

Curriculum Guide

Part 1 is a guide to the curriculum. It serves as an overview of the standards, pacing, assessments and resources for the entire course. Additionally, the guide outlines the modifications necessary to ensure all learners are academically successful.

Part I

Marking Period 1:

Marking Period 2:

Marking Period 3:

Marking Period 4:

Pacing Guide	<p>Unit One: Informational and Persuasive Text</p> <p>42 Days</p> <p>Lesson: Reading Strategies Workshop</p> <p>Lesson: Text Analysis Workshop: Reading for Information</p> <p>Lesson: Informational Text: Literary Nonfiction (Informational)</p> <p>Lesson: Comparing Articles (Informational)</p> <p>Lesson: Text Analysis Workshop: Argument and Persuasion</p> <p>Lesson: Informational Text: Literary Nonfiction, Part A (Persuasive)</p> <p>Lesson: Information Text: Literary Nonfiction, Part B (Persuasive)</p> <p>Lesson: Media: Persuasive Techniques in Commercials</p> <p>Lesson: Writer's Workshop: Argument and Persuasion</p>	<p>Unit Two: Novel Studies, <i>Hatchet</i> by Gary Paulson</p> <p>34 Days</p> <p>Lesson: Text Analysis Workshop: Plot, Setting, and Character</p> <p>Lesson: Short Story</p> <p>Lesson: Text Analysis Workshop: Character and Point of View</p> <p>Lesson: Novel Studies: <i>Hatchet</i></p> <p>Lesson: Socratic Seminar</p> <p>Lesson: Writer's Workshop: Narrative</p>	<p>Unit Three: Literary Non-Fiction</p> <p>45 Days</p> <p>Lesson: Text Analysis Workshop: Biography and Autobiography</p> <p>Lesson: Information Text: Literary Nonfiction Part 1 (Biography and Autography)</p> <p>Lesson: Information Text: Literary Nonfiction Part2 (Biography and Autobiography)</p> <p>Lesson: Media Study: Documentary</p> <p>Lesson: Poetry: A Memorial</p> <p>Lesson: Informational Text: Autobiography</p> <p>Lesson: Speech</p> <p>Lesson: Socratic Seminar</p> <p>Lesson: Writer's Workshop: Autobiography</p>	<p>Unit Four: Novel Studies, <i>Tuck Everlasting</i> by Natalie Babbitt</p> <p>34 Days</p> <p>Lesson: Text Analysis Review: Character, point of View, Plot, Conflict, Setting</p> <p>Lesson: Novel Studies: <i>Tuck Everlasting</i></p> <p>Lesson: Writer's Workshop: Research</p>
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Standards	<p>Reading: RL.7.1 Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. RL.7.2 Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text. RL.7.3 Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot). RL.7.4 Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama. RL.7.5 Analyze how a drama’s or poem’s form or</p>	<p>Reading: RL.7.1 Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. RL.7.2 Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text. RL.7.3 Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot). RL.7.4 Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama. RL.7.6 Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.</p> <p>RI.7.1 Cite several pieces of textual evidence to support</p>	<p>Reading: RL.7.1 Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. RL.7.2 Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text. RL.7.3 Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot). RL.7.4 Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama. RL.7.5 Analyze how a drama’s or poem’s form or structure (e.g., soliloquy, sonnet) contributes to its meaning. RL.7.6 Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.</p>	<p>Reading: RL.7.1 Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. RL.7.2 Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text. RL.7.3 Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot). RL.7.4 Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama. RL.7.6 Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.</p> <p>RI.7.1 Cite several pieces of textual evidence to support</p>
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<p>structure (e.g., soliloquy, sonnet) contributes to its meaning.</p> <p>RL.7.6 Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.</p> <p>RL.7.9 Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history.</p> <p>RI.7.1 Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>RI.7.2 Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.</p> <p>RI.7.3 Analyze the interactions between</p>	<p>analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>RI.7.2 Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.</p> <p>RI.7.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choice on meaning and tone.</p> <p>RI.7.5 Provides an analysis of the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas.</p> <p>RI.7.6 Determine an author's point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others.</p> <p>RI.7.8 Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims.</p> <p>RI.7.9 Analyze how two or more authors writing about the</p>	<p>RL.7.9 Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history.</p> <p>RI.7.1 Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>RI.7.2 Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.</p> <p>RI.7.3 Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).</p> <p>RI.7.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choice on meaning and tone.</p> <p>RI.7.5 Analyze the structure an author uses to organize a text, including how the major sections contribute to the</p>	<p>analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>RI.7.2 Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.</p> <p>RI.7.3 Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).</p> <p>RI.7.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choice on meaning and tone.</p> <p>RI.7.5 Analyze the structure an author uses to organize a text, including how the major sections contribute to the</p> <p>RI.7.7 Compare and contrast a text to an audio, video, or</p>	<p>analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>RI.7.2 Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.</p> <p>RI.7.3 Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).</p> <p>RI.7.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choice on meaning and tone.</p> <p>RI.7.5 Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas.</p> <p>RI.7.6 Determine an author's point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others.</p> <p>RI.7.7 Compare and contrast a text to an audio, video, or</p>
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	<p>relevant and sufficient to support the claims. RI.7.9 Analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts.</p> <p>L.7.1 Demonstrates the command of the conventions of standard English grammar and usage when writing or speaking. L.7.2 Demonstrates the command of the conventions of standard English capitalization, punctuation, and spelling when writing. L.7.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies. L.7.5 Demonstrate understanding of figurative language, word</p>	<p>ideas and expressing their own clearly and persuasively. SL.7.2 Integrate and evaluate information presented in diverse media formats, including visually, quantitatively, and orally. SL.7.6 Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.</p> <p>Writing: W.7.2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. W.7.3 Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</p>	<p>specific to domains related to history/social studies. RH.6-8.5 Describe how a text presents information (e.g., sequentially, comparatively, causally). RH.6-8.6 Identify aspects of a text that reveal an author’s point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts). RH.6-8.7 Integrate visual information (e.g., charts, graphs, photographs, videos, or maps) with other information in print and digital texts.</p> <p>L.7.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies. L.7.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>SL.7.2 Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a</p>	<p>of primary and secondary sources.</p> <p>Writing: W.7.2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. RL.7.1 Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p>
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	<p>relationships, and nuances in word meanings.</p> <p>L.7.6 Acquires and uses accurately grade-appropriate general academic and domain-specific words and phrases; gathers vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p> <p>SL.7.2.1 Provides an analysis of the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explains how the ideas clarify a topic, text, or issue under study.</p> <p>SL.7.5.1 Includes multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.</p>		<p>topic, text, or issue under study.</p> <p>SL.7.4 Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.</p> <p>SL.7.6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.</p> <p>Writing:</p> <p>W.7.2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</p> <p>W.7.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)</p>	
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<p>RH.6-8.1 Provides textual evidence to support an analysis of science and/or technical texts or historical primary and/or secondary articles.</p> <p>RH.6-8.6 Identify aspects of a text that reveal an author's point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).</p> <p>RH.6-8.7 Provides integration of visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.</p> <p>RH.6-8.8 Provides distinctions made among fact, opinion, and/or reasoned judgment in a text.</p> <p>RST.6-8.1 Cite specific textual evidence to support analysis of science and technical texts.</p> <p>RST.6-8.5 Analyze the structure an author uses to</p>			
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<p>organize a text, including how the major sections contribute to the whole and to an understanding of the topic.</p> <p>RST.6-8.7 Integrate quantitative or technical information expressed in words in a text with a version of that information expressed visually (e.g., in a flowchart, diagram, model, graph, or table).</p> <p>RST.6-8.9 Compare and contrast the information gained from experiments, simulations, video, or multimedia sources with that gained from reading a text on the same topic.</p> <p>Writing:</p> <p>W.7.1 Write arguments to support claims with clear reasons and relevant evidence.</p> <p>W.7.2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</p>			
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	<p>W.7.4 Provides clear and coherent writing in which the development, organization, voice, and style are appropriate to task, purpose, and audience.</p> <p>W.7.5 With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.</p> <p>W.11-12.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.</p>			
<p>Benchmark Assessments</p>	<p>Unit 1 EdConnect Test</p> <p>Reading Inventory</p> <p>Running Records (every 4-6 weeks)</p> <p>Writing/Project Assessments: Persuasive Essay</p>	<p>Unit 2 EdConnect Test</p> <p>Reading Inventory</p> <p>Running Records (every 4-6 weeks)</p> <p>Writing/Project Assessments: Narrative Essay</p>	<p>Unit 3 EdConnect Test</p> <p>Reading Inventory</p> <p>Running Records (every 4-6 weeks)</p> <p>Writing/Project Assessments: Autobiography/Personal Narrative</p>	<p>Unit 4 EdConnect Test</p> <p>Reading Inventory</p> <p>Running Records (every 4-6 weeks)</p> <p>Writing/Project Assessments: Research Project</p>

District Required Resources

Books: Holt MacDougal Literature – 7th Grade Edition
 Leveled texts are available in the school’s guided reading library to meet the needs of all learners.
Additional Resources:
 Excerpt from novel *Jaws* by Peter Benchley (see curriculum addendum)
Consumables:
 Reader/Writer Notebook, Adapted Readers for Textbook Selections
Websites:
 1. National Geographic Kids Shark Playlist
<https://kids.nationalgeographic.com/explore/youtube-playlist-pages/youtube-playlist-sharks/>
 2. History.com *Black Death Videos*
<https://www.history.com/topics/black-death/videos>
 3. NY Post article “The top 25 highest paid athletes in the world are ...”
<https://nypost.com/2017/06/07/the-top-25-highest-paid-athletes-in-the-world-for-2017-are/>

Books: *Hatchet*, by Gary Paulsen
 Leveled texts are available in the school’s guided reading library to meet the needs of all learners.
Consumables: Reader/Writer Notebook
Websites: YouTube Hatchet Nonfiction Playlist
 Topics: survival, Canadian wildlife, edible plants, aviation, etc.
https://www.youtube.com/playlist?list=PLSvWnOgJhLv_QhzrQOEK-xXtMVEa6kQt

Books: Holt MacDougal Literature – 7th Grade Edition
 Leveled texts are available in the school’s guided reading library to meet the needs of all learners.
Consumables: Reader/Writer Notebook, Adapted Readers for Textbook Selections
Websites: Media Smart CD Or Biography.com
<https://www.biography.com/video/jackie-robinson-full-episode-2190492587>
 “What is Your Life’s Blueprint” speech
<https://www.youtube.com/watch?v=ZmtOGXreTOU>

Books: *Tuck Everlasting*, by Natalie Babbitt
 Leveled texts are available in the school’s guided reading library to meet the needs of all learners.
Consumables: Reader/Writer Notebook
Websites: Tuck Everlasting Playlist YouTube
<https://www.youtube.com/playlist?list=PLSvWnOgJhLv8TKfcSJDgKKEMCeLJrA2s2>

	<p>4. Audio of JFK “Remarks at the Dedication ...” https://www.jfklibrary.org/As-set-Viewer/Archives/JFKWHA-243-003.aspx</p> <p>5. Persuasive Techniques in Commercials YouTube playlist https://www.youtube.com/playlist?list=PLSvWnOgJhLv-Qtg0L1Go3vKoN6zSDVOtv&disable_polymer=true</p>			
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Modifications/Accommodations</p>	<ul style="list-style-type: none"> • Modifications alter the curriculum and are provided as per a student’s Individualized Education Plan (IEP). <ul style="list-style-type: none"> • Accommodations assist students in achieving success with the same curriculum and may be provided to any student. <ul style="list-style-type: none"> • Accommodations for LAL may include, but are not limited to the following: • Reading- Audio books, Reduce the amount of written text displayed at one time, Increase the font size of written text, Provide outline for lesson, Use visual representation of material <ul style="list-style-type: none"> • Writing- Use audio voice recorder, Use wide-lined paper, Provide word processor/spell check, Allow dictation <ul style="list-style-type: none"> • Classroom Procedures- Allow responses in spoken form, Provide additional time, Provide choice seating • Additional accommodations may be found in the Pre-Invention Referral Manual (PRIM) available at each school. <p>Embedded within each unit are the following sections to assist with providing differentiated instruction:</p> <ul style="list-style-type: none"> • “Resources” provide options to differentiate instruction for all levels (Struggling Readers, On Level, Advanced and English Language Learners). • “Content and Language Objectives” provides information to support English Language Learners based on the WIDA Can-Do Descriptors. 			

21st Century Themes	<ul style="list-style-type: none"> ● Global Awareness ● Financial, Economic, Business and Entrepreneurial Literacy ● Civic Literacy ● Health Literacy ● Environmental
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Required 21st Century Life and Careers Standards

- Career Ready Practices:**
- CRP1: Act as a responsible and contributing citizen and employee.
 - CRP4: Communicate clearly and effectively and with reason.
 - CRP5: Consider the environmental, social and economic impacts of decisions.
 - CRP7: Employ valid and reliable research strategies.
 - CRP8: Utilize critical thinking to make sense of problems and persevere in solving them.
 - CRP11: Use technology to enhance productivity.

Interdisciplinary Connections

Unit 1: (Technology) Technology Workshop: Creating a Persuasive Podcast (Creating a Persuasive Creating a Persuasive Podcast SL 4–6

Unit 2: (History) A Wall of Remembrance/A Mother’s Words/U.S. Involvement in Vietnam

Unit 7: (History) Eleanor Roosevelt

Unit 7: (History) Letter to the President General of the Daughters of the American Revolution/ from The Autobiography of Eleanor Roosevelt

Unit 7: (History) Clara Barton: Battlefield Nurse/ from The War Diary of Clara Barton

Unit 8: (Science) Great White Sharks

Unit 8: (History/Health) Like Black Smoke: The Black Death’s Journey/A World Turned Upside Down: How the Black Death Affected Europe

Unit 8: (Science) Remarks at the Dedication of the Aerospace Medical Health Center

Unit 9: (Technology) Technology Workshop: Creating a Wiki Creating a Wiki SL 1b, SL 1d, SL 5

Technology Integration

The one-one initiative supports the use of One Drive, which will allow students to engage in research, work in collaborative teams, and provide a pathway for student-student and student-teacher feedback on site or at home.

8.1.8.D.1 Advocate and practice safe, legal, and responsible use of information and technology.

8.1.8.D.2 Demonstrate personal responsibility for lifelong learning.

8.1.8.D.4 Exhibit leadership for digital citizenship.