

**NORTHERN BURLINGTON COUNTY REGIONAL SCHOOL DISTRICT  
2021 Course Map/Pacing Guide**

<b>Department</b>	<b>English</b>	<b>Course</b>	<b>ELA 7</b>
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**Source of Standards**

- New Jersey Student Learning [Standards 2020](#)
  - [NJSLS for English Language Arts Grade 7](#)
  - [English Language Arts](#) (Companion Standards for History, Social Studies, Science and Technical Subjects)
  - College Board
- [Career Readiness, Life Literacies, and Key Skills](#);
  - All courses Focus on - 9.4 Life Literacies and Key Skills (p. 49)

**Sequence- Unit Titles and Number of weeks per unit (total = 18 semester/ 36 year)**

**Unit 1: Reading and Writing with a Purpose (2 Weeks).** Students will be introduced to close reading strategies that will be used throughout the year. This unit will focus on active reading by applying close reading strategies, highlighting text, asking questions, evaluating text by forming opinions, visualizing, making inferences, identifying main ideas, and making connections as readers.

**Unit 2: Identity: Characters with Character (6 Weeks).** The focus of this unit is to identify direct and indirect characterization. Students will use the STEAL method to analyze characterization in various literary selections (speech, thoughts, effect on others, actions, and looks).

**Unit 3: Courage in Life and in Literature (5 Weeks).** This unit will focus on elements of drama to read a teleplay about real women in society. Students will participate in the research process to investigate real people who have experienced and overcome adversity in their lives. They will also utilize media center resources to create a Works Cited page.

**Unit 4: Things Are Not Always As They Appear (5 Weeks).** This unit focuses on the use of mood and tone to build suspense in literature. Students will learn how to analyze a variety of techniques such as narration, flashbacks, and foreshadowing to build on the setting in literature. Students will also use MICROP (mood, imagery, conflict, repetition, onomatopoeia) to address literature.

**Unit 5: Science or Fiction (10 Weeks).** In this unit, short stories are used to help identify the elements of Science Fiction (setting, technology, government, characters). After students are exposed to the elements of Science Fiction through short stories, they will explore the concepts of utopia vs a dystopia by reading *The Giver*.

**Unit 6: Literature Reflects Life: Making Sense of Our World (8 Weeks).** This unit focuses on social acceptance and identity through the focus of stereotypes and social biases in *The Outsiders*. Students will use both indirect and direct characterization to analyze the perception of people through literature. There is also a focus on the impact of symbolism and foreshadowing throughout the text to give greater meaning to the theme in this novel.

Big Ideas/[Enduring Understanding](#) (link to guide)

*Students will understand that...*

- There is a purpose for reading and writing.
- There are six specific go-to reading strategies that can help readers read complex text closely to understand what they are reading.
- Through conflict a character's personality is revealed.
- A character's personality can be identified through direct and indirect characterization.
- Characterization is identifying personality traits of the character.
- Literature offers diverse perspectives of the world outside of our community.
- The human experience is a shared experience (we all know hardship)
- Hard work and determination are essential to success.
- Understanding diverse cultural traditions offers unique perspectives
- Research builds a fuller understanding of literary characters and historical figures.
- The power of the individual to change the world.
- Suspense is created by using multiple types of figurative language.
- Mood is dependent on the reader's perspective.
- Tone demonstrates the author's perspective.
- Recognizing key events will help identify future examples of suspense.
- There are common elements of science fiction.
- Societal structures have the power to promote or limit freedom, choice, and desire.
- People are not stereotypes; they are complex individuals with characteristics that make each person unique.
- Circumstances reveal the individual, but do not define them.
- Society creates tension between social classes (the haves and the have-nots).
- Identity is personal and unique and cannot be determined by society alone.

**Essential Questions (link to guide)**

- How does the reader make reading meaningful?
- What does it mean to close read a text?
- How does the structure of writing help communicate important ideas?
- What obstacles stand in the way of you achieving your dreams?
- How can a person navigate their obstacles without losing their integrity?
- How can conflict highlight a person's character?
- Who has made you a better person?
- What makes something valuable?
- How are the concepts of adversity and perseverance connected?
- How does struggle demonstrate character?
- How can difficult challenges be overcome?
- How can research help build understanding?
- How can our actions influence others?
- How can one person's reaction to their circumstances impact the world?
- How is suspense used by writers to create mood and reader engagement?
- How does the successful use of suspense in literature impact the reader?
- How does foreshadowing impact knowledge of future events?
- How can societal structure have the power to promote or limit freedom, choice, and desire?
- How can society balance individualism with responsibility to the community?
- Think of our current society – what aspects of utopias and dystopias do we have?
- When should one conform to the wishes or rules of others?

- How do personal choices impact a society?
- What is more important: individuality or social acceptance?
- What makes up someone's identity?
- How does society perpetuate the tension between social classes?
- How do stereotypes and biases affect our lives?

### [Reporting Student Progress](#) (link to pyramid)

All courses follow a balanced assessment system with Practice and Assessments. Each category includes formative, summative and alternative assessments.

### [Accommodations and Modifications](#) (link to menu)

Integrated accommodations and modifications for special education students, English language learners, students at risk of school failure, gifted and talented students, and students with 504 plans

## Resources (Text and Technology)

### Unit 1

- "The First Day of School" by Sheri M. Bestor
- "Seventh Grade" by Gary Soto
- "Priscilla & The Wimps" by Richard Peck
- The House (Uncredited/ Anonymous)
- December Stillness (excerpt) by Mary Downing Hahn

### Unit 2

- "Amigo Brothers," by Piri Thomas
- excerpt from George by Alex Gino
- "One Friday Morning," by Langston Hughes
- "The Scholarship Jacket," by Marta Salinas
- "The Teacher Who Changed My Life," by Nicholas Gage
- "At the Head of her Class and Homeless" by NPR Staff

### Unit 3

- Excerpts from novel, *I am Malala* by Malala Yousafzai with Christina Lamb
- "A Means to an End" - a play
- "Non-binary actors ask awards like the Oscars and Emmys to change" by Washington Post, adapted by Newsela staff on 02.19.20

### Unit 4

- "The Monkey's Paw" by W.W. Jacobs (play version)
- "The Lottery" by Shirley Jackson
- "The Path through the Cemetery" by Leonard Q. Ross
- *The Most Dangerous Game* by Richard Connell (novella with audio)
- "Hunters are killing millions of animals, and 1 in 8 of those are endangered" by Damian Carrington by Damian Carrington, The Guardian, Adapted by Newsela staff on

06.20.16

**Unit 5**

- "The Naming of Names" by Ray Bradbury
- "All Summer in a Day" by Ray Bradbury
- The Twilight Zone: "Monsters are Due on Maple Street" by Rod Serling
- "Examination Day" by Henry Slesar
- "Drones Put Spying Eyes in The Sky" by Stephen Ornes (Commonlit)
- "Herd Behavior" by Commonlit Staff
- "Total Control in North Korea" by Jessica Birney (Commonlit)
- *The Giver* by Lois Lowry (novel)

**Unit 6**

- *The Outsiders* by S.E. Hinton, Penguin Putnam Books, 1967
- "Nothing Gold Can Stay" by Robert Frost
- "Fear Prompts Teens to Act Impulsively" by Laura Sanders
- "This Muslim-American Teen Turned his Suffering into a Full-Fledged Battle Against Stereotypes" by Rae Paoletta