

Crest Memorial School Curriculum and Pacing Guide

All activities correspond with marking period essential questions. Activity goes with question as do the the corresponding standards, modifications, accommodations, assessments and 21st century learning skills.

Grade: 7th Grade

Subject: Language Arts

Adoption Date: 04/01/14

Revision Date: 1/4/19

	MP1	MP2	MP3	MP4
Scope and Sequence	<ul style="list-style-type: none"> How do I apply compositional risks to my writing? (10 weeks - full marking period) How can I remember a person in various ways? (4 weeks) What tactics can be applied to my writing to persuade people? (4 weeks) What strategies can I use to evaluate the impact strong vocabulary use has on my writing? (10 weeks - full marking period) 	<ul style="list-style-type: none"> What tactics can be applied to my writing to persuade people? (4 weeks) How can I understand the difference between a news story and an essay? (5 weeks) Why is it important to evaluate how the Civil Rights Movement became such a pivotal time in American history? (5 weeks) How do I evaluate the similarities and differences between characters and the way they enhance their relationships? (4 weeks) What strategies can I use to evaluate the impact strong vocabulary use has on my writing? (10 weeks - full marking period) 	<ul style="list-style-type: none"> How do I evaluate the similarities and differences between characters and the way they enhance their relationships? (4 weeks) How do I analyze and evaluate information from a text to support a claim? (4 weeks) How do you effectively gather, organize, and analyze research material? (6 weeks) Why is it important to understand how to properly cite sources? (6 weeks) What strategies can I use to evaluate the impact strong vocabulary use has on my writing? (10 weeks - full marking period) 	<ul style="list-style-type: none"> How do we analyze our bad experiences and evaluate the way they shape who we are? (4 weeks) How can I create a presentation to tell my peers about myself in an interesting way? (3 weeks) What strategies can I use to evaluate the impact strong vocabulary use has on 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</u> Resource Handbook by Mary Ledbetter ("Smiley Face Tricks") • <u>Evergreen: A Guide to Writing</u> Sixth Edition by Susan Fawcett and Alvin Sandberg • <u>The Comprehensive Persuasive Writing Guide</u> by Barbara Mariconda and Dea Paoletta Auray (2003: Empowering Writers, LLC) • Grammar/Writing Instruction • Sample writing models • <i>YouTube</i> • Sadlier Vocabulary Workshop Books 	<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 • 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 	<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 • Research paper materials • PARCC Test Prep • Sample narrative, persuasive, and explanatory passages from NJDOE • Sadlier Vocabulary Workshop Books 	<ul style="list-style-type: none"> • Edgar Allan Poe short stories • Research on Edgar Allan Poe (Webquest) • <u>Among the Hidden</u> by Margaret Peterson Haddix • Sadlier Vocabulary Workshop Books
Activities	<ol style="list-style-type: none"> 1. Forget-Me-Not Box, Essay & Presentation 2. Persuasive writing activities 3. Persuasive Essay on controversial topic 4. Vocabulary quizzes/Editing activities 	<ol style="list-style-type: none"> 1. Writing news lead activities 2. Newspaper label activities 3. News story on a Civil Rights event 4. 1960s Group Newspaper 5. Vocabulary quizzes/Editing activities 	<ol style="list-style-type: none"> 1. Research note cards 2. Research essay 3. Compare and Contrast writing activities 4. Compare and Contrast Essay on two characters from the novel, two groups, or teens in the '60s vs. teens today 5. Vocabulary quizzes/Editing activities 	<ol style="list-style-type: none"> 1. Personal Narrative Essay on a tragic event 2. Among the Hidden Assignment TBD 3. Google Slides presentation: "All About Me" (if time allows) 4. Vocabulary quizzes/Editing activities
Standards	<p>Activity One: W.7.3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and</p>	<p>Newspaper Activities: NJLSA.W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p>	<p>Research activities/essay NJLSA.W7. Conduct short as well as more sustained research projects, utilizing an inquiry-based research process, based on focused questions,</p>	<p>Personal Narrative W.7.3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and</p>

	<p>well-structured event sequences. A. Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically. B. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters. C. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another. D. Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.]E. Provide a conclusion that follows from and reflects on the narrated experiences or events.</p> <p>Activity Two: W.7.1. Write arguments to support claims with clear reasons and relevant evidence. A. Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically. B. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text. C. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence. D. Establish and maintain a formal style/academic style, approach, and form. E. Provide a concluding statement or section that follows</p>	<p>NJSLSA.W5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. NJSLSA.W6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.</p> <p>Vocabulary: 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. A. Use context (e.g., the overall meaning of a sentence or paragraph; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase. B. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., belligerent, bellicose, rebel). C. 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. 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).</p>	<p>demonstrating understanding of the subject under investigation. NJSLSA.W8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism. NJSLSA.W9. Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>NJSLSA.W2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.</p> <p>Vocabulary: 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. A. Use context (e.g., the overall meaning of a sentence or paragraph; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase. B. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., belligerent, bellicose, rebel). C. 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. D. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in</p>	<p>well-structured event sequences. A. Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically. B. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters. C. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another. D. Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events. E. Provide a conclusion that follows from and reflects on the narrated experiences or events.</p> <p>NJSLSA.SL5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.</p> <p>Vocabulary: 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. A. Use context (e.g., the overall meaning of a sentence or paragraph; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase. B. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., belligerent, bellicose, rebel).</p>
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	<p>from and supports the argument presented</p> <p>Vocabulary: 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. A. Use context (e.g., the overall meaning of a sentence or paragraph; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase. B. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., belligerent, bellicose, rebel). C. 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. 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).</p>		<p>context or in a dictionary).</p>	<p>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. 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).</p>
<p>Accommodations and Modifications</p>	<p>English language learners:</p> <ol style="list-style-type: none"> 1. Give tests orally 2. Give all instructions/directions in writing and orally 3. Allow errors in writing <p>At Risk of School Failure:</p> <ol style="list-style-type: none"> 1. Use highlighted texts 2. Adjust time for completion 3. Use behavioral management techniques consistently within a classroom and 	<p>English language learners:</p> <ol style="list-style-type: none"> 1. Give tests orally 2. Give all instructions/directions in writing and orally 3. Allow errors in writing <p>At Risk of School Failure:</p> <ol style="list-style-type: none"> 1. Use highlighted texts 2. Adjust time for completion 3. Use behavioral management techniques consistently within a classroom and 	<p>English language learners:</p> <ol style="list-style-type: none"> 1. Give tests orally 2. Give all instructions/directions in writing and orally 3. Allow errors in writing <p>At Risk of School Failure:</p> <ol style="list-style-type: none"> 1. Use highlighted texts 2. Adjust time for completion 3. Use behavioral management techniques consistently within a classroom and 	<p>English language learners:</p> <ol style="list-style-type: none"> 1. Give tests orally 2. Give all instructions/directions in writing and orally 3. Allow errors in writing <p>At Risk of School Failure:</p> <ol style="list-style-type: none"> 1. Use highlighted texts 2. Adjust time for completion 3. Use behavioral management techniques consistently within a classroom and across classes

	<p>across classes</p> <p>Gifted and Talented Students:</p> <ol style="list-style-type: none"> 1. Provide independent learning opportunities. 2. Ask students higher level questions. 3. Give students opportunities to mentor and teach other students. <p>Students with 504 plans:</p> <ol style="list-style-type: none"> 1. Students unable to write can have printed notes and provide answers orally. 2. Visually and/or hearing impaired students should be seated in close proximity to the teacher. 3. Students with hearing, visual, or cognitive impairment may have extra time. <p>Forget-Me-Not Box/Essay: Tier 1 – No framework Tier 2 – Framework Tier 3 – Assisted framework</p> <p>Persuasive Essay 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>across classes</p> <p>Gifted and Talented Students:</p> <ol style="list-style-type: none"> 1. Provide independent learning opportunities. 2. Ask students higher level questions. 3. Give students opportunities to mentor and teach other students. <p>Students with 504 plans:</p> <ol style="list-style-type: none"> 1. Students unable to write can have printed notes and provide answers orally. 2. Visually and/or hearing impaired students should be seated in close proximity to the teacher. 3. Students with hearing, visual, or cognitive impairment may have extra time. <p>Group Newspaper: 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>across classes</p> <p>Gifted and Talented Students:</p> <ol style="list-style-type: none"> 1. Provide independent learning opportunities. 2. Ask students higher level questions. 3. Give students opportunities to mentor and teach other students. <p>Students with 504 plans:</p> <ol style="list-style-type: none"> 1. Students unable to write can have printed notes and provide answers orally. 2. Visually and/or hearing impaired students should be seated in close proximity to the teacher. 3. Students with hearing, visual, or cognitive impairment may have extra time. <p>Research essay on a famous person: Tier 1 – No framework Tier 2 – Framework Tier 3 – Assisted framework</p> <p>Compare/contrast essay (The Outsiders): 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>Gifted and Talented Students:</p> <ol style="list-style-type: none"> 1. Provide independent learning opportunities. 2. Ask students higher level questions. 3. Give students opportunities to mentor and teach other students. <p>Students with 504 plans:</p> <ol style="list-style-type: none"> 1. Students unable to write can have printed notes and provide answers orally. 2. Visually and/or hearing impaired students should be seated in close proximity to the teacher. 3. Students with hearing, visual, or cognitive impairment may have extra time. <p>Tragic Event Essay: Tier 1 – No framework Tier 2 – Framework Tier 3 – Assisted framework</p> <p>Google Slides Presentation: 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>
Interdisciplinary	<ul style="list-style-type: none"> • Social Studies 	<ul style="list-style-type: none"> • Social 	<ul style="list-style-type: none"> • Social Studies 	<ul style="list-style-type: none"> • Literature (Edgar Allan

Connections	(Controversial persuasive topics)	Studies/Literature (Civil Rights Newspapers)	(Research essays) <ul style="list-style-type: none"> ● Literature (Compare/contrast) ● Physical Education (<i>Brian's Song</i>) 	Poe - Tragic Events)
Assessments	<ul style="list-style-type: none"> ● Grammar Quizzes ● Vocabulary Quizzes ● Descriptive Essay ● Persuasive Essay 	<ul style="list-style-type: none"> ● Grammar Quizzes ● Vocabulary Quizzes ● 1960s Civil Rights Group newspaper 	<ul style="list-style-type: none"> ● Grammar Quizzes ● Vocabulary Quizzes ● Research note cards ● Research paper first draft ● Research paper final draft ● 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"> ● Grammar Quizzes ● Vocabulary Quizzes ● Personal Narrative Essay on a tragic event ● Google Slides presentation: "All About Me"
21st Century Themes and Skills	<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>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. - (<i>The Outsiders</i>)</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>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>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>