.10		
RL. 8.10	RL.8.10			

Learning Targets

CPI #	Cumulative Progress Indicators (CPI) for Unit
RI.8.1 RI.8.2	Benchmark # 3:

<p>RI.8.3 RI.8.5 RI.8.6 L.8.4 W.8.2 A-F</p>	
<p>W.7.2 A-F W.7.4 W.7.5 W.7.6 W.7.8 W.7.10 L.7.1 L.7.2 CRP2 CRP7</p>	<p>Writing/Lucy Calkins/Research</p>
<p>RI.7.1 RI.7.2 RI.7.3 RI.7.5 RI.7.6 L.7.4 W.7.4 W.7.10</p>	<p>Informational Text</p>
<p>RL.7.4 L.7.4 A,C,D L.7.6 W.7.4 CRP 2</p>	<p>Vocabulary/Conventions of Language</p>
<p>RL.7.4 L.7.4 A,C,D L.7.6 W.7.4 CRP 2</p>	<p>Poetry</p>

<p>Unit Enduring Questions:</p> <ul style="list-style-type: none"> ● How much information is enough? ● What is the American Dream? ● What is theme and how is it expressed in a piece of writing? 	<p>Unit Enduring Understandings:</p> <ul style="list-style-type: none"> ● It is quality of information that is important, not quantity. ● The American Dream has changed over time and means different things to groups of people. ● A story’s theme is the lasting lesson the author wants the reader to take away from the text. Theme is often implied rather than directly stated.
<p>Unit Objectives: <i>Students will know...</i></p> <p>“From Harriet Tubman: Conductor on the Underground Railroad”</p> <ul style="list-style-type: none"> ● Main idea ● Narrative Essay Analysis <p>“Emancipation from Lincoln: A Photobiography” and “Brown vs Board of Education”</p> <ul style="list-style-type: none"> ● Comparing Tone <p>“On Women’s Right to Suffrage” “from Sharing in the American Dream”</p> <ul style="list-style-type: none"> ● Fact and Opinion 	<p>Unit Objectives: <i>Students will be able to...</i></p> <ul style="list-style-type: none"> ● Use structure of key paragraphs to find details to identify the implied main idea ● Analyze how setting influences the way the characters think, speak, act, and mood of story. ● Decipher author’s purpose to then compare tone between two texts ● Differentiate between a fact and opinion and a generalization and overgeneralization

<p>“From I Know Why the Caged Bird Sings”</p> <ul style="list-style-type: none"> ● Main Idea ● Biography vs Autobiography <p><u>Research Paper</u></p> <ol style="list-style-type: none"> 1. Research topic to create claim and gain evidence 2. Angling evidence to support claim 3. Getting ready to publish 	<ul style="list-style-type: none"> ● Link topic sentences to see how the main idea helps develop the key concepts ● Differentiate between the elements that create an autobiography vs. a biography <p><u>Research Paper</u></p> <ol style="list-style-type: none"> 1. Using resources, collecting evidence to support your claim 2. Angle evidence by explaining it fully, showing how the evidence illustrates or supports specific points. 3. Edit using a variety of strategies including checklists and peer editing

**Lower Cape May Regional School District (Insert Subject/Content Area) Curriculum
Evidence of Learning**

Specific Formative Assessments Utilized in Daily Lessons:

- Observation, Self-Assessment, Exit cards, 3 Minute Pause, Student Conference, KWL, One Questions/ One Comment, Journal Entry, Choral Response, Debriefing, Think-Pair-Share, Oral Questioning, 3-2-1, and Say Something are some of the daily Formative Assessments that may be used in class. Link [here](#) for ideas. [More ideas](#) and [here](#).
- Kahoot, Socrative and quizlet may be used as online assessment platforms.

Summative Assessment Utilized throughout Units:

- Benchmarks listed above per unit.

Modifications for ELL’s, Special Education, 504, and Gifted and Talented Students:

- Teacher tutoring
- Peer tutoring
- Cooperative Learning Groups
- Modified Assignments
- Modified Texts
- Differentiated Instruction
- Response to Intervention (www.help4teachers.com)
- Follow all IEP and 504 modifications
- Adaptive Technology

Teacher Notes:

- As required by the NJ Department of Education, teachers in all content areas will integrate the 21st Century Life and Careers Standards. As the NJDOE indicates, “Providing New Jersey students with the life and career skills needed to function optimally within this dynamic context is a critical focus and organizing principle of K-12 public education. New Jersey has both an obligation to prepare its young people to thrive in this environment, and a vested economic interest in grooming an engaged citizenry made up of productive members of a global workforce that rewards innovation, creativity, and adaptation to change.” The links below indicate the CPIs for grade ranges and need to be addressed throughout the units of study:

[Life and Career Standards](#)

- As indicated in the NJSLS, standards and interdisciplinary connections will be integrated throughout content area curriculum. Links to relevant content standards can be found below:

LINK APPROPRIATE INTERDISCIPLINARY CONNECTIONS & RELEVANT NJSLS HERE

Project-based Learning Tasks:

- Unit 1: Students will explore the real life problem of living with a disability, creating their own questions and researching accordingly. Findings will be presented to class.

Vocabulary:

- In-text vocabulary should be incorporated into every unit. Word journals, vocabulary walls, and/or various other activities should be utilized by the instructor to teach vocabulary.

The Research Process:

- The research process must be integrated within each course curriculum. Student will be provided with opportunities to investigate issues from thematic units of study. As the NJSLS indicate, students will develop proficiency with MLA or APA format as applicable.

- Link Research resources here.

<https://www.mla.org/>

<https://owl.english.purdue.edu/owl/resource/747/2/>

Technology:

- Students must engage in technology applications integrated throughout the curriculum. Applicable technology utilized in this curricula are included below:
Google Docs, Google Slides, internet research, YouTube, Safari Montage, Online Assessment Platforms like: Kahoot, Socrative and Quizlet, Google Forms through Google Classroom

Resources:

- Ancillary resources and materials used to deliver instruction are included below:
Materials vary by teacher.

Differentiation Strategies

Differentiation strategies can require varied amounts of preparation time. High-prep strategies often require a teacher to both create multiple pathways to process information/demonstrate learning and to assign students to those pathways. Hence, more ongoing monitoring and assessment is often required. In contrast, low-prep strategies might require a teacher to strategically create process and product choices for students, but students are allowed to choose which option to pursue given their learning profile or readiness level. Also, a low-prep strategy might be focused on a discrete skill (such as vocabulary words), so there are fewer details to consider. Most teachers find that integration of one to two new low-prep strategies and one high-prep strategy each quarter is a reasonable goal.

Low Prep Strategies (add to list as needed)

**Varied journal prompts,
spelling or vocabulary lists**

Students are given a choice of different journal prompts, spelling lists or vocabulary lists depending on level of proficiency/assessment results.

Anchor activities	Anchor activities provide meaningful options for students when they are not actively engaged in classroom activities (e.g., when they finish early, are waiting for further directions, are stumped, first enter class, or when the teacher is working with other students). Anchors should be directly related to the current learning goals.
Choices of books	Different textbooks or novels (often at different levels) that students are allowed to choose from for content study or for literature circles.
Choices of review activities	Different review or extension activities are made available to students during a specific section of the class (such as at the beginning or end of the period).
Homework options	Students are provided with choices about the assignments they complete as homework. Or, students are directed to specific homework based on student needs.
Student-teacher goal setting	The teacher and student work together to develop individual learning goals for the student.
Flexible grouping	Students might be instructed as a whole group, in small groups of various permutations (homogeneous or heterogeneous by skill or interest), in pairs or individual. Any small groups or pairs change over time based on assessment data.
Varied computer programs	The computer is used as an additional center in the classroom, and students are directed to specific websites or software that allows them to work on skills at their level.
Multiple Intelligence or Learning Style options	Students select activities or are assigned an activity that is designed for learning a specific area of content through their strong intelligence (verbal-linguistic, interpersonal, musical, etc.)

Varying scaffolding of same organizer	Provide graphic organizers that require students to complete various amounts of information. Some will be more filled out (by the teacher) than others.
Think-Pair-Share by readiness, interest, and/or learning profile	Students are placed in predetermined pairs, asked to think about a question for a specific amount of time, then are asked to share their answers first with their partner and then with the whole group.
Mini workshops to re-teach or extend skills	A short, specific lesson with a student or group of students that focuses on one area of interest or reinforcement of a specific skill.
Games to practice mastery of information and skill	Use games as a way to review and reinforce concepts. Include questions and tasks that are on a variety of cognitive levels.
Multiple levels of questions	Teachers vary the sorts of questions posed to different students based on their ability to handle them. Varying questions is an excellent way to build the confidence (and motivation) of students who are reluctant to contribute to class discourse. Note: Most teachers would probably admit that without even thinking about it they tend to address particular types of questions to particular students. In some cases, such tendencies may need to be corrected. (For example, a teacher may be unknowingly addressing all of the more challenging questions to one student, thereby inhibiting other students' learning and fostering class resentment of that student.)
High Prep Strategies (add to list as needed)	
Cubing	Designed to help students think about a topic or idea from many different angles or perspectives. The tasks are placed on the six sides of a cube and use commands that help support thinking (justify, describe, evaluate, connect, etc.). The students complete the task on the side that ends face up, either independently or in homogenous groups.

Tiered assignment/ product	The content and objective are the same, but the process and/or the products that students must create to demonstrate mastery are varied according to the students' readiness level.
Independent studies	Students choose a topic of interest that they are curious about and wants to discover new information on. Research is done from questions developed by the student and/or teacher. The researcher produces a product to share learning with classmates.
4MAT	Teachers plan instruction for each of four learning preferences over the course of several days on a given topic. Some lessons focus on mastery, some on understanding, some on personal involvement, and some on synthesis. Each learner has a chance to approach the topic through preferred modes and to strengthen weaker areas
Jigsaw	Students are grouped based on their reading proficiency and each group is given an appropriate text on a specific aspect of a topic (the economic, political and social impact of the Civil War, for example). Students later get into heterogeneous groups to share their findings with their peers, who have read about different areas of study from source texts on their own reading levels. The jigsaw technique allows you to tackle the same subject with all of your students while discreetly providing them the different tools they need to get there.
Multiple texts	The teacher obtains or creates a variety of texts at different reading levels to assign strategically to students.
Alternative assessments	After completing a learning experience via the same content or process, the student may have a choice of products to show what has been learned. This differentiation creates possibilities for students who excel in different modalities over others (verbal versus visual).

Modified Assessments	Assessments can be modified in a variety of ways – for example by formatting the document differently (e.g. more space between questions) or by using different types of questions (matching vs. open ended) or by asking only the truly essential questions.
Learning contracts or Personal Agendas	A contract is a negotiated agreement between teacher and student that may have a mix of requirements and choice based on skills and understandings considered important by the teacher. A personal agenda could be quite similar, as it would list the tasks the teacher wants each student to accomplish in a given day/lesson/unit. Both Learning contracts and personal agendas will likely vary between students within a classroom.
Compacting	This strategy begins with a student assessment to determine level of knowledge or skill already attained (i.e. pretest). Students who demonstrate proficiency before the unit even begins are given the opportunity to work at a higher level (either independently or in a group).
Literature circles	Flexible grouping of students who engage in different studies of a piece of literature. Groups can be heterogeneous and homogeneous.
Learning Centers	A station (or simply a collection of materials) that students might use independently to explore topics or practice skills. Centers allow individual or groups of students to work at their own pace. Students are constantly reassessed to determine which centers are appropriate for students at a particular time, and to plan activities at those centers to build the most pressing skills.

**Tic-Tac-Toe Choice Board
(sometimes called “Think-
Tac-Toe”**

The tic-tac-toe choice board is a strategy that enables students to choose multiple tasks to practice a skill, or demonstrate and extend understanding of a process or concept. From the board, students choose (or teacher assigns) three adjacent or diagonal. To design a tic-tac-toe board: - Identify the outcomes and instructional focus - Design 9 different tasks - Use assessment data to determine student levels - Arrange the tasks on a tic-tac-toe board either randomly, in rows according to level of difficulty, or you may want to select one critical task to place in the center of the board for all students to complete.

Curriculum development Resources/Instructional Materials:

List or Link Ancillary Resources and Curriculum Materials Here:

- .
- .

Board of Education Approved Text(s)

- List BOE Approved text here

