Course Title: English

Subject: Language Arts Literacy

Grade Level: 7

Duration: One year

Prerequisite: None

Elective or Required: N/A

Language Arts Literacy Mission Statement

The Glen Ridge Language Arts Program establishes a foundation for lifelong learning and effective communication. Through a sequential and challenging curriculum, our students will become proficient readers, effective writers, active listeners and articulate speakers. Students learn to respect various points of view while displaying creative, collaborative, and critical thinking skills. The Language Arts Program enables our students to participate effectively in a technological, complex and ever-changing world.

Course Description:

English 7 is a course of study that takes a genre approach to literature. It incorporates the study of the short story, poetry, drama, nonfiction, and the novel. Students will read numerous literary selections, additional core works, and supplemental reading. These literary selections will provide students the opportunity to learn critical reading strategies to maximize their learning. To further enhance their reading and writing skills, students will participate in weekly grammar and vocabulary lessons. The curriculum stresses the development of critical thinking, personal expression, reading comprehension, analysis, research and writing skills, as well as an appreciation of literature.

Author: Christina Abrahamsen

Date Submitted: Summer 2015
English 7

Topic/Unit: Summer Reading Novel

Approximate # of Weeks: 3-4 Weeks

Essential Questions:
How does the format of a novel lend itself to the extended use of literary elements?
How much control does one have over his/her identity?
How can knowing the historical and contemporary context of a novel enhance understanding?

Upon completion of this unit students will be able to:
- Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. (7.RL.01)
- Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot). (7.RL.03)
- By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range. (7.RL.10)
- Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. (7.W.02)
- Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (7.W.04)
- 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. (7.W.05)
- Draw evidence from literary or informational texts to support analysis, reflection, and research. (7.W.09)
- Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences (7.W.10)
- Use knowledge of language and its conventions when writing, speaking, reading, or listening. (7.L.03)
- Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. (7.L.05)
- 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. (7.SL.01)
• Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (7.SL.06)

Interdisciplinary Standards (njcccs.org)
• 21st Century Life & Career Skills (Standard 9.01)
• Computer and Information Literacy (Standard 8.02)

Activities:
• Create a scrapbook page highlighting the identity of a character in novel.
• Read news article “An Outsider, Out of Shadows” on author S.E. Hinton articles and website (http://www.sehinton.com/). Respond to questions. (21st Century Tech.)
• View documentary about the social class system in the U.S.-People Like Us: Social Class in America. Complete viewing guide. (21st Century Tech.)
• Participate in in-class activities and exercises (handouts) to reinforce knowledge of novel and skills of a critical reader (i.e., in an essay analyze Frost’s poem “Nothing Gold Can Stay” and relate to novel).
• Identify literary aspects in novel (i.e., how setting contributes to mood, cause & effect relationships).
• Discuss literary selection using student-generated questions as well as teacher-generated questions that allow for critical thought and expression.
• Groups select event in novel and write a two-page script dramatizing the event. Present script.
• View The Outsiders film. Complete viewing guide comparing and contrasting film and novel. (21st Century Tech.)
• Demonstrate knowledge of The Outsiders by completing a writing project (i.e., poetry analysis, newspaper article, CD mix list).
• Take notes on persuasive and argumentative writing and research skills.
• View Organizing Research. Complete viewing guide. (21st Century Tech.)
• Write an argumentative essay on a topic from novel. (i.e., heroic character, young adult literature). Include support from at least two sources.
• Peer critique argumentative essay. Complete guided peer critique form, while referring to the essay rubric.
• Review and take notes on parts of speech. Complete activities reviewing knowledge of specific grammatical skills in The Writer's Choice text.
• Apply knowledge of parts of speech by engaging in Smartboard grammar exercises. (21st Century Tech.)
• Complete unit activities in Vocabulary Workshop text.
• Apply knowledge of vocabulary terms by engaging in interactive vocabulary activities-Smartboard. (21st Century Tech.)
Writing Assignments:
- Open-ended responses
- The Outsiders project
- Argumentative essay

Enrichment Activities:
- Complete “The Outsiders: Teen Life & Choices” Web Quest (http://projects.edtech.sandi.net/lewis/outsiders/).
- Find two articles in a magazine or newspaper that would explain a lesson that Ponyboy learned. Provide a 2-paragraph summary of each article and an analysis of how topic relates to novel.
- Create a crest for the character of Ponyboy. Write an explanation on how crest depicts his personality.

Methods of Assessments/Evaluation:
- Scrapbook page on character
- Classwork (Participation in class discussions, viewing guide)
- Homework
- Quizzes (novel, vocabulary, and grammar)
- The Outsiders project
- Argumentative essay

Resources:
- Writer’s Choice Grammar and Composition, Vol. 7. (RI)
- Vocabulary Workshop-Level B Enhanced Edition (RI)
- People Like Us: Social Class in America. Dir. Louis Alvarez, Andy Kolker. CNAM, 2001. Film. (RI)
- Organizing Research. Schlessinger Media, 2004. Film. (RI)

Online Resources:
- Teacher webpage
- Writing and grammar resource (owl.english.purdue.edu/)
- Guide to Grammar & Writing (www.grammar.ccc.commnet.edu/grammar/)
- Social Class in America website from PBS (http://www.pbs.org/peoplelikeus/)
- Author’s website (http://www.sehinton.com/)
- Vocabulary Workshop Level B On-Line Games and Activities (http://www.sadlier-oxford.com/vocabulary/games.cfm?sp=student&level=B)
English 7

Topic/Unit: Short Stories

Approximate # Of Weeks: 5 Weeks

Essential Questions:
- How do literary devices enhance one’s reading experience?
- How do readers construct meaning from text?
- How are essential elements of a plot affected by each other and by other elements of a story?

Upon completion of this unit students will be able to:
- Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. (7.RL.01)
- Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot). (7.RL.03)
- 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. (7.RL.04)
- By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range. (7.RL.10)
- Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. (7.W.03)
- Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (7.W.04)
- 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. (7.W.05)
- Draw evidence from literary or informational texts to support analysis, reflection, and research. (7.W.09)
- Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences (7.W.10)
- Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking. (7.L.01)
- Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing. (7.L.02)
• Use knowledge of language and its conventions when writing, speaking, reading, or listening. (7.L.03)
• Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. (7.L.05)
• Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. (7.L.06)
• 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. (7.SL.01)
• Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (7.SL.06)

Interdisciplinary Standards (njcccs.org)
• 21st Century Life & Career Skills (Standard 9.01)

Activities:
• Respond to writing prompts related to literary selections (students make connections between self and text).
• Read short story selections from literature text (i.e. “The Treasure of Lemon Brown”, “All Summer in a Day,” “After Twenty Years”).
• Define skills of a critical reader (i.e. prediction, inference). With partner, create a poster identifying examples of such skills related to specific literary selection.
• View clips on short story elements-Discovery Education. Complete viewing guide. (21st Century Tech.)
• Participate in in-class activities and exercises (textbook and handouts) to reinforce knowledge of literary selections.
• Dissect literary selections using graphic organizers (i.e. plot diagram, venn diagram).
• Critically view adaptation of “All Summer in a Day.” Complete viewing guide comparing and contrasting text and film. (21st Century Tech.)
• Write a conclusion to a literary piece (i.e. “Treasure of Lemon Brown” or “All Summer in a Day”), demonstrating ability to incorporate dialogue in writing to further develop characters.
• Discuss literary selections using student-generated questions as well as teacher-generated questions that allow for critical thought and expression.
• Identify specific literary devices used in literary selections (i.e., verbal irony, foreshadowing).
• Review and take notes on parts of speech. Complete activities reviewing knowledge of specific grammatical skills in The Writer’s Choice text.
• Apply knowledge of parts of speech by engaging in Smartboard grammar exercises. (21st Century Tech.)
• Complete unit activities in Vocabulary Workshop text.
• Apply knowledge of vocabulary terms by engaging in interactive vocabulary activities-Smartboard. (21st Century Tech.)

Writing Assignments:
• Open-ended responses
• Short Story Conclusion
• Compare and contrast text and film writing response

Enrichment Activities:
• Select a short story and a piece of art. Write an essay discussing the symbolism used in each piece.
• Select a one-minute passage from one of the short stories and recite it from memory. Include an introduction that states what the excerpt is from, who wrote it, and which literary element is exemplified and why.

Methods of Assessments/Evaluation:
• Smartboard Lessons
• Classwork (Participation in class discussions, viewing guide)
• Homework
• Question & answer (using Bloom’s Taxonomy higher-level questions)
• Quizzes (literature, vocabulary, and grammar)
• Unit Tests (short story unit, vocabulary)
• Short Story Conclusion

Resources:
• Writer’s Choice Grammar and Composition, Vol. 7. (RI)
• Vocabulary Workshop-Level B Enhanced Edition (RI)
• Prentice Hall Literature Grade Seven (2007) (RL)

Online Resources:
• Teacher webpage
• Discovery Education (www.discoveryeducation.com)
• Writing and grammar resource (owl.english.purdue.edu/)
• “All Summer in a Day” Adaptation (https://www.youtube.com/watch?v=iz05RhA9Cyw)
• Guide to Grammar & Writing (www.grammar.ccc.commnet.edu/grammar/)
• SMART Exchange lessons (http://exchange.smarttech.com)
• Short story questions to accompany independent reading (http://www.internet4classrooms.com/lang_mid.htm)
• Vocabulary Workshop Level B On-Line Games and Activities (http://www.sadlier-oxford.com/vocabulary/games.cfm?sp=student&level=B)
English 7

Topic/Unit: Poetry

Approximate # Of Weeks: 3-4 Weeks

Essential Questions:
How does poetry differ from prose?
How is poetry relevant to our lives?
How can one determine the theme or underlying meaning of a poem?

Upon completion of this unit students will be able to:

- Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. (7.RL.01)
- 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. (7.RL.04)
- Analyze how a drama's or poem's form or structure (e.g., soliloquy, sonnet) contributes to its meaning. (7.RL.05)
- By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range. (7.RL.10)
- Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot). (7.RL.03)
- Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (7.W.04)
- 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. (7.W.05)
- Draw evidence from literary or informational texts to support analysis, reflection, and research. (7.W.09)
- Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences (7.W.10)
- Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking. (7.L. 01)
- Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing. (7.L.02)
- Use knowledge of language and its conventions when writing, speaking, reading, or listening. (7.L.03)
• Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. (7.L.05)
• Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. (7.L.06)
• 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. (7.SL.01)
• Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (7.SL.06)

Interdisciplinary Standards (njcccs.org)
• Active Citizenship in the 21st Century (Standard 6.03)

Activities:
• Respond to journal prompts related to poetry selections.
• Read poetry from literature text and poetry anthologies (i.e. “The Highwayman”, “The Rider”, “I’m Nobody”).
• View film How to Appreciate Poetry. Complete viewing guide. (21st Century Tech.)
• Take notes on poetic devices. Analyze different types of poetry (haiku, narrative, free verse)
• View clips on poetic elements-Discovery Education. Complete viewing guide. (21st Century Tech.)
• Write a narrative poem based on a personal experience. Poem must include sound and poetic devices (i.e. repetition, onomatopoeia, personification).
• View an adaptation of “The Highwayman.” Complete viewing guide comparing and contrasting poem and performance.
• Peer critique narrative poem. Complete guided peer critique form.
• Critically view and adaptation of “The Highwayman.” Complete viewing guide comparing and contrasting text and visual adaptation. (21st Century Tech.)
• Discuss literary selections using student-generated questions as well as teacher-generated questions that allow for critical thought and expression.
• Listen to audio recording of poems. Discuss how sound influences meaning in poetry. (21st Century Tech.)
• Identify poetic devices used in poems (i.e. simile, metaphor, personification).
• Write a variety of poems (haiku, free verse, concrete). Choose one and present as a dramatic reading.
• Review and take notes on parts of speech. Complete activities reviewing knowledge of specific grammatical skills in The Writer’s Choice text.
• Apply knowledge of parts of speech by engaging in Smartboard grammar exercises. (21st Century Tech.)
• Complete unit activities in Vocabulary Workshop text.
• Apply knowledge of vocabulary terms by engaging in interactive vocabulary activities-Smartboard. (21st Century Tech.)

Writing Assignments:
• Open-ended responses
• Narrative poem
• Poems

Enrichment Activities:
• Choose a poet to research. Write a report about the poet and provide an analysis of two of his/her poems.
• Create a poetry booklet from selected poems written during the Poetry Unit.

Methods of Assessments/Evaluation:
• Narrative poem
• Classwork (Participation in class discussions, viewing guide)
• Homework
• Quizzes (vocabulary, grammar)
• Unit Test (Poetry, vocabulary)

Resources:
• Writer's Choice Grammar and Composition, Vol. 7. (RI)
• Vocabulary Workshop-Level B Enhanced Edition (RI)
• Prentice Hall Literature Grade Seven (2007) (RL)
• How to Appreciate Poetry. Teacher’s Video Company, 1999. (RI)

Online Resources:
• Teacher webpage
• Discovery Education (www.discoveryeducation.com)
  (http://www.poets.org/)
• Poetry Foundation (http://www.poetryfoundation.org/)
• Writing and grammar resource (owl.english.purdue.edu/)
• Guide to Grammar & Writing
  (www.grammar.ccc.commnet.edu/grammar/)
• SMART Exchange lessons (http://exchange.smarttech.com)
• Short story questions to accompany independent reading
  (http://www.internet4classrooms.com/lang_mid.htm)
• Vocabulary Workshop Level B On-Line Games and Activities
  (http://www.sadlier-oxford.com/vocabulary/games.cfm?sp=student&level=B)
English 7

Topic/Unit: Drama

Approximate # Of Weeks: 4-5 Weeks

Essential Questions:
How is drama different from other genres?
How do plays reflect aspects of life?
How does one apply reading strategies to comprehend drama?

Upon completion of this unit students will be able to:
- Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. (7.RL.01)
- 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. (7.RL.04)
- Analyze how a drama's or poem's form or structure (e.g., soliloquy, sonnet) contributes to its meaning. (7.RL.05)
- Compare and contrast a written story, drama, or poem to its audio, filmed, staged, or multimedia version, analyzing the effects of techniques unique to each medium (e.g., lighting, sound, color, or camera focus and angles in a film). (7.RL.07)
- By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range. (7.RL.10)
- Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. (7.W.03)
- Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (7.W.04)
- 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. (7.W.05)
- Draw evidence from literary or informational texts to support analysis, reflection, and research. (7.W.09)
- Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences (7.W.10)
- Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking. (7.L.01)
- Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing. (7.L.02)
- Use knowledge of language and its conventions when writing, speaking, reading, or listening. (7.L.03)
- Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. (7.L.05)
- Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. (7.L.06)
- 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. (7.SL.01)
- Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (7.SL.06)

**Interdisciplinary Standards (njcccs.org)**
- 21st Century Life & Career Skills (Standard 9.01)
- Computer and Information Literacy (Standard 8.01)

**Activities:**
- Respond to journal prompts related to dramatic selections.
- Take notes on characteristics of drama. Identify dramatic elements in plays (i.e. dialogue, stage directions).
- Read dramatic selections from literature text (i.e. *A Christmas Carol: Scrooge and Marley*, *The Monsters Are Due on Maple Street*).
- View clips on elements of drama-Discovery Education. Complete viewing guide. (21st Century Tech.)
- Complete Web Quest of setting of *A Christmas Carol...* (21st Century Tech.)
- Participate in in-class activities and exercises (textbook and handouts) to reinforce knowledge of plays.
- Orally read select plays.
- Groups stage a scene to present.
- Discuss how selected plays portray life experiences.
- View the teleplay *The Monsters Are Due on Maple Street*. Compare and contrast film with text. Complete viewing guide. (21st Century Tech.)
- View *A Christmas Carol*. Compare and contrast film with text. Complete viewing guide. (21st Century Tech.)
- Demonstrate knowledge of *A Christmas Carol...* by completing a writing project (i.e., write a character sketch of the ghost that had the most impact
on Scrooge, write a journal entry from Scrooge’s point of view, write another act in the play, choose a scene and explain its significance).

- Share and critique projects. Complete guided peer critique form.
- Read a novel of choice independently. Complete a writing project (i.e., write a different conclusion, create a newspaper that captures the theme and plot of the novel, create a picture book, choose a scene and explain its significance).
- Share and critique independent reading projects. Complete guided peer critique form.
- Review and take notes on parts of speech. Complete activities reviewing knowledge of specific grammatical skills in The Writer's Choice text.
- Apply knowledge of parts of speech by engaging in Smartboard grammar exercises. (21st Century Tech.)
- Complete unit activities in Vocabulary Workshop text.
- Apply knowledge of vocabulary terms by engaging in interactive vocabulary activities-Smartboard. (21st Century Tech.)

Writing Assignments:
- Journal entries
- Open-ended responses
- A Christmas Carol project
- Independent reading project

Enrichment Activities:
- Research a playwright. Determine the author’s point of view or purpose for writing. Analyze how it impacts your understanding of the play.
- Compare and contrast teleplays-Time Enough at Last and The Monsters Are Due on Maple Street.

Methods of Assessments/Evaluation:
- A Christmas Carol project
- Independent reading project
- Classwork (Participation in class discussions and oral readings, viewing guide, Web Quest)
- Homework
- Quizzes (vocabulary, and grammar)
- Unit Tests (drama, vocabulary)

Resources:
- Writer’s Choice Grammar and Composition, Vol. 7. (RI)
- Vocabulary Workshop-Level B Enhanced Edition (RI)
- Prentice Hall Literature Grade Seven (2007) (RL)
- Twilight Zone: Time Enough at Last / The Monsters Are Due on Maple Street. Perf. Rod Serling. 20th Century Fox, 1959. Film. (RL)
Online Resources:
- Teacher webpage
- Discovery Education (www.discoveryeducation.com)
- “A Christmas Carol…” informative sites on setting
  (http://charlesdickenspage.com/dickens_london_map.html,
  http://www.judandk.force9.co.uk/workhouse.html,
  http://charlesdickenspage.com/christmas.html)
- Writing and grammar resource (owl.english.purdue.edu/)
- Guide to Grammar & Writing
  (www.grammar.ccc.commnet.edu/grammar/)
- SMART Exchange lessons (http://exchange.smarttech.com)
- Informative site on theatre creation & performance
  (http://artswork.asu.edu/arts/students/tb/index.htm)
- Vocabulary Workshop Level B On-Line Games and Activities
  (http://www.sadlier-oxford.com/vocabulary/games.cfm?sp=student&level=B)
English 7

Topic/Unit: Nonfiction / Novel Study (Travels with Charley: in Search of America by John Steinbeck)

Approximate # Of Weeks: 8-9 Weeks

Essential Questions:
- How does the use of specific reading and response strategies lead to greater comprehension and interpretation of nonfiction texts?
- How does one use textual evidence to determine what the text says explicitly and implicitly?
- How can reading nonfiction help one make connections to events from past and present?
- Why is it important to analyze historical and social contexts in literature?
- How does Steinbeck use point of view and other literary devices to convey his thoughts and feelings about America.

Upon completion of this unit students will be able to:
- Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. (7.RI.01)
- Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events). (7.RI.03)
- Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas. (7.RI.05)
- Determine an author's point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others. (7.RI.06)
- Compare and contrast a text to an audio, video, or multimedia version of the text, analyzing each medium's portrayal of the subject (e.g., how the delivery of a speech affects the impact of the words). (7.RI.07)
- By the end of the year, read and comprehend literary nonfiction in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range. (7.RI.10)
- Compare and contrast a written story, drama, or poem to its audio, filmed, staged, or multimedia version, analyzing the effects of techniques unique to each medium (e.g., lighting, sound, color, or camera focus and angles in a film). (7.RL.07)
- Write arguments to support claims with clear reasons and relevant evidence. (7.W.01)
- Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. (7.W.02)
- Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (7.W.04)
- 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. (7.W.06)
- 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. (7.W.08)
- Draw evidence from literary or informational texts to support analysis, reflection, and research. (7.W.09)
- Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences (7.W.10)
- Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking. (7.L.01)
- Use knowledge of language and its conventions when writing, speaking, reading, or listening. (7.L.03)
- Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. (7.L.06)
- 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. (7.SL.01)
- 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. (7.SL.02)
- Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (7.SL.06)

**Interdisciplinary Standards (njcccs.org)**

- Active Citizenship in the 21st Century (Standard 6.03)
- World History, Global Studies (Standard 6.02)
- Computer and Information Literacy (Standard 8.01)

**Activities:**

- Respond to writing prompts related to literary selections (students make connections between self and text).
• Explore the concept of “journey” using Henry Hikes to Fitchburg by D.B. Johnson (inspired by Thoreau’s Walden). Read excerpt from Walden.
• View clip from Forrest Gump (depicting Forrest running across America). Students write about a personal journey.
• Critically read Travels with Charley: in Search of America by John Steinbeck.
• Discuss novel using student-generated questions as well as teacher-generated questions that allow for critical thought and expression. (i.e. Why does Steinbeck personify Rocinante and Charley so frequently?, How does Steinbeck list the steps for his journey while keeping the interest of readers? Why did author document the desegregation of a school in 1960?)
• Discuss how Steinbeck suggests his views on major topics (War, Aging, Education, American production) in Part Two. In groups, students will make inferences about author’s views and rely on evidence from text to support their ideas.
• Write a narrative that emulates the author’s style of telling a story with descriptive detail and commentary.
• Read nonfiction selections from literature text (i.e. “No Gumption”, “Bernie Williams: Yankee Doodle Dandy”, “In Search of Our Mothers’ Gardens”).
• View clips on nonfiction elements-Discovery Education. Complete viewing guide. (21st Century Tech.)
• Participate in in-class activities and exercises (textbook and handouts) to reinforce knowledge of literary selections.
• Complete graphic organizer comparing and contrasting two literary selections in text (i.e., “No Gumption” and “Bernie Williams: Yankee Doodle Dandy”).
• Critically view speech on grit by Angela Lee Duckworth. Complete viewing guide relating message to nonfiction selections. (21st Century Tech.)
• Write a compare and contrast essay of the two selections. Use textual evidence to support ideas.
• Discuss literary selections using student-generated questions as well as teacher-generated questions that allow for critical thought and expression.
• Review and take notes on parts of speech. Complete activities reviewing knowledge of specific grammatical skills in The Writer’s Choice text.
• Apply knowledge of parts of speech by engaging in Smartboard grammar exercises. (21st Century Tech.)
• Complete unit activities in Vocabulary Workshop text.
• Apply knowledge of vocabulary terms by engaging in interactive vocabulary activities-Smartboard. (21st Century Tech.)

**Writing Assignments:**
• Open-ended responses
• Compare/contrast essay
• Narrative

**Enrichment Activities:**

• Complete the “Nonfiction Rules!” webquest ([http://projects.edtech.sandi.net/lewis/genre/](http://projects.edtech.sandi.net/lewis/genre/)). Create an informative poster for the class.
• Find a current events article that connects to a non-fiction literary selection. Analyze the event and provide a written analysis on how it relates to literary selection.
• Write a travelogue of a recent vacation. Recount the places, experiences, and convey its significance to you.

**Methods of Assessments/Evaluation:**

• Smartboard Lessons
• Classwork (Participation in class discussions, viewing guide)
• Homework
• Quizzes (literature, vocabulary and grammar)
• Unit Tests (nonfiction, vocabulary)
• Compare/contrast essay
• Narrative

**Resources:**

• *Writer’s Choice Grammar and Composition, Vol. 7.* (RI)
• *Vocabulary Workshop-Level B Enhanced Edition.* (RI)
• *Prentice Hall Literature Grade Seven.* (2007) (RL)

**Online Resources:**

• Teacher webpage
• Discovery Education ([www.discoveryeducation.com](http://www.discoveryeducation.com))
• Henry David Thoreau’s *Walden* (1854) Chapter One Excerpt ([http://thoreau.eserver.org/walden00.html](http://thoreau.eserver.org/walden00.html))
• Forrest Gump clip ([https://www.youtube.com/watch?v=QgnJ8GpsBG8](https://www.youtube.com/watch?v=QgnJ8GpsBG8))
• Writing and grammar resource ([owl.english.purdue.edu/](http://ow...))
• Guide to Research and Writing ([http://www.ipl.org/div/aplus/](http://www.ipl.org/div/aplus/))
• SMART Exchange lessons ([http://exchange.smarttech.com](http://exchange.smarttech.com))
English 7

Topic/Unit: Novel Study (Treasure Island by Robert Louis Stevenson)

Approximate # Of Weeks: 5 Weeks

Essential Questions:
- How does Stevenson use a fast-moving plot, characters, suspense, and setting to create an adventure story?
- What makes characters in historical fiction believable?
- How do characters, real and fictional, use words and actions to demonstrate certain character traits such as curiosity, integrity, perseverance, and courage?
- How can knowing the historical and contemporary context of a novel enhance understanding?

Upon completion of this unit students will be able to:
- Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. (7.RL.01)
- Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text. (7.RL.02)
- Compare and contrast a written story, drama, or poem to its audio, filmed, staged, or multimedia version, analyzing the effects of techniques unique to each medium (e.g., lighting, sound, color, or camera focus and angles in a film). (7.RL.07)
- Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history. (7.RL.09)
- By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range. (7.RL.10)
- Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. (7.W.02)
- Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. (7.W.03)
- Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (7.W.04)
- 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. (7.W.05)
- Draw evidence from literary or informational texts to support analysis, reflection, and research. (7.W.09)
- Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences (7.W.10)
- Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking. (7.L.01)
- Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing. (7.L.02)
- Use knowledge of language and its conventions when writing, speaking, reading, or listening. (7.L.03)
- Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. (7.L.05)
- Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. (7.L.06)
- 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. (7.SL.01)
- Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (7.SL.06)

**Interdisciplinary Standards (njccs.org)**
- 21st Century Life & Career Skills (Standard 9.01)
- Computer and Information Literacy (Standard 8.02)

**Activities:**
- Respond to writing prompts related to novel. (Students make connections between self and text).
- Critically read and annotate introduction. Share thoughts with class.
- Read *Treasure Island*.
- Participate in in-class activities and exercises (handouts) to reinforce knowledge of novel and skills of a critical reader (i.e. use of context clues for sea specific terms, analysis of protagonist as a dynamic character).
- Identify literary aspects in novel (i.e., how setting reveals character, cause & effect relationships).
- Dissect excerpt from novel, in groups identify Stevenson’s use of figurative language.
Students present readers' theatre adaptation of novel. Complete viewing guide critiquing performances.
Discuss literary selections using student-generated questions as well as teacher-generated questions that allow for critical thought and expression.
Groups select event in novel and write a two-page script dramatizing the event. Present script.
View interactive presentation on Prezi-Smartboard (21st Century Tech.)
Read news article on 21st Century pirates (“Modern Day Pirates Here to Stay”). Compare and contrast modern day pirates to 19th Century pirates from novel.
Demonstrate knowledge of novel by completing a writing project (i.e. Assume identity of Stevenson’s stepchild and write a letter critiquing the novel, create a personal Jolly Roger conveying something about oneself, research famous pirates and present information to class- PowerPoint)
Review and take notes on parts of speech. Complete activities reviewing knowledge of specific grammatical skill in The Writer’s Choice text.
Apply knowledge of parts of speech by engaging in Smartboard grammar exercises. (21st Century Tech.)
Complete unit activities in Vocabulary Workshop text.
Apply knowledge of vocabulary terms by engaging in interactive vocabulary activities-Smartboard. (21st Century Tech.)

Writing Assignments:
- Open-ended responses
- Script
- Treasure Island project

Enrichment Activities:
- Research 18th and/or 19th century pirates. Using information learned from research, assume the identity of one of the pirates and write a business letter in which you answer a help wanted ad, applying to join an expedition in search of treasure.
- View The Goonies after viewing Treasure Island. Compare and contrast both films.

Methods of Assessments/Evaluation:
- Classwork (Participation in class discussions, viewing guide)
- Homework
- Quizzes (novel, vocabulary, and grammar)
- Tests (novel, vocabulary)
• **Treasure Island** project

**Resources:**

- *Writer's Choice Grammar and Composition, Vol. 7.* (RI)
- *Vocabulary Workshop-Level B Enhanced Edition* (RI)

**Online Resources:**

- Teacher webpage
- Discovery Education ([www.discoveryeducation.com](http://www.discoveryeducation.com))
- *Treasure Island* Reader’s Theatre adaptation ([www.scholastic.com](http://www.scholastic.com))
- Prezi presentations ([https://prezi.com/](https://prezi.com/))
- Writing and grammar resource ([owl.english.purdue.edu/](http://owl.english.purdue.edu/))
- SMART Exchange lessons ([http://exchange.smarttech.com](http://exchange.smarttech.com))
English 7

Topic/Unit: Themes in the Oral Tradition

Approximate # Of Weeks: 3-4 Weeks

Essential Questions:
How did the oral tradition of the time provide much more than entertainment for its audiences?
What do folktales, mythologies, and fables reveal about cultures?

Upon completion of this unit students will be able to:

- Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. (7.RL.01)
- Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text. (7.RL.02)
- Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot). (7.RL.03)
- By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range. (7.RL.10)
- Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. (7.W.03)
- Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. (7.W.02)
- Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (7.W.04)
- 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. (7.W.05)
- Draw evidence from literary or informational texts to support analysis, reflection, and research. (7.W.09)
- Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences (7.W.10)
- Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking. (7.L.01)
- Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing. (7.L.02)
- Use knowledge of language and its conventions when writing, speaking, reading, or listening. (7.L.03)
- Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. (7.L.05)
- Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. (7.L.06)
- 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. (7.SL.01)
- Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (7.SL.06)

**Interdisciplinary Standards (njcccs.org)**
- 21st Century Life & Career Skills (Standard 9.01)
- Computer and Information Literacy (Standard 8.02)
- World History, Global Studies (Standard 6.02)

**Activities:**
- Respond to journal prompts related to folktales, mythology, legends, and fables.
- Take notes on themes in the oral tradition.
- Choose a scene from a myth or legend that reveals information about that culture. Work with classmates to present the scene as a dramatic reading.
- View clips on mythology elements-Discovery Education. Complete viewing guide. (21st Century Tech.)
- Rewrite a conclusion to the story of Echo and Narcissus.
- View Those Fabulous Folks of Mt. Olympus. Complete viewing guide. (21st Century Tech.)
- Participate in in-class activities and exercises (textbook and handouts) to reinforce knowledge of selections.
- Discuss literary selections using student-generated questions as well as teacher-generated questions that allow for critical thought and expression.
- Students present readers’ theatre adaptation of select myths. Complete viewing guide critiquing myths and performances.
- Complete graphic organizer on writing a myth or legend (i.e., explanation of setting, the problem, failure to solve the problem). Write a myth or legend.
- Peer critique myth or legend. Complete guided peer critique form.
Discuss heroic qualities demonstrated by the character. In groups, create a myth based on the event.

- Complete interactive Web Quest on specific myth. (21st Century Tech.)
- Review and take notes on parts of speech. Complete activities reviewing knowledge of specific grammatical skill in The Writer’s Choice text.
- Apply knowledge of parts of speech by engaging in Smartboard grammar exercises. (21st Century Tech.)
- Complete unit activities in Vocabulary Workshop text.
- Apply knowledge of vocabulary terms by engaging in interactive vocabulary activities-Smartboard. (21st Century Tech.)

Writing Assignments:
- Open-ended responses
- Mythology rewritten conclusion
- Myth or legend

Enrichment Activities:
- Design a mythology board game based on the famous adventures of the Greek heroes and heroines. Write a rulebook and design and produce necessary accessories (i.e., board, cards, dice).
- Choose a myth from text and other literary selections. Independently read chosen myth. Participate in literary circle discussions on myth. Come prepared to share information based on assigned role (i.e., literary luminary, character captain, vocabulary enricher).

Methods of Assessments/Evaluation:
- Smartboard Lessons
- Classwork (Participation in class discussions, viewing guides)
- Homework
- Quizzes (vocabulary, and grammar)
- Unit Tests (themes in the oral tradition unit, vocabulary)
- Myth or legend

Resources:
- Writer’s Choice Grammar and Composition, Vol. 7. (RI)
- Vocabulary Workshop-Level B Enhanced Edition (RI)
- Prentice Hall Literature Grade Seven (2007) (RL)
- Those Fabulous Folks of Mt. Olympus. Meriwether Publishing Ltd. Film. (RI)
Online Resources:

- Teacher webpage
- Discovery Education (www.discoveryeducation.com)
- Writing and grammar resource (owl.english.purdue.edu/)
- Guide to Grammar & Writing (www.grammar.ccc.commnet.edu/grammar/)
- Mythology guide (http://www.online-mythology.com/)
- Myths and legends website (http://www.mythiccrossroads.com/myth.htm)
- Vocabulary Workshop Level B On-Line Games and Activities (http://www.sadlier-oxford.com/vocabulary/games.cfm?sp=student&level=B)