

## Pine Hill Public Schools Curriculum

Content Area:		<b>G/T English Language Arts</b>	
Course Title/ Grade Level:		<b>Grade Seven</b>	
Unit 1:	<b>Elements of Fiction/Non Fiction Conventions of Writing Research</b>	Month:	<b>September – October 6 weeks</b>
Unit 2:	<b>Comparing Literature and Informational Text</b>	Month:	<b>November – December 6 weeks</b>
Unit 3:	<b>Analyzing and Responding to Literature and Informational Text Research</b>	Month:	<b>January 4 weeks</b>
Unit 4:	<b>History through Literature and Informational Text</b>	Month:	<b>February – March 4 weeks</b>
Unit 5:	<b>Responding to Informational Text Research</b>	Month:	<b>April 3 weeks</b>
Unit 6:	<b>Utilizing a Range of Disciplines Research</b>	Month:	<b>May –June 6 weeks</b>
BOE Approval Date:		<b>August 28, 2012</b>	

**Pine Hill Public Schools**  
**English Language Arts Curriculum**

<b>Unit Title: Elements of Fiction/Nonfiction Conventions of Writing/Research</b>		<b>Unit #: 1</b>
<b>Course or Grade Level: Seven</b>		<b>Length of Time: 6 weeks</b>
<b>Pacing</b>	September - October	
<b>Essential Questions</b>	<p><b>Reading</b></p> <ul style="list-style-type: none"> <li>• What do we know about various genres of literature?</li> <li>• How do elements of literature interact and affect comprehension?</li> <li>• How does one develop strategies for reading comprehension?</li> <li>• What is the relationship between fiction and “truth”?</li> </ul> <p><b>Writing</b></p> <ul style="list-style-type: none"> <li>• Why are organization and style important in helping the audience understand the purpose and meaning of text?</li> <li>• How do conventions of writing affect the clarity and organization of written communication?</li> <li>• How do you evaluate writing?</li> <li>• What is the purpose of investigation and research?</li> <li>• How does one apply research techniques in completing projects?</li> </ul>	
<b>Content</b>	<p><b>Reading</b></p> <ul style="list-style-type: none"> <li>• Genres of Literature - fiction, nonfiction, poetry, drama, science fiction, fantasy, historical fiction, informational text</li> <li>• Elements of Fiction, Non Fiction, and Informational Text</li> <li>• Reading for a variety of purposes</li> <li>• Reading Strategies</li> <li>• Structural Analysis of Literature</li> </ul> <p><b>Writing</b></p> <ul style="list-style-type: none"> <li>• Grammar - Parts of Speech (Nouns, Pronouns, Verbs, Adjectives, Adverbs)</li> <li>• Writing Conventions (punctuation, capitalization, sentence structure, paragraph form, essay form)</li> <li>• Vocabulary</li> <li>• NJ Holistic Scoring Rubric</li> <li>• Research skills and applying research</li> <li>• Habits of Mind</li> <li>• Evaluating content for reliable resources</li> </ul>	
<b>Skills</b>	<p><b>Reading</b></p> <ul style="list-style-type: none"> <li>• Distinguish and compare elements of different genres: fiction, nonfiction, poetry, drama, science fiction, fantasy, historical fiction, informational text</li> <li>• Identify and Analyze Elements of Literature: setting, plot, theme, characters, conflict, point-of-view, exposition, rising action, climax, falling action)</li> <li>• Research and summarize author background</li> <li>• Organize internal and external elements of text to build comprehension (i.e. author background, genre, elements of literature, )</li> </ul> <p><b>Writing</b></p> <ul style="list-style-type: none"> <li>• Define and apply parts of speech (Nouns, Pronouns, Verbs, Adjectives, Adverbs, Prepositions, Conjunctions, Interjections, Gerunds, Participles)</li> <li>• Demonstrate understanding of and apply a variety of sentence structures to writing: simple, compound, complex, and compound-complex.</li> <li>• Demonstrate understanding of and apply punctuation when writing: use commas to separate ideas in a series.</li> <li>• 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.</li> <li>• Generate and narrow topics by considering purpose, audience, and form with a variety of strategies.</li> <li>• Formulate goals and select methods to use and make the necessary effort to achieve their objectives.</li> <li>• Select/Narrow a topic for research.</li> </ul>	

	<ul style="list-style-type: none"> <li>• Determine appropriate and valid resources of information for research.</li> <li>• Determine appropriate end product for presenting research.</li> <li>• Evaluate and score writing using the NJ Holistic Scoring Rubric.</li> </ul>
<b>Assessments</b>	<ul style="list-style-type: none"> <li>• <b>Reading</b></li> <li>• STAR Reading Assessment</li> <li>• Formative assessments <ul style="list-style-type: none"> <li>AR Tests</li> <li>Comprehension Tests</li> <li>Vocabulary tests</li> <li>Illustrating text ideas</li> <li>Graphic Organizers</li> </ul> </li> <li>• Response Journal (real life connections to literature)</li> <li>• <b>Writing</b></li> <li>• Formative assessments (grammar/punctuation tests, DOL, vocabulary, Expository, Persuasive, Narrative Writing)</li> <li>• Summative Writing Assessments (Expository, Persuasive, Narrative)</li> <li>• Portfolios</li> <li>• Research Projects</li> </ul>
<b>Interventions / differentiated instruction</b>	<ul style="list-style-type: none"> <li>• Nonlinguistic representations of key concepts – story map, character sketches, graphs, graphic organizers, webs, plot diagrams, symbols, models</li> <li>• Note-taking organizers</li> <li>• Direct Instruction</li> <li>• Small Group Instruction</li> <li>• Multi-sensory approach</li> <li>• Cooperative Learning</li> <li>• Pneumatic Devices</li> <li>• Smart Board Activities</li> <li>• STAR Reading Benchmarks</li> </ul>
<b>Inter-disciplinary Connections</b>	<ul style="list-style-type: none"> <li>• Social Studies: Connect to Current Events, Social and Cultural Context, and Historical Context through written text and media.</li> <li>• Science: Life, Physical and Earth</li> <li>• Health: Health and Wellness Issues</li> <li>• Math: Consumer Math</li> </ul>
<b>Lesson resources / Activities</b>	<ul style="list-style-type: none"> <li>• <b>Novels</b> <ul style="list-style-type: none"> <li><i>The Giver by Lois Lowry</i></li> <li><i>The Breadwinner by Deborah Ellis</i></li> <li><i>The Acorn People by Ron Jones</i></li> <li><i>Among the Hidden by Margaret Peterson Haddix</i></li> <li><i>A Wrinkle in Time by Madeleine L'Engle</i></li> </ul> </li> <li>• <b>Various nonfiction informational text (newseum.org, Scholastic SCOPE Magazine)</b></li> <li>• <i>Language Network</i> – McDougal Littell (Red, Grade 7)</li> <li>• <i>Language of Literature</i> – McDougal Littell (Red, Grade 7) <ul style="list-style-type: none"> <li>Unit One – <i>Learning from Experience</i></li> </ul> </li> <li>• <i>Vocabulary for Achievement</i> – Great Source</li> <li>• SmartBoard Activities– Smart Exchange</li> <li>• <i>Lessons That Change Writers</i> – Nancie Atwell, Heinemann Press</li> <li>• <i>Collaborative Learning Activities</i></li> <li>• <i>READ Magazine</i></li> <li>• <i>Activating and Engaging Habits of Mind-Costa and Kallick</i></li> <li>• <i>Educating the Gifted Students in Middle School-Susan Rakow, Ph.D</i></li> <li>• <i>Philosophy for Kids-David A. White</i></li> <li>• <i>Student-Involved Assessment for Learning-Richard J. Stiggins</i></li> <li>• <i>Practical Strategies for the Classroom</i></li> <li>• <i>Techniques for Gifted and Highly Capable Students: A Differentiated Approach</i> – Bureau of Education and Research</li> </ul>

**ELA Common Core 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:**

**RL7:2,3,4,10**

**RI7: 2,4,5,10**

**W7:4,5,9.b,10**

**SL7: 1.a.b.c.d,2,3,6**

**L7:1.a.b.d.e,2.b, 3.a, 4.a.b.c.d,5.a.b,6**

**NAGCS**

**Gifted and Talented education must include curricular and instructional opportunities directed to the unique needs of the gifted learner.**

*1.1. Self-Understanding.* Students with gifts and talents demonstrate self-knowledge with respect to their interests, strengths, identities, and needs in socio-emotional development and in intellectual, academic, creative, leadership, and artistic domains.

*1.2. Self-Understanding.* Students with gifts and talents possess a developmentally appropriate understanding of how they learn and grow; they recognize the influences of their beliefs, traditions, and values on their learning and behavior.

*1.3. Self-Understanding.* Students with gifts and talents demonstrate understanding of and respect for similarities and differences between themselves and their peer group and others in the general population.

*1.4. Awareness of Needs.* Students with gifts and talents access resources from the community to support cognitive and affective needs, including social interactions with others having similar interests and abilities or experiences, including same-age peers and mentors or experts.

*1.6. Cognitive and Affective Growth.* Students with gifts and talents benefit from meaningful and challenging learning activities addressing their unique characteristics and needs.

*1.7. Cognitive and Affective Growth.* Students with gifts and talents recognize their preferred approaches to learning and expand their repertoire.

*1.8. Cognitive and Affective Growth.* Students with gifts and talents identify future career goals that match their talents and abilities and resources needed to meet those goals (e.g., higher education opportunities, mentors, financial support).

*2.4. Learning Progress and Outcomes.* Students with gifts and talents demonstrate advanced and complex learning as a result of using multiple, appropriate, and ongoing assessments.

*3.1. Curriculum Planning.* Students with gifts and talents demonstrate growth commensurate with aptitude during the school year.

*3.2. Talent Development.* Students with gifts and talents become more competent in multiple talent areas and across dimensions of learning.

*3.3. Talent Development.* Students with gifts and talents develop their abilities in their domain of talent and/or area of interest.

*3.4. Instructional Strategies.* Students with gifts and talents become independent investigators.

*3.5. Culturally Relevant Curriculum.* Students with gifts and talents develop knowledge and skills for living and being productive in a multicultural, diverse, and global society.

*3.6. Resources.* Students with gifts and talents benefit from gifted education programming that provides a variety of high quality resources and materials.

*4.1. Personal Competence.* Students with gifts and talents demonstrate growth in personal competence and dispositions for exceptional academic and creative productivity. These include

	<p>self-awareness, self-advocacy, self-efficacy, confidence, motivation, resilience, independence, curiosity, and risk taking.</p> <p>4.2. <i>Social Competence</i>. Students with gifts and talents develop social competence manifested in positive peer relationships and social interactions.</p> <p>4.3. <i>Leadership</i>. Students with gifts and talents demonstrate personal and social responsibility and leadership skills.</p> <p>4.4. <i>Cultural Competence</i>. Students with gifts and talents value their own and others' language, heritage, and circumstance. They possess skills in communicating, teaming, and collaborating with diverse individuals and across diverse groups. They use positive strategies to address social issues, including discrimination and stereotyping.</p> <p>4.5. <i>Communication Competence</i>. Students with gifts and talents develop competence in interpersonal and technical communication skills. They demonstrate advanced oral and written skills, balanced biliteracy or multiliteracy, and creative expression. They display fluency with technologies that support effective communication.</p> <p>5.1. <i>Variety of Programming</i>. Students with gifts and talents participate in a variety of evidence-based programming options that enhance performance in cognitive and affective areas.</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

**21<sup>st</sup> Century Themes**

X	Global Awareness		Financial, Economic, Business, and Entrepreneurial Literacy		Civic Literacy		Health Literacy
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**21<sup>st</sup> 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**

<b>Unit Title: Responding to Literature and Informational Text</b>		<b>Unit #: 2</b>
<b>Course or Grade Level: Seven</b>		<b>Length of Time: 6 weeks</b>
<b>Pacing</b>	October - November	
<b>Essential Questions</b>	<p><b>Reading</b></p> <ul style="list-style-type: none"> <li>• How does one develop strategies for reading comprehension?</li> <li>• How do we build understanding of informational text?</li> <li>• What does a good discussion sound like/look like?</li> <li>• What is the individual's role in making a discussion run smoothly?</li> <li>• What strategies can be used to deepen our conversations about books?</li> </ul> <p><b>Writing</b></p> <ul style="list-style-type: none"> <li>• How does an author's background influence his/her writing?</li> <li>• What are the components of narrative, expository, and persuasive writing?</li> <li>• How do conventions of writing affect the writing process?</li> <li>• How is text information analyzed and used to support research, reflection, and analysis?</li> <li>• What habits lend to successful outcomes in our work?</li> <li>• How do you evaluate your writing?</li> </ul>	
<b>Content</b>	<p><b>Reading</b></p> <ul style="list-style-type: none"> <li>• Genres of Literature - fiction, nonfiction, poetry, drama, science fiction, fantasy, historical fiction, informational text</li> <li>• Elements of Fiction, Non Fiction, and Informational Text</li> <li>• Reading for a variety of purposes</li> <li>• Reading Strategies</li> <li>• Structural Analysis of Literature</li> <li>• Literature Circles</li> </ul> <p><b>Writing</b></p> <ul style="list-style-type: none"> <li>• Grammar - Parts of Speech (Nouns, Pronouns, Verbs, Adjectives, Adverbs, <i>Prepositions, Conjunctions, Interjections</i>)</li> <li>• Writing Conventions (punctuation, capitalization, sentence structure, paragraph form, essay form)</li> <li>• Vocabulary</li> <li>• Narrative, Expository, and Persuasive Writing</li> <li>• Problem Solving and critical analysis</li> </ul>	
<b>Skills</b>	<p><b>Reading</b></p> <ul style="list-style-type: none"> <li>• Respond to text with precise language and specific details - QUASI: question, understand, answer, support, insight</li> <li>• Read and demonstrate comprehension of a variety of informational text.</li> <li>• Use non linguistic representations to demonstrate comprehension.</li> <li>• Explain prior knowledge before reading.</li> <li>• Infer ideas and draw conclusions based on textual evidence</li> <li>• Make predictions regarding movement of plot.</li> <li>• Identify the author(s) stated or implied purpose(s) for writing a specified text.</li> <li>• Describe/understand setting, character development, plot, theme and conflict.</li> <li>• Analyze elements of author's style including word choice, sentence structure, imagery, language patterns, and literary devices including foreshadowing and irony,</li> <li>• Make inferences and draw conclusions based on information given by author, as well as prior knowledge.</li> <li>• Use strategies and graphic organizers to summarize and analyze text.</li> <li>• Develop personal responses to a text.</li> <li>• Experience peer sharing of understandings and interpretations about a text.</li> <li>• Extend students' comprehension of literary selections.</li> <li>• Involve students in discussion, negotiation, compromise and decision-making in a group setting.</li> </ul>	

	<ul style="list-style-type: none"> <li>• Develop appreciation of author’s styles.</li> </ul> <p><b>Writing</b></p> <ul style="list-style-type: none"> <li>• Build vocabulary through use of context clues.</li> <li>• Determine and support connotative and denotative meanings with textual evidence.</li> <li>• Explain the function of and apply prepositional phrase, infinitive phrase, and independent/dependent clauses (adjective clauses, adverb clauses, noun clauses)</li> <li>• Identify, compare and contrast, and apply elements of Narrative, Expository, and Persuasive Writing</li> <li>• Demonstrate understanding of and apply punctuation when writing: use commas to separate coordinate adjectives.</li> <li>• Set personal standards and goals appropriate to ability level.</li> <li>• Identify and exhibit qualities and modalities of leadership.</li> </ul>
<b>Assessments</b>	<ul style="list-style-type: none"> <li>• <b>Reading</b></li> <li>• STAR Reading Assessment</li> <li>• Formative assessments <ul style="list-style-type: none"> <li>AR Tests</li> <li>Comprehension Tests</li> <li>Vocabulary tests</li> <li>Illustrating text ideas</li> <li>Graphic Organizers</li> </ul> </li> <li>• Response Journal (real life connections to literature)</li> <li>• Literature Circle Roles and Assignments</li> <li>• <b>Writing</b></li> <li>• Formative assessments (grammar/punctuation tests, DOL, vocabulary, Expository, Persuasive, Narrative)</li> <li>• Summative Writing Assessments (Expository, Persuasive, Narrative)</li> <li>• Portfolios</li> </ul>
<b>Interventions / differentiated instruction</b>	<ul style="list-style-type: none"> <li>• Nonlinguistic representations of key concepts – story map, character sketches, graphs, graphic organizers, webs, plot diagrams, symbols, models</li> <li>• Note-taking organizers</li> <li>• Direct Instruction</li> <li>• Project Shadowing</li> <li>• Multi-sensory approach</li> <li>• Cooperative Learning</li> <li>• Pneumatic Devices</li> <li>• Smart Board Activities</li> <li>• STAR Reading Benchmarks</li> <li>• Self-awareness of strengths</li> </ul>
<b>Inter-disciplinary Connections</b>	<ul style="list-style-type: none"> <li>• Social Studies: Connect to Current Events, Social and Cultural Context, and Historical Context through written text and media.</li> <li>• Science: Life, Physical and Earth</li> <li>• Health: Health and Wellness Issues</li> <li>• Math: Consumer Math</li> </ul>
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	<ul style="list-style-type: none"> <li>• <i>Empowering Writers – Empowering Writers</i></li> <li>• <i>READ Magazine</i></li> <li>• <i>Activating and Engaging Habits of Mind-Costa and Kallick</i></li> <li>• <i>Educating the Gifted Students in Middle School-Susan Rakow, Ph.D</i></li> <li>• <i>Philosophy for Kids-David A. White</i></li> <li>• <i>Student-Involved Assessment for Learning-Richard J. Stiggins</i></li> <li>• <i>Practical Strategies for the Classroom</i></li> <li>• <i>Techniques for Gifted and Highly Capable Students: A Differentiated Approach-Bureau of Education and Research</i></li> </ul>
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**ELA Common Core 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)**

<b>Category:</b>	<b>#. Standard:</b>
<ul style="list-style-type: none"> <li>• <b>Key Ideas and Details</b></li> <li>• <b>Craft and Structure</b></li> <li>• <b>Integration of Knowledge and Ideas</b></li> <li>• <b>Range of Reading and Level of Text Complexity</b></li> <li>• <b>Text Types and Purposes</b></li> <li>• <b>Production and Distribution of Writing</b></li> <li>• <b>Research to Build and Present Knowledge</b></li> <li>• <b>Range of Writing</b></li> <li>• <b>Comprehension and Collaboration</b></li> <li>• <b>Presentation of Knowledge and Ideas</b></li> <li>• <b>Conventions of Standard English</b></li> <li>• <b>Knowledge of Language</b></li> <li>• <b>Vocabulary Acquisition and Use</b></li> </ul>	<p><b>RL7:1,2,3,6,10</b></p> <p><b>RI7: 1,2,3,4,5,6,8,9,10</b></p> <p><b>W7:4,5,6,9.a.b,10</b></p> <p><b>SL7: 1.a.b.c.d,2,3,6</b></p> <p><b>L7:1.a.b.c.d.e,2.a.b, 3.a, 4.a.b.c.d,5.a.b.c,6</b></p> <p><b>NAGCS</b>  <b>Gifted and Talented education must include curricular and instructional opportunities directed to the unique needs of the gifted learner.</b>  1.1. <i>Self-Understanding.</i> Students with gifts and talents demonstrate self-knowledge with respect to their interests, strengths, identities, and needs in socio-emotional development and in intellectual, academic, creative, leadership, and artistic domains.  1.2. <i>Self-Understanding.</i> Students with gifts and talents possess a developmentally appropriate understanding of how they learn and grow; they recognize the influences of their beliefs, traditions, and values on their learning and behavior.  1.3. <i>Self-Understanding.</i> Students with gifts and talents demonstrate understanding of and respect for similarities and differences between themselves and their peer group and others in the general population.  1.4. <i>Awareness of Needs.</i> Students with gifts and talents access resources from the community to support cognitive and affective needs, including social interactions with others having similar interests and abilities or experiences, including same-age peers and mentors or experts.  1.6. <i>Cognitive and Affective Growth.</i> Students with gifts and talents benefit from meaningful and challenging learning activities addressing their unique characteristics and needs.  1.7. <i>Cognitive and Affective Growth.</i> Students with gifts and talents recognize their preferred approaches to learning and expand their repertoire.  1.8. <i>Cognitive and Affective Growth.</i> Students with gifts and talents identify future career goals that match their talents and abilities and resources needed to meet those goals (e.g., higher education opportunities, mentors, financial support).   2.4. <i>Learning Progress and Outcomes.</i> Students with gifts and talents demonstrate advanced and complex learning as a result of using multiple, appropriate, and ongoing assessments.   3.1. <i>Curriculum Planning.</i> Students with gifts and talents demonstrate growth commensurate with aptitude during the school year.  3.2. <i>Talent Development.</i> Students with gifts and talents become more competent in multiple talent areas and across dimensions of learning.</p>

	<p>3.3. <i>Talent Development</i>. Students with gifts and talents develop their abilities in their domain of talent and/or area of interest.</p> <p>3.4. <i>Instructional Strategies</i>. Students with gifts and talents become independent investigators.</p> <p>3.5. <i>Culturally Relevant Curriculum</i>. Students with gifts and talents develop knowledge and skills for living and being productive in a multicultural, diverse, and global society.</p> <p>3.6. <i>Resources</i>. Students with gifts and talents benefit from gifted education programming that provides a variety of high quality resources and materials.</p> <p>4.1. <i>Personal Competence</i>. Students with gifts and talents demonstrate growth in personal competence and dispositions for exceptional academic and creative productivity. These include self-awareness, self-advocacy, self-efficacy, confidence, motivation, resilience, independence, curiosity, and risk taking.</p> <p>4.2. <i>Social Competence</i>. Students with gifts and talents develop social competence manifested in positive peer relationships and social interactions.</p> <p>4.3. <i>Leadership</i>. Students with gifts and talents demonstrate personal and social responsibility and leadership skills.</p> <p>4.4. <i>Cultural Competence</i>. Students with gifts and talents value their own and others' language, heritage, and circumstance. They possess skills in communicating, teaming, and collaborating with diverse individuals and across diverse groups. They use positive strategies to address social issues, including discrimination and stereotyping.</p> <p>4.5. <i>Communication Competence</i>. Students with gifts and talents develop competence in interpersonal and technical communication skills. They demonstrate advanced oral and written skills, balanced biliteracy or multiliteracy, and creative expression. They display fluency with technologies that support effective communication.</p> <p>5.1. <i>Variety of Programming</i>. Students with gifts and talents participate in a variety of evidence-based programming options that enhance performance in cognitive and affective areas.</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

**21<sup>st</sup> Century Themes**

X	Global Awareness	X	Financial, Economic, Business, and Entrepreneurial Literacy	X	Civic Literacy	X	Health Literacy
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**21<sup>st</sup> 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**

<b>Unit Title: Analyzing and Responding to Literature and Informational Text</b>		<b>Unit #: 3</b>
<b>Course or Grade Level: Seven</b>		<b>Length of Time: 4 weeks</b>
<b>Pacing</b>	January	
<b>Essential Questions</b>	<p><b>Reading</b></p> <ul style="list-style-type: none"> <li>• How does one develop strategies for reading comprehension?</li> <li>• Which connections help most to increase understanding and analysis of text in order to compare and contrast ideas?</li> <li>• What does a good discussion sound like/look like?</li> <li>• What is the individual's role in making a discussion run smoothly?</li> <li>• What strategies can be used to deepen our conversations about books?</li> </ul> <p><b>Writing</b></p> <ul style="list-style-type: none"> <li>• How does an author's background influence his/her writing?</li> <li>• What are the components of narrative, expository, and persuasive writing?</li> <li>• How do conventions of writing affect the writing process?</li> <li>• How is text information analyzed and used to support research, reflection, and analysis?</li> <li>• What is the purpose of investigation and research?</li> <li>• How does one apply research techniques in competing projects?</li> <li>• What habits lend to successful outcomes in our work?</li> <li>• How can an outline help organize a multi-paragraph composition?</li> </ul>	
<b>Content</b>	<p><b>Reading</b></p> <ul style="list-style-type: none"> <li>• Genres of Literature - fiction, nonfiction, poetry, drama, science fiction, fantasy, historical fiction, informational text</li> <li>• Elements of Fiction, Non Fiction, and Informational Text</li> <li>• Reading for a variety of purposes</li> <li>• Reading Strategies</li> <li>• Structural Analysis of Literature: Imagery and Conflict</li> <li>• Literature Circles</li> </ul> <p><b>Writing</b></p> <ul style="list-style-type: none"> <li>• Grammar - Parts of Speech (Nouns, Pronouns, Verbs, Adjectives, Adverbs, Prepositions, Conjunctions, Interjections, <i>Gerunds, Participles</i>)</li> <li>• Writing Conventions (punctuation, capitalization, sentence structure, paragraph form, essay form)</li> <li>• Vocabulary</li> <li>• Narrative, Expository, and Persuasive Writing</li> <li>• Research skills and applying research</li> <li>• Habits of Mind</li> <li>• Evaluating content for reliable resources</li> </ul>	
<b>Skills</b>	<p><b>Reading</b></p> <ul style="list-style-type: none"> <li>• Compare and contrast different genres of literature that address the same theme.</li> <li>• Respond to text with precise language and specific details - QUASI: question, understand, answer, support, insight</li> <li>• Read and demonstrate comprehension of a variety of literature.</li> <li>• Use non linguistic representations to demonstrate comprehension.</li> <li>• Explain prior knowledge before reading.</li> <li>• Infer ideas and draw conclusions based on textual evidence</li> <li>• Make predictions regarding movement of plot.</li> <li>• Identify the author(s) stated or implied purpose(s) for writing a specified text.</li> <li>• Describe/understand setting, character development, plot, theme and conflict.</li> <li>• Analyze elements of author's style including word choice, sentence structure, imagery, language patterns, and literary devices including foreshadowing and irony,</li> <li>• Make inferences and draw conclusions based on information given by author, as well as prior knowledge.</li> </ul>	

	<ul style="list-style-type: none"> <li>• Use strategies and graphic organizers to summarize and analyze text.</li> <li>• Develop personal responses to a text.</li> <li>• Experience peer sharing of understandings and interpretations about a text.</li> <li>• Extend students’ comprehension of literary selections.</li> <li>• Involve students in discussion, negotiation, compromise and decision-making in a group setting.</li> <li>• Develop appreciation of authors’ styles.</li> </ul> <p><b>Writing</b></p> <ul style="list-style-type: none"> <li>• Build vocabulary through use of context clues.</li> <li>• Determine and support connotative and denotative meanings with textual evidence.</li> <li>• Explain the function of and apply prepositional phrase, infinitive phrase, and independent/dependent clauses (adjective clauses, adverb clauses, noun clauses)</li> <li>• Identify, compare/contrast, and apply elements of Narrative, Expository, and Persuasive Writing</li> <li>• Demonstrate understanding of and apply punctuation when writing: use commas to separate coordinate adjectives.</li> <li>• 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.</li> <li>• Generate and narrow topics by considering purpose, audience, and form with a variety of strategies.</li> <li>• Formulate goals and select methods to use and make the necessary effort to achieve their objectives.</li> <li>• Select/Narrow a topic for research.</li> <li>• Determine appropriate and valid resources of information for research.</li> <li>• Determine appropriate end product for presenting research.</li> <li>• Create an outline from research information.</li> </ul>
<p><b>Assessments</b></p>	<ul style="list-style-type: none"> <li>• <b>Reading</b></li> <li>• STAR Reading Assessment</li> <li>• Formative assessments <ul style="list-style-type: none"> <li>AR Tests</li> <li>Comprehension Tests</li> <li>Vocabulary tests</li> <li>Illustrating text ideas</li> <li>Graphic Organizers</li> </ul> </li> <li>• Response Journal (real life connections to literature)</li> <li>• Literature Circle Roles and Assignments</li> <li>• <b>Writing</b></li> <li>• Formative assessments (grammar/punctuation tests, DOL, vocabulary, Expository, Persuasive, Narrative)</li> <li>• Summative Writing Assessments (Expository, Persuasive, Narrative)</li> <li>• Students created rubric for research project</li> <li>• Portfolios</li> <li>• Long-term research projects</li> <li>• Multi-media presentations (PowerPoint, SmartBoard)</li> <li>• Skits</li> <li>• Posters</li> <li>• Video</li> </ul>
<p><b>Interventions / differentiated instruction</b></p>	<ul style="list-style-type: none"> <li>• Nonlinguistic representations of key concepts – story map, character sketches, graphs, graphic organizers, webs, plot diagrams, symbols, models</li> <li>• Note-taking organizers</li> <li>• Direct Instruction</li> <li>• Project Shadowing</li> <li>• Multi-sensory approach</li> <li>• Cooperative Learning</li> <li>• Pneumatic Devices</li> <li>• Smart Board Activities</li> <li>• STAR Reading Benchmarks</li> </ul>
<p><b>Inter-disciplinary Connections</b></p>	<ul style="list-style-type: none"> <li>• Social Studies: Connect to Current Events, Social and Cultural Context, and Historical Context through written text and media</li> <li>• Science: Life, Physical and Earth</li> </ul>

	<ul style="list-style-type: none"> <li>• Health: Health and Wellness Issues</li> <li>• Math: Consumer Math</li> </ul>
<b>Lesson resources / Activities</b>	<ul style="list-style-type: none"> <li>• <b>Novels</b>  <i>The Giver by Lois Lowry</i>  <i>The Breadwinner by Deborah Ellis</i>  <i>The Acorn People by Ron Jones</i>  <i>Among the Hidden by Margaret Peterson Haddix</i>  <i>A Wrinkle in Time by Madeleine L'Engle</i></li> <li>• <b>Various nonfiction informational text (sources: <a href="http://newseum.org">newseum.org</a>, Scholastic SCOPE Magazine)</b></li> <li>• <i>Language Network</i> – McDougal Littell (Red Grade 7)</li> <li>• <i>Language of Literature</i> – McDougal Littell (Red Grade 7)  Unit Three – <i>Flights of Imagination</i>  Unit Four, Part One – <i>Nothing Stays the Same, Learning the Hard Way</i></li> <li>• <i>Vocabulary for Achievement</i> – Great Source</li> <li>• SmartBoard Activities– Smart Exchange</li> <li>• <i>Lessons That Change Writers</i> – Nancie Atwell, Heinemann Press</li> <li>• <i>Collaborative Learning Activities</i></li> <li>• <i>READ Magazine</i></li> <li>• <i>Activating and Engaging Habits of Mind-Costa and Kallick</i></li> <li>• <i>Educating the Gifted Students in Middle School-Susan Rakow, Ph. D</i></li> <li>• <i>Philosophy for Kids - David A. White</i></li> <li>• <i>Student-Involved Assessment for Learning – Richard J. Stiggins</i></li> <li>• <i>Practical Strategies for the Classroom</i></li> <li>• <i>Techniques for Gifted and Highly Capable Students: A Differentiated Approach- Bureau of Education and Research</i></li> </ul>
<b>ELA Common Core Standards</b>	
<b>Grade: Seven</b>	
<b>Strand: Reading Standards for Literature 6-12 (RL)</b> <b>Reading Standards for Informational Text 6-12 (RI)</b> <b>Writing Standards 6-12 (W)</b> <b>Speaking and Listening Standards 6-12 (SL)</b> <b>Language Standards 6-12 (L)</b>	
<b>Category:</b> <ul style="list-style-type: none"> <li>• Key Ideas and Details</li> <li>• Craft and Structure</li> <li>• Integration of Knowledge and Ideas</li> <li>• Range of Reading and Level of Text Complexity</li> <li>• Text Types and Purposes</li> <li>• Production and Distribution of Writing</li> <li>• Research to Build and Present Knowledge</li> <li>• Range of Writing</li> <li>• Comprehension and Collaboration</li> <li>• Presentation of Knowledge and Ideas</li> </ul>	<b>#. Standard:</b> <b>RL7:1,2,3,4,5,6,7,9,10</b> <b>RI7: 1,2,3,4,5,6,8,9,10</b> <b>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</b> <b>SL7: 1.a.b.c.d,2,3,4,5,6</b> <b>L7:1.a.b.c.d.e,2.a.b, 3.a, 4.a.b.c.d,5.a.b,c,6</b> <b>NAGCS</b> <b>Gifted and Talented education must include curricular and instructional opportunities directed to the unique needs of the gifted learner.</b> 1.1. <i>Self-Understanding.</i> Students with gifts and talents demonstrate self-knowledge with respect to their interests, strengths, identities, and needs in socio-emotional development and in intellectual, academic, creative, leadership, and artistic domains. 1.2. <i>Self-Understanding.</i> Students with gifts and talents possess a developmentally appropriate understanding of how they learn and grow; they recognize the influences of their beliefs, traditions, and values on their learning and behavior.

<ul style="list-style-type: none"> <li>• <b>Conventions of Standard English</b></li> <li>• <b>Knowledge of Language</b></li> <li>• <b>Vocabulary Acquisition and Use</b></li> </ul>	<p>1.3. <i>Self-Understanding</i>. Students with gifts and talents demonstrate understanding of and respect for similarities and differences between themselves and their peer group and others in the general population.</p> <p>1.4. <i>Awareness of Needs</i>. Students with gifts and talents access resources from the community to support cognitive and affective needs, including social interactions with others having similar interests and abilities or experiences, including same-age peers and mentors or experts.</p> <p>1.6. <i>Cognitive and Affective Growth</i>. Students with gifts and talents benefit from meaningful and challenging learning activities addressing their unique characteristics and needs.</p> <p>1.7. <i>Cognitive and Affective Growth</i>. Students with gifts and talents recognize their preferred approaches to learning and expand their repertoire.</p> <p>1.8. <i>Cognitive and Affective Growth</i>. Students with gifts and talents identify future career goals that match their talents and abilities and resources needed to meet those goals (e.g., higher education opportunities, mentors, financial support).</p> <p>2.4. <i>Learning Progress and Outcomes</i>. Students with gifts and talents demonstrate advanced and complex learning as a result of using multiple, appropriate, and ongoing assessments.</p> <p>3.1. <i>Curriculum Planning</i>. Students with gifts and talents demonstrate growth commensurate with aptitude during the school year.</p> <p>3.2. <i>Talent Development</i>. Students with gifts and talents become more competent in multiple talent areas and across dimensions of learning.</p> <p>3.3. <i>Talent Development</i>. Students with gifts and talents develop their abilities in their domain of talent and/or area of interest.</p> <p>3.4. <i>Instructional Strategies</i>. Students with gifts and talents become independent investigators.</p> <p>3.5. <i>Culturally Relevant Curriculum</i>. Students with gifts and talents develop knowledge and skills for living and being productive in a multicultural, diverse, and global society.</p> <p>3.6. <i>Resources</i>. Students with gifts and talents benefit from gifted education programming that provides a variety of high quality resources and materials.</p> <p>4.1. <i>Personal Competence</i>. Students with gifts and talents demonstrate growth in personal competence and dispositions for exceptional academic and creative productivity. These include self-awareness, self-advocacy, self-efficacy, confidence, motivation, resilience, independence, curiosity, and risk taking.</p> <p>4.2. <i>Social Competence</i>. Students with gifts and talents develop social competence manifested in positive peer relationships and social interactions.</p> <p>4.3. <i>Leadership</i>. Students with gifts and talents demonstrate personal and social responsibility and leadership skills.</p> <p>4.4. <i>Cultural Competence</i>. Students with gifts and talents value their own and others' language, heritage, and circumstance. They possess skills in communicating, teaming, and collaborating with diverse individuals and across diverse groups. They use positive strategies to address social issues, including discrimination and stereotyping.</p> <p>4.5. <i>Communication Competence</i>. Students with gifts and talents develop competence in interpersonal and technical communication skills. They demonstrate advanced oral and written skills, balanced biliteracy or multiliteracy, and creative expression. They display fluency with technologies that support effective communication.</p> <p>5.1. <i>Variety of Programming</i>. Students with gifts and talents participate in a variety of evidence-based programming options that enhance performance in cognitive and affective areas.</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

**21<sup>st</sup> Century Themes**

X	Global Awareness	X	Financial, Economic, Business, and Entrepreneurial Literacy	X	Civic Literacy	X	Health Literacy
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**21<sup>st</sup> 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**

<b>Unit Title: History through Literature</b>		<b>Unit #: 4</b>
<b>Course or Grade Level: Seven</b>		<b>Length of Time: 4 weeks</b>
<b>Pacing</b>	February-March	
<b>Essential Questions</b>	<ul style="list-style-type: none"> <li>• How does literature reflect the time period in which it was written?</li> <li>• How does comparing and contrasting themes from various pieces of literature increase understanding?</li> <li>• How does the selection of genre shape the author’s message?</li> <li>• How does an author’s background influence his or her writing?</li> <li>• What habits lend to successful outcomes in our work?</li> </ul>	
<b>Content</b>	<p><b>Reading</b></p> <ul style="list-style-type: none"> <li>• Genres of Literature - fiction, nonfiction, poetry, drama, science fiction, fantasy, historical fiction, informational text</li> <li>• Elements of Fiction, Non Fiction, and Informational Text</li> <li>• Reading for a variety of purposes</li> <li>• Reading Strategies</li> <li>• Structural Analysis of Literature</li> </ul> <p><b>Writing</b></p> <ul style="list-style-type: none"> <li>• Grammar - Parts of Speech (Nouns, Pronouns, Verbs, Adjectives, Adverbs, Prepositions, Conjunctions, Interjections, Gerunds, Participles)</li> <li>• Writing Conventions (punctuation, capitalization, sentence structure, paragraph form, essay form)</li> <li>• Vocabulary</li> <li>• Narrative, Expository, and Persuasive Writing</li> <li>• Interpersonal Skills and Relationships</li> <li>• Problem Solving and critical analysis</li> <li>• Learning Styles and Multiple Intelligences</li> </ul>	
<b>Skills</b>	<p><b>Reading</b></p> <ul style="list-style-type: none"> <li>• Compare and contrast historical fiction to information text on same time period.</li> <li>• Respond to text with precise language and specific details - QUASI: question, understand, answer, support, insight</li> <li>• Read and demonstrate comprehension of a variety of informational text.</li> <li>• Use non linguistic representations to demonstrate comprehension.</li> <li>• Explain prior knowledge before reading.</li> <li>• Infer ideas and draw conclusions based on textual evidence</li> <li>• Make predictions regarding movement of plot.</li> <li>• Identify the author(s) stated or implied purpose(s) for writing a specified text.</li> <li>• Describe/understand setting, character development, plot, theme and conflict.</li> <li>• Analyze elements of author’s style including word choice, sentence structure, imagery, language patterns, and literary devices including foreshadowing and irony,</li> <li>• Make inferences and draw conclusions based on information given by author, as well as prior knowledge.</li> <li>• Use strategies and graphic organizers to summarize and analyze text.</li> </ul> <p><b>Writing</b></p> <ul style="list-style-type: none"> <li>• Build vocabulary through use of context clues.</li> <li>• Determine and support connotative and denotative meanings with textual evidence.</li> <li>• Explain the function of and apply prepositional phrase, infinitive phrase, and independent/dependent clauses (adjective clauses, adverb clauses, noun clauses)</li> <li>• Identify, compare and contrast, and apply elements of Narrative, Expository, and Persuasive Writing</li> <li>• Demonstrate understanding of and apply punctuation when writing: use commas to separate coordinate adjectives.</li> <li>• Recognize own special skills and limitations.</li> <li>• Set personal standards and goals appropriately to ability level.</li> <li>• Understand and identify own unique qualities in relationship to others as pertains to giftedness.</li> <li>• Identify and exhibit qualities and modalities of leadership.</li> </ul>	

	<ul style="list-style-type: none"> <li>• Identify positive and negative influence on group dynamics.</li> <li>• Paraphrase and question other’s comments to clarify viewpoints/opinions.</li> </ul>
<b>Assessments</b>	<ul style="list-style-type: none"> <li>• <b>Reading</b></li> <li>• STAR Reading Assessment</li> <li>• Formative assessments <ul style="list-style-type: none"> <li>AR Tests</li> <li>Comprehension Tests</li> <li>Vocabulary tests</li> <li>Illustrating text ideas</li> <li>Graphic Organizers</li> </ul> </li> <li>• Response Journal (real life connections to literature)</li> <li>• <b>Writing</b></li> <li>• Formative assessments (grammar/punctuation tests, DOL, vocabulary, Expository, Persuasive, Narrative)</li> <li>• Summative Writing Assessments (Expository, Persuasive, Narrative)</li> <li>• Portfolios</li> </ul>
<b>Interventions / differentiated instruction</b>	<ul style="list-style-type: none"> <li>• Nonlinguistic representations of key concepts – story map, character sketches, graphs, graphic organizers, webs, plot diagrams, symbols, models</li> <li>• Note-taking organizers</li> <li>• Direct Instruction</li> <li>• Project Shadowing</li> <li>• Multi-sensory approach</li> <li>• Cooperative Learning</li> <li>• Pneumatic Devices</li> <li>• Smart Board Activities</li> <li>• STAR Reading Benchmarks</li> </ul>
<b>Inter-disciplinary Connections</b>	<ul style="list-style-type: none"> <li>• Social Studies: Connect to Current Events, Social and Cultural Context, and Historical Context through written text and media</li> <li>• Science: Life, Physical and Earth</li> <li>• Health: Health and Wellness Issues</li> <li>• Math: Consumer Math</li> </ul>
<b>Lesson resources / Activities</b>	<ul style="list-style-type: none"> <li>• <b>Novels</b> <ul style="list-style-type: none"> <li><i>The Giver by Lois Lowry</i></li> <li><i>The Breadwinner by Deborah Ellis</i></li> <li><i>The Acorn People by Ron Jones</i></li> <li><i>Among the Hidden by Margaret Peterson Haddix</i></li> <li><i>A Wrinkle in Time by Madeleine L'Engle</i></li> </ul> </li> <li>• <b>Various nonfiction informational text (sources: <i>newseum.org</i>, <i>Scholastic SCOPE Magazine</i>)</b></li> <li>• <i>Language Network</i> – McDougal Littell</li> <li>• <i>Language of Literature</i> – McDougal Littell <ul style="list-style-type: none"> <li>Unit Five –<i>Personal Challenges</i></li> </ul> </li> <li>• <i>Vocabulary for Achievement</i> – Great Source</li> <li>• SmartBoard Activities– Smart Exchange</li> <li>• <i>Lessons That Change Writers</i> – Nancie Atwell, Heinemann Press</li> <li>• <i>Collaborative Learning Activities</i></li> <li>• <i>READ Magazine</i></li> <li>• <i>Activating and Engaging Habits of Mind- Costa and Kallick</i></li> <li>• <i>Educating the Gifted Students in Middle School- Susan Rakow, Ph.D</i></li> <li>• <i>Philosophy for Kids</i> – David A. White</li> <li>• <i>Student-Involved Assessment for Learning</i> – Richard J. Stiggins</li> <li>• <i>Practical Strategies for the Classroom</i></li> <li>• <i>Techniques for Gifted and Highly Capable Students: A Differentiated Approach</i> – Bureau of Education and Research</li> </ul>
<b>ELA Common Core Standards</b>	

**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:**

**RL7:1,2,3,4,5,6,7,9,10**

**RI7: 1,2,3,4,5,6,7,8,9,10**

**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**

**SL7: 1.a.b.c.d,2,3,4,5,6**

**L7:1.a.b.c.d.e,2.a.b, 3.a, 4.a.b.c.d,5.a.b,c,6**

**NAGC Standards**

**Gifted and Talented education must include curricular and instructional opportunities directed to the unique needs of the gifted learner.**

- 1.1. Self-Understanding.* Students with gifts and talents demonstrate self-knowledge with respect to their interests, strengths, identities, and needs in socio-emotional development and in intellectual, academic, creative, leadership, and artistic domains.
- 1.2. Self-Understanding.* Students with gifts and talents possess a developmentally appropriate understanding of how they learn and grow; they recognize the influences of their beliefs, traditions, and values on their learning and behavior.
- 1.3. Self-Understanding.* Students with gifts and talents demonstrate understanding of and respect for similarities and differences between themselves and their peer group and others in the general population.
- 1.4. Awareness of Needs.* Students with gifts and talents access resources from the community to support cognitive and affective needs, including social interactions with others having similar interests and abilities or experiences, including same-age peers and mentors or experts.
- 1.6. Cognitive and Affective Growth.* Students with gifts and talents benefit from meaningful and challenging learning activities addressing their unique characteristics and needs.
- 1.7. Cognitive and Affective Growth.* Students with gifts and talents recognize their preferred approaches to learning and expand their repertoire.
- 1.8. Cognitive and Affective Growth.* Students with gifts and talents identify future career goals that match their talents and abilities and resources needed to meet those goals (e.g., higher education opportunities, mentors, financial support).
- 2.4. Learning Progress and Outcomes.* Students with gifts and talents demonstrate advanced and complex learning as a result of using multiple, appropriate, and ongoing assessments.
- 3.1. Curriculum Planning.* Students with gifts and talents demonstrate growth commensurate with aptitude during the school year.
- 3.2. Talent Development.* Students with gifts and talents become more competent in multiple talent areas and across dimensions of learning.
- 3.3. Talent Development.* Students with gifts and talents develop their abilities in their domain of talent and/or area of interest.
- 3.4. Instructional Strategies.* Students with gifts and talents become independent investigators.
- 3.5. Culturally Relevant Curriculum.* Students with gifts and talents develop knowledge and skills for living and being productive in a multicultural, diverse, and global society.
- 3.6. Resources.* Students with gifts and talents benefit from gifted education programming that provides a variety of high quality resources and materials.
- 4.1. Personal Competence.* Students with gifts and talents demonstrate growth in personal competence and dispositions for exceptional academic and creative productivity. These include self-awareness, self-advocacy, self-efficacy, confidence, motivation, resilience, independence, curiosity, and risk taking.

	<p>4.2. <i>Social Competence</i>. Students with gifts and talents develop social competence manifested in positive peer relationships and social interactions.</p> <p>4.3. <i>Leadership</i>. Students with gifts and talents demonstrate personal and social responsibility and leadership skills.</p> <p>4.4. <i>Cultural Competence</i>. Students with gifts and talents value their own and others' language, heritage, and circumstance. They possess skills in communicating, teaming, and collaborating with diverse individuals and across diverse groups. They use positive strategies to address social issues, including discrimination and stereotyping.</p> <p>4.5. <i>Communication Competence</i>. Students with gifts and talents develop competence in interpersonal and technical communication skills. They demonstrate advanced oral and written skills, balanced biliteracy or multiliteracy, and creative expression. They display fluency with technologies that support effective communication.</p> <p>5.1. <i>Variety of Programming</i>. Students with gifts and talents participate in a variety of evidence-based programming options that enhance performance in cognitive and affective areas.</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

**21<sup>st</sup> Century Themes**

X	Global Awareness	X	Financial, Economic, Business, and Entrepreneurial Literacy	X	Civic Literacy	X	Health Literacy
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**21<sup>st</sup> 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: Responding to Informational Text**

**Unit #: 5**

**Course or Grade Level: Seven**

**Length of Time: 3 weeks**

**Pacing**

April

**Essential Questions**

**Reading**

- How do readers approach different types of texts?
- How would you apply reading strategies to enhance comprehension of informational text?
- How is the central idea developed over the course of informational text?
- Why is it important to understand the author’s purpose when analyzing informational text?
- How can we differentiate fact from opinion?

**Writing**

- How does the form of writing chosen by the author accomplish his or her purpose?
- How does knowing your audience and purpose contribute to effective writing?
- How can organization influence meaning and clarity in a piece of writing?
- What is the purpose of investigation and research?
- What are the skills of planning, thinking, and working independently and in a group?
- How does one apply research techniques in competing projects?

**Content**

**Reading**

- Genres of Literature - fiction, nonfiction, poetry, drama, science fiction, fantasy, historical fiction, informational text
- Elements of Fiction, Non Fiction, and Informational Text
- Reading for a variety of purposes
- Reading Strategies
- Structural Analysis of Literature
- Fact vs. Opinion

**Writing**

- Grammar - Parts of Speech (Nouns, Pronouns, Verbs, Adjectives, Adverbs, Prepositions, Conjunctions, Interjections, Gerunds, Participles)
- Writing Conventions (punctuation, capitalization, sentence structure, paragraph form, essay form)
- Vocabulary
- Expository and Persuasive Writing

**Skills**

**Reading**

- Respond to text with precise language and specific details - QUASI: question, understand, answer, support, insight
- 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.
- Fact and Opinion, problem/solution, hypothesis/result

**Writing**

- 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)

	<ul style="list-style-type: none"> <li>• Identify, compare and contrast, and apply elements of Narrative, Expository, and Persuasive Writing</li> <li>• Demonstrate understanding of and apply punctuation when writing: use commas to separate coordinate adjectives.</li> <li>• Recognize own special skills and limitations.</li> <li>• Set personal standards and goals appropriately to ability level.</li> <li>• Understand and identify own unique qualities in relationship to others as pertains to giftedness.</li> <li>• Identify and exhibit qualities and modalities of leadership.</li> <li>• Identify positive and negative influence on group dynamics.</li> <li>• Paraphrase and question others' comments to clarify viewpoints/opinions.</li> </ul>
<b>Assessments</b>	<ul style="list-style-type: none"> <li>• <b>Reading</b></li> <li>• STAR Reading Assessment</li> <li>• Formative assessments <ul style="list-style-type: none"> <li>AR Tests</li> <li>Comprehension Tests</li> <li>Vocabulary tests</li> <li>Illustrating text ideas</li> <li>Graphic Organizers</li> </ul> </li> <li>• Response Journal (real life connections and projects)</li> <li>• <b>Writing</b></li> <li>• Formative assessments (grammar/punctuation tests, DOL, vocabulary, Expository, Persuasive)</li> <li>• Summative Writing Assessments (Expository, Persuasive)</li> <li>• Portfolios</li> <li>• Student created rubrics for research projects</li> </ul>
<b>Interventions / differentiated instruction</b>	<ul style="list-style-type: none"> <li>• Nonlinguistic representations of key concepts – story map, graphs, graphic organizers, webs, plot diagrams, symbols, models</li> <li>• Note-taking organizers</li> <li>• Direct Instruction</li> <li>• Multi-sensory approach</li> <li>• Cooperative Learning</li> <li>• Pneumatic Devices</li> <li>• Smart Board Activities</li> <li>• STAR Reading Benchmarks</li> </ul>
<b>Inter-disciplinary Connections</b>	<ul style="list-style-type: none"> <li>• Social Studies: Connect to Current Events, Social and Cultural Context, and Historical Context through written text and media</li> <li>• Science: Life, Physical and Earth</li> <li>• Health: Health and wellness issues</li> <li>• Math: Consumer math</li> </ul>
<b>Lesson resources / Activities</b>	<ul style="list-style-type: none"> <li>• <b>Novels</b> <ul style="list-style-type: none"> <li><i>The Giver by Lois Lowry</i></li> <li><i>The Breadwinner by Deborah Ellis</i></li> <li><i>The Acorn People by Ron Jones</i></li> <li><i>Among the Hidden by Margaret Peterson Haddix</i></li> <li><i>A Wrinkle in Time by Madeleine L'Engle</i></li> </ul> </li> <li>• <b>Various nonfiction informational text (sources: <i>newseum.org</i>, <i>Scholastic SCOPE Magazine</i>)</b></li> <li>• <i>Language Network</i> – McDougal Littell</li> <li>• <i>Language of Literature</i> – McDougal Littell</li> <li>• <i>Vocabulary for Achievement</i> – Great Source</li> <li>• SmartBoard Activities– Smart Exchange</li> <li>• <i>Lessons That Change Writers</i> – Nancie Atwell, Heinemann Press</li> <li>• <i>Collaborative Learning Activities</i></li> <li>• <i>READ Magazine</i></li> <li>• <i>Activating and Engaging Habits of Mind- Costa and Kallick</i></li> <li>• <i>Educating the Gifted Students in Middle School- Susan Rakow, Ph.D</i></li> <li>• <i>Philosophy for Kids – David A. White</i></li> <li>• <i>Student-Involved Assessment for Learning- Richard J. Stiggins</i></li> </ul>

- *Practical Strategies for the Classroom*
- *Techniques for Gifted and Highly Capable Students; A Differentiated Approach- Bureau of Education and Research*

**ELA Common Core 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:**

**RI7: 1,2,3,4,5,6,7,8,9,10**

**W7:1.a.b.c.d.e,2.a.b.c.d.e.f.,4,5,6,7,8,9.a.b,10**

**SL7: 1.a.b.c.d,2,3,4,5,6**

**L7:1.a.b.c.d.e,2.a.b, 3.a, 4.a.b.c.d,5.a.b.c,6**

**NAGC Standards**

**Gifted and Talented education must include curricular and instructional opportunities directed to the unique needs of the gifted learner.**

- 1.1. *Self-Understanding.* Students with gifts and talents demonstrate self-knowledge with respect to their interests, strengths, identities, and needs in socio-emotional development and in intellectual, academic, creative, leadership, and artistic domains.
- 1.2. *Self-Understanding.* Students with gifts and talents possess a developmentally appropriate understanding of how they learn and grow; they recognize the influences of their beliefs, traditions, and values on their learning and behavior.
- 1.3. *Self-Understanding.* Students with gifts and talents demonstrate understanding of and respect for similarities and differences between themselves and their peer group and others in the general population.
- 1.4. *Awareness of Needs.* Students with gifts and talents access resources from the community to support cognitive and affective needs, including social interactions with others having similar interests and abilities or experiences, including same-age peers and mentors or experts.
- 1.6. *Cognitive and Affective Growth.* Students with gifts and talents benefit from meaningful and challenging learning activities addressing their unique characteristics and needs.
- 1.7. *Cognitive and Affective Growth.* Students with gifts and talents recognize their preferred approaches to learning and expand their repertoire.
- 1.8. *Cognitive and Affective Growth.* Students with gifts and talents identify future career goals that match their talents and abilities and resources needed to meet those goals (e.g., higher education opportunities, mentors, financial support).
- 2.4. *Learning Progress and Outcomes.* Students with gifts and talents demonstrate advanced and complex learning as a result of using multiple, appropriate, and ongoing assessments.
- 3.1. *Curriculum Planning.* Students with gifts and talents demonstrate growth commensurate with aptitude during the school year.
- 3.2. *Talent Development.* Students with gifts and talents become more competent in multiple talent areas and across dimensions of learning.
- 3.3. *Talent Development.* Students with gifts and talents develop their abilities in their domain of talent and/or area of interest.
- 3.4. *Instructional Strategies.* Students with gifts and talents become independent investigators.
- 3.5. *Culturally Relevant Curriculum.* Students with gifts and talents develop knowledge and skills for living and being productive in a multicultural, diverse, and global society.
- 3.6. *Resources.* Students with gifts and talents benefit from gifted education programming that provides a variety of high quality resources and materials.

	<p>4.1. <i>Personal Competence</i>. Students with gifts and talents demonstrate growth in personal competence and dispositions for exceptional academic and creative productivity. These include self-awareness, self-advocacy, self-efficacy, confidence, motivation, resilience, independence, curiosity, and risk taking.</p> <p>4.2. <i>Social Competence</i>. Students with gifts and talents develop social competence manifested in positive peer relationships and social interactions.</p> <p>4.3. <i>Leadership</i>. Students with gifts and talents demonstrate personal and social responsibility and leadership skills.</p> <p>4.4. <i>Cultural Competence</i>. Students with gifts and talents value their own and others' language, heritage, and circumstance. They possess skills in communicating, teaming, and collaborating with diverse individuals and across diverse groups. They use positive strategies to address social issues, including discrimination and stereotyping.</p> <p>4.5. <i>Communication Competence</i>. Students with gifts and talents develop competence in interpersonal and technical communication skills. They demonstrate advanced oral and written skills, balanced biliteracy or multiliteracy, and creative expression. They display fluency with technologies that support effective communication.</p> <p>5.1. <i>Variety of Programming</i>. Students with gifts and talents participate in a variety of evidence-based programming options that enhance performance in cognitive and affective areas.</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

**21<sup>st</sup> Century Themes**

X	Global Awareness	X	Financial, Economic, Business, and Entrepreneurial Literacy	X	Civic Literacy	X	Health Literacy
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**21<sup>st</sup> 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**

<b>Unit Title: Utilizing a Range of Disciplines</b>		<b>Unit #: 6</b>
<b>Course or Grade Level: Seven</b>		<b>Length of Time: 6 weeks</b>
<b>Pacing</b>	May – June	
<b>Essential Questions</b>	<ul style="list-style-type: none"> <li>• <b>Reading</b></li> <li>• How is reading a speech, poem, or a script for a play different from performing it?</li> <li>• How do particular lines of dialogue propel the action, reveal the aspect of a character, or provoke a decision?</li> <li>• How would you rate the effectiveness of the interpretation of a film or live production’s adaptation of a story or drama?</li> <li>• What are the elements and structure of poetry that deepen the understanding of poetry?</li> <li>• <b>Writing</b></li> <li>• Why is it important to gather, select, and organize information from a variety of print and technical sources to conduct research projects?</li> <li>• How do you use technology to produce and publish a writing piece?</li> <li>• Why is it important to integrate and evaluate content presented in diverse formats and media?</li> <li>• How do you present claims and findings to generate effective discussions with peers?</li> <li>• How do you analyze the validity of claims and findings and evaluate their purpose in a presentation?</li> <li>• What is the purpose of investigation and research?</li> <li>• What are the skills of planning, thinking, and working independently and in a group?</li> <li>• How does one apply research techniques in completing projects?</li> <li>• How does one identify and complete divergent and convergent thinking problems?</li> </ul>	
<b>Content</b>	<p><b>Reading</b></p> <ul style="list-style-type: none"> <li>• Genres of Literature - fiction, nonfiction, poetry, drama, science fiction, fantasy, historical fiction, informational text</li> <li>• Elements of Fiction, Non Fiction, and Informational Text</li> <li>• Reading for a variety of purposes</li> <li>• Reading Strategies</li> <li>• Structural Analysis of Literature</li> </ul> <p><b>Writing</b></p> <ul style="list-style-type: none"> <li>• Grammar - Parts of Speech (Nouns, Pronouns, Verbs, Adjectives, Adverbs, Prepositions, Conjunctions, Interjections, Gerunds, Participles)</li> <li>• Writing Conventions (punctuation, capitalization, sentence structure, paragraph form, essay form)</li> <li>• Vocabulary</li> <li>• Narrative, Expository, and Persuasive Writing</li> <li>• Presentation Rubrics</li> <li>• Problem Solving and Critical Analysis</li> </ul>	
<b>Skills</b>	<ul style="list-style-type: none"> <li>• <b>Reading</b></li> <li>• Analyze various genres and subgenres of fiction and nonfiction (including poetry and drama).</li> <li>• Analyze how particular lines of dialogue propel the action, reveal the aspect of a character, or provoke a decision.</li> <li>• Understand and analyze plot development.</li> <li>• Analyze the interpretation of a film or live production’s adaptation of a story or drama.</li> <li>• <b>Writing</b></li> <li>• Use technology to produce and publish a writing piece.</li> <li>• Integrate and evaluate content presented in diverse formats and media.</li> <li>• Gather, select, and organize information from a variety of print and technical sources to conduct research projects.</li> <li>• Engage in a range of collaborative discussions with peers.</li> <li>• Present information to peers for discussion and evaluation.</li> <li>• Analyze the purpose of information being presented and evaluate the motive behind its presentation.</li> <li>• Orally present claims and findings clearly and concisely.</li> </ul>	

	<ul style="list-style-type: none"> <li>• Integrate multimedia and visual displays into presentations.</li> <li>• Recognize own special skills and limitations.</li> <li>• Set personal standards and goals appropriately to ability level.</li> <li>• Understand and identify own unique qualities in relationship to others as pertains to giftedness.</li> <li>• Identify and exhibit qualities and modalities of leadership.</li> <li>• Identify positive and negative influence on group dynamics.</li> <li>• Support a position acknowledging opposing views.</li> <li>• Apply rules for cooperative or whole class debate on a controversial issue.</li> <li>• Participate in an informal debate.</li> </ul>
<b>Assessments</b>	<ul style="list-style-type: none"> <li>• <b>Reading</b></li> <li>• STAR Reading Assessment</li> <li>• Formative assessments <ul style="list-style-type: none"> <li>AR Tests</li> <li>Comprehension Tests</li> <li>Vocabulary tests</li> <li>Illustrating text ideas</li> <li>Graphic Organizers</li> </ul> </li> <li>• Response Journal (real life connections and projects)</li> <li>• <b>Writing</b></li> <li>• Formative assessments (grammar/punctuation tests, DOL, vocabulary, Expository, Persuasive, Narrative)</li> <li>• Summative Writing Assessments (Expository, Persuasive, Narrative)</li> <li>• Presentation Rubrics</li> <li>• 4pt Reading Response Rubric</li> <li>• 6pt Writing Rubric</li> <li>• Long-term research projects</li> <li>• Multi-media presentations (PowerPoint, SmartBoard)</li> <li>• Skits</li> <li>• Posters</li> <li>• Video</li> </ul>
<b>Interventions / differentiated instruction</b>	<ul style="list-style-type: none"> <li>• Nonlinguistic representations of key concepts – story map, character sketches, graphs, graphic organizers, webs, plot diagrams, symbols, models</li> <li>• Note-taking organizers</li> <li>• Direct Instruction</li> <li>• Project Shadowing</li> <li>• Multi-sensory approach</li> <li>• Cooperative Learning</li> <li>• Pneumatic Devices</li> <li>• Smart Board Activities</li> <li>• STAR Reading Benchmarks</li> </ul>
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Category:	#. Standard:
<ul style="list-style-type: none"> <li>• Key Ideas and Details</li> <li>• Craft and Structure</li> <li>• Integration of Knowledge and Ideas</li> <li>• Range of Reading and Level of Text Complexity</li> <li>• Text Types and Purposes</li> <li>• Production and Distribution of Writing</li> <li>• Research to Build and Present Knowledge</li> <li>• Range of Writing</li> <li>• Comprehension and Collaboration</li> <li>• Presentation of Knowledge and Ideas</li> <li>• Conventions of Standard English</li> <li>• Knowledge of Language</li> <li>• Vocabulary Acquisition and Use</li> </ul>	<p><b>RL7:1,2,3,4,5,6,7,9,10</b></p> <p><b>RI7: 1,2,3,4,5,6,7,8,9,10</b></p> <p><b>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</b></p> <p><b>SL7: 1.a.b.c.d,2,3,4,5,6</b></p> <p><b>L7:1.a.b.c.d.e,2.a.b, 3.a, 4.a.b.c.d,5.a.b,c,6</b></p> <p><b>NAGC Standards</b>  <b>Gifted and Talented education must include curricular and instructional opportunities directed to the unique needs of the gifted learner.</b>  <i>1.1. Self-Understanding.</i> Students with gifts and talents demonstrate self-knowledge with respect to their interests, strengths, identities, and needs in socio-emotional development and in intellectual, academic, creative, leadership, and artistic domains.  <i>1.2. Self-Understanding.</i> Students with gifts and talents possess a developmentally appropriate understanding of how they learn and grow; they recognize the influences of their beliefs, traditions, and values on their learning and behavior.  <i>1.3. Self-Understanding.</i> Students with gifts and talents demonstrate understanding of and respect for similarities and differences between themselves and their peer group and others in the general population.  <i>1.4. Awareness of Needs.</i> Students with gifts and talents access resources from the community to support cognitive and affective needs, including social interactions with others having similar interests and abilities or experiences, including same-age peers and mentors or experts.  <i>1.6. Cognitive and Affective Growth.</i> Students with gifts and talents benefit from meaningful and challenging learning activities addressing their unique characteristics and needs.  <i>1.7. Cognitive and Affective Growth.</i> Students with gifts and talents recognize their preferred approaches to learning and expand their repertoire.  <i>1.8. Cognitive and Affective Growth.</i> Students with gifts and talents identify future career goals that match their talents and abilities and resources needed to meet those goals (e.g., higher education opportunities, mentors, financial support).   <i>2.4. Learning Progress and Outcomes.</i> Students with gifts and talents demonstrate advanced and complex learning as a result of using multiple, appropriate, and ongoing assessments.   <i>3.1. Curriculum Planning.</i> Students with gifts and talents demonstrate growth commensurate with aptitude during the school year.  <i>3.2. Talent Development.</i> Students with gifts and talents become more competent in multiple talent areas and across dimensions of learning.  <i>3.3. Talent Development.</i> Students with gifts and talents develop their abilities in their domain of talent and/or area of interest.</p>

	<p>3.4. <i>Instructional Strategies</i>. Students with gifts and talents become independent investigators.</p> <p>3.5. <i>Culturally Relevant Curriculum</i>. Students with gifts and talents develop knowledge and skills for living and being productive in a multicultural, diverse, and global society.</p> <p>3.6. <i>Resources</i>. Students with gifts and talents benefit from gifted education programming that provides a variety of high quality resources and materials.</p> <p>4.1. <i>Personal Competence</i>. Students with gifts and talents demonstrate growth in personal competence and dispositions for exceptional academic and creative productivity. These include self-awareness, self-advocacy, self-efficacy, confidence, motivation, resilience, independence, curiosity, and risk taking.</p> <p>4.2. <i>Social Competence</i>. Students with gifts and talents develop social competence manifested in positive peer relationships and social interactions.</p> <p>4.3. <i>Leadership</i>. Students with gifts and talents demonstrate personal and social responsibility and leadership skills.</p> <p>4.4. <i>Cultural Competence</i>. Students with gifts and talents value their own and others' language, heritage, and circumstance. They possess skills in communicating, teaming, and collaborating with diverse individuals and across diverse groups. They use positive strategies to address social issues, including discrimination and stereotyping.</p> <p>4.5. <i>Communication Competence</i>. Students with gifts and talents develop competence in interpersonal and technical communication skills. They demonstrate advanced oral and written skills, balanced biliteracy or multiliteracy, and creative expression. They display fluency with technologies that support effective communication.</p> <p>5.1. <i>Variety of Programming</i>. Students with gifts and talents participate in a variety of evidence-based programming options that enhance performance in cognitive and affective areas.</p>
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**21<sup>st</sup> Century Themes**

X	Global Awareness	X	Financial, Economic, Business, and Entrepreneurial Literacy	X	Civic Literacy	X	Health Literacy
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**21<sup>st</sup> 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		

Revised: December 18, 2012