

HADDONFIELD PUBLIC SCHOOLS

Curriculum Map for 7<sup>th</sup> grade Language Arts

<i>Trimester 1</i>					
Targeted Standard(s): NJCCCS Language Arts Literacy					
7:3.1 A 1	7:3.1 G 1	7:3.2 A 3	7:3.2 D 12	7:3.3 B 2	7:3.4 A 4
7:3.1 A 2	7:3.1 G 5	7:3.2 A 4	7:3.2 D 13	7:3.3 B 3	7:3.4 A 5
7:3.1 D 1	7:3.1 G 6	7:3.2 A 5	7:3.2 D 14	7:3.3 B 4	7:3.4 B 1
7:3.1 D 2	7:3.1 G 7	7:3.2 A 6	7:3.2 D 15	7:3.3 C 1	7:3.4 B 2
7:3.1 D 3	7:3.1 G 8	7:3.2 B 1	7:3.3 A 1	7:3.3 C 2	7:3.4 B 3
7:3.1 D 4	7:3.1 G 9	7:3.2 C 1	7:3.3 A 2	7:3.3 C 3	7:3.4 B 5
7:3.1 E 1	7:3.1 G 10	7:3.2 C 5	7:3.3 A 3	7:3.3 D 1	7:3.5 A 3
7:3.1 E 2	7:3.1 G 11	7:3.2 C 6	7:3.3 A 4	7:3.3 D 2	
7:3.1 F 1	7:3.1 G 12	7:3.2 C 7	7:3.3 A 5	7:3.3 D 3	
7:3.1 F 2	7:3.1 G 13	7:3.2D 3	7:3.3 A 6	7:3.3 D 6	
7:3.1 F 3	7:3.1 G 14	7:3.2 D 8	7:3.3 A 7	7:3.4 A 1	
7:3.1 F 4	7:3.1 G 15	7:3.2 D 9	7:3.3 B 1	7:3.4 A 2	
Targeted Standard(s):	NJCCCS 21 <sup>st</sup> Century Life and Careers				
9.1.8.A.2	9.1.8.C.1				
9.1.8.A.3	9.1.8.C.2				
9.1.8.A.4	9.1.8.F.1				
9.1.4.B.1					
9.1.8.B.2					
Enduring Understandings ( <i>The big ideas</i> ):					
What is an opportunity?					
What are the different types of opportunities?					
When opportunity knocks what are your choices of response?					
Why do characters move as a response to an opportunity?					
How can blending in be a response to an opportunity?					
Essential Questions:					
What are the hardships of a migrant worker?					
How does change affect the individual?					
What makes a community?					
How are communities similar and different?					
How does understanding a text's structure help better understanding of its meaning?					
How do you analyze a question in order to provide an appropriate and thorough response?					

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<p>How do you identify the elements of plot structure in context?                  How do you identify irony, flashback, foreshadowing, suspense, conflict, voice and point of view in context?                  What are the specific types of internal and external conflict and what are examples of each type?                  When faced with hardships/change how does one assimilate to their new environment?                  What first experiences do immigrants have?                  Did immigrants expectations match reality?                  What is the immigrant experience today?                  What is the structure for responding to an open-ended question?                  What is the benefit of brainstorming collaboration for an individual outcome?                  How can brainstorming collaboration best be used to design multiple solutions for completing different tasks in different settings?                  What is the value of revising and editing your own written piece?                  How do you use problem solving strategies to identify and offer appropriate solutions to a community issue?                  How do you implement time management strategies for completing long term and short term project simultaneously?</p>			
Core Content/Objectives		Instructional Actions	
Concepts <i>What students will know</i>	Skills <i>What students will be able to do</i>	Activities/Strategies <i>Learning Activities/ Differentiation Interdisciplinary Connections</i>	Assessment <i>How learning will be assessed</i>
Parts of speech: noun, verb, adverb, adjective, pronoun and antecedent, prepositions and different types of prepositional phrases Difference between complete sentences, run on sentences and sentence fragments Elements of plot structure Responding to an open-ended question Analyze the four types of questions Parts of a paragraph Thank you letters Multiple brainstorming strategies and purposes Collaborative brainstorming for individual outcomes Persuasive paragraph Literary elements: static/dynamic character, suspense, irony, theme, voice, point of view, setting,	Direct text quotes for supporting evidence Story sequence and summary Role of author Point of view 1 <sup>st</sup> person narrative Character’s perspective Audience awareness Writer’s voice Topic/closing sentences Main idea/supporting details Sentence parts review Proper/common nouns review Adjective review Topic/closing sentences Main idea/supporting details Pronouns and antecedents Sentence fragment worksheets Run on sentence worksheets “stringy”, padded and empty sentences	Journal entries Cooperative learning strategies <i>Esperanza Rising</i> T-shirt design for story summary RAFT activity for summer reading Model for summary paragraph Thesis frames Word splash Differentiated expository reading activity Reading guides Character trait activities Plot structure diagrams Differentiated activities for foreshadowing, irony and suspense	Journal entries <i>Esperanza Rising</i> summer reading log T-shirt rubric <i>Esperanza Rising</i> RAFT project RAFT project rubric for 1 written/1 visual activity Character cards for <i>Seedfolks</i> Persuasive paragraphs Objective quiz and test Student created visuals for literary elements Host a Dinner Party project Reading guides with identified question type Class discussion Responding to open-ended questions

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<p>internal and external conflict, symbolism, personification, humor, point of view, audience Direct quote as supporting evidence</p>	<p>Sentence combining Adverbial phrases Adjectival phrases Prepositions and prepositional phrases Peer review guidelines Literary elements of: static/dynamic character, suspense, irony, theme, mood, tone, setting, conflict, symbolism, personification, humor Plot structure Time management for out of class project Responding to open-ended questions Various genres to:     investigate a topic     analyze personal accounts     compare and contrast personal experiences     evaluate change Synthesis and application of knowledge in new settings</p>	<p>Exit cards</p>	
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Resources/Technology:

<i>Esperanza Rising</i>	"One Ordinary Day with Peanuts"
<i>Seedfolks</i>	"The Landlady"
<i>Writer's Craft grade 7</i> p. 374-383 & p. 408-492	"Thank You, M'am"
"Rikki-Tikki-Tavi"	"A Scholarship Jacket"
"You Can't Take It With You"	YouTube clips
"What Do Fish Have to Do with Anything"	Inspiration
"The Dinner Party"	Microsoft word
	Power point presentations for plot structure and literary elements

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Curriculum Map for 7<sup>th</sup> grade Language Arts-

Trimester 2					
Targeted Standard(s): NJCCCS					
7:3.1 A1	7:3.1 G2	7:3.2 A2	7:3.2 D2	7:3.3 A5	7:3.3 D6
7:3.1 A2	7:3.1 G3	7:3.2 A3	7:3.2 D3	7:3.3 A6	7:3.4 A4
7:3.1 C1	7:3.1 G4	7:3.2 A4	7:3.2 D4	7:3.3 A7	7:3.4 A4
7:3.1 C2	7:3.1 G5	7:3.2 A5	7:3.2 D5	7:3.3 B 1	7:3.4 B1
7:3.1 C3	7:3.1 G6	7:3.2 A6	7:3.2 D8	7:3.3 B 2	7:3.4 B2
7:3.1 D1	7:3.1 G7	7:3.2 A7	7:3.2 D9	7:3.3 B 3	7:3.4 B3
7:3.1 D2	7:3.1 G8	7:3.2 B1	7:3.2 D10	7:3.3 B 4	7:3.4 B5
7:3.1 D3	7:3.1 G9	7:3.2 B4	7:3.2 D11	7:3.3 C1	7:3.4 B6
7:3.1 D4	7:3.1 G10	7:3.2 C1	7:3.2 D12	7:3.3 C2	7:3.5 A 1
7:3.1 E1	7:3.1 G11	7:3.2 C2	7:3.2 D13	7:3.3 C3	7:3.5 A2
7:3.1 E2	7:3.1 G12	7:3.2 C3	7:3.2 D14	7:3.3 C4	7:3.5 A3
7:3.1 F1	7:3.1 G13	7:3.2 C4	7:3.2 D15	7:3.3 D1	7:3.5 B5
7:3.1 F2	7:3.1 G14	7:3.2 C5	7:3.3 A1	7:3.3 D2	
7:3.1 F3	7:3.1 G15	7:3.2 C6	7:3.3 A2	7:3.3 D3	
7:3.1 F4	7:3.2 A1	7:3.2 C7	7:3.3 A3	7:3.3 D4	
7:3.1 G1	7:3.2 A1	7:3.2 D1	7:3.3 A4	7:3.3 D5	
Targeted Standard(s):	NJCCCS 21 <sup>st</sup> Century Life and Careers				
9.1.8.A.2	9.1.8.C.1				
9.1.8.A.3	9.1.8.C.2				
9.1.8.A.4	9.1.8.F.1				
9.1.4.B.1					
9.1.8.B.2					
<p>Enduring Understandings (<i>The big ideas</i>):</p> <p>How are narrative stories created?</p> <p>How can writers develop and refine their ideas for thinking, learning, communicating, and aesthetic expression?</p> <p>How can good writers use a repertoire of strategies that enables them to vary form and style, in order to write for different purposes, audiences, and contexts?</p> <p>How do readers construct meaning from text?</p> <p>What do readers do when they do not understand everything in a text?</p> <p>Why do characters move as a response to an opportunity?</p> <p>How can blending in be a response to an opportunity?</p>					
<p>Essential Questions:</p> <p>How can using context clues improve vocabulary?</p> <p>How can understanding factual information deepen the understanding of a narrative?</p>					

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<p>How can good readers use language structure and content clues to identify the intended meaning of words and phrases as they are used?                  How is research gathered and critiqued from different sources for a specific purpose?                  How can knowledge gained from research projects be used to compare, infer, synthesize and make connections (text to text, text to world, text to self) while making text personally relevant and useful?                  How can letters convince readers a single view point is the only one to be considered?                  How do authors infuse conflict into the plot structure?                  How do authors infuse literary elements into the plot to enhance the story?                  How do we transfer the lessons of problems solving, analysis, cooperation, leadership and compromise in literature into our own lives?                  How do we transfer the positive and negative nuances of communication in literature into our own lives?</p>			
Core Content/Objectives		Instructional Actions	
Concepts <i>What students will know</i>	Skills <i>What students will be able to do</i>	Activities/Strategies <i>Learning Activities/ Differentiation Interdisciplinary Connections</i>	Assessment <i>How learning will be assessed</i>
<p>Parts of speech: pronoun &amp; antecedent, direct &amp; indirect objects, prepositions and different types of prepositional phrases                  Subject-verb agreement                  Compound and complex sentences                  Internal and external conflict in longer works                  Development of thesis statement for persuasive essay                  Parts of a 3 paragraph essay                  Parts of a 5 paragraph essay                  To examine pros and cons of an argument in order to generate and narrow topics for persuasive essay                  Write multi paragraph essays with clear topic development, logical organization, effective use of detail, and sentence variety                  Identification and analysis of literary elements and figurative language in context                  To compose a narrative containing all elements of plot development and some compositional risk from a story starter                  Revise and edit drafts for content, organization, usage, construction and mechanics                  Plot structure in longer works</p>	<p>Direct and indirect object worksheets                  Different pronoun forms and functions                  Correct pronoun usage                  Identification of prepositions                  Prepositional phrases and object of preposition                  Adverbial phrases                  Adjectival phrases                  Agreement issues with subject, verb, pronoun                  Compound subject and/or predicate                  Compound adverbial phrases                  Compound adjectival phrases                  Beginning sentences with phrases                  Narrative story development to include:                  Character development                  Elements and analysis of static and dynamic characters in longer works                  Identification and analysis of many types of internal and external conflict in context                  Trace conflict from the main problem to the final resolution in</p>	<p>Journal entries                  Cooperative learning strategies                  Differentiated reading and writing activities                  Reading guides                  Discussion starter questions on key concepts                  Guided practice of multi-stage essay planning                  Guided practice of multi-stage speculative writing                  Graphic organizers for planning                  Multiple timed practices for both speculative and persuasive writing                  Characterization charts for main characters                  Talking walls                  Approve/disapprove activity                  Cause/effect chains                  Word splash                  Important Happenings sequence chart                  Venn diagrams                  Character strength and weakness cards                  Text references to support theme of longer works                  I Have/You Have                  Student written review questions</p>	<p>Journal entries                  Class discussion                  Review of speculative writing planning                  Review of persuasive writing planning                  Student selection of speculative and persuasive writing pieces for holistic grading using the NJ ASK scoring rubric                  Plot Structure Project for <i>Buddha Boy</i> focusing on development of conflict in a longer written piece.                  Objective quiz and test                  Reading guides with identified question type                  Respond to open ended-questions                  Students will write an essay predicting one of the character's future life time endeavors. They will respond using an appropriate setting.                  Theme Project for <i>Tangerine</i> focusing on the development of several themes throughout a longer work.</p>

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<p>Understand the relationship of conflict as the main feature in plot development          Understand how authors infuse literary elements into plot structure to enhance the story          Examine how conflict aids rising and falling action in a longer work          Examine how authors infuse character analysis in longer works          Author's voice in longer works          How to monitor understanding of longer works making and adjusting predictions, asking ongoing questions and relate new learning to life experiences          How to use text to generate and respond to inferential questions          Analyze elements of setting, characterization, and plot to construct meaning of how characters influence the progression and resolution of the plot          To develop an awareness of a variety of perspectives on a single event, setting, character, within a longer work</p>	<p>literature          Setting          Use of recurring theme(s) in a novel          Analysis of literary elements in context as a tool to enhance the story          Wants/needs of characters for basis of conflict          Story problem and resolution          Rising and falling action          Climax          Methods of beginning story          Analysis of prompt for purpose of writing and audience          Developing position and supporting reasons          Developing logical argument containing statistics, expert opinions, personal observation, quotes          Tools for strong introductory paragraph</p>		
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<p>Resources/Technology: Teacher made worksheets and models for speculative and persuasive writing NJ ASK rubrics and model writing Writer's Craft grade 7 p. 432-457 &amp; p. 536-552 <i>Buddha Boy</i> by Kathe Koja <i>The Pigman</i> by Paul Zindel <i>Tangerine</i> by Edward Bloor Inspiration Microsoft Word Related videos from TeacherTube and YouTube Power point presentations of literary elements</p>			

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Curriculum Map for 7<sup>th</sup> grade Language Arts-

*Trimester 3*

Targeted Standard(s): NJCCCS					
7:3.1 A1	7:3.1 G2	7:3.2 A2	7:3.2 D2	7:3.3 A5	7:3.3 D6
7:3.1 A2	7:3.1 G3	7:3.2 A3	7:3.2 D3	7:3.3 A6	7:3.4 A4
7:3.1 C1	7:3.1 G4	7:3.2 A4	7:3.2 D4	7:3.3 A7	7:3.4 A4
7:3.1 C2	7:3.1 G5	7:3.2 A5	7:3.2 D5	7:3.3 B 1	7:3.4 B1
7:3.1 C3	7:3.1 G6	7:3.2 A6	7:3.2 D8	7:3.3 B 2	7:3.4 B2
7:3.1 D1	7:3.1 G7	7:3.2 A7	7:3.2 D9	7:3.3 B 3	7:3.4 B3
7:3.1 D2	7:3.1 G8	7:3.2 B1	7:3.2 D10	7:3.3 B 4	7:3.4 B5
7:3.1 D3	7:3.1 G9	7:3.2 B4	7:3.2 D11	7:3.3 C1	7:3.4 B6
7:3.1 D4	7:3.1 G10	7:3.2 C1	7:3.2 D12	7:3.3 C2	7:3.5 A 1
7:3.1 E1	7:3.1 G11	7:3.2 C2	7:3.2 D13	7:3.3 C3	7:3.5 A2
7:3.1 E2	7:3.1 G12	7:3.2 C3	7:3.2 D14	7:3.3 C4	7:3.5 A3
7:3.1 F1	7:3.1 G13	7:3.2 C4	7:3.2 D15	7:3.3 D1	7:3.5 B5
7:3.1 F2	7:3.1 G14	7:3.2 C5	7:3.3 A1	7:3.3 D2	
7:3.1 F3	7:3.1 G15	7:3.2 C6	7:3.3 A2	7:3.3 D3	
7:3.1 F4	7:3.2 A1	7:3.2 C7	7:3.3 A3	7:3.3 D4	
7:3.1 G1	7:3.2 A1	7:3.2 D1	7:3.3 A4	7:3.3 D5	
Targeted Standard(s):	NJCCCS 21 <sup>st</sup> Century	Life and Careers			
9.1.8.A.2	9.1.8.C.1				
9.1.8.A.3	9.1.8.C.2				
9.1.8.A.4	9.1.8.F.1				
9.1.4.B.1					
9.1.8.B.2					

Enduring Understandings (*The big ideas*):

What do readers do when they do not understand everything in a text?

Why do characters move as a response to an opportunity?

How can blending in be a response to an opportunity?

How can good writers use a repertoire of strategies that enables them to vary form and style, in order to write for different purposes, audiences, and contexts?

After moving and blending in, how can making friends be a response to an opportunity?

Why does family matter?

How does understanding rules and conventions of language help readers understand what is being communicated?

How can prose be transformed into poetry?

Essential Questions:

How do rules of language affect communication?

Why do readers need to pay attention to writer's choice of words?

Why do readers need to pay attention to writer's use of figurative language and style?

How can two seemingly different characters function as one?

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How do you apply concepts from literature into an original work?			
Core Content/Objectives		Instructional Actions	
Concepts <i>What students will know</i>	Skills <i>What students will be able to do</i>	Activities/Strategies <i>Learning Activities/ Differentiation Interdisciplinary Connections</i>	Assessment <i>How learning will be assessed</i>
<p>Correct use of commas to set off introductory elements, interrupters, nouns of direct address, and appositives</p> <p>Identification and analysis of literary elements and figurative language in context</p> <p>Plot structure in longer works</p> <p>Character analysis in longer works</p> <p>Author's voice in longer works</p> <p>How to monitor understanding of longer works making and adjusting predictions, asking on going questions and relate new learning to life experiences</p> <p>How to use text to generate and respond to inferential questions</p> <p>Analyze elements of setting, characterization, and plot to construct meaning of how characters influence the progression and resolution of the plot</p> <p>To develop an awareness of a variety of perspectives on a single event, setting, character, within a longer work</p> <p>Distinguish between a book summary and a book excerpt</p> <p>Identify figurative, literal and descriptive language</p> <p>Use summarizing strategies to demonstrate the resolution to a complex problem</p>	<p>Properly identify the correct use of commas when writing and editing</p> <p>Narrative story development to include:</p> <p>Character development</p> <p>Setting</p> <p>Wants/needs of characters for basis of conflict</p> <p>Story problem and resolution</p> <p>Rising and falling action</p> <p>Climax</p> <p>Elements and analysis of static and dynamic characters in longer works</p> <p>Identification and analysis of many types of internal and external conflict in context</p> <p>Use of recurring theme(s) in a novel</p> <p>Analysis of literary elements in context as a tool to enhance the story</p> <p>Critique an entire work for style and theme</p> <p>Fluency of reading</p> <p>Compose a poem from narrative text</p> <p>Application of knowledge from literature into original work</p>	<p>Journal entries</p> <p>Cooperative learning strategies</p> <p>Differentiated reading and writing activities</p> <p>Reading guides</p> <p>Discussion starter questions on key concepts</p> <p>Characterization charts for main characters</p> <p>Talking walls</p> <p>Character strength and weakness cards</p> <p>Text references to support theme of longer works</p> <p>I Have/You Have</p> <p>Student written review questions</p> <p>Student samples of puns, Tom Swifites, hyperbole, oxymoron, couplets</p> <p>Alternate chapter names</p> <p>Ask the author questions during reading</p> <p>Write and illustrate a poem</p>	<p>Writing samples</p> <p>Quizzes</p> <p>Journal entries</p> <p>Class discussion</p> <p>Objective quiz and test</p> <p>Reading guides with identified question type</p> <p>Respond to open ended-questions</p> <p>Book Jacket Project for <i>Sleeping Freshmen Never Lie</i> applying knowledge of plot structure development and humor techniques in a book summary, author biography and a book excerpt.</p> <p>Found Poetry piece</p>
<p>Resources/Technology:</p> <p><i>Literature and Thought-Family Matters</i> All text used throughout the year</p> <p><i>Sleeping Freshmen Never Lie</i> by David Lubar Writer's Craft pages 628-636</p> <p><i>Freak the Mighty</i> by Rodman Philbrick You Tube clips</p>			

