

# Course Overview

**Course: Genres of Writing 7**

**Department: English**

## **Course Summary:**

### **Course Description:**

This course is designed to provide students with the skills needed supplement the New Jersey Student Learning Standards in Language Arts Literacy. This course is designed to complement English 7 GATE and includes, but is not limited to, the following genres of writing: narrative, literary analysis, research simulation, argumentative, expository, reflective, autobiographical, cause and effect, comparison and contrast, and response to literature. Students will be exposed to short reading passages, close reading strategies, academic vocabulary, and open-ended questions. Individualized instruction in reading and writing will be provided. Graphic organizers, peer editing, cooperative learning and technology are some of the tools employed to further develop and enhance student writing. The New Jersey Student Learning Standards for English Language Arts 7, especially in writing and language, will frame the curricular goals of this course.

### **Course Expectation:**

Students are to complete “Journal Entries” in a writing journal which will be checked a minimum of once a marking period. Students are to write using the Holistic Scoring Standards 1-6 & 0-4, and keep a collection of their work in a Writing Folder in the classroom. Students will be required to create a newsletter. Students are to participate in self-editing and peer-editing and revision activities; as well as, participate in publishing their written work. Students will also be required to participate in editing / revision orally; students will be asked to share their work with the class in an ongoing basis.

### **Course Essential Questions (Big Ideas):**

- Why do I study different genres of writing?
- How can writing empower me?

### **Alignment with New Jersey Student Learning Standards for English Language Arts:**

- RL.7 Reading Literature
- RI.7 Reading Informational Text
- W.7 Writing
- SL.7 Speaking & Listening
- L.7 Language

### **Course Requirements and Major Assignments:**

- Must maintain a 70%
- Must adhere to attendance regulations
- 30% of overall grade

**PRSD Revision: January 2018**

**NJ DOE Adopted: May 4, 2016**

**BOE Approved (revision): April 2018**

**NJ Standards Adopted by PRSD: September 2017**

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**Course Title:** Genres of Writing 7

**Department:** English

## Course Guide

Unit #	Unit Title	Duration: Weeks & School Calendar
1	Writing	Year Long
2	Grammar	Year Long
3	Literature	Year Long
4	Vocabulary	Year Long

## Unit 1: Writing Content Outline

### ***Content Topic***

### ***Timeline***

Writing Process

1 week

Descriptive Writing

4 weeks

Narrative Writing

4 weeks

Persuasive Writing

6 weeks

Speculative Writing

4 weeks

Open-Ended Response

4 weeks

Sentence Structure

Yearlong

Journal Entries

Yearlong

Comprehension Questions

Yearlong

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## Course Unit 1

**Unit Title:** Writing

**Date/Duration:** Year long

**Alignment with New Jersey Student Learning Standards:**

- RL.7 Reading
- RI.7 Informational Text
- W.7 Writing
- SL.7 Speaking and Listening
- L.7 Language

**Alignment with 21<sup>st</sup> Century Life and Career Skills 9.1:**

All students will demonstrate the creative, critical thinking, collaboration, and problem solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures. Primary interdisciplinary connections: Geography, Psychology, History, Economics, Multicultural Issues, Arts.

**Technology; 8.1 Educational Technology:**

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

### Desired Results

**Understandings:**

*Students will understand that:*

- The Writing Process is used to guide writing, develop paragraph unity.
- Planning and writing an essay can utilize a variety of graphic organizers.

**Essential Questions:**

- Why do I study different genres of writing?
- How can writing empower me?

<p><b>Students will know...</b></p> <ul style="list-style-type: none"> <li>● Prewriting, drafting, revising, editing and proofreading, cause-effect relationships, making comparisons and contrasts,</li> <li>● How to write effective paragraphs, and develop paragraph unity and coherence, as well as; elaborate and vary sentence structure.</li> </ul>	<p><b>Students will be able to...</b></p> <ul style="list-style-type: none"> <li>● Use the writing process</li> <li>● Revise for word choice</li> <li>● Develop paragraph unity</li> <li>● Recognize paragraph Coherence</li> <li>● Identify kinds of elaboration</li> <li>● Vary sentence structure</li> <li>● Combine sentences</li> <li>● Recognize clichés and jargon</li> <li>● Recognize a personal narrative</li> <li>● Plan a persuasive essay</li> <li>● Utilize skills to produce a variety of writing genres</li> <li>● Locate and analyze the elements of setting, characterization, and plot to construct understanding of how characters influence the progression and resolution of the plot.</li> <li>● Respond critically to text ideas and the author's craft by using textual evidence to support interpretations.</li> <li>● Analyze the use of elements (e.g., setting plot, theme, characters) to understand media presentations, such as film, video, television, and theatrical productions.</li> </ul>
<b>Assessment Evidence</b>	
<p><b>Performance Tasks:</b></p> <ul style="list-style-type: none"> <li>● Journal Responses</li> <li>● Descriptive Essays</li> <li>● Creative Stories</li> <li>● Speculative Essays</li> <li>● Persuasive Letters</li> <li>● Open-Ended Essays</li> <li>● Newsletter Articles</li> <li>● Layout &amp; design</li> </ul>	<p><b>Other Evidence:</b></p> <ul style="list-style-type: none"> <li>● Class discussion</li> <li>● Applying Literary Terms</li> <li>● Responding to multiple choice and open--ended questions</li> <li>● Academic Prompts</li> <li>● Tests/Quizzes Study Guides</li> <li>● Vocabulary Lists</li> <li>● Chapter Summaries</li> <li>● Essays</li> </ul>
<b>Suggested Learning Activities</b>	
<p><b>Learning Activities:</b></p> <ul style="list-style-type: none"> <li>● Students will perform various writing tasks</li> </ul>	

- Journal Responses
- Student instruction
- Locating and applying literary terms
- Graphic Organizers
- Sentence Structure

### Recommended Modifications and Accommodations

- Extra time if needed
- Hard copies if needed
- Cooperative Learning

### Specific Resources for Unit

- Pearson Prentice Hall Literature Text and Online
- Speculative Writing
- Writing Persuasively
- Writing/Process
- Effective Paragraphs, Sentences and Words
- Forms of Writing
- Selected Writing Prompts (ASK6 Prep/ Reading Smarter/ NJASK Language Arts/ Reading Drills):
- Various writing Prompts and assignment based on Film:
 

The Witch of Blackbird Pond & The Slave Dancer (audio)	
The Three Musketeers	The Little Princess
Anne of Green Gables	Little Women
Character Counts Films	Mighty Ducks
Huck & Tom (animated)	The Odyssey (animated)
The Black Plague (JHS Media)	Dove Evolution Video & pictures

### General Resources for Course

- Internet: [www.studyisland.com](http://www.studyisland.com),
- New Jersey State Criterion-Based Holistic Scoring: Writing Handbooks, New Jersey State Criterion-Based Holistic Scoring: Reading Handbook, New Jersey Language Arts Gapa Workbook. (Gold)
- Academic Workout
- Introductory Level Reading Drills
- AIM Higher! NJASL Language Arts Level D
- Rise & Shine: ASK6 Prep Reading Comprehensions
- Basic English text book

#### Black Plague Web-Site Reference Sites

- <http://history.boisestate.edu/westciv/plague/07.shtml>
- <http://britainexpress.com/History/medieval/black-death.htm>
- <http://istrianet.org/istria/medicine/plagues/black-death-index.htm>

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- [http://en.wikipedia.org/wiki/Black\\_Death](http://en.wikipedia.org/wiki/Black_Death)
- [www.eyewitnesstohistory.com/plague.htm](http://www.eyewitnesstohistory.com/plague.htm)
- [www.insecta-inspecta.com/fleas/bdeath/](http://www.insecta-inspecta.com/fleas/bdeath/)
- [www.history.boisestate.edu/westciv/plague](http://www.history.boisestate.edu/westciv/plague)
- [www.themiddleages.net/plague.html](http://www.themiddleages.net/plague.html)
- [www.deathreference.com](http://www.deathreference.com)
- [www.absoluteastronomy.org](http://www.absoluteastronomy.org)
- [http://www.pbs.org/wnet/secrets/previous\\_seasons/case\\_plague/index.html](http://www.pbs.org/wnet/secrets/previous_seasons/case_plague/index.html)
- <http://www.thecaveonline.com/APEH/Plaguedescription.html>
- <http://www.history.ac.uk/cmh/epiharding.html>
- <http://www.boisestate.edu/courses/westciv/plague/>
- <http://www.historyguide.org/ancient/lecture29b.html>
- <http://www.scholiast.org/history/blackdeath/dataref.html>

## Unit 2: Grammar Content Outline

### ***Content Topic***

Self-Editing/ Peer-Editing

Revision

Publishing

Study Island

### ***Timeline***

Year Long

28 weeks (MP 1, 2, 3 & 4)

Year Long

28 weeks (MP 1, 2, 3 & 4)

Year Long

28 weeks (MP 1, 2, 3 & 4)

Year Long

28 weeks (MP 1, 2, 3 & 4)

## Course Unit 2

**Unit Title:** Grammar

**Date/Duration:** Year Long

**Alignment with New Jersey Student Learning Standards:**

RL.7 Reading

RI.7 Informational Text

W.7 Writing

SL.7 Speaking and Listening

L.7 Language

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**Alignment with 21<sup>st</sup> Century Life and Career Skills 9.1:**

All students will demonstrate the creative, critical thinking, collaboration, and problem solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures. Primary interdisciplinary connections: Geography, Psychology, History, Economics, Multicultural Issues, Arts.

**Technology; 8.1 Educational Technology:**

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

**Desired Results****Understandings:**

*Students will understand that:*

- There are rules of grammar that must be followed to be an effective writer.
- An innate understanding of grammar is a key component of the Writing Process.
- Grammar lays the foundation needed to express a writer's voice.

**Essential Questions:**

- How does knowledge of grammar improve reading, writing, and speaking?

**Students will know...**

- How to use the 8 Parts of Speech in the Writing Process.
- How to engage their peers in the revision process.

**Students will be able to...**

- Revise and edit drafts by rereading for content and organization, usage, sentence construction, mechanics, and word choice.
- Compose, revise, edit, and publish writing using appropriate word processing software.
- Reflect on own writing, noting strengths and setting goals for improvement.
- Write stories or scripts with well-developed characters, setting, dialogue, clear conflict and resolution, and sufficient descriptive detail.
- Write multi-paragraph compositions that have clear topic development, logical organization, effective use of detail, and variety in sentence structure.
- Use Standard English conventions in all writing, such as sentence structure,

	<p>grammar and usage, punctuation, capitalization, and spelling.</p> <ul style="list-style-type: none"> <li>● Reflect on own writing, noting strengths and setting goals for improvement.</li> </ul>
<b>Assessment Evidence</b>	
<p><b>Performance Tasks:</b></p> <ul style="list-style-type: none"> <li>● Cooperative Learning</li> <li>● Daily Language (Mechanics, Usage, Grammar)</li> <li>● Student Instruction</li> <li>● Revision of state samples</li> <li>● Publication of a newsletter</li> </ul>	<p><b>Other Evidence:</b></p> <ul style="list-style-type: none"> <li>● Tests/Quizzes</li> <li>● Class Discussion</li> <li>● Journal</li> <li>● Observation of students</li> <li>● Writing as a process with feedback through peer editing</li> <li>● Internet/Technological resources</li> <li>● Study Island</li> </ul>
<b>Suggested Learning Activities</b>	
<p><b>Learning Activities:</b></p> <ul style="list-style-type: none"> <li>● Daily Language Worksheets</li> <li>● Literature and Language Texts</li> <li>● Editing/ revising formal &amp; informal essays</li> <li>● Editing/revising creative writing</li> <li>● Editing/revising state samples</li> <li>● Layout &amp; Design of Newsletter</li> <li>● Interviewing subjects for articles</li> <li>● Editing &amp; revising using photo shop or other applicable software.</li> <li>● Reporting on Town &amp; Community Events</li> </ul>	
<b>Recommended Modifications and Accommodations</b>	
<ul style="list-style-type: none"> <li>● Extra time if needed</li> <li>● Hard copies if needed</li> <li>● Cooperative Learning</li> </ul>	
<b>Specific Resources for Unit</b>	
<ul style="list-style-type: none"> <li>● Revising and Editing</li> <li>● Persuasive Writing Samples</li> <li>● Pearson Prentice Hall Literature Text and Online</li> </ul>	
<b>General Resources for Course</b>	
<ul style="list-style-type: none"> <li>● Internet, Basic English text book, Work Books, Student Anthology text book</li> <li>● <a href="http://www.studyisland.com">www.studyisland.com</a>, New Jersey State Criterion-Based Holistic Scoring: Writing Handbooks, New Jersey State Criterion-Based Holistic Scoring: Reading Handbook, New Jersey Language Arts Gega Workbook (Gold).</li> <li>● Photoshop Adobe Deluxe</li> </ul>	



## Unit 3 : Literature Overview

### Unit 3: Literature Content Outline

#### *Content Topic*

#### *Timeline*

Short Stories: Fiction/Non-Fiction

Year Long

Literary Terms: Introduction

1 week

Literary Terms: Application

Year Long

Sample Essays

Year Long

### Course Unit 3

**Unit Title:** Literature

**Date/Duration:** Year long

#### **Alignment with New Jersey Student Learning Standards:**

RL.7 Reading

RI.7 Informational Text

W.7 Writing

SL.7 Speaking and Listening

L.7 Language

#### **Alignment with 21<sup>st</sup> Century Life and Career Skills 9.1:**

All students will demonstrate the creative, critical thinking, collaboration, and problem solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures. Primary interdisciplinary connections: Geography, Psychology, History, Economics, Multicultural Issues, Arts.

#### **Technology; 8.1 Educational Technology:**

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

### Desired Results

#### **Understandings:**

*Students will understand that:*

- The study of Literary Terms helps the reader to gain better understanding of literary selections.
- Reading selected works of literature encourages individual growth as a writer.
- The study of literature improves the innate sense of grammar.

#### **Essential Questions:**

- How does discussion improve understanding of literature?
- How do different genres of literature correlate to life experiences?
- How can reading a variety of materials broaden your understanding of the world and self?
- How literary devices improve understanding?

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<ul style="list-style-type: none"> <li>● The regular study of literature improves reading comprehensions skills.</li> </ul>	
<p><b>Students will know...</b></p> <ul style="list-style-type: none"> <li>● The study of Literary Terms helps the reader to gain better understanding of literary selections.</li> <li>● Reading selected works of literature encourages individual growth as a writer.</li> <li>● The study of literature improves the innate sense of grammar.</li> <li>● The regular study of literature improves reading comprehensions skills.</li> </ul>	<p><b>Students will be able to...</b></p> <ul style="list-style-type: none"> <li>● Identify and use common textual and graphic features to comprehend information.</li> <li>● Develop an understanding of the organizational structure of printed material.</li> <li>● Distinguish between essential and nonessential information.</li> <li>● Articulate the purposes and characteristics of different genres.</li> <li>● Interpret text ideas through journal writing, discussion, and enactment.</li> </ul>
<b>Assessment Evidence</b>	
<p><b>Performance Tasks:</b></p> <ul style="list-style-type: none"> <li>● Projects</li> <li>● Role Playing</li> <li>● Skits/Dramatization</li> <li>● Scene Re-creation</li> </ul>	<p><b>Other Evidence:</b></p> <ul style="list-style-type: none"> <li>● In-class discussion</li> <li>● Responding to multiple choice and open-ended questions</li> <li>● Academic Prompts</li> <li>● Tests/Quizzes</li> <li>● Study Guides</li> <li>● Essays</li> <li>● Study Island Test &amp; lessons</li> </ul>
<b>Suggested Learning Activities</b>	
<p><b>Learning Activities:</b></p> <ul style="list-style-type: none"> <li>● Reading Short Stories</li> <li>● Journal Responses</li> <li>● Student instruction</li> <li>● Locating and applying literary terms</li> <li>● Graphic Organizers</li> <li>● Tall Tales</li> </ul>	
<b>Recommended Modifications and Accommodations</b>	
<ul style="list-style-type: none"> <li>● Extra time if needed</li> <li>● Hard copies if needed</li> <li>● Cooperative Learning</li> </ul>	
<b>Specific Resources for Unit</b>	
<ul style="list-style-type: none"> <li>● Pearson Prentice Hall Literature Text and Online Skills Practice:</li> <li>● Reading Narrative Texts</li> </ul>	

- Reading Persuasive Texts
- Multiple-Choice Items
- (Academic Workout):
  - Reading Strategies/ Text Structure (p.80-116)
  - Literature: Focus on Fiction (134- 140); Focus on Nonfiction (150)
  - Elements of Literature (166-174)
- Selected Reading Comprehension Stories (ASK6 Prep/ Reading Smarter/ NJASK Language Arts/ Reading Drills)

### General Resources for Course

- Internet: [www.studyisland.com](http://www.studyisland.com)      [www.disney.go.education.com](http://www.disney.go.education.com)
- New Jersey State Criterion-Based Holistic Scoring: Writing Handbooks, New Jersey State Criterion-Based Holistic Scoring: Reading Handbook, New Jersey Language Arts Gapa Workbook. (Gold)
- Academic Workout
- Introductory Level Reading Drills
- AIM Higher! NJASL Language Arts Level D
- Rise & Shine: ASK6 Prep Reading Comprehensions
- Basic English text book

## Unit 4: Vocabulary Overview

Alignment with New Jersey core curriculum content Standards:

Standard 3.1 Reading: All students will understand and apply the knowledge of sounds, letters, and words in written English to become independent and fluent readers, and will read a variety of materials and texts with fluency and comprehension.

3.1.7.C3.1.7 D 3.1.7 F      3.1.7 G

Standard 3.3 Speaking: All students will speak in clear, concise and organized language that varies in content and form for different audience and purposes.

3.3.7.C3.3.7 D

Standard 3.4 Listening: All Students will listen actively to information in a variety of sources in a variety of situations

3.4.7.A      3.4.7.B

### Common Core:

LA.7-Vocabulary acquisition & use All

### Course Requirements and Major Assignments:

- Must maintain 70%
- Attendance requirements
- Percentage of grade included in major areas of course

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## Unit 4: Vocabulary Content Outline

### *Content Topic*

### *Timeline*

Latin & Greek  
Vocabulary Terms  
SAT Prep

Year Long

## Course Unit 4

**Unit Title:** Vocabulary

**Date/Duration:** Year long

**Alignment with New Jersey Student Learning Standards:**

RL.7 Reading  
RI.7 Informational Text  
W.7 Writing  
SL.7 Speaking and Listening  
L.7 Language

**Alignment with 21<sup>st</sup> Century Life and Career Skills 9.1:**

All students will demonstrate the creative, critical thinking, collaboration, and problem solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures. Primary interdisciplinary connections: Geography, Psychology, History, Economics, Multicultural Issues, Arts.

**Technology; 8.1 Educational Technology:**

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

## Desired Results

**Understandings:**

*Students will understand that:*

- The study of Greek and Latin root words helps the reader gain better understanding of literary selections.
- Improving vocabulary encourages individual growth as a writer.
- The study of vocabulary raises reading comprehensions skills.

**Essential Questions:**

- How can learning Latin & Greek vocabulary improve understanding of literature?
- How can an expanded vocabulary enrich life experiences?
- How can an expanded vocabulary improve writing ability?

**Students will know...**

- How to use context clues to understand an unfamiliar word.
- Word parts including Greek and Latin root words.

**Students will be able to...**

- Describe the different types of formal & informal language.
- Identify context clues.
- Demonstrate how to use context clues.

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	<ul style="list-style-type: none"> <li>Identify Greek and Latin root words.</li> </ul>
<b>Assessment Evidence</b>	
<b>Performance Tasks:</b> <ul style="list-style-type: none"> <li>Mini-projects:</li> <li>Role Playing</li> <li>Skits/Dramatization</li> <li>Write an original song, poem or story.</li> <li>Decorate vocabulary words to represent the meaning of the word.</li> </ul>	<b>Other Evidence:</b> <ul style="list-style-type: none"> <li>In-class discussion</li> <li>Academic Prompts</li> <li>Tests/Quizzes</li> <li>Study Guides</li> <li>Essays</li> <li>Exercises</li> </ul>
<b>Suggested Learning Activities</b>	
<b>Learning Activities:</b> <ul style="list-style-type: none"> <li>Journal responses</li> <li>Student instruction</li> <li>Locating and applying literary terms.</li> <li>Decorate vocabulary words to represent the meaning of the word.</li> <li>Write a story, poem, or song using 10 vocabulary words.</li> <li>Identify vocabulary words in an essay.</li> <li>Write a skit using 10 vocabulary words.</li> <li>Use vocabulary words in a sentence.</li> <li>Vocabulary Sort packet</li> <li>Vocabulary exercises</li> <li>Vocabulary Scrapbook</li> </ul>	
<b>Recommended Modifications and Accommodations</b>	
<ul style="list-style-type: none"> <li>Extra time if needed</li> <li>Hard copies if needed</li> <li>Cooperative Learning</li> </ul>	
<b>Specific Resources for Unit</b>	
<ul style="list-style-type: none"> <li>Literary Terms</li> <li>(Greek and Latin Root Words): pgs.7-141</li> <li>Units 1-20: Latin and Greek Root</li> </ul>	
<b>General Resources for Course</b>	
<ul style="list-style-type: none"> <li>Literary Terms Packet</li> <li>Latin &amp; Greek Root Words- Learning Works</li> <li>Vocabulary from: Latin &amp; Greek Roots I- Prestwick House Inc.</li> </ul>	