

Haddon Township School District

Curriculum Overview

Subject Area: English Language Arts

Grade Level: 7th Grade

Course Name: English Language Arts 7

Course Overview/Description:

Unit Title	Unit Summary	Student Learning Targets
Narrative Writing	<p>Before teaching this unit, a baseline assessment will be given to establish an understanding of the students' narrative skills. The students will write a personal narrative in a class period showing off all they know about narrative writing. Scaffolding will not be provided other than a bulleted list of things to remember as per Lucy Calkins' <u>Writing Pathways</u>. Each student's piece will be copied and taped to the inside cover of their writer's notebook.</p> <p>Since this will be the first unit of the seventh grade year, procedures for reading and writing workshops will be established. The idea of keeping a writer's notebook and reading as a writer will be introduced and explained throughout the course of the unit. The students will begin by reading <u>The Watsons Go to Birmingham-1963</u> by Christopher Paul Curtis. Each week as they read, mini-lessons will be presented dealing with elements from the Narrative Rubric. Writer's notebook entries will be</p>	<p><i>Students will ...</i></p> <ul style="list-style-type: none">● Read and discuss fiction and nonfiction texts about the Civil Rights.● Summarize informational texts.● Cite textual evidence, especially as it relates to character development.● Explain the historical context of a story, and how authors make historical fiction believable.● Write a variety of responses to literature and informational text.● Read and reread literature to learn techniques for writing.● Study leads, discussing author's craft.● Keep a Writer's Notebook.● Look through their Writer's Notebook for narrative story ideas.

Haddon Township School District Curriculum Overview

	<p>made practicing various writing techniques. The students will look at setting, characterization, conflict and point of view through the lens of a reader and writer. Higher-level questions will be asked about Christopher Paul Curtis’s deliberate inclusion of details and elements in his historical fiction story. Reading comprehension strategies from the book <u>Strategies That Work</u> by Stephanie Harvey and Anne Goudvis will be used throughout. The students will also continue working with the signposts created by Kylee Beers and Robert E. Probst.</p> <p>Students will build on their knowledge of the Civil Rights time period. Students will read a variety Scholastic Scope pieces pertaining to civil rights in addition to the novel. The students will develop an understanding of how time periods shape the people living in them. They will also offer reflections on characters from literature and people from historical periods.</p> <p>After the reading of the novel, the students will write a short story. The seed for the story will be selected from each student’s writer’s notebook. The narrative will be reflective of what the students have learned about Christopher Paul Curtis’s style. Incorporated into the narrative will be the techniques learned while reading and writing. The narrative will be graded according to the Narrative Rubric the Language Arts Committee created this past year.</p>	<ul style="list-style-type: none"> ● Test out their ideas for characters by writing everyday scenes to see how the characters might move, think and act. ● Sketch out possible plotlines for their stories. ● Craft multiple scenes within a story. ● Make sure their scenes are grounded in dialogue, action and setting. ● Create a satisfying ending for their story. ● Revise to ensure that meaning is conveyed. ● Edit their work using a variety of tools.
<p>Argumentation Writing/Nonconformity Leveled Novels</p>	<p>Through the reading of mentor texts as a guide to argumentation, students will identify an argument’s <i>claim</i>, <i>reasons/evidence</i>, <i>counterclaim</i> and <i>conclusion</i>. Utilizing the established <i>Writers Workshop</i> structure, students will</p>	<p><i>Students will ...</i></p> <ul style="list-style-type: none"> ● Read from mentor texts to develop a framework for argumentative writing to model. ● Write an introduction. ● Give reasons and evidence.

Haddon Township School District Curriculum Overview

	<p>develop a logically structured written argument supported by evidence found through research.</p>	<ul style="list-style-type: none"> ● Organize their writing. ● Acknowledge counterclaims. ● Use transition words. ● Write a conclusion. ● Participate in group discussions. ● Use the argumentative rubric to assess and score their writing.
<p>Research and Persuasive Writing</p>	<p>This unit is a cross-curricular unit. The students will be learning about George Mallory and Andrew Irvine, two people who attempted to reach the summit of Mount Everest first in Social Studies. The students will be learning about primary and secondary sources; they will be discussing the advantages and disadvantages of both. The students will be selecting and annotating text to support their arguments. The students will be discussing and analyzing different written pieces for the author’s purpose and point of view. They will discuss how the presentation of materials influences the reader in their Language Arts class. The students will be guided through the writing of an essay in which they must support their stance as to whether or not the two adventurers reached the summit. They will also include in their papers, where able, information about the author’s background and the presentation of the information and how this influenced/strengthened their belief.</p>	<p><i>Students will ...</i></p> <ul style="list-style-type: none"> ● Read a narrative non-fiction piece from the December 2017 <u>Scholastic Scope</u> to peak their interest in a good mystery. ● Complete the close reading and critical thinking questions relating to the narrative non-fiction Alcatraz piece by Deborah Hopkinson. ● Discuss the evidence supporting both sides of the escape. ● Answer some of the Identifying Nonfiction Elements questions. ● Learn how to cite evidence properly using Scholastic Scope resources. ● Analyze mentor arguments. ● Learn research skills. ● Learn how to craft a first paragraph for their essay. ● Learn how to read closely, pulling out relevant evidence supporting their determined stance. ● Learn how to properly cite evidence in their middle paragraphs.
<p>Historical Nonfiction Study</p>	<p>Students read various pieces of Nonfictional Informational Texts and works of historical fiction and discuss how authors’ perspectives might create accounts</p>	<p><i>Students will ...</i></p> <ul style="list-style-type: none"> ● Read & discuss a variety of fiction & nonfiction about events from America’s past.

Haddon Township School District Curriculum Overview

	<p>of history that aren't accurate. Students will work collaboratively to reconcile different points of view and discuss why these differences occur. Students will read "Freedom Walkers: The Story of the Montgomery Bus Boycott" by Russell Freedman, as well as other informational texts including the Preamble to the United States Constitution, Letters from Adams to Jefferson, the First Amendment to the United States Constitution & "George vs. George: The American Revolution As Seen from Both Sides" by Rosalyn Schanzer. They will also be reading "Paul Revere's Ride" by Henry Wadsworth Longfellow and studying the actual events of that night to consider the effect poetry can have on historical memory. Students will complete an in-depth research project accompanied by a multimedia presentation to conclude the unit.</p>	<ul style="list-style-type: none"> ● Compare & Contrast story characters, plots, themes, and settings from stories about American history ● Analyze how historical fiction draws on themes, patterns of events, or character types from myths or traditional stories ● Write a variety of responses to literature, poetry, and informational texts, notably the Constitution and Freedom Walkers ● Determine an author's point of view in a text, and discuss the impact that has on what was written. ● Recite poetry with classmates. ● Conduct an in-depth research project on an historical event of choice, followed by a multimedia report that includes insights from historical fiction. ● Participate in group discussions.
<p>Science or Fiction?</p>	<p>This eight-week unit of seventh grade examines the genre of science fiction and related science. Students will read <i>A Wrinkle In Time</i> by Madeleine L'Engle and <i>War of the Worlds</i> by H.G. Wells and analyze how elements of science fiction involve the imagining of ideas & technologies that haven't yet been invented or weren't at the time they were originally written; however, many of them may be a part of our current understanding of science & technology. In addition to exploring classic & contemporary works of science fiction, students pair fictional stories with informational texts about science & astronomy. Students discussions trace the logic of various storylines, focusing on the believability of the stories read in class. This unit ends with the students writing an informative/explanatory essay in response to the question: What makes science fiction believable?</p>	<p><i>Students will ...</i></p> <ul style="list-style-type: none"> ● Read & discuss science fiction stories and nonfiction science texts about space, robots, and planets. ● Compare & contrast the settings, characters, & unusual circumstances among science fiction stories, & discuss the unique nature of the genre. ● Analyze how a science fiction story evolves over the course of a text, & discuss how this is similar to & different from other novels read. ● Write a variety of responses to literature & informational text. ● Conduct research on an astronaut or science fiction author of choice & present findings to the class in a multimedia format. ● Write a science fiction story.

Haddon Township School District Curriculum Overview

		<ul style="list-style-type: none"> ● Participate in group discussions.
<p>Novel Study - <u>The Cay</u></p>	<p>This second literature based unit for seventh grade builds upon the study of character by examining those who persevered in a variety of challenging circumstances. Students will build on their knowledge of World War II since this is the backdrop for the class novel. Students will read a variety of non-fiction pieces pertaining to this time period and others of interest. The students will develop an understanding of how time periods shape the people living in them and how perseverance is/was an essential trait in history. They will find textual evidence to support quotes relating to perseverance.</p>	<p><i>Students will ...</i></p> <ul style="list-style-type: none"> ● Define perseverance. ● Read and discuss fiction and nonfiction texts featuring characters that demonstrate perseverance. ● Analyze how the setting (historical context) of a story or biography shapes the character’s development. ● Discuss the author’s use of literary techniques, such as diction and imagery. ● Write responses to literature and informational text. ● Compare and contrast a story to film and other print versions. ● Conduct research on a person of interest who demonstrated perseverance or another worthy trait. ● Participate in discussions. ● Cite textual evidence, especially as it relates to perseverance. ● Write explanatory writing pieces.
<p>Expository Writing</p>	<p>Through the use of the recommended readings as mentor texts, students will participate in close reading and analytic writing. In response to their readings (and possibly additional sources documentary films, Ted Talks, guest speakers), students will write informative and explanatory texts that examine a topic and convey ideas, concepts, and information about it. Utilizing the established writer’s workshop procedures, including teacher conferencing, peer feedback and revision, students will demonstrate the ability to write powerfully about what they have read. Throughout the unit students may incorporate a variety of text structures including compare</p>	<p><i>Students will ...</i></p> <ul style="list-style-type: none"> ● Compare & contrast characters from various novels, or the same characters in different presentations (film vs novel, ie <i>The Watsons go to Birmingham - 1963</i>) ● Discuss how authors’ use of language, diction, or style of presentation affects the meaning of their stories & makes their styles unique. ● Write a variety of responses to literature and informational texts. ● Explain how know the historical context impacts understanding of a story.

Haddon Township School District Curriculum Overview

	<p>and contrast, cause and effect, as well as text features such as headings, subheadings, graphics and multimedia presentations. At the completion of the unit students will produce a final essay addressing a character's grit when facing conflict.</p>	<ul style="list-style-type: none">● Analyze two accounts of the same event & describe important similarities and differences in the details they provide.● Participate in group discussions● Write an expository essay examining a character from a novel who exhibited Grit in the face of extreme adversity.
--	---	--