

**MOORESTOWN TOWNSHIP PUBLIC SCHOOLS  
MOORESTOWN, NEW JERSEY**

*William Allen Middle School  
7th Grade English/Language Arts*

*Honors English Language Arts  
7th Grade*

**Date : 7/11/23**

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## [Course Description and Fundamental Concepts](#)

The Seventh Grade Honors Language Arts Curriculum follows the New Jersey Student Learning Standards. Students will deeply read and analyze a wide array of narratives, poetry, and nonfiction text as well as dramas throughout the course. Much of this reading will be done independently, in order to create more class time for discussions (ex. Socratic Seminar) and debate. During the school year, students will engage in a variety of different writing activities, including, but not limited to, essays, argumentative pieces, prose constructed responses, narratives, poems, and short informational pieces. As with their reading, students will be completing a portion of their writing independently due to individualized, lengthier pieces. Seventh graders will develop their skills in grammar, vocabulary, and research while integrating art and technology in their classrooms. Students will demonstrate their growth through written work and oral/media presentations in both formal and informal settings.

## [New Jersey Student Learning Standards \(NJSLS\)](#)

### **Subject/Content Standards**

*Include grade appropriate subject/content standards that will be addressed*

## [New Jersey Student Learning Standards \(NJSLS\)](#)

### **New Jersey Student Learning Standards**

#### **Grade 7**

The 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.

#### **Anchor Standards for Reading**

##### **Key Ideas and Details**

NJSLSA.R1 Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

NJSLSA.R2 Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

NJSLSA.R3 Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

##### **Craft and Structure**

NJSLSA.R4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

NJSLSA.R5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the Whole.

NJSLSA.R6. Assess how point of view or purpose shapes the content and style of a text.  
Integration of Knowledge and Ideas

NJSLSA.R7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

NJSLSA.R8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.

NJSLSA.R9 Analyze and reflect on how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

NJSLSA.R10 Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.

### **Note on range and content of student reading**

To become college and career ready, students must grapple with works of exceptional craft and thought whose range extends across genres, cultures, and centuries. Such works offer profound insights into the human condition and serve as models for students' own thinking and writing. Along with high-quality contemporary works, these texts should be chosen from among seminal U.S. documents, the classics of American literature, and the timeless dramas of Shakespeare. Through a wide and deep reading of literature and literary nonfiction of steadily increasing sophistication, students gain a reservoir of literary and cultural knowledge, references, and images; the ability to evaluate intricate arguments; and the capacity to surmount the challenges posed by complex texts.

## **Grade 7**

### **Progress Indicators for Reading Literature**

#### **Key Ideas and Details**

RL.7.1. Cite several pieces of textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences are drawn from the text.

RL.7.2. 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.

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

#### **Craft and Structure**

RL.7.4. 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.

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

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

#### **Integration of Knowledge and Ideas**

RL.7.7. 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).

RL.7.8. (Not applicable to literature)

RL.7.9. Compare, contrast and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history.

#### **Range of Reading and Level of Text Complexity**

RL.7.10. By the end of the year read and comprehend literature, including stories, dramas, and poems at grade level text-complexity (see Appendix A) or above, scaffolding as needed.

### **Grade 7**

#### **Progress Indicators Informational Text**

##### **Key Ideas and Details**

RI.7.1. Cite several pieces of textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences are drawn from the text.

RI.7.2. Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.

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

##### **Craft and Structure**

RI.7.4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.

RI.7.5. 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.

RI.7.6. 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.

##### **Integration of Knowledge and Ideas**

RI.7.7. 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).

RI.7.8. Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims.

RI.7.9. 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.

#### **Range of Reading and Level of Text Complexity**

RI.7.10. By the end of the year read and comprehend literary nonfiction (see Appendix A) at grade level text-complexity (see Appendix A) or above, with scaffolding as needed.

## **Anchor Standards for Writing**

### **Text Types and Purposes**

NJSLSA.W1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

NJSLSA.W2 Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of Content.

NJSLSA.W3 Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

### **Production and Distribution of Writing**

NJSLSA.W4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

NJSLSA.W5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

NJSLSA.W6 Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

### **Research to Build and Present Knowledge**

NJSLSA.W7 Conduct short as well as more sustained research projects, utilizing an An inquiry-based research process, based on focused questions, demonstrating understanding of the The subject under investigation.

NJSLSA.W8 Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

NJSLSA.W9 Draw evidence from literary or informational texts to support analysis, reflection, and research.

### **Range of Writing**

NJSLSA.W10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

### **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 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.



**Career Awareness, Exploration, Preparation, and Training (Standard 9.2)**

List appropriate units below for which standards will be addressed

<b>By Grade 7</b>		
<b>Unit Addressed</b>	<b>Core Idea</b>	<b>Standard / Description</b>
2,4 7	An individual's strengths, lifestyle goals, choices, and interests affect employment and income	<i><b>9.2.8.CAP.1:</b> Identify offerings such as high school and county career and technical school courses, apprenticeships, military programs, and dual enrollment courses that support career or occupational areas of interest.</i> <i><b>9.2.8.CAP.2:</b> Develop a plan that includes information about career areas of interest.</i> <i><b>9.2.8.CAP.3:</b> Explain how career choices, educational choices, skills, economic conditions, and personal behavior affect income.</i> <i><b>9.2.8.CAP.4:</b> Explain how an individual's online behavior (e.g., social networking, photo exchanges, video postings) may impact opportunities for employment or advancement.</i>
	Developing and implementing an action plan is an essential step for achieving one's personal and professional goals.	<i><b>9.2.8.CAP.5:</b> Develop a personal plan with the assistance of an adult mentor that includes information about career areas of interest, goals and an educational plan.</i>
	Early planning can provide more options to pay for postsecondary training and employment.	<i><b>9.2.8.CAP.6:</b> Compare the costs of postsecondary education with the potential increase in income from a career of choice.</i> <i><b>9.2.8.CAP.7:</b> Devise a strategy to minimize costs of postsecondary education.</i> <i><b>9.2.8.CAP.8:</b> Compare education and training requirements, income potential, and primary duties of at least two jobs of interest.</i> <i><b>9.2.8.CAP.9:</b> Analyze how a variety of activities related to career preparation (e.g., volunteering, apprenticeships, structured learning experiences, dual enrollment, job search, scholarships) impacts postsecondary options.</i>
4	There are a variety of resources available to help navigate the career planning process.	<i><b>9.2.8.CAP.10:</b> Evaluate how careers have evolved regionally, nationally, and globally.</i>

		<p><b>9.2.8.CAP.11:</b> Analyze potential career opportunities by considering different types of resources, including occupation databases, and state and national labor market statistics.</p> <p><b>9.2.8.CAP.12:</b> Assess personal strengths, talents, values, and interests to appropriate jobs and careers to maximize career potential.</p>
	Employee benefits can influence your employment choices.	<p><b>9.2.8.CAP.13:</b> Compare employee benefits when evaluating employment interests and explain the possible impact on personal finances.</p> <p><b>9.2.8.CAP.14:</b> Evaluate sources of income and alternative resources to accurately compare employment options.</p>
4, 9	Communication skills and responsible behavior in addition to education, experience, certifications, and skills are all factors that affect employment and income	<p><b>9.2.8.CAP.15:</b> Present how the demand for certain skills, the job market, and credentials can determine an individual's earning power.</p> <p><b>9.2.8.CAP.16:</b> Research different ways workers/ employees improve their earning power through education and the acquisition of new knowledge and skills.</p> <p><b>9.2.8.CAP.17:</b> Prepare a sample resume and cover letter as part of an application process.</p> <p><b>9.2.8.CAP.18:</b> Explain how personal behavior, appearance, attitudes, and other choices may impact the job application process.</p> <p><b>9.2.8.CAP.19:</b> Relate academic achievement, as represented by high school diplomas, college degrees, and industry credentials, to employability and to potential level</p>
4	There are resources to help an individual create a business plan to start or expand a business.	<p><b>9.2.8.CAP.20:</b> Identify the items to consider when estimating the cost of funding a business.</p>

### Life Literacies and Key Skills ([Standard 9.4](#))

List appropriate units below for which standards will be addressed

#### By Grade 7

Unit Addressed	Core Idea	Standard / Description
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3, 5, 6	<p><b>Creativity and Innovation:</b> Gathering and evaluating knowledge and information from a variety of sources, including global perspectives, fosters creativity and innovative thinking.</p>	<p><i>9.4.8.CI.1: Assess data gathered on varying perspectives on causes of climate change (e.g., cross cultural, gender-specific, generational), and determine how the data can best be used to design multiple potential solutions (e.g., RI.7.9, 6.SP.B.5, 7.1.NH.IPERS.6, 8.2.8.ETW.4).</i></p> <p><i>9.4.8.CI.2: Repurpose an existing resource in an innovative way (e.g., 8.2.8.NT.3).</i></p> <p><i>9.4.8.CI.3: Examine challenges that may exist in the adoption of new ideas (e.g., 2.1.8.SSH, 6.1.8.CivicsPD.2).</i></p> <p><i>9.4.8.CI.4: Explore the role of creativity and innovation in career pathways and industries</i></p>
2, 3,5	<p><b>Critical Thinking and Problem-solving:</b> Multiple solutions often exist to solve a problem.</p>	<p><i>9.4.8.CT.1: Evaluate diverse solutions proposed by a variety of individuals, organizations, and/or agencies to a local or global problem, such as climate change, and use critical thinking skills to predict which one(s) are likely to be effective (e.g., MS-ETS1-2).</i></p> <p><i>9.4.8.CT.2: Develop multiple solutions to a problem and evaluate short- and long-term effects to determine the most plausible option (e.g., MS-ETS1-4, 6.1.8.CivicsDP.1).</i></p>
3, 4, 5, 6, 9	<p><b>Critical Thinking and Problem-solving:</b> An essential aspect of problem solving is being able to self-reflect on why possible solutions for solving problems were or were not successful.</p>	<p><i>9.4.8.CT.3: Compare past problem-solving solutions to local, national, or global issues and analyze the factors that led to a positive or negative outcome.</i></p>
5, 6	<p><b>Digital Citizenship:</b> Detailed examples exist to illustrate crediting others when incorporating their digital artifacts in one’s own work.</p>	<p><i>9.4.8.DC.1: Analyze the resource citations in online materials for proper use.</i></p> <p><i>9.4.8.DC.2: Provide appropriate citation and attribution elements when creating media products (e.g., W.6.8).</i></p>
7	<p><b>Digital Citizenship:</b> There are tradeoffs between allowing information to be public and keeping information private and secure.</p>	<p><i>9.4.8.DC.3: Describe tradeoffs between allowing information to be public (e.g., within online games) versus keeping information private and secure.</i></p>

7	<b>Digital Citizenship:</b> Digital footprints are publicly accessible, even if only shared with a select group. Appropriate measures such as proper interactions can protect online reputations.	<i>9.4.8.DC.4: Explain how information shared digitally is public and can be searched, copied, and potentially seen by public audiences.</i> <i>9.4.8.DC.5: Manage digital identity and practice positive online behavior to avoid inappropriate forms of self-disclosure.</i> <i>9.4.8.DC.6: Analyze online information to distinguish whether it is helpful or harmful to reputation.</i>
3, 7	<b>Digital Citizenship:</b> Digital communities are used by individuals to share information, organize, and engage around issues and topics of interest.	<i>9.4.8.DC.7: Collaborate within a digital community to create a digital artifact using strategies such as crowdsourcing or digital surveys.</i>
3	<b>Digital Citizenship:</b> Digital technology and data can be leveraged by communities to address effects of climate change.	<i>9.4.8.DC.8: Explain how communities use data and technology to develop measures to respond to effects of climate change (e.g., smart cities).</i>
1, 6, 8, 9	<b>Global and Cultural Awareness:</b> Awareness of and appreciation for cultural differences is critical to avoid barriers to productive and positive interaction.	<i>9.4.8.GCA.1: Model how to navigate cultural differences with sensitivity and respect (e.g., 1.5.8.C1a).</i> <i>9.4.8.GCA.2: Demonstrate openness to diverse ideas and perspectives through active discussions to achieve a group goal.</i>
3, 6	<b>Information and Media Literacy:</b> Increases in the quantity of information available through electronic means have heightened the need to check sources for possible distortion, exaggeration, or misrepresentation.	<i>9.4.8.IML.1: Critically curate multiple resources to assess the credibility of sources when searching for information.</i> <i>9.4.8.IML.2: Identify specific examples of distortion, exaggeration, or misrepresentation of information.</i>
3, 6, 7	<b>Information and Media Literacy:</b> Digital tools make it possible to analyze and interpret data, including text, images, and sound. These tools allow for broad concepts and data to be more effectively communicated.	<i>9.4.8.IML.3: Create a digital visualization that effectively communicates a data set using formatting techniques such as form, position, size, color, movement, and spatial grouping (e.g., 6.SP.B.4, 7.SP.B.8b).</i> <i>9.4.8.IML.4: Ask insightful questions to organize different types of data and create meaningful visualizations.</i>

		<i>9.4.8.IML.5: Analyze and interpret local or public data sets to summarize and effectively communicate the data.</i>
3, 6, 7	<b>Information and Media Literacy:</b> The mode of information can convey a message to consumers or an audience.	<i>9.4.8.IML.6: Identify subtle and overt messages based on the method of communication.</i>
3, 6	<b>Information and Media Literacy:</b> Sources of information are evaluated for accuracy and relevance when considering the use of information.	<i>9.4.8.IML.7: Use information from a variety of sources, contexts, disciplines, and cultures for a specific purpose (e.g., 1.2.8.C2a, 1.4.8.CR2a, 2.1.8.CHSS/IV.8.AI.1, W.5.8, 6.1.8.GeoSV.3.a, 6.1.8.CivicsDP.4.b, 7.1.NH. IPRET.8).</i> <i>9.4.8.IML.8: Apply deliberate and thoughtful search strategies to access high-quality information on climate change (e.g., 1.1.8.C1b).</i>
7	<b>Information and Media Literacy:</b> There are ethical and unethical uses of information and media.	<i>9.4.8.IML.9: Distinguish between ethical and unethical uses of information and media (e.g., 1.5.8.CR3b, 8.2.8.EC.2).</i> <i>9.4.8.IML.10: Examine the consequences of the uses of media (e.g., RI.8.7).</i> <i>9.4.8.IML.11: Predict the personal and community impact of online and social media activities</i>
1-9	<b>Information and Media Literacy:</b> There is a need to produce and publish media that has information supported with quality evidence and is intended for authentic audiences.	<i>9.4.8.IML.12: Use relevant tools to produce, publish, and deliver information supported with evidence for an authentic audience.</i> <i>9.4.8.IML.13: Identify the impact of the creator on the content, production, and delivery of information (e.g., 8.2.8.ED.1).</i> <i>9.4.8.IML.14: Analyze the role of media in delivering cultural, political, and other societal messages.</i> <i>9.4.8.IML.15: Explain ways that individuals may experience the same media message differently.</i>

5, 6, 8	<b>Technology Literacy:</b> Some digital tools are appropriate for gathering, organizing, analyzing, and presenting information, while other types of digital tools are appropriate for creating text, visualizations, models, and communicating with others.	<p><b>9.4.8.TL.1:</b> Construct a spreadsheet in order to analyze multiple data sets, identify relationships, and facilitate data-based decision-making.</p> <p><b>9.4.8.TL.2:</b> Gather data and digitally represent information to communicate a real-world problem (e.g., MS-ESS3-4, 6.1.8.EconET.1, 6.1.8.CivicsPR.4).</p> <p><b>9.4.8.TL.3:</b> Select appropriate tools to organize and present information digitally.</p> <p><b>9.4.8.TL.4:</b> Synthesize and publish information about a local or global issue or event (e.g., MSLS4-5, 6.1.8.CivicsPI.3).</p>
5	<b>Technology Literacy:</b> Digital tools allow for remote collaboration and rapid sharing of ideas unrestricted by geographic location or time.	<p><b>9.4.8.TL.5:</b> Compare the process and effectiveness of synchronous collaboration and asynchronous collaboration.</p> <p><b>9.4.8.TL.6:</b> Collaborate to develop and publish work that provides perspectives on a real-world problem.</p>

### Interdisciplinary Connections ([2020 NJSL](#))

List any other content standards addressed as well as appropriate units. All arts integration connections may be listed within this chart.

### Visual & Performing Arts Integration ([Standard 1](#))

List appropriate units below for which standards (1.1 through 1.5) may be addressed

Unit Addressed	Artistic Process	Anchor Standard
1-9	<b>Creating</b>	<p>Anchor Standard 1: Generating and conceptualizing ideas.</p> <p>Anchor Standard 2: Organizing and developing ideas.</p> <p>Anchor Standard 3: Refining and completing products.</p>
1-9	<b>Connecting</b>	<p>Anchor Standard 10: Synthesizing and relating knowledge and personal experiences to create products.</p> <p>Anchor Standard 11: Relating artistic ideas and works within societal, cultural, and historical contexts to deepen understanding.</p>
6, 8, 9	<b>Performing/ Presenting/ Producing</b>	<p>Anchor Standard 4: Selecting, analyzing, and interpreting work.</p> <p>Anchor Standard 5: Developing and refining techniques and models or steps needed to create products.</p> <p>Anchor Standard 6: Conveying meaning through art.</p>

<b>1-9</b>	<b>Responding</b>	<p><i>Anchor Standard 7: Perceiving and analyzing products.</i></p> <p><i>Anchor Standard 8: Applying criteria to evaluate products.</i></p> <p><i>Anchor Standard 9: Interpreting intent and meaning.</i></p>
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<b>Unit Addressed</b>	<b>Content / Standard #</b>	<b>Standard Description</b>
<b>6</b>	<b>Holocaust Law: N.J.S.A. 18A:35-28</b>	<i>Every board of education shall include instruction on the Holocaust and genocides in an appropriate place in the curriculum of all elementary and secondary school pupils. The instruction shall further emphasize the personal responsibility that each citizen bears to fight racism and hatred whenever and wherever it happens.</i>
<b>1, 7</b>	<b>Social Studies/6.2.8.D.4.g</b>	<i>Evaluate the importance and enduring legacy of the major achievements of the people living in Asia, Africa (Islam), Europe, and the Americas over time.</i>
<b>3, 5</b>	<b>Science: Earth and Human Activities/MS-ESS3-2</b>	<i>Analyze and interpret data on natural hazards to forecast future catastrophic events and inform the development of technologies to mitigate their effects.</i>
<b>3, 5, 7</b>	<b>Science: Ecosystems: Interactions, Energy, and Dynamics/ MS-LS2-1.</b>	<i>Analyze and interpret data to provide evidence for the effects of resource availability on organisms and populations of organisms in an ecosystem.</i>
<b>6</b>	<b>Social Studies/6.1.12.D.11.d</b>	<i>Compare the varying perspectives of victims, survivors, bystanders, rescuers, and perpetrators during the Holocaust.</i>
<b>3</b>	<b>Science: Ecosystems: Interactions, Energy, and Dynamics/MS-LS2-1</b>	<i>MS-LS2-1 Analyze and interpret data to provide evidence for the effects of resource availability on organisms and populations of organisms in an ecosystem.</i>
<b>3</b>	<b>Social Studies/6.1.12.EconE T.3.a</b>	<i>Relate the wealth of natural resources to the economic development of the United States and to the quality of life of individuals.</i>
<b>1</b>	<b>Social Studies/6.1.12.Civics DP.6.a</b>	<i>Use a variety of sources from multiple perspectives to document the ways in which women organized to promote government policies designed to address injustice, inequality, and workplace safety (i.e., abolition, women's suffrage, and the temperance movement).</i>

4	<b>Social Studies/6.1.12.EconN E.6.a:</b>	<i>Analyze the impact of money, investment, credit, savings, debt, and financial institutions on the development of the nation and the lives of individuals.</i>
1, 6, 7, 8	<b>Diversity and Inclusion Law: N.J.S.A. 18A:35-4.36a</b>	Understand diversity, including economic diversity, equity, inclusion, tolerance, and belonging in connection with gender and sexual orientation, race and ethnicity, disabilities, and religious tolerance. Examine the impact that unconscious bias and economic disparities have on both an individual level and on society as a whole. Encourage safe, welcoming, and inclusive environments for all students regardless of race or ethnicity, sexual and gender identities, mental and physical disabilities, and religious beliefs.
1, 8	<b>Amistad (N.J.S.A. 18A:35-4.43)</b>	<p>Understand the accomplishments by African Americans in the building and development of America</p> <p>Identify and analyze applicable theories concerning human nature and behavior</p> <p>Know and understand the nation's heritage of slavery and freedom</p> <p>Know and understand the impact of African diasporic cultures and institutions on the Americas</p> <p>Know and understand the contributions of African Americans to all areas of American society throughout its history, beginning with the colonial period</p> <p>Know and understand that inequality is a consequence of prejudice and discrimination in the pursuit of maintaining power and dominance over certain portions of society</p> <p>Know and understand citizenship and disenfranchisement</p> <p>Understand that issues of moral dilemma and conscience have a profound impact on the nation and the self-image and self-realization of its entire population</p> <p>Understand the personal responsibility of each citizen to fight racism and hatred whenever and wherever it happens and to uphold the national ideals of freedom and justice for all</p>
8	<b>"Asian American, Pacific Islander History and Contributions Law: N.J.S.A. 18A:35-4.44"</b>	Understand the history and contributions of Asian Americans and Pacific Islanders in an appropriate place in the curriculum of students in grades kindergarten through 12 as part of the school district's implementation of the New Jersey Student Learning Standards in Social Studies.
	<b>Disabled and LGBTQ Persons Law: N.J.S.A. 18A:35-4.35</b>	Understand the political, economic, and social contributions of persons with disabilities and lesbian, gay, bisexual, and transgender people.



<b>1, 6, 7, 8</b>	<b>Diversity and Inclusion Law: N.J.S.A. 18A:35-4.36a</b>	Understand diversity, including economic diversity, equity, inclusion, tolerance, and belonging in connection with gender and sexual orientation, race and ethnicity, disabilities, and religious tolerance Examine the impact that unconscious bias and economic disparities have on both an individual level and on society as a whole Encourage safe, welcoming, and inclusive environments for all students regardless of race or ethnicity, sexual and gender identities, mental and physical disabilities, and religious beliefs.
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**Pacing Guide** (All Dates are approximate based on the school calendar)

<b>Unit/ Topic</b>	<b>Month</b> (w/Approx number of Teaching Days)
<b>Unit One: Poetry (Verse Novels) and Figurative Language Integrated Grammar</b>	<b>September</b> (~19 days)
<b>Unit Two: Poe Integrated Grammar</b>	<b>October</b> (~19 days)
<b>Unit Three: The Development of the Literary Detective</b>	<b>October/ November</b> (~19 days)
<b>Unit Four: Take Control (Into Lit Unit 2) Integrated Grammar</b>	<b>November</b> (~16 days)
<b>Unit Five: Dickens’s A Christmas Carol (Into Lit) Integrated Grammar</b>	<b>December</b> (~15 days)
<b>Unit Six: Bold Actions through Argumentative Study Integrated Grammar</b>	<b>January</b> (~18 days)
<b>Unit Seven: Maus and Holocaust Studies Integrated Grammar</b>	<b>February/ March</b>
<b>Unit Eight: Historical Fact vs. Historical Fiction</b>	<b>April</b>
<b>Unit Nine: Literary Analysis (Into Lit Unit 4) Integrated Grammar</b>	<b>May</b> (~18 days)
<b>Unit Ten: Genre Study (The Outsiders) Integrated Grammar</b>	<b>June</b> (~15 days)

**Note:** Grammar is integrated throughout each unit of the school year.

## [Units Scope and Sequence](#)

### **Unit 1: Poetry (Verse Novels) and Figurative Language**

#### **Integrated Grammar**

#### **Learning Goals: What do I want my students to learn?**

##### **Standards**

[NJSLS](#) - *R.L.7.1, R.L.7.2, R.L.7.4, R.L.7.5, R.L.7.6, R.L.7.10, W.7.2, W.7.4, W.7.5, W.7.6, W.7.10, S.L.7.1, S.L.7.2, S.L.7.4, S.L.7.5, S.L.7.6, L.7.1, L.7.2, L.7.3, L.7.4, L.7.5, L.7.6*

##### **Fundamental Concepts / Big Ideas**

- Essential Question: To whom is the speaker speaking, or in other words, who is the audience?
- Poetry is a powerful form of expression that comes in many forms.
- Good poetry employs a variety of techniques, including figurative language.
- Poets use format to help convey meaning.
- Poets may create a cohesive narrative by writing a series of poems around a central theme.
- Writing poetry helps us to become a more accomplished, versatile communicator.
- Collaborative reading and writing of poetry builds community and unlocks deeper meaning of literature.

##### **Learning Objectives**

Students will be able to...

- Deeply read and analyze multiple types of poetry, including longer formats, such as the verse novel.
- Identify and employ figurative language techniques and related vocabulary.
- Craft their own poetry, using mentor texts to inspire and guide their writing.
- Create an art-based, multimedia, writing project utilizing Canva.com which conveys an understanding of how figurative language enhances poetry.
- Collaborate with peers and teachers by participating in literature circles, in-class discussion, and conferences.
- Understand and utilize the proper steps in responding to an open-ended prompt.
- Navigate the online Into Lit EBook tutorials, and other online resources.

## Units

### Unit 2:Unit Two: Poe

### Integrated Grammar

## Learning Goals: What do I want my students to learn?

### Standards

[NJSLS](#) - *R.L.7.1, R.L.7.2, R.L.7.3, R.L.7.4, R.L.7.5, R.L.7.6, R.L.7.7, R.L.7.10, R.I.7.7, R.I.7.9, R.I.7.10, W.7.2, W.7.4, W.7.5, W.7.6, W.7.9, W.7.10, S.L.7.1, S.L.7.2, S.L.7.4, S.L.7.5, S.L.7.6, L.7.1, L.7.2, L.7.3, L.7.4, L.7.5, L.7.6*

### Fundamental Concepts / Big Ideas

- Essential Question: How is a writer's work influenced by his/her life experiences?
- The elements of plot work together in order to create a compelling, suspenseful read, regardless of format.
- Understanding of mood and theme are important to the overall enjoyment and comprehension of a piece.
- Nonfiction and fiction texts differ in structure and purpose.

### Learning Objectives

Students will be able to...

- Analyze poetic form and learn how poets use figurative language to express feelings and ideas.
- Identify figurative language within a text and explain its significance.
- Identify plot elements and how each interacts.
- Identify the mood within a text and how an author conveys mood through writing.
- Compare and contrast a written story with its film version.
- Draw evidence from texts to support analysis and reflection.
- Identify how an author's life experiences influence his/her work.
- Analyze the structure of nonfiction texts and how they differ from fictional texts and media.

## Units

### Unit Three: The Development of the Literary Detective

#### Integrated Grammar

#### Learning Goals: What do I want my students to learn?

##### Standards

[NJSLS](#) - *R.L.7.1, R.L.7.2, R.L.7.3, R.L.7.4, R.L.7.5, R.L.7.6, R.L.7.7, R.L.7.10, R.I.7.7, R.I.7.9, R.I.7.10, W.7.2, W.7.4, W.7.5, W.7.6, W.7.9, W.7.10, S.L.7.1, S.L.7.2, S.L.7.4, S.L.7.5, S.L.7.6, L.7.1, L.7.2, L.7.3, L.7.4, L.7.5, L.7.6*

##### Fundamental Concepts / Big Ideas

- Essential question: How may one trace the development of detective fiction, by examining iconic detectives?
- Although Poe is the Father of the Detective Story, the genre has continued to develop.
- Mysteries, specifically detective stories, enjoy wide appeal among readers of all ages and backgrounds.
- Mystery is a highly versatile genre that has a uniquely flexible relationship to its setting.
- The interactive nature of detective fiction enhances the reading experience by encouraging the audience to participate in the story.

##### Learning Objectives

Students will be able to...

- Analyze detective fiction written by authors from different time periods.
- Trace the evolution of the genre of detective fiction from Edgar A. Poe to present day offerings.
- Reflect upon the literary techniques and tropes that are common to this genre.
- Identify the elements of detective fiction that give it wide appeal and contribute to its versatility.
- Analyze the key role setting plays in detective fiction and its literary flexibility.
- Create strong arguments determining which author has crafted the most iconic literary detective.
- Collaborate with students from around the country and world through a common contemporary text

## Units

### Unit Four: Take Control (Into Literature Unit 2) Integrated Grammar

#### Learning Goals: What do I want my students to learn?

##### Standards

[NJSLs](#) - *RL.7.1, RL.7.2, RL.7.3, RL.7.4, RL.7.5, RL.7.6, RL.7.10, RI.7.1, RI.7.2, RI.7.3, RI.7.4, RI.7.5, RI.7.6, W.7.2, W.7.4, W.7.10, S.L.7.1, S.L.7.2, S.L.7.4, S.L.7.5, S.L.7.6, L.7.1, L.7.2, L.7.3, L.7.4, L.7.5, L.7.6*

##### Fundamental Concepts / Big Ideas

- Essential Question: How does a memoir become enhanced through vivid details that describe important events in one's life.
- A reader can often grasp an author's 'Big Picture' by examining a literary microcosm. The author's language adds deeper meaning and eloquence to his/her writing.
- The structure of an expository essay is essential in helping to inform readers of the writing piece's purpose and content.
- Poets often use nature as inspiration for their writing.

##### Learning Objectives

Students will be able to...

- 
- Identify features of a memoir with the goal of analyzing the author's style
- Identify elements of Shakespearean language, interpret meaning, and analyze a soliloquy
- Determine the theme of a short story and critique word choice and style
- Analyze elements of an expository essay and its structure
- Engage in a student-led literature circle in which students analyze and discuss a series of poems inspired by nature.

## Units

### Unit Five: Dickens's A Christmas Carol Integrated Grammar

#### Learning Goals: What do I want my students to learn?

##### Standards

[NJSLs](#) - *R.L.7.1, R.L.7.2, R.L.7.3, R.L.7.4, R.L.7.5, R.L.7.6, R.L.7.7, R.L.7.9, R.L.7.10, R.I.7.7, R.I.7.9, R.I.7.10, W.7.1, W.7.2, W.7.4, W.7.5, W.7.6, W.7.9, W.7.10, S.L.7.1, S.L.7.2, L.7.1, L.7.2, L.7.3, L.7.4, L.7.5, L.7.6*

##### Fundamental Concepts / Big Ideas

- Essential Question: How do iconic stories and characters stand the test of time and inspire authors in the future?
- Iconic stories and characters stand the test of time and inspire authors in the future.
- Making deeper connections to literature helps us become more analytical thinkers.
- Studying the historical context of a piece of canonical literature helps the reader better understand the meaning and impact of a text.
- Different formatting styles influence our understanding and appreciation of text.
- Good literature can be enjoyed through a wide variety of formats.
- Theme and conflict are central to all works of literature.

##### Learning Objectives

Students will be able to...

- Identify the theme in various pieces of literature.
- Identify types of conflict within various pieces of literature.
- Analyze how the structure of a particular story affects our understanding.
- Understand how certain characters and/or works become iconic and thus translate into pop culture.
- Compare and contrast a canonical text with its contemporary reinterpretation.
- Analyze a prose, dramatic, and graphic version of the same text and evaluate how successfully the elements of plot are conveyed through each.

## Units

### Unit Six: Bold Actions through Argumentative Study Integrated Grammar

#### Learning Goals: What do I want my students to learn?

##### Standards

[NJSL](#) - *RL.7.1, RL.7.2, RL.7.3, RL.7.4, RL.7.5, R.L.7.6, RL.7.10, RI.7.1, RI.7.2, RI.7.3, R.I.7.4, RI.7.5, RI.7.6, R.I.7.7, RI.7.8, RI.7.9, R.I.7.10, W.7.1, W.7.2, W.7.4, W.7.5, W.7.6, W.7.7, W.7.9, W.7.10, SL.7.1, SL.7.2, SL.7.3, L.7.1, L.7.2, L.7.3, L.7.4, L.7.5, L.7.6*

##### Fundamental Concepts / Big Ideas

- Essential Question: How can one synthesize ideas from multiple sources to support an argument which also reflects the opposing point of view?
- Making inferences help students experience fiction more fully and deepen their experiences with all great works of literature.
- By learning to analyze news stories in three different forms of media, students will become more savvy consumers of news.
- Close reading helps students develop a coherent understanding of an argument as well as a support and counterargument.
- Universal themes about human nature rooted in mythology influence our appreciation of modern literature.
- A shift in perspective may alter a literary theme and change the overall purpose of a piece.

##### Learning Objectives

Students will be able to...

- Identify, analyze, and make inferences about character and the elements of plot in a short story
- Analyze and compare news stories about the same event from various sources
- Analyze the elements of a myth and to determine two or more themes
- Identify, analyze, and draw conclusions about an author's purpose for writing informational texts
- Create an argument based upon their close reading and discussion of multiple media pieces.



## Units

### Unit Seven: Maus and Holocaust Studies Integrated Grammar

#### Learning Goals: What do I want my students to learn?

##### Standards

[NJSLA](#) - R.L.7.1, R.L.7.2, R.L.7.3, R.L.7.4, R.L.7.6, R.L.7.9, R.L.7.10, R.I.7.1, R.I.7.2, R.I.7.3, R.I.7.4, R.I.5, R.I.7.6, R.I.7.7, R.I.7.8, R.I.7.9, R.I.7.10, W.7.2, W.7.4, W.7.5, W.7.6, W.7.7, W.7.8, W.7.9, W.7.10, S.L.7.1, S.L.7.2, S.L.7.3, S.L.7.4, S.L.7.5, S.L.7.6, L.7.1, L.7.2, L.7.3, L.7.4, L.7.5, L.7.6

##### Fundamental Concepts / Big Ideas

- Essential Question: Why is learning more about our world's tragedies, specifically the Holocaust, important in order to ensure we understand our history and do not repeat the mistakes of our past.
- The Holocaust highly affected American literature.
- Graphic novels are excellent multimodal texts that carry deep meaning and cultural significance.
- Symbolism creates depth within a text and helps us make connections to ourselves, other texts, and the world around us.
- Researching topics discovered while reading literature can deepen one's understanding and appreciation of a historical time period.

##### Learning Objectives

Students will be able to...

- Access their prior knowledge of the Holocaust and create goals for their future learning.
- Understand the historical and emotional impact of the Holocaust on our world and its literature through a guided reading of the picture book, [Terrible Things: An Allegory of the Holocaust](#), and Art Spiegelman's graphic novel, [Maus](#).
- Understand allegory and its relationship to personification.
- Analyze symbolism, references, and allusions throughout multiple kinds of Holocaust texts.
- Examine the story elements and its interaction with visuals and text features in a graphic novel.
- Research through questioning people, texts, and online sources in order to enrich their overall comprehension of the Holocaust.
- Create and present a research project, featuring writing and visuals, based upon their learning of the Holocaust.
- Craft a quote analysis from a famous figure who was connected to the WWII/Holocaust time period.
- Prepare for NJSLA through both reading and writing practice.

## Unit 8: Historical Fact vs. Historical Fiction

### Learning Goals: What do I want my students to learn?

#### Standards

[NJSLs](#) - *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.7.1, RI.7.2, RI.7.3, RI.7.4, RI.7.5, RI.7.6, W.7.2, W.7.3, W.7.4, W.7.5, W.7.6, W.7, W.8, W.9, W.10, SL.1, SL.2, SL.4, SL.5, SL.6, L.1, L.2, L.7.3, L.4, L.5, L.6*

#### Fundamental Concepts / Big Ideas

- Essential question: How do writers often find their inspiration in the pages of history?
- Historical fiction fixes the setting of a narrative, allowing the author's creativity to shine through the characters and plot line.
- Reading historical fiction provides the audience with opportunities for independent research and conversely, research often enriches the historical fiction reading experience.
- People often learn best through informational displays that are interactive.
- Our understanding of narrative events is frequently enhanced when grounded in historical context.

#### Learning Objectives

Students will be able to...

- Build upon the knowledge they acquired during Unit Seven, as they read and analyze a novel set during WWII.
- Participate in class discussions based upon their reading experiences.
- Select and research a person, place, thing, or event that appears in their novel and was also a reality, a historical fact.
- Compares and contrasts the subject of their research (historical fact) and how it was portrayed in the novel (historical fiction).
- Craft a proposal detailing their plans for the Desk-top Demo which will share the result of their compare and contrast with their peers.
- Create/build the Desk-top Demo, a 3D display which utilizes a student desk, chair, laptop, and additional materials from home.
- Evaluate other students' Desk-top Demos and reflect upon the entire experience.

**Unit Nine: Literary Analysis**  
**Integrated Grammar**

**Learning Goals: What do I want my students to learn?**

**Standards**

[NJSLs](#) - *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.7.1, RI.7.2, RI.7.3, RI.7.4, RI.7.5, RI.7.6, W.7.2, W.7.3, W.7.4, W.7.5, W.7.6, W.7, W.8, W.9, W.10, SL.1, SL.2, SL.4, SL.5, SL.6, L.1, L.2, L.7.3, L.4, L.5, L.6*

**Fundamental Concepts / Big Ideas**

- Essential Question: How do complex, scientific texts become more relevant to students' lives and interests when they center on high-interest topics?
- Understanding contemporary literature.
- Appreciation of art will expand when the viewer understands not only the artist's purpose and message, but also his/her techniques. This applies to both visual and literary art forms.
- An understanding of the elements of plot and how authors use different literary techniques creates versatile readers.

**Learning Objectives**

Students will be able to...

- Identify elements of plot and summarize the story
- Analyze how text features contribute to a text and to summarize text objectively
- Analyze the purposes of public art and the techniques that authors use to create the illusion of three-dimensionality
- Compare and contrast literary techniques used by different authors for the same purpose or theme

**Unit Ten: Genre Study (The Outsiders)**  
**Integrated Grammar**

**Learning Goals: What do I want my students to learn?**

**Standards**

[NJSLs](#) - *RL.7.1, RL.7.2, RL.7.3, RL.7.4, RL.7.6, RL.7.10, W.7.2, W.7.4, W.7.9, W.7.10, SL.7.1, L.7.1, L.7.2, L.7.3, L.7.4, L.7.5, L.7.6*

**Fundamental Concepts / Big Ideas**

- Essential Question: How does characterization develop through elements of plot and writer’s craft?
- Authors are inspired by real-life events/people to craft dynamic, believable characters.
- Readers expect different experiences when reading diverse genres.
- Certain genres are characterized by unique tropes.
- In order to grow as a reader, it is important to read broadly and visit different genres.

**Learning Objectives**

Students will be able to...

- Closely read and analyze a board-approved novel.
- Analyze character development and characterization.
- Analyze how particular elements of a story interact.
- Determine and explain a work’s theme and its development over the course of the novel.
- Identify conflict within a work and explain its significance.
- Analyze how an author utilizes information/research to craft a believable story, regardless of genre.

Please Contact the Content Supervisor for any questions.