

Pine Hill Public Schools Curriculum

Content Area:		English Language Arts	
Course Title/Grade Level:		Grade Seven	
Unit 1:	Elements of Fiction	Month:	September - October 6 weeks
Unit 2:	Responding to Literature and Informational Text	Month:	November - December 6 weeks
Unit 3:	Analyzing and Responding to Literature	Month:	January 4 weeks
Unit 4:	History through Literature and Informational Text	Month:	February – March 4 weeks
Unit 5:	Analyzing Complex Literature	Month:	April 3 weeks
Unit 6:	Utilizing a Range of Disciplines	Month:	May - June 6 weeks
Date Created or Revised:		August 21, 2018	
BOE Approval Date:			

Pine Hill Public Schools
English Language Arts Curriculum

Unit Title: Elements of Fiction		Unit #: 1
Course or Grade Level: Seven		Length of Time: 6 weeks
Date Created: August 8, 2018		BOE Approval Date:
Pacing	September - October	
Essential Questions	<ul style="list-style-type: none"> ● How do we determine and cite valid and sufficient evidence to prove what the text says explicitly and to make logical inferences and relevant connections from it? ● How do we identify and determine central ideas or themes of a text and analyze their development over the course of the text? ● How does point of view or author's purpose help shape the overall understanding of a text? ● What is the purpose of analyzing how elements of a story or drama interact (e.g., how setting shapes the characters or plot)? ● How can we produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience while using effective techniques, well chosen details, and structured event sequences? ● How can we prepare for and participate effectively in a range of conversations and collaborations with diverse partners? ● How can we demonstrate command of the conventions of standard English grammar and usage when punctuating, capitalizing, spelling, speaking or developing and strengthening writing? 	
Content	<ul style="list-style-type: none"> ● Elements of Fiction ● Reading for a variety of purposes ● Reading strategies ● Structural Analysis of Literature ● Writing Conventions (punctuation, capitalization, parts of speech, sentence structure, paragraph form, essay form) ● Grammar skills ● Vocabulary ● Narrative, Expository, Persuasive, and/or Analytical Writing 	
Skills	<ul style="list-style-type: none"> ● Analytical Writing (Short Constructed Response) ● Identify and Analyze Elements of Literature: theme, characters, conflict, point-of-view, plot, exposition, rising action, climax, falling action, inferencing. ● Organize internal and external elements of text to build comprehension: summarize the key supporting details and ideas. ● Analyze and draw evidence from literary texts to support analysis and reflection of text ● Construct a response to literature through writing arguments that support claims using cited textual evidence: short constructed responses ● Develop and write real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. ● Demonstrate understanding of and apply a variety of sentence structures to writing: simple, compound, complex, and compound-complex. ● Demonstrate understanding of and apply punctuation when writing: use commas to separate ideas in a series. ● Exchange information, understand feedback from others (both verbal and non-verbal), respond to questions, use feedback to evaluate contributions, and explain the main idea in a group discussion by relating and retelling information. 	
Assessments	<ul style="list-style-type: none"> ● STAR Reading Assessment ● Accelerated Reader Assessments ● Comprehension Tests ● Vocabulary tests ● Illustrating text ideas ● Graphic Organizers 	

	<ul style="list-style-type: none"> • Multimedia presentations/oral presentations • Grammar/Writing Conventions Tests • Self and Peer Assessments • Writing Assessments (Expository, Persuasive, Narrative, Analytical/Short Constructed Responses)
Interventions/ Differentiated Instruction	<ul style="list-style-type: none"> • Nonlinguistic representations of key concepts – story map, character sketches, graphs, graphic organizers, webs, plot diagrams, symbols, models • Note-taking organizers • Direct Instruction • Small Group Instruction • Multi-sensory approach • Cooperative Learning • Pneumatic Devices • Smart Board Activities • STAR Reading Benchmarks
Interdisciplinary Connections	<ul style="list-style-type: none"> • Social Studies: Geography, Social Context, Historical Context • Science: Life, Physical and Earth • Health: Health and Wellness Issues • Math: Consumer Math • Appreciation of The Arts and Music
Lesson Resources/ Activities	<ul style="list-style-type: none"> • Novels: <i>The Giver</i> by Lois Lowry <i>The Breadwinner</i> by Deborah Ellis <i>The Acorn People</i> by Ron Jones <i>A Wrinkle in Time</i> by Madeleine L'Engle <i>The Outsiders</i> by S.E Hinton <i>At Her Majesty's Request</i> by Walter Dean Myers <i>The Adoration of Jenna Fox</i> by Mary E. Pearson • <i>Language Network</i> – McDougal Littell (Red, Grade 7) • <i>Language of Literature</i> – McDougal Littell (Red, Grade 7) • <i>Wordly Wise, Book 7</i> • SmartBoard Activities– Smart Exchange • <i>Lessons That Change Writers</i> – Nancie Atwell, Heinemann Press • <i>Empowering Writers</i> - Barbara Mariconda & Dea Paoletta Auray (Grade 7) • Collaborative Learning Activities • Scholastic Scope Magazine/Variou Forms of Informational Text Sources • Various Forms of Technology/Multimedia Resources

ELA New Jersey Student Learning Standards

Grade: Seven

Strand: Reading Standards for Literature 6-12 (RL)
 Reading Standards for Informational Text 6-12 (RI)
 Writing Standards 6-12 (W)
 Speaking and Listening Standards 6-12 (SL)
 Language Standards 6-12 (L)

Category:

- Key Ideas and Details
- Craft and Structure
- Integration of Knowledge and Ideas
- Range of Reading and Level of Text Complexity
- Text Types and Purposes

#. Standard:

RL.7: 1,2,3,6,10
 W.7: 1.a,b,c,d,e
 W.7: 2.a,b,c,d,e
 W.7: 4,5,6,10
 SL.7: 1.a,b,c,d
 L.7: 1.a,b,c
 L.7: 2.a,b
 L.7:3.a

<ul style="list-style-type: none"> ● Production and Distribution of Writing ● Research to Build and Present Knowledge ● Range of Writing ● Comprehension and Collaboration ● Presentation of Knowledge and Ideas ● Conventions of Standard English ● Knowledge of Language ● Vocabulary Acquisition and Use 	L.7:4.a,b,c,d L.7:5.a,b,c L.7.6
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Career and College Readiness Anchor Standards for Reading: Key Ideas and Details, Craft and Structure, Integration of Knowledge and Ideas, Range of Reading and Level of Text Complexity
Career and College Readiness Anchor Standards for Writing: Text Types and Purposes, Production and Distribution of Writing, Research to Build and Present Knowledge, Range of Writing
Career and College Readiness Anchor Standards for Speaking and Listening: Comprehension and Collaboration, Presentation of Knowledge and Ideas
Career and College Readiness Anchor Standards for Language: Conventions of Standards English, Knowledge of Language, Vocabulary Acquisition and Use

Technology Standards

- 8.1A Grade 8 CPI 1, Demonstrate knowledge of a real world problem using digital tools.
8.1A Grade 8 CPI 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.
8.1B Grade 8 CPI 1, Synthesize and publish information about a local or global issue or event (ex. telecollaborative project, blog, school web).
8.1D Grade 8 CPI 2, Demonstrate the application of appropriate citations to digital content.
8.1D Grade 8 CPI 3, Demonstrate an understanding of fair use and Creative Commons to intellectual property.
8.1D Grade 8 CPI 4, Assess the credibility and accuracy of digital content.
8.1E Grade 8 CPI 1, Effectively use a variety of search tools and filters in professional public databases to find information to solve a real world problem.
8.1F Grade 8 CPI 1, Explore a local issue, by using digital tools to collect and analyze data to identify a solution and make an informed decision.
8.2A Grade 8 CPI 1, Research a product that was designed for a specific demand and identify how the product has changed to meet new demands (i.e. telephone for communication - smart phone for mobility needs).
8.2B Grade 8 CPI 5, Identify new technologies resulting from the demands, values, and interests of individuals, businesses, industries and societies.
8.2C Grade 8 CPI 4, Identify the steps in the design process that would be used to solve a designated problem.

21st Century Themes

X	Global Awareness		Financial, Economic, Business, and Entrepreneurial Literacy		Civic Literacy		Health Literacy
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21st Century Skills

X	Creativity and Innovation	X	Critical Thinking and Problem Solving	X	Communication and Collaboration	X	Information Literacy
X	Media Literacy		ICT Literacy		Life and Career Skills		

Pine Hill Public Schools
English Language Arts Curriculum

Unit Title: Responding to Literature and Informational Text		Unit #: 2
Course or Grade Level: Seven		Length of Time: 6 weeks
Date Created: August 8, 2018		BOE Approval Date:
Pacing	October - November	
Essential Questions	<ul style="list-style-type: none"> ● How do we apply and build upon skills addressed/mastered in prior units? ● How can we compare, contrast and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history? ● How does the study of events, and ideas develop and interact or influence ideas or events over the course of a text? ● How do we analyze how particular elements of a story or drama interact? ● How does the structure of the text shape the characters, plot of the story, and contribute to its meaning? ● How do we conduct research projects, gathering relevant information from multiple print and digital sources to support and integrate the information to demonstrate and present (i.e visually, orally, and written) an understanding of the analysis, examination, and reflection of the texts? ● In what ways can adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate? 	
Content	<ul style="list-style-type: none"> ● Elements of Fiction and Informational Text ● Reading for a variety of purposes ● Reading Strategies ● Structural Analysis of Literature ● Writing Conventions (punctuation, capitalization, sentence structure, paragraph form, essay form) ● Grammar skills ● Vocabulary ● Narrative, Expository, Persuasive, and/or Analytical Writing 	
Skills	<ul style="list-style-type: none"> ● Respond to text with precise language and specific details - create a constructed response ● Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole/contribute to its meaning? ● Read and demonstrate comprehension of a variety of informational text. ● Use non linguistic representations to demonstrate comprehension. ● Explain prior knowledge before reading. ● Infer ideas and draw conclusions based on textual evidence ● Make predictions regarding movement of plot. ● Identify the author(s) stated or implied purpose(s) for writing a specified text. ● Describe/understand setting, character development, plot, theme and conflict. ● Analyze elements of author's style including word choice, sentence structure, imagery, language patterns, and literary devices including foreshadowing and irony, ● Make inferences and draw conclusions based on information given by author, as well as prior knowledge. ● Use strategies and graphic organizers to summarize and analyze text. ● Build vocabulary through use of context clues. ● Determine and support connotative and denotative meanings with textual evidence. ● Explain the function of and apply prepositional phrase, infinitive phrase, and independent/dependent clauses (adjective clauses, adverb clauses, noun clauses) ● Identify, compare and contrast, and apply elements of Narrative, Expository, and Persuasive Writing ● Demonstrate understanding of and apply punctuation when writing: use commas to separate coordinate adjectives. 	

Assessments	<ul style="list-style-type: none"> ● STAR Reading Assessment ● Accelerated Reader Assessments ● Comprehension Tests ● Vocabulary tests ● Illustrating text ideas ● Graphic Organizers ● Multimedia presentations/oral presentations ● Grammar/Writing Conventions Tests ● Self and Peer Assessments ● Writing Assessments (Expository, Persuasive, Narrative, Analytical/Short Constructed Responses)
Interventions/ Differentiated Instruction	<ul style="list-style-type: none"> ● Nonlinguistic representations of key concepts – story map, character sketches, graphs, graphic organizers, webs, plot diagrams, symbols, models ● Note-taking organizers ● Direct Instruction ● Project Shadowing ● Multi-sensory approach ● Cooperative Learning ● Pneumatic Devices ● Smart Board Activities ● STAR Reading Benchmarks
Interdisciplinary Connections	<ul style="list-style-type: none"> ● Social Studies: Geography, Social Context, Historical Context ● Science: Life, Physical and Earth ● Health: Health and Wellness Issues ● Math: Consumer Math ● Appreciation of The Arts and Music
Lesson Resources /Activities	<ul style="list-style-type: none"> ● Novels: <i>The Giver</i> by Lois Lowry <i>The Breadwinner</i> by Deborah Ellis <i>The Acorn People</i> by Ron Jones <i>A Wrinkle in Time</i> by Madeleine L'Engle <i>The Outsiders</i> by S.E Hinton <i>At Her Majesty's Request</i> by Walter Dean Myers <i>The Adoration of Jenna Fox</i> by Mary E. Pearson ● <i>Language Network</i> – McDougal Littell (Red, Grade 7) ● <i>Language of Literature</i> – McDougal Littell (Red, Grade 7) ● <i>Wordly Wise, Book 7</i> ● SmartBoard Activities– Smart Exchange ● <i>Lessons That Change Writers</i> – Nancie Atwell, Heinemann Press ● <i>Empowering Writers</i> - Barbara Mariconda & Dea Paoletta Auray (Grade 7) ● Collaborative Learning Activities ● Scholastic Scope Magazine/Various Forms of Informational Text Sources ● Various Forms of Technology/Multimedia Resources
ELA New Jersey Student Learning Standards	
Grade: Seven	
Strand: Reading Standards for Literature 6-12 (RL) Reading Standards for Informational Text 6-12 (RI) Writing Standards 6-12 (W) Speaking and Listening Standards 6-12 (SL) Language Standards 6-12 (L)	
Category: <ul style="list-style-type: none"> ● Key Ideas and Details 	#. Standard: RL7:1,2,3,6,10

<ul style="list-style-type: none"> ● Craft and Structure ● Integration of Knowledge and Ideas ● Range of Reading and Level of Text Complexity ● Text Types and Purposes ● Production and Distribution of Writing ● Research to Build and Present Knowledge ● Range of Writing ● Comprehension and Collaboration ● Presentation of Knowledge and Ideas ● Conventions of Standard English ● Knowledge of Language ● Vocabulary Acquisition and Use 	<p>RI7: 1,2,3,4,5,6,8,9,10</p> <p>W7:4,5,6,9.a.b,10</p> <p>SL7: 1.a.b.c.d,2,3,6</p> <p>L7:1.a.b.c.d.e,2.a.b, 3.a, 4.a.b.c.d,5.a.b.c,6</p>
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Career and College Readiness Anchor Standards for Reading: Key Ideas and Details, Craft and Structure, Integration of Knowledge and Ideas, Range of Reading and Level of Text Complexity

Career and College Readiness Anchor Standards for Writing: Text Types and Purposes, Production and Distribution of Writing, Research to Build and Present Knowledge, Range of Writing

Career and College Readiness Anchor Standards for Speaking and Listening: Comprehension and Collaboration, Presentation of Knowledge and Ideas

Career and College Readiness Anchor Standards for Language: Conventions of Standards English, Knowledge of Language, Vocabulary Acquisition and Use

Technology Standards

- 8.1A Grade 8 CPI 1, Demonstrate knowledge of a real world problem using digital tools.
- 8.1A Grade 8 CPI 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.
- 8.1B Grade 8 CPI 1, Synthesize and publish information about a local or global issue or event (ex. telecollaborative project, blog, school web).
- 8.1D Grade 8 CPI 2, Demonstrate the application of appropriate citations to digital content.
- 8.1D Grade 8 CPI 3, Demonstrate an understanding of fair use and Creative Commons to intellectual property.
- 8.1D Grade 8 CPI 4, Assess the credibility and accuracy of digital content.
- 8.1E Grade 8 CPI 1, Effectively use a variety of search tools and filters in professional public databases to find information to solve a real world problem.
- 8.1F Grade 8 CPI 1, Explore a local issue, by using digital tools to collect and analyze data to identify a solution and make an informed decision.
- 8.2A Grade 8 CPI 1, Research a product that was designed for a specific demand and identify how the product has changed to meet new demands (i.e. telephone for communication - smart phone for mobility needs).
- 8.2B Grade 8 CPI 5, Identify new technologies resulting from the demands, values, and interests of individuals, businesses, industries and societies.
- 8.2C Grade 8 CPI 4, Identify the steps in the design process that would be used to solve a designated problem.

21st Century Themes

X	Global Awareness	X	Financial, Economic, Business, and Entrepreneurial Literacy	X	Civic Literacy	X	Health Literacy
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21st Century Skills

X	Creativity and Innovation	X	Critical Thinking and Problem Solving	X	Communication and Collaboration	X	Information Literacy
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X	Media Literacy	X	ICT Literacy	X	Life and Career Skills
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Pine Hill Public Schools
English Language Arts Curriculum

Unit Title: Analyzing and Responding to Literature and Informational Text	Unit #: 3
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Course or Grade Level: Seven	Length of Time: 4 weeks
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Date Created: August 8, 2018	BOE Approval Date:
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Pacing	January
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Essential Questions	<ul style="list-style-type: none"> ● How do we apply and build upon skills addressed/mastered in prior units? ● How can we identify and distinguish the development and emerging of theme over the of course of a text? How do we produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience? ● How does character analysis contribute to the overall development and comprehension of the plot and theme and/or central ideas? ● How can we effectively - in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on topics, texts, and issues - build on others' ideas while expressing their own clearly?
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Content	<ul style="list-style-type: none"> ● Elements of Fiction ● Reading for a variety of purposes ● Reading Strategies ● Structural Analysis of Literature ● Grammar Skills ● Writing Conventions (punctuation, capitalization, sentence structure, paragraph form, essay form) ● Vocabulary ● Narrative, Expository, Persuasive and/or Analytical Writing
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Skills	<ul style="list-style-type: none"> ● Compare and contrast different genres of literature that address the same theme. ● Respond to text with precise language and specific details - short constructed responses ● Read and demonstrate comprehension of a variety of literature. ● Use non linguistic representations to demonstrate comprehension. ● Explain prior knowledge before reading. ● Infer ideas and draw conclusions based on textual evidence ● Make predictions regarding movement of plot. ● Identify the author(s) stated or implied purpose(s) for writing a specified text. ● Describe/understand setting, character development, plot, theme and conflict. ● Analyze elements of author's style including word choice, sentence structure, imagery, language patterns, and literary devices including foreshadowing and irony, ● Make inferences and draw conclusions based on information given by author, as well as prior knowledge. ● Use strategies and graphic organizers to summarize and analyze text ● Build vocabulary through use of context clues. ● Determine and support connotative and denotative meanings with textual evidence. ● Explain the function of and apply prepositional phrase, infinitive phrase, and independent/dependent clauses (adjective clauses, adverb clauses, noun clauses) ● Identify, compare/contrast, and apply elements of Narrative, Expository, and Persuasive Writing ● Demonstrate understanding of and apply punctuation when writing: use commas to separate coordinate adjectives. ● Develop arguments to support claims, develop text to convey main ideas and information in expository pieces, and develop plots, characters, setting etc. to develop a narrative story line.
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Assessments	<ul style="list-style-type: none"> ● STAR Reading Assessment ● Accelerated Reader Assessments ● Comprehension Tests ● Vocabulary tests ● Illustrating text ideas ● Graphic Organizers ● Multimedia presentations/oral presentations ● Grammar/Writing Conventions Tests ● Self and Peer Assessments ● Writing Assessments (Expository, Persuasive, Narrative, Analytical/Short Constructed Responses)
Interventions/ Differentiated Instruction	<ul style="list-style-type: none"> ● Nonlinguistic representations of key concepts – story map, character sketches, graphs, graphic organizers, webs, plot diagrams, symbols, models ● Note-taking organizers ● Direct Instruction ● Project Shadowing ● Multi-sensory approach ● Cooperative Learning ● Pneumatic Devices ● Smart Board Activities ● STAR Reading Benchmarks
Interdisciplinary Connections	<ul style="list-style-type: none"> ● Social Studies: Geography, Social Context, Historical Context ● Science: Life, Physical and Earth ● Health: Health and Wellness Issues ● Math: Consumer Math ● Appreciation of The Arts and Music
Lesson Resources /Activities	<ul style="list-style-type: none"> ● Novels: <i>The Giver</i> by Lois Lowry <i>The Breadwinner</i> by Deborah Ellis <i>The Acorn People</i> by Ron Jones <i>A Wrinkle in Time</i> by Madeleine L'Engle <i>The Outsiders</i> by S.E Hinton <i>At Her Majesty's Request</i> by Walter Dean Myers <i>The Adoration of Jenna Fox</i> by Mary E. Pearson ● <i>Language Network</i> – McDougal Littell (Red, Grade 7) ● <i>Language of Literature</i> – McDougal Littell (Red, Grade 7) ● <i>Wordly Wise, Book 7</i> ● SmartBoard Activities– Smart Exchange ● <i>Lessons That Change Writers</i> – Nancie Atwell, Heinemann Press ● <i>Empowering Writers</i> - Barbara Mariconda & Dea Paoletta Auray (Grade 7) ● Collaborative Learning Activities ● Scholastic Scope Magazine/Various Forms of Informational Text Sources ● Various Forms of Technology/Multimedia Resources
ELA New Jersey Student Learning Standards	
Grade: Seven	
Strand: Reading Standards for Literature 6-12 (RL) Reading Standards for Informational Text 6-12 (RI) Writing Standards 6-12 (W) Speaking and Listening Standards 6-12 (SL) Language Standards 6-12 (L)	
Category: <ul style="list-style-type: none"> ● Key Ideas and Details ● Craft and Structure 	#. Standard: RL7:1,2,3,4,5,6,7,9,10 RI7: 1,2,3,4,5,6,8,9,10

<ul style="list-style-type: none"> ● Integration of Knowledge and Ideas ● Range of Reading and Level of Text Complexity ● Text Types and Purposes ● Production and Distribution of Writing ● Research to Build and Present Knowledge ● Range of Writing ● Comprehension and Collaboration ● Presentation of Knowledge and Ideas ● Conventions of Standard English ● Knowledge of Language ● Vocabulary Acquisition and Use 	<p>W7:1.a.b.c.d.e,2.a.b.c.d.e.f.,3.a.b.c.d.e,4,5,6,7,8,9.a.b,10</p> <p>SL7: 1.a.b.c.d,2,3,4,5,6</p> <p>L7:1.a.b.c.d.e,2.a.b, 3.a, 4.a.b.c.d,5.a.b.c,6</p>
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Career and College Readiness Anchor Standards for Reading: Key Ideas and Details, Craft and Structure, Integration of Knowledge and Ideas, Range of Reading and Level of Text Complexity

Career and College Readiness Anchor Standards for Writing: Text Types and Purposes, Production and Distribution of Writing, Research to Build and Present Knowledge, Range of Writing

Career and College Readiness Anchor Standards for Speaking and Listening: Comprehension and Collaboration, Presentation of Knowledge and Ideas

Career and College Readiness Anchor Standards for Language: Conventions of Standards English, Knowledge of Language, Vocabulary Acquisition and Use

Technology Standards

- 8.1A Grade 8 CPI 1, Demonstrate knowledge of a real world problem using digital tools.
- 8.1A Grade 8 CPI 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.
- 8.1B Grade 8 CPI 1, Synthesize and publish information about a local or global issue or event (ex. telecollaborative project, blog, school web).
- 8.1D Grade 8 CPI 2, Demonstrate the application of appropriate citations to digital content.
- 8.1D Grade 8 CPI 3, Demonstrate an understanding of fair use and Creative Commons to intellectual property.
- 8.1D Grade 8 CPI 4, Assess the credibility and accuracy of digital content.
- 8.1E Grade 8 CPI 1, Effectively use a variety of search tools and filters in professional public databases to find information to solve a real world problem.
- 8.1F Grade 8 CPI 1, Explore a local issue, by using digital tools to collect and analyze data to identify a solution and make an informed decision.
- 8.2A Grade 8 CPI 1, Research a product that was designed for a specific demand and identify how the product has changed to meet new demands (i.e. telephone for communication - smart phone for mobility needs).
- 8.2B Grade 8 CPI 5, Identify new technologies resulting from the demands, values, and interests of individuals, businesses, industries and societies.
- 8.2C Grade 8 CPI 4, Identify the steps in the design process that would be used to solve a designated problem.

21st Century Themes

X	Global Awareness	X	Financial, Economic, Business, and Entrepreneurial Literacy	X	Civic Literacy	X	Health Literacy
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21st Century Skills

X	Creativity and Innovation	X	Critical Thinking and Problem Solving	X	Communication and Collaboration	X	Information Literacy
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X	Media Literacy	X	ICT Literacy	X	Life and Career Skills
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Pine Hill Public Schools
English Language Arts Curriculum

Unit Title: History through Literature and Informational Text		Unit #: 4
Course or Grade Level: Seven		Length of Time: 4 weeks
Date Created: August 8, 2018		BOE Approval Date:
Pacing	February-March	
Essential Questions	<ul style="list-style-type: none"> ● How do we apply and build upon skills addressed/mastered in prior units? ● How does literature reflect the time period in which it was written? ● How does an author’s background influence his or her writing? ● How do we analyze and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts? ● How can we draw evidence from literary or informational texts in order to write arguments to support analysis, reflection, and research? ● How can we investigate and conduct research projects, utilizing an inquiry-based research process in order to build on others’ ideas while expressing their own clearly through writing persuasively and analytically? 	
Content	<ul style="list-style-type: none"> ● Elements of Fiction and Informational Text ● Reading for a variety of purposes ● Reading Strategies ● Structural Analysis of Literature ● Writing Conventions (punctuation, capitalization, parts of speech, sentence structure, paragraph form, essay form) ● Grammar skills ● Vocabulary ● Narrative, Expository, Persuasive, and/or Analytical Writing 	
Skills	<p>Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach</p> <ul style="list-style-type: none"> ● Compare and contrast historical fiction to information text on same time period. ● Respond to text with precise language and specific details - QUASI: question, understand, answer, support, insight. ● Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism. ● Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. ● Determine an author’s point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others. ● Delineate a speaker’s argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence. ● Read and demonstrate comprehension of a variety of informational text. ● Use non linguistic representations to demonstrate comprehension. ● Explain prior knowledge before reading. ● Infer ideas and draw conclusions based on textual evidence ● Make predictions regarding movement of plot. ● Identify the author(s) stated or implied purpose(s) for writing a specified text. ● Describe/understand setting, character development, plot, theme and conflict. ● Analyze elements of author’s style including word choice, sentence structure, imagery, language patterns, and literary devices including foreshadowing and irony, ● Make inferences and draw conclusions based on information given by author, as well as prior knowledge. ● Use strategies and graphic organizers to summarize and analyze text. ● Build vocabulary through use of context clues. 	

	<ul style="list-style-type: none"> ● Determine and support connotative and denotative meanings with textual evidence. ● Explain the function of and apply prepositional phrase, infinitive phrase, and independent/dependent clauses (adjective clauses, adverb clauses, noun clauses) ● Identify, compare and contrast, and apply elements of Narrative, Expository, and Persuasive Writing ● Demonstrate understanding of and apply punctuation when writing: use commas to separate coordinate adjectives. 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. ● Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims. ● Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study. ● Delineate a speaker’s argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence. ● Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression. ● How can we use technology, including the Internet, to produce and publish writing and to interact and collaborate with others?
Assessments	<ul style="list-style-type: none"> ● STAR Reading Assessment ● Accelerated Reader Assessments ● Comprehension Tests ● Vocabulary tests ● Illustrating text ideas ● Graphic Organizers ● Multimedia presentations/oral presentations ● Grammar/Writing Conventions Tests ● Self and Peer Assessments ● Writing Assessments (Expository, Persuasive, Narrative, Analytical/Short Constructed Responses)
Interventions/ Differentiated Instruction	<ul style="list-style-type: none"> ● Nonlinguistic representations of key concepts – story map, character sketches, graphs, graphic organizers, webs, plot diagrams, symbols, models ● Note-taking organizers ● Direct Instruction ● Project Shadowing ● Multi-sensory approach ● Cooperative Learning ● Pneumatic Devices ● Smart Board Activities ● STAR Reading Benchmarks
Interdisciplinary Connections	<ul style="list-style-type: none"> ● Social Studies: Geography, Social Context, Historical Context ● Science: Life, Physical and Earth ● Health: Health and Wellness Issues ● Math: Consumer Math ● Appreciation of The Arts and Music
Lesson Resources/ Activities	<ul style="list-style-type: none"> ● Novels: <i>The Giver</i> by Lois Lowry <i>The Breadwinner</i> by Deborah Ellis <i>The Acorn People</i> by Ron Jones <i>A Wrinkle in Time</i> by Madeleine L’Engle <i>The Outsiders</i> by S.E Hinton <i>At Her Majesty’s Request</i> by Walter Dean Myers <i>The Adoration of Jenna Fox</i> by Mary E. Pearson ● <i>Language Network</i> – McDougal Littell (Red, Grade 7) ● <i>Language of Literature</i> – McDougal Littell (Red, Grade 7) ● <i>Wordly Wise, Book 7</i>

- SmartBoard Activities– Smart Exchange
- *Lessons That Change Writers* – Nancie Atwell, Heinemann Press
- *Empowering Writers* - Barbara Mariconda & Dea Paoletta Auray (Grade 7)
- Collaborative Learning Activities
- Scholastic Scope Magazine/Various Forms of Informational Text Sources
- Various Forms of Technology/Multimedia Resources

ELA New Jersey Student Learning Standards

Grade: Seven

Strand: Reading Standards for Literature 6-12 (RL)
 Reading Standards for Informational Text 6-12 (RI)
 Writing Standards 6-12 (W)
 Speaking and Listening Standards 6-12 (SL)
 Language Standards 6-12 (L)

Category:

- Key Ideas and Details
- Craft and Structure
- Integration of Knowledge and Ideas
- Range of Reading and Level of Text Complexity
- Text Types and Purposes
- Production and Distribution of Writing
- Research to Build and Present Knowledge
- Range of Writing
- Comprehension and Collaboration
- Presentation of Knowledge and Ideas
- Conventions of Standard English
- Knowledge of Language
- Vocabulary Acquisition and Use

#. Standard:

- NJLSA.W5
- RI.7.6.
- RI.7.8.
- RI.7.9.
- NJLSA.R9
- NJLSA W.7.1.a,b,c,d,e
- W.7.6
- SL.7.2
- SL.7.3.
- NJLSA.W4.
- NJLSA.W9
- NJLSA.W7
- NJLSA.W8.
- SL.7.3
- NJLSA.L6.
- NJLSA.SL1.

Career and College Readiness Anchor Standards for Reading: Key Ideas and Details, Craft and Structure, Integration of Knowledge and Ideas, Range of Reading and Level of Text Complexity

Career and College Readiness Anchor Standards for Writing: Text Types and Purposes, Production and Distribution of Writing, Research to Build and Present Knowledge, Range of Writing

Career and College Readiness Anchor Standards for Speaking and Listening: Comprehension and Collaboration, Presentation of Knowledge and Ideas

Career and College Readiness Anchor Standards for Language: Conventions of Standards English, Knowledge of Language, Vocabulary Acquisition and Use

Technology Standards

Standards

8.1A Grade 8 CPI 1, Demonstrate knowledge of a real world problem using digital tools.

8.1A Grade 8 CPI 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.

- 8.1B Grade 8 CPI 1, Synthesize and publish information about a local or global issue or event (ex. telecollaborative project, blog, school web).
- 8.1D Grade 8 CPI 2, Demonstrate the application of appropriate citations to digital content.
- 8.1D Grade 8 CPI 3, Demonstrate an understanding of fair use and Creative Commons to intellectual property.
- 8.1D Grade 8 CPI 4, Assess the credibility and accuracy of digital content.
- 8.1E Grade 8 CPI 1, Effectively use a variety of search tools and filters in professional public databases to find information to solve a real world problem.
- 8.1F Grade 8 CPI 1, Explore a local issue, by using digital tools to collect and analyze data to identify a solution and make an informed decision.
- 8.2A Grade 8 CPI 1, Research a product that was designed for a specific demand and identify how the product has changed to meet new demands (i.e. telephone for communication - smart phone for mobility needs).
- 8.2B Grade 8 CPI 5, Identify new technologies resulting from the demands, values, and interests of individuals, businesses, industries and societies.
- 8.2C Grade 8 CPI 4, Identify the steps in the design process that would be used to solve a designated problem.

21st Century Themes

X	Global Awareness	X	Financial, Economic, Business, and Entrepreneurial Literacy	X	Civic Literacy	X	Health Literacy
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21st Century Skills

X	Creativity and Innovation	X	Critical Thinking and Problem Solving	X	Communication and Collaboration	X	Information Literacy
X	Media Literacy	X	ICT Literacy	X	Life and Career Skills		

Pine Hill Public Schools
English Language Arts Curriculum

Unit Title: Analyzing Complex Literature		Unit #: 5
Course or Grade Level: Seven		Length of Time: 3 weeks
Date Created: August 8, 2018		BOE Approval Date:
Pacing	April	
Essential Questions	<ul style="list-style-type: none"> ● How do we apply and build upon skills addressed/mastered in prior units? ● How does knowing your audience and purpose contribute to the production of effective writing and presentation of knowledge in which the development, organization, voice, and style are appropriate to task? ● How does analyzing key and supporting details throughout the development of two or more texts contribute to similar themes or central ideas? ● How does the genre of writing chosen by the author accomplish his or her purpose? ● How can we create multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points? 	
Content	<ul style="list-style-type: none"> ● Elements of Fiction and Informational Text ● Reading for a variety of purposes ● Reading Strategies ● Structural Analysis of Literature ● Grammar skills ● Writing Conventions (punctuation, capitalization, parts of speech, sentence structure, paragraph form, essay form) ● Vocabulary ● Narrative, Expository, Persuasive and/or Analytical Writing 	
Skills	<ul style="list-style-type: none"> ● Respond to text with precise language and specific details - short constructed response ● Analyze how an author develops and contrasts the points of view of different characters or narrators in a text ● Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content. ● Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points. ● Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation. ● Use precise language and domain-specific vocabulary to inform about or explain the topic. ● Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples ● Read and demonstrate comprehension of a variety of informational text. ● Research, collect, and organize information from informational text in order to form an argument for or against an issue. ● Write an essay based on research that poses an argument for or against an issue. ● Use non linguistic representations to demonstrate comprehension. ● Explain prior knowledge before reading. ● Infer ideas and draw conclusions based on textual evidence ● Identify the author(s) stated or implied purpose(s) for writing a specified text. ● Analyze elements of author's style including word choice, sentence structure, imagery, language patterns, and literary devices. ● Make inferences and draw conclusions based on information given by author, as well as prior knowledge. ● Use strategies and graphic organizers to summarize and analyze text. ● Build vocabulary through use of context clues. ● Determine and support connotative and denotative meanings with textual evidence. 	

	<ul style="list-style-type: none"> ● Explain the function of and apply prepositional phrase, infinitive phrase, and independent/dependent clauses (adjective clauses, adverb clauses, noun clauses) ● Identify, compare and contrast, and apply elements of Narrative, Expository, and Persuasive Writing ● Demonstrate understanding of and apply punctuation when writing: use commas to separate coordinate adjectives.
Assessments	<ul style="list-style-type: none"> ● STAR Reading Assessment ● Accelerated Reader Assessments ● Comprehension Tests ● Vocabulary tests ● Illustrating text ideas ● Graphic Organizers ● Multimedia presentations/oral presentations ● Grammar/Writing Conventions Tests ● Self and Peer Assessments ● Writing Assessments (Expository, Persuasive, Narrative, Analytical/Short Constructed Responses)
Interventions/ Differentiated Instruction	<ul style="list-style-type: none"> ● Nonlinguistic representations of key concepts – story map, graphs, graphic organizers, webs, plot diagrams, symbols, models ● Note-taking organizers ● Direct Instruction ● Multi-sensory approach ● Cooperative Learning ● Pneumatic Devices ● Smart Board Activities ● STAR Reading Benchmarks
Interdisciplinary Connections	<ul style="list-style-type: none"> ● Social Studies: Geography, Social Context, Historical Context ● Science: Life, Physical and Earth ● Health: Health and Wellness Issues ● Math: Consumer Math ● Appreciation of The Arts and Music
Lesson Resources/ Activities	<ul style="list-style-type: none"> ● Novels: <i>The Giver</i> by Lois Lowry <i>The Breadwinner</i> by Deborah Ellis <i>The Acorn People</i> by Ron Jones <i>A Wrinkle in Time</i> by Madeleine L'Engle <i>The Outsiders</i> by S.E Hinton <i>At Her Majesty's Request</i> by Walter Dean Myers <i>The Adoration of Jenna Fox</i> by Mary E. Pearson ● <i>Language Network</i> – McDougal Littell (Red, Grade 7) ● <i>Language of Literature</i> – McDougal Littell (Red, Grade 7) ● <i>Wordly Wise, Book 7</i> ● SmartBoard Activities– Smart Exchange ● <i>Lessons That Change Writers</i> – Nancie Atwell, Heinemann Press ● <i>Empowering Writers</i> - Barbara Mariconda & Dea Paoletta Auray (Grade 7) ● Collaborative Learning Activities ● Scholastic Scope Magazine/Various Forms of Informational Text Sources ● Various Forms of Technology/Multimedia Resources

ELA New Jersey Student Learning Standards

Grade: Seven

Strand: Reading Standards for Literature 6-12 (RL)
 Reading Standards for Informational Text 6-12 (RI)
 Writing Standards 6-12 (W)
 Speaking and Listening Standards 6-12 (SL)

Language Standards 6-12 (L)

- Category:**
- Key Ideas and Details
 - Craft and Structure
 - Integration of Knowledge and Ideas
 - Range of Reading and Level of Text Complexity
 - Text Types and Purposes
 - Production and Distribution of Writing
 - Research to Build and Present Knowledge
 - Range of Writing
 - Comprehension and Collaboration
 - Presentation of Knowledge and Ideas
 - Conventions of Standard English
 - Knowledge of Language
 - Vocabulary Acquisition and Use

- #. Standard:**
- NJSLSA.R9
 - NJSLSA.R9
 - SL.7
 - SL.7.4.
 - SL.7.5.
 - SL.7.6
 - NJSLSA.W2
 - W.7.2
 - W.7.4
 - NJSLSA.W7.
 - NJSLSA.SL1.
 - W.7.7.

Career and College Readiness Anchor Standards for Reading: Key Ideas and Details, Craft and Structure, Integration of Knowledge and Ideas, Range of Reading and Level of Text Complexity
Career and College Readiness Anchor Standards for Writing: Text Types and Purposes, Production and Distribution of Writing, Research to Build and Present Knowledge, Range of Writing
Career and College Readiness Anchor Standards for Speaking and Listening: Comprehension and Collaboration, Presentation of Knowledge and Ideas
Career and College Readiness Anchor Standards for Language: Conventions of Standards English, Knowledge of Language, Vocabulary Acquisition and Use

Technology Standards

Standards

- 8.1A Grade 8 CPI 1, Demonstrate knowledge of a real world problem using digital tools.
- 8.1A Grade 8 CPI 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.
- 8.1B Grade 8 CPI 1, Synthesize and publish information about a local or global issue or event (ex. telecollaborative project, blog, school web).
- 8.1D Grade 8 CPI 2, Demonstrate the application of appropriate citations to digital content.
- 8.1D Grade 8 CPI 3, Demonstrate an understanding of fair use and Creative Commons to intellectual property.
- 8.1D Grade 8 CPI 4, Assess the credibility and accuracy of digital content.
- 8.1E Grade 8 CPI 1, Effectively use a variety of search tools and filters in professional public databases to find information to solve a real world problem.
- 8.1F Grade 8 CPI 1, Explore a local issue, by using digital tools to collect and analyze data to identify a solution and make an informed decision.
- 8.2A Grade 8 CPI 1, Research a product that was designed for a specific demand and identify how the product has changed to meet new demands (i.e. telephone for communication - smart phone for mobility needs).
- 8.2B Grade 8 CPI 5, Identify new technologies resulting from the demands, values, and interests of individuals, businesses, industries and societies.
- 8.2C Grade 8 CPI 4, Identify the steps in the design process that would be used to solve a designated problem.

21st Century Themes

X	Global Awareness	X	Financial, Economic, Business, and Entrepreneurial	X	Civic Literacy	X	Health Literacy
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			Literacy				
21st Century Skills							
X	Creativity and Innovation	X	Critical Thinking and Problem Solving	X	Communication and Collaboration	X	Information Literacy
X	Media Literacy	X	ICT Literacy	X	Life and Career Skills		

Pine Hill Public Schools
English Language Arts Curriculum

Unit Title: Utilizing a Range of Disciplines		Unit #: 6
Course or Grade Level: Seven		Length of Time: 6 weeks
Date Created: August 8, 2018		BOE Approval Date:
Pacing	May - June	
Essential Questions	<ul style="list-style-type: none"> ● How do we apply, transfer, and build upon skills addressed/mastered in prior units to demonstrate full comprehension of literature at grade level text-complexity? ● What are the elements that deepen the understanding of poetry? ● How can we demonstrate knowledge of language and its conventions, figurative language, word relationships, nuances in word meanings when writing, speaking, reading, or listening? ● How can we utilize the understanding of the writing process and knowledge of language to develop and strengthen writing as needed by focusing on how well purpose, audience, and style have been addressed? 	
Content	<ul style="list-style-type: none"> ● Elements of Fiction ● Reading for a variety of purposes ● Reading Strategies ● Structural Analysis of Literature ● Writing Conventions (punctuation, capitalization, parts of speech, sentence structure, paragraph form, essay form) ● Grammar skills ● Vocabulary ● Narrative, Expository, Persuasive and/or Analytical Writing 	
Skills	<p>Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.</p> <ul style="list-style-type: none"> ● Analyze various genres and subgenres of fiction and nonfiction (including poetry and drama). ● Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., refined, respectful, polite, diplomatic, condescending). ● Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy ● How do you use technology to produce and publish a writing piece? ● Analyze how particular lines of dialogue propel the action, reveal the aspect of a character, or provoke a decision. ● Understand and analyze plot development. ● Analyze how a drama's or poem's form or structure (e.g., soliloquy, sonnet) contributes to its meaning ● How do particular lines of text propel the action, reveal the aspect of a character, or provoke a decision? ● Analyze the interpretation of a film or live production's adaptation of a story or drama. <ul style="list-style-type: none"> ● Use technology to produce and publish a writing piece. ● Integrate and evaluate content presented in diverse formats and media. ● Gather, select, and organize information from a variety of print and technical sources to conduct research projects. ● Engage in a range of collaborative discussions with peers. ● Present information to peers for discussion and evaluation. ● Analyze the purpose of information being presented and evaluate the motive behind its presentation. ● Orally present claims and findings clearly and concisely. ● Integrate multimedia and visual displays into presentations. 	
Assessments	<ul style="list-style-type: none"> ● STAR Reading Assessment ● Accelerated Reader Assessments ● Comprehension Tests ● Vocabulary tests ● Illustrating text ideas 	

	<ul style="list-style-type: none"> • Graphic Organizers • Multimedia presentations/oral presentations • Grammar/Writing Conventions Tests • Self and Peer Assessments • Writing Assessments (Expository, Persuasive, Narrative, Analytical/Short Constructed Responses)
Interventions/ Differentiated Instruction	<ul style="list-style-type: none"> • Nonlinguistic representations of key concepts – story map, character sketches, graphs, graphic organizers, webs, plot diagrams, symbols, models • Note-taking organizers • Direct Instruction • Project Shadowing • Multi-sensory approach • Cooperative Learning • Pneumatic Devices • Smart Board Activities • STAR Reading Benchmarks
Interdisciplinary Connections	<ul style="list-style-type: none"> • Social Studies: Geography, Social Context, Historical Context • Science: Life, Physical and Earth • Health: Health and Wellness Issues • Math: Consumer Math • Appreciation of The Arts and Music
Lesson Resources/ Activities	<ul style="list-style-type: none"> • Novels: <i>The Giver by Lois Lowry</i> <i>The Breadwinner by Deborah Ellis</i> <i>The Acorn People by Ron Jones</i> <i>A Wrinkle in Time by Madeleine L'Engle</i> <i>The Outsiders by S.E Hinton</i> <i>At Her Majesty's Request by Walter Dean Myers</i> <i>The Adoration of Jenna Fox by Mary E. Pearson</i> • <i>Language Network</i> – McDougal Littell (Red, Grade 7) • <i>Language of Literature</i> – McDougal Littell (Red, Grade 7) • <i>Wordly Wise, Book 7</i> • SmartBoard Activities– Smart Exchange • <i>Lessons That Change Writers</i> – Nancie Atwell, Heinemann Press • <i>Empowering Writers</i> - Barbara Mariconda & Dea Paoletta Auray (Grade 7) • Collaborative Learning Activities • Scholastic Scope Magazine/Variou Forms of Informational Text Sources • Various Forms of Technology/Multimedia Resources

ELA New Jersey Student Learning Standards

Grade: Seven

Strand: Reading Standards for Literature 6-12 (RL)
 Reading Standards for Informational Text 6-12 (RI)
 Writing Standards 6-12 (W)
 Speaking and Listening Standards 6-12 (SL)
 Language Standards 6-12 (L)

Category:

- Key Ideas and Details
- Craft and Structure
- Integration of Knowledge and Ideas
- Range of Reading and Level of Text Complexity
- Text Types and Purposes

#. Standard:

- RL.7.5.
- W.7.3.A.
- W.7.5.
- L.7.5.
- NJSLSA.L3.
- 7.3.A

<ul style="list-style-type: none"> ● Production and Distribution of Writing ● Research to Build and Present Knowledge ● Range of Writing ● Comprehension and Collaboration ● Presentation of Knowledge and Ideas ● Conventions of Standard English ● Knowledge of Language ● Vocabulary Acquisition and Use 	RL.7.10. W.7.4. NJSLSA.R4.
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Career and College Readiness Anchor Standards for Reading: Key Ideas and Details, Craft and Structure, Integration of Knowledge and Ideas, Range of Reading and Level of Text Complexity
Career and College Readiness Anchor Standards for Writing: Text Types and Purposes, Production and Distribution of Writing, Research to Build and Present Knowledge, Range of Writing
Career and College Readiness Anchor Standards for Speaking and Listening: Comprehension and Collaboration, Presentation of Knowledge and Ideas
Career and College Readiness Anchor Standards for Language: Conventions of Standards English, Knowledge of Language, Vocabulary Acquisition and Use

Technology Standards

Standards

- 8.1A Grade 8 CPI 1, Demonstrate knowledge of a real world problem using digital tools.
- 8.1A Grade 8 CPI 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.
- 8.1B Grade 8 CPI 1, Synthesize and publish information about a local or global issue or event (ex. telecollaborative project, blog, school web).
- 8.1D Grade 8 CPI 2, Demonstrate the application of appropriate citations to digital content.
- 8.1D Grade 8 CPI 3, Demonstrate an understanding of fair use and Creative Commons to intellectual property.
- 8.1D Grade 8 CPI 4, Assess the credibility and accuracy of digital content.
- 8.1E Grade 8 CPI 1, Effectively use a variety of search tools and filters in professional public databases to find information to solve a real world problem.
- 8.1F Grade 8 CPI 1, Explore a local issue, by using digital tools to collect and analyze data to identify a solution and make an informed decision.
- 8.2A Grade 8 CPI 1, Research a product that was designed for a specific demand and identify how the product has changed to meet new demands (i.e. telephone for communication - smart phone for mobility needs).
- 8.2B Grade 8 CPI 5, Identify new technologies resulting from the demands, values, and interests of individuals, businesses, industries and societies.
- 8.2C Grade 8 CPI 4, Identify the steps in the design process that would be used to solve a designated problem.

21st Century Themes

X	Global Awareness	X	Financial, Economic, Business, and Entrepreneurial Literacy	X	Civic Literacy	X	Health Literacy
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21st Century Skills

X	Creativity and Innovation	X	Critical Thinking and Problem Solving	X	Communication and Collaboration	X	Information Literacy
X	Media Literacy	X	ICT Literacy	X	Life and Career Skills		