

Grade 7 Language Arts 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**

Lower Cape May Regional School District Grade 7 Language Arts Curriculum	
Content Area: Language Arts	
Course Title: Grade 7 Language Arts	Grade level: 7
Unit 1: What Is The Best Way To Find The Truth?	Dates for Units: Sept-Dec
Unit 2: Does Every Conflict Have a Winner?	Dates for Units: Dec-Feb
Unit 3: How do characters, real and fictional, demonstrate perseverance through their words and actions?	Dates for Units: Feb-April
Unit 4: Community or Individual-Which is more important?	Dates for Units: May-June
Date Created/Revised: 11/13/19	Board Approved On: 11/21/19

Lower Cape May Regional School District 7th Grade Language Arts Curriculum Unit 1 Overview	
Content Area: Language Arts	
Unit 1 Title: What Is The Best Way To Find The Truth?	
Target Course/Grade Level: 7	

Unit 1 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.

UNIT 1 NOVELS:**Scar Island; True Confessions of Charlotte Doyle****Prentice Hall Literature Common Core Edition Grade 7:**

- “Seventh Grade”
- “Papa’s Parrot”
- “Rikki Tikki Tavi”

Informational Texts:

- Online Current Events/Newsela.com/Readworks.org/Commonlit.org

Extended Text:

- Leveled novels from the book room
- Little Worlds: A Collection of Short Stories for the Middle School Peter Guthrie & Mary Page
- “Sea Lullaby” (introduction to Charlotte Doyle)
- “The Greyling”

Standard Based Content Supplemental:

- Paired Passages Lessons

Writing/Realistic Fiction/Narrative:

- **RACER RESPONSE METHOD:** Responding to 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.
- Writing Prompt(s)
- Lucy Calkins (used as resource)
- Figurative Language
- Literary Elements

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

- Daily Dose Vocabulary Words (Vocab, Grammar and Literary Elements)
- Standards Based Vocabulary
- Roots, Prefixes, & Suffixes

Interdisciplinary Connections:

- Above informational texts connect to both science and 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.**
- **CRP5. Consider the environmental, social, and economic impacts of decisions.**
- **CRP6. Demonstrate creativity and innovation.**
- **CRP9. Model integrity, ethical leadership and effective management.**
- **CRP11. Use technology to enhance productivity.**

Primary Focus Standards:

RL.7.1	RL.7.2	RL.7.3	RL.7.4	RL.7.5	RL.7.6
RI.7.1	RI.7.2	RI.7.3	RI.7.4	RI.7.6	
L.7.2	L.7.3.A	L.7.4.B	L.7.6		
SL.7.1B-D	SL.7.2				
W.7.2.A-F	W.7.4	W.7.5	W.7.6	W.7.7	W.7.9

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, W.7.4, W.7.5, W.7.6, W.7.7, W.7.9 CRP 2, CRP 11	Stars Benchmark
W.7.2 A-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/Realistic Fiction/Narrative Writing

<p>SL.7.1.A-D, SL.7.4 L.7.4.A,C,D, L.7.6, W.7.4, W.7.10 CRP1, 2,4,6,9,11</p>	<p>Leveled Reading (Media Center Book Room)</p>
<p>RL.7.1, RL.7.2, RL.7.3, RL.7.5, RL.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 W.7.4</p>	<p>Vocabulary/Conventions of Language</p>

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Unit Objectives:

Students will know....

“Papa’s Parrot”

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

Context Clues, Conflict/Resolution

“Seventh Grade”

- **Comparing Idioms, Setting, Plot, Dialogue, Dialect**

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

<p><u>Writing Unit 1: Writing Realistic Fiction</u></p> <ol style="list-style-type: none"> 1. How to Create and Develop Meaningful Stories and Characters 2. How to Draft and Revise 3. How to Revise and Edit 4. How to respond to an open ended question 	<p><u>Writing Unit 1: Writing Realistic Fiction</u></p> <ol style="list-style-type: none"> 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.
<p>Modifications for ELL’s, Special Education, 504, and Gifted and Talented Students:</p> <p>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</p>	

**Lower Cape May Regional School District Curriculum
Unit 2 Overview**

Content Area: Language Arts

Unit 2 Title: Does Every Conflict Have a Winner?

Target Course/Grade Level: 7

Unit 2 Summary:

A conflict is a struggle between opposing forces. It can be as small as a disagreement between friends or as large as a Civil War. Students come to learn that when you struggle with a decision, you have a conflict within yourself. Different kinds of conflicts are solved in different ways.

UNIT 2 NOVEL:**The Adventures of Ulysses****Prentice Hall Literature Common Core Edition Grade 7:**

- “Icarus and Daedalus”
- “Demeter and Persephone”
- “The Monsters are Due on Maple Street
- “A Christmas Carol”
- “The Noble Experiment”

Informational Text:

- Online Current Events/Readworks/CommonLit
- “The Noble Experiment” from Jackie Robinson’s autobiography “I Never Had It Made”

Extended Text:

- Little Worlds: A Collection of Short Stories for the Middle School Peter Guthrie & Mary Page

Standard Based Content Supplemental:

- Paired Passages Lessons

Writing/Research:

- **Poetry**
- **Weekly Writing Prompts**

- **RACER RESPONSE METHOD:** Responding to 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.
- **Research/Informative:** College Research Paper or Greek Gods/Goddesses/Mythology
- **Friendly Letter Writing:** Santa/Elf Letters with local elementary schools (when applicable)
- Writing Prompt(s)
- Lucy Calkins (used as resource)
- Figurative Language
- Literary Elements

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

- Daily Dose Vocabulary Words (Vocab, Grammar and Literary Elements)
- Standards Based Vocabulary
- Roots, Prefixes, & Suffixes

Interdisciplinary Connections:

- Informational texts connect to real world issues
- College Research Paper
- Jackie Robinson: “The Noble Experiment”

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.**
- **CRP5. Consider the environmental, social, and economic impacts of decisions.**
- **CRP6. Demonstrate creativity and innovation.**
- **CRP7. Employ valid and reliable research strategies.**
- **CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.**
- **CRP9. Model integrity, ethical leadership, and effective management.**
- **CRP11. Use technology to enhance productivity.**

Primary Focus Standards:

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

I.4.8 Cr1a-Re8c

Learning Targets

CPI #	Cumulative Progress Indicators (CPI) for Unit
L.7.1.A,D RL.7.1, RL.7.2, RL.7.5 W.7.2 A-F, W.7.4, W.7.5, W.7.6, W.7.7, W.7.9 CRP 2, CRP 11	Stars benchmark

<p>W.7.1 A-E, W.7.2.A-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 CRP2, CRP4, CRP6, CRP7, CRP8, CRP11</p>	<p>Writing/ Research/Poetry</p>

<p>SL.7.1.A-D, SL.7.3,SL.7.6 L.7.4.A,C,D, L.7.5A, L.7.6 W.7.4, W.7.10, I.4.8</p>	<p>Leveled Reading</p>
<p>RL.7.1, RL.7.2, RL.7.3, RL.7.4, RL.7.5, RL.7.6, RL.7.10</p>	<p>Informational Text</p>
<p>RI.7.4 L.7.1, L.7.2, L.7.4, L.7.5 L 6</p>	<p>Vocabulary/Conventions of Language</p>

Unit Enduring Questions:

- **What is conflict?**
- **Is there a resolution for every conflict?**
- **Did the character make the right decision?**

Unit Enduring Understandings:

- **Conflicts can be both internal and external**
- **The word resolution does not always have a positive connotation.**
- **Decisions are made based on both prior experiences and morals/ethics-yet all decisions have all consequences**

Unit Objectives:*Students will know....***“Icarus and Daedalus”**

- **Context Clues, Point of View, Repetition for Effect, Allusion, Irony, Dialect, Hyperbole, Symbolism, Flashback, Imagery and Motif, Mood, Foreshadowing, Style, Tone**

“Demeter and Persephone”

- **Making Inferences**
- **Conflict and Resolution**

“Monsters are Due on Maple Street”

- **Conflict and Resolution**
- **Foreshadowing**

Unit Objectives:*Students will be able to.....*

- **Identify and Analyze effect of a central idea of a text**
- **Analyze cause and effect relationships**
- **Analyze the interactions between characters, events, and ideas in a text; examine how ideas influence individuals or events, or how individuals influence ideas and events.**
- **Determine the author’s point of view or purpose in a text**
- **Recognize details from which you can infer the author’s purpose**
- **Analyze literary elements utilized by the author to create mood or tone**

<p>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</p>	

**Lower Cape May Regional School District 7th Grade ELA Curriculum
Unit 3 Overview**

Content Area: Language Arts

Unit 3 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.

UNIT 3 NOVEL:

The Miracle Worker

Advanced: I Am David

Prentice Hall Literature Common Core Edition Grade 7

- “Suzy and Leah“
- “Angela’s Ashes”
- “All Summer in a Day”
- Types of Nonfiction (assorted)

Informational Text:

- Online Current Events; Readworks.com; CommonLit
- “Auschwitz” Common Lit

Extended Text:

- Leveled novels from the book room
- Little Worlds: A Collection of Short Stories for the Middle School Peter Guthrie & Mary Page
- “Ribbons”
- “The Treasure of Lemon Brown”
- “Dinner Party”
- “The Third Wish”

Standard Based Contents Supplemental

- Paired Passages Lessons
- Common Standards Reading Warm Ups
- Reading Strategies and Literary Elements Reading Comprehension Exercises

Writing:**POETRY cont...**

- **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.
- **Writing Prompt(s)**
- **Research/Informative:** Famous People with Disabilities or College Research Paper
- **Argumentative/Persuasive Writing**
- **Figurative Language**
- **Literary Elements**

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

- Daily Dose (grammar, literary elements and vocabulary together in a lesson)
- Standards Based Vocabulary
- Roots, Prefixes, & Suffixes Vocabulary

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	SL.7.1 A,B,C,D	L.7.1c	I.4.8
		A,B,C,D,E			
RL.7.2	RI.7.2	W.7.4	SL. 7.2	L.7.2 A,C	I.4.8
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

<p>L.7.4.A,D RL.7.1</p>	<p>Stars Benchmark</p>
<p>RL.7.2 RL.7.5 W.7.2 A-F CRP 2, CRP 11</p>	
<p>W.7.2 W.7.3 A-E W.7.4 W.7.5 W.7.6 W.7.10 CRP 2, CRP 111 W.3. W.5, W.6 RL.4, RL.5, RL.6, RL. 10 L.3, L.5, L.6</p>	<p>Writing/Poetry/Research</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>1.4.8.Cr1a 1.4.8.Cr1b 1.4.8.Cr1c 1.4.8.Cr2a 1.4.8.Cr2b 1.4.8.Cr3a 1.4.8.Cr3b 1.4.8.Cr3c 1.4.8.Pr4a 1.4.8.Pr4b 1.4.8.Pr5a 1.4.8.Pr5b</p>	<p>Visual and Performing Arts- Theatre Standards By the End of Grade 8</p>

<p>Unit Enduring Questions:</p> <ul style="list-style-type: none"> • 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.? 	<p>Unit Enduring Understandings:</p> <p>Fictional and real characters learn perseverance by pursuing one’s goals.</p> <p>Understanding cultural differences help students recognize new ideas</p>
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<p>Unit Objectives: <i>Students will know...</i></p> <p>“Suzy and Leah”</p> <ul style="list-style-type: none"> ● Author’s Purpose , Setting, Compare and Contrast <p>“Angela’s Ashes”</p> <ul style="list-style-type: none"> ● Author’s purpose, Historical Context <p>“All Summer in a Day”</p> <ul style="list-style-type: none"> ● Plot, Theme, Character, Setting, Conflict, Point of View 	<p>Unit Objectives: <i>Students will be able to...</i></p> <ul style="list-style-type: none"> ● 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. <p>Using historical context clues, students come to understand the relevance time period.</p> <p>Examine how learning about and accepting others can make a difference in relationship</p> <p>Examine how human curiosity can lead to scientific advancement</p>
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<p><u>Lucy Calkins The Art of Argument Writing (used as a resource)</u></p> <ol style="list-style-type: none"> 1. Establishing and Supporting Positions 2. Composing More Focused and Nuanced Arguments 3. Taking Arguments to a Global Audience 	<p><u>Lucy Calkins The Art of Argument Writing (used as a resource)</u></p> <ol style="list-style-type: none"> 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
<p>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</p>	

Lower Cape May Regional School District (Insert Subject/Content Area) Curriculum Unit 4 Overview
Content Area: Language Arts
Unit 4 Title: Community or Individual-Which is more important?
Target Course/Grade Level: 7

Unit Summary:

Sometimes the rights or desires of an individual may conflict with those of his or her community. In these cases, it can be difficult to find a fair solution as to whether the interests of the community or the individual seem more important.

Unit Novel:**The Outsiders****Prentice Hall Literature Common Core Edition Grade 7:**

- “From An American Childhood”
- “Amigo Brothers”

Informational Text:

- Online Current Events; Readworks.com; CommonLit
- “The Role Reverser: Growing Up Too Soon” Commonlit

Extended Text:

- Leveled novels from the book room
- Little Worlds: A Collection of Short Stories for the Middle School Peter Guthrie & Mary Page
- “Nothing Gold Can Stay” Commonlit

Standard Based Content Supplemental:

- Paired Passages Lessons
- Common Standards Reading Warm Ups
- Reading Strategies and Literary Elements Reading Comprehension Exercises

Writing:

- Lucy Calkins (used as a resource)
- RACER RESPONSE METHOD/Responding to open-ended questions in literature
(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.)
- Literary Elements
-

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

- Daily Dose (grammar, literary elements and vocabulary together in a lesson)
- Standards Based Vocabulary
- Prefixes, Suffixes, and Roots
- Figurative Language

Interdisciplinary Connections:

- Informational texts connect to real world issues
- Companion Book

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.**
- **CRP5. Consider the environmental, social, and economic impacts of decisions.**
- **CRP6. Demonstrate creativity and innovation.**
- **CRP7. Employ valid and reliable research strategies.**
- **CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.**
- **CRP9. Model integrity, ethical leadership, and effective management.**
- **CRP11. Use technology to enhance productivity.**

Primary Focus Standards:

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

Learning Targets

CPI #	Cumulative Progress Indicators (CPI) for Unit
L.7.1.A,D RL.7.1, RL.7.2, RL.7.5 W.7.2 A-F, W.7.4, W.7.5, W.7.6, W.7.7, W.7.9 CRP 2, CRP 11	Stars benchmark

<p>W.7.1 A-E, W.7.2.A-F, W.7.10, W.7.5 W.7.6,W.7.9, W.7.2, L.7.6 9.3.12.AR-JB.2 CRP2, CRP4, CRP6, CRP7, CRP8, CRP11</p>	<p>Writing</p>

7.4

<p>SL.7.1.A-D, SL.7.3,SL.7.6 L.7.4.A,C,D, L.7.5A, L.7.6 W.7.4, W.7.10</p>	<p>Literature Circle</p>
<p>RL.7.1, RL.7.2, RL.7.3, RL.7.4, RL.7.5, RL.7.6, RL.7.10</p>	<p>Informational Text</p>
<p>RI.7.4 L.7.1, L.7.2, L.7.4, L.7.5 L.7.6</p>	<p>Vocabulary/Conventions of Language</p>

Unit Enduring Questions:

- **In life why do we celebrate the individual?**
- **How are individuals members of a community?**
- **How do you determine which is more important-the community or the individual?**

Unit Enduring Understandings:

- **We encourage people to reach their personal best and to pursue their own dreams with their unique qualities and beliefs.**
- **Individuals are part of a family or group that shares common cultural beliefs, traditions, or customs and even these families and groups are part of a community.**
- **It is through respect to individual circumstances, an examination of evidence, and an understanding of the logical argument for and against that lead to mutually satisfactory solutions for both the individual and the community.**

Unit Objectives:

Students will know....

“From An American Childhood”

- **Context Clues, Point of View**

“Amigo Brothers”

- **Making Inferences**
- **Conflict and Resolution**

Unit Objectives:

Students will be able to.....

- **Identify and Analyze effect of a central idea of a text**
- **Analyze cause and effect relationships**
- **Analyze the interactions between characters, events, and ideas in a text; examine how ideas influence individuals or events, or how individuals influence ideas and events.**
- **Determine the author’s point of view or purpose in a text**
- **Recognize details from which you can infer the author’s purpose**
- **Analyze literary elements utilized by the author to create mood or tone**

<p>Writing about Reading</p> <ol style="list-style-type: none"> 1. Planning and Drafting Companion Books 2. Using Graphics to Think and Rethink about Literature 3. Writing to Deepen Literary Analysis 4. Reading like Writers and Writing about it 	<p>Writing about Reading</p> <ol style="list-style-type: none"> 1. Thinking Big. Thinking Small: Ideas and Specifics 2. Close reading and analytic writing 3. Working toward a companion book. 4. Analyzing structure in a text 5. Writing inside perspectives
<p>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</p>	

<p>Lower Cape May Regional School District Grade 7 Language Arts Curriculum Evidence of Learning</p>
<p>Specific Formative Assessments Utilized in Daily Lessons:</p> <ul style="list-style-type: none"> ● Rubrics for each Project ● Daily Quiz ● Exhibits ● Critiques ● Self-Evaluation
<p>Summative Assessment Utilized throughout Units:</p> <ul style="list-style-type: none"> ● Quarterly Projects ● Group Project

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

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

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.

Project-based Learning Tasks:

- Group Collaboration
- Jigsaw

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.

Technology:

- Students must engage in technology applications integrated throughout the curriculum. Applicable technology utilized in this curricula are included below:
- projector, Chromebooks, and various video/ digital presentations

Resources: <ul style="list-style-type: none"> • Novels, short stories, journals 	
Differentiation Strategies	
<p>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.</p>	
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.
Orbitals	Students conduct independent investigations generally lasting 3-6 weeks. The investigations “orbit” or revolve around some facet of the curriculum.
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.

<p>Compacting</p>	<p>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).</p>
<p>Literature circles</p>	<p>Flexible grouping of students who engage in different studies of a piece of literature. Groups can be heterogeneous and homogeneous.</p>
<p>Learning Centers</p>	<p>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.</p>
<p>Tic-Tac-Toe Choice Board (sometimes called “Think-Tac-Toe”</p>	<p>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.</p>
<p>Curriculum development Resources/Instructional Materials:</p>	
<p>List or Link Ancillary Resources and Curriculum Materials Here: (As listed per unit in document)</p>	
<p>Board of Education Approved Text(s)</p>	
<ul style="list-style-type: none"> ● (As listed per unit in document) 	

