

NORTHFIELD COMMUNITY SCHOOL
ENGLISH LANGUAGE ARTS (ELA) CURRICULUM FRAMEWORK
BOE APPROVED AUGUST 2024

Preparing students to meet the demands of college and career and engage as productive American citizens with global responsibilities.

Vision for English Language Arts Education in New Jersey

A New Jersey education in English Language Arts builds readers, writers, and communicators prepared to meet the demands of college and career and to engage as productive American citizens with global responsibilities. Throughout their kindergarten through grade 12 experience, students will:

- Develop the necessary skills in reading, writing, speaking, and listening that are the foundations for creative and purposeful expression in language.
- Read rich, challenging texts that build their knowledge of the world, grow their confidence and identities as readers, and develop critical thinking skills and vocabulary necessary for long-term success.
- Engage in regular, meaningful, writing authentic tasks, exploring valued topics, writing for impact and expression, and sharing their work with others (including authentic audiences).
- Leverage complex texts and digital media to develop comprehension, active listening, and discussion skills.
- Ground daily writing and discussion in evidence, fostering an ability to read critically, build arguments, cite evidence, and communicate ideas to contribute meaningfully as productive citizens.
- Evaluate the reliability, credibility, and perspective of authors and speakers across all forms of media.
- Express ideas and knowledge through a variety of modalities and media, and serve as effective communicators who purposefully read, write, and speak across multiple disciplines.
- Learn to persist in reading complex texts, establishing lifelong habits to read voluntarily for pleasure, for further education, for information on public policy, and for advancement in the workplace.

Practices of English Language Arts

Student capacities include:

- Developing Responsibility for Learning: Cultivating independence, self-reflection, and responsibility for one's own learning.
- Adapting Communication: Adapting communication in response to the varying demands of audience, task, purpose, and discipline.
- Valuing Evidence in Argumentation: Constructing viable claims and evaluating, defending, challenging, and qualifying the arguments of others.
- Building Knowledge: Building strong content knowledge and connecting ideas across disciplines using a variety of text resources and media.
- Leveraging Technology: Employing technology and digital media thoughtfully, strategically and capably to enhance reading, writing, speaking, listening, and language use.
- Understanding Self and Others: Using literacy as a vehicle to affirm all the aspects of one's own identity, as well as understand, connect to and respect other perspectives and cultures.

The New Jersey Student Learning Standards define general, cross-disciplinary literacy expectations that must be met for students to be prepared to enter college and workforce training programs ready to succeed. The K–12 grade-specific standards define end-of-year expectations and a cumulative progression designed to enable students to meet college and career readiness expectations no later than the end of high school. Students advancing through the grades are expected to meet each year's grade-specific standards, retain or further develop skills and understandings mastered in preceding grades, and work steadily toward meeting the more general expectations described by the standards.

ELA practices describe the capacities held by students who have progressed through a kindergarten through grade 12 ELA program in NJ including:

- Developing responsibility for learning
- Adapting Communication
- Valuing Evidence in Argumentation
- Building Knowledge
- Leveraging Technology
- Understanding Self and Others

Four Domains:

Language - Foundational Skills: Reading (RF)

Foundational Skills: Writing (WF)

- System and Structure of Language (SS)
- Knowledge of Language (KL)
- Vocabulary, Acquisition and Use: Literal Meaning (VL)
- Vocabulary Acquisition and Use: Interpretive Meaning (VI)

Reading - Literary Text

Informational Text

- Close Reading (CR)
- Central Ideas and Themes of Text (CI)
- Interactions among Text Elements (IT)
- Text Structures (TS)
- Perspective and Purpose in Texts (PP)
- Diverse Media and Formats (MF)
- Analysis of an Argument (AA)
- Comparison of Texts (CT)

Writing

- Argumentative Writing (AW)
- Informative and Explanatory Writing (IW)
- Narrative Writing (NW)
- Writing Process (WP)
- Writing Research (WR)
- Sources of Evidence (SE)
- Range of Writing (RW)

Speaking and Listening

- Participate Effectively (PE)
- Integrate Information (II)
- Evaluate Speakers (ES)

- Present Information (PI)
- Use Media (UM)
- Adapt Speech (AS)

Summary of Anchor Statements

Anchor Statements are designed to identify the domain-specific knowledge, skills, and abilities students will acquire throughout kindergarten through grade twelve education in English language arts necessary for their postsecondary success. Each of the anchor statements nested within the four domains (Language, Reading, Writing, Speaking, and Listening) describes the endpoint of a developmental progression that, in concert with the performance expectations at each grade level, outlines the knowledge and skills that students acquire at each grade level and how these concepts build upon each other over time.

READING Anchor Standards and Progress Indicators include:

- Key Ideas and Details
- Craft and Structure
- Integration of Knowledge and Ideas
- Range of Reading and Complexity of Text

WRITING Anchor Standards and Progress Indicators include:

- Text Types and Purposes
- Production and Distribution of Writing
- Research to Build and Present Knowledge
- Range of Writing

SPEAKING AND LISTENING Anchor Standards and Progress Indicators include:

- Comprehension and Collaboration
- Presentation of Knowledge and Ideas

LANGUAGE Anchor Standards and Progress Indicators include:

- Conventions of Standard English
- Knowledge of Language
- Vocabulary Acquisition and Use

Note on range and content of student reading

To build a foundation for college and career readiness, students must read widely and deeply from among a broad range of high-quality, increasingly challenging literary and informational texts. Through extensive reading of stories, dramas, poems, and myths from diverse cultures and different periods, students gain literary and cultural knowledge as well as familiarity with various text structures and elements. By reading texts in history/social studies, science, and other disciplines, students build a foundation of knowledge in these fields that will also give them the background to be better readers in all content areas. Students can only gain this foundation when the curriculum is intentionally and coherently structured to develop rich content knowledge within and across grades. Students also acquire the habits of reading independently and closely, which are essential.

Note on range and content in student writing

To build a foundation for college and career readiness, students need to learn to use writing as a way of offering and supporting opinions, demonstrating an understanding of the subjects they are studying, and conveying real and imagined experiences and events. They learn to appreciate that a key purpose of writing is to communicate clearly to an external, sometimes unfamiliar audience, and they begin to adapt the form and content of their writing to accomplish a particular task and purpose. They develop the capacity to build knowledge on a subject through research projects and to respond analytically to literary and informational sources. To meet these goals, students must devote significant time and effort to writing, producing numerous pieces over short and extended time frames throughout the year.

Note on range and content of student speaking and listening

To build a foundation for college and career readiness, students must have ample opportunities to take part in a variety of rich, structured conversations—as part of a whole class, in small groups, and with a partner. Being productive members of these conversations requires that students contribute accurate, relevant information; respond to and develop what others have said; make comparisons and contrasts; and analyze and synthesize a multitude of ideas in various domains. New technologies have broadened and expanded the role that speaking and listening play in acquiring and sharing knowledge and have tightened their link to other forms of communication. Digital texts confront students with the potential for continually updated content and dynamically changing combinations of words, graphics, images, hyperlinks, and embedded video and audio.

Note on range and content of student language use

To build a foundation for college and career readiness in language, students must gain control over many conventions of standard English grammar, usage, and mechanics as well as learn other ways to use language to convey meaning effectively. They must also be able to determine or clarify the meaning of grade-appropriate words encountered through listening, reading, and media use; come to appreciate that words have nonliteral meanings, shades of meaning, and relationships to other words; and expand their vocabulary while studying content. The inclusion of Language standards in their strand should not be taken as an indication that skills related to conventions, effective language use, and vocabulary are unimportant to reading, writing, speaking, and listening; indeed, they are inseparable from such contexts. *Included in grades 6-8: History, Social Studies, Science and Technical Subjects*

GRADE: 7**PACING GUIDE:**

	1st MP	2nd MP	3rd MP	4th MP
READING	Determine a theme or central idea of a text and analyze its development throughout the text; provide an objective summary of the text. Analyze how particular elements of a story or drama interact (e.g., how the setting shapes the characters or plot)	Cite several pieces of textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text. Determine two or more central ideas in a text and analyze their development	Analyze how particular elements of a story or drama interact Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions	Analyze and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) how two or more authors writing about the same topic shape their presentations of key information by emphasizing different

	<p>Cite several pieces of textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>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.</p>	<p>over the course of the text; provide an objective summary of the text.</p> <p>Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas.</p> <p>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.</p>	<p>of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama.</p> <p>Analyze how a drama's or poem's form or structure</p>	<p>evidence or advancing different interpretations of facts.</p> <p>Cite several pieces of textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>Determine a theme or central idea of a text and analyze its development throughout the text; provide an objective summary of the text.</p>
WRITING	Write an Informative Essay	Write an Argument	Write a short story	Write a Research Report
SPEAKING & LISTENING	Participate effectively, use media, and present to the class	Participate effectively, use media, and present to the class	Participate effectively, use media, and present to the class	Participate effectively, use media, and present to the class
LANGUAGE	Demonstrate command of the	Engage effectively in a range of	Choose language that expresses ideas	Determine or clarify the meaning of

conventions of standard English grammar and usage when writing or speaking, Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas. Demonstrate command of the conventions of standard English when writing. Use common, grade-appropriate Greek or Latin affixes and roots Demonstrate understanding of figurative language, word relationships, and nuances in word meanings

collaborative discussions. Analyze the main ideas and supporting details presented in diverse media and formats. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking,

precisely and concisely, recognizing and eliminating wordiness and redundancy. Understand figurative language, word relationships, and nuances in word meanings. Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words. Engage effectively in a range of collaborative discussions.

unknown and multiple-meaning words and phrases based on choosing flexibly from a range of strategies. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings

UNIT 1 - Time Frame: 32 days

Overview: Reality Check

READING - Primary Focus Standards: RI.7.1, RI.7.6, RI.7.10
RL.7.1, RL.7.2, RL.7.3, RL.7.4, RL.7.5, RL.7.6, RL.7.7, RL.7.10, RI.7.2, RI.7.9 (Spiraled skills tested but not taught in the unit.)

Text Type:

- **Mirror Image** (Short Story) by Lena Coakley 670L
- **Not Everything It Seems** (Article) by Arnetta Carter 950L
- **Two Legs or One?** (Folktale) by Josepha Sherman 600L
- Compare Moods: **The Song of Wandering Aengus** (Poem) by W.B. Yeats N/A L / **Eldorado** (Poem) by Edgar Allan Poe N/A L
- Compare Versions: **from Monster** (Screenplay) by Walter Dean Myers N/A L / **from Monster** (Graphic Novel) adapted by Guy A. Sims, illustrated by Dawud Anyabwile N/A L

Novels

- **My Life as an Ice Cream Sandwich** (Novel) by Ibi Zoboe 830L
- **A Christmas Carol** (Novel) by Charles Dickens 900L
- **Planet Middle School** (Novel in Verse) by Nikki Grimes 680L

WRITING - Primary Focus Standards: W.7.2, W.7.2.b, W.7.2.c, W.7.2.d, W.7.2.e, W.7.4, W.7.5, W.7.6, W.7.10, W.7.7, W.7.9, W.7.9.b

Writing Focus:

Write an Informative Essay

Using ideas, information, and examples from multiple texts in this unit, write an informative essay for a print or online magazine for young adults explaining why it's important to carefully consider information before accepting it as true.

Speaking and Listening - Primary Focus Standards: SL.7.1, SL.7.1.a, SL.7.1.b, SL.7.2, SL.7.3, SL.7.4, SL.7.5, SL.7.6

Task Type: Informative Essay

Extend and Reflect: Write a Short Story, Create a Sketchnote

Language - Primary Focus Standards: L.7.1, L.7.1.b, L.7.2, L.7.2.a, L.7.4.b, L.7.4.c, L.7.6

Skill Focus:

- Demonstrate command of the conventions of standard English grammar and usage when writing or speaking,
- Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.
- Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing
- 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-Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., belligerent, bellicose, rebel).
- 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.

ESSENTIAL QUESTIONS &/or UNDERSTANDINGS:

What can blur the lines between what's real and what's not?

CONTENT:

- **Mirror Image** (Short Story) by Lena Coakley 670L
 - **Not Everything It Seems** (Article) by Arnetta Carter 950L
 - **Two Legs or One?** (Folktale) by Josepha Sherman 600L
 - Compare Moods: **The Song of Wandering Aengus** (Poem) by W.B. Yeats N/A L / **Eldorado** (Poem) by Edgar Allan Poe N/A L
 - Compare Versions: **from Monster** (Screenplay) by Walter Dean Myers N/A L / **from Monster** (Graphic Novel) adapted by Guy A. Sims, illustrated by Dawud Anyabwile N/A L
- Novels**
- **My Life as an Ice Cream Sandwich** (Novel) by Ibi Zoboe 830L
 - **A Christmas Carol** (Novel) by Charles Dickens 900L
 - **Planet Middle School** (Novel in Verse) by Nikki Grimes 680L

SKILLS:

- Cite several pieces of textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text.
- Determine an author's point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others.
- Cite several pieces of textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text.
- Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.
- Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).
- Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama.
- Analyze how a drama's or poem's form or structure (e.g., soliloquy, sonnet) contributes to its meaning.
- Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.
- Compare and contrast a written story, drama, or poem to its audio, filmed, staged, or multimedia version, analyzing the effects of techniques unique to each medium (e.g., lighting, sound, color, or camera focus and angles in a film).

ASSESSMENTS:

Unit Tests, Fluency Checks. Writing Rubrics, Anecdotal Notes, Teacher/Student Conferencing

CAREER READINESS, LIFE LITERACIES, & KEY SKILLS

Act as a responsible and contributing peer

Demonstrate creativity and innovation

Utilize critical thinking to make sense of problems and persevere in solving them

Model integrity and ethical leadership

Use technology to enhance collaboration and communication

Work productively in group settings

Differentiation, Modifications, and Accommodations (ELL, SE, BSI, G&T, 504):

The learning activities are highly suitable for diverse learners and support the instructional outcomes outlined in the curriculum. They are designed to engage students in high-level cognitive activity and are differentiated, as appropriate, for individual learners. Teachers differentiate content, instruction, and assessment based on students in their class. They address all learning styles such as visual, auditory, tactile, etc. with a multimedia approach. Students are provided with the appropriate tools needed for optimal learning be it word banks, study guides, tiered assignments, prompts, flexible grouping, assistive technology, pacing of lessons, teacher modeling, peer mentoring, etc.

Teachers plan for support, remediation, enhancement, and enrichment.

TECHNOLOGY INTEGRATION

Northfield School District infuses technology into instruction to support our curricular goals as well as enhance 21st-century skills of communication, collaboration, critical thinking, and creativity

Resources:

Grade Level textbook, online sites, classroom library, approved novel list, etc

UNIT 2 - Time Frame: 40 days

Overview: Take Control

READING - Primary Focus Standards: RI.7.1, RI.7.2, RI.7.3, RI.7.5, RI.7.6, RI.7.9, RI.7.10, RL.7.1, RL.7.2, RL.7.3, RL.7.4, RL.7.5, RL.7.10

Text Type:

- **Heartbeat** (Short Story) by David Yoo 820L
- **The Flight of Icarus** (Myth) by Sally Benson 1090L
- **Icarus's Flight** (Poem) by Stephen Dobyns N/A L
- **Rogue Wave** (Short Story) by Theodore Taylor 970L
- **Women in Aviation** (History Writing) by Patricia and Frederick McKissack 1120L

- Compare Characters and People: **Thank You, M'am** (Short Story) by Langston Hughes 660L / **A Police Stop Changed This Teenager's Life** (Article) by Amy B. Wang 890L

Novels

- **The Hobbit** (Novel) by J.R.R. Tolkien 1000L
- **The Hunger Games** (Novel) by Suzanne Collins 810L
- **Buried Onions** (Novel) by Gary Soto 850L

WRITING - Primary Focus Standards: W.7.2, W.7.2.b, W.7.2.c, W.7.2.d, W.7.2.e, W.7.4, W.7.5, W.7.6, W.7.10, L.7.1 W.7.7, W.7.8

Writing Focus:

Write an Informative Essay

In this unit, individuals take decisive actions to achieve goals. How do they overcome obstacles? Using examples from multiple texts in this unit, write an informative essay for a blog about what it takes to overcome obstacles and achieve goals.

Speaking and Listening - Primary Focus Standards: SL.7.1.a, SL.7.1.b, SL.7.1.c, SL.7.1.d, SL.7.2, SL.7.4, SL.7.5, SL.7.6

Task Type:

Present a Film Critique

Many movies from different genres, such as action, drama, or biography, portray strong characters who overcome huge obstacles. Choose a movie and watch it with a critical eye. You will plan and present a critique of the film to your classmates.

Extend and Reflect: Write a How-to Guide, Create a Vlog

Language - Primary Focus Standards: L.7.1.a, L.7.1.b, L.7.2, L.7.2.a, L.7.3, L.7.3.a L.7.4, L.7.4.a, L.7.4.b, L.7.5.c, L.7.4.d, L.7.6

Skill Focus:

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

- Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.
- Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- Use a comma to separate coordinate adjectives (e.g., It was a fascinating, enjoyable movie but not He wore an old[,] green shirt).
- Use knowledge of language and its conventions when writing, speaking, reading, or listening.
- Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.
- 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.
- 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.
- Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., belligerent, bellicose, rebel)
- Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
- Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., refined, respectful, polite, diplomatic, condescending).
- 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).
- Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

ESSENTIAL QUESTIONS &/or UNDERSTANDINGS:

How do actions define us?

CONTENT:

- **Heartbeat** (Short Story) by David Yoo 820L
- **The Flight of Icarus** (Myth) by Sally Benson 1090L
- **Icarus's Flight** (Poem) by Stephen Dobyns N/A L
- **Rogue Wave** (Short Story) by Theodore Taylor 970L
- **Women in Aviation** (History Writing) by Patricia and Frederick McKissack 1120L

- Compare Characters and People: **Thank You, M'am** (Short Story) by Langston Hughes 660L / **A Police Stop Changed This Teenager's Life** (Article) by Amy B. Wang 890L

Novels

- **The Hobbit** (Novel) by J.R.R. Tolkien 1000L
- **The Hunger Games** (Novel) by Suzanne Collins 810L
- **Buried Onions** (Novel) by Gary Soto 850L

SKILLS:

- Cite several pieces of textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text.
- 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.
- Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas.
- Determine an author's point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others.
- Cite several pieces of textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text.
- Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.
- Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters)
- Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama.
- Analyze how a drama's or poem's form or structure (e.g., soliloquy, sonnet) contributes to its meaning.

ASSESSMENTS:

Unit Tests, Fluency Checks. Writing Rubrics, Anecdotal Notes, Teacher/Student Conferencing

CAREER READINESS, LIFE LITERACIES, & KEY SKILLS

Act as a responsible and contributing peer
Demonstrate creativity and innovation

Utilize critical thinking to make sense of problems and persevere in solving them
Model integrity and ethical leadership
Use technology to enhance collaboration and communication
Work productively in group settings

Differentiation, Modifications, and Accommodations (ELL, SE, BSI, G&T, 504):

The learning activities are highly suitable for diverse learners and support the instructional outcomes outlined in the curriculum. They are designed to engage students in high-level cognitive activity and are differentiated, as appropriate, for individual learners. Teachers differentiate content, instruction, and assessment based on students in their class. They address all learning styles such as visual, auditory, tactile, etc. with a multimedia approach. Students are provided with the appropriate tools needed for optimal learning be it word banks, study guides, tiered assignments, prompts, flexible grouping, assistive technology, pacing of lessons, teacher modeling, peer mentoring, etc.
Teachers plan for support, remediation, enhancement, and enrichment.

TECHNOLOGY INTEGRATION

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Resources:

Grade Level textbook, online sites, classroom library, approved novel list, etc

UNIT 3 - Time Frame: 36 days

Overview: The Terror and Wonder of Space

READING - Primary Focus Standards: RI.7.1, RI.7.2, RI.7.3, RI.7.4, RI.7.5, RI.7.6, RI.7.8, RI.7.9, RI.7.10
RL.7.1, RL.7.2, RL.7.3, RL.7.4, RL.7.5, RL.7.10

Text Type:

- **Dark They Were, and Golden-Eyed** (Science Fiction) by Ray Bradbury 540L
- **Martian Metropolis** (Science Writing) by Meg Thatcher 930L
- **Challenges for Space Exploration** (Argument) by Ann Leckie 880L
- **What If We Were Alone?** (Poem) by William Stafford N/A L
- **Seven Minutes of Terror** (Video) by NASA
- Compare Arguments: **Humans Need to Explore Outer Space** (Argument) by Claudia Alarcón 1060L / **Let Robots Take to the Stars** (Argument) by Eiren Caffall 1060L

Novels

- **A Wrinkle in Time** (Novel) by Madeleine L'Engle 740L
- **Path to the Stars** (Memoir) by Sylvia Acevedo 960L
- **Ender's Game** (Novel) by Orson Scott Card 780L

WRITING - Primary Focus Standards: W.7.1, W.7.1.b, W.7.1.c, W.7.1.d, W.7.1.e, W.7.4, W.7.5, W.7.6, W.7.7, W.7.8, W.7.10

Writing Focus:**Write an Argument**

Using ideas, information, and examples from multiple texts in this unit, write an argumentative essay for your school newspaper in which you support or oppose sending humans into space.

Speaking and Listening - Primary Focus Standards: SL.7.1, SL.7.1.a, SL.7.1.b, SL.7.1.c, SL.7.1.d, SL.7.2, SL.7.4, SL.7.5, SL.7.6

Task Type:**Create a Podcast**

A spacewalk is that exciting part of an astronaut's journey when he or she leaves the vehicle to explore outer space. With a group of classmates, you will plan and present a ten-minute podcast, or audio recording, explaining how a spacewalk is accomplished.

Extend and Reflect: Write a Short Story, Create an Infographic

Language - Primary Focus Standards: L.7.1, L.7.1.b, L.7.1.c, L.7.2, L.7.3, L.7.4.b, L.7.4.c, L.7.5.c, L.7.6

Skill Focus:

- 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
- Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.
- Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.
- Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.
- 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.

ESSENTIAL QUESTIONS &/or UNDERSTANDINGS:

Is space exploration a daring adventure or a dangerous risk?

CONTENT:

- **Dark They Were, and Golden-Eyed** (Science Fiction) by Ray Bradbury 540L
- **Martian Metropolis** (Science Writing) by Meg Thatcher 930L
- **Challenges for Space Exploration** (Argument) by Ann Leckie 880L
- **What If We Were Alone?** (Poem) by William Stafford N/A L
- **Seven Minutes of Terror** (Video) by NASA
- Compare Arguments: **Humans Need to Explore Outer Space** (Argument) by Claudia Alarcón 1060L / **Let Robots Take to the Stars** (Argument) by Eiren Caffall 1060L

Novels

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- **Path to the Stars** (Memoir) by Sylvia Acevedo 960L
- **Ender's Game** (Novel) by Orson Scott Card 780L

SKILLS:

- Cite several pieces of textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text.
- 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).

- 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.
- Determine an author's point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others.
- 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.
- Analyze and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts.
- Cite several pieces of textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text.
- Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.
- Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).
- Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama.
- Analyze how a drama's or poem's form or structure (e.g., soliloquy, sonnet) contributes to its meaning.

ASSESSMENTS:

Unit Tests, Fluency Checks. Writing Rubrics, Anecdotal Notes, Teacher/Student Conferencing

CAREER READINESS, LIFE LITERACIES, & KEY SKILLS

Act as a responsible and contributing peer

Demonstrate creativity and innovation

Utilize critical thinking to make sense of problems and persevere in solving them

Model integrity and ethical leadership

Use technology to enhance collaboration and communication

Work productively in group settings

Differentiation, Modifications, and Accommodations (ELL, SE, BSI, G&T, 504):

The learning activities are highly suitable for diverse learners and support the instructional outcomes outlined in the curriculum. They are designed to engage students in high-level cognitive activity and are differentiated, as appropriate, for individual learners. Teachers differentiate content, instruction, and assessment based on students in their class. They address all learning styles such as visual, auditory, tactile, etc. with a multimedia approach. Students are provided with the appropriate tools needed for optimal learning be it word banks, study guides, tiered assignments, prompts, flexible grouping, assistive technology, pacing of lessons, teacher modeling, peer mentoring, etc.

Teachers plan for support, remediation, enhancement, and enrichment.

TECHNOLOGY INTEGRATION

Northfield School District infuses technology into instruction to support our curricular goals as well as enhance 21st-century skills of communication, collaboration, critical thinking, and creativity

Resources:

Grade Level textbook, online sites, classroom library, approved novel list, etc

UNIT 4 - Time Frame: 35 days

Overview: Inspired by Nature

READING - Primary Focus Standards: RI.7.1, RI.7.3, RI.7.4, RI.7.5, RI.7.6, RI.7.7, RI.7.8, RI.7.9, RI.7.10
RL.7.1, RL.7.2, RL.7.4, RL.7.5, RL.7.10

Text Type:

- **Allied With Green** (Short Story) by Naomi Shihab Nye 880L
- **Never Retreat from Eyes Wide Open** (Argument) by Paul Fleischman 1010L
- **from Mississippi Solo** (Memoir) by Eddy Harris 820L
- **The Drought** (Poem) by Amy Helfrich N/A L Compare Forms and Elements: **Ode to enchanted light** (poem) by Pablo Neruda N/A L / **Sleeping in the Forest** N/A L (Poem) by Mary Oliver

- Compare Persuasive Media: **from Trash Talk** (Video) by National Oceanic and Atmospheric Administration / **You're Part of the Solution** (Poster) N/A L

Novel Options

- **Peak** (Novel) by Roland Smith 760L
- **I Am Still Alive** (Novel) by Kate Alice Marshall 690L
- **Seedfolks** (Novella) by Paul Fleischman 710L

WRITING - Primary Focus Standards: W.7.1, W.7.1.b, W.7.1.c, W.7.1.d, W.7.1.e, W.7.4, W.7.5, W.7.6, W.7.7, W.7.9, W.7.10

Writing Focus:

Write an Argument

Using ideas, information, and examples from multiple texts in this unit, write an argumentative essay for a local or school newspaper supporting or questioning the value of connecting to nature.

Speaking and Listening - Primary Focus Standards: SL.7.1, SL.7.1.a, SL.7.1.b, SL.7.1.c, SL.7.1.d, SL.7.2, SL.7.4, SL.7.5

Task Type: Write an Argument

Extend and Reflect: Research Paper, Create a Photo Collage

Language - Primary Focus Standards: L.7.1.a, L.7.1.b, L.7.3, L.7.3.a, L.7.5.a, L.7.5.b, L.7.6

Skill Focus:

- Demonstrate command of standard English grammar conventions and usage when writing or speaking.
- Explain the function of phrases and clauses in general and their function in specific sentences.
- Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas
- Use knowledge of language and its conventions when writing, speaking, reading, or listening.
- Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.
- Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
- Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of

the words.

ESSENTIAL QUESTIONS &/or UNDERSTANDINGS:

What does it mean to be in harmony with nature?

CONTENT:

- **Allied With Green** (Short Story) by Naomi Shihab Nye 880L
- **Never Retreat *from* Eyes Wide Open** (Argument) by Paul Fleischman 1010L
- ***from* Mississippi Solo** (Memoir) by Eddy Harris 820L
- **The Drought** (Poem) by Amy Helfrich N/A L
- Compare Forms and Elements: **Ode to enchanted light** (poem) by Pablo Neruda N/A L / **Sleeping in the Forest** N/A L (Poem) by Mary Oliver
- Compare Persuasive Media: ***from* Trash Talk** (Video) by National Oceanic and Atmospheric Administration / **You're Part of the Solution** (Poster) N/A L
- **Novel Options**
- **Peak** (Novel) by Roland Smith 760L
- **I Am Still Alive** (Novel) by Kate Alice Marshall 690L
- **Seedfolks** (Novella) by Paul Fleischman 710L

SKILLS:

- Cite several pieces of textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text.
- Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot)
- Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama.
- Analyze how a drama's or poem's form or structure (e.g., soliloquy, sonnet) contributes to its meaning.
- Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.
- Compare and contrast a text to an audio, video, or multimedia version of the text, analyzing each medium's portrayal of the subject (e.g., how the delivery of a speech affects the impact of the words).
- 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.
- Analyze and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) how

two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts.

- Cite several pieces of textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text.
- Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.
- Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).
- Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama.
- Analyze how a drama's or poem's form or structure (e.g., soliloquy, sonnet) contributes to its meaning.

ASSESSMENTS:

Unit Tests, Fluency Checks. Writing Rubrics, Anecdotal Notes, Teacher/Student Conferencing

CAREER READINESS, LIFE LITERACIES, & KEY SKILLS

Act as a responsible and contributing peer

Demonstrate creativity and innovation

Utilize critical thinking to make sense of problems and persevere in solving them

Model integrity and ethical leadership

Use technology to enhance collaboration and communication

Work productively in group settings

Differentiation, Modifications, and Accommodations (ELL, SE, BSI, G&T, 504):

The learning activities are highly suitable for diverse learners and support the instructional outcomes outlined in the curriculum. They are designed to engage students in high-level cognitive activity and are differentiated, as appropriate, for individual learners. Teachers differentiate content, instruction, and assessment based on students in their class. They address all learning styles such as visual, auditory, tactile, etc. with a multimedia approach.

Students are provided with the appropriate tools needed for optimal learning be it word banks, study guides, tiered assignments, prompts, flexible grouping, assistive technology, pacing of lessons, teacher modeling, peer mentoring, etc. Teachers plan for support, remediation, enhancement, and enrichment.

TECHNOLOGY INTEGRATION

Northfield School District infuses technology into instruction to support our curricular goals as well as enhance

21st-century skills of communication, collaboration, critical thinking, and creativity

Resources:

Grade Level textbook, online sites, classroom library, approved novel list, etc

UNIT 5 - Time Frame: 30 Days

Overview: Game On!

READING - Primary Focus Standards: RI.7.1, RI.7.2, RI.7.5, RI.7.6, RI.7.10, RL.7.1, RL.7.2, RL.7.3, RL.7.4, RL.7.5, RL.7.6, RL.7.10
RI.7.4 (A spiraled skill tested but not taught in the unit.)

Text Type:

- **Ball Hawk** (Short Story) by Joseph Bruchac 830L
- **Get in the Zone: The Psychology of Video-Game Design** (Informational Text) by Aaron Miller 800L
- **It's Not Just a Game** (Informational Text) by Lori Calabrese 990L
- Compare Theme: **from The Crossover** (Novel in Verse) by Kwame Alexander N/A L / **Double Doubles** (Poem) by J. Patrick Lewis N/A L

Novel Options

- **The Crossover** (Novel in Verse) by Kwame Alexander 750L
- **Ghost** (Novel) by Jason Reynolds 730L
- **Baseball in April and Other Stories** (Short Story Collection) by Gary Soto 830L

WRITING - Primary Focus Standards: W.7.3, W.7.3.a, W.7.3.b, W.7.3.c, W.7.3.d, W.7.3.e, W.7.4, W.7.5, W.7.6, W.7.7, W.7.10:

Writing Focus:

Write a Short Story

Using ideas and inspiration from texts in this unit, write a short story for publication on a class or school website. Your story should be about a character who is involved in a team or individual sport or game

Speaking and Listening - Primary Focus Standards: SL.7.1, SL.7.4, SL.7.5, SL.7.6

Task Type: Short Story

Extend and Reflect: Write an Argument, Create a Team Song

Language - Primary Focus Standards: L.7.1, L.7.1.a, L.7.1.c, L.7.2.b, L.7.3, L.7.4.a, L.7.4.b, L.7.4.c, L.7.6

Skill Focus:

- Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.
- Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- 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.
- Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., belligerent, bellicose, rebel).
- 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

ESSENTIAL QUESTIONS &/or UNDERSTANDINGS:

How do games impact our lives?

CONTENT:

- **Ball Hawk** (Short Story) by Joseph Bruchac 830L
- **Get in the Zone: The Psychology of Video-Game Design** (Informational Text) by Aaron Miller 800L
- **It's Not Just a Game** (Informational Text) by Lori Calabrese 990L
- Compare Theme: **from The Crossover** (Novel in Verse) by Kwame Alexander N/A L / **Double Doubles** (Poem) by J. Patrick Lewis N/A L

Novel Options

- **The Crossover** (Novel in Verse) by Kwame Alexander 750L
- **Ghost** (Novel) by Jason Reynolds 730L
- **Baseball in April and Other Stories** (Short Story Collection) by Gary Soto 830L

SKILLS:

- Cite several pieces of textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text.
- 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.
- Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas.
- Determine an author's point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others.
- Cite several pieces of textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text.
- Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.
- Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).
- Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama.
- Analyze how a drama's or poem's form or structure (e.g., soliloquy, sonnet) contributes to its meaning.
- Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.

ASSESSMENTS:

Unit Tests, Fluency Checks. Writing Rubrics, Anecdotal Notes, Teacher/Student Conferencing

CAREER READINESS, LIFE LITERACIES, & KEY SKILLS

Act as a responsible and contributing peer

Demonstrate creativity and innovation

Utilize critical thinking to make sense of problems and persevere in solving them

Model integrity and ethical leadership

Use technology to enhance collaboration and communication

Work productively in group settings

Differentiation, Modifications, and Accommodations (ELL, SE, BSI, G&T, 504):

The learning activities are highly suitable for diverse learners and support the instructional outcomes outlined in the curriculum. They are designed to engage students in high-level cognitive activity and are differentiated, as appropriate, for individual learners. Teachers differentiate content, instruction, and assessment based on students in their class. They address all learning styles such as visual, auditory, tactile, etc. with a multimedia approach. Students are provided with the appropriate tools needed for optimal learning be it word banks, study guides, tiered assignments, prompts, flexible grouping, assistive technology, pacing of lessons, teacher modeling, peer mentoring, etc.

Teachers plan for support, remediation, enhancement, and enrichment.

TECHNOLOGY INTEGRATION

Northfield School District infuses technology into instruction to support our curricular goals as well as enhance 21st-century skills of communication, collaboration, critical thinking, and creativity

Resources:

Grade Level textbook, online sites, classroom library, approved novel list, etc

UNIT 6 - Time Frame: 34 days

Overview: Changing Agents

READING - Primary Focus Standards: RI.7.1, RI.7.2, RI.7.4, RI.7.9, RL.7.1, RL.7.2, RL.7.3, RL.7.5, RL.7.10
RI.7.3, RI.7.5, RI.7.6, RL.7.9 (Spiraled skills that are tested but not taught in unit.)

Text Type:

- **Sometimes a Dream Needs a Push** (Short Story) by Walter Dean Myers 770L
- **Craig Kielburger Reflects on Working Toward Peace** (Personal Essay) by Craig Kielburger 1050L
- **from It Takes a Child** (Documentary) by Judy Jackson
- **A Poem for My Librarian, Mrs. Long** (Poem) by Nikki Giovanni N/A L
- Compare Authors' Perspectives: **Frances Perkins and the Triangle Factory Fire** (History Writing) by David Brooks 930L / **from Ashes of Roses** (Novel) by Mary Jane Auch 670L

Novel Options

- **Bud, Not Buddy** (Novel) by Christopher Paul
- Curtis 950L
- **Kira-Kira** (Novel) by Cynthia Kadohata 740L
- **Gabe and Izzy: Standing Up for America's Bullied** (Memoir) by Gabrielle Ford 740L

WRITING - Primary Focus Standards: W.7.2, W.7.2.a, W.7.2.b, W.7.2.c, W.7.4, W.7.5, W.7.6, W.7.8, W.7.9, W.7.10

Writing Focus:

Write a Research Report

After reviewing the experiences of the figures portrayed in the unit, choose a change agent you admire. Then, research information about that person and write a report sharing your findings. In your report, write about the challenges that person faced and the accomplishments he or she ultimately achieved.

Speaking and Listening - Primary Focus Standards: SL.7.1, SL.7.1.a, SL.7.1.b, SL.7.1.c, SL.7.1.d, SL.7.2, SL.7.4, SL.7.5, SL.7.6

Task Type:

Participate in a Panel Discussion

You have written a research report about a change agent you admire. Now, with a group of your classmates, you'll have a panel discussion about the change agents you have researched.

Extend and Reflect: Write a Short Story, Create a Documentary

Language - Primary Focus Standards: L.7.1, L.7.1.a, L.7.2, L.7.2.a, L.7.4.a, L.7.4.b, L.7.5.b, L.7.6

Skill Focus:

- Demonstrate command of standard English grammar conventions and usage when writing or speaking.
- Explain the function of phrases and clauses in general and their function in specific sentences.
- 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.
- 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
- Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g.,

belligerent, bellicose, rebel).

- Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

ESSENTIAL QUESTIONS &/or UNDERSTANDINGS:

How do games impact our lives?

CONTENT:

- **Sometimes a Dream Needs a Push** (Short Story) by Walter Dean Myers 770L
- **Craig Kielburger Reflects on Working Toward Peace** (Personal Essay) by Craig Kielburger 1050L
- **from It Takes a Child** (Documentary) by Judy Jackson
- **A Poem for My Librarian, Mrs. Long** (Poem) by Nikki Giovanni N/A L
- Compare Authors' Perspectives: **Frances Perkins and the Triangle Factory Fire** (History Writing) by David Brooks 930L / **from Ashes of Roses** (Novel) by Mary Jane Auch 670L
- **Novel Options**
- **Bud, Not Buddy** (Novel) by Christopher Paul
- Curtis 950L
- **Kira-Kira** (Novel) by Cynthia Kadohata 740L
- Gabe and Izzy: Standing Up for America's Bullied (Memoir) by Gabrielle Ford 740

SKILLS:

- Cite several pieces of textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text.
- Determine two or more central ideas in a text and analyze their development throughout the text; provide an objective summary of the text.
- 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.
- Analyze and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts.
- Cite several pieces of textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text.
- Determine a theme or central idea of a text and analyze its development throughout the text; provide an

objective summary of the text.

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

ASSESSMENTS:

Unit Tests, Fluency Checks. Writing Rubrics, Anecdotal Notes, Teacher/Student Conferencing

CAREER READINESS, LIFE LITERACIES, & KEY SKILLS

Act as a responsible and contributing peer

Demonstrate creativity and innovation

Utilize critical thinking to make sense of problems and persevere in solving them

Model integrity and ethical leadership

Use technology to enhance collaboration and communication

Work productively in group settings

Differentiation, Modifications, and Accommodations (ELL, SE, BSI, G&T, 504):

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Students are provided with the appropriate tools needed for optimal learning be it word banks, study guides, tiered assignments, prompts, flexible grouping, assistive technology, pacing of lessons, teacher modeling, peer mentoring, etc.

Teachers plan for support, remediation, enhancement, and enrichment.

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Resources:

Grade Level textbook, online sites, classroom library, approved novel list, etc