Curriculum & Instruction

SUMMIT PUBLIC SCHOOLS

Content Area: Language Arts
Course: English Language Arts 7
Grade: 7

Course Overview

The seventh grade English curriculum includes a study of literature (novel, short story, poetry, and drama), composition, grammar, vocabulary, spelling, speech, and listening skills. During the year, there is a review of study skills and test-taking strategies. When appropriate, English is integrated with other subject standards, practices, and processes. All units of study are instruction, reinforcement, application, and assessment of key ideas and skills as students develop their critical thinking, close reading, and effective communication through writing, speaking, and listening. The curriculum meets the requirements of the New Jersey English Language Arts Student Learning Standards. In accordance with State Standards, units explore authors' purpose and style through literary analysis of a variety of genres as well as poetry, short stories, drama, and nonfiction works with an opportunity for cross-curricular connections as students investigate issues and topics in the world around them. Students also develop their own voice and skills through varied writing tasks including persuasive, expository, narrative, creative, and research-oriented assignments.

New Jersey State Learning Standards

Summit Public Schools curriculum aligns with the New Jersey Student Learning Standards,

Content Area Standards:

Language Domain

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 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).

Reading Domain

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.

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.

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

RI.CI.7.2. Determine a central idea in an informational text and explain how it is conveyed through particular 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.

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).

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.

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.

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.

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.

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).
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, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims.
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.
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.

Writing Domain
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, 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 style/academic style, approach, and form.
E. Provide a concluding statement or section that follows from and supports 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 cohesion 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.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 experiences and events.
E. Provide a conclusion that follows from and reflects on the narrated experiences or events.

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 (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.

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

Interdisciplinary Standards:

Social Studies Standards:
6.1.8.CivicsDP.3.a Use primary and secondary sources to assess whether or not the ideals found in the Declaration of Independence were fulfilled for women, African Americans, and Native Americans during this time period.
6.1.8.HistoryUP.3.a Use primary sources as evidence to explain why the Declaration of Independence was written and how its key principles evolved to become unifying ideas of American democracy.
6.1.8.HistoryUP.3.b Examine the roles and perspectives of various socioeconomic groups, African Americans, Native Americans, and women during the American Revolution.

6.1.8.CivicsHR.4.a Examine sources from a variety of perspectives to describe efforts to reform education, women's rights, slavery, and other issues during the Antebellum period.
6.1.8.HistoryCC.5.g Construct an argument that prioritizes the causes and events that led to the Civil War using multiple sources from different perspectives.
6.1.8.HistorySE.3.b Analyze a variety of sources to make evidence-based inferences about how prominent individuals and other nations contributed to the American Revolution.
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.
6.3.8.CivicsPI.3 Use a variety of sources from multiple perspectives to examine the role of individuals, interest groups, and the media in an issue, sharing findings with an organization.
6.3.8.CivicsDP.2 Make a claim based on evidence to determine the extent and the limitations of First Amendment rights.
6.3.8.CivicsPR.3 Take a position on an issue in which fundamental ideals and principles are in conflict (e.g., liberty vs. equality).
6.1.8.HistoryCC.4.b Explain the growing resistance to slavery and New Jersey's role in the Underground Railroad.

Career Readiness, Life Literacies and Key Skills Standards:

Career Ready Practices
CRP 1. Act as a responsible and contributing citizen and employee.
CRP 2. Apply appropriate academic and technical skills.
CRP 3. Attend to personal health and financial well-being.
CRP 4. Communicate clearly and effectively and with reason.
CRP 5. Consider the environmental, social and economic impacts of decisions.
CRP 6. Demonstrate creativity and innovation.
CRP 7. Employ valid and reliable research strategies.
CRP 8. Utilize critical thinking to make sense of problems and persevere in solving them.
CRP 9. Model integrity, ethical leadership and effective management.
CRP 10. Plan education and career paths aligned to personal goals.
CRP 11. Use technology to enhance productivity.
CRP 12. Work productively in teams while using cultural global competence.

Computer Science and Design Thinking Standards:

New Jersey Curriculum Mandates:

This curriculum integrates lessons that address the following interdisciplinary New Jersey Curriculum Mandates:

- Diversity and Inclusion (Grades K - 12)
- Holocaust & Genocide Education (Grades K - 12)
- Amistad Act (Grades K - 12)
- Climate Change Education (Grades K - 12)
- Asian Americans and Pacific Islanders (Grades K - 12)
- History and Contributions of Individuals with Disabilities and LGBTQ persons (Grades 6 - 12 Only)

Learning Objectives

Through a variety of experiences with language, students:

- Identify and apply poetic devices in poems to understand the depth of meaning in a poem in conjunction with its literal content.
- Use specific nouns, and understand that knowing the differences between nouns can help add clarity to writing.
- Understand that properly capitalizing and formatting titles makes writing universally understood.
- Understand how abstract concepts such as symbols and literary techniques such as figurative language allow authors to convey messages and paint vivid mental pictures..
- Understand that verbs consist of more than just action verbs and can help to clarify information in a sentence.
- Understand that interjections are little words and phrases that express a big feeling.
- Understand and define key vocabulary words using a variety of context clues, word roots, and other strategies.
- Understand how adjectives and adverbs help to tell more about a noun, verb, and other adverbs. These words can be helpful in clarifying and adding detail.
- Understand how properly placed modifiers are the key to clarity in a sentence.
- Understand how a dependent and/or independent clause lets a writer know when they are writing a complete sentence.
- Understanding the parts of a sentence helps a writer to know what is and is not a sentence as well as helps the writer to master writing techniques.
- Understand that prepositions mark relationships between persons, objects, and locations.
- Understand that different sentence types serve different functions and purposes in a piece of writing.
- Understand that punctuation changes the way a reader understands what is written.
- Identify and explain allusions.
- Understand that language and colloquialisms evolve throughout and across generations.

Through a variety of reading experiences, students:

- Identify and define major literary terms (e.g. protagonist, antagonist, dynamic, static, setting, mood, tone, conflict, parts of plot, point(s) of view, dialogue, foreshadowing, symbol, subplot, flashback, characterization).
- Apply major literary terms to at least two literary works with ability to compare and contrast protagonists, conflicts, and themes.
- Make connections between literary works and how their conflicts and resultant themes can translate to the “real” world.
- Read short fiction texts that represent a diversity of writers and protagonists and protagonists from different time periods, backgrounds, cultures, perspectives, places and experiences.
- Identify and analyze writers’ uses of literary techniques and how they contribute to the readers’ understanding of the text.
- Compare and contrast a drama with a short story.
- Compare and contrast multiple short stories according to topic, point of view, or other literary techniques identified in the texts.
- Identify how history informs the future and what lessons can be learned from the conflicts of the past.
- Cultivate an ever-expanding historical lens.
- Construct a framework of American history that connects to our nation’s present and future.
- Critically read, annotate, and analyze historical documents/artifacts
- Analyze historical sources through written and spoken modalities
- Understand that non-fiction texts can provide authentic, multi-dimensional cultural connections and understandings which transcend traditional educational texts (textbooks).
- Understand that context shapes a person’s perception of reality.

- Identify how poems are structured and how their structures contribute to the meaning and reading intended by the poet.
- Research and connect information between a poet's life and their poetry with specific reference to theme, symbolism, and point of view.
- Identify how a particular time in history can influence the content and themes explored in a literary text.
- Analyze the concepts of culture, status, and community and how they can reflect not only a fictional character's identity but also a reader's.
- Compare and contrast a novel with its film version to identify how elements of film can emphasize and/or add additional layers of meaning to the story being portrayed.
- Read, decode, and evaluate nonfiction primary and secondary sources to be used in an argumentative essay.

Through a range of writing experiences, students:

- Review craft and structure of literary analysis/expository essay writing including introduction paragraphs, thesis statements, body paragraphs, and conclusion paragraphs.
- Analyze how writers use nonfiction to inform their fiction work to communicate universal themes that can apply to readers' lives.
- Identify how and where writers use craft techniques (e.g. symbol, metaphor, simile) as well as how those craft techniques build depth within a student's narrative writing.
- Write an argumentative essay or explanatory essay using a variety of nonfiction and fiction sources.

Through a variety of speaking and listening experiences, students:

- Understand that an individual's reading of a poem impacts the meaning.
- Demonstrate command of the conventions of standard English grammar and usage when participating in classroom discussions.
- Understand how the use of ethos, pathos, and logos in speaking can influence (appeal to) an audience.
- Participate in a variety of speaking activities, including speeches, discussion, oral reading and recitation.
- Participate in a variety of activities as active listeners taking notes, providing feedback, comprehending, thinking critically, reflecting, and evaluating a speaker or text

Units of Study

Units of study are organized collections of lessons and learning experiences focused on a specific topic and set of skills within a course. Each unit is guided by a set of essential questions.

Unit: Literary Fiction (Summer Reading)

- What is a protagonist? How does the protagonist function in a fictional text, specifically with regard to propelling the plot, identifying his or her antagonist, facing conflict, and learning from his or her tribulations?
- What can a person learn by facing conflict? Consider the different kinds of conflicts (e.g. person vs. person, person vs. self, person vs. nature, person vs. fate, person vs. society) and how each one can affect the protagonist in a positive way. Do characters always become dynamic or do some remain static?
- How can a fictional text identify and promote a life lesson or theme for the "real" world? How can an author promote positive change in the world through literature?

- How can we craft a literary analysis (expository essay) of our chosen summer reading books' protagonists' journeys while applying our unit vocabulary using specific examples and/or direct quotations from the literary texts as evidence?

Unit: Short Fiction (Short Stories)
- What provocative questions will foster inquiry, understanding, and transfer of learning?
- How do authors use literary techniques to enrich and enliven their narratives?
- How can literature expand one's worldview?
- How are the elements in a drama similar or different from those of a short story?

Unit: Historical Fiction
- How does history inform the future?
- How do historical documents (primary/secondary) inform a writer's work?
- How does a writer's craft and structure contribute to the overall novel and the story it conveys?
- How does a character's mindful response versus emotional reaction affect their decisions?
- What is the value of looking at the past through an expansive lens?
- How does the study of American history inform our nation's present and future?
- How does a student's exploration of historical documents/artifacts influence their view of the past?
- How does a writer's/artist's craft and structure contribute to a work's historical significance?

Unit: Nonfiction (Narrative, Informative, Argumentative, Research)
- What factors in the world influence our beliefs?
- How do our beliefs affect our identity?
- How can education influence our ability to transform ourselves and the world in which we live?
- How can developing such qualities as resilience and resourcefulness enhance our ability to respond to challenges and problems in our community and world?
- What are the most significant contexts that influence one to incite change in the world?
- How are nonfiction sources used to support a claim?

Unit: Realistic Fiction
- How can an author's writing be influenced by current local, national, and international events?
- How can the social constructs of culture, status, and community affect a character's development and self-identity?
- How do literary devices enhance a text and create depth of meaning such as symbols?
- How can point of view impact how a novel is told and/or understood?
- How can you build, present, and defend an argument successfully?

Unit: Poetry
- How do poetic devices and structure contribute to the meaning and reading of the poem?
- How does a poet's life experiences influence their work?
- How are poet's beliefs portrayed thematically through their works?

Instructional Resources and Materials

Instructional resources are the information sources teachers utilize to guide their teaching and assessing. Instructional materials are the texts students read or review. The instructional resources and materials may vary

in order to meet the learning needs of students. During independent reading activities, students may utilize books from the school library and ones brought from home. Teachers will utilize a wide variety of print, audio and visual texts throughout the year. Below is a list of frequently used materials:

Whole-Class / Book Circle Texts (Fiction/Drama):

- *Fever 1793* Laurie Halse Anderson
- *Chains* Laurie Halse Anderson
- *The Outsiders* S.E, Hinton
- "The Sniper" Liam O'Flaherty
- "The Gift of the Magi" O. Henry
- "Priscilla and the Wimps" Richard Peck
- "The Pedestrian" Ray Bradbury
- "The Lottery" Shirley Jackson
- "They're Made out of Meat" Terry Bisson
- "Seventh Grade" Gary Soto
- "The Tell Tale Heart" Edgar Allan Poe
- "The Jacket" Gary Soto
- "The Scholarship Jacket" Marta Salinas
- "The Flowers" Alice Walker
- "The Fun They Had" Isaac Asimov
- "The Story of an Hour" Kate Chopin
- "The Landlady" Roald Dahl
- "Thank You Ma'am" Langston Hughes

Whole-Class / Book Circle Texts (Non-Fiction):

- *I Am Malala* (Young Readers Edition) Malala Yousafzai
- *The Boy Who Harnessed the Wind* (Young Readers Edition) William Kamkwamba & Bryan Mealer
- *The American Nation: Beginnings Through 1877* by James West Davidson
- *Declaration of Independence*
- *Articles of Confederation*
- *The Crisis* - Thomas Paine
- *Common Sense* - Thomas Paine
- *The United States Constitution*
- *The Treaty of Paris* - 1763
- *The Treaty of Paris* - 1783
- *"Concord Hymn"* - Ralph Waldo Emerson
- *"Paul Revere's Ride"* - Henry Wadsworth Longfellow

Poetry

- "Intro to Poetry" Billy Collins
- "Eating Petry" Mark Strand
- 'An Old Man's Thoughts on School' Walt Whitman
- Selections from *Milk and Honey* Rupi Kaur
- "The Road Not Taken" Robert Frost
- "Stopping by the Woods on a Snowy Evening" Robert Frost
- "Nothing Gold Can Stay" Robert Frost
- "Grasshopper" e.e. cummings
- "Annabelle Lee" Edgar Allan Poe
- "The Raven" Edgar Allan Poe
- "Oranges" Gary Soto
- "The Rose that Grew From Concrete" Tupac Shakur
- "Mother to Son" Langston Hughes

- “Theme for English B” Langston Hughes
- “If” Rudyard Kipling
- “Mirror” Sylvia Plath
- “I Rise” Maya Angelou
- “Caged Bird” Maya Angelou
- “Touchscreen” Marshall Davis
- “Tao Te Ching” LaoTzu
- “Flanders Field” John McCrea
- “Dulce Et Decorum Est” Wilfred Owen
- “Here Bullet” Brian Turner
- “Because I Could Not Stop for Death” Emily Dickinson

Alternative Selections and Supplemental Texts:

- *Tangerine* Edward Bloor
- *Esperanza Rising* Pam Munoz Ryan
- *The Mighty Heart of Sunny St. James* Ashley Herring Blake
- *Counting by 7s* Holly Goldberg Sloan
- *I Will Always Write Back* Caitlin Alifrenka, Liz Welch, Martin Ganda
- *Claudette Colvin: Twice Towards Justice* (Young Readers Edition) Philip Hoose

Assessment Strategies

Assessment measures a student’s mastery of a course standard and learning objective. Assessment can be used for both instructional purposes and for evaluative purposes. Teachers may choose one or more of the following ideas to assess learners. They may also modify these ideas to make the assessment more responsive to students’ interests and needs.

Formative:

- Journal writing
- Small Group Discussions
- Book Club Discussions
- Passage close-reading / annotations
- Passage Analysis
- Socratic Seminar
- Quizzes

Summative:

- Expository / Analytical essay
- Argumentative Essay
- Narrative essay
- Synthesis of Research
- Formal presentation
- End-of-Book / Unit Test

Benchmark:

- Vocabulary Quizzes
- Grammar, Mechanics and Usage Quizzes
- Reading comprehension / Critical Reading Quiz
- Short passage analysis / expository essay
- Short argumentative essay

Alternative:

- Presentation
- Speech
- Performance
- Visual or Digital Media Project

Suggested Strategies for Modification & Differentiation

Modifications Chart