

Verona Public School District Curriculum Overview

English Grade Seven On/Above



Curriculum Committee Members:
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Supervisor:
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Curriculum Developed:
January 2012
February 2015
April/June 2016
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July 2018

Board Approval Date:
February 14, 2012
March 24, 2015
April 12, 2016
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August 29, 2017
August 28, 2018

Verona Public Schools
121 Fairview Ave., Verona, NJ 07044
www.veronaschools.org

Verona Public Schools Mission Statement:

The mission of the Verona Public Schools, the center of an engaged and supportive community, is to empower students to achieve their potential as active learners and productive citizens through rigorous curricula and meaningful, enriching experiences.

Course Description:

The English Grade Seven curriculum is designed to develop students who are lifelong readers and writers. A strong emphasis is placed on promoting the four strands of the Common Core Standards: reading, writing, speaking and listening, and language. Students will engage in a variety of rich, structured conversations—as part of a whole class, in small groups, and with a partner. Literature will be presented through thematic units that include works from different genres, including the short story, the novel, poetry, and nonfiction. A firm control over the conventions of standard English will be interconnected throughout each unit of study.

On Level Prerequisite(s):

None

Above Level Prerequisite(s):

Teacher recommendation

Standard 8: Technology Standards

8.1: Educational Technology: <i>All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.</i>	8.2: Technology Education, Engineering, Design, and Computational Thinking - Programming: <i>All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment.</i>
<ul style="list-style-type: none"> A. Technology Operations and Concepts X B. Creativity and Innovation X C. Communication and Collaboration X D. Digital Citizenship X E. Research and Information Fluency X F. Critical thinking, problem solving, and decision making 	<ul style="list-style-type: none"> A. The Nature of Technology: Creativity and Innovation X B. Technology and Society C. Design D. Abilities for a Technological World E. Computational Thinking: Programming

SEL Competencies and Career Ready Practices

Social and Emotional Learning Core Competencies: <i>These competencies are identified as five interrelated sets of cognitive, affective, and behavioral capabilities</i>	Career Ready Practices: <i>These practices outline the skills that all individuals need to have to truly be adaptable, reflective, and proactive in life and careers. These are researched practices that are essential to career readiness.</i>
Self-awareness: The ability to accurately recognize one's emotions and thoughts and their influence on behavior. This includes accurately assessing one's strengths and limitations and possessing a well-grounded sense of confidence and optimism.	CRP2. Apply appropriate academic and technical skills. x CRP9. Model integrity, ethical leadership, and effective management. CRP10. Plan education and career paths aligned to personal goals.
Self-management: The ability to regulate one's emotions, thoughts, and behaviors effectively in different situations. This includes managing stress, controlling impulses, motivating oneself, and setting and working toward achieving personal and academic goals.	CRP3. Attend to personal health and financial well-being. x CRP6. Demonstrate creativity and innovation. x CRP8. Utilize critical thinking to make sense of problems and persevere in solving them. CRP11. Use technology to enhance productivity.
Social awareness: The ability to take the perspective of and empathize with others from diverse backgrounds and cultures, to understand social and ethical norms for behavior, and to recognize family, school, and community resources and supports.	x CRP1. Act as a responsible and contributing citizen and employee. x CRP9. Model integrity, ethical leadership, and effective management.
Relationship skills: The ability to establish and maintain healthy and rewarding relationships with diverse individuals and groups. This includes communicating clearly, listening actively, cooperating, resisting inappropriate social pressure, negotiating conflict constructively, and seeking and offering help when needed.	CRP4. Communicate clearly and effectively and with reason. x CRP9. Model integrity, ethical leadership, and effective management. CRP12. Work productively in teams while using cultural global competence.
Responsible decision making: The ability to make constructive and respectful choices about personal behavior and social interactions based on consideration of ethical standards, safety concerns, social norms, the realistic evaluation of consequences of various actions, and the well-being of self and others.	x CRP5. Consider the environmental, social, and economic impact of decisions. CRP7. Employ valid and reliable research strategies. x CRP8. Utilize critical thinking to make sense of problems and persevere in solving them. x CRP9. Model integrity, ethical leadership, and effective management.

Standard 9: 21st Century Life and Careers

<p>9.1: Personal Financial Literacy: <i>This standard outlines the important fiscal knowledge, habits, and skills that must be mastered in order for students to make informed decisions about personal finance. Financial literacy is an integral component of a student's college and career readiness, enabling students to achieve fulfilling, financially-secure, and successful careers.</i></p>	<p>9.2: Career Awareness, Exploration & Preparation: <i>This standard outlines the importance of being knowledgeable about one's interests and talents, and being well informed about postsecondary and career options, career planning, and career requirements.</i></p>	<p>9.3: Career and Technical Education: <i>This standard outlines what students should know and be able to do upon completion of a CTE Program of Study.</i></p>
<ul style="list-style-type: none"> A. Income and Careers B. Money Management C. Credit and Debt Management D. Planning, Saving, and Investing E. Becoming a Critical Consumer F. Civic Financial Responsibility G. Insuring and Protecting 	<ul style="list-style-type: none"> A. Career Awareness (K-4) X B. Career Exploration (5-8) C. Career Preparation (9-12) 	<ul style="list-style-type: none"> A. Agriculture, Food & Natural Res. B. Architecture & Construction C. Arts, A/V Technology & Comm. D. Business Management & Admin. E. Education & Training F. Finance G. Government & Public Admin. H. Health Science I. Hospital & Tourism J. Human Services K. Information Technology L. Law, Public, Safety, Corrections & Security M. Manufacturing N. Marketing O. Science, Technology, Engineering & Math P. Transportation, Distribution & Log.

Course Materials

<p>Core Instructional Materials: <i>These are the board adopted and approved materials to support the curriculum, instruction, and assessment of this course.</i></p>	<p>Differentiated Resources: <i>These are teacher and department found materials, and also approved support materials that facilitate differentiation of curriculum, instruction, and assessment of this course.</i></p>
<ul style="list-style-type: none"> ● Pearson Common Core Literature ● Pearson Close Reading Notebook ● Pearson Reading and Literacy Intervention ● Pearson Prentice Hall Writing Coach ● Pearson Hear It! Audio ● <i>The Outsiders</i> ● <i>Chernowitz</i> (On level only) 	<ul style="list-style-type: none"> ● https://newsela.com/ ● Readtheory.com ● Scholastic Scope Magazine ● Short stories <ul style="list-style-type: none"> ○ Rikki-Tikki -Tavi (Paired with The Dinner Party) ○ Seventh Grade (Paired with Oranges) ○ Fish Cheeks ○ The Treasure of Lemon Brown ○ Two Kinds ○ Eleven ○ The Lady or the Tiger ● http://readingandwritingproject.org/

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| | <ul style="list-style-type: none">• http://www.readwritethink.org/• http://www.tolerance.org/?source=redirect&url=teachingtolerance |
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Unit One: Resolving Conflict (Reading and Writing Short Stories)

Duration: 11 weeks

Stage 1: Desired Results

Established Goals:

- NJSLS.RL.7.1 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.
- NJSLS.RL.7.2 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.
- NJSLS..RL.7.3 Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).
- NJSLS.RL.7.4 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.
- NJSLS.RL.7.5 Analyze how a drama's or poem's form or structure (e.g., soliloquy, sonnet) contributes to its meaning
- NJSLS.RL.7.6 Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.
- NJSLS.RL.7.10 By the end of the year read and comprehend literature, including stories, dramas, and poems at grade level text-complexity (see Appendix A) or above, scaffolding as needed.
- NJSLS.W.7.3 Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
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 - NJSLS.W.7.3.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.
 - NJSLS.W.7.3.B. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.
 - NJSLS.W.7.3.C. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.
 - NJSLS.W.7.3.D. Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.
 - NJSLS.W.7.3.E. Provide a conclusion that follows from and reflects on the narrated experiences or events.
- NJSLS.W.7.4 Produce clear and coherent writing in which the development, organization, voice and style are appropriate to task, purpose, and audience.
- NJSLS.W.7.5 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.
- NJSLS.W.7.10 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.
- NJSLS.SL.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.
 - NJSLS.SL.7.1.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.
 - NJSLS.SL.7.1.B Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.
 - NJSLS.SL.7.1.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.
 - NJSLS.SL.7.1.D Acknowledge new information expressed by others and, when warranted, modify their own views.
- NJSLS.SL.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.
- NJSLS.SL.7.6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.
- NJSLS.L.7.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
 - NJSLS.L.7.1.A.Explain the function of phrases and clauses in general and their function in specific sentences.

- NJSLS.L.7.1.B. Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.
- NJSLS.L.7.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
 - A. Use a comma to separate coordinate adjectives (e.g., *It was a fascinating, enjoyable movie* but not *He wore an old[,] green shirt*).
 - B. Spell correctly.
- NJSLS.L.7.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.
 - A. Language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.*
- NJSLS.L.7.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grade 7 reading and content*, choosing flexibly from a range of strategies.
 - NJSLSL.7.4.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.
 - NJSLSL.7.4.B. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., *belligerent*, *bellicose*, *rebel*).
 - NJSLSL.4.C. 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.
 - NJSLSL.4.D. 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).
- NJSLS.L.7.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
 - NJSLS.L.7.5.A. Interpret figures of speech (e.g., literary, biblical, and mythological allusions) in context.
 - NJSLS.L.7.5.B. Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words.

Transfer

Transfer Goal:

Students will be able to independently use their learning to demonstrate knowledge of an author's methods of characterization, so that in the long run on their own they will be better able to understand human nature and the way that people deal with conflict, which often reveals their true character.
(Reading = Short Story. Writing = Narrative)

Meaning

Enduring Understandings

Students will understand that:

- A short story is purposefully brief and deliberately crafted using certain elements of fiction to give a desired effect for close reading and interpretation.
- A short story shows character conflict and the reader vicariously experiences these conflicts.
- Analyzing short stories will help students to understand other literature and real-life situations.
- In order to be effective, writing must cite specific evidence and detail from text.

Essential Questions

- Why do we study the short story?
- What is learned from the character's conflicts, and how can this be applied to real life?
- What effects do certain elements of fiction have on a story?
- How do different elements of a short story interact and affect each other?

Acquisition of Knowledge & Skills

Students will know:

- Terms associated with both literary elements and effective writing.
- Conflicts faced by fictional characters mimic real life situations.

Students will be able to:

- Define terms and apply the meaning to examples in text.

<ul style="list-style-type: none"> ● Authors are deliberate in their use of literary elements and characterization. ● Reading increases the learning of vocabulary. ● Effective responses to literature require detailed examples of support from text. ● Convention of language improves written communication. ● Aligning work with expected criteria will improve writing. 	<ul style="list-style-type: none"> ● Relate a real life conflict to one faced by a fictional character. ● Participate in class discussions of fictional plots and characters. ● Use vocabulary from literature in original sentences. ● Construct effective sentences. ● Write responses to literature which use support from text and real life. ● Use a rubric to self-assess work.
<p><i>Key Terms</i> Plot Structure (exposition, inciting moment, rising action, climax, falling action, resolution, denouement); Protagonist, Antagonist; Characterization; Imagery; Conflict (internal and external); Theme; Moral; Subject; Setting</p>	

STAGE 2: ACCEPTABLE EVIDENCE

Transfer Task

- Students will read an unfamiliar short story and will need to determine the main idea, identify figurative language, as well as elements of plot, types of characterization, and recognize how different elements of plot affect each other.
- Students will demonstrate their understanding of plot structure, characterization, and conflict to write their own short stories.

Other Evidence

- Tests/Quizzes (RL)
- Homework (RL) (RI) (W)
- Classwork (RL) (RI) (W)
- Note-taking – Applies to any and all classwork
- Reading Aloud (RL)
- Watch, Look, Listen - Applies to any and all classwork (S & L)
- Q & A (formal and informal) (W) (S & L)
- Oral summarizing and paraphrasing
- Writing: (W) Open-Ended written format which would include supportive detail, differentiating between static and dynamic characters, character analysis, paraphrasing and summarizing, making inferences from text.
- Self-assessment and teacher assessment using the R.A.C.E. format and using the department created open-ended rubric

Unit Two: Understanding Informational Literature: Using Reading as a Tool

Duration: 10 weeks

Stage 1: Desired Results

Established Goals:

- NJLSL.RL.7.1 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.
- NJLSL.RI.7.1. 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.
- NJLSL.RI.7.2 Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.
- NJLSL.RI.7.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.
- NJLSL.W.7.3 Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
- NJLSL.W.7.3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
 - NJLSL.W.7.3.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.
 - NJLSL.W.7.3.B. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.
 - NJLSL.W.7.3.C. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.
 - NJLSL.W.7.3.D. Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.
 - NJLSL.W.7.3.E. Provide a conclusion that follows from and reflects on the narrated experiences or events.
- NJLSL.W.7.4 Produce clear and coherent writing in which the development, organization, voice and style are appropriate to task, purpose, and audience.
- NJLSL.W.7.5 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.
- NJLSL.W.7.7
- NJLSL.W.7.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.
- NJLSL.W.7.9a Apply *grade 7 Reading standards* to literature (e.g., “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”).
 - NJLSL.W.7.9b Apply *grade 7 Reading standards* to literary nonfiction (e.g. “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”).
- NJLSL.W.7.10 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.
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 - NJLSL.SL.7.1.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.
 - NJLSL.SL.7.1.D Acknowledge new information expressed by others and, when warranted, modify their own views.
- NJLSL.SL.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.
- NJLSL.SL.7.3 Delineate a speaker’s argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.

- NJSLS.SL.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.
- NJSLS.SL.7.6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.
- NJSLS.L.7.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
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- NJSLS.L.7.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
 - NJSLS.L.7.5.A. Interpret figures of speech (e.g., literary, biblical, and mythological allusions) in context.
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- A short story shows character conflict and the reader vicariously experiences these conflicts.
- Analyzing short stories will help students to understand other literature and real-life situations.

Essential Questions

- Why do we study the short story?
- What is learned from the character's conflicts, and how can this be applied to real life?
- What effects do certain elements of fiction have on a story?
- How can one determine a main idea in a nonfiction piece?

- A main idea can be inferred by paying attention to different elements of a piece.
- In order to be effective, writing must cite specific evidence and detail from text.

Stage 2: Acceptable Evidence

Transfer Task

- Students will read an unfamiliar piece of informational text and have to determine the main idea, author's purpose, organizational structure and other details from their reading

Other Evidence

- Demonstrate understanding of assigned reading. Scheduled vocabulary tests and/or quizzes to determine student ability to apply vocabulary knowledge and knowledge of plot and characters. (RL)
- Practice Literary Terms: Various oral games and discussions to determine student knowledge and application of literary terms taught. (S & L)
- Open-ended Responses: Students will use textual and life experience evidence to support answers to and open-ended questions. (W)
- Class Discussion: Participate in class discussions and demonstrate insight and/or understanding of topics. (S & L)
- Watch, Look, Listen – Observe the actions, behaviors and words of students during small group conversations and group assignments. (S & L)
- Reading Aloud (RL)

Units Three & Five: Becoming an Active Citizen through effective communication

Duration: 8 weeks

Stage 1: Desired Results

Established Goals:

New Jersey Student Learning Standards (NJSLS) for English

- NJSLS.RI.7.1 Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
- NJSLS.RI.7.2 Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.
- NJSLS. RI.7.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone
- NJSLS.RI.7.6 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.
- NJSLS.RI.7.7 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).
- NJSLS.RI.7.8 Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant
- NJSLS.RI.7.9 Analyze and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts.
- NJSLS.RI.7.10 ****By the end of the year read and comprehend literary nonfiction (see Appendix A) at grade level text-complexity (see Appendix A) or above, with scaffolding as needed.**
- NJSLS.W.7.1 - Write arguments to support claims with clear reasons and relevant evidence.
 - NJSLS.W.7.1.A.Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically.
 - NJSLS.W.7.1.B.Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.
 - NJSLS.W.7.1.C.Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence.
 - NJSLS.W.7.1.D.Establish and maintain a formal style/academic style, approach, and form.
 - NJSLS.W.7.1.E.Provide a concluding statement or section that follows from and supports the argument presented.
- NJSLS.W.7.4 Produce clear and coherent writing in which the development, organization, voice, and style are appropriate to task, purpose, and audience.(Grade-specific expectations for writing types are defined in standards 1–3 above.)
- NJSLS.W.7.5 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. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 7 [here](#).)
- NJSLS.W.7.6 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.
- NJSLS.W.7.7 Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.
- NJSLS.W.7.8 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.
- NJSLS.W.7.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.
 - NJSLS.W.7.9.B. Apply *grade 7 Reading standards* to literary nonfiction (e.g. "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").

- NJSLS.W.7.10 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.
- NJSLS.SL.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.
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- NJSLS.SL.7.3 Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.
- NJSLS.SL.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.
- NJSLS.SL.7.5 Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.
- NJSLS.SL.7.6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 7 Language standards 1 and 3 on for specific expectations.)
- NJSLS.L.7.1b Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.
- NJSLS.L.7.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
 - NJSLS.L.7.2.A. Use a comma to separate coordinate adjectives (e.g., *It was a fascinating, enjoyable movie* but not *He wore an old[,] green shirt*).
 - NJSLS.L.7.2.B. Spell correctly.
- NJSLS.L.7.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.
 - NJSLS.L.7.3.A Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.*
- NJSLS.L.7.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies.
 - NJSLS.L.7.4.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.
 - NJSLS.L.7.4.B. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., belligerent, bellicose, rebel).
 - NJSLS.L.7.4.C. 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.
 - NJSLS.L.7.4.D. 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)

Transfer

Transfer Goal:

Students will be able to independently use their learning to:

- read and comprehend a range of increasingly complex texts and media written for various audiences and purposes.
- communicate ideas effectively in writing to suit a particular audience and purpose.

Meaning

<p style="text-align: center;">Enduring Understandings</p> <p><i>Students will understand that:</i></p> <ul style="list-style-type: none"> ● A nonfiction piece is deliberately crafted using a specific type of structure to give a desired effect for close reading and interpretation. ● A nonfiction piece has a specific structure based on the author's purpose. ● A main idea can be inferred by paying attention to different elements of a piece. ● Analyzing non-fiction pieces will help students to understand other literature and real-life situations. ● In order to be effective, writing must cite specific evidence and detail text. ● Writing clearly is essential to any person's effective communication. ● Individuals must be capable of writing for a variety of audiences in differing styles, including standard rhetoric themes, college applications and personal essays, resumes and business letters, and technical and professional communication. ● High-level writing skills can produce documents that show planning and organization to convey the intended message and meaning. 	<p style="text-align: center;">Essential Questions</p> <ul style="list-style-type: none"> ● Why is it important to determine an author's purpose? ● How does the structure of the piece reflect the author's purpose and contribute to the understanding of the text? ● How can one determine a main idea in a nonfiction piece? ● How can writers successfully answer questions about a piece of text to communicate their ideas? ● Why am I writing? For whom? ● What am I trying to achieve through my writing? ● How do writers organize their ideas? ● What is the importance of refuting a counterargument? ● How do two or more different ideas combine to create a new understanding of a topic?
<p>Acquisition of Knowledge & Skills</p>	
<p style="text-align: center;">Students will know:</p> <ul style="list-style-type: none"> ● Terms associated with organizational structure of text. ● Authors have a specific purpose when they craft an informational piece. ● Authors are deliberate in their use of elements of structure. ● Effective responses to reading require detailed examples of support from text. ● Convention of language improves written communication. ● Aligning work with expected criteria will improve writing. 	<p style="text-align: center;">Students will be able to:</p> <ul style="list-style-type: none"> ● Define terms and apply the meaning to examples in text. ● Relate an informational piece of text to a related fictional piece. Compare. ● Participate in class discussions of informational text. ● Construct effective sentences. ● Write responses to texts which use support from text and real life. ● Use a rubric to self-assess work.
<p><i>Key Terms</i></p> <p><i>Thesis statement, hooks, transition words, scenario, anecdote, statistics, sarcasm, call to action, counter-argument, rebuttal, figurative language, rhetorical question, paraphrasing, parenthetical citations, synthesis</i></p>	
<p>Stage 2: ACCEPTABLE EVIDENCE</p>	
<p>Transfer Task</p>	
<ul style="list-style-type: none"> ● Students will utilize their understanding of argument, persuasion, and fact-based research to write an argumentative essay. 	

- Students will synthesize ideas based on concepts learned in both fiction and nonfiction texts, using text evidence to support their analysis.

Other Evidence

- Tests/Quizzes (RI) (RL)
- Homework (RI) (W) (RL)
- Classwork (RL) (RI) (W)
- Note-taking – Applies to any and all classwork
- Reading Aloud (RI)
- Watch, Look, Listen - Applies to any and all classwork (S & L)
- Q & A (formal and informal) (W) (S & L)
- Oral summarizing and paraphrasing
- Writing: (W) Short answer written format which would include identifying the main idea, supportive detail, differentiating between author's point of view, analysis of organizational structure, paraphrasing and summarizing, making inferences from text.
- Self-assessment and teacher assessment.

Unit Four: Human Nature: The Role of Social Class in Society

Duration: 4 weeks

Stage 1: Desired Results

Established Goals:

New Jersey Student Learning Standards (NJSLs) for English

- NJSLs.RL.7.1 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.
- NJSLs.RL.7.2 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.
- NJSLs.RL.7.3 Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).
- NJSLs.RL.7.4 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.
- NJSLs.RL.7.5 Analyze how a drama's or poem's form or structure (e.g., soliloquy, sonnet) contributes to its meaning
- NJSLs.RL.7.9 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).
- NJSLs.W.7.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.
 - NJSLs.W.7.9.A. Apply *grade 7 Reading standards* to literature (e.g., "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").
- NJSLs.SL.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.
 - NJSLs.SL.7.1.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.
 - NJSLs.SL.7.1.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.
 - NJSLs.SL.7.1.D. Acknowledge new information expressed by others and, when warranted, modify their own views.
- NJSLs.SL.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.
- NJSLs.L.7.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.
 - NJSLs.L.7.3.A. Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.*
- NJSLs.L.7.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies.
 - NJSLs.L.7.4.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.
 - NJSLs.L.7.4.B. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., belligerent, bellicose, rebel).
 - NJSLs.L.7.4.C. 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.
 - NJSLs.L.7.4.D. 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)
- NJSLs.L.7.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
 - NJSLs.L.7.5.a- Interpret figures of speech (e.g., literary, biblical, and mythological allusions) in context.
 - NJSLs.L.7.5.b- Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words.

- NJSL.S.L.7.5.c- Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., refined, respectful, polite, diplomatic, condescending).

Transfer

Transfer Goal:

Students will develop specific tools for approaching literature that they will demonstrate mastery of and apply to independent reading of literature in the future.

Meaning

Enduring Understandings

Students will understand that:

- There are universal aspects to human nature that apply to all social classes and we are all a part of a social hierarchy.
- A social hierarchy is often used to define a person or group of people.
- Family can be defined in both a traditional and nontraditional way.
- Each person decides the value of his or her own life.
- Regardless of our social classes, we all have the same basic needs, wants, and desires in life.
- When we spread awareness of the struggles of others through storytelling, it teaches us to be tolerant of others' differences.
- Depending upon what events one must live through, his/her reactions will be unique.

Essential Questions

- What makes me feel like an "insider" or an "outsider?"
- How will being a part of a social class affect my life?
- Are there social classes represented in my hometown?
- Is there anything that makes one life worth living more so than another?
- What makes a family?
- What similarities do people have regardless of the social class they associate with?
- Why is storytelling important?
- How do the events in someone's past affect their present-day decision making?

Acquisition of Knowledge & Skills

Students will know:

- the characters and plot progression of *The Outsiders*
- conflict drives the plot of a story forward
- writers convey characters' attitudes and beliefs through character development
- good readers make personal connections with texts
- the themes of *The Outsiders* and how they mirror life
- authors use literary devices to craft a story
- reading enhances one's vocabulary
- mastering the conventions of the English language helps one to communicate more effectively

Students will be able to:

- diagram the five part plot structure and apply it to the plot of *The Outsiders*
- identify the internal and external conflicts that the characters of the novel experience
- analyze a character's motivations and beliefs writing as that character
- through discussion and writing relate real world experiences to the novel
- identify the individual themes and literary devices of the novel and apply each one to one aspect of *The Outsiders*
- demonstrate understanding of literary devices and vocabulary through their writing
- Identify and use prepositional phrases properly.

<p>Key Terms exposition, rising action, climax, falling action, resolution idealism, literary terms, idiom, outsider, bystander, flashback foreshadowing, connotation vs. denotation, theme,</p>	
<p>Transfer Task</p>	
<ul style="list-style-type: none"> ● Students will be given different excerpts of the novel to analyze. They will be expected to contrast the points of view of different characters, analyze figurative language, identify direct and indirect characterization, discuss the theme of the novel, and analyze how certain elements of plot affect others. 	
<p>Other Evidence</p>	
<ul style="list-style-type: none"> ● Quizzes on Reading and Vocabulary: Spot check quizzes to determine student preparedness and understanding of assigned reading. Scheduled vocabulary tests and/or quizzes to determine student ability to apply vocabulary knowledge. (RL) ● Practice Literary Terms: Various oral games and discussions to determine student knowledge and application of literary terms taught. (S & L) ● Test on Literary Terms: Application of plot structure to novel. Understanding of literary devices used in novel writing. (W) ● Open-ended Responses: Students will use textual and life experience evidence to support answers to and open-ended questions. (W) ● Peer Editing: Using the rubrics provided students will evaluate other student work. (RL) (W) ● Class Discussion: Participate in class discussions and demonstrate insight and/or understanding of topics. (S & L) ● 7. Watch, Look, Listen – Observe the actions, behaviors and words of students during small group conversations and group assignments. (S & L) ● 8. Reading Aloud (RL) (RI) 	

Unit Six: Human Nature: The Need for tolerance (Book Clubs)

Duration: 8 weeks

Stage 1: Desired Results

Established Goals:

New Jersey Student Learning Standards (NJSL) for English

- NJSL.RL.7.1 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.
- NJSL.RL.7.2 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.
- NJSL.RL.7.3 Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).
- NJSL.RL.7.4 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.
- NJSL.W.7.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
- NJSL.W.7.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.
- NJSL.SL.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.
 - NJSL.SL.7.1.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.
 - NJSL.SL.7.1.B. Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.
 - NJSL.SL.7.1.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.
 - NJSL.SL.7.1.D. Acknowledge new information expressed by others and, when warranted, modify their own views.
- NJSL.SL.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.
- NJSL.SL.7.3. Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.
- NJSL.L.7.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
 - NJSL.L.7.1.A. Explain the function of phrases and clauses in general and their function in specific sentences.
 - NJSL.L.7.1.B. Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.
 - NJSL.L.7.1.C. Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.
- NJSL.L.7.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
 - NJSL.L.7.2.A. Use a comma to separate coordinate adjectives (e.g., *It was a fascinating, enjoyable movie* but not *He wore an old[,] green shirt*).
 - NJSL.L.7.2.B. Spell correctly.
- NJSL.L.7.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.
 - NJSL.L.7.3.A. Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.*
- NJSL.L.7.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies.
 - NJSL.L.7.4.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.

- NJSLS.L.7.4.B. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., belligerent, bellicose, rebel).
- NJSLS.L.7.4.C. Consult general and specialized 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.
- NJSLS.L.7.4.D. 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)
- NJSLS.L.7.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
 - NJSLS.L.7.5.A. Interpret figures of speech (e.g., literary, biblical, and mythological allusions) in context.
 - NJSLS.L.7.5.B. Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words.
 - NJSLS.L.7.5.C. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., *refined*, *respectful*, *polite*, *diplomatic*, *condescending*).
- NJSLS.L.7.6. 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.

Transfer

Transfer Goal:

Students will be able to independently read, discuss, and analyze novels through both individual close reading and continuous, collaborative group discussion.

Meaning

Enduring Understandings

Students will understand that:

- Good readers understand that literature mimics life and strives to teach a lesson.
- Everyone is different and we must be more tolerant and compassionate about those who are.
- Books create living discussions and opinions that change and grow based on discussion with others.
- Reading opens doors to worlds that we would not have access to otherwise, giving us opportunities to learn about new perspectives.

Essential Questions

- How is literature like life?
- Can people be neatly categorized into groups?
- How can I bring my own voice and perspective to a literary conversation?
- Why is it important to read?
- Are there different ways to approach and think about a book?

Acquisition of Knowledge & Skills

Students will know:

- conflict drives the plot of a story forward
- writers convey characters' attitudes and beliefs through character development
- good readers make personal connections with texts
- Themes of novels mirror issues found in real life
- authors use literary devices to craft a story
- reading enhances one's vocabulary

Students will be able to:

- identify the internal and external conflicts that the main character of the novel experiences
- analyze a character's motivations and beliefs
- through discussion and writing relate real world experiences to the novel
- identify the individual themes and literary devices of the novel and apply each one to real life
- demonstrate understanding of literary devices and vocabulary through writing
- Set a reading schedule and recognize responsibility to a reading group

<ul style="list-style-type: none"> ● The importance of creating a reading schedule to stay on track with assigned reading 	<ul style="list-style-type: none"> ● Meaningfully add to a conversation about a shared reading experience
<p>Key Terms <i>Bullying/Harassment, Prejudice, Bias, Stereotype, Intolerance, Influence of others, Hate Crimes, Direct and Indirect Characterization</i></p>	
<p>Transfer Task</p>	
<p>Students will complete a project of their choosing that demonstrates knowledge of reading skills and will require them to use personal analysis, text evidence, connections from the text to outside sources or experience, and/or elements of visualization (see Book Clubs folder for project requirements).</p>	
<p>Other Evidence</p>	
<ul style="list-style-type: none"> ● Discussion records ● Bookmark completion ● Reading Goal-Setting ● Guiding Questions and Strategies ● Post-it notes 	

Unit Seven: Human Nature: The Need for Self Expression

Duration: 4 weeks

Stage 1: Desired Results

Established Goals:

New Jersey Student Learning Standards (NJSLS) for English

- NJSLS..RL.7.1 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.
- NJSLS.RL.7.2 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.
- NJSLS.RL.7.4 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.
- NJSLS.RL.7.5 Analyze how a drama's or poem's form or structure (e.g., soliloquy, sonnet) contributes to its meaning
- NJSLS.RL.7.10 ****By the end of the year read and comprehend literature, including stories, dramas, and poems at grade level text-complexity (see Appendix A) or above, scaffolding as needed.**
- NJSLS.RI.7.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.
- NJSLS.RI.7.7 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).
- NJSLS.W.7.3.b Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.
- NJSLS.W.7.3.d Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.
- NJSLS.L.7.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.
- NJSLS.L.7.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies.
- NJSLS.L.7.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
- NJSLS.L.7.6 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.

Transfer

Transfer Goal:

Students will be able to independently use their learning to...

- Appreciate the value of poetry as a form of literature and an aspect of communication and self expression.
- Identify poetic devices so that they will be able to recognize them in other forms of literature and use them in their own writing and oral communication.

Meaning

Enduring Understandings

Students will understand that:

- Poetry is one of mankind's oldest forms of expression
- Poets use many structures to send their message.

Essential Questions

- Why has poetry remained such a popular form of expression throughout history?
- How is poetry different from prose?

<ul style="list-style-type: none"> ● Like all works of literature, poems have a theme. ● Poetry can be a liberating method of expression and creativity. 	<ul style="list-style-type: none"> ● Do poets send a message through their poems? ● What does poetry mean to me and how can it help me express myself? ● How can poetry be viewed as a liberating form of expression?
Acquisition of Knowledge & Skills	
<p>Students will know:</p> <ul style="list-style-type: none"> ● The definitions of key terms. ● How to write and/or use poetic devices to create an original poem. ● How to create works which express different emotions and or reflect the writer's interpretation of him/herself. ● That most poems are meant to send a message to the reader. 	<p>Students will be able to:</p> <ul style="list-style-type: none"> ● Analyze poetic techniques and elements and their impact on a given poem. ● Write poems that employ various literary devices. ● Write poems that are self-expressive in nature. ● Create a portfolio of original poetry. (Above only) ● Interpret poetry and the messages sent by poets.
<p>Key Terms <i>rhythm, rhyme, imagery, connotation, tone, simile, metaphor, alliteration, assonance, onomatopoeia, stanza, lyric, free verse, personification</i></p>	
Stage 2: Acceptable Evidence	
Transfer Task	
Poetry Notebook	
Other Evidence	
<ul style="list-style-type: none"> ● Test/Quiz students on knowledge and application of poetry terms. (W) ● Class discussion in groups and as a whole. (S and L) ● Recite a poem which is autobiographical. (S) ● Create a poetry notebook of original/autobiographical poetry. (W) ● Find the rhyme scheme of a poem. (RL) ● Read biographical information about poets and assess how it may influence their writing. (RI) (S and L) (W) 	

On-Going Unit (Throughout the Year): Word Sense

Duration: 10 months

Stage 1: Desired Results

Established Goals:

New Jersey Student Learning Standards (NJSLS) for English

- NJSLS.RL.7.4 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.
- NJSLSA.L1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. NJSLSA.L2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- NJSLS.RI.7.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.
- NJSLS.L.7.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.
- NJSLS.L.7.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies.
- NJSLS.L.7.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
- NJSLS.L.7.6 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.
- NJSLSA.L3. 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.
- NJSLSA.L4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues,

Transfer

Transfer Goal:

Students will be able to use skills regarding roots, context clues, prefixes and suffixes, parts of speech, and synonyms and antonyms to independently infer the meaning of new words.

Meaning

Enduring Understandings

Students will understand that:

- Knowledge of words leads to higher understanding of varied texts
- Better wordsense leads to better communication
- Awareness of synonyms and antonyms broadens our vocabulary and avoids redundancy.

Essential Questions

- As a communicator, why is it important for one to understand the ways words work?
- Why is it beneficial to know synonyms and antonyms of words?
- How can we approach words that we do not know?

<ul style="list-style-type: none"> There are tools such as root identification, prefix/suffix analysis, and context clues that help us to understand new words. 	
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Acquisition of Knowledge & Skills

<p>Students will know:</p> <ul style="list-style-type: none"> The 8 parts of speech Common prefixes and suffixes What antonyms are What synonyms Text based/academic vocabulary words 	<p>Students will be able to:</p> <ul style="list-style-type: none"> Add or remove prefixes and suffixes to change the part of speech of a word Identify a word's part of speech Use a variety of tools to infer the meaning of an unfamiliar word Properly use new vocabulary words in sentences
<p>Key Terms</p> <ul style="list-style-type: none"> Parts of speech, synonyms and antonyms, prefixes and suffixes, context clues, 	

Stage 2: Acceptable Evidence

Transfer Task

<ul style="list-style-type: none"> Students will incorporate vocabulary words into choice-based monthly projects, including <ul style="list-style-type: none"> Stories written using a set number of words Word illustrations that visually demonstrate the meaning of the words An illustrated comic strip that contains a set number of words An advertisement mock-up that uses a set number of words A short screenplay or script that uses a set number of words A text message conversation that uses a set number of words to tell a short story An autobiographical story that uses a set number of words
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Other Evidence

<ul style="list-style-type: none"> Weekly quizzes Do Now Vocabulary of the Week (VOW) activities <ul style="list-style-type: none"> On Monday, students will be given the list of words with sentences to help them determine the definition of each of the words. They will be given a double-sided sheet to fill in throughout the week (See sheet in word of the week folder). One side will have their individual work, and the other is where students should copy down the correct answers which will be posted on classroom nightly. On Tuesday, students will be expected to identify the parts of speech of each of the words for the week. Students should write down the correct answers from classroom for homework.

- o On Wednesday, students will be expected to create “family words” with prefixes or suffixes taken away. Students should write down the correct answers from classroom for homework.
- o On Thursday, students will be expected to identify synonyms and antonyms for each of the words for the week.
- o On Friday, students will be quizzed on the vocabulary for the week. (Quizzes worth 20 points - 4 points for part of speech, 4 points for sentences, and 12 points for chart).

Progression of Writing Skills (Grade 5-8)

I = Introduced	D = Developing	M= Mastery
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Skills by Grade Level	5	6	7	8	9
<i>Opinion (5th Grade Only)</i>					
Introduce Thesis/Claim (3 Reasons)	M				
Organizational Structure - 5 paragraphs	M				
Provide Logical Reasons Supported by Facts and Details	M				
Transitional Word/Phrases/Clauses	M				
Provide a Concluding Paragraph	M				
<i>Argumentative (Grades 6-8)</i>					
Introduce Claim/s		D	D	M	
Acknowledge Opposing Claim		I	M		
Distinguish Claim from Opposing Claim		I	D	M	
Support Claim w/Logical Reasoning		D	D	M	
Use Relevant Evidence		D	D	M	
Use Credible Sources		I	D	M	
Argumentative Terminology					
- <i>Qualifiers</i>				I	
- <i>Transitional Words/Phrases</i>		D	D	M	

- <i>Techniques (Repetition, Sarcasm, Anecdotes, Bandwagon/Propaganda, Survey/Statistics, Expert Testimony, Predicting Results, Sets a Precedent)</i>		I	D	D	
- <i>Call to Action</i>		I	D	M	
Maintain a Formal Style		I	D	M	
Provide a Concluding Paragraph	D	D	D	M	
Skills by Grade Level	5	6	7	8	9
<i>Narrative</i>					
Exposition - Time/Place	I		D	M	
Exposition - Introduce Character/s	I		D	M	
Exposition - Develop a Conflict (internal or external)	I		D	M	
Exposition - Point of View		I	D	M	
Rising Action - Sequence of Events					
- Chronological	I				
- Narrative Time Shifts (Flashback/Flashforward)		I	D	M	
Climax - Turning Point is Clear		I	D	M	
Falling Action - Loose Ends are Tied Up		I	D	M	
Resolution - Whether or not the conflict/situation is resolved	I	D	D	M	
Narrative Technique					
• Dialogue	I	D	D	M	
• Sensory Details	I	D	D	M	
• Figurative Language	I	D	D	M	

English Grade Seven On/Above

• Pacing		I	D	M	
• Direct/Indirect Characterization		I	D	M	
• Theme Stated/Implied		I	D	D	
• Transition Words/Phrases		I	D	M	
• Mood/Tone				I	
Skill by Grade Level	5	6	7	8	9
<i>Informative/Explanatory (Literary Analysis)</i>					
Introduction					
• Hook/General Statement	I	D	M		
• Summary/Background Information	I	D	D	M	
• Thesis/Claim about the Literature <ul style="list-style-type: none"> ○ List Reasons ○ Thesis w/o Reasons 	I	D	D	D	
Body Paragraphs					
• Topic Sentence beginning w/ Transition	I	D	M	M	
• Background Information	I	D	D	M	
• Evidence	I	D	D	M	
• Analysis of the Evidence	I	D	D	M	
• Cohesive Closing Sentence	I	D	D	M	
Closing					
• Restate Thesis in New Words	I	D	D	M	
• Address Key Points (no NEW information)	I	D	D	M	

English Grade Seven On/Above

<ul style="list-style-type: none"> Concluding Sentence - Essay Comes Full Circle 	I	D	D	D	
Maintains Formal Style					
<ul style="list-style-type: none"> Maintains 3rd Person POV 	I	D	D	M	
Skill by Grade Level	5	6	7	8	9
<i>Writing about Reading (Open Ended Response)</i>					
Restate the question	D	M			
Answer all parts	I	D	D	M	
Cite evidence	I	D	D	M	
Explain/Commentary	I	D	D	M	
Sum it up	I	D	D	M	
Skills by Grade Level	5	6	7	8	9
<i>Production of Writing</i>					
Prewriting	D	D	D	D	
Revising	D	D	D	D	
Editing	D	D	D	D	
MLA <ul style="list-style-type: none"> Font size 12 Times New Roman 1 inch margins (default setting in Google Docs) Double - space Include header (name, instructor's name, course, date) Title (center aligned) Header (last name and page number in upper right corner) In-text citation/parenthetical citation Works Cited (research tasks) 		I	I	D	

English Grade Seven On/Above

Skill by Grade Level	5	6	7	8	9
Grammar/Language					
<i>Quotation Use - Citations</i>		I			
<i>Quotation Use - Dialogue</i>	I	D			
<i>Prepositional Phrases</i>				M	
<i>Participles</i>				I	
<i>Participial Phrases</i>				I	
<i>Misplaced Modifiers</i>				I	
<i>Dangling Modifiers</i>				D	
<i>Gerunds</i>				I	
<i>Adjective Clauses</i>				I	
<i>Infinitives</i>				I	
<i>Verbs in Active and Passive Voice in the conditional and subjunctive mood</i>				I	
<i>Adverb Clauses</i>				I	
<i>Compound Sentences</i>		I	M		
<i>Complex Sentences</i>		I	D	M	
<i>Noun Clauses</i>				I	
Parts of Speech					
Nouns	M				

English Grade Seven On/Above

Verbs	M				
Adjectives	M				
Adverbs	I	M			
Conjunctions	I	M			
Prepositions	I	D			
Interjections	I	M			
Pronouns	I	D			