

Curriculum Design	
Content Area: Language Arts	
Course Title: General Language Arts	Grade Level: 7
Unit 1- Narrative Writing	8 Weeks
Unit 2- Informative/Explanatory Writing	8 Weeks
Unit 3- Argument Writing	8 Weeks
Unit 4- Research Writing	8 Weeks
Date Revised: August 2015	
Board Approved on: August 27, 2015	

Unit 1 Overview	
Content Area: Language Arts	
Unit 1 Title: Narrative Writing	
Grade Level: 7	
<p>Unit Summary: This eight week unit focuses on introducing and reinforcing the skills necessary to make students strong writers who use appropriate literary elements and devices to tell a story for a specific audience.</p> <p>Primary interdisciplinary connections: This unit incorporates concepts in Science, Social Studies, and Technology through integrated units of study.</p> <p>Science- MS-PS1-3- Gather, read, and synthesize information from multiple appropriate sources and assess the credibility, accuracy, and possible bias of each publication and methods used, and describe how they are supported or not supported by evidence.</p> <p>Social Studies-6.1.8.D.2.b-Compare and contrast the voluntary and involuntary migratory experiences of different groups of people, and explain why their experiences differed.</p> <p>21st century themes: 21st Century Life and Careers Standard 9.1 will be addressed in Unit 1. The strands included will be 9.1.A.Critical Thinking & Problem Solving, 9.1.D. Cross-Cultural Understanding and Interpersonal Communications, and 9.1.E Communication and Media Fluency.</p> <p>Career Ready Practices- CRP1- Act as a responsible and contributing citizen and employee. CRP2- Apply appropriate academic and technical skills. CRP 4- Communication clearly and effectively and with reason. CRP5- Consider the environmental, social, and economic impacts of decisions.</p>	
Learning Targets	
<p>Standards:</p> <p>Unit 1 covers the following Common Core State Standards: Writing, Speaking and Listening, and Language Standards.</p>	
<p>Writing:</p> <ul style="list-style-type: none"> • Graphic organizers • Pre-writing • Timed writing • Drafting • Revising/editing • Publishing 	
<p>Language:</p> <ul style="list-style-type: none"> • Grammar • Usage • Mechanics 	

<ul style="list-style-type: none"> • Vocabulary 	
Speaking and listening: <ul style="list-style-type: none"> • Collaborative discussions • Pose questions • Present claims and findings • Acknowledge information presented by others 	
CPI #	Cumulative Progress Indicator (CPI)
W.7.3	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
W.7.3.a	Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.
W.7.3.b	Use narrative techniques, such as dialogue, pacing and description, to develop experiences, events, and/or characters.
W.7.3.c	Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one time from or setting to another.
W.7.3.d	Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.
W.7.3.e	Provide a conclusion that follows from and reflects on the narrated experiences or events.
W.7.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
W.7.5	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
W.7.6	Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interacts and collaborate with others, including linking to and citing sources.
L.7.1	Demonstrate command of the conventions of standard English grammar and usage when writing and speaking.
L.7.1.a	Explain the function of phrases and clauses in general and their function in specific sentences.
L.7.1.b	Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.
L.7.1.c	Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.
L.7.2	Demonstrate command of the conventions of standard English capitalization,

	punctuation, and spelling when writing
L.7.2.a	Use a comma to separate coordinate adjectives.
L.7.2.b	Spell correctly.
L.7.3	Use knowledge of language and its conventions when writing, speaking, reading, or listening
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.
SL.7.1.b	Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.
SL.7.1.c	Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring that discussion back on topic as needed.
Unit Essential Questions <ul style="list-style-type: none"> • How does a writer demonstrate an understanding of standard conventions and apply the writing process? • How does a writer use appropriate literary elements to tell a story? • How does a writer use literary devices to enhance a story? • How does a writer create a narrative for a specific audience? 	
Evidence of Learning	
Formative Assessments: <ul style="list-style-type: none"> • CORE K-12 • Journal Writing • Open-ended responses • Quiz • Homework 	Summative Assessments: <ul style="list-style-type: none"> • <u>Elements of Language First Course Unit Tests</u> • PARCC Assessment • Projects
Modifications: (Special education, ELLs, at-risk students, gifted and talented) <ul style="list-style-type: none"> • Menus • Choice Boards • Tiered Assignments • Partner work • Leveled Texts • Flexible grouping • Individualizing lessons • Compacting 	

- Varying question levels

Teacher Resources:

Elements of Language First Course – Holt, Rinehart, and Winston – 2005

Vocabulary Workshop – Sadlier-Oxford, 2005

Recommended Online Resources:

www.corestandards.org

www.njcccs.org

www.parcconline.org

www.hrw.com

www.vocabularyworkshop.com

Unit 2 Overview	
Content Area: Language Arts	
Unit 2 Title: Informative/explanatory writing	
Grade Level: 7	
<p>Unit Summary: This eight week unit teaches the students to develop writing that is informative, task and audience specific. The students will use standard English conventions, utilize facts, statistics, reasons, and examples to inform the reader in a piece of writing that is sharp, distinct and has a single focus.</p> <p>Primary interdisciplinary connections: This unit incorporates concepts in Science, Social Studies, and Technology through integrated units of study.</p> <p>Science-MS-PS4-3-Integrate qualitative scientific and technical information in written text with that contained in media and visual displays to clarify claims and findings.</p> <p>Social Studies-6.3.8.A.1-Deliberate on a public issue affecting an upcoming election, consider opposing arguments, and develop a reasoned conclusion.</p> <p>21st century themes: 21st Century Life and Careers Standard 9.1 will be addressed in Unit 1. The strands included will be 9.1.A.Critical Thinking & Problem Solving, 9.1.D. Cross-Cultural Understanding and Interpersonal Communications, and 9.1.E Communication and Media Fluency.</p> <p>Career Ready Practices- CRP1- Act as a responsible and contributing citizen and employee. CRP2- Apply appropriate academic and technical skills. CRP 4- Communication clearly and effectively and with reason. CRP5- Consider the environmental, social, and economic impacts of decisions.</p>	
Learning Targets	
<p>Standards:</p> <p>Unit 1 covers the following Common Core State Standards: Writing, Speaking and Listening, and Language Standards.</p>	
<p>Writing:</p> <ul style="list-style-type: none"> • Graphic organizers • Pre-writing • Timed writing • Drafting • Revising/editing • Publishing 	
<p>Language:</p> <ul style="list-style-type: none"> • Grammar 	

<ul style="list-style-type: none"> • Usage • Mechanics • Vocabulary 	
Speaking and listening: <ul style="list-style-type: none"> • Collaborative discussions • Pose questions • Present claims and findings • Acknowledge information presented by others 	
CPI #	Cumulative Progress Indicator (CPI)
W.7.2	Write informative/explanatory texts to examine a topic, convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
W.7.2.a	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g. headings) graphics (e.g. charts, tables), and multimedia when useful to aiding comprehension.
W.7.2.b	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
W.7.2.c	Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
W.7.3.d	Use precise language and domain-specific vocabulary to inform about or explain the topic.
W.7.3.e	Establish and maintain a formal style
W.7.3.f	Provide a concluding statement or section that follows from and supports the information or explanation provided.
W.7.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
W.7.5	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
W.7.6	Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.
L.7.1	Demonstrate a command of the conventions of standard English grammar and usage when writing or speaking.
L.7.1.a	Explain the function of phrases and clauses in general and their function in specific sentences.

L.7.1.b	Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.
L.7.1.c	Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers
L.7.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing
L.7.2.a	Use a comma to separate coordinate adjectives.
L.7.2.b	Spell correctly.
L.7.3	Use knowledge of language and its conventions when writing, speaking, reading, or listening
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.
SL.7.1.b	Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.
SL.7.1.c	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.
Unit Essential Questions <ul style="list-style-type: none"> • How does a writer create a well-developed and controlled piece of writing that is appropriate to the task and audience? • How does a writer develop a sharp, distinct, focus to inform a reader? • How does a writer use facts, statistics, reasons, details, and examples to inform a reader? • How do purpose and audience influence the content, organization, and style of the writing? 	
Evidence of Learning	
Formative Assessments: <ul style="list-style-type: none"> • CORE K-12 • Journal Writing • Open-ended responses • Quiz • Homework 	Summative Assessments: <ul style="list-style-type: none"> • <u>Elements of Language First Course Unit Tests</u> • PARCC Assessment • Projects
Modifications: (Special education, ELLs, at-risk students, gifted and talented) <ul style="list-style-type: none"> • Menus • Choice Boards • Tiered Assignments • Partner work 	

- Leveled Texts
- Flexible grouping
- Individualizing lessons
- Compacting
- Varying question levels

Teacher Resources:

Elements of Language First Course – Holt, Rinehart, and Winston – 2005

Vocabulary Workshop – Sadlier-Oxford, 2005

Recommended Online Resources:

www.corestandards.org

www.njcccs.org

www.parcconline.org

www.hrw.com

www.vocabularyworkshop.com

Unit 3 Overview	
Content Area: Language Arts	
Unit 3 Title: Argument writing	
Grade Level: 7	
<p>Unit Summary: This eight week unit will focus on the genre of argument writing. The students will learn to form and support an opinion which influences specific audiences' thoughts emotions, and /or actions.</p> <p>Primary interdisciplinary connections: This unit incorporates concepts in Science, Social Studies, and Technology through integrated units of study.</p> <p>Science- MS-LS4-4-Construct an explanation that includes qualitative or quantitative relationships between variables that describe phenomena.</p> <p>Social Studies-6.3.8.D.1-Engage in simulated democratic processes (e.g., legislative hearings, judicial proceedings, elections) to understand how conflicting points of view are addressed in a democratic society.</p> <p>21st century themes: 21st Century Life and Careers Standard 9.1 will be addressed in Unit 1. The strands included will be 9.1.A.Critical Thinking & Problem Solving, 9.1.D. Cross-Cultural Understanding and Interpersonal Communications, and 9.1.E Communication and Media Fluency.</p> <p>Career Ready Practices- CRP1- Act as a responsible and contributing citizen and employee. CRP2- Apply appropriate academic and technical skills. CRP 4- Communication clearly and effectively and with reason. CRP5- Consider the environmental, social, and economic impacts of decisions.</p>	
Learning Targets	
Standards:	Unit 1 covers the following Common Core State Standards: Writing, Speaking and Listening, and Language Standards.
Writing:	<ul style="list-style-type: none"> • Graphic organizers • Pre-writing • Timed writing • Drafting • Revising/editing • Publishing
Language:	<ul style="list-style-type: none"> • Grammar • Usage

<ul style="list-style-type: none"> • Mechanics • Vocabulary 	
Speaking and listening: <ul style="list-style-type: none"> • Collaborative discussions • Pose questions • Present claims and findings • Acknowledge information presented by others 	
CPI #	Cumulative Progress Indicator (CPI)
W.7.1	Write arguments to support claims with clear reasons and relevant evidence.
W.7.1.a	Introduce claims, acknowledge alternate or opposing claims, and organize the reasons and evidence logically.
W.7.1.b	Support claims with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.
W.7.1.c	Use words, phrases, and clauses to create cohesion and clarify the relationships among claims, counterclaims, reasons, and evidence.
W.7.1.d	Establish and maintain a formal style.
W.7.1.e	Provide a concluding statement or section that follows form and supports the argument presented.
W.7.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
W.7.5	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
W.7.6	Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interacts and collaborate with others, including linking to and citing sources.
L.7.1	Demonstrate command of the conventions of standard English grammar and usage when writing and speaking.
L.7.1.a	Explain the function of phrases and clauses in general and their function in specific sentences.
L.7.1.b	Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas
L.7.1.c	Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers
L.7.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing
L.7.2.a	Use a comma to separate coordinate adjectives.

L.7.2.b	Spell correctly.
L.7.3	Use knowledge of language and its conventions when writing, speaking, reading, or listening
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.
SL.7.1.b	Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.
SL.7.1.c	Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.
Unit Essential Questions <ul style="list-style-type: none"> • How does a strong writer form and support an opinion which influences a specific audience's thoughts, emotions, or actions? • How does the writer form and support an opinion? • How does a writer include convincing, elaborated, and property cited evidence? 	
Evidence of Learning	
Formative Assessments: <ul style="list-style-type: none"> • CORE K-12 • Journal Writing • Open-ended responses • Quiz • Homework 	Summative Assessments: <ul style="list-style-type: none"> • <u>Elements of Language First Course</u> Unit Tests • PARCC Assessment • Projects
Modifications: (Special education, ELLs, at-risk students, gifted and talented) <ul style="list-style-type: none"> • Menus • Choice Boards • Tiered Assignments • Partner work • Leveled Texts • Flexible grouping • Individualizing lessons • Compacting • Varying question levels 	
Teacher Resources: <u>Elements of Language First Course</u> – Holt, Rinehart, and Winston – 2005 <u>Vocabulary Workshop</u> – Sadlier-Oxford, 2005	

Recommended Online Resources:

www.corestandards.org

www.njcccs.org

www.parconline.org

www.hrw.com

www.vocabularyworkshop.com

Unit 4 Overview	
Content Area: Language Arts	
Unit 4 Title: Research writing/argument writing	
Grade Level: 7	
<p>Unit Summary: This eight week unit focuses on the process of narrowing a topic, researching, evaluating sources, citing sources, paraphrasing, drafting, and publishing a research paper.</p> <p>Primary interdisciplinary connections: This unit incorporates concepts in Science, Social Studies, and Technology through integrated units of study.</p> <p>Science- MS-ESS3-1- Construct a scientific explanation based on valid and reliable evidence obtained from sources (including the students’ own experiments) and the assumption that theories and laws that describe the natural world operate today as they did in the past and will continue to do so in the future.</p> <p>Social Studies-6.3.8.A.1- Deliberate on a public issue affecting an upcoming election, consider opposing arguments, and develop a reasoned conclusion.</p> <p>21st century themes: 21st Century Life and Careers Standard 9.1 will be addressed in Unit 1. The strands included will be 9.1.A.Critical Thinking & Problem Solving, 9.1.D. Cross-Cultural Understanding and Interpersonal Communications, and 9.1.E Communication and Media Fluency.</p> <p>Career Ready Practices- CRP1- Act as a responsible and contributing citizen and employee. CRP2- Apply appropriate academic and technical skills. CRP 4- Communication clearly and effectively and with reason. CRP5- Consider the environmental, social, and economic impacts of decisions.</p>	
Learning Targets	
Standards:	Unit 1 covers the following Common Core State Standards: Writing, Speaking and Listening, and Language Standards.
Writing:	<ul style="list-style-type: none"> • Graphic organizers • Pre-writing • Timed writing • Drafting • Revising/editing • Publishing
Language:	<ul style="list-style-type: none"> • Grammar • Usage

<ul style="list-style-type: none"> • Mechanics • Vocabulary 	
Speaking and listening: <ul style="list-style-type: none"> • Collaborative discussions • Pose questions • Present claims and findings • Acknowledge information presented by others 	
CPI #	Cumulative Progress Indicator (CPI)
W.7.2	Write informative/explanatory texts to examine a topic, convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
W.7.2.a	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g. headings) graphics (e.g. charts, tables), and multimedia when useful to aiding comprehension.
W.7.2.b	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
W.7.2.c	Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
W.7.2.d	Use precise language and domain-specific vocabulary to inform about or explain the topic.
W.7.2.e	Establish and maintain a formal style.
W.7.2.f	Provide a concluding statement or section that follows and supports the information or explanation presented.
W.7.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
W.7.5	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
W.7.6	Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.
L.7.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
L.7.1.a	Explain the function of phrases and clauses in general and their function in

	specific sentences.
L.7.1.b	Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.
L.7.1.c	Place phrases and clauses within a sentence, recognize and correcting misplaced and dangling modifiers.
L.7.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing
L.7.2.a	Use a comma to separate coordinate adjectives.
L.7.2.b	Spell correctly
L.7.3	Use knowledge of language and its conventions when writing, speaking, reading, or listening
SL.7.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.
SL.7.1.b	Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.
SL.7.1.c	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.
Unit Essential Questions <ul style="list-style-type: none"> • How does a strong writer form and support an opinion which influences a specific audience's thoughts, emotions, or actions? • How does a writer demonstrate an understanding of standard conventions and apply the writing process? • How does a writer include convincing, elaborated, and property cited evidence? 	
Evidence of Learning	
Formative Assessments: <ul style="list-style-type: none"> • CORE K-12 • Journal Writing • Open-ended responses • Quiz • Homework 	Summative Assessments: <ul style="list-style-type: none"> • <u>Elements of Language First Course Unit Tests</u> • PARCC Assessment • Projects

Modifications: (Special education, ELLs, at-risk students, gifted and talented)

- Menus
- Choice Boards
- Tiered Assignments
- Partner work
- Leveled Texts
- Flexible grouping
- Individualizing lessons
- Compacting
- Varying question levels

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