

RUTHERFORD PUBLIC SCHOOLS

GRADE 7

**ENGLISH LANGUAGE ARTS
CURRICULUM**

2015

Approved by the RBOE: June 15, 2015

Revision to Remove CCSS and Replace with NJSL - Approved by the RBOE: November 14, 2016

INTRODUCTION

This curriculum is designed to provide students with a variety of opportunities to develop their writing, reading, viewing, listening, and speaking skills. Through the use of a writing text, class discussion, collaborative learning, and traditional literature (fiction, informational, literary nonfiction) students will have the chance to improve their reading, verbal and communication skills. Building on previous skills, the students will continue to use the writing process skills to create writing samples of varied types. Students will also synthesize information and comprehend more complex texts in reading.

During this course, the study of literature, author and literary techniques will intensify, and vocabulary development will be stressed. Learning will be an interactive activity involving students and teachers. By focusing on the student's ability to write and providing ample opportunities to use critical thinking skills, the curriculum will prepare the students for future academic challenges.

Additionally, students will be exposed to varied activities and means of instruction that will emphasize high level thinking skills in order for students to better analyze, synthesize, and evaluate. In order for reading to be meaningful and purposeful, students will be encouraged to have a voice and choice in selecting material to be read in order that a strong "reader" connection is made.

Enabling students to construct meaning from the text is a major goal in this course of study. This will be accomplished using various means of instruction that will emphasize discovery, discussion, and evaluation. Active participation by the students is essential in developing the life long skill of reading.

All students will read books/novels that consist of fiction, non-fiction and literary non-fiction. The curriculum consists of units of study that incorporate skills and strategies that give the students opportunities to learn and become more proficient readers. Through the various readings, students will be required to extend their understanding/comprehension in their writing.

NEW JERSEY STUDENT LEARNING STANDARDS

The New Jersey Student Learning 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.

The NJSLs may be viewed here: <http://www.state.nj.us/education/cccs/2016/ela/>

COURSE OUTLINE

- Grammar, Usage, and Mechanics
 - Grammar
 - Parts of Speech
 - Nouns
 - Pronouns
 - Verbs

- Adjectives
- Adverbs
- Prepositions
- Conjunctions
- Interjections
- Parts of a Sentence
 - Complete Sentences, Fragments and Run Ons
 - Subject and Predicate
 - Direct and Indirect Objects
 - Predicate Nominatives
 - Predicate Adjectives
 - Object Complements
- Phrases
 - Adjective Phrases
 - Adverb Phrases
 - Appositive Phrases
 - Participial Phrases
 - Gerund Phrases
 - Infinitive Phrases
- Clauses
 - Independent Clauses
 - Subordinate Clauses
 - Adjective Clauses
 - Adverb Clauses
 - Noun Clauses
- Usage
 - Parallel Sentence Structure
 - Subject-Verb Agreement
 - Subject and Object Pronouns
 - Antecedent Agreement
 - Misplaced and Dangling Modifiers
- Mechanics
 - Punctuation
 - End Marks
 - Commas
 - Colons
 - Semicolons
 - Quotation Marks
 - Punctuating Dialogue
 - Apostrophes
 - Hyphens
 - Parentheses
 - Dashes
 - Capitalization
 - Proper Nouns
 - Proper Adjectives

- Titles
- Modern Language Association Style
 - Modern Language Association Tenets
 - Research and Writing
 - Selecting a Topic
 - Conducting Research
 - Compiling a Bibliography
 - Evaluating Sources
 - Taking Notes
 - Outlining
 - Writing Drafts
 - Plagiarism and Academic Integrity
 - Definition of Plagiarism
 - Consequences of Plagiarism
 - Information Sharing
 - Forms of Plagiarism
 - When Documentation is Not Needed
 - The Physical Format of the Paper
 - Margins
 - Text Formatting
 - Heading and Title
 - Page Numbers
 - Documentation, Citing Sources and Works Cited
 - The List of Works Cited
 - Parenthetical Citations
 - The Research Project
 - The English Language Arts Research Project will follow the MLA (Modern Language Association) style.
 - Students will spend time in the library and the computer lab to research their topics.
 - The interdisciplinary possibilities extend from Social Studies (history and cultures) to Science (heredity and physical traits).
 - The project will be evaluated according to the teacher's criteria.
- Writing Styles
 - Summer Reading Project
 - Writing a Description
 - Writing a Narrative
 - Writing an Example Based Essay
 - Writing a Classification Essay
 - Writing a Process Analysis
 - Writing a Comparison and Contrast Essay
 - Writing a Definition Essay
 - Writing a Cause and Effect Essay
 - Writing a Synthesis Essay
 - Writing an Argument
 - Writing an Analysis
 - Writing an Analogy
 - Writing the Creative Essay

- Writing with Humor
- Writing with Irony
- Writing Satire
- Writing Development
 - Stylistic development is nurtured by emphasizing the following:
 - A wide-ranging vocabulary used appropriately and effectively
 - A variety of sentence structures, including appropriate use of subordination and coordination
 - Logical organization, enhanced by specific techniques to increase coherence, such as repetition, transitions and emphasis
 - A balance of generalization and specific illustrative detail
 - An effective use of rhetoric, including controlling tone, establishing and maintaining voice, and achieving appropriate emphasis through diction and sentence structure.
- Reading
 - Themes
 - Journeys
 - Author Study
 - Holocaust
 - World Literature
 - Literature
 - Reading Fiction
 - Plot
 - Point of View
 - Character
 - Setting
 - Tone and Style
 - Theme
 - Symbol
 - Literary Devices
 - Non-Fiction
 - Elements of Non-Fiction
 - Thesis
 - Unity
 - Organization
 - Beginnings and Endings
 - Paragraphs
 - Transitions
 - Effective Sentences
 - Language of Non-Fiction
 - Diction
 - Tone
 - Figurative Language
 - Rhetorical Devices
- Standardized Test Practice

METHODS OF ASSESSMENT

Student Assessment

- A variety of assessments will be provided including, but not limited to, the following items:

- Tests
 - Quizzes
 - Homework
 - Classwork
 - Class Participation
 - Writing Assignments
 - Oral Presentations
 - Individual Projects, Presentations and Reports
 - Group Projects, Presentations and Reports
 - Technology Projects
 - Journals/Literature Circles/Book Club Discussions
 - Sample/Practice Standardized Tests
- Teacher/Curriculum Assessment will be conducted according to the following statement:
 - The subject teacher(s) and the English Language Arts supervisor will be in contact throughout the academic year concerning curriculum assessment. The teachers are encouraged to make suggestions for improving and changing the curriculum. The supervisor will also request an annual meeting to solicit suggestions for modifications and changes, especially in regard to meeting the course objectives and their alignment with state standards.

GROUPING

English Language Arts Grade 7 classes are heterogeneously grouped.

ARTICULATION/SCOPE AND SEQUENCE/TIME FRAME

English Language Arts Grade 7 is a full year course.

RESOURCES

- References
 - Teachers may contact the English Language Arts department office and the school and local libraries for additional resources. Nearby colleges and other organizations may also be excellent resources.
- Technology
 - Use of technology will conform to the following New Jersey Core Curriculum Content Standards: (8.1.8.A.1) (8.1.8.A.2) (8.1.8.A.3) (8.1.8.A.4) (8.1.8.A.5) (8.1.8.B.1) (8.1.8.D.1) (8.1.8.D.2) (8.1.8.D.3) (8.1.8.E.1)
 - Students shall use computers to complete research and for word processing. Teachers shall use appropriate technology to enhance lessons. Students shall use computers for independent practice of developing skills and as part of the writing process.
- Texts
 - *Vocabulary From Latin and Greek Roots*. Prestwick House, 2003.
- Supplemental Texts/Programs
 - *Writer's Craft*, McDougall, Littel

- *Discoveries in Literature*, Scott, Foresman
- *Reading Milestones*, Pro-Ed

- Units of Study

- **Journeys Unit – Anchor Text: *From One Experience to Another – When I Was Your Age***

- *Al Capone Does My Shirts* - Choldenko
- *Bud, Not Buddy*- Curtis
- *Chains* - Anderson
- *Code Talker* - Baucher
- *Dogsong* - Paulsen
- *Edge of Survival* - Perfection
- *Hatchet* - Paulsen
- *I am Malala* - Yousafzai
- *Lily’s Crossing* - Giff
- *A Long Walk to Water* - Park
- *Miracle’s Boys* - Woodson
- *The Music of Dolphins* - Hesse
- *Out of the Dust* - Hesse
- *Phoenix Rising* - Hesse
- *The Same Stuff of Stars* - Paterson
- *The Silent Boy* - Lowry
- *Stand Tall* - Bauer
- *A Time of Angels* - Hesse
- *True Confessions of Charlotte Doyle* - Avi
- *The Warriors Heart: Adventures in Courage and Compassion* - Greitens

- **Author Study Unit – Anchor Text: *Sixteen Short Stories by Outstanding Writers for Young Adults***

- *Absolutely Normal Chaos* - Creech
- *All the Way Home* - Giff
- *Among the Hidden* – Haddix
- *Brooklyn 9* - Gratz
- *Crash* – Spinelli
- *Dark Days* – Perfection
- *Knots in My Yo Yo String* - Spinelle
- *Loser* – Spinelli
- *Witness* – Hesse
- *Wringer* – Spinelli

- **Holocaust Unit – Anchor Text: *Ten Thousand Children***

- *Assignment Rescue* – Fry
- *Behind the Bedroom Wall* – Williams
- *Bomb: The Race to Build and Steal the World’s Most Dangerous Weapon* – Sheinkin
- *The Boy in Striped Pajamas* – Boyle
- *Devil’s Arithmetic* - Yolen
- *Hero on a Bicycle* – Hughes
- *Jacob’s Rescue* - Drucker
- *Lily’s Crossing* – Giff

- *Parallel Journeys – Ayer*
 - *Play to the Angel – Dahlberg*
 - *Prisoner B 3087 – Eratz/Gruener*
 - *Soldier Boys – Hughes*
 - *Stones in Water - Napoli*
 - *To Be a Hero - Perfection*
 - *Torn Thread – Issacs*
 - *We Fought Back – Zullo*
- **World Literature Unit – Anchor Text: *The Watsons Go to Birmingham***
 - *The Breadwinner (Afghanistan) – Ellis*
 - *The Color Of My Words (Dominican Republic) – Joseph*
 - *Decisions, Decisions – Perfection*
 - *Girl of Kosovo (Kosovo) – Mead*
 - *Journey to the River (England/Brazil) – ibbotson*
 - *Many Stones (Africa) – Coman*
 - *Pacific Crossing (Japan/Mexico) – Soto*
 - *Rain is Not My Indian Name (US-Midwest) – Smith*
 - *Shabanu (Pakistan) – Staples*
 - *A Single Shard (Korea) – Park*
 - *A Step from Heaven (Korea) – An Na*
 - *They Call Themselves the KKK (United States) – Bartolli*
 - *We've Got a Job: The Birmingham Children's March (United States) – Levinson*
 - *When My Name Was Keoko (Korea) – Park*

METHODOLOGIES

A wide variety of methodologies will be used. The following are suggestions, not limitations, as to how the program may be implemented and facilitated. Codes refer to the New Jersey Core Curriculum Content Standards for 21st Century Life and Careers – Career Ready Practices (2014).

- Cooperative learning groups CRP1, CRP4, CRP5, CRP6, CRP8, CRP9, CRP12
- Differentiated instruction methods CRP2, CRP6, CRP8, CRP10
- Workshop approach CRP1, CRP4, CRP5, CRP6, CRP8, CRP9, CRP12
- Individual assignments CRP2, CRP4
- Whole class instruction CRP2, CRP4
- Small group instruction CRP1, CRP4, CRP5, CRP6, CRP8, CRP9, CRP12
- Technology-aided instruction CRP2, CRP4, CRP8, CRP11
- Peer-to-peer instruction CRP1, CRP4, CRP9, CRP12

Career Ready Practices describe the career-ready skills that all educators in all content areas should seek to develop in their students. They are practices that have been linked to increase college, career and life success. By end of grade 8, students will be able to:

- 9.2.8.B.1 – Research careers and determine attributes of career success.
- 9.2.8.B.2 – Develop a Personalized Student Learning Plan with the assistance of an adult mentor that includes information about career areas of interest, goals and an education plan.
- 9.2.8.B.3 – Evaluate communication, collaboration, and leadership skills that can be developed through school, home, work, and extracurricular activities for use in a career.

- 9.2.8.B.4 – Evaluate how traditional and nontraditional careers have evolved regionally, nationally, and globally.
- 9.2.8.B.5 – analyze labor market trends using state and federal labor market information and other resources available online.
- 9.2.8.B.6 – Demonstrate understanding of the necessary preparation of legal requirements to enter the workforce.
- 9.2.8.B.7 – Evaluate the impact of online activities and social media on employer decisions.

SUGGESTED ACTIVITIES

- Analyze and interpret samples of good writing, identifying and explaining an author’s use of rhetorical strategies and techniques
- Apply effective strategies and techniques in their own writing
- Create and sustain arguments based on readings, research and/or personal experience
- Write for a variety of purposes
- Produce expository, analytical and argumentative compositions that introduce a complex central idea and develop it with appropriate evidence drawn from primary and/or secondary sources, cogent explanations and clear transitions
- Demonstrate understanding and mastery of standard written English as well as stylistic maturity in their own writings
- Demonstrate understanding of the conventions of citing primary and secondary sources
- Move effectively through the stages of the writing process, with careful attention to inquiry and research, drafting, revising, editing and review
- Write thoughtfully about their own process of composition
- Revise a work to make it suitable for a different audience
- Analyze image as text
- Evaluate and incorporate reference documents into researched papers.
- Students will read for a variety of purposes.
- Participate in Literature Circles.

INTERDISCIPLINARY CURRICULUM COORDINATION

Interdisciplinary curriculum coordination will be done with the social studies department on a regular basis. There are possible connections to the business and technology departments. Throughout the year, students will use resources from these departments in order to complete various research reports and presentations.

DIFFERENTIATING INSTRUCTION FOR STUDENTS WITH SPECIAL NEEDS

Differentiating instruction is a flexible process that includes the planning and design of instruction, how that instruction is delivered, and how student progress is measured. Teachers recognize that students can learn in multiple ways as they celebrate students’ prior knowledge. By providing appropriately challenging learning, teachers can maximize success for all students.

Examples of Strategies and Practices that Support:

Students with Disabilities

- Use of visual and multi-sensory formats
- Use of assisted technology
- Use of prompts
- Modification of content and student products
- Testing accommodations
- Authentic assessments

Gifted & Talented Students

- Adjusting the pace of lessons
- Curriculum compacting
- Inquiry-based instruction
- Independent study
- Higher-order thinking skills
- Interest-based content
- Student-driven
- Real-world problems and scenarios

English Language Learners

- Pre-teaching of vocabulary and concepts
- Visual learning, including graphic organizers
- Use of cognates to increase comprehension
- Teacher modeling
- Pairing students with beginning English language skills with students who have more advanced English language skills
- Scaffolding
 - word walls
 - sentence frames
 - think-pair-share
 - cooperative learning groups
 - teacher think-alouds

PROFESSIONAL DEVELOPMENT

Teachers shall continue to improve their expertise by participating in a variety of professional development opportunities made available by the Board of Education and other organizations.

COMMON WRITING TERMINOLOGY

| Term | Meaning |
|---------------------------|--|
| Writing Process | |
| Prewriting | Gathering Ideas |
| Drafting | Writing a Draft |
| Revising | Revising for Content |
| Editing | Editing for Grammar |
| Publishing | Producing Final Product |
| Creating Final Draft | Producing Final Product |
| Writing Terms | |
| Introduction | Introductory Paragraph/Statement |
| Hook | Attention Grabber |
| Thesis Statement | Statement of Purpose |
| Body Paragraph(s) | Reasoning Paragraph(s) |
| Topic Sentence | Introduction of Paragraph-Specific Content |
| Evidence | Supporting Details |
| Closing Sentence | Conclusion of Paragraph-Specific Content |
| Call to Action | What Should the Reader Do? |
| Conclusion | Concluding Paragraph |
| Exposition | Background/Characters/ Setting |
| Conflict | Internal and/or External |
| Rising Action | The events that lead to the climax |
| Climax | The pinnacle moment |
| Falling Action | The events that lead to the resolution |
| Resolution | The final outcome |
| Writing Genres | |
| Opinion | Grades K – 5 |
| Argument | Grades 6 – 12 |
| Informational/Explanatory | Grades K – 12 |
| Narrative | Grades K – 12 |
| Research | Grades K – 12 |

GRAMMAR AND CONVENTIONS SCOPE AND SEQUENCE

| Skills By Grade Level | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 |
|--|----------|----------|----------|----------|----------|----------|----------|----------|----------|
| Capitalization | | X | X | X | X | X | X | X | X |
| Days of the Week | X | X | X | X | X | X | X | X | X |
| First Letter of a Sentence | X | X | X | X | X | X | X | X | X |
| First Letter of First, Middle and Last Names | X | X | X | X | X | X | X | X | X |
| Geographic Places | | X | X | X | X | X | X | X | X |
| Holidays | | X | X | X | X | X | X | X | X |
| In Dialogue | | | | X | X | X | X | X | X |
| Letter Salutations/Closings | | | X | X | X | X | X | X | X |
| Months of the Year | X | X | X | X | X | X | X | X | X |
| Proper Nouns | X | X | X | X | X | X | X | X | X |
| The Word "I" | X | X | X | X | X | X | X | X | X |
| Titles | | X | X | X | X | X | X | X | X |
| Uppercase and Lowercase Letters | X | X | X | X | X | X | X | X | X |
| | | | | | | | | | |
| Grammar – Parts of Speech | | | | | | | | | |
| Adjectives | X | X | X | X | X | X | X | X | X |
| Adverbs | | | X | X | X | X | X | X | X |
| Compound Words | | X | X | X | X | X | X | X | X |
| Conjunctions | | | | X | X | X | X | X | X |
| Interjections | | | | | X | X | X | X | X |
| Modifiers | X | X | X | X | X | X | X | X | X |
| Nouns | X | X | X | X | X | X | X | X | X |
| Participles | | | | | X | X | X | X | X |
| Perfect/Past Perfect Tense | X | X | X | X | X | X | X | X | X |
| Plural Words | X | X | X | X | X | X | X | X | X |
| Prepositional Phrases | | | | | | X | X | X | X |
| Prepositions | | | | | | X | X | X | X |
| Pronouns | | | X | X | X | X | X | X | X |
| Tense | X | X | X | X | X | X | X | X | X |
| Verbs | X | X | X | X | X | X | X | X | X |
| | | | | | | | | | |
| Punctuation | | | | | | | | | |
| Apostrophe Use (contractions; possessives) | | | X | X | X | X | X | X | X |
| Colon/Semicolon | | | X | X | X | X | X | X | X |
| Comma (dialogue) | | | X | X | X | X | X | X | X |
| Comma (in a series) | | X | X | X | X | X | X | X | X |
| Ellipses | | | X | X | X | X | X | X | X |
| End marks (period, question mark, exclamation point) | X | X | X | X | X | X | X | X | X |
| Parentheses | | | | | X | X | X | X | X |
| Punctuating Dialogue | | | X | X | X | X | X | X | X |
| Quotation Marks | | | X | X | X | X | X | X | X |

GRADE SEVEN WRITING SCOPE AND SEQUENCE

| Month | Genre/Type of Writing | Assessment/Publish | Notes |
|------------------|--|--|---|
| September | Writing to Inform- Analysis Essay (Literary- use with short stories) | Literary Analysis Task | <p>Today you will read a passage from <u>Freedom Walkers: The Story of the Montgomery Bus Boycott</u>, as well a poem by Langston Hughes, “I, Too, Sing America.” After you have read the selections and answered some questions, you will write an essay analyzing the themes presented in the two texts. You have read a passage from “Why They Walked,” and a poem entitled “I, Too, Sing America.” Think about how each author develops the theme of equality.</p> <p>Write an essay in which you compare and contrast the approaches each author uses to develop the theme of equality in each text. Be sure to include specific details from both selections.</p> |
| October | Writing to Inform/Writing to Argue- Analysis Essay (Literary- use with short stories/character development). | Literary Analysis Essay (On Demand) | Select a character from a novel in the Journeys Unit. Write an essay in which you analyze how the character changed throughout the course of the novel. Be sure to give examples of how the character behaved before and after the change, as well as what factors led to his or her being different. |
| November | Writing to Argue/Writing to Entertain (short story unit) | Literary Analysis Essay Narrative Essay | <ul style="list-style-type: none"> ● A scientist discovers something in his lab that will change the world. Write a story in which you describe what the scientist discovers, how he discovers it, and how he foresees that it will change the world. ● Before he can purchase medical insurance, a man is forced to undergo a detailed |

| | | | |
|-----------------|--|--|--|
| | | | <p>examination. The doctors discover that the man's blood contains inactive DNA in microscopic "seeds." The DNA for thousands of extinct animals is pulsing through his veins. After experiencing the "crime scene" investigation in science class, write a story from the point of view of the detective trying to solve the crime. Use facts from genetics to support his conclusion.</p> |
| December | Writing to Entertain- Short story unit (Science fiction) | Narrative Essay | <ul style="list-style-type: none"> ● A scientist discovers something in his lab that will change the world. Write a story in which you describe what the scientist discovers, how he discovers it, and how he foresees that it will change the world. ● Before he can purchase medical insurance, a man is forced to undergo a detailed examination. The doctors discover that the man's blood contains inactive DNA in microscopic "seeds." The DNA for thousands of extinct animals is pulsing through his veins. After experiencing the "crime scene" investigation in science class, write a story from the point of view of the detective trying to solve the crime. Use facts from genetics to support his conclusion. |
| January | Writing to Entertain- Point of view Writing to Argue | Narrative Essay Research Simulation Task | <p>In <u>The Watsons Go to Birmingham</u>, the story is told from the first person point of view of Kenny. After reading a selection of the text (TBD by teacher), rewrite the incident from the point of view of Byron, his brother.</p> |

| | | | |
|-----------------|---|---|--|
| February | Writing to Inform- Research-based project | Research Simulation Task | Students write a research-based essay on a topic related to the Civil Rights Movement. |
| March | Writing to Inform- Research-based project and Literary Analysis | Research Simulation Task Literary Analysis | Students write a research-based essay on a topic related to the Civil Rights Movement. |
| April | Descriptive writing- Poetry | Poetry writing | Students write original poetry in response to lessons geared around the Holocaust. |
| May | Descriptive writing- Poetry Writing to Inform- Holocaust project | Poetry Writing Literary analysis essay | Students write original poetry in response to lessons geared around the Holocaust. Students write a summary of the book they read for the Holocaust unit. Students design an ID booklet around a character in the novel. |
| June | Letter writing | | Students write a letter to themselves in five years, reflecting on 7th grade. Students write a letter to incoming 7th graders. |

| September | October | November | December | January |
|---|---|---|---|---|
| <p>Theme: Journey</p> <p>Non-Fiction Companion Pieces to Literature Will Compliment Selected Readings</p> <p>Writing: In Conjunction with Reading Selections</p> <p>Grammar, Usage, and Mechanics</p> <p>Writing: Standards-Aligned Genres</p> <p>Vocabulary Acquisition from Readings and from Greek/Latin text</p> <p>Standardized Test Preparation</p> <p><i>*Students will write for a variety of purposes and utilize acquired vocabulary words and G.U.M skills in writing samples.</i></p> | <p>Theme: Journey</p> <p>Non-Fiction Companion Pieces to Literature Will Compliment Selected Readings</p> <p>Writing: In Conjunction with Reading Selections</p> <p>Grammar, Usage, and Mechanics</p> <p>Writing: Standards-Aligned Genres</p> <p>Vocabulary Acquisition from Readings and from Greek/Latin text</p> <p>Standardized Test Preparation</p> <p><i>*Students will write for a variety of purposes and utilize acquired vocabulary words and G.U.M skills in writing samples.</i></p> | <p>Theme: Journey</p> <p>Non-Fiction Companion Pieces to Literature Will Compliment Selected Readings</p> <p>Writing: In Conjunction with Reading Selections</p> <p>Grammar, Usage, and Mechanics</p> <p>Writing: Standards-Aligned Genres</p> <p>Vocabulary Acquisition from Readings and from Greek/Latin text</p> <p>Standardized Test Preparation</p> <p><i>*Students will write for a variety of purposes and utilize acquired vocabulary words and G.U.M skills in writing samples.</i></p> | <p>Theme: Journey/World</p> <p>Non-Fiction Companion Pieces to Literature Will Compliment Selected Readings</p> <p>Writing: In Conjunction with Reading Selections</p> <p>Grammar, Usage, and Mechanics</p> <p>Writing: Standards-Aligned Genres</p> <p>Vocabulary Acquisition from Readings and from Greek/Latin text</p> <p>Standardized Test Preparation</p> <p><i>*Students will write for a variety of purposes and utilize acquired vocabulary words and G.U.M skills in writing samples.</i></p> | <p>Theme: World</p> <p>Non-Fiction Companion Pieces to Literature Will Compliment Selected Readings</p> <p>Writing: In Conjunction with Reading Selections</p> <p>Grammar, Usage, and Mechanics</p> <p>Writing: Standards-Aligned Genres</p> <p>Vocabulary Acquisition from Readings and from Greek/Latin text</p> <p>Standardized Test Preparation</p> <p><i>*Students will write for a variety of purposes and utilize acquired vocabulary words and G.U.M skills in writing samples.</i></p> |

| February | March | April | May | June |
|---|--|---|---|---|
| <p>Theme: World</p> <p>Non-Fiction Companion Pieces to Literature Will Compliment Selected Readings</p> <p>Writing: In Conjunction with Reading Selections</p> <p>Grammar, Usage, and Mechanics</p> <p>Writing: Standards-Aligned Genres</p> <p>Vocabulary Acquisition from Readings and from Greek/Latin text</p> <p>Standardized Test Preparation</p> <p><i>*Students will write for a variety of purposes and utilize acquired vocabulary words and G.U.M skills in writing samples.</i></p> | <p>Theme: Author Study</p> <p>Non-Fiction Companion Pieces to Literature Will Compliment Selected Readings</p> <p>Writing: In Conjunction with Reading Selections</p> <p>Grammar, Usage, and Mechanics</p> <p>Writing: Standards-Aligned Genres</p> <p>Vocabulary Acquisition from Readings and from Greek/Latin text</p> <p>Standardized Test Preparation</p> <p><i>*Students will write for a variety of purposes and utilize acquired vocabulary words and G.U.M skills in writing samples.</i></p> | <p>Theme: Prejudice Reduction</p> <p>Non-Fiction Companion Pieces to Literature Will Compliment Selected Readings</p> <p>Writing: In Conjunction with Reading Selections</p> <p>Grammar, Usage, and Mechanics</p> <p>Writing: Standards-Aligned Genres</p> <p>Vocabulary Acquisition from Readings and from Greek/Latin text</p> <p>Standardized Test Preparation</p> <p><i>*Students will write for a variety of purposes and utilize acquired vocabulary words and G.U.M skills in writing samples.</i></p> | <p>Theme: Prejudice Reduction</p> <p>Non-Fiction Companion Pieces to Literature Will Compliment Selected Readings</p> <p>Writing: In Conjunction with Reading Selections</p> <p>Grammar, Usage, and Mechanics</p> <p>Writing: Standards-Aligned Genres</p> <p>Vocabulary Acquisition from Readings and from Greek/Latin text</p> <p>Standardized Test Preparation</p> <p><i>*Students will write for a variety of purposes and utilize acquired vocabulary words and G.U.M skills in writing samples.</i></p> | <p>Theme: Prejudice Reduction</p> <p>Non-Fiction Companion Pieces to Literature Will Compliment Selected Readings</p> <p>Writing: In Conjunction with Reading Selections</p> <p>Grammar, Usage, and Mechanics</p> <p>Writing: Standards-Aligned Genres</p> <p>Vocabulary Acquisition from Readings and from Greek/Latin text</p> <p>Standardized Test Preparation</p> <p><i>*Students will write for a variety of purposes and utilize acquired vocabulary words and G.U.M skills in writing samples.</i></p> |

Planning Language Programs for English Language Learners . . . 26. Antidiscrimination Education in the Language Program . . . 28.Â
Language skills are developed across the curriculum and, cumulatively, through the grades. Students use and develop important language skills as they read and think about topics, themes, and issues in various subject areas.Â In implementing this curriculum, teachers can help students “ particularly students in Grades 7 and 8 “ to see that language skills are lifelong learning skills that will enable them to better understand themselves and others, unlock their potential as human beings, find fulfilling careers, and become responsible world citizens.