



Green Brook Township School District

ESL Curriculum 7 > Unit 1

Grade 7, ESL, District Middle Curriculum

Green Brook Township
Public Schools

Unit: Unit 1 (Week 1, 9 Weeks)

New Jersey Core Curriculum Standards

CommonCore: English Language Arts 6-12, CommonCore: Grade 7, Reading: Literature

3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

- RL.7.3. Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).

CommonCore: English Language Arts 6-12, CommonCore: Grade 7, Reading: Informational Text

Key Ideas and Details

1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

- 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.

CommonCore: English Language Arts 6-12, CommonCore: Grade 7, Writing

3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

- W.7.3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

CommonCore: English Language Arts 6-12, CommonCore: Grade 7, Speaking & Listening

Comprehension and Collaboration

1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

- 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.

CommonCore: English Language Arts 6-12, CommonCore: Grade 7, Language

Conventions of Standard English

1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

- L.7.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

2009 CCCS: Standard 9: 21st Century Life and Careers, Grade 8 , 9.1 21st-Century Life & Career Skills

9.1 21st-Century Life & Career Skills: All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures.

A. Critical Thinking and Problem Solving

- 9.1.8.A.1 Develop strategies to reinforce positive attitudes and productive behaviors that impact critical thinking and problem-solving skills.

B. Creativity and Innovation

- 9.1.8.B.1 Use multiple points of view to create alternative solutions.

Description of Unit	Essential Questions
<p>In this unit, the students will practice descriptive writing. They will improve their reading and writing by using adjectives more effectively. The students will also practice reading and writing pluralizations rules and identifying problems and solutions in story plots.</p>	<p>1) Why is it important to use a wide variety of vocabulary words in one's writing?</p> <p>2) What are the qualities of great descriptive writing?</p> <p>3) How does the ability to identify problems and solutions in story plots improve learning outcomes for readers?</p>
Knowledge	Skills
<p>Students will know that:</p> <ol style="list-style-type: none"> 1. Ancient people often explored for economic reasons; their main motivation for exploration was to develop trade. 2. A great journey was undertaken, unwillingly, in the famous Greek myth of Odysseus. 3. "Vic," "laps," "vis," "mem," and "mand" are common Latin roots for English words. 	<p>Students will be able to:</p> <ol style="list-style-type: none"> 1. Understand and critique the motivation for human exploration. 2. Deconstruct and describe the myth of Odysseus. 3. Understand words with the roots "vic," "laps," "vis," "mem," and "mand." 4. Identify and spell regular and irregular plural forms of words. 5. Follow the pluralizations rules for words that end in "y."

4. The plural form of most nouns is created by adding the letter "s"; however, some nouns will require an "es" for the plural, and other nouns have irregular plural forms.

5. When changing certain words that end in "y" to a plural, change the "y" to "i" and add "es."

6. When using comparative and superlative adjectives ending in "y", change the "y" to an "i" and add "er" or "est."

7. Sometimes a word that is used as a noun can also be used as an adjective.

8. Most adjectives are prenominal; they precede the nouns they modify.

9. When more than one adjective precedes a noun, they are placed in a certain order: opinion, size, color, and material.

10. A postnominal adjective appears after the noun and modify indefinite pronouns such as something, anybody, everyone, and nothing.

11. When describing a place, it's important to arrange the details in the order that makes sense for the place you're describing. To describe a forest start at the top or the bottom; when describing a garden start at the front or the back.

12. The plot of a story is usually driven by at least one conflict. Looking for problems and solutions while reading helps the reader follow and understand the plot.

13. Vocabulary usage will include: civilizations, expeditions, exploration, markets, navigator, trade, journey, landscape, starvation, abandon, collapse, finally, investigate, react, strategy, conducted, established, vary, region, financed, adjust, approaches, expand, and immigration.

14. Language forms and conventions will be followed regarding the proper procedure for adding an inflected ending to a word that ends in y.

15. Linguistic complexity will be monitored to evaluate writing for its spatial descriptions.

6. Change adjectives that end in "y" to the comparative and superlative forms.

7. Write sentences using teacher-specified nouns as adjectives.

8. Identify and write using prenominal adjectives.

9. Place adjectives in their specified order.

10. Identify and write using postnominal adjectives.

11. Write descriptively about places in a logical progression.

12. Analyze the plot of a story by identifying problems and solutions.

13. Use some or all of the new vocabulary.

14. Write using the language forms and conventions that apply to adding an inflected ending to a word that ends in y.

15. Achieve grade level linguistic complexity by creating logical writing for describing places.

Assessments

Pretest

Diagnostic: Written Test

Unit pretest encompassing information about: word roots, pluralizations rules, words that end in y, prenominal adjectives, postnominal adjectives, ordering adjectives, and spatial descriptions.

RL.7.3, RI.7.1, L.7.1, WIDA 1, WIDA 2

Concept Development

Formative: Other written assessments

Read a story about ancient explorers. Answer questions about the various plot elements.

RL.7.3, WIDA 1, WIDA 2, WIDA 5

Analysis

Formative: Other written assessments

Read an informational text about Greek exploration and settlement. Answer analysis questions about what the text says explicitly as well as about what the text infers.

RI.7.1, WIDA 1, WIDA 2, WIDA 5

Discussion

Formative: Other written assessments

Read a text about the legendary journey of Odysseus to the class. After a collaborative discussion, produce a writing piece in response to the text and discussion which summarizes the main points of the text.

SL.7.1, 9.1.8.A.1, 9.1.8.B.1, WIDA 1, WIDA 2, WIDA 5

Narrative

Formative: Other written assessments

Write a narrative about a journey of exploration. The plot should involve finding a solution to a problem. The writing will use descriptive language, including spatial descriptions.

W.7.3, L.7.1, WIDA 1, WIDA 2, WIDA 5

Unit Test

Summative: Written Test

Unit test encompassing information about: word roots, pluralization rules, words that end in y, prenominal adjectives, postnominal adjectives, ordering adjectives, and spatial descriptions.

RL.7.3, RI.7.1, L.7.1, WIDA 1, WIDA 2

Activities	Activities to Differentiate Instruction
<ul style="list-style-type: none"> • Discuss word roots and make a poster-sized example list to hang in the classroom • Teach pluralizations rules through Smartboard activities • Teach words that end in "y" through Smartboard activities • Complete practice activities using prenominal adjectives • Complete practice activities using postnominal adjectives • Teach unit vocabulary through recitation activities • Pre-teach vocabulary definitions for teacher-selected texts • Make word cards for texts • Read a variety of multi-paragraph prose texts • Monitor student comprehension by asking guiding questions • Complete a web graphic organizer to identify different types of descriptive writing for each prose text the class reads • Read a text about the journey of Odysseus and have students collaboratively create drawings which illustrate the details portrayed in the reading • Use peer editing protocols for revising and improving written work • Scaffold comprehension by helping children retell text in their own words • Perform a reader's theater for teacher selected passages and texts • Work with a partner and complete a fluency check chart by recording the number of words a partner has read in one minute • Record all fluency check charts in a single log for each student • Write sentences and use teacher and peer feedback for editing and revising • Demonstrate comprehension by drawing a picture to illustrate ideas • Complete activities connecting a picture to it matching word(s) • After reading a text, complete comprehension sentences by using a word bank 	<ul style="list-style-type: none"> • For standard RL.7.3 in the concept development assessment, ELP 1 and ELP 2 students will answer questions about plot elements in the text using L1 support. • For standard RL.7.3 in the concept development assessment, ELP 3 and ELP 4 students will answer questions about plot elements in the text using a word map. • For standard RL.7.3 in the concept development assessment, ELP 5 and ELP 6 students will answer questions about plot elements in a grade-level text using a variety of sentence lengths and structures. • For standard RI.7.1 in the analysis assessment, ELP 1 and ELP 2 students will answer analysis questions with the aid of word walls. • For standard RI.7.1 in the analysis assessment, ELP 3 and ELP 4 students will answer analysis questions using an adapted text. • For standard RI.7.1 in the analysis assessment, ELP 5 and ELP 6 students will answer analysis questions in a grade-level text. • For standard SL.7.1 in the discussion assessment, ELP 1 and ELP 2 students will summarize the text and discussion by producing a piece of writing using L1 support and pictures. • For standard SL.7.1 in the discussion assessment, ELP 3 and ELP 4 students will summarize the text and discussion by producing a piece of writing which cites an adapted text and general points from the discussion. • For standard SL.7.1 in the discussion assessment, ELP 5 and ELP 6 students will summarize the text and discussion by producing a piece of writing which cites a grade-level text and specific points from the discussion. • For standards W.7.3 and L.7.1 in the narrative assessment, ELP 1 and ELP 2 students will follow the specified instructions and use L1 support and a word wall to complete their writing.

- After reading a text, complete comprehension sentences without using a word bank
- After reading a text, answer multiple-choice questions about the text
- Complete crossword puzzles using unit vocabulary words
- Complete Internet-based spelling activities
- Use word searches to improve spelling

- For standards W.7.3 and L.7.1 in the narrative assessment, ELP 3 and ELP 4 students will follow the specified instructions and use a narrative template or model to complete their writing.
- For standards W.7.3 and L.7.1 in the narrative assessment, ELP 5 and ELP 6 students will follow the specified instructions and will write a narrative, which includes significant descriptions of spatial organization.

Integrated/Cross-Disciplinary Instruction	Resources
<p>Social Studies: Ancient Explorers</p>	<p>Pearson Education, Inc. <i>Prentice Hall Reader's Notebook Grade 7</i> (c) 2008</p> <p>Pearson Education, Inc. <i>Longman Keystone Level B Teacher's Edition</i> (c) 2009</p> <p>Adjectives -</p> <p>http://exchange.smarttech.com/search.html?q=adjectives&subject=All+subjects&grade=All+grades& -ion=en_US</p> <p>Words that end in Y -</p> <p>http://exchange.smarttech.com/search.html?q=words+end+in+y&subject=All+subjects&grade=All+grades& -ion=en_US</p>

<< [Previous Year](#)

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Green Brook Township School District

ESL Curriculum 7 > Unit 2

Grade 7, ESL, District Middle Curriculum

Green Brook Township
Public Schools

Unit: Unit 2 (Week 10, 10 Weeks)

New Jersey Core Curriculum Standards

CommonCore: English Language Arts 6-12, CommonCore: Grade 7, Reading: Informational Text

3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

- RI.7.3. Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).

8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.

- 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 and sufficient to support the claims.

CommonCore: English Language Arts 6-12, CommonCore: Grade 7, Writing

Text Types and Purposes

1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

- W.7.1. Write arguments to support claims with clear reasons and relevant evidence.

CommonCore: English Language Arts 6-12, CommonCore: Grade 7, Speaking & Listening

3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

- 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.

CommonCore: English Language Arts 6-12, CommonCore: Grade 7, Language

2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

- L.7.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

2009 CCCS: Standard 9: 21st Century Life and Careers, Grade 8 , 9.1 21st-Century Life & Career Skills

9.1 21st-Century Life & Career Skills: All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures.

A. Critical Thinking and Problem Solving

- 9.1.8.A.1 Develop strategies to reinforce positive attitudes and productive behaviors that impact critical thinking and problem-solving skills.

B. Creativity and Innovation

- 9.1.8.B.1 Use multiple points of view to create alternative solutions.

Description of Unit	Essential Questions
<p>In this unit, the students will practice cause and effect strategies in their writing. They will improve their reading and writing by using new grammar constructions, including adverb clauses of time, gerunds, and infinitives.</p>	<ol style="list-style-type: none"> 1) Why is it important to use a wide variety of vocabulary words in writing? 2) What are the qualities of great writing? 3) How does understanding cause and effect relationships improve learning outcomes for readers?
Knowledge	Skills
<p>Students will know that:</p> <ol style="list-style-type: none"> 1. Many animals migrate, that is the travel from one place to another. 2. Migrating animals find their way through a variety of means: the position of the sun, seeing and smelling landmarks, and "built-in" magnetic compasses. 3. Some common prefixes are "under," "re," "multi," and "inter." 4. Many common verbs are irregular; their simple past tense is not formed by adding "d" or "ed." 5. When using the passive voice, the focus is on the receiver of an action. When using the passive voice a "by" phrase identifies the performer of an action; the "by" phrase identifying the performer of an action is not required. 	<p>Students will be able to:</p> <ol style="list-style-type: none"> 1. Explain why animals migrate. 2. Describe how animals are able to migrate thousands of miles every year. 3. Understand and use the prefixes: "under," "re," "multi," and "inter." 4. Identify and spell irregular words in the simple past tense. 5. Write in the passive voice using and not using the "by" phrase. 6. Write using the adverb clause of time. 7. Create sentences using gerunds. 8. Create sentences using infinitives. 9. Use the infinitive of purpose to answer the question "why."

6. Adverb clauses of time express when an action occurred. An adverb clause of time begins with a time expression, such as after, before, when, until, while, since, or whenever.

7. A gerund is a verb form, ending in "ing," that functions as a noun in a sentence.

8. An infinitive is formed with "to" and the base form of a verb; they can function as nouns in a sentence.

9. An infinitive of purpose is when the infinitive phrase in the sentence answers the question "why."

10. The English language includes many *borrowed* words. Some words have become so common, students don't know they are foreign.

11. Count nouns are words that can be counted, such as *colleges*. Noncount nouns are words that cannot be counted, such as *education*.

12. Cause and effect means the reasons for and consequences of an action, event, or decision. Because, because of, and so are expressions that show cause and effect.

13. Vocabulary usage will include: underdeveloped, repay, multibillionaire, international, college, education, cafeteria, volcano, ecology, biologists, herd, journey, landscape, magnetic, starvation, migrate, sufficient, adjust, emphasize, enterprise, excelled, famine, innovation, theories, global, cultural, participate, and awareness.

14. Language forms and conventions will be followed regarding the proper use of gerunds and infinitives as nouns.

15. Linguistic complexity will be monitored to evaluate writing for its elaboration of cause and effect relationships.

10. Identify and write using teacher-selected *borrowed* words.

11. Write expressions that describe quantity using the correct determiners for count and noncount nouns.

12. Analyze text to determine cause and effect.

13. Use some or all of the new vocabulary.

14. Write using the language forms and conventions that apply to using gerunds and infinitives as nouns.

15. Achieve grade level linguistic complexity by creating writing which elaborates of cause and effect relationships.

Assessments

Pretest

Diagnostic: Written Test

Unit pretest encompassing information about: prefixes, irregular simple past tense words, adverb clauses, gerunds, infinitives, foreign words, count nouns, and noncount nouns.

RI.7.3, RI.7.8, L.6.2, WIDA 1, WIDA 2

Concept Development

Formative: Other written assessments

Read a story about migrating animals. Answer questions summarizing the text, including the cause and effect relationship between ideas and events.

RI.7.3, WIDA 1, WIDA 2, WIDA 5

Analysis

Formative: Other written assessments

Read an informational text about how animals navigate while migrating. Answer analysis questions which require the students to evaluate specific claims and determine the evidence that supports those claims.

RI.7.8, WIDA 1, WIDA 2, WIDA 5

Discussion

Formative: Other written assessments

Read a text to the class about producers and consumers in an ecosystem. After a collaborative discussion, write a paragraph in response to the text and discussion which explores cause and effect relationships introduced in the text.

SL.7.3, 9.1.8.A.1, 9.1.8.B.1, WIDA 1, WIDA 2, WIDA 5

Cause and Effect Essay

Summative: Written Report

Write an essay about the causes and effects of human migration. Demonstrate advanced linguistic complexity through elaboration of cause and effect relationships using a variety of vocabulary and grammar constructions.

W.7.1, L.7.2, WIDA 1, WIDA 2, WIDA 5

Unit Test

Summative: Written Test

Unit test encompassing information about: prefixes, irregular simple past tense words, adverb clauses, gerunds, infinitives, foreign words, count nouns, and noncount nouns.

RI.7.3, RI.7.8, L.6.2, WIDA 1, WIDA 2

Activities

Activities to Differentiate Instruction

- Discuss count and noncount nouns and make a poster-sized example list to hang in the classroom
- Teach prefixes through Smartboard activities
- Teach irregular simple past tense verbs through Smartboard activities
- Complete practice activities using the passive voice
- Complete practice activities using adverb clauses of time
- Complete practice activities using gerunds
- Complete practice activities using infinitives
- Teach unit vocabulary through recitation activities
- Pre-teach vocabulary definitions for teacher-selected texts
- Make word cards for texts
- Read a variety of multi-paragraph prose texts
- Monitor student comprehension by asking guiding questions
- Complete a flow chart graphic organizer to identify cause and effect for each prose text the class reads
- Read a text about how animals navigate while migrating and have students collaboratively create drawings which illustrate the details portrayed in the reading
- Use the Media Center resources to complete research
- Use peer editing protocols for revising and improving written work
- Scaffold comprehension by helping children retell text in their own words
- Perform a reader's theater for teacher selected passages and texts
- Work with a partner and complete a fluency check chart by recording the number of words a partner has read in one minute
- Record all fluency check charts in a single log for each student
- Write sentences and use teacher and peer feedback for editing and revising
- Demonstrate comprehension by drawing a picture to illustrate ideas
- Complete activities connecting a picture to its matching word(s)
- After reading a text, complete comprehension sentences by using a word bank
- After reading a text, complete comprehension sentences without using a word bank
- After reading a text, answer multiple-choice questions about the text
- Complete crossword puzzles using unit vocabulary words
- For standard RI.7.3 in the concept development assessment, ELP 1 and ELP 2 students will answer summary and cause and effect questions using L1 support.
- For standard RI.7.3 in the concept development assessment, ELP 3 and ELP 4 students will answer summary and cause and effect questions using a word map.
- For standard RI.7.3 in the concept development assessment, ELP 5 and ELP 6 students will answer summary and cause and effect questions in a grade-level text using a variety of sentence lengths and structures.
- For standard RI.7.8 in the analysis assessment, ELP 1 and ELP 2 students will answer evaluative questions with the aid of word walls.
- For standard RI.7.8 in the analysis assessment, ELP 3 and ELP 4 students will answer evaluative questions using an adapted text.
- For standard RI.7.8 in the analysis assessment, ELP 5 and ELP 6 students will answer evaluative questions in a grade-level text.
- For standard SL.7.3 in the discussion assessment, ELP 1 and ELP 2 students will summarize the text and discussion by producing a piece of writing exploring cause and effect relationships using L1 support and pictures.
- For standard SL.7.3 in the discussion assessment, ELP 3 and ELP 4 students will summarize the text and discussion by producing a piece of writing exploring cause and effect relationships by citing an adapted text and general points from the discussion.
- For standard SL.7.3 in the discussion assessment, ELP 5 and ELP 6 students will summarize the text and discussion by producing a piece of writing exploring cause and effect relationships by citing a grade-level text and specific points from the discussion.
- For standards W.7.1 and L.7.2 in the cause and effect essay assessment, ELP 1 and ELP 2 students will follow the specified instructions and use L1 support and a word wall to complete their writing.
- For standards W.7.1 and L.7.2 in the cause and effect essay assessment, ELP 3 and ELP 4 students will follow the specified instructions and use an essay template or model to complete their writing.

- Complete Internet-based spelling activities
- Use word searches to improve spelling
- For standards W.7.1 and L.7.2 in the cause and effect essay assessment, ELP 5 and ELP 6 students will follow the specified instructions and will write an essay which includes advanced grammar construction such as gerunds and infinitives.

Integrated/Cross-Disciplinary Instruction	Resources
<p>Science: Animal Migration, Environment</p>	<p>Pearson Education, Inc. <i>Prentice Hall Reader's Notebook Grade 7</i> (c) 2008</p> <p>Pearson Education, Inc. <i>Longman Keystone Level B Teacher's Edition</i> (c) 2009</p> <p>Prefixes -</p> <p>http://exchange.smarttech.com/search.html?q=prefixes&subject=All+subjects&grade=All+grades&ion=en_US</p> <p>Irregular Verbs -</p> <p>http://exchange.smarttech.com/search.html?q=irregular+verb&subject=All+subjects&grade=All+grades&ion=en_US</p>

[<< Previous Year](#)

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Green Brook Township School District

ESL Curriculum 7 > Unit 3*Grade 7, ESL, District Middle Curriculum*Green Brook Township
Public Schools**Unit: Unit 3** (Week 20, 10 Weeks) **New Jersey Core Curriculum Standards****CommonCore: English Language Arts 6-12, CommonCore: Grade 7, Reading: Literature**

5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.

- RL.7.5. Analyze how a drama's or poem's form or structure (e.g., soliloquy, sonnet) contributes to its meaning.

CommonCore: English Language Arts 6-12, CommonCore: Grade 7, Reading: Informational Text

Craft and Structure

4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

- 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.

CommonCore: English Language Arts 6-12, CommonCore: Grade 7, Writing

Production and Distribution of Writing

4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

- 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.)

CommonCore: English Language Arts 6-12, CommonCore: Grade 7, Speaking & Listening

Presentation of Knowledge and Ideas

4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.

- 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.

CommonCore: English Language Arts 6-12, CommonCore: Grade 7, Language

Knowledge of Language

3. 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.

- L.7.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.

2009 CCCS: Standard 9: 21st Century Life and Careers, Grade 8 , 9.1 21st-Century Life & Career Skills

9.1 21st-Century Life & Career Skills: All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures.

A. Critical Thinking and Problem Solving

- 9.1.8.A.1 Develop strategies to reinforce positive attitudes and productive behaviors that impact critical thinking and problem-solving skills.

B. Creativity and Innovation

- 9.1.8.B.1 Use multiple points of view to create alternative solutions.

Description of Unit	Essential Questions
<p>In this unit, the students will practice persuasive writing. They will improve their reading and writing by using a variety of grammar constructions, including the use of present perfect tense, expressing future action, and using possessive adjectives.</p>	<ol style="list-style-type: none"> 1) Why is it important to use a wide variety of vocabulary words in writing? 2) What are the qualities of great writing? 3) How does asking questions while reading improve learning outcomes?
Knowledge	Skills
<p>Students will know that:</p> <ol style="list-style-type: none"> 1. The civil rights movement of the 1950's and 1960's sought to end legal segregation in America. 2. The U.S. Supreme Court ordered the end of segregated schools in 1954, thereby achieving the first major victory of the civil rights movement. 3. Some nouns and adjectives are related to the base form of a verb. Knowing the base form can help readers figure out the meanings of related nouns and adjectives. 4. Use the present perfect tense to speak/write about things that happened at an unspecified time in the past. 5. One method of expressing future action or inaction is to use will or will not (won't) and the base form of a verb. 6. Will and will not can also be used to make predictions or guesses about the future. 7. The adverbs, <i>probably</i> and <i>maybe</i>, can be used to indicate a prediction that is not definite. 8. A proper noun names a specific person, place, or thing. 	<p>Students will be able to:</p> <ol style="list-style-type: none"> 1. Describe the civil rights movement. 2. Explain the impact of school desegregation on American history. 3. Understand and use words related to civil rights. 4. Form the present perfect tense using have/has and the past participle. 5. Write to express future action or inaction by using will or will not. 6. Write to express predictions or guesses about the future by using will or will not. 7. Write to express predictions or guesses using probably and maybe. 8. Use the correct capitalization rules for proper nouns. 9. Identify two independent clauses joined by a conjunction, and insert a comma in the proper place. 10. Use punctuation with conjunctions correctly when connecting items in a sentence. 11. Show agreement between a possessive adjective and the noun or pronoun to which it refers.

9. When connecting two independent clauses with a conjunction (and, but, or), use a comma to separate the clauses.

10. When connecting three or more items, use a comma after each item before the conjunction. However, when connecting two items in a sentence by a conjunction, don't use a comma.

11. Possessive adjectives are used with nouns or pronouns to show possession or ownership. A possessive adjective must agree with the noun or pronoun to which it refers.

12. A common form of persuasive writing is a review. In a review, the writer makes a recommendation. The writer's recommendation should be clearly stated and supported with reasons.

13. Vocabulary usage will include: civil rights, federal court, justices, racism, segregation, troops, alternative, communication, enable, apparent, convince, enormous, integrate, symbol, undertake, brief, community, and residential.

14. Language forms and conventions will be followed regarding the proper capitalization of proper nouns.

15. Linguistic complexity will be monitored to evaluate writing for its use of conjunctions in a variety of sentence constructions.

12. Create a persuasive review with explicit details.

13. Use some or all of the new vocabulary.

14. Write using the language forms and conventions that apply to the capitalization of proper nouns.

15. Achieve grade level linguistic complexity by creating writing which uses conjunctions in a variety of sentence constructions.

Assessments

Pretest

Diagnostic: Written Test

Unit pretest encompassing information about: present perfect tense, expressing future action, proper nouns, conjunctions, and possessive adjectives.

RL.7.5, RI.7.4, L.7.3, WIDA 1, WIDA 2

Concept Development

Formative: Other written assessments

Read a story about civil rights. Answer questions analyzing the text, including how specific points contribute to the development of the theme.

RL.7.5, WIDA 1, WIDA 2, WIDA 5

Analysis

Formative: Other written assessments

Read an informational text about civil rights. Answer analysis questions which require the students to determine the meanings of words and phrases.

RI.7.4, WIDA 1, WIDA 2, WIDA 5

Discussion

Formative: Other written assessments

Read a text to the class about the civil rights struggle. After a collaborative discussion, write a paragraph summarizing one example of how people fought for equal rights. Read the paragraph to the class.

SL.7.4, 9.1.8.A.1, 9.1.8.B.1, WIDA 1, WIDA 2, WIDA 5

Persuasive Essay

Summative: Written Report

Write a persuasive essay/review for the made for TV movie *Ruby Bridges*. Describe and rate the movie. Provide evidence justifying the rating.

W.7.4, L.7.3, WIDA 1, WIDA 2, WIDA 5

Unit Test

Summative: Written Test

Unit test encompassing information about: present perfect tense, expressing future action, proper nouns, conjunctions, and possessive adjectives.

RL.7.5, RI.7.4, L.7.3, WIDA 1, WIDA 2

Activities	Activities to Differentiate Instruction
<ul style="list-style-type: none"> • Discuss related words and make a poster-sized example list to hang in the classroom • Teach proper noun capitalization through Smartboard activities • Teach the present perfect tense through Smartboard activities • Complete conjunction practice activities • Complete possessive adjective practice activities • Teach unit vocabulary through recitation activities • Pre-teach vocabulary definitions for teacher-selected texts • Make word cards for texts • Read a variety of multi-paragraph prose texts • Monitor student comprehension by asking guiding questions • Complete a web graphic organizer to identify main ideas and details for each prose text the class reads • Read a text, e.g. about school desegregation and have students collaboratively create drawings that illustrate the details portrayed in the reading • Use peer editing protocols for revising and improving written work • Scaffold comprehension by helping children retell text in their own words • Perform a reader's theater for teacher selected passages and texts • Work with a partner and complete a fluency check chart by recording the number of words a partner has read in one minute • Record all fluency check charts in a single log for each student • Write sentences and use teacher and peer feedback for editing and revising • Demonstrate comprehension by drawing a picture to illustrate ideas • Complete activities connecting a picture to its matching word(s) • After reading a text, complete comprehension sentences by using a word bank 	<ul style="list-style-type: none"> • For standard RL.7.5 in the concept development assessment, ELP 1 and ELP 2 students will analyze the text and specific points in the text using L1 support. • For standard RL.7.5 in the concept development assessment, ELP 3 and ELP 4 students will analyze the text and specific points in the text using a word map. • For standard RL.7.5 in the concept development assessment, ELP 5 and ELP 6 students will analyze the text and specific points in a grade-level text using a variety of sentence lengths and structures. • For standard RI.7.4 in the analysis assessment, ELP 1 and ELP 2 students will answer analysis questions with the aid of word walls. • For standard RI.7.4 in the analysis assessment, ELP 3 and ELP 4 students will answer analysis questions using an adapted text. • For standard RI.7.4 in the analysis assessment, ELP 5 and ELP 6 students will answer analysis questions in a grade-level text. • For standard SL.7.4 in the discussion assessment, ELP 1 and ELP 2 students will summarize the text and discussion by producing a piece of writing summarizing one example of how people fought for equal rights using L1 support and pictures. • For standard SL.7.4 in the discussion assessment, ELP 3 and ELP 4 students will summarize the text and discussion by producing a piece of writing summarizing one example of how people fought for equal rights by citing an adapted text and general points from the discussion. • For standard SL.7.4 in the discussion assessment, ELP 5 and ELP 6 students will summarize the text and discussion by producing a piece of writing summarizing one example of how people fought for equal rights by citing a grade-level text and specific points from the discussion.

- After reading a text, complete comprehension sentences without using a word bank
 - After reading a text, answer multiple-choice questions about the text
 - Complete crossword puzzles using unit vocabulary words
 - Complete Internet-based spelling activities
 - Use word searches to improve spelling
- For standards W.7.4 and L.7.3 in the persuasive essay assessment, ELP 1 and ELP 2 students will follow the specified instructions and use L1 support and a word wall to complete their writing.
 - For standards W.7.4 and L.7.3 in the persuasive essay assessment, ELP 3 and ELP 4 students will follow the specified instructions and use a persuasive essay template or model to complete their writing.
 - For standards W.7.4 and L.7.3 in the persuasive essay assessment, ELP 5 and ELP 6 students will follow the specified instructions and will write a persuasive essay which includes multiple sentences containing conjunctions.

Integrated/Cross-Disciplinary Instruction	Resources
<p>Social Studies: Segregation/Desegregation, Equal Rights</p>	<p>Pearson Education, Inc. <i>Prentice Hall Reader's Notebook Grade 7</i> (c) 2008</p> <p>Pearson Education, Inc. <i>Longman Keystone Level B Teacher's Edition</i> (c) 2009</p> <p>Verb Tenses -</p> <p>http://exchange.smarttech.com/search.html?q=future+tenses&subject=All+subjects&grade=All+grades ion=en_US</p> <p>Possessive Adjectives -</p> <p>http://www.azargrammar.com/assets/beginning/BEGVocabularyWorksheets/BEGVocab-5.pdf</p>

[<< Previous Year](#)

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Green Brook Township School District

ESL Curriculum 7 > Unit 4

Grade 7, ESL, District Middle Curriculum

Green Brook Township
Public Schools

Unit: Unit 4 (Week 30, 10 Weeks)

New Jersey Core Curriculum Standards

CommonCore: English Language Arts 6-12, CommonCore: Grade 7, Reading: Literature

6. Assess how point of view or purpose shapes the content and style of a text.

- RL.7.6. Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.

CommonCore: English Language Arts 6-12, CommonCore: Grade 7, Reading: Informational Text

2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

- 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.

CommonCore: English Language Arts 6-12, CommonCore: Grade 7, Writing

2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

- W.7.2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

CommonCore: English Language Arts 6-12, CommonCore: Grade 7, Speaking & Listening

5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.

- SL.7.5. Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.

CommonCore: English Language Arts 6-12, CommonCore: Grade 7, Language

5. Demonstrate understanding of word relationships and nuances in word meanings.

- L.7.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

2009 CCCS: Standard 9: 21st Century Life and Careers, Grade 8 , 9.1 21st-Century Life & Career Skills

9.1 21st-Century Life & Career Skills: All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures.

A. Critical Thinking and Problem Solving

- 9.1.8.A.1 Develop strategies to reinforce positive attitudes and productive behaviors that impact critical thinking and problem-solving skills.

B. Creativity and Innovation

- 9.1.8.B.1 Use multiple points of view to create alternative solutions.

Description of Unit	Essential Questions
<p>In this unit, the students will practice writing to compare and contrast . They will also improve their reading and writing through a variety of language skills, including: using helping verbs, participial adjectives, onomatopoeia, and word roots.</p>	<ol style="list-style-type: none"> 1) Why is it important to use a wide variety of vocabulary words in writing? 2) What are the qualities of great writing? 3) How does comparing and contrasting two different texts improve understanding?
Knowledge	Skills
<p>Students will know that:</p> <ol style="list-style-type: none"> 1. Early astronomers helped people tell time, count days, predict seasons, and determine direction as a result of studying the stars. 2. Long ago, many people believed that gods controlled the weather, and people told stories about the gods and their actions as a way of making sense of nature. 3. There are three sets of frequently misspelled words: their, they're, there, to, too, who's and whose. 4. "Astro" and "cycl" are common Greek roots for English words. 5. "Equ" and "sol" are common Latin roots for English words. 6. To express ability, one uses the helping verbs "could" and "can". Add "not" to use the negative form. 	<p>Students will be able to:</p> <ol style="list-style-type: none"> 1. Describe the work and accomplishments of early astronomers. 2. Compare and contrast modern and ancient causes of weather. 3. Understand the differences among and use/spell correctly: their, they're, there, to, too, who's and whose. 4. Understand words with the roots "astro" and "cycl". 5. Understand words with the roots "equ" and "sol". 6. Write sentences expressing ability and inability. 7. Write sentences expressing possibility and impossibility. 8. Write sentences expressing permission and refusal. 9. Identify onomatopoeia sounds.

7. To express possibility, one uses the helping verbs "could" or "might" . Add "not" to use the negative form.

8. To ask and give permission, one uses the helping verbs "could," "can," or "may". Add "not" to use the negative form.

9. Onomatopoeia is the use of words that imitate the sounds they represent.

10. A myth is a fictional story that usually explains natural events such as wind and rain.

11. Participial adjectives, adjectives ending in "ing" and "ed," describe nouns or pronouns.

12. Comparing and contrasting helps readers to understand what they have read more clearly. Comparing illustrates how things are similar. Contrasting illustrates how things are different.

13. Vocabulary usage will include: astronomy, cycle, constellations, discoveries, galaxy, solar system, telescope, equator, equinox, rotation, solstice, phenomenon, axis, hemisphere, sphere, phase, physical, maintain, survey, tradition, ultimate, widespread, instruct, invisible, theory, evidently, occurrence, and revolves.

14. Language forms and conventions will be followed regarding the proper use of inflected endings in creating participial adjectives.

15. Linguistic complexity will be monitored to evaluate compare and contrast writing for identifying similarities and differences between characters, settings, and events in two different stories.

10. Describe and critique myths.

11. Use participial adjectives to modify nouns and pronouns.

12. Create writing that addresses comparing and contrasting.

13. Use some or all of the new vocabulary.

14. Write using the language forms and conventions that apply to the formation of participial adjectives.

15. Achieve grade-level linguistic complexity by creating compare and contrast writing which identifies similarities and differences between characters, settings, and events in two different stories.

Assessments

Pretest

Diagnostic: Written Test

Unit pretest encompassing information about: word roots, related words, helping verbs, onomatopoeia, myths, and participial adjectives.

RL.7.6, RI.7.2, L.7.5, WIDA 1, WIDA 2

Concept Development

Formative: Other written assessments

Read a myth explaining climate. Answer questions about the author's purpose and explain how the author develops the point of view of the narrator.

RL.7.6, WIDA 1, WIDA 2, WIDA 5

Analysis**Formative: Other written assessments**

Read an informational text about early astronomers. Answer analysis questions about two central ideas in the text and provide an objective summary of the text.

RI.7.2, WIDA 1, WIDA 2, WIDA 5

Discussion**Formative: Other written assessments**

Present a Smartboard lesson to the class about climate and weather. After collaborative activities and discussion, write a paragraph summarizing how scientists make weather predictions.

SL.7.5, 9.1.8.A.1, 9.1.8.B.1, WIDA 1, WIDA 2, WIDA 4

Compare and Contrast Essay**Formative: Written Report**

Write an essay comparing and contrasting ancient explanations for weather and modern meteorology. The students will use class materials and outside resources to write the essay. Demonstrate command of descriptive language and word relationships.

W.7.2, L.7.5, WIDA 1, WIDA 2, WIDA 4, WIDA 5

Unit Test**Summative: Written Test**

Unit test encompassing information about: word roots, related words, helping verbs, onomatopoeia, myths, and participial adjectives.

RL.7.6, RI.7.2, L.7.5, WIDA 1, WIDA 2

Activities	Activities to Differentiate Instruction
<ul style="list-style-type: none"> • Discuss onomatopoeia and make a poster-sized example list to hang in the classroom • Teach word roots through Smartboard activities • Complete helping verb practice activities • Complete participial adjectives practice activities 	<ul style="list-style-type: none"> • For standard RL.7.6 in the concept development assessment, ELP 1 and ELP 2 students will analyze the text and specific points in the text using L1 support.

- Teach unit vocabulary through recitation activities
- Pre-teach vocabulary definitions for teacher-selected texts
- Make word cards for texts
- Read a variety of multi-paragraph prose texts
- Monitor student comprehension by asking guiding questions
- Complete a web graphic organizer to identify author's purpose and supporting evidence for each prose text the class reads
- Read a text about early astronomers and have students collaboratively create drawings which illustrate the details portrayed in the reading
- Use the Media Center resources to complete research
- Use peer editing protocols for revising and improving written work
- Scaffold comprehension by helping children retell text in their own words
- Perform a reader's theater for teacher selected passages and texts
- Work with a partner and complete a fluency check chart by recording the number of words a partner has read in one minute
- Record all fluency check charts in a single log for each student
- Write sentences and use teacher and peer feedback for editing and revising
- Demonstrate comprehension by drawing a picture to illustrate ideas
- Complete activities connecting a picture to its matching word(s)
- After reading a text, complete comprehension sentences by using a word bank
- After reading a text, complete comprehension sentences without using a word bank
- After reading a text, answer multiple-choice questions about the text
- Complete crossword puzzles using unit vocabulary words
- Complete Internet-based spelling activities
- Use word searches to improve spelling
- For standard RL.7.6 in the concept development assessment, ELP 3 and ELP 4 students will analyze the text and specific points in the text using a word map.
- For standard RL.7.6 in the concept development assessment, ELP 5 and ELP 6 students will analyze the text and specific points in a grade-level text using a variety of sentence lengths and structures.
- For standard RI.7.2 in the analysis assessment, ELP 1 and ELP 2 students will answer analysis questions with the aid of word walls.
- For standard RI.7.2 in the analysis assessment, ELP 3 and ELP 4 students will answer analysis questions using an adapted text.
- For standard RI.7.2 in the analysis assessment, ELP 5 and ELP 6 students will answer analysis questions in a grade-level text.
- For standard SL.7.5 in the discussion assessment, ELP 1 and ELP 2 students will summarize the lesson and discussion by producing the specified piece of writing using L1 support and pictures.
- For standard SL.7.5 in the discussion assessment, ELP 3 and ELP 4 students will summarize the lesson and discussion by producing the specified piece of writing by citing an adapted text and general points from the discussion.
- For standard SL.7.5 in the discussion assessment, ELP 5 and ELP 6 students will summarize the lesson and discussion by producing the specified piece of writing by citing a grade-level text and specific points from the discussion.
- For standards W.7.2 and L.7.5 in the compare and contrast essay assessment, ELP 1 and ELP 2 students will follow the specified instructions and use L1 support and a word wall to complete their writing.
- For standards W.7.2 and L.7.5 in the compare and contrast essay assessment, ELP 3 and ELP 4 students will follow the specified instructions and use an essay template or model to complete their writing.
- For standards W.7.2 and L.7.5 in the compare and contrast essay assessment, ELP 5 and ELP 6 students will follow the specified instructions and will write an essay which achieves high linguistic complexity.

Integrated/Cross-Disciplinary Instruction

Science: Early astronomers, Meteorology

Social Studies/ELA: Myths

Resources

Pearson Education, Inc. *Prentice Hall Reader's Notebook Grade 7* (c) 2008

Pearson Education, Inc. *Longman Keystone Level B Teacher's Edition* (c) 2009

Word Roots -

 http://exchange.smarttech.com/search.html?q=latin+word+roots&subject=All+subjects&grade=All+grades&|ion=en_US

Helping Verbs -

 <http://www.k12reader.com/verb-worksheets/>

[<< Previous Year](#)

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