



# Township of Ocean Schools

Assistant Superintendent  
Office of Teaching and Learning

## **SPARTAN MISSION:**

*Meeting the needs of all students with a proud tradition of academic excellence.*

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### **Curriculum Development Timeline**

**School:** Township of Ocean Intermediate School

**Course:** English, Grade 7

**Department:** English

<b>Board Approval</b>	<b>Supervisor</b>	<b>Notes</b>
August 2018	Ian Schwartz	Born Date Combine Reading and Language Arts

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	Marking Period 1 *Vocab. Units 1-5		Marking Period 3 Vocab. Units 11-15
1	Literary analysis benchmark/summer reading assessment	21	Novel Selection: <i>*The Giver</i>
2	First writing assessment	22	
3	Short stories, fiction: descriptive writing, plot elements	23	Literary Analysis: mid-year benchmark test <i>The Giver</i> (timed)
4	Narrative writing: perspective project	24	Grammar: sentence structure, varying sentence structure
5	Novel Selection: notice & note	25	Argumentative: debatable topic
6		26	
7		27	
8	Literary Analysis: songs, quotes, poems	28	Expository/Research: research simulation task
9		29	
10		30	
	Marking Period 2 Vocab. Units 6-10		Marking Period 4 Vocab. Units 16-20
11	Drama	31	Poetry
12	Short stories, nonfiction	32	
13	Narrative writing: memoir	33	Grammar: varying sentence structure
14	Novel Selection: notice & note	34	Expository/Research: multi-media

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15		35	project (essay, presentation, public speaking)
16	Grammar: parts of speech, sentence structure	36	Multi-genre: mythology, journalism, comedy
17	Expository/Research: research simulation task	37	
18		38	
19	Literary Analysis Prep for benchmark	39	Final assessment/benchmark
20		40	

This is the suggested pacing plan for ELA.

Schedule & pacing will vary according to individual teacher.

\**The Giver* will be read before the mid-year benchmark.

Time Frame	Throughout the course of the year		
Topic			
1. Literary Analysis			
Essential Questions			
<b>Literary Analysis</b> <ul style="list-style-type: none"> <li>How does what I'm reading affect how I should read it?</li> <li>How do you cite several pieces of textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text?</li> <li>How do you determine a theme or central idea of a text and analyze its development over the course of the text?</li> <li>How do you analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).</li> </ul>			

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- How do you 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?
- What is the purpose of the author's use of figurative language, sound devices, plot elements, characterization in a text?
- What are similarities and differences between various pieces of literature?
- Why am I writing? Who is my audience?
- How do effective writers hold their audience?
- Why is it important to use varied language, proper Standard English capitalization, punctuation, and spelling in everyday writing and speaking?
- How will the use of proper grammar improve my writing, sentence structure, and clarity of expression?

## Enduring Understandings

### Literary Analysis

- Read closely and analytically to comprehend a range of increasingly complex literary and informational texts.
- Identify literary elements, understand why authors use them and use them in your writing
- Read a range of increasingly complex literary and informational texts written in diverse formats for various tasks, audiences, and purposes to build strong content knowledge and understand other perspectives and cultures.
- Analyze craft and structure within a text to determine an author's purpose and perspective.
- Integrate knowledge and ideas within and across texts to think critically and creatively.
- Use foundational skills and word-learning strategies to access content knowledge.
- Communicate using appropriate forms for various purposes.
- Write narratives to develop real or imagined experiences or events using effective techniques, relevant descriptive details, and well-structured event sequences.
- Think, plan, draft, respond, revise, edit, and publish.
- Consider audience before and while writing.
- Write literary analysis that provides claim and text support.
- Engage the reader through a variety of techniques.
- Use the recursive writing process and technology to develop and strengthen writing.
- Employ proper mechanics, usage, and grammar.
- Reflect on their writing and strive to improve their writing skills.
- Develop voice and style.
- Be able to identify and explain the important elements of literary analysis.
- Be able to plan effectively and organize a literary analysis essay.
- Be able to find the supporting details and/or evidence needed to support their thesis.

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- |                                                                                                                                                                                            |  |  |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|--|
| <ul style="list-style-type: none"><li>● Be able to explain why it is important to cite for a literary analysis essay.</li><li>● Demonstrate comprehension of the selected piece.</li></ul> |  |  |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|--|

### Alignment to NJSLS

#### Literary Analysis

RL.7.1, RL.7.2, RL.7.3, RL.7.4, RL.7.5, RL.7.6, RL.7.7, RL.7.9, RL.7.10  
W.7.1.A-E., W.7.2.A-F., W7.4, W7.5  
SL7.3, SL7.4, SL7.5  
L.7.1.A-C., L.7.2.A-B., L7.3.A.L7.6

#### Career Ready Practices

CRP1. Act as a responsible and contributing citizen and employee.  
CRP2. Apply appropriate academic and technical skills.  
CRP6. Demonstrate creativity and innovation.  
CRP7. Employ valid and reliable research strategies.  
CRP11. Use technology to enhance productivity.

### Key Concepts and Skills

#### Literary Analysis

- |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |  |  |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|--|
| <ul style="list-style-type: none"><li>● Read closely to determine what the text says explicitly and to make logical inferences from it.</li><li>● Identify literary elements, understand why authors use them and use them in your writing</li><li>● Use text evidence to make connections to support analysis of what text says. - Use quote sandwich technique.</li><li>● Determine a theme/character and analyze its development.</li><li>● Compare/contrast fictional portrayal of a time, place and historical account</li><li>● Cite specific textual evidence to support analysis.</li><li>● Analyze how and why individuals, events, and ideas develop and interact over the course of a text.</li><li>● Analyze the structure of texts.</li><li>● Assess how point of view or purpose shapes the content and style of a text.</li><li>● Analyze how two or more texts address similar themes or topics.</li><li>● Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</li><li>● Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</li><li>● Develop and strengthen writing as needed through the use of the writing process.</li></ul> |  |  |
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<ul style="list-style-type: none"> <li>● Evaluate a speaker’s point of view, reasoning, and use of evidence.</li> <li>● Make use of digital media and visual displays of data to express information and enhance understanding of presentations</li> </ul>		
<b>Learning Activities</b>		
<p><b>Literary Analysis:</b> Suggested texts: personal songs, “The Raven”, <i>The Giver</i>, <i>Refugee</i>, <i>The Outsiders</i>, <i>Roll of Thunder</i>, <i>Hear My Cry</i>, <i>The Contender</i>, <i>Tangerine</i>, <i>Homeless Bird</i>, <i>Taking Sides</i>, <i>Lion</i>, Short Stories, Scope Magazine, CommonLit.org, TeenInk.org, lyrics from “Hamilton” musical</p> <ul style="list-style-type: none"> <li>● Close reading activities (Notice &amp; Note)</li> <li>● Character analysis - Venn Diagram, comic strip</li> <li>● Essay/Paragraph</li> <li>● Pass it on game - in groups</li> <li>● Analyze song lyrics</li> <li>● Google Classroom- posts a favorite line - students respond</li> <li>● Quote of the Week - analyze famous inspirational quotes weekly</li> <li>● Journal writing - analyze poems weekly</li> <li>● Analyze other teen’s writing using Teen Ink</li> <li>● Plot charts</li> <li>● Flipgrid - analyze through speaking on Flipgrid</li> <li>● Powtoon</li> <li>● EdPuzzle</li> </ul>		
<b>Assessments</b>		
<p><b>Literary Analysis</b></p> <ul style="list-style-type: none"> <li>● Summative: Character/Literary device analysis: students will analyze characters or literary devices in a piece of literature (paragraph and/or essay)</li> <li>● Formative/Alternate:</li> <li>● Essay/paragraph: students will write a literary analysis essay on a piece of literature using examples and details from the book.</li> <li>● Pre-write, outline, draft, peer edit, revise, publish</li> <li>● Writing models: students will examine and discuss student samples.</li> <li>● Journals - analyzing quotes, poems, songs</li> <li>● Online sources to post analyses (Padlet, Flipgrid, Powtoon)</li> </ul> <p>Benchmark Assessment</p>		
<b>21st Century Skills</b>		

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Creativity	x	Critical Thinking	x	Collaboration	x	Communication	x		
Life & Career Skills	x	Information Technology	x	Media Literacy	x				
<b>Interdisciplinary Connections</b>									
<b>Literary Analysis</b> Technology, Social Studies, Music									
<b>Technology Integration</b>									
<b>Literary Analysis</b> 8.1 Educational Technology-All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaboratively and to create and communicate knowledge.									

Time Frame	Throughout the course of the year
<b>Topic</b>	
<b>2. Narrative</b>	
<b>Essential Questions</b>	
<b>Narrative</b> <ul style="list-style-type: none"> <li>• How does reading improve our knowledge and imagination?</li> <li>• What are the themes presented in the novel through the characters' actions and how do the characters develop and change?</li> <li>• What are the important literary devices (characterization, simile, metaphor, personification, and other figurative language) and what are their significances?</li> <li>• What are the plot elements found (setting, conflict, action, resolution)?</li> <li>• What is the author's purpose?</li> </ul>	

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- How does the historical time period affect the setting, language, and characterization?
- Why is it important to be aware of different cultures and their values?
- What is the importance and value in self discovery or self worth?
- What is the value of friendship and believing in one self?
- How can life's challenges impact a character's development?
- What are the characteristics of narrative/creative writing?
- How can we improve our fluency in reading and writing?
- How does reading affect our view on the world around us?
- What are the steps in the narrative writing process?
- Why is it important to use varied language, proper Standard English capitalization, punctuation, and spelling in everyday writing and speaking?
- How will the use of proper grammar improve your writing, sentence structure, and clarity of expression?

## Enduring Understandings

### Narrative

- Be able to improve our knowledge, imagination, fluency and writing skills.
- Be able to appreciate the art of language.
- Be able to identify key plot points in fiction (exposition, rising action, climax, falling action, resolution, setting, characters, theme)
- Recognize and define point of view, historical fiction, compare and contrast, setting, and conflicts
- Read silently and orally
- Be able to identify and discuss key ideas and details from the novel.
- Analyze the craft and structure of the novel.
- Be exposed to a wide range and complexity of literary texts.
- Demonstrate their comprehension of the novel/short story.
- Present knowledge and ideas in various formats.
- Apply conventions and knowledge of Standard English.
- Develop parts of a story in their writing effectively
- Incorporate descriptive language and literary devices into writing
- Utilize a graphic organizer to develop a well-organized story
- Understand the purpose of using a graphic organizer and/or outline during the writing process
- Understand and demonstrate effective use of narrative techniques
- Write routinely over extended time frames for a range of specific tasks, purposes and audiences
- Demonstrate command of the conventions of standard English grammar when writing
- Be able to identify different types of texts and their purposes.
- Produce and distribute samples of their work to their peers and teacher for review.
- Understand the benefits of peer editing and revising writing for improvement.

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- Demonstrate collaboration skills in various scenarios during the writing process.
- Present their knowledge and skills in various mediums throughout the school year.
- Demonstrate knowledge of language development and vocabulary acquisition.
- Be able to write effective sentences, vary sentence length, and construct strong paragraphs

### Alignment to NJSL

#### **Narrative**

RI.7.1, RI.7.2, RI.7.3, RI.7.4, RI.7.5, RI.7.6, RI.7.7, RI.7.8, RI.7.9, RI.7.10

RL.7.1, RL.7.2, RL.7.3, RL.7.10

W.7.1A-E., W.7.2.A-F., W.7.3.A-E., W.7.4 W.7.7, W.7.8, W.7.10

SL7.1, SL7.2, SL7.4, SL7.5, SL7.6

L.7.1, L.7.2, L.7.3

#### Career Ready Practices

CRP1. Act as a responsible and contributing citizen and employee.

CRP2. Apply appropriate academic and technical skills.

CRP6. Demonstrate creativity and innovation.

CRP7. Employ valid and reliable research strategies.

CRP11. Use technology to enhance productivity.

### Key Concepts and Skills

#### **Narrative**

- Analyze how and why individuals and events influence one another.
- Demonstrate comprehension of text and its abstract concepts.
- Demonstrate higher leveling thinking skills.
- Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
- Integrate and evaluate information presented in diverse media and formats.
- Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences (write memoir, short story)
- Analyze how particular elements of a story interact (e.g., how setting shapes the characters or plot).
- Engage in collaborative discussion
- Demonstrate commands of English language

### Learning Activities

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**Narrative** Suggested texts: “The Raven”, *The Giver*, *Refugee*, *The Outsiders*, *Roll of Thunder, Hear My Cry*, *The Contender*, *Tangerine*, *Homeless Bird*, *Taking Sides*, *Lion*, Short Stories, *Scope Magazine*, *CommonLit.org*, *Teen Ink.org*

- Close Reading activities (Notice & Note)
- Book Clubs
- Writing contests (APP, Scope)
- Write a memoir (read “Eleven”)
- Perspective Project (rewrite fairy tale)
- Totem pole project
- Plank house project
- Book Talk and/or Literary Circles
- Anger activity
- write Short story
- Scrapbook project
- Exit tickets
- Movie Poster
- Board game
- Book Soundtrack
- Hot Seat
- Create Utopia
- letter from character
- Carousel activity
- draw a picture of setting
- Blog
- Powtoon
- Quizlet
- Flipgrid
- Padlet

## Assessments

### **Narrative**

- Research project: students will conduct research on an important component of the novel for example, Circle Justice program and its purpose in order to present their findings to the class.
- Totem pole project: students will work in small groups in designing a totem pole based on their tribe. Each student will create their own totem which will be displayed with the others in the group as well.
- Plank houses: students will work in small groups in designing a plank house based on the novel. Each student will create their own totem which will be displayed with the others on a totem pole that will be placed alongside their plank house.
- Create a Utopia Project: Students will choose problems found in today’s society and

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come up with solutions based on characteristics found in the literary genre of science fiction.

- Board Game: Students will create a board game using characters, symbols, setting, etc. based on the novel.
- Four corners: Statement will be written on the board. Students will choose a position on it (strongly agree, agree, disagree, and strongly disagree) and will have to support their point-of-view using examples and details from the novel. They will be able to change their position on the topic based on others responses which will allow students to physically move from one corner to another to show their change of mind.
- Blog: Students will respond to various levels of questioning posted on the classroom blog. Students will also post their own questions and respond to one another to enhance class discussion.
- Exit tickets: Students will respond to a question posed by the teacher and answer it on a piece of paper or index card which will allow them to exit the classroom at the end of the period.
- Book Talk and/or Literary Circles: Students will meet and discuss the novel and/or a part of the novel and select an activity to complete as a group. Activity is to be presented to the class.
- Movie Poster: (This activity can be done in groups or individually) Students will design an original movie poster based on the novel.
- Book Soundtrack: Students will choose a song that best represents the novel as a whole or a specific event from the novel. They will provide the teacher with a copy of the lyrics ahead of time for approval, and explain how and why it is appropriate for the assignment.
- Essay: students will write a persuasive essay on whether or not a character has changed
- Essay: students will write a persuasive essay on whether or not a character should do something
- Essay: Compare and contrast characters
- Scrapbook project: students will design a scrapbook based on a main character from the book and display images and documentation of important events in the story. Students may choose the point of view for this project.
- Board Game: Students will create a board game using characters, symbols, setting, etc. based on the novel.
- Hot Seat: students will work in small groups using the Hot Seat worksheet to prepare for the presentation. Each group will be assigned a character from the novel to interview and the roles each member must play. The character that was assigned to be the character will be placed in the "hot seat" and questioned by other group members in order to gain further insight on the character's motives and behavior.
- Prewriting activities: Students will prewrite on the assigned writing task using various types of graphic organizers.
- Peer editing: (This activity can be done in groups or individually) Students will apply peer editing skills based on a format designated by the teacher. Students will be encouraged to also use the proofreader's symbols.
- Revisions: (This activity can be done in groups or individually) Students will apply revising skills based on a format designated by the teacher. Students will address areas of concern during the revision process.

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- Publishing: Students will publish work using a format designated by the teacher.
- Research: Students will conduct research on a specified topic using various types of sources.
- Drafting: Students will compose drafts based on designated topic.
- Outline: Students will learn how to create and use an outline during the writing process.
- Writing Portfolio: Students will maintain a writing portfolio over the course of the school year which will be reflected upon by the end of the school year.
- Writing model: Identify aspects of a strong and weak of writing models
- Narrative techniques: Students will indentify aspects of strong and weak use of narrative techniques of writing models and incorporate them in their own writing
- Tests/Quizzes: Students will take tests and quizzes on topic sentences, sentence structure and paragraphs
- Artwork Inspiration: students will write a piece inspired by artwork
- Interdisciplinary Poem: Students will write a poem about a concept they are learning in another class

### 21st Century Skills

Creativity	x	Critical Thinking	x	Collaboration	x	Communication	x
Life & Career Skills	x	Information Technology	x	Media Literacy	x		

### Interdisciplinary Connections

#### Narrative

- Technology: research/blog
- Art: totem pole/plank house project
- Music: book soundtrack
- Math, Science, Social Studies: Interdisciplinary Poem
- Art: Artwork Inspiration
- Technology: Writing process

### Technology Integration

#### Narrative

- 8.1.8.A.1-Demonstrate knowledge of a real world problem using digital tools.
- 8.1.8.A.2 - Create a document (e.g. newsletter, reports, personalized learning plan business letters or flyers) using one or more digital applications to be critiqued by professionals for usability.
- 8.1.8.D.1-Understand and model appropriate online behaviors related to cyber safety, cyber bullying, cyber security, and cyber ethics including appropriate use of social media

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- 8.1 Educational Technology-All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaboratively and to create and communicate knowledge.

Time Frame	Throughout the course of the year
Topic	
3. Argumentative	
Essential Questions	
Argumentative	
<ul style="list-style-type: none"><li>● What are the characteristics of argumentative/persuasive writing?</li><li>● What are debatable topics and why are they debatable?</li><li>● How can you defend your side effectively?</li><li>● How do you recognize the opposition?</li><li>● How can you effectively construct sentences and strong topic sentences/paragraphs?</li><li>● What is the purpose of an effective thesis statement?</li><li>● How do you use persuasive language and strategies?</li><li>● Why is research and data collected important in writing an argumentative?</li><li>● What are the characteristics found within research writing?</li><li>● What are the steps of the research writing process?</li><li>● What is a primary and secondary source, and what is a credible and accurate source?</li><li>● What is plagiarism and why is it important to avoid plagiarism?</li><li>● Why is it beneficial to develop organizational strategies throughout the research writing process?</li><li>● What is a works cited page and what is the format to organize one?</li><li>● Why is it important to use varied language, proper Standard English capitalization, punctuation, and spelling in everyday writing and speaking?</li><li>● How will the use of proper grammar improve your writing, sentence structure, and clarity of expression?</li><li>● What are the benefits of peer editing and revising your writing?</li></ul>	

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### Enduring Understandings

#### Argumentative

- Be able to recognize a debatable topic
- Be able to effectively defend your side of an argument
- Be able to recognize the opposition
- Be able to critically think and see all sides of topic
- Be able to identify different types of texts and their purposes and reliability
- Produce and distribute samples of their work to their peers and teacher for review.
- Conduct research in order to build upon their knowledge base.
- Be exposed to a wide range of writing genres and topics.
- Demonstrate comprehension of the writing task.
- Demonstrate collaboration skills in various scenarios during the writing process.
- Present their knowledge and skills in various mediums throughout the school year.
- Apply conventions of Standard English.
- Demonstrate knowledge of language development and vocabulary acquisition.
- Apply and use vocabulary acquired throughout the school year.
- Be able to write effective sentences and construct strong paragraphs
- Be able to vary sentence length within an essay or paragraph
- Understand the benefits of peer editing and revising writing for improvement
- Understand the purpose of using graphic organizers and/or outlines during the writing process
- Be able to define and identify the characteristics of nonfiction.
- Be able to identify point of view.
- Identify and discuss the literary devices being used.
- Demonstrate comprehension of reading selection
- Demonstrate comprehension between a primary and secondary source.
- Recognize and define narrative nonfiction, informative nonfiction, cause and effect, and personal essay.
- Identify and define chronological order.
- Differentiate between fact and opinion.
- Be able to define informational text.
- Identify the articles as being subjective or objective (bias and unbiased)
- Be able to explain the importance of being up to date on world news.
- Be able to explain how the exposure to informational text is beneficial.

### Alignment to NJSL

#### Argumentative

- RL7.8

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- W.7.1.A-E., W.7.2.A-F., W.7.4., W.7.5., W.7.6., W.7.7., W.7.8., W.7.9., W.7.10.
  - SL.7.1.A-D., SL.7.3, SL.7.4., SL.7.6.
- L7.1.A-C., L.7.2.A-B., L7.3.A., L7.4.A-D., L7.5.A-C., L7.6

### Career Ready Practices

- CRP1. Act as a responsible and contributing citizen and employee.  
CRP2. Apply appropriate academic and technical skills.  
CRP6. Demonstrate creativity and innovation.  
CRP7. Employ valid and reliable research strategies.  
CRP11. Use technology to enhance productivity.

### Key Concepts and Skills

#### Argumentative

- Write arguments to support claims with clear reasons and relevant evidence.
- Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- 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.
- 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.
- Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.
- Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation
- Draw evidence from literary or informational texts to support analysis, reflection, and research.
- Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.
- Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples
- Use MLA format to cite sources

### Learning Activities

#### Argumentative

- Debates
- research methods
- survey - Google forms

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- writing essay
- creating presentation
- Powtoon
- Flipgrid
- Writing Contest
- MLA format

### Assessments

#### Argumentative

- Summative: Final essay
- Formative/Alternate:
- Prewriting activities: Students will pre-write on the assigned writing task using various types of graphic organizers.
- Debates: (This activity can be done in groups or individually) Students will take a position on a persuasive topic and conduct research in order to support their point-of-view.
- Thesis statement
- Paragraph
- Final presentation

### 21st Century Skills

Creativity	x	Critical Thinking	x	Collaboration	x	Communication	x
Life & Career Skills	x	Information Technology	x	Media Literacy	x		

### Interdisciplinary Connections

#### Argumentative

- Math: Math Shape Writing
- Social Studies, Science: Debates
- Social Studies, Science, Math, Art, Music: Interdisciplinary Prompts
- Computer App - Social Media topic
- Technology: Publishing Work

### Technology Integration

#### Argumentative

- 8.1.8.A.1-Demonstrate knowledge of a real world problem using digital tools.

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- 8.1.8.A.2 - Create a document (e.g. newsletter, reports, personalized learning plan business letters or flyers) using one or more digital applications to be critiqued by professionals for usability.
- 8.1.8.D.1-Understand and model appropriate online behaviors related to cyber safety, cyber bullying, cyber security, and cyber ethics including appropriate use of social media

Time Frame	Throughout the course of the year
Topic	
4. Expository/Research	
Essential Questions	
<b>Expository/Research</b> Students will be able to answer the following questions while both reading and writing a response:	
<ul style="list-style-type: none"><li>● What are the characteristics of nonfiction/informational text?</li><li>● How is the exposure to informational text benefitting you in other subject areas?</li><li>● Is the article subjective or objective?</li><li>● Which point of view is being used?</li><li>● What is the difference between an autobiography and a biography?</li><li>● What is the author's purpose for writing the piece?</li><li>● What are some of the challenges these historical figures had to face? How did they overcome them?</li><li>● What is the difference between fact and opinion?</li><li>● Why is it important to be up to date on world news?</li><li>● What are the characteristics of explanatory writing?</li><li>● What are the steps of the writing process?</li><li>● What is the purpose of using graphic organizers and/or outlines during the writing process?</li><li>● How can you develop your topic with supporting details?</li><li>● How can you effectively construct sentences and strong topic sentences/paragraphs?</li><li>● How do you use persuasive language and strategies?</li><li>● What are the characteristics found within research writing?</li><li>● What are the steps of the research writing process?</li><li>● What is a primary and secondary source, and what is a credible and accurate source?</li><li>● What is plagiarism and why is it important to avoid plagiarism?</li></ul>	

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- Why is it beneficial to develop organizational strategies throughout the research writing process?
- What is a works cited page and what is the format to organize one?
- Why is it important to use varied language, proper Standard English capitalization, punctuation, and spelling in everyday writing and speaking?
- How will the use of proper grammar improve your writing, sentence structure, and clarity of expression?

## Enduring Understandings

### Expository/Research

- Begin with essential guiding questions.
- Understand that the research process is inherently circular and includes the planning, gathering, analyzing, organizing, synthesizing, and evaluating of information.
- Select appropriate resources and evaluate credible information based on accuracy, validity, authority, and relevance that will support the research.
- Draw conclusions, create meaning, and construct new knowledge.
- Use information and technology ethically and responsibly by documenting sources appropriately.
- Apply research skills to authentic, real-world issues and contexts.
- Engage in research and inquiry to investigate topics, and to analyze, integrate, and present information.
- Demonstrate understanding of the subject under investigation through questioning, adjusting search, and analyzing and synthesizing sources.
- Critically evaluate the credibility and accuracy of print and digital sources
- Write effective thesis statements and topic sentences
- Complete an in-text citation
- Be able to cite a book, encyclopedia and a website
- Organize their sources in order to create a works cited page
- Write routinely over extended time frames for a range of specific tasks, purposes and audiences
- Demonstrate command of the conventions of standard English grammar when writing
- Be able to identify different types of texts and their purposes.
- Produce and distribute samples of their work to their peers and teacher for review.
- Conduct research in order to build upon their knowledge base.
- Be exposed to a wide range of writing genres and topics.
- Demonstrate comprehension of the writing task.
- Demonstrate collaboration skills in various scenarios during the writing process.
- Present their knowledge and skills in various mediums throughout the school year.
- Demonstrate knowledge of language development and vocabulary acquisition.
- Apply and use vocabulary acquired throughout the school year.
- Be able to write effective sentences and construct strong paragraphs
- Be able to vary sentence length within an essay or paragraph

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### Alignment to NJSL

#### Expository/Research

W.7.2.A-F., W.7.4., W.7.5., W.7.6., W.7.7., W.7.8., W.7.9., W.7.10  
SL.7.1.A-D., SL.7.2., SL.7.3., SL.7.4., SL.7.5., SL.7.6.  
L.7.1.A-C., L.7.2.A-B., L.7.3., L.7.4.A-D., L.7.5.A-C., L.7.6  
RI.7.1-10.

#### Companion Standards

RH.6-8.1.  
RH.6-8.2.  
RH.6-8.4.  
RH.6-8.5.  
RH.6-8.6  
RST.6-8.1.  
RST.6-8.2  
RST.6-8.4  
RST.6-8.5  
RST.6-8.7  
RST.6-8.10  
WHST.6-8.1.  
WHST.6-8.4.  
WHST.6-8.5.  
WHST.6-8.6.  
WHST.6-8.7  
WHST.6-8.8.  
WHST.6-8.9.  
WHST.6-8.10

#### Career Ready Practices

CRP1. Act as a responsible and contributing citizen and employee.  
CRP2. Apply appropriate academic and technical skills.  
CRP6. Demonstrate creativity and innovation.  
CRP7. Employ valid and reliable research strategies.  
CRP11. Use technology to enhance productivity.

### Key Concepts and Skills

#### Expository/Research

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- Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text
- Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.
- Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content
- Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- 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.
- 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.
- Draw evidence from informational texts to support analysis, reflection, and research.
- Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.
- Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate
- Demonstrate command of the conventions of standard English grammar and usage when writing or speaking
- Use MLA format correctly

## Learning Activities

**Expository/Research** Suggested materials: Scope magazine, Newsela, IMC databases, Language of Literature, CommonLit.org

- RST - Research Simulation Task
- Your Voice Matters
- Genius Hour
- Debates
- Google Forms - surveys
- EdPuzzle
- watch TED Talks
- Small group discussions
- Compare movie or video to text
- Presentations
- Writing Portfolio
- Writing Models
- Tests/Quizzes

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- Interdisciplinary Research
- Multi-genre Research Paper
- Interdisciplinary Prompts

### Assessments

#### Expository/Research

- Essay/paragraph
- Presentation
- Writing Portfolio: Students will maintain a writing portfolio over the course of the school year which will reflect upon by the end of the school year.
- Writing Model: Students will examine good and bad models of writing
- Tests/Quizzes: Students will take tests and quizzes on MLA format, plagiarism, and citation
- Worksheets: Students will complete worksheets on MLA format, plagiarism, and citation
- Interdisciplinary Research: Students will research on a topic in Art, Music, Social Studies, Math, or Science
- Multi-genre research paper: Students will incorporate information from Art, Music, Social Studies, Math or Science with concrete research
- Interdisciplinary Prompts: students will explain steps in a process related to Math, Social Studies and Science

### 21st Century Skills

Creativity	x	Critical Thinking	x	Collaboration	x	Communication	x
Life & Career Skills	x	Information Technology	x	Media Literacy	x		

### Interdisciplinary Connections

#### Expository/Research

- Technology: Utilizing word processing or online program to publish work
- Social Studies, Math, Science: Interdisciplinary Prompts

### Technology Integration

- 8.1.8.A.1-Demonstrate knowledge of a real world problem using digital tools.  
8.1.8.A.2 - Create a document (e.g. newsletter, reports, personalized learning plan business letters or flyers) using one or more digital applications to be critiqued by professionals for usability.

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8.1.8.D.1-Understand and model appropriate online behaviors related to cyber safety, cyber bullying, cyber security, and cyber ethics including appropriate use of social media.

Time Frame	Throughout the course of the year		
<b>Topic</b>			
5. Poetry			
<b>Essential Questions</b>			
<b>Poetry</b> <ul style="list-style-type: none"> <li>• What are the different forms of poetry?</li> <li>• What effect does the form and structure have on a poem?</li> <li>• What is a narrative poem?</li> <li>• What are the literary devices most commonly used in poetry? (figurative language, sound devices, structure)</li> <li>• Why do author's use sound devices in poems?</li> <li>• What is the overall meaning of a poem?</li> <li>• What is the author's purpose for writing a poem?</li> <li>• How can you include literary elements in your writing (characterization, simile, metaphor, personification)?</li> <li>• Are there different ways to interpret a poem? Why?</li> </ul>			
<b>Enduring Understandings</b>			
<b>Poetry</b> <ul style="list-style-type: none"> <li>• Be able to define and identify different forms of poetry.</li> <li>• Be able to define and identify a narrative poem.</li> <li>• Be able to define and identify imagery.</li> <li>• Be able to define and identify idioms.</li> <li>• Be able to define and identify rhyme and rhythm</li> </ul>			

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<ul style="list-style-type: none"> <li>● Be able to demonstrate comprehension of the difference between rhyme and rhythm.</li> <li>● Be able to define and identify personification.</li> <li>● Be able to define and identify onomatopoeia.</li> <li>● Be able to define and identify literary devices used in poetry</li> <li>● Be able to identify the author’s purpose.</li> <li>● Demonstrate comprehension of the poem and its overall meaning.</li> <li>● Understand how to write different forms of poetry</li> <li>● Incorporate literary devices into writing</li> <li>● Appreciate poetry.</li> </ul>		
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### Alignment to NJSL

<p><b>Poetry</b>          RL.7.1, RL.7.2, RL.7.3, RL.7.4, RL.7.5, RL.7.6, RL.7.10          SL.7.1, SL.7.4          L.7.1.A-C., L7.3, L7.6          W.7.4</p> <p>Career Ready Practices          CRP1. Act as a responsible and contributing citizen and employee.          CRP2. Apply appropriate academic and technical skills.          CRP6. Demonstrate creativity and innovation.          CRP7. Employ valid and reliable research strategies.          CRP11. Use technology to enhance productivity.</p>
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### Key Concepts and Skills

<p><b>Poetry</b></p> <ul style="list-style-type: none"> <li>● Read closely to determine what the text says explicitly and to make logical inferences from             <ul style="list-style-type: none"> <li>● Identify and explain the theme.</li> <li>● Be able to discuss how elements of poetry influence each other.</li> <li>● Identify and explain literary devices used in poetry.</li> <li>● Assess how point of view or purpose shapes the content and style of a text.</li> <li>● Read and comprehend complex texts independently and proficiently.</li> <li>● Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.</li> </ul> </li> <li>● Analyze how a drama’s or poem’s form or structure (e.g. soliloquy, sonnet) contribute to its meaning</li> <li>● Analyze effectiveness of sound devices</li> <li>● Demonstrate understanding of figurative language, word relationships, and nuances in</li> </ul>		
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word meanings									
<ul style="list-style-type: none"> <li>Demonstrate vocabulary development</li> </ul>									
<b>Learning Activities</b>									
<b>Poetry</b> (weekly poems, sonnets, blackout poetry, Beowulf, The Raven, Casey at the Bat) <ul style="list-style-type: none"> <li>Writing poetry</li> <li>Music activity</li> <li>Video</li> <li>Reading orally</li> <li>Listening activity</li> <li>Compare and contrast</li> <li>Research</li> <li>Poetry book</li> <li>Picture book</li> <li>write sonnet</li> <li>students bring in favorite poems to share</li> </ul>									
<b>Assessments</b>									
<b>Poetry</b> <ul style="list-style-type: none"> <li>Summative: Writing poetry: students write their own poems.</li> <li>Formative/Alternate:</li> <li>Picture book: students will listen and look at poems presented in the form of a picture book.</li> <li>Music activity: students will find song lyrics that have similes and metaphors.</li> <li>Video- "Casey at the Bat."</li> <li>Reading orally.</li> <li>Listening activity: Listen to a poetry reading.</li> <li>Compare and contrast: students will compare two poems written by the same author.</li> <li>Research: conduct research on a poet and introduce him/her to the class.</li> <li>Poetry book: the class will compile a poetry book</li> </ul>									
<b>21st Century Skills</b>									
Creativity	x	Critical Thinking	x	Collaboration	x	Communication	x		
Life & Career Skills	x	Information Technology	x	Media Literacy	x				

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Interdisciplinary Connections		
<b>Poetry</b> <ul style="list-style-type: none"> <li>• Music</li> <li>• Computer Apps</li> <li>• Social Studies</li> <li>• Science</li> </ul>		
Technology Integration		
<b>Poetry</b> 8.1 Educational Technology-All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaboratively and to create and communicate knowledge.		

Time Frame	Throughout the course of the year
Topic	
6. Multi-genre (journalism, drama, mythology, comedy, communication, public speaking)	
Essential Questions	
<b>Multi-genre (journalism, drama, mythology, comedy, communication, public speaking)</b> Drama <ul style="list-style-type: none"> <li>• What are the key plot points in drama?</li> <li>• What is a teleplay?</li> <li>• What is the theme and author's purpose of the play?</li> <li>• What are stage directions? What are they used for?</li> <li>• Who is the narrator of the play?</li> <li>• What are the characteristics of a drama?</li> <li>• What literary devices are common in drama?</li> </ul> Mythology <ul style="list-style-type: none"> <li>• Why are myths and legends an important part of culture?</li> </ul>	

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- How is myth still a part of our everyday culture?
- What is figurative language?
- What literary devices are being used, particularly irony?
- What is the moral?
- Who is the hero?
- Who are the gods and goddesses?

### Journalism

- What does it mean to be a detective for the people?
- What is social activism and how can writing facilitate it?

### Communication

- How can you use social media responsibly and effectively to communicate ideas?
- What is communication and why is effective communication important?
- How do effective communicators adjust their delivery techniques for purpose, audience, and occasion?
- What media will best enhance a presentation?
- In what ways is communication collaborative?
- What makes a good listener?

### Public Speaking

- Why is it important to be able to speak in public and in front of peers?
- What is the importance of improvisation?
- What are strong strategies to make speeches engaging?
- How do you create effective visual aids?
- How do you effectively organize & prepare a public speech?

## Enduring Understandings

### Multi-genre (journalism, drama, mythology, comedy, communication, public speaking)

- Understand that communication is an exchange between the sender and the receiver.
- Adjust delivery skills to purpose, audience, and occasion.
- Select appropriate media to enhance presentations.
- Focus and negotiate in order to create valuable contributions.
- Are active, critical, and responsible listeners.
- Recognize that communication is essential to understanding themselves and others
- Employ effective speaking and listening skills for a range of purposes and audiences.
- Engage in collaborative discussions appropriate to task, audience, and purpose with diverse partners to express, develop, and refine thinking.
- Use digital media, visual displays, and language strategically and capably in presentations appropriate to task, purpose, and audience to express information and enhance listeners'

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understanding.

### Alignment to NJSL

**Multi-genre (journalism, drama, mythology, comedy, communication, public speaking)**

RL7.1, RL7.2, RL7.3, RL7.4, RL7.5, RL7.6, RL7.7, RL7.10

W7.4

SL7.1, SL7.2, SL7.4

L7.1.A-C., L7.3, L7.6

#### Career Ready Practices

CRP1. Act as a responsible and contributing citizen and employee.

CRP2. Apply appropriate academic and technical skills.

CRP6. Demonstrate creativity and innovation.

CRP7. Employ valid and reliable research strategies.

CRP11. Use technology to enhance productivity.

### Key Concepts and Skills

**Multi-genre (journalism, drama, mythology, comedy, communication, public speaking)**

- Determine the theme of the play and extend its meaning to society today.
- Analyze and discuss how the characters motives and behaviors influenced each other. ●  
Analyze the structure of texts.
- Determine author's purpose.
- Compare and contrast the text to the film.
- Demonstrate comprehension of the abstract concepts being presented in the text.
- Present information, findings, and supporting evidence.
- Be able to identify and discuss the literary devices used in myths and legends.
- Be able to define myth and legend.
- Demonstrate comprehension on how myths and legends influence today's society.
- Demonstrate command of the conventions of standard English grammar and usage when writing or speaking

### Learning Activities

**Multi-genre (journalism, drama, mythology, comedy, communication, public speaking)**

- In Class Drama
- Compare and contrast
- Quizzes and tests
- Essay
- Research

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- Write a play
- Create Your Own Research
- Comic strip
- Improvisation activities
- Writing contests
- Flipgrid
- Powtoon
- Comedy writing

### Assessments

#### Multi-genre (journalism, drama, mythology, comedy, communication, public speaking)

- In Class Drama: students will act out scenes as a class or in small groups.
- Compare and contrast: students will watch “Monsters Are Due on Maple Street” and compare the movie to the teleplay.
- Quizzes and tests.
- Essay: Students will write an essay on who they believe to be the monsters.
- Research: students will conduct research on Charles Dickens and the time period.
- Write a play: students will write their own drama using stage directions.
- Create Your Own: students will create their own god or goddess.
- Research: students will conduct research on a god or goddess from a different culture.
- Comic strip: students will turn a myth or legend into comic strips to present to the class.
- Quizzes and tests

### 21st Century Skills

Creativity	x	Critical Thinking	x	Collaboration	x	Communication	x
Life & Career Skills	x	Information Technology	x	Media Literacy	x		

### Interdisciplinary Connections

#### Multi-genre (journalism, drama, mythology, comedy, communication, public speaking)

- Computer apps, art

### Technology Integration

#### Multi-genre (journalism, drama, mythology, comedy, communication, public speaking)

8.1 Educational Technology-All students will use digital tools to access, manage, evaluate, and

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synthesize information in order to solve problems individually and collaboratively and to create and communicate knowledge.

Time Frame	Throughout the course of the year
Topic	
7. Vocab, Grammar, Conventions, Mechanics, Spelling	
Essential Questions	
<b>Vocab, Grammar, Conventions, Mechanics, Spelling</b> <ul style="list-style-type: none"><li>● What is the importance of developing your vocabulary?</li><li>● Why is it important to expand your reading and writing vocabulary?</li><li>● What are context clues?</li><li>● Why is it important to know synonyms and antonyms for words?</li><li>● How is vocabulary essential to other subject areas?</li><li>● Why is it important to use new words in everyday life?</li><li>● How does learning new vocabulary impact your reading comprehension?<ul style="list-style-type: none"><li>● Why is it important to use varied language in everyday writing and speaking?</li><li>● Why is it important to improve your writing?</li><li>● How does knowing parts of speech affect understanding of sentence construction?</li><li>● Why is it important to vary your sentence structure?</li><li>● How does sentence structure affect tone?</li><li>● Why is it important to use proper Standard English capitalization, punctuation and spelling when writing?</li><li>● How will the use of proper grammar improve your writing and clarity of expression?</li><li>● Why is proper grammar essential?</li><li>● How does proper grammar affect sentence structure?</li></ul></li><li>● Why is proper spelling important in writing?</li><li>● How will the use of proper spelling improve your writing and clarity of expression?</li><li>● What is the difference between a homophone and homonym?</li><li>● What are important spelling rules?</li><li>● How does misspelling a word affect its meaning?</li><li>● How do Greek or Latin affixes and roots help with spelling and understanding the meaning of words?</li></ul>	

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### Enduring Understandings

#### **Vocab, Grammar, Conventions, Mechanics, Spelling**

- Be able to understand the importance of the art of language
- Know parts of speech
- Be able to explain the importance of developing their vocabulary.
- Be able to explain why is it important to expand your reading and writing vocabulary.
- Be able to explain the importance of using context clues.
- Be able to explain the overall meaning of the reading passages.
- Be able to explain the importance of knowing synonyms and antonyms
- Be able to explain how vocabulary is essential to other subject areas.
- Be able to explain why is it important to use new words in everyday life.
- Be able to demonstrate vocabulary development in various forms.
- Be able to explain how new vocabulary impacts reading comprehension
- Identify and understand parts of speech (nouns, pronouns, verbs, predicates, adjectives, and adverbs)
- Improve and vary sentence structure to convey a message
- Write more sophisticatedly
- Understand the sentence and its parts
- Understand and use punctuation, capitalization, subject-verb agreement effectively
- Demonstrate command of the conventions of standard English grammar and usage when writing or speaking
- Understand that using varied language can more accurately express and explain ideas
- Learn Greek or Latin affixes and roots to aid in understanding the meaning of the word
- Memorize important spelling rules
- Understand the difference between a homophone and homonym
- Understand how misspelling a word affects its meaning

### Alignment to NJSL

#### **Vocab, Grammar, Conventions, Mechanics, Spelling**

RL7.4

RI7.4

SL7.1.A-D.

L7.1.A-C., L7.2.A-B., L7.3.A., L7.4.A-D., L7.5.A-C., L7.6

#### Career Ready Practices

CRP1. Act as a responsible and contributing citizen and employee.

CRP2. Apply appropriate academic and technical skills.

CRP6. Demonstrate creativity and innovation.

CRP7. Employ valid and reliable research strategies.

CRP11. Use technology to enhance productivity.

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### Key Concepts and Skills

#### **Vocab, Grammar, Conventions, Mechanics, Spelling**

- Demonstrate command of the conventions of standard English grammar and usage when writing or speaking
- Know parts of speech
- Explain the function of phrases and clauses in general and their function in specific sentences
- Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas
- Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers
- Demonstrate command of the conventions of standard English capitalization, punctuation and spelling when writing
- Use a comma to separate coordinate adjectives
- Spell correctly
- Use knowledge of language and its conventions when writing, speaking, reading, or listening
- Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy
- Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively
- Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate
- Demonstrate command of the conventions of standard English grammar and usage when writing or speaking
- Explain the function of phrases and clauses in general and their function in specific sentences
- Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas
- Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers
- Demonstrate command of the conventions of standard English capitalization, punctuation and spelling when writing
- Use a comma to separate coordinate adjectives
- Spell correctly
- Use knowledge of language and its conventions when writing, speaking, reading, or listening
- Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy
- Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively
- Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate

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*Meeting the needs of all students with a proud tradition of academic excellence.*

### Learning Activities

#### Vocab, Grammar, Conventions, Mechanics, Spelling

- Vocabulary book
- Latin and Greek roots activities
- Daily Sentence Correction activity
- Parts of Speech games
- Kahn Academy
- NoRedInk.com
- Kahoot
- Spelling Bees
- Stevenson Grammar
- Vocab dances
- Vocabulary posters
- Games
- Quizzes and tests
- Essay
- Everyday life activity
- Focus Correction Areas
- Grammar Exercises
- Videos (GrammarBytes.com)
- Peer Editing
- Grammar games

### Assessments

#### Vocab, Grammar, Conventions, Mechanics, Spelling

- Summative: Quizzes and tests; Essay

Formative/Alternate:

- Vocabulary book: students will complete exercises in textbook.
- Vocabulary posters: students will create a poster for a vocabulary word which displays the definition, sentence demonstrating proper usage, and a picture to associate the word with.
- Games: review games (use various resources).
- Everyday life activity: students will have to locate vocabulary words in their everyday life and present their findings to the class.
- Focus Correction Areas: Self, Peer, and Teacher evaluate writings for FCA's
- Grammar Exercises: Complete grammar exercises
- Stevenson's Grammar: exercise, quizzes, tests
- Videos: Students will watch and evaluate videos on grammar

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- Peer Editing: Students will identify misuse and correct the misuse of grammar skills when peer editing
- Grammar Games: Students will complete grammar games online or in-class

### 21st Century Skills

Creativity		Critical Thinking		Collaboration		Communication	
Life & Career Skills		Information Technology		Media Literacy			

### Interdisciplinary Connections

#### **Vocab, Grammar, Conventions, Mechanics, Spelling**

Technology: review games

- Foreign language
- Technology

### Technology Integration

#### **Vocab, Grammar, Conventions, Mechanics, Spelling**

8.1 Educational Technology-All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaboratively and to create and communicate knowledge.

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### **Modifications (ELL, Special Education, Gifted and Talented, and 504 Plans)**

#### **ELL:**

- Work toward longer passages as skills in English increase
- Use visuals
- Introduce key vocabulary before lesson
- Teacher models reading aloud daily
- Provide peer tutoring
- Use of Bilingual Dictionary
- Guided notes and/or scaffold outline for written assignments
- Provide students with English Learner leveled readers.

#### **Supports for Students With IEPs:**

- Allow extra time to complete assignments or tests
- Guided notes and/or scaffold outline for written assignments
- Work in a small group
- Allow answers to be given orally or dictated
- Use large print books, Braille, or books on CD (digital text)
- Follow all IEP modifications

#### **Gifted and Talented:**

- Create an enhanced set of introductory activities (e.g. advance organizers, concept maps, concept puzzles)
- Provide options, alternatives and choices to differentiate and broaden the curriculum
- Organize and offer flexible small group learning activities
- Provide whole group enrichment explorations
- Teach cognitive and methodological skills
- Use center, stations, or contracts
- Organize integrated problem-solving simulations
- Propose interest-based extension activities
- Expose students to beyond level texts.

#### **Supports for Students With 504 Plans:**

- Follow all the 504 plan modifications
- Text to speech/audio recorded selections
- Amplification system as needed
- Leveled texts according to ability
- Fine motor skill stations embedded in rotation as needed

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- Modified or constrained spelling word lists
- Provide anchor charts with high frequency words and phonemic patterns

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