



Township of Ocean Schools

Assistant Superintendent
Office of Teaching and Learning

SPARTAN MISSION:

Meeting the needs of all students with a proud tradition of academic excellence.

DEPARTMENT English

COURSE English, Grade 7

Curriculum Development Timeline

School: Township of Ocean Intermediate School

Course: English, Grade 7

Department: English

Board Approval	Supervisor	Notes
August 2018	Ian Schwartz	Born Date Combine Reading and Language Arts
March 2019	Ian Schwartz	Review
August 2022	Ian Schwartz	Revisions Incorporate State Mandates
August 2024	Ian Schwartz	Updated to include New State Mandates

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Township of Ocean Pacing Guide			
Week	Marking Period 1	Week	Marking Period 3
1	Literary Analysis: Summer Reading Benchmark	21	Literary Analysis: Novel Selection
2	Literary Analysis: Short Stories	22	Literary Analysis: Novel Selection
3	Literary Analysis: Short Stories	23	Literary Analysis: Novel Selection/Mid Year Benchmark
4	Literary Analysis: Novel Selection	24	Argumentative Writing: Debatable Topics
5	Literary Analysis: Novel Selection	25	Argumentative Writing: Debatable Topics
6	Literary Analysis: Novel Selection	26	Argumentative Writing: Debatable Topics
7	Literary Analysis: Novel Selection	27	Argumentative Writing: Debatable Topics
8	Literary Analysis: Connecting Songs, Quotes, and Poems	28	Argumentative Writing: Debatable Topics
9	Literary Analysis: Connecting Songs, Quotes, and Poems	29	Argumentative Writing: Debatable Topics
10	Literary Analysis: Connecting Songs, Quotes, and Poems	30	Poetry: Analysis and Composition
Week	Marking Period 2	Week	Marking Period 4

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11	Narrative: Analyzing Narratives	31	Poetry: Analysis and Composition
12	Narrative: Analyzing Narratives	32	Poetry: Analysis and Composition
13	Narrative: Analyzing Narratives	33	Poetry: Analysis and Composition
14	Narrative: Crafting Narratives	34	Expository/Research Writing: Multimedia Project
15	Narrative: Crafting Narratives	35	Expository/Research Writing: Multimedia Project
16	Narrative: Crafting Narratives	36	Multi-Genre Study
17	Expository/Research Writing: Research Simulation Task	37	Multi-Genre Study
18	Expository/Research Writing: Research Simulation Task	38	Multi-Genre Study
19	Expository/Research Writing: Research Simulation Task	39	Multi-Genre Study
20	Literary Analysis: Novel Selection	40	Multi-Genre Study

Schedule & pacing will vary according to individual teacher.

***The Giver** will be read before the mid-year benchmark.

* **Vocabulary, Grammar, Conventions, Mechanics, and Spelling** are taught concurrently with other units throughout the course of the year

Core Instructional & Supplemental Materials including various levels of Texts

All Levels:

The Giver

Touching Spirit Bear

The Contender

Ghost

The House of Dies Drear

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Tangerine**
Homeless Bird
Refugee**

Scholastic Scope**
Scholastic Action** – Struggling readers

Newsela – Informational articles and text sets differentiated by reading Level
(struggling readers; advanced readers)

Readworks
CommonLit.org*

Supplemental Texts for Advanced:

The Comedy of Errors
The Adventures of Tom Sawyer
The Light in the Forest

[NJ Climate Change Educational Resources*](#)

[NJ Diversity, Equity, and Inclusion Educational Resources**](#)

* NJ Climate Change Education

**NJ Diversity, Equity, and Inclusion/NJ LGBT and Persons with Disabilities Education

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DEPARTMENT English

COURSE English, Grade 7

Time Frame	14 Weeks
Topic	
Literary Analysis: • Summer Reading • Short Stories • Novel Selection • Benchmark • Connecting Songs, Quotes, and Poems	
Alignment to Standards	
RL.CR.7.1. Cite several pieces of textual evidence and make relevant connections to support analysis of what a literary text says explicitly as well as inferences drawn from the text RL.CI.7.2. Determine a theme in a literary text (e.g. stories, plays or poetry) and explain how it is supported by key details; provide a summary of the text distinct from personal opinions or judgments. RL.IT.7.3. Analyze how particular elements of a text interact including how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision. RL.TS.7.4. Analyze the structure an author uses to organize a text and how it contributes to the text as a whole, including how a drama's or poem's form or structure (e.g. soliloquy, sonnet) contributes to its meaning. RL.PP.7.5. Determine how an author conveys or develops perspective or purpose in a text through contrasting the points of view of different characters or narrators in a text. RL.MF.7.6. Compare and contrast texts (e.g. a written story, drama, or poem) to its audio, filmed, staged, or multimedia version and analyze the unique qualities of different mediums, including the effects of techniques unique to each medium (e.g., lighting, sound, color, or camera focus and angles in a film). RL.CT.7.8. Compare and contrast a fictional portrayal of an event, time, place, or character and a historical or scientific account of the same period or event as a means of understanding how authors of fiction use or alter history and/or events. W.AW.7.1 Write arguments on discipline-specific content (e.g. social studies, science, technical subjects, English/Language Arts) to support claims with clear reasons and relevant evidence. A. Introduce claim(s) about a topic or issue and acknowledge alternate or opposing claims, and organize the reasons and evidence logically.	

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B. Support claim(s) with logical reasoning and relevant, accurate data and evidence, that demonstrate an understanding of the topic or text, using credible sources.

C. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons and evidence.

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

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

W.IW.7.2 Write informative/explanatory texts (including the narration of historical events, scientific procedures/experiments, or technical processes) to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

A. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using text structures (e.g., definition, classification, comparison/contrast, cause/effect, etc.) and text features (e.g., headings, graphics, and multimedia) when useful to aid in comprehension.

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

C. Use appropriate transitions to create cohesions and clarify the relationships among ideas and concepts.

D. Use precise language and domain/ grade-level-specific vocabulary to inform about or explain the topic.

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

F. Provide a concluding statement or section (e.g. sentence, part of a paragraph, paragraph, or multiple paragraphs) that follows the flow of ideas, reflects back on the topic, and supports the information or explanation presented.

W.WP.7.4 With some guidance and support from peers and adults, develop and strengthen writing as needed by planning; flexibly making editing and revision choices and sustaining effort to complete complex writing tasks; and focusing on how well purpose and audience have been addressed.

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

SL.PI.7.4. Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.

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

L.SS.7.1. Demonstrate command of the system and structure of the English language when writing or speaking.

A. Explain the function of phrases and clauses in general and their function in specific sentences.





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- B. Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.
- C. Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.
- D. Use a comma to separate coordinate adjectives (e.g., It was a fascinating, enjoyable movie but not He wore an old green shirt).
- E. Recognize spelling conventions.
- L.KL.7.2. Use knowledge of language and its conventions when writing, speaking, reading, or listening.
- A. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases.
- B. Gather vocabulary knowledge when selecting a word or phrase important to comprehension or expression.
- C. Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.

Learning Objectives and Activities

SWBAT answer the following questions:

- How does what I'm reading affect how I should read it?
- How do you cite several pieces of textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text?
- How do you determine a theme or central idea of a text and analyze its development over the course of the text?
- How do you analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).
- How do you 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?
- What is the purpose of the author's use of figurative language, sound devices, plot elements, characterization in a text?
- What are similarities and differences between various pieces of literature?
- Why am I writing? Who is my audience?
- How do effective writers hold their audience?
- Why is it important to use varied language, proper Standard English capitalization, punctuation, and spelling in everyday writing and speaking?
- How will the use of proper grammar improve my writing, sentence structure, and clarity of expression?

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SWBAT demonstrate understanding of the following:

- Read closely to determine what the text says explicitly and to make logical inferences from it.
- Identify literary elements, understand why authors use them and use them in your writing
- Use text evidence to make connections to support analysis of what text says. - Use quote sandwich technique.
- Determine a theme/character and analyze its development.
- Compare/contrast fictional portrayal of a time, place and historical account
- Cite specific textual evidence to support analysis.
- Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
- Analyze the structure of texts.
- Assess how point of view or purpose shapes the content and style of a text.
- Analyze how two or more texts address similar themes or topics.
- Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
- Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- Develop and strengthen writing as needed through the use of the writing process.
- Evaluate a speaker's point of view, reasoning, and use of evidence.
- Make use of digital media and visual displays of data to express information and enhance understanding of presentations
- Read and analyze the short story "Thank you, Ma'am," and note the social and artistic contributions of author Langston Hughes**
- Read and analyze the novel *Tangerine*, and consider the social contributions of individuals with disabilities**
- Read and analyze the novel *Refugee* and consider commonalities among the journeys, hopes, aspirations, and challenges among the diverse characters depicted in the novel.**

Learning Activities:

Suggested texts: personal songs, "The Raven", *The Giver*, *Refugee*, *The Outsiders*, *Roll of Thunder, Hear My Cry*, *The Contender*, *Tangerine*, *Homeless Bird*, *Taking Sides*, *Lion*, Short Stories, Scope Magazine, CommonLit.org, TeenInk.org, lyrics from "Hamilton" musical

- Close reading activities (Notice & Note)
- Character analysis - Venn Diagram, comic strip

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- Essay/Paragraph
- Pass it on game - in groups
- Analyze song lyrics
- Google Classroom- posts a favorite line - students respond
- Quote of the Week - analyze famous inspirational quotes weekly
- Journal writing - analyze poems weekly
- Analyze other teen's writing using Teen Ink
- Plot charts
- Flipgrid - analyze through speaking on Flipgrid
- Powtoon
- EdPuzzle

****NJ LGBT and Persons with Disabilities Education/NJ Diversity, Equity, and Inclusion Education**

Assessments

Summative:

- Character/Literary device analysis: students will analyze characters or literary devices in a piece of literature (paragraph and/or essay)

Formative:

- Essay/paragraph: students will write a literary analysis essay on a piece of literature using examples and details from the book.
- Pre-write, outline, draft, peer edit, revise, publish
- Writing models: students will examine and discuss student samples.
- Journals - analyzing quotes, poems, songs
- Online sources to post analyses (Padlet, Flipgrid, Powtoon)

Alternative:

- Observation of class discussion
- Peer/self-assessment
- Writers' conferences
- Reading conferences

Benchmark Assessment:

- Literary Analysis Essay

Interdisciplinary Connections

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DEPARTMENT English

COURSE English, Grade 7

Career Readiness, Life Literacies, and Key Skills

Literary Analysis Digital Discussion/Reflection Activities:

9.4.8.IML.12: Use relevant tools to produce, publish, and deliver information supported with evidence for an authentic audience.

Technology Integration

Literary Analysis Digital Discussion/Reflection Activities:

Students will use FlipGrid/Padlet/PowToons to demonstrate their learning; respond to prompts from the teacher; reteach a concept to their classmates.

- 9.4.8.TL.3: Select appropriate tools to organize and present information digitally.
- 9.4.8.TL.6: Collaborate to develop and publish work that provides perspectives on a real-world problem.

Career Education

CRP2. Apply appropriate academic and technical skills.

CRP4. Communicate clearly and effectively and with reason.

CRP11. Use technology to enhance productivity.

Time Frame	6 Weeks
Topic	
Narrative ● Analyzing Narratives ● Crafting Narratives	
Alignment to Standards	
RI.CR.7.1 Cite several pieces of textual evidence and make relevant connections to support analysis of what an informational text says explicitly as well as inferences drawn from the text. RI.CI.7.2 Determine the central idea in an informational text and explain how it is supported by key details; provide a summary of the text distinct from personal opinions or judgments. RI.IT.7.3 Analyze how particular elements of a text interact including how a text makes connections and distinctions among individuals, events, and ideas (e.g. through comparisons, analogies, or categories).	

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RI.TS.7.4 Analyze the structure an author uses to organize a text and how it contributes to the text as a whole, including using knowledge of text structures (e.g. cause-effect, propostition-support) and genre features (e.g. graphics, captions, indexes) to organize and analyze important information.

RI.PP.7.5 Determine how an author conveys or develops perspective or purpose in a text through distinguishing their position from that of others using evidence.

RI.MF.7.6 Compare and contrast texts to analyze the unique qualities of different mediums, including the integration of information from multiple formats and sources to develop deeper understanding of the concept, topic or subject and resolve conflicting information.

RI.AA.7.7 Trace and evaluate the argument and specific claims in a text, asserting whether the reasoning is sound and the evidence is relevant and sufficient to support the claims.

RI.CT.7.8 Analyze and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) how two or more authors writing informational texts about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts.

RL.CR.7.1. Cite several pieces of textual evidence and make relevant connections to support analysis of what a literary text says explicitly as well as inferences drawn from the text

RL.CI.7.2. Determine a theme in a literary text (e.g. stories, plays or poetry) and explain how it is supported by key details; provide a summary of the text distinct from personal opinions or judgments.

RL.IT.7.3. Analyze how particular elements of a text interact including how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.

SL.PE.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 and texts, building on others' ideas and expressing their own clearly.

A. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.

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

C. Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.

D. Acknowledge new information expressed by others and, when warranted, modify their own views.

SL.II.7.2. Analyze the main ideas and supporting details presented in diverse media

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and formats (e.g. visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.

SL.PI.7.4. Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.

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

SL.AS.7.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

L.SS.7.1. Demonstrate command of the system and structure of the English language when writing or speaking.

A. Explain the function of phrases and clauses in general and their function in specific sentences.

B. Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.

C. Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.

D. Use a comma to separate coordinate adjectives (e.g., It was a fascinating, enjoyable movie but not He wore an old green shirt).

E. Recognize spelling conventions.

L.KL.7.2. Use knowledge of language and its conventions when writing, speaking, reading, or listening.

A. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases.

B. Gather vocabulary knowledge when selecting a word or phrase important to comprehension or expression.

C. Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.

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

A. Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.

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

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

D. Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experience and events.

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

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DEPARTMENT English

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events.

Learning Objectives and Activities

SWBAT answer the following questions:

- How does reading improve our knowledge and imagination?
- What are the themes presented in the novel through the characters' actions and how do the characters develop and change?
- What are the important literary devices (characterization, simile, metaphor, personification, and other figurative language) and what is the significance of each?
- What are the plot elements found (setting, conflict, action, resolution)?
- What is the author's purpose?
- How does the historical time period affect the setting, language, and characterization?
- Why is it important to be aware of different cultures and their values?
- What is the importance and value in self-discovery or self-worth?
- What is the value of friendship and believing in one self?
- How can life's challenges impact a character's development?
- What are the characteristics of narrative/creative writing?
- How can we improve our fluency in reading and writing?
- How does reading affect our view on the world around us? How does reading contribute to the development of empathy, and help readers contribute to forging a diverse, equitable, and inclusive society?*
- What are the steps in the narrative writing process?
- Why is it important to use varied language, proper Standard English capitalization, punctuation, and spelling in everyday writing and speaking?
- How will the use of proper grammar improve your writing, sentence structure, and clarity of expression?

SWBAT demonstrate understanding of the following:

- Be able to improve our knowledge, imagination, fluency and writing skills.
- Be able to appreciate the art of language.
- Be able to identify key plot points in fiction (exposition, rising action, climax, falling action, resolution, setting, characters, theme)
- Recognize and define point of view, historical fiction, compare and contrast, setting, and conflicts
- Read silently and orally
- Be able to identify and discuss key ideas and details from the novel.
- Analyze the craft and structure of the novel.

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- Be exposed to a wide range and complexity of literary texts.
- Demonstrate their comprehension of the novel/short story.
- Present knowledge and ideas in various formats.
- Apply conventions and knowledge of Standard English.
- Develop parts of a story in their writing effectively
- Incorporate descriptive language and literary devices into writing
- Utilize a graphic organizer to develop a well-organized story
- Understand the purpose of using a graphic organizer and/or outline during the writing process
- Understand and demonstrate effective use of narrative techniques
- Write routinely over extended time frames for a range of specific tasks, purposes and audiences
- Demonstrate command of the conventions of standard English grammar when writing
- Be able to identify different types of texts and their purposes.
- Produce and distribute samples of their work to their peers and teacher for review.
- Understand the benefits of peer editing and revising writing for improvement.
- Demonstrate collaboration skills in various scenarios during the writing process.
- Present their knowledge and skills in various mediums throughout the school year.
- Demonstrate knowledge of language development and vocabulary acquisition.
- Be able to write effective sentences, vary sentence length, and construct strong paragraphs

Learning Activities:

- Research project: students will conduct research on an important component of the novel, for example, the Circle Justice program and its purpose, in order to present their findings to the class.
- Totem pole project: students will work in small groups in designing a totem pole based on their tribe. Each student will create their own totem which will be displayed with the others in the group as well.
- Plank houses: students will work in small groups in designing a plank house based on the novel. Each student will create their own totem which will be displayed with the others on a totem that will be placed alongside their plank house.
- Create a Utopia Project: Students will choose problems found in today's society and come up with solutions based on characteristics found in the literary genre of science fiction.

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- Board Game: Students will create a board game using characters, symbols, setting, etc.
- based on the novel.
- Four corners: Statement will be written on the board. Students will choose a position on it (strongly agree, agree, disagree, and strongly disagree) and will have to support their point-of-view using examples and details from the novel. They will be able to change their position on the topic based on others responses which will allow students to physically move from one corner to another to show their change of mind.
- Blog: Students will respond to various levels of questioning posted on the classroom blog. Students will also post their own questions and respond to one another to enhance class discussion.

****NJ Diversity, Equity, and Inclusion Education**

Assessments

Summative:

- Narrative Essay Composition – Extend a text/give an alternate perspective on text events; Personal memoir writing

Formative:

- Exit tickets
- Pre-write, outline, draft, peer edit, revise, publish
- Writing models: students will examine and discuss student samples.
- Journals - analyzing quotes, poems, songs
- Online sources to post analyses (Padlet, Flipgrid, Powtoon)

Alternative:

- Observation of class discussion
- Peer/self assessment
- Writers' conferences
- Reading conferences

Interdisciplinary Connections

Career Readiness, Life Literacies, and Key Skills

Narrative Writing Digital Discussion/Reflection Activities:

9.4.8.IML.12: Use relevant tools to produce, publish, and deliver information

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supported with evidence for an authentic audience.

Technology Integration

Narrative Writing Digital Discussion/Reflection Activities:

Students will use FlipGrid/Padlet/PowToons to demonstrate their learning; respond to prompts from the teacher; reteach a concept to their classmates.

- 9.4.8.TL.3: Select appropriate tools to organize and present information digitally.
- 9.4.8.TL.6: Collaborate to develop and publish work that provides perspectives on a real-world problem.

Career Education

CRP2. Apply appropriate academic and technical skills.

CRP4. Communicate clearly and effectively and with reason.

CRP11. Use technology to enhance productivity.

Time Frame

6 Weeks

Topic

Argumentative Writing: Debatable Topics

Alignment to Standards

RI.CR.7.1 Cite several pieces of textual evidence and make relevant connections to support analysis of what an informational text says explicitly as well as inferences drawn from the text.

RI.CI.7.2 Determine the central idea in an informational text and explain how it is supported by key details; provide a summary of the text distinct from personal opinions or judgments.

RI.IT.7.3 Analyze how particular elements of a text interact including how a text makes connections and distinctions among individuals, events, and ideas (e.g. through comparisons, analogies, or categories).

RI.TS.7.4 Analyze the structure an author uses to organize a text and how it contributes to the text as a whole, including using knowledge of text structures (e.g. cause-effect, proposition-support) and genre features (e.g. graphics, captions, indexes) to organize and analyze important information.

RI.PP.7.5 Determine how an author conveys or develops perspective or purpose in a text through distinguishing their position from that of others using evidence.

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RI.MF.7.6 Compare and contrast texts to analyze the unique qualities of different mediums, including the integration of information from multiple formats and sources to develop deeper understanding of the concept, topic or subject and resolve conflicting information.

RI.AA.7.7 Trace and evaluate the argument and specific claims in a text, asserting whether the reasoning is sound and the evidence is relevant and sufficient to support the claims.

RI.CT.7.8 Analyze and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) how two or more authors writing informational texts about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts.

W.AW.7.1 Write arguments on discipline-specific content (e.g. social studies, science, technical subjects, English/Language Arts) to support claims with clear reasons and relevant evidence.

A. Introduce claim(s) about a topic or issue and acknowledge alternate or opposing claims, and organize the reasons and evidence logically.

B. Support claim(s) with logical reasoning and relevant, accurate data and evidence, that demonstrate an understanding of the topic or text, using credible sources.

C. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons and evidence.

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

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

W.IW.7.2 Write informative/explanatory texts (including the narration of historical events, scientific procedures/experiments, or technical processes) to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

A. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using text structures (e.g., definition, classification, comparison/contrast, cause/effect, etc.) and text features (e.g., headings, graphics, and multimedia) when useful to aid in comprehension.

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

C. Use appropriate transitions to create cohesions and clarify the relationships among ideas and concepts.

D. Use precise language and domain/ grade-level-specific vocabulary to inform about or explain the topic.

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

F. Provide a concluding statement or section (e.g. sentence, part of a paragraph, paragraph, or multiple paragraphs) that follows the flow of ideas, reflects back on the





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topic, and supports the information or explanation presented.

W.WP.7.4 With some guidance and support from peers and adults, develop and strengthen writing as needed by planning; flexibly making editing and revision choices and sustaining effort to complete complex writing tasks; and focusing on how well purpose and audience have been addressed.

W.WR.7.5 Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.

W.SE.7.6 Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

W.RW.7.7. Write routinely over extended time frames (with time for research, reflection, metacognition/self correction, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

SL.PE.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 and texts, building on others' ideas and expressing their own clearly.

A. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.

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

C. Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.

D. Acknowledge new information expressed by others and, when warranted, modify their own views.

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

SL.PI.7.4. Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.

SL.AS.7.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

L.SS.7.1. Demonstrate command of the system and structure of the English language when writing or speaking.

A. Explain the function of phrases and clauses in general and their function in specific sentences.

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- B. Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.
- C. Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.
- D. Use a comma to separate coordinate adjectives (e.g., It was a fascinating, enjoyable movie but not He wore an old green shirt).
- E. Recognize spelling conventions.
- L.KL.7.2. Use knowledge of language and its conventions when writing, speaking, reading, or listening.
- A. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases.
- B. Gather vocabulary knowledge when selecting a word or phrase important to comprehension or expression.
- C. Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.
- L.VL.7.3. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, including technical meanings, choosing flexibly from a range of strategies.
- A. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
- B. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., belligerent, bellicose, rebel).
- C. Analyze the impact of a specific word choice on meaning and tone.
- D. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.
- E. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
- L.VI.7.4. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
- A. Interpret figures of speech (e.g., literary, biblical, and mythological allusions) in context.
- B. Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words.
- C. Analyze the impact of rhymes and other repetitions of sound (e.g., alliteration) on a specific verse or stanza or a poem or section of a story or drama.
- D. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., refined, respectful, polite, diplomatic, condescending).

Learning Objectives and Activities

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SWBAT answer the following questions:

- What are the characteristics of argumentative/persuasive writing?
- What are debatable topics and why are they debatable?
- How can you defend your side effectively?
- How do you recognize the opposition?
- How can you effectively construct sentences and strong topic sentences/paragraphs?
- What is the purpose of an effective thesis statement?
- How do you use persuasive language and strategies?
- Why is research and data collected important in writing an argumentative?
- What are the characteristics found within research writing?
- What are the steps of the research writing process?
- What is a primary and secondary source, and what is a credible and accurate source?
- What is plagiarism and why is it important to avoid plagiarism?
- Why is it beneficial to develop organizational strategies throughout the research writing process?
- What is a works cited page and what is the format to organize one?
- Why is it important to use varied language, proper Standard English capitalization, punctuation, and spelling in everyday writing and speaking?
- How will the use of proper grammar improve your writing, sentence structure, and clarity of expression?
- What are the benefits of peer editing and revising your writing?

SWBAT demonstrate understanding of the following:

- Write arguments to support claims with clear reasons and relevant evidence.
- Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
- Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.
- Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.
- Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source;

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and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation

- Draw evidence from literary or informational texts to support analysis, reflection, and research.
- Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.
- Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples
- Use MLA format to cite sources

Learning Activities:

- Debates (research; prep; class debates)
- Review of research methods
- How to conduct a survey - Google forms
- Drafting essay
- Creating and delivering a persuasive presentation
- MLA format review

Assessments

Summative:

- Class debate; Argumentative/Persuasive presentations: Students will take a position on a persuasive topic and conduct research in order to support their point-of-view.

Formative:

- Prewriting activities: Students will pre-write on the assigned writing task using various types of graphic organizers.
- Thesis statement and paragraph revision
- Exit tickets

Alternative:

- Observation of class discussion
- Peer/self-critique
- Writers' conferences

Interdisciplinary Connections

Debate and research preparation:

6.3.8.CivicsPR.3: Take a position on an issue in which fundamental ideals and principles are in conflict (e.g., liberty, equality).

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6.3.8.CivicsPR.5: Engage in simulated democratic processes (e.g., legislative hearings, judicial proceedings, elections) to understand how conflicting points of view are addressed in a democratic society.

Career Readiness, Life Literacies, and Key Skills

Argumentative writing task:

Students will create a Google Form survey in order to gather authentic data to support the claim in their argumentative writing:

9.4.8.TL.2: Gather data and digitally represent information to communicate a real-world problem (e.g., MS-ESS3-4, 6.1.8.EconET.1, 6.1.8.CivicsPR.4).

Technology Integration

Students will use Google Forms survey in order to gather, synthesize, and present information. Students will consider the appropriateness of the digital tool for the task.

9.4.8.TL.3: Select appropriate tools to organize and present information digitally.

Career Education

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.

CRP11. Use technology to enhance productivity.

Time Frame

5 Weeks

Topic

Expository/Research Writing

Research Simulation Task

Multimedia Project

Alignment to Standards

RI.CR.7.1 Cite several pieces of textual evidence and make relevant connections to support analysis of what an informational text says explicitly as well as inferences drawn from the text.

W.IW.7.2 Write informative/explanatory texts (including the narration of historical

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events, scientific procedures/experiments, or technical processes) to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

A. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using text structures (e.g., definition, classification, comparison/contrast, cause/effect, etc.) and text features (e.g., headings, graphics, and multimedia) when useful to aid in comprehension.

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

C. Use appropriate transitions to create cohesions and clarify the relationships among ideas and concepts.

D. Use precise language and domain/ grade-level-specific vocabulary to inform about or explain the topic.

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

F. Provide a concluding statement or section (e.g. sentence, part of a paragraph, paragraph, or multiple paragraphs) that follows the flow of ideas, reflects back on the topic, and supports the information or explanation presented.

W.WP.7.4 With some guidance and support from peers and adults, develop and strengthen writing as needed by planning; flexibly making editing and revision choices and sustaining effort to complete complex writing tasks; and focusing on how well purpose and audience have been addressed.

W.WR.7.5 Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.

W.SE.7.6 Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

W.RW.7.7. Write routinely over extended time frames (with time for research, reflection, metacognition/self correction, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

SL.PE.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 and texts, building on others' ideas and expressing their own clearly.

A. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.

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

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C. Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.

D. Acknowledge new information expressed by others and, when warranted, modify their own views.

SL.II.7.2. Analyze the main ideas and supporting details presented in diverse media and formats (e.g. visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.

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

SL.PI.7.4. Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.

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

SL.AS.7.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

L.SS.7.1. Demonstrate command of the system and structure of the English language when writing or speaking.

A. Explain the function of phrases and clauses in general and their function in specific sentences.

B. Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.

C. Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.

D. Use a comma to separate coordinate adjectives (e.g., It was a fascinating, enjoyable movie but not He wore an old green shirt).

E. Recognize spelling conventions.

L.KL.7.2. Use knowledge of language and its conventions when writing, speaking, reading, or listening.

A. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases.

B. Gather vocabulary knowledge when selecting a word or phrase important to comprehension or expression.

C. Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.

L.VL.7.3. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, including technical meanings, choosing flexibly from a range of strategies.

A. Use context (e.g., the overall meaning of a sentence or paragraph; a word's





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position or function in a sentence) as a clue to the meaning of a word or phrase.

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

C. Analyze the impact of a specific word choice on meaning and tone.

D. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.

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

L.VI.7.4. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

A. Interpret figures of speech (e.g., literary, biblical, and mythological allusions) in context.

B. Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words.

C. Analyze the impact of rhymes and other repetitions of sound (e.g., alliteration) on a specific verse or stanza or a poem or section of a story or drama.

D. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., refined, respectful, polite, diplomatic, condescending).

Learning Objectives and Activities

SWBAT answer the following questions:

- What are the characteristics of nonfiction/informational text?
- How is the exposure to informational text benefitting you in other subject areas?
- Is the article subjective or objective?
- Which point of view is being used?
- What is the difference between an autobiography and a biography?
- What is the author's purpose for writing the piece?
- What are some of the challenges these historical figures had to face? How did they overcome them?
- What is the difference between fact and opinion?
- Why is it important to be up to date on world news?
- What are the characteristics of explanatory writing?
- What are the steps of the writing process?
- What is the purpose of using graphic organizers and/or outlines during the writing process?
- How can you develop your topic with supporting details?
- How can you effectively construct sentences and strong topic sentences/paragraphs?

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- How do you use persuasive language and strategies?
- What are the characteristics found within research writing?
- What are the steps of the research writing process?
- What is a primary and secondary source, and what is a credible and accurate source?
- What is plagiarism and why is it important to avoid plagiarism?
- Why is it beneficial to develop organizational strategies throughout the research writing process?
- What is a works cited page and what is the format to organize one?
- Why is it important to use varied language, proper Standard English capitalization, punctuation, and spelling in everyday writing and speaking?
- How will the use of proper grammar improve your writing, sentence structure, and clarity of expression?

SWBAT demonstrate understanding of the following:

- Understand that the research process is inherently circular and includes the planning, gathering, analyzing, organizing, synthesizing, and evaluating of information.
- Select appropriate resources and evaluate credible information based on accuracy, validity, authority, and relevance that will support the research.
- Draw conclusions, create meaning, and construct new knowledge.
- Use information and technology ethically and responsibly by documenting sources appropriately.
- Apply research skills to authentic, real-world issues and contexts.
- Engage in research and inquiry to investigate topics, and to analyze, integrate, and present information.
- Demonstrate understanding of the subject under investigation through questioning, adjusting search, and analyzing and synthesizing sources.
- Read an article about how their food choices affect Earth's climate from Commonlit.org and then watch two videos that are related to the article. They will then complete a graphic organizer to practice research based writing for the NJSLA.*

Learning Activities:

- RST - Research Simulation Task
- Genius Hour research
- Google Forms - surveys
- EdPuzzle
- Watch TED Talks and analyze for content, structure, technique
- Small group discussions

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- Multi-genre Research Paper
- Interdisciplinary Prompts

*NJ Climate Change Education

Assessments

Summative:

- Presentation: Genius Hour/Your Voice Matters/TED Talk Presentation
- Digital Portfolio Update: Students will maintain a writing portfolio over the course of the school year which will reflect upon by the end of the school year.

Formative:

- Writing Model: Students will examine good and bad models of writing
- Tests/Quizzes: Students will take tests and quizzes on MLA format, plagiarism, and citation
- Worksheets: Students will complete worksheets on MLA format, plagiarism, and citation
- Interdisciplinary Research: Students will research on a topic in Art, Music, Social Studies, Math, or Science
- Multi-genre research paper: Students will incorporate information from Art, Music, Social Studies, Math or Science with concrete research
- Interdisciplinary Prompts: students will explain steps in a process related to Math, Social Studies and Science

Alternative:

- Observation of class discussion
- Peer/self-critique
- Writers' conferences

Interdisciplinary Connections

Career Readiness, Life Literacies, and Key Skills

Genius Hour/Your Voice Matters: Students will identify a real world problem or issue, and gather information about multiple possible solutions.

9.4.8.CT.1: Evaluate diverse solutions proposed by a variety of individuals, organizations, and/or agencies to a local or global problem, such as climate change, and use critical thinking skills to predict which one(s) are likely to be effective (e.g., MS-ETS1-2).

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9.4.8.CT.2: Develop multiple solutions to a problem and evaluate short- and long-term effects to determine the most plausible option (e.g., MS-ETS1-4, 6.1.8.CivicsDP.1).

Technology Integration

Genius Hour/Your Voice Matters Research:

- Students will access, assess, and cite digital resources to conduct research and investigations which extend their knowledge.
 - 9.4.8.DC.1: Analyze the resource citations in online materials for proper use.
 - 9.4.8.DC.2: Provide appropriate citation and attribution elements when creating media products.

Digital Portfolio Update:

- Students will use Google Sites to curate a portfolio demonstrating their learning, growth, and reflection throughout the course.
 - 9.4.8.DC.5: Manage digital identity and practice positive online behavior to avoid inappropriate forms of self-disclosure.

Career Education

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.

CRP11. Use technology to enhance productivity.

Time Frame

4 Weeks

Topic

Poetry: Analysis and Composition

Alignment to Standards

RL.CR.7.1. Cite several pieces of textual evidence and make relevant connections to support analysis of what a literary text says explicitly as well as inferences drawn from the text

RL.CI.7.2. Determine a theme in a literary text (e.g. stories, plays or poetry) and

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explain how it is supported by key details; provide a summary of the text distinct from personal opinions or judgments.

RL.IT.7.3. Analyze how particular elements of a text interact including how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.

RL.TS.7.4. Analyze the structure an author uses to organize a text and how it contributes to the text as a whole, including how a drama's or poem's form or structure (e.g. soliloquy, sonnet) contributes to its meaning.

RL.PP.7.5. Determine how an author conveys or develops perspective or purpose in a text through contrasting the points of view of different characters or narrators in a text.

SL.PE.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 and texts, building on others' ideas and expressing their own clearly.

A. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.

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

C. Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.

D. Acknowledge new information expressed by others and, when warranted, modify their own views.

SL.PI.7.4. Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.

L.SS.7.1. Demonstrate command of the system and structure of the English language when writing or speaking.

A. Explain the function of phrases and clauses in general and their function in specific sentences.

B. Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.

C. Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.

D. Use a comma to separate coordinate adjectives (e.g., It was a fascinating, enjoyable movie but not He wore an old green shirt).

E. Recognize spelling conventions.

L.KL.7.2. Use knowledge of language and its conventions when writing, speaking, reading, or listening.

A. Acquire and use accurately grade-appropriate general academic and





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domain-specific words and phrases.

B. Gather vocabulary knowledge when selecting a word or phrase important to comprehension or expression.

C. Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.

Learning Objectives and Activities

SWBAT answer the following questions:

- What are some of the different forms of poetry?
- What effect does the form and structure have on a poem?
- What is a narrative poem?
- What are the literary devices most commonly used in poetry? (figurative language, sound devices, structure)
- Why do author's use sound devices in poems?
- What is the overall meaning of a poem?
- What is the author's purpose for writing a poem?
- How can you include literary elements in your writing (characterization, simile, metaphor, personification)?
- How can different readers substantiate multiple interpretations of the same poem?

SWBAT demonstrate understanding of the following:

- Read closely to determine what the text says explicitly and to make logical inferences from
- Identify and explain the theme.
- Be able to discuss how elements of poetry influence each other.
- Identify and explain literary devices used in poetry.
- Assess how point of view or purpose shapes the content and style of a text.
- Read and comprehend complex texts independently and proficiently.
- Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
- Analyze how a drama's or poem's form or structure (e.g. soliloquy, sonnet) contribute to its meaning
- Analyze effectiveness of sound devices
- Demonstrate understanding of figurative language, word relationships, and nuances in word meanings
- Demonstrate vocabulary development

Learning Activities:

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- Define and identify...
 - different forms of poetry.
 - narrative poetry
 - lyrical poetry
 - imagery.
 - idioms.
 - rhyme and rhythm
 - personification.
 - onomatopoeia.
 - the author's purpose
- Demonstrate comprehension of the poem and its overall meaning.
- Gain experience how in writing different forms of poetry, incorporating literary devices

Assessments

Summative:

- Writing poetry: Students' original poetry compositions
- Poetry Book: Students will explore pathways to digitally publishing original creative works

Formative:

- Picture book: students will listen and look at poems presented in the form of a picture book.
- Reading orally.
- Listening activity: Listen to a poetry reading.
- Compare and contrast: students will compare two poems written by the same author.
- Research: conduct research on a poet and introduce him/her to the class.
- Music activity: students will find and analyze song lyrics that have similes and metaphors.

Alternative:

- Observation of class discussion
- Peer/self-critique
- Writers' conferences

Interdisciplinary Connections

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Career Readiness, Life Literacies, and Key Skills

Digital Publication of Poetry Book

9.4.8.IML.12: Use relevant tools to produce, publish, and deliver information supported with evidence for an authentic audience.

Technology Integration

Poetry Padlet: Students will create a shared digital space for composing, sharing, and critiquing original compositions.

Students will select the media platform which best suits their project needs.

9.4.8.TL.3: Select appropriate tools to organize and present information digitally.

Career Education

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.

CRP11. Use technology to enhance productivity.

Time Frame

5 Weeks

Topic

Multi-Genre Study (Journalism, Drama, Mythology, Comedy, Communication, Public Speaking)

Alignment to Standards

RL.CR.7.1. Cite several pieces of textual evidence and make relevant connections to support analysis of what a literary text says explicitly as well as inferences drawn from the text

RL.CI.7.2. Determine a theme in a literary text (e.g. stories, plays or poetry) and explain how it is supported by key details; provide a summary of the text distinct from personal opinions or judgments.

RL.IT.7.3. Analyze how particular elements of a text interact including how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.

RL.TS.7.4. Analyze the structure an author uses to organize a text and how it

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contributes to the text as a whole, including how a drama's or poem's form or structure (e.g. soliloquy, sonnet) contributes to its meaning.

RL.PP.7.5.Determine how an author conveys or develops perspective or purpose in a text through contrasting the points of view of different characters or narrators in a text.

RL.MF.7.6. Compare and contrast texts (e.g. a written story, drama, or poem) to its audio, filmed, staged, or multimedia version and analyze the unique qualities of different mediums, including the effects of techniques unique to each medium (e.g., lighting, sound, color, or camera focus and angles in a film).

SL.PE.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 and texts, building on others' ideas and expressing their own clearly.

A. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.

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

C. Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.

D. Acknowledge new information expressed by others and, when warranted, modify their own views.

SL.II.7.2. Analyze the main ideas and supporting details presented in diverse media and formats (e.g. visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.

SL.PI.7.4. Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.

L.SS.7.1. Demonstrate command of the system and structure of the English language when writing or speaking.

A. Explain the function of phrases and clauses in general and their function in specific sentences.

B. Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.

C. Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.

D. Use a comma to separate coordinate adjectives (e.g., It was a fascinating, enjoyable movie but not He wore an old green shirt).

E. Recognize spelling conventions.

L.KL.7.2. Use knowledge of language and its conventions when writing, speaking, reading, or listening.

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- A. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases.
- B. Gather vocabulary knowledge when selecting a word or phrase important to comprehension or expression.
- C. Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.

Learning Objectives and Activities

SWBAT answer the following questions:

Drama

- What are the characteristics of a drama?
- What literary devices are common in drama?
- What are stage directions? What are they used for?
- Who is the narrator of the play?
- What are the key plot points in drama?
- What is a teleplay?
- What is the theme and author's purpose of the play?
- Who is the narrator of the play?

Mythology

- Why are myths and legends an important part of culture?
- How is myth still a part of our everyday culture?
- What is figurative language?
- What literary devices are being used, particularly irony?
- What is the moral?
- Who is the hero?
- Who are the gods and goddesses?

Journalism

- What does it mean to be a detective for the people?
- What is social activism and how can writing facilitate it?

Communication

- How can you use social media responsibly and effectively to communicate ideas?
- What is communication and why is effective communication important?
- How do effective communicators adjust their delivery techniques for purpose, audience, and occasion?
- What media will best enhance a presentation?
- In what ways is communication collaborative?

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- What makes a good listener?

Public Speaking

- Why is it important to be able to speak in public and in front of peers?
- What is the importance of improvisation?
- What are strong strategies to make speeches engaging?
- How do you create effective visual aids?
- How do you effectively organize & prepare a public speech?

SWBAT demonstrate understanding of the following:

- Understand that communication is an exchange between the sender and the receiver.
- Adjust delivery skills to purpose, audience, and occasion.
- Select appropriate media to enhance presentations.
- Focus and negotiate in order to create valuable contributions.
- Are active, critical, and responsible listeners.
- Recognize that communication is essential to understanding themselves and others
- Employ effective speaking and listening skills for a range of purposes and audiences.
- Engage in collaborative discussions appropriate to task, audience, and purpose with diverse partners to express, develop, and refine thinking.
- Use digital media, visual displays, and language strategically and capably in presentations appropriate to task, purpose, and audience to express information and enhance listeners' understanding.

Learning Activities:

- Read and discuss works in a variety of genres in order to identify salient features of each genre
- Use genre texts as "mentor texts" to guide the creation of original student pieces
- Engage in discussion and presentation of learning in a variety of settings, including through digital platforms

Assessments

Formative:

- On-going quizzes
- Writing conferences

Alternative

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- Student contributions to digital learning platforms, such as Flipgrid, Powtoon, and Google Classroom
- Observation of class/online discussion

Summative

- Research: students will research and present on a god or goddess from a world culture.
- Comic strip: students will turn a myth or legend into comic strips to present to the class
- Write a play: students will write their own drama using stage directions.
- Unit test: Genre features/elements

Interdisciplinary Connections

Journalism introductory activities:

What does it mean to be a detective for the people?

What is social activism and how can writing facilitate it?

6.3.8.CivicsPD.3: Construct a claim as to why it is important for democracy that individuals are informed by facts, aware of diverse viewpoints, and willing to take action on public issues.

Career Readiness, Life Literacies, and Key Skills

Research and discussion of Journalism Career Pathway:

9.2.8.CAP.5: Develop a personal plan with the assistance of an adult mentor that includes information about career areas of interest, goals and an educational plan.

Technology Integration

Student contributions to digital learning platforms, such as Flipgrid, Powtoon, and Google Classroom

Students will use Google Classroom to participate in an online classroom discussion utilizing pre-learned etiquette about blended learning platforms.

- 9.4.8.TL.3: Select appropriate tools to organize and present information digitally

Career Education

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

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CRP6. Demonstrate creativity and innovation.
CRP7. Employ valid and reliable research strategies.
CRP11. Use technology to enhance productivity.

Time Frame	Throughout the course of the year
Topic	
Vocabulary, Grammar, Conventions, Mechanics, and Spelling	
Alignment to Standards	
SL.PE.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 and texts, building on others' ideas and expressing their own clearly. A. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. B. Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed. C. Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed. D. Acknowledge new information expressed by others and, when warranted, modify their own views. L.SS.7.1. Demonstrate command of the system and structure of the English language when writing or speaking. A. Explain the function of phrases and clauses in general and their function in specific sentences. B. Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas. C. Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers. D. Use a comma to separate coordinate adjectives (e.g., It was a fascinating, enjoyable movie but not He wore an old green shirt). E. Recognize spelling conventions. L.KL.7.2. Use knowledge of language and its conventions when writing, speaking, reading, or listening. A. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases.	

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- B. Gather vocabulary knowledge when selecting a word or phrase important to comprehension or expression.
- C. Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.
- L.VL.7.3. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, including technical meanings, choosing flexibly from a range of strategies.
- A. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
- B. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., belligerent, bellicose, rebel).
- C. Analyze the impact of a specific word choice on meaning and tone.
- D. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.
- E. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
- L.VI.7.4. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
- A. Interpret figures of speech (e.g., literary, biblical, and mythological allusions) in context.
- B. Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words.
- C. Analyze the impact of rhymes and other repetitions of sound (e.g., alliteration) on a specific verse or stanza or a poem or section of a story or drama.
- D. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., refined, respectful, polite, diplomatic, condescending).

Learning Objectives and Activities

SWBAT answer the following questions:

- What is the importance of developing your vocabulary?
- Why is it important to expand your reading and writing vocabulary?
- What are context clues?
- Why is it important to know synonyms and antonyms for words?
- How is vocabulary essential to other subject areas?
- How does learning new vocabulary impact your reading comprehension?
- How does knowing parts of speech affect understanding of sentence construction?
- Why is it important to vary your sentence structure?
- How does word choice affect tone?

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- Why is it important to use proper Standard English capitalization, punctuation and spelling when writing?
- How will the use of proper grammar improve your writing and clarity of expression?
- What is the difference between a homophone and homonym?
- How does knowledge of Greek or Latin affixes and roots help with spelling and understanding the meaning of words?

SWBAT demonstrate understanding of the following:

- Vocab, Grammar, Conventions, Mechanics, Spelling
- Demonstrate command of the conventions of standard English grammar and usage when writing or speaking
- Know parts of speech
- Explain the function of phrases and clauses in general and their function in specific sentences
- Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas
- Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers
- Demonstrate command of the conventions of standard English capitalization, punctuation and spelling when writing
- Use a comma to separate coordinate adjectives
- Spell correctly

Learning Activities:

- Latin and Greek roots activities
- Parts of Speech games
- Quill.org
- Khan Academy
- NoRedInk.com
- Kahoot
- Spelling Bees
- Grammar Exercises
- Videos (GrammarBytes.com)
- Peer Editing
- Grammar games

Assessments

Vocab, Grammar, Conventions, Mechanics, Spelling

- Summative: Quizzes and tests

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- Written compositions with grammar focus correction areas

Formative:

- Vocabulary book: students will complete exercises in the textbook.
- Vocabulary posters: students will create a poster for a vocabulary word which displays the definition, sentence demonstrating proper usage, and a picture to associate the word with.
- Games: review games (use various resources).
- Everyday life activity: students will have to locate vocabulary words in their everyday life and present their findings to the class.
- Focus Correction Areas: Self, Peer, and Teacher evaluate writings for FCA's
- Grammar Exercises: Complete grammar exercises
- Stevenson's Grammar: exercise, quizzes, tests
- Videos: Students will watch and evaluate videos on grammar

Alternative:

- Peer Editing: Students will identify misuse and correct the misuse of grammar skills when peer editing
- Grammar Games: Students will complete grammar games online or in-class

Interdisciplinary Connections

Career Readiness, Life Literacies, and Key Skills

Technology Integration

Students will use conduct research into the origins of a word, including accessing digital resources:

9.4.8.IML.7: Use information from a variety of sources, contexts, disciplines, and cultures for a specific purpose (e.g., 1.2.8.C2a, 1.4.8.CR2a, 2.1.8.CHSS/IV.8.AI.1, W.5.8, 6.1.8.GeoSV.3.a, 6.1.8.CivicsDP.4.b, 7.1.NH. IPRET.8).

Career Education

CRP2. Apply appropriate academic and technical skills.

CRP4. Communicate clearly and effectively and with reason.

CRP11. Use technology to enhance productivity.

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Modifications (ELL, Special Education, At-Risk Students, Gifted & Talented, & 504 Plans)

ELL:

- Work toward longer passages as skills in English increase
- Use visuals
- Introduce key vocabulary before lesson
- Teacher models reading aloud daily
- Provide peer tutoring
- Use of Bilingual Dictionary
- Guided notes and/or scaffold outline for written assignments
- Provide students with English Learner leveled readers.

Supports for Students With IEPs:

- Allow extra time to complete assignments or tests
- Guided notes and/or scaffold outline for written assignments
- Work in a small group
- Allow answers to be given orally or dictated
- Use large print books, Braille, or books on CD (digital text)
- Follow all IEP modifications

At-Risk Students:

- Guided notes and/or scaffold outline for written assignments
- Introduce key vocabulary before lesson
- Work in a small group
- Lesson taught again using a differentiated approach
- Allow answers to be given orally or dictated
- Use visuals / Anchor Charts
- Leveled texts according to ability

Gifted and Talented:

- Create an enhanced set of introductory activities (e.g. advance organizers, concept maps, concept puzzles)

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- Provide options, alternatives and choices to differentiate and broaden the curriculum
- Organize and offer flexible small group learning activities
- Provide whole group enrichment explorations
- Teach cognitive and methodological skills
- Use center, stations, or contracts
- Organize integrated problem-solving simulations
- Propose interest-based extension activities
- Expose students to beyond level texts.

Supports for Students With 504 Plans:

- Follow all the 504 plan modifications
- Text to speech/audio recorded selections
- Amplification system as needed
- Leveled texts according to ability
- Fine motor skill stations embedded in rotation as needed
- Modified or constrained spelling word lists
- Provide anchor charts with high frequency words and phonemic patterns

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