

Seventh Grade Language Arts Curriculum

Suggested Time Line How much time will be spent on this learning	Essential Questions and Content What will be taught?	NJCCC Standards What state standards will be met by these objectives?	Instructional Objectives What will the students know or be able to do as a result of this instruction?	Assessment What evidence will I collect that demonstrate that the students have achieved the objective?	Instructional Domain How will the learning be structured?	Instructional Activities What will the students do to achieve the objective?
10 months	<ul style="list-style-type: none"> • What does it mean to grow up? • What problems do young people face/ • How do family members play a role in my “growing up?” • How do young people interact with the natural world? 	3.1.G.7 3.1.G.12 3.1.G.6 3.1.G.8 3.1.H.2 3.1.G.11 3.1.F.3 3.1.F.2 3.3.C.7 3.3.D.8 3.3.A.6 3.3.A.7 3.2.A.3 3.2.A.4 3.2.A.5 3.2.A.6 3.2.A.7 3.1.C 3.1.D.4 3.1.A.2 3.5.A.3 3.5.A.4 3.5.B.3 3.5.B.4 3.5.B.5 3.5.C.3 3.4.B.1 3.4.A.1 3.2.C 3.2.D.15	<ul style="list-style-type: none"> • Recognize and analyze literary elements • Distinguish between genres • Identify character’s motivation • Make inferences • Analyze connections between literature, history, and culture • Analyze figurative language • Determine word origins • Use dictionary and context clues to determine meaning • Analyze and make appropriate word choices • Read critically by identifying, applying knowledge of fiction and non- 	<ul style="list-style-type: none"> • Discussion • Accelerated Reading Program • Written and oral tests • Kid Biz / Teen Biz • Narrative writing • Student projects • Journal/essays • Teacher observations • Homework • Self-assessments • Peer evaluations • Presentations • Rubrics • Book reports 	<ul style="list-style-type: none"> • Differentiated instruction • Writers workshop • Flexible grouping • Overhead • Graphic organizers • Teacher modeling • Guided reading • Guided writing • Conferencing • Technology • Read aloud • Direct Instruction • Learning centers 	<ul style="list-style-type: none"> • Journals • Book talk • Partner reading • Discussion • Cooperative activities • Daily oral language • Structured writing prompts • Portfolio writing • Computer/word processing • Word wall • Picture prompts • Reread aloud • Story mapping • Active listening • Viewing overhead • Independent reading • Audio (listening) • Shared writing • Using manipulatives • Literature circles • Graphic organizers • Use reading strategies to support comprehension • Critical viewing/listening • Research • Note taking • Oral reports/sharing • Listen attentively • Practice books • Writers workshop • Short/long literature responses • Writer’s checklist

Seventh Grade Language Arts Curriculum

			<p>fiction elements and structure</p> <ul style="list-style-type: none">• Respond orally to literature• Participate in class discussion• Demonstrate understanding of a scoring rubric			<ul style="list-style-type: none">• Interact with visiting author• Field trips• Writers response to fine arts• Reader Response• Writing dramatic script• Acting out parts• Illustrate vocabulary• Write encyclopedia entries
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4-5 weeks (Short Story)	<ul style="list-style-type: none"> • What makes a good story? • How can we write a good short story? • How does a good reader respond to story? • What does it mean to be self-reliant? • Am I/should I/ how can I be self-reliant? • How does my self-reliance affect others? 	3.1.G.4 3.1.G.4 3.1.G.13 3.1.G.14 3.3.B.1 3.3.B.2 3.1.F.1 3.3.C.1 3.3.C.2 3.1.E.1 3.2.D.2 3.2.D.3 3.2.D.4 3.2.D.9 3.4.A.6 3.4.B.6 3.4.B.2 3.1.D.2	<ul style="list-style-type: none"> • Demonstrate understanding of elements of short story • Distinguish between connotative and denotative meanings • Interpret analogies • Recognize point of view • Articulate the purpose of characteristics of different genres • Paraphrase others' comments to clarify viewpoints • Question for clarification • Develop an extended vocabulary through both listening and independent reading • Paraphrase, 	<ul style="list-style-type: none"> • Discussion • Accelerated Reading Program • Written and oral tests • Kid Biz / Teen Biz • Narrative writing • Student projects • Journal/essays • Teacher observations • Homework • Self-assessments • Peer evaluations • Presentations • Rubrics • Book reports 	<ul style="list-style-type: none"> • Differentiated instruction • Writers workshop • Flexible grouping • Overhead • Graphic organizers • Teacher modeling • Guided reading • Guided writing • Conferencing • Technology • Read aloud • Direct Instruction • Learning centers 	<ul style="list-style-type: none"> • Journals • Book talk • Partner reading • Discussion • Cooperative activities • Daily oral language • Structured writing prompts • Portfolio writing • Computer/word processing • Word wall • Picture prompts • Reread aloud • Story mapping • Active listening • Viewing overhead • Independent reading • Audio (listening) • Shared writing • Using manipulatives • Literature circles • Graphic organizers • Use reading strategies to support comprehension • Critical viewing/listening • Research • Note taking • Oral reports/sharing • Listen attentively • Practice books • Writers workshop • Short/long literature responses

Seventh Grade Language Arts Curriculum

			<p>illustrate, clarify, and/or expand on a topic or idea</p> <ul style="list-style-type: none"> • Apply knowledge and strategies for composing • Respond orally/written to literature • Write in a variety of genres • Demonstrate clarity and supportive evidence when answering open ended questions • Review scoring criteria 			<ul style="list-style-type: none"> • Writer's checklist • Interact with visiting author • Field trips • Writer's checklist • Interact with visiting author • Field trips • Ask questions and make predictions • Rewrite story to change point of view • Revise writing to improve • Write literary analysis
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4-5weeks (Drama)	<ul style="list-style-type: none"> • What universal themes are of interest or concern to all cultures and societies? • How does literature reveal the values of a given culture or time period? • What are enduring questions or conflicts that writers grappled with hundreds of years ago and are still relevant today? 	3.1.G.15 3.1.H.5 3.2.A.1 3.1.G.10 3.3.D.6 3.4.A.2 3.5.1.2 3.3.A.4 3.3.A.6 3.3.A.7 3.3.C.4 3.2.D.2 3.2.D.3 3.2.D.4 3.2.D.9 3.2.D.15 3.1.D.3 3.1.D.1	<ul style="list-style-type: none"> • Recognize, analyze, and demonstrate understanding of elements of drama • Develop speaking techniques • Demonstrate active listening • Analyze media content • Define group roles • Respond orally to literature • Participate in class discussion • Incorporate varied sentence structure and correct grammar • Respond orally/written to literature • Write in a variety of genres • Demonstrate clarity and supportive evidence when 	<ul style="list-style-type: none"> • Discussion • Accelerated Reading Program • Written and oral tests • Kid Biz / Teen Biz • Narrative writing • Student projects • Journal/essays • Teacher observations • Homework • Self-assessments • Peer evaluations • Presentations • Rubrics • Book reports 	<ul style="list-style-type: none"> • Differentiated instruction • Writers workshop • Flexible grouping • Overhead • Graphic organizers • Teacher modeling • Guided reading • Guided writing • Conferencing • Technology • Read aloud • Direct Instruction • Learning centers 	<ul style="list-style-type: none"> • Journals • Book talk • Partner reading • Discussion • Cooperative activities • Daily oral language • Structured writing prompts • Portfolio writing • Computer/word processing • Word wall • Picture prompts • Reread aloud • Story mapping • Active listening • Viewing overhead • Independent reading • Audio (listening) • Shared writing • Using manipulatives • Literature circles • Graphic organizers • Use reading strategies to support comprehension • Critical viewing/listening • Research • Note taking • Oral reports/sharing • Listen attentively • Practice books • Writers workshop • Short/long literature responses

Seventh Grade Language Arts Curriculum

			answering open ended questions <ul style="list-style-type: none">• Review scoring criteria			<ul style="list-style-type: none">• Use improvisation• Act out parts/pantomime• Write dramatic scenes• Write character analysis
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4-5 weeks (non-fiction)	<ul style="list-style-type: none"> • What kinds of problems do real people face? • What problems are universal? • Are my problems unique? • How can experiences of real people and actual events help me to “grow up”? • How is non-fiction material important to my “growing up”? 	3.1.G.9 3.3.D.8 3.1.G.8 3.1.G.9 3.2.D.12 3.1.G.1 3.1.G.2 3.1.G.5 3.2.A.2 3.2.D.13 3.2.D.14 3.2.D.15 3.2.C.2 3.1.G.3 3.3.A.1 3.3.A.5 3.3.A.2 3.3.A.3 3.3.B.3 3.3.B.4 3.2.D.8 3.2.D.10 3.2.D.1 3.2.D.2 3.2.D.3 3.2.D.4 3.2.D.9 3.2.D.15 3.2.D.6 3.2.D.7 3.1.H.4 3.1.H.3 3.5.E.1	<ul style="list-style-type: none"> • Recognize, analyze and demonstrate understanding of elements of exposition, description, and narration in non-fiction • Differentiate between fact, fiction, bias and propaganda in variety of texts • Demonstrate and understanding of similarities and differences between fiction and non-fiction • Understand cause and effect relationships • Demonstrate an understanding of different types of conflict • Organize essay in a cohesive unit • Develop writing style and voice 	<ul style="list-style-type: none"> • Discussion • Accelerated Reading Program • Written and oral tests • Kid Biz / Teen Biz • Expository writing • Student projects • Journal/essays • Teacher observations • Homework • Self-assessments • Peer evaluations • Presentations • Rubrics • Book reports 	<ul style="list-style-type: none"> • Differentiated instruction • Writers workshop • Flexible grouping • Overhead • Graphic organizers • Teacher modeling • Guided reading • Guided writing • Conferencing • Technology • Read aloud • Direct Instruction • Learning centers 	<ul style="list-style-type: none"> • Journals • Book talk • Partner reading • Discussion • Cooperative activities • Daily oral language • Structured writing prompts • Portfolio writing • Computer/word processing • Word wall • Picture prompts • Reread aloud • Story mapping • Active listening • Viewing overhead • Independent reading • Audio (listening) • Shared writing • Using manipulatives • Literature circles • Graphic organizers • Use reading strategies to support comprehension • Critical viewing/listening • Research • Note taking • Oral reports/sharing • Listen attentively • Practice books • Writers workshop • Short/long literature responses

Seventh Grade Language Arts Curriculum

		<p>3.5.E.2 3.4.B.4 3.5.C.1 3.1.E.2 3.4.A.3 3.4.A.4 3.4.B.3</p>	<ul style="list-style-type: none"> • Use inverted sentence order in writing • Critique information heard or viewed • Recognize allusions • Maintain a collection of writing • Present ideas and opinions spontaneously in response to a topic • Explore central idea, state position clearly, present evidence • Participate in an informal debate • Apply for cooperative or whole class debate • Discuss with others to identify and explore issues & problems • Solve a problem or understand a task through group cooperation • Respond orally/written to literature 			<ul style="list-style-type: none"> • Writer's checklist • Interact with visiting author • Field trips • Biographical reports • Anecdotal writing
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Seventh Grade Language Arts Curriculum

			<ul style="list-style-type: none">• Write in a variety of genres• Demonstrate clarity and supportive evidence when answering open ended questions• Review scoring criteria• Use primary and secondary resources• Use the correct citations and quotations• Self select materials for research project			
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4-5 weeks (poetry)	<ul style="list-style-type: none"> • What is poetry? • How can I express myself in poetry? • Why is poetry important to others? • Why is poetry important to me? 	3.3.A.6 3.4.A.1 3.4.A.5 3.1.G.13 3.1.A.1 3.1.F.2 3.4.A.5 3.2.D.2 3.2.D.3 3.2.D.4 3.2.D.9 3.2.D.15 3.3.C.3 3.3.D.7 3.2.D 3.3.D.4 3.5.A.2	<ul style="list-style-type: none"> • Stimulate active response to poetry • Recognize, analyze, demonstrate an understanding of the purpose of sound devices , imagery, and figurative language in poetry • Recognize different types of poetry • Demonstrate an understanding of connotative and denotative meanings • Listen to determine a speaker's purpose • Respond orally/written to literature • Use language that stimulates an audiences interest • Explore a 	<ul style="list-style-type: none"> • Analyze and interpret poetry for themes • Paraphrase poetry • Discussion • Accelerated Reading Program • Written and oral tests • Kid Biz / Teen Biz • Expository writing • Student projects • Journal/essays • Teacher observations • Homework • Self-assessments • Peer evaluations • Presentations • Rubrics • Book reports • 	<ul style="list-style-type: none"> • Differentiated instruction • Writers workshop • Flexible grouping • Overhead • Graphic organizers • Teacher modeling • Guided reading • Guided writing • Conferencing • Technology • Read aloud • Direct Instruction • Learning centers 	<ul style="list-style-type: none"> • Journals • Book talk • Partner reading • Discussion • Cooperative activities • Daily oral language • Structured writing prompts • Portfolio writing • Computer/word processing • Word wall • Picture prompts • Reread aloud • Story mapping • Active listening • Viewing overhead • Independent reading • Audio (listening) • Shared writing • Using manipulatives • Literature circles • Graphic organizers • Use reading strategies to support comprehension • Critical viewing/listening • Research • Note taking • Oral reports/sharing • Listen attentively • Practice books • Writers workshop • Short/long literature responses

Seventh Grade Language Arts Curriculum

			<p>variety of forms</p> <ul style="list-style-type: none">• Acknowledge the audience with eye contact and use appropriate verbal response• Write in a variety of genres• Demonstrate clarity and supportive evidence when answering open ended questions• Review scoring criteria			<ul style="list-style-type: none">• Writer's checklist• Interact with visiting author• Field trips• Write different forms of poetry• Author readings• Drawing for understanding• Write poetry from prose• Experiment with sound effects• Experiment with figurative language
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4-5 weeks (Myths and Fables)	<ul style="list-style-type: none"> • What are myths? • What purpose do myths serve? • What current day myths do you know of? • What is a hero? • What is a fable? 	3.3.A.6 3.3.A.7 3.1.F.1 3.3.C.2 3.1.E.2 3.3.D.1 3.2.D 3.2.D.2 3.1.E.1 3.3.C.2 3.3.B.1 3.3.B.2 3.5.A.1	<ul style="list-style-type: none"> • Demonstrate an understanding of the characteristics and cultural aspects of classical myths • Identify specific details and cause and effect relationships • Draw conclusions about relevance of myths to cultures • Analyze aspects of print • Use writing to prompt discussion • Develop an extended vocabulary through both listening and independent reading • Respond orally to literature • Participate in class discussion appropriately 	<ul style="list-style-type: none"> • Discussion • Accelerated Reading Program • Written and oral tests • Kid Biz / Teen Biz • Expository writing • Student projects • Journal/essays • Teacher observations • Homework • Self-assessments • Peer evaluations • Presentations • Rubrics • Book reports 	<ul style="list-style-type: none"> • Differentiated instruction • Writers workshop • Flexible grouping • Overhead • Graphic organizers • Teacher modeling • Guided reading • Guided writing • Conferencing • Technology • Read aloud • Direct Instruction • Learning centers 	<ul style="list-style-type: none"> • Journals • Book talk • Partner reading • Discussion • Cooperative activities • Daily oral language • Structured writing prompts • Portfolio writing • Computer/word processing • Word wall • Picture prompts • Reread aloud • Story mapping • Active listening • Viewing overhead • Independent reading • Audio (listening) • Shared writing • Using manipulatives • Literature circles • Graphic organizers • Use reading strategies to support comprehension • Critical viewing/listening • Research • Note taking • Oral reports/sharing • Listen attentively • Practice books • Writers workshop • Short/long literature responses

Seventh Grade Language Arts Curriculum

			<ul style="list-style-type: none"> • Use complex text guides • Write various types of prose • Make connections between literature and sports , research, the arts, and culture • Build vocabulary • Recognize stereotypes • Make inferences • Recognize allusions • Analyze morals • Understand proverbs • Recognize elements of fable • Respond orally/written to literature • Write in a variety of genres • Demonstrate clarity and supportive evidence when answering open ended questions • Review scoring criteria 			<ul style="list-style-type: none"> • Writer’s checklist • Interact with visiting author • Field trips • Writing in different genres • Drawing for understanding • Compare/contrast • Experiment with sound effects • Creative writing
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Novel (cross-curricular) (Holocaust) 8-10 weeks	<ul style="list-style-type: none"> • How does geography affect beliefs, traditions, and culture? • How do cultures, beliefs, and traditions affect groups of people? • How do they affect families? • What beliefs, traditions are important to me? • What beliefs, traditions are worth dying for? 	3.5.A.1 3.1.E.1 3.2. 3.1.G.17 3.1.G.15 3.1.G.16 3.3.H.1 3.5.A.3	<ul style="list-style-type: none"> • Identify and describe settings and customs associated with them • Analyze character development, point of view, theme • Monitor reading for understanding • Set purpose of reading • Make predictions • Ask essential questions • Relate new learning to background experiences • Interpret idiomatic expressions • Interpret text ideas through journal writing • Demonstrate the use of everyday texts 	<ul style="list-style-type: none"> • Discussion • Accelerated Reading Program • Written and oral tests • Kid Biz / Teen Biz • Expository writing • Student projects • Journal/essays • Teacher observations • Homework • Self-assessments • Peer evaluations • Presentations • Rubrics • Book reports 	<ul style="list-style-type: none"> • Differentiated instruction • Writers workshop • Flexible grouping • Overhead • Graphic organizers • Teacher modeling • Guided reading • Guided writing • Conferencing • Technology • Read aloud • Direct Instruction • Learning centers 	<ul style="list-style-type: none"> • Journals • Book talk • Partner reading • Discussion • Cooperative activities • Daily oral language • Structured writing prompts • Portfolio writing • Computer/word processing • Word wall • Picture prompts • Reread aloud • Story mapping • Active listening • Viewing overhead • Independent reading • Audio (listening) • Shared writing • Using manipulatives • Literature circles • Graphic organizers • Use reading strategies to support comprehension • Critical viewing/listening • Research • Note taking • Oral reports/sharing • Listen attentively • Practice books • Writers workshop • Short/long literature responses

Seventh Grade Language Arts Curriculum

			<ul style="list-style-type: none"> • Produce written and oral work that demonstrates understanding of informational materials • Make connections between literature/culture • Build vocabulary • Respond orally/written to literature • Write in a variety of genres • Demonstrate clarity and supportive evidence when answering open ended questions • Review scoring criteria 			<ul style="list-style-type: none"> • Writer's checklist • Interact with visiting author • Field trips • Compare/contrast • Creative writing • Drawing for understanding • Experiment with figurative language • Read, interpret and create maps • Literature circle response
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