

Crest Memorial School Curriculum and Pacing Guide

Grade: 7th Grade

Subject: Language Arts

Adoption Date: 04/01/14

Revision Date: 04/8/22

	MP1	MP2	MP3	MP4
Pacing Guide	<ul style="list-style-type: none"> How do compositional risks benefit your writing? (10 weeks - full marking period) What are some ways a person can be remembered? (4 weeks) What tactics can be used to persuade people? (4 weeks) How does strong vocabulary improve my writing? (10 weeks - full marking period) 	<ul style="list-style-type: none"> How do you gather and organize appropriate information for a research essay? (6 weeks) Why is it important to properly cite sources? (6 weeks) Why would a person choose to revolt against his or her government? (6 weeks) How does a person's social class affect their opportunities? (4 weeks) How does strong vocabulary improve my writing? (10 weeks - full marking period) 	<ul style="list-style-type: none"> How does a person's social class affect their opportunities? (4 weeks) How do you use information from a text to support a claim? (4 weeks) How do bad experiences help shape who we are? (4 weeks) How does strong vocabulary improve my writing? (10 weeks - full marking period) 	<ul style="list-style-type: none"> How does strong vocabulary improve my writing? (10 weeks - full marking period) How does a news story differ from an essay? (5 weeks) Why was the Civil Rights Movement a pivotal time in American history? (5 weeks) How can I tell my peers about myself in an interesting way? (3 weeks) How does strong vocabulary improve my writing? (10 weeks - full marking period)
Instructional Materials	<ul style="list-style-type: none"> <u>Jumbo Book of Writing Lessons</u> by Teacher Created Materials, Inc. <u>Walk Two Moons</u> by Sharon Creech. <u>Strengthening Your Students' Writing and Reading (Gr. 6-12 Resource Handbook</u> by Mary Ledbetter ("Smiley Face Tricks") 	<ul style="list-style-type: none"> <u>Evergreen: A Guide to Writing</u> Sixth Edition by Susan Fawcett and Alvin Sandberg Grammar / Writing instruction <u>The Rock and the River</u> by Kekla Magoon News writing instruction Sample news articles 	<ul style="list-style-type: none"> <u>Evergreen: A Guide to Writing</u> Sixth Edition by Susan Fawcett and Alvin Sandberg <u>The Outsiders</u> by S.E. Hinton "Brian's Song" Teleplay PARCC Test Prep Sample narrative, persuasive, and 	<ul style="list-style-type: none"> Edgar Allen Poe short stories Research on Edgar Allen Poe (Webquest) <u>Among the Hidden</u> by Margaret Peterson Haddix

	<ul style="list-style-type: none"> • Evergreen: A Guide to Writing Sixth Edition by Susan Fawcett and Alvin Sandberg • The Comprehensive Persuasive Writing Guide by Barbara Mariconda and Dea Paoletta Auray (2003: Empowering Writers, LLC) • Grammar/Writing Instruction • YouTube/ SchoolTube • Sadlier Vocabulary Workshop Books 	<ul style="list-style-type: none"> • Discovery Ed's <i>Civil Rights</i> video segment • Internet research on Civil Rights events of the 1960s and '70s. • Research paper materials (student chosen topics) • Sadlier Vocabulary Workshop Books 	<p>explanatory passages from NJDOE</p> <ul style="list-style-type: none"> • Sadlier Vocabulary Workshop Books 	
Standards	<p>LA.7.CCSS.ELA-Literacy.W.7.3d - Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.</p> <p>LA.7.CCSS.ELA-Literacy.L.7.2a - Use a comma to separate coordinate adjectives (e.g., It was a fascinating, enjoyable movie but not He wore an old[,] green shirt).</p> <p>LA.7.CCSS.ELA-Literacy.W.7.3a - 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.</p> <p>LA.7.CCSS.ELA-Literacy.W.7.5 - [Grade Level Standard] - 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.</p> <p>LA.7.CCSS.ELA-Literacy.L.7.5 - [Grade Level Standard] -</p>	<p>LA.7.CCSS.ELA-Literacy.W.7.7 - [Grade Level Standard] - Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.</p> <p>LA.7.CCSS.ELA-Literacy.W.7.8 - [Grade Level Standard] - 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.</p> <p>LA.7.CCSS.ELA-Literacy.RL.7.1 - [Grade Level Standard] - Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>LA.7.CCSS.ELA-Literacy.L.7.4a - Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or</p>	<p>LA.7.CCSS.ELA-Literacy.W.7.4 - [Grade Level Standard] - Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>LA.7.CCSS.ELA-Literacy.W.7.3b - Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.</p> <p>LA.7.CCSS.ELA-Literacy.W.7.3d - Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.</p> <p>LA.7.CCSS.ELA-Literacy.W.7.3e - Provide a conclusion that follows from and reflects on the narrated experiences or events.</p> <p>LA.7.CCSS.ELA-Literacy.W.7.4 - [Grade Level Standard] - Produce clear and coherent writing in which the development, organization, and</p>	<p>LA.7.CCSS.ELA-Literacy.W.7.2a - Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.</p> <p>LA.7.CCSS.ELA-Literacy.W.7.2b - Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.</p> <p>LA.7.CCSS.ELA-Literacy.W.7.2c - Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.</p> <p>LA.7.CCSS.ELA-Literacy.W.7.2d - Use precise language and domain-specific vocabulary to inform about or explain the topic.</p>

	<p>Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>LA.7.CCSS.ELA-Literacy.L.7.5a - Interpret figures of speech (e.g., literary, biblical, and mythological allusions) in context.</p> <p>LA.7.CCSS.ELA-Literacy.W.7.6 - [Grade Level Standard] - 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.</p> <p>LA.7.CCSS.ELA-Literacy.L.7.4a - 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.</p> <p>LA.7.CCSS.ELA-Literacy.W.7.1a - Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically.</p> <p>LA.7.CCSS.ELA-Literacy.W.7.1b - Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.</p> <p>LA.7.CCSS.ELA-Literacy.W.7.1c - Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence.</p>	<p>function in a sentence) as a clue to the meaning of a word or phrase.</p>	<p>style are appropriate to task, purpose, and audience.</p> <p>LA.7.CCSS.ELA-Literacy.L.7.4a - 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.</p> <p>LA.7.CCSS.ELA-Literacy.RL.7.9 - [Grade Level Standard] - 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.</p>	<p>LA.7.CCSS.ELA-Literacy.W.7.2e - Establish and maintain a formal style.</p> <p>LA.7.CCSS.ELA-Literacy.W.7.2f - Provide a concluding statement or section that follows from and supports the information or explanation presented.</p> <p>LA.7.CCSS.ELA-Literacy.L.7.4a - 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.</p>
Activities	<ul style="list-style-type: none"> • Forget-Me-Not Box, Essay & Presentation • Persuasive writing activities 	<ul style="list-style-type: none"> • Writing news lead activities • Newspaper label activities 	<ul style="list-style-type: none"> • Final draft of research paper • Compare and Contrast writing activities 	<ul style="list-style-type: none"> • Personal Narrative Essay on a tragic event • The Hunger Games assignment TBD

	<ul style="list-style-type: none"> Persuasive Essay on controversial topic 	<ul style="list-style-type: none"> News story on a Civil Rights event 1960s Group Newspaper Research note cards Research essay 	<ul style="list-style-type: none"> Compare and Contrast Essay on two characters from the novel, two groups, or teens in the '60s vs. teens today 	<ul style="list-style-type: none"> Google Slides presentation: "All About Me" (if time allows)
Modifications	<p>Forget-Me-Not Essay: Tier 1 – No framework Tier 2 – Framework Tier 3 – Assisted framework</p> <p>Persuasive Essay: Tier 1 – No framework Tier 2 – Framework Tier 3 – Assisted framework</p> <p>Vocabulary/Grammar Quizzes: Tier 1 – Complete quizzes with basic instruction. Tier 2 – Complete quizzes with a bit of teacher assistance. Tier 3 – Complete quizzes with directions and questions read aloud.</p> <p>Special Education Modifications -Preferential seating -Extra time on quizzes and tests -Detailed writing frameworks -Reading of material aloud</p>	<p>Research Essay: Tier 1 – No framework Tier 2 – Framework Tier 3 – Assisted framework</p> <p>Illustrative Social Class Essay: Tier 1 - No framework Tier 2 - Framework Tier 3 - Assisted Framework</p> <p>Vocabulary/Grammar Quizzes: Tier 1 – Complete quizzes with basic instruction. Tier 2 – Complete quizzes with a bit of teacher assistance. Tier 3 – Complete quizzes with directions and questions read aloud.</p> <p>Special Education Modifications -Preferential seating -Extra time on quizzes and tests -Detailed writing frameworks -Reading of material aloud</p>	<p>Compare and Contrast Essay: Tier 1 – No framework Tier 2 – Framework Tier 3 – Assisted framework</p> <p>Personal Narrative Essay: Tier 1 – No framework Tier 2 – Framework Tier 3 – Assisted framework</p> <p>Vocabulary/Grammar Quizzes: Tier 1 – Complete quizzes with basic instruction. Tier 2 – Complete quizzes with a bit of teacher assistance. Tier 3 – Complete quizzes with directions and questions read aloud.</p> <p>Special Education Modifications -Preferential seating -Extra time on quizzes and tests -Detailed writing frameworks -Reading of material aloud</p>	<p>News Story: Tier 1—No framework Tier 2 – Framework Tier 3 –Assisted framework.</p> <p>Google Slides Presentation: Tier 1 – Create presentation with six slides, graphics, and transitions. Tier 2 – Create presentation with four slides and graphics. Tier 3 – Create presentation with four slides and graphics, with teacher assistance.</p> <p>Vocabulary/Grammar Quizzes: Tier 1 – Complete quizzes with basic instruction. Tier 2 – Complete quizzes with a bit of teacher assistance. Tier 3 – Complete quizzes with directions and questions read aloud.</p> <p>Special Education Modifications -Preferential seating -Extra time on quizzes and tests -Detailed writing frameworks -Reading of material aloud</p>
Interdisciplinary Connections	<ul style="list-style-type: none"> Social Studies (Controversial topics) 	<ul style="list-style-type: none"> Social Studies (Revolution) Economics (Social Class) 	<ul style="list-style-type: none"> Social Studies (Civil Rights) Physical Education (Brian's Song) 	<ul style="list-style-type: none"> Social Studies (Civil Rights)
Assessments	<p>Formative Assessments -Grammar Quizzes -Vocabulary Quizzes</p>	<p>Formative Assessments -Grammar Quizzes -Vocabulary Quizzes</p>	<p>Formative Assessments -Grammar Quizzes -Vocabulary Quizzes</p> <p>Benchmark Assessments</p>	<p>Formative Assessments -Grammar Quizzes -Vocabulary Quizzes</p> <p>Benchmark Assessments</p>

	<p>Benchmark Assessments -MAP Testing</p> <p>Summative Assessments -Descriptive Essay (Forget-Me-Not) -Persuasive Essay (Student choice)</p>	<p>Benchmark Assessments -MAP Testing</p> <p>Summative Assessments -Civil Rights news articles -1960s Group newspaper -Research paper first draft</p>	<p>-MAP Testing</p> <p>Summative Assessments -Research paper final draft -Compare and Contrast Essay/Google Slides Presentation on two characters from the novel, two groups, or teens in the '60s vs. teens today</p>	<p>-MAP Testing -NJSLA Testing</p> <p>Summative Assessments -Personal Narrative on a tragic event -<u>The Hunger Games</u> assignment TBD -Google Slides presentation: "All About Me"</p>
<p>21st Century Themes and Skills</p>	<p>CRP1. Act as a responsible and contributing citizen and employee.</p> <p>CRP2. Apply appropriate academic and technical skills.</p> <p>CRP4. Communicate clearly and effectively and with reason.</p> <p>CRP6. Demonstrate creativity and innovation. (Forget-Me-Not Box)</p> <p>CRP11. Use technology to enhance productivity</p> <p>Life Literacies and Key Skills 9.4.8.GCA.2: Demonstrate openness to diverse ideas and perspectives through active discussions to achieve a group goal. 9.4.8.GCA.1: Model how to navigate cultural differences with sensitivity and respect (e.g., 1.5.8.C1a). • 9.4.8.GCA.2: D 9.4.8.TL.3: Select appropriate tools to organize and present information digitally. 9.4.8.IML.1: Critically curate multiple resources to assess the credibility of sources when searching for information.</p>	<p>CRP1. Act as a responsible and contributing citizen and employee.</p> <p>9.1.8.A.2 Relate how career choices, education choices, skills, entrepreneurship, and economic conditions affect income. - (Explanatory Essay/Exploration of incomes impact on achievement)</p> <p>CRP2. Apply appropriate academic and technical skills.</p> <p>CRP7. Employ valid and reliable research strategies.</p> <p>CRP11. Use technology to enhance productivity</p> <p>Life Literacies and Key Skills 9.4.8.GCA.2: Demonstrate openness to diverse ideas and perspectives through active discussions to achieve a group goal. 9.4.8.TL.3: Select appropriate tools to organize and present information digitally. 9.4.8.IML.1: Critically curate multiple resources to assess the credibility of sources when searching for information.</p>	<p>CRP1. Act as a responsible and contributing citizen and employee.</p> <p>CRP2. Apply appropriate academic and technical skills.</p> <p>CRP11. Use technology to enhance productivity</p> <p>Life Literacies and Key Skills 9.4.8.GCA.2: Demonstrate openness to diverse ideas and perspectives through active discussions to achieve a group goal. • 9.4.8.DC.1: Analyze the resource citations in online materials for proper use. •9.4.8.DC.2: Provide appropriate citation and attribution elements when creating media products (e.g., W.6.8). 9.4.8.TL.3: Select appropriate tools to organize and present information digitally. 9.4.8.IML.1: Critically curate multiple resources to assess the credibility of sources when searching for information.</p>	<p>CRP1. Act as a responsible and contributing citizen and employee.</p> <p>CRP2. Apply appropriate academic and technical skills.</p> <p>CRP4. Communicate clearly and effectively and with reason.</p> <p>CRP7. Employ valid and reliable research strategies.</p> <p>CRP11. Use technology to enhance productivity. (Google Slides presentation)</p> <p>Life Literacies and Key Skills 9.4.8.GCA.2: Demonstrate openness to diverse ideas and perspectives through active discussions to achieve a group goal. 9.4.8.TL.3: Select appropriate tools to organize and present information digitally. 9.4.8.IML.1: Critically curate multiple resources to assess the credibility of sources when searching for information.</p>