

HADDONFIELD PUBLIC SCHOOLS  
Curriculum Map for 7<sup>th</sup> Grade Language Arts

*Trimester 1*

Targeted Standard(s): NJCCCS

7:3.1 A 1	7:3.1 G 1	7:3.2 A 3	7:3.2 D 12	7:3.3 B 2	7:3.4 A 4
7:3.1 A 2	7:3.1 G 5	7:3.2 A 4	7:3.2 D 13	7:3.3 B 3	7:3.4 A 5
7:3.1 D 1	7:3.1 G 6	7:3.2 A 5	7:3.2 D 14	7:3.3 B 4	7:3.4 B 1
7:3.1 D 2	7:3.1 G 7	7:3.2 A 6	7:3.2 D 15	7:3.3 C 1	7:3.4 B 2
7:3.1 D 3	7:3.1 G 8	7:3.2 B 1	7:3.3 A 1	7:3.3 C 2	7:3.4 B 3
7:3.1 D 4	7:3.1 G 9	7:3.2 C 1	7:3.3 A 2	7:3.3 C 3	7:3.4 B 5
7:3.1 E 1	7:3.1 G 10	7:3.2 C 5	7:3.3 A 3	7:3.3 D 1	7:3.5 A 3
7:3.1 E 2	7:3.1 G 11	7:3.2 C 6	7:3.3 A 4	7:3.3 D 2	
7:3.1 F 1	7:3.1 G 12	7:3.2 C 7	7:3.3 A 5	7:3.3 D 3	
7:3.1 F 2	7:3.1 G 13	7:3.2D 3	7:3.3 A 6	7:3.3 D 6	
7:3.1 F 3	7:3.1 G 14	7:3.2 D 8	7:3.3 A 7	7:3.4 A 1	
7:3.1 F 4	7:3.1 G 15	7:3.2 D 9	7:3.3 B 1	7:3.4 A 2	

Enduring Understandings:

What is an opportunity?

What are the different types of opportunities?

When opportunity knocks what are your choices of response?

Essential Questions:

What are the hardships of a migrant worker?

How does change affect the individual?

What makes a community?

How are communities similar and different?

What is the structure for responding to an open-ended question?

How does change affect the individual?

How do you identify the elements of plot structure in context?

How do you identify irony, flashback, foreshadowing, suspense, mood, conflict and tone in context?

What are the specific types of internal and external conflict and what are examples of each type?

What is a fable?

When faced with hardships/change how does one assimilate to their new environment?

What first experiences do immigrants have?

Did immigrants expectations match reality?

What is the immigrant experience today?

What is the structure for responding to an open-ended question?

What is the value of revising and editing your own written piece?

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Core Content/Objectives		Instructional Actions	
Concepts <i>What students will know</i>	Skills <i>What students will be able to do</i>	Activities/Strategies <i>Learning Activities/ Differentiation Interdisciplinary Connections</i>	Assessment <i>How learning will be assessed</i>
<p>Parts of speech: noun, verb, adverb, adjective, pronoun and antecedent, prepositions and different types of prepositional phrases</p> <p>Difference between complete sentence from a run on sentence and sentence fragment</p> <p>Elements of plot structure</p> <p>Responding to an open-ended question</p> <p>Parts of a paragraph</p> <p>Thank you letters</p> <p>Persuasive paragraph</p> <p>Literary elements: static/dynamic character, suspense, irony, theme, mood, tone, setting, internal and external conflict, symbolism, personification, humor, point of view, audience</p> <p>Direct quote as supporting evidence</p>	<p>Direct text quotes for supporting evidence</p> <p>Story sequence and summary</p> <p>Role of author</p> <p>1<sup>st</sup> person narrative</p> <p>Character's perspective</p> <p>Point of view</p> <p>Audience awareness</p> <p>Writer's voice</p> <p>Topic/closing sentences</p> <p>Main idea/supporting details</p> <p>Sentence parts review</p> <p>Proper/common nouns review</p> <p>Adjective review</p> <p>Topic/closing sentences</p> <p>Main idea/supporting details</p> <p>Pronouns and antecedents</p> <p>Sentence fragment worksheets</p> <p>Run on sentence worksheets</p> <p>"stringy", padded and empty sentences</p> <p>Sentence combining</p> <p>Peer review guidelines</p> <p>Literary elements of: static/dynamic character, suspense, irony, theme, mood, tone, setting, conflict, symbolism, personification, humor</p> <p>Plot structure</p> <p>Time management for out of class project</p> <p>Responding to open-ended questions</p> <p>Various genres to:</p> <ul style="list-style-type: none"> <li>investigate a topic</li> <li>analyze personal accounts</li> <li>compare and contrast personal experiences</li> <li>evaluate change</li> </ul> <p>Synthesis and application of</p>	<p>Journal entries</p> <p>Cooperative learning strategies</p> <p>T-shirt design for story summary</p> <p>RAFT activity for summer reading</p> <p>Model for summary paragraph</p> <p>Thesis frames</p> <p>Word splash</p> <p>Differentiated expository reading activity</p> <p>Reading guides</p> <p>Character trait activities</p> <p>Plot structure diagrams</p> <p>Differentiated activities for foreshadowing, irony and suspense</p> <p>Exit cards</p> <p><i>Esperanza Rising</i> T-shirt design</p>	<p>Journal entries</p> <p><i>Esperanza Rising</i> summer reading log</p> <p>T-shirt rubric</p> <p><i>Esperanza Rising</i> RAFT project</p> <p>RAFT project rubric for 1 written/1 visual activity</p> <p>Character cards for <i>Seedfolks</i></p> <p>Summary paragraphs</p> <p>Objective quiz and test</p> <p>Student created visuals for literary elements</p> <p>Host a Dinner Party project</p> <p>Student written fables</p> <p>Reading guides</p> <p>Class discussion</p> <p>Responding to open-ended questions</p> <p>"Salad Bowl or Melting Pot" essay</p>

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	knowledge in new settings Adverbial phrases Adjectival phrases Prepositions and prepositional phrases		
Resources/Technology:			
<i>Esperanza Rising</i>	"One Ordinary Day with Peanuts"	<i>From There to Here</i>	
<i>Seedfolks</i>	"The Landlady"	"Hardships of a Greenhorn"	
<i>Writer's Craft grade 7</i> p. 374-383 & p. 408-492	"Thank You, M'am"	"Bananas"	
"Rikki-Tikki-Tavi"	"Stolen Day"	"Von"	
"The Circuit"		"Tires Stacked in the Hallways of Civilization"	
"What Do Fish Have to Do with Anythin"	Inspiration		
"The Dinner Party"	Microsoft word		
"You Can't Take It With You"			