

POCONO MOUNTAIN SCHOOL DISTRICT CURRICULUM

COURSE: English Language Arts	GRADE(S): 7
UNIT 1: WALKING THROUGH THE WRITING PROCESS: CHARACTERS WITH CHARACTER	
KEY CONCEPTS: Walking through the Writing Process: Characters with Character <i>This first six-week unit of seventh grade starts the year off with an analysis of the writing process and reflections on characters from literature.</i>	
THEME: Students discuss how authors use the Writing Process to create believable characters in their stories. Students apply the steps of the Writing Process to their own writing. Students discuss how elements of a story interact, practice citing textual evidence, and formalize a process for determining word meanings. This unit ends with an informative/explanatory essay in response to the essential question.	
ESSENTIAL QUESTION: <i>What makes characters in fiction believable?</i>	
NATIONAL STANDARDS: These Focus Standards have been selected for the unit from the Common Core State Standards. <ul style="list-style-type: none">• 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.• 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.• W.7.1: Write arguments to support claims with clear reasons and relevant evidence.• 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.• SL.7.1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.• SL.7.1 (a): Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.• SL.7.1 (b): Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.• L.7.4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 7 reading and content</i>, choosing flexibly from a range of strategies.• L.7.4 (a): Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.• L.7.4 (c): Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.	
English Language Arts Assessment Anchors & Eligible Content: <ul style="list-style-type: none">• Refer to PMSD PA CCSS Curriculum Framework Document	
UNIT OBJECTIVES: <ul style="list-style-type: none">• Review the steps of The Writing Process and establish proper terminology.• Describe the relationship between characterization techniques, point of view, plot structure and the development of theme in a story.	

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- Cite textual evidence, especially as it relates to characterization.
- Write "Character with Character" narratives that use effective technique, relevant descriptive details, and well-structured event sequences.
- Create a writing portfolio using the Writing Process.
- Explore authors' writing process.

TERMINOLOGY:

- Characterization
- Dialogue
- Plot
- Protagonist
- Setting
- Point of View
- Conflict
- Theme
- Prewrite
- Draft
- Conference
- Revise
- Edit
- Final Draft
- Publish

ACTIVITIES:

Informative Writing, Language Usage, Language Mechanics

Utilizing the steps of the Writing Process, identify someone you truly respect and explain why you respect him or her. Edit your writing for good paragraph structure and language mechanics. Reflect on your own writing process and identify the steps. Record and reflect on your writing on your Writing Portfolio Checklist.

Narrative Writing, Language Usage, Language Mechanics

Utilizing the steps of the Writing Process, write your own well-developed "Character with Character" Sketch utilizing "Writing a Character Sketch" pg. 27 (Write Source 2000: Sourcebook). Expand your sketch into a narrative. It can take place during any time period of your choosing. Incorporate elements and techniques learned in this unit. Edit your writing to avoid sentence fragments, run-on sentences, and comma splices. Feel free to add visual aids or illustrations to your story once it is complete. Be prepared to publish your story. Record and reflect on your writing on your Writing Portfolio Checklist. (RL.7.2, W.7.3, L.7.1a, L.7.2a)

ASSESSMENTS:

Academic history review of each student

Summative

- Benchmark assessment
- End of unit test
- Individual or group projects and presentations using PowerPoint and Microsoft Publisher
- PSSA
- Study Island

Formative

- Collaborative learning
- Graphic organizers
- Journals/logs
- KWL
- Outline
- Surveys, polls and exit slips
- Study Island
- Ticket out
- Teacher observation
- 7th Grade Grammar Assessment

Diagnostic

- CDTs – ALL LEVELS

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Reading Literature, Argumentative Writing, Language Usage, Language Mechanics

Read a self-selected novel, short story, poem, or essay approved by your teacher. Utilizing the steps of the Writing Process, respond to the following prompt: *Think of a book, short story, essay, or poem that you really liked or disliked. Write a review for your classmates. What will they like about it? What will they dislike about it? Include details to support your point of view.* Submit your essay for online scoring on the Prentice Hall Writing and Grammar website or for teacher scoring. Record and reflect on your writing on your Writing Portfolio Checklist. (RL.7.1, RL.7.2, RL.7.3, RI.7.1, RI.7.2, W.7.1, L.7.)

Research, Reading Informational Text, Speaking and Listening, Oral Presentation

Visit several author websites and take notes on each author's Writing Process. In a group, discuss commonalities and idiosyncrasies among the various authors' writing process. Create a class bulletin board or spreadsheet displaying your results. Discuss how different authors approach their craft. (W.7.7, RI.7.1, RI.7.3, SL.7.1a, SL.7.2)

Language Usage

Using the 7th Grade Grammar Entrance Assessment to determine student strengths and weaknesses, your teacher will teach mini-lessons on the individual language standards. For example, he/she will explain the function of parts of speech or phrases and clauses to the class. Record your grammar assessments on the Grammar Concepts Checklist for Grade 7. Find five phrases and five clauses in a book you are reading in class and explain their function. Select a piece of your own writing, underline and label phrases and clauses, and ensure that there are no misplaced or "dangling" modifiers. (L.7.1)

Reading Literature, Reading Informational Text

Introductory Activity (for the Year): *You will be reading a variety of literature and informational texts this year and perhaps some genres that you haven't encountered before. Your teacher will give you a list of genres (such as adventure, historical fiction, comedy, ancient history, science fiction, fantasy, etc.) from which to select titles and to which you may add new titles. Be sure to select titles, and topics, of enduring interest. One of your goals by the end of the year is to read books from at least three genres that are new to you.* (RL.7.10, RI.7.10)

- STAR – AS ADMINISTERED AND INDIVIDUAL EVALUATION BY READING SPECIALIST
- IRI – (INDIVIDUAL READING INVENTORY)
- SORT – (SLOSSON ORAL READING TEST)
- STUDY ISLAND BENCHMARKS
- OER'S – RELEASED ITEMS (OPEN ENDED RESPONSES)

REMEDIATION AND ENRICHMENT MAY BE DRIVEN BY IEP AND GIEP DOCUMENTS OR MAY BE PROVIDED ON AN AS NEEDED/REQUESTED BASIS

REMEDIATION:

- Appropriate accommodations
- Apprentice text
(Apprentice text is a short, one- to four-paragraph passage on the students' independent level devoted to bridging the gap between the introduction of the standard- and grade-level application.)
- Colored highlighters for focus
- Explicit modeling followed by systematic guided practice of each skill
- Focus modality approach (i.e. VAKT – visual auditory kinesthetic and tactile)
- Individual conferences
- One-on-one instruction
- Process Skill Builders – Pre and Post-reading process
- Qualifying students receive Wilson or Just Words
- Re-teaching challenging concepts to gain mastery
- SAS Portal as directed by CDTs
- Study Island
- Teachertube.com
(As needed, establish baseline via video clips)
- Word analysis mini lessons

ENRICHMENT:

- In-depth discussion and extended activities
- Individualized enriched vertical assignments and projects
- Preview college professor's online notes and study guides
- Extending skills to the next level of complexity

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Language Mechanics

Your teacher will teach mini-lessons on the individual language standards. For example, as a class you will talk about the strategy of using and to determine whether or not a comma is needed between two adjectives of equal importance. If the word and makes sense between two adjectives, then a comma is needed. Your teacher will give you examples of sentences (without commas), and you will determine whether a comma is needed or not and why. For example:

- The winding bumpy road led to a beautiful picnic spot. (needs a comma)
- The broken rear view mirror needed repair. (no comma)

Then, you will choose a piece of your own writing, underline words that could use more description, and add adjectives—some with and some without commas. Check your work with a partner. (L.7.2a)

Reading Literature, Speaking and Listening

As you read *Walk Two Moons*, use your Active Reading graphic organizer to keep track of the separate plot lines. Be sure to make notes of page numbers with relevant information so you can cite the text during class discussion. Analyze the literary elements of *Walk Two Moons*. (RL.7.1, RL.7.2, RL.7.3, RL.7.6)

Reading Literature, Argument Writing, Language Usage, Language Mechanics

In *Walk Two Moons*, an important lesson Sal learns is that things are not always what they seem to be. Choose any two characters in the novel and describe how they appear at first to Sal. Then describe what she later learns to be true. Compose a well-developed paper that includes an engaging opening statement, and relevant evidence cited from the text read. Edit your writing for phrases and clauses, as well as commas separating coordinate adjectives. Your teacher may ask you to upload your essay to the classroom blog. (RL.7.9, RL.7.1, W.7.1, L.7.1a, L.7.2a)

Vocabulary, Language Usage

Where do words come from? How does knowing their origin help us not only to spell the words, but also understand their meaning? This is why we study etymology. Create a personal dictionary of terms found, learned, and used throughout this unit. This dictionary will be used all year long to explore the semantics (meanings) of words and their origins, especially those with Greek and Latin roots. (L.7.4a,c)

INSTRUCTIONAL STRATEGIES & TOOLS:

- Anticipation guides
- Access and Conquer-Graphic Strategy
- Baseline information for text
- Class discussion
- Close Reading
(A close reading is a careful and purposeful reading. Close reading is one of the shifts in the CC that demands student focus on what the author has to say, the author's purpose, the text structure and the meaning of the author's chosen words.)
- Cooperative Learning
- Differentiated instruction
- Guided questioning
- Integrated technology and 21st century skills
- K/W/L's
- Marginal note questions
- Mnemonic devices
- Modeling
- Online resources
- Personal dictionaries
- Read/Evaluate/Write
- Read it, write it, link it
- Rituals as learning tools
- Think Aloud
- Think/pair/share
- Thinking Maps
- Writing Journals

UTILIZATION OF SPECIALIZED STAFF AS NEEDED

- Librarian/Media Specialist
- Reading Specialists
- Special Education Teachers
- Guidance Counselors
- Related Arts Teachers

TEACHER CREATED MATERIALS

- Charts
- Diagrams
- Discussion questions
- Double entry journals
- Excerpts
- Graphic organizers
- Historical fiction
- Interviews
- Open ended question
- Outlining
- Picture starters
- PowerPoint presentations
- Quotations

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<p>Vocabulary As a class, create a Vocabulary Word Wall bulletin board where, throughout the year, you will add and sort words as you learn them in each unit of study. (L.7.4)</p> <p>Language Mechanics As a class, create a Mechanics/Grammar bulletin board where, throughout the year, you will add to a checklist of editing topics as they are taught through targeted mini-lessons. Once skills are taught in a mini-lesson and listed on the bulletin board, you are expected to edit your work for the elements before publication. (L.7.1, L.7.2, L.7.3)</p> <p>Reading Informational Text, Vocabulary After reading "The Code Talker Story" and "War and Remembrance," identify key contributions of Native Americans to the United States military. Create a comic strip or digital slide presentation of key events. Be sure to note the source that each comic strip box or slide refers to so you can go back and cite the text during class discussion. Make a list of new vocabulary words that you learned from these articles and that you encounter in other (fictional) texts. Your teacher may ask you to take notes in your journal of key events and share them with a partner before creating your comic strip or slide presentation. Be sure to cite sources with relevant information or mark your text with sticky notes so you can cite the text, if needed. Practice the citation format introduced by your teacher. (RI.7.1, RI.7.2, RI.7.4, RI.7.6, W7.2)</p> <p>Reading Literature, Argument Writing, Language Usage, Language Mechanics While reading <i>Walk Two Moons</i>, think about how either Sal or Phoebe becomes a memorable character. Think about the techniques the author uses to develop this memorable character. Then compose a well-developed paper in response to the following question: "Do good characterization techniques help convey the theme of a story?" Include an engaging opening statement, at least three clear reasons for your answer, and relevant evidence cited from the text read. Edit your writing for phrases and clauses, as well as commas separating coordinate adjectives. (RL.7.1, RL.7.2, RL.7.3, W.7.1, L.7.1a, L.7.2a) Informative Writing, Reading Literature, Language Usage, Language</p>	<ul style="list-style-type: none"> • Timelines • Vocabulary journals • Writing starters <p>TEACHER PROFESSIONAL DEVELOPMENT MODULES</p> <ul style="list-style-type: none"> • Login to PMSD Share Drive, click open ELA Curriculum file, open PD file to select the module Strategies to Guide Differentiated Instruction * <p>*Module library will be continually updated</p> <p>ADDITIONAL RESOURCES</p> <ul style="list-style-type: none"> • <i>You Can't Spell the Word Prefix Without a Prefix</i> (ReadWriteThink) (RL.7.4, RI.7.4). • <i>Flip-a-Chip: Examining Affixes and Roots to Build Vocabulary</i> (ReadWriteThink) (RL.7.4, RI.7.4) • <i>Improve Comprehension: A Word Game Using Root Words and Affixes</i> (ReadWriteThink) (RL.7.4, RI.7.4) • <i>Internalization of Vocabulary Through the Use of a Word Map</i> (ReadWriteThink) (RL.7.4, RI.7.4) <p>Anthologies</p> <ul style="list-style-type: none"> • Prentice Hall Penguin Series Grade 7 • Prentice Hall Writing and Grammar <p>Online Resources <i>Teacher recommended digital resources.</i></p> <p>Examples:</p> <ul style="list-style-type: none"> • www.youtube.com • www.literature.org • www.unitedstreaming.com • www.ducksters.com • www.Lit2go.com • www.promethanplanet.com • www.gutenberg.org • www.barleyby.com • www.teachertube.com • www.kahnacademy.org
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<p>PRIMARY RESOURCES:</p> <ul style="list-style-type: none"> • (E) indicates a CCSS exemplar text; (EA) indicates a text from a writer with other works identified as exemplars. <p>Writing:</p> <ul style="list-style-type: none"> • Write Source 2000: A Guide to Writing, Thinking, & Learning (Sebranek/Meyer/Kemper) • Write Source 2000: Sourcebook Student Workshops, Activities, and Strategies (Sebranek/Meyer/Kemper) • Write Source 2000: Planning Guide and Answer Key (Sebranek/Meyer/Kemper) • Write Source 2000: Teacher's Guide to the handbook (Sebranek/Meyer/Kemper) • Writing and Grammar: Communication in Action (Bronze Level/Prentice Hall) • Writing and Grammar: Communication in Action Online Essay Scorer (Bronze Level/Prentice Hall http://pearsonsuccessnet.com) <p>Literary Texts</p> <p>Stories</p> <ul style="list-style-type: none"> • Walk Two Moons (Sharon Creech) • Walk Two Moons Teacher's Guide PDF (http://www.gencoe.com/sec/literature/litlibrary/pdf/walk_two_moons.pdf) • The Best of Friends (Various selections/Perfection Learning) • Who Am I? (Various selections/Prentice Hall) <p>Nonfiction</p> <ul style="list-style-type: none"> • "War and Remembrance: An Indian Artist's Traditional Tribute Honors Native American Soldiers Who Served in Vietnam (Owen Edwards, Smithsonian magazine, May 2006 http://www.printthis.clickability.com/pt/cpt?expire=&title=War+and+Remembrance+%7C+People+%26+Places+%7C+Smithsonian+Magazine&urlID=24439162&action=cpt&partnerID=253162&cid=10021641&fb=Y&url=http%3A%2F%2Fwww.smithsonianmag.com%2Fpeople-places%2Fobject-may06.html) • "The Code Talker Story" (http://www.navajocodetalkers.org/code_talker_story/) 	
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COURSE: English Language Arts	GRADE(S): 7
UNIT 2: PERSERVERANCE KEY CONCEPTS: Perseverance This second six-week unit of seventh grade builds upon the study of character by examining those who persevered in a variety of challenging circumstances.	

THEME: Students read “Roll of Thunder, Hear My Cry.”—They also read informational texts—about Helen Keller, Geronimo, Cesar Chavez or Martin Luther King Jr. to name a few. Students continue to reflect on the impact that historical events have on people, but also delve more deeply into the internal and external conflicts that characters experience and the qualities they possess that help them overcome challenges. Students continue to hone skills learned in the first unit about how characters develop and compare their development to the development of ideas in an informational text. This unit ends with an informative/explanatory essay in response to the essential question: How do individuals, real and fictional, use words and actions to demonstrate perseverance?

ESSENTIAL QUESTION: How do characters, real and fictional, use words and actions to demonstrate perseverance?

NATIONAL STANDARDS:

These Focus Standards have been selected for the unit from the Common Core State Standards.

- **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.
- **RL.7.3:** Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).
- **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.
- **W.7.7:** Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.
- **SL.7.1:** Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.
- **SL.7.1(c):** Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.
- **SL.7.1(d):** Acknowledge new information expressed by others and, when warranted, modify their own views.
- **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.7.4(b):** Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., *belligerent*, *bellicose*, *rebel*).
- **L.7.4(d):** Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

English Language Arts Assessment Anchors & Eligible Content:

- Refer to PMSD PA CCSS Curriculum Framework Document

UNIT OBJECTIVES:

- Define *perseverance*.
- Read and discuss fictional and informational texts featuring real people or characters that

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demonstrate perseverance.

- Analyze how the setting (historical context) of story or biography affects character development.
- Explain authors' use of literary techniques such as diction and imagery.
- Compare and contrast the novel "Roll of Thunder, Hear My Cry" to the film "Roll of Thunder, Hear My Cry" or another thematically related film.
- Conduct research on a person of interest who demonstrated perseverance, such as Martin Luther King Jr. or Geronimo.
- Create a persuasive multimedia presentation.
- Write a bio-poem and memorize and/or recite it for the class.

TERMINOLOGY:

- Biography
- Character's conflict: external and internal
- Diction
- Imagery
- Tone
- Symbolism
- Irony
- Metaphor
- Prose

ACTIVITIES:

Art, Speaking and Listening

Photography, paintings and illustrations from Jim Crow Era and/or Great Depression. How do these illustrations add to or alter your understanding of the text? Can these images stand alone as a work of art or do they require the text in order to be fully appreciated and understood? What does examining these works teach us about the difference between fine art and illustration? (SL.7.2, SL.7.4, SL.7.5)

Vocabulary

[Continuing activity from the first unit] Where do words come from? How does knowing their origin help us not only to spell the words, but also to understand their meanings? Add words found, learned, and used throughout this unit to your personal dictionary, including synonyms for perseverance (e.g., *determination, constancy, relentlessness, obstinacy, tenacity, steadfastness, stalwartness, drive, willpower, etc.*). This dictionary will be used all year long to explore the semantics (meanings) of words and their origins, especially those with Greek and Latin roots. (L.7.4)

Vocabulary

As a class, continue adding to the Vocabulary Word Wall bulletin board where, throughout the year, you will add and sort words as you learn them in each unit of study. (L.7.4)

ASSESSMENTS:

Academic history review of each student

Summative

- Benchmark assessment
- End of unit test
- Individual or group projects and presentations using PowerPoint and Microsoft Publisher
- PSSA
- Study Island

Formative

- Collaborative learning
- Graphic organizers
- Journals/logs
- KWL
- Outline
- Surveys, polls and exit slips
- Study Island
- Ticket out
- Teacher observation

Diagnostic

- CDTs – ALL LEVELS
- STAR – AS ADMINISTERED AND INDIVIDUAL EVALUATION BY READING SPECIALIST
- IRI – (INDIVIDUAL READING INVENTORY)

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Research, Argument Writing, Language Usage, Language Mechanics

Research a famous person (such as Martin Luther King Jr., or another person of your choosing) who persevered in spite of significant challenges. Use a wide range of credible print and electronic, primary, and secondary resources for your research. See if you can find a video clip of him or her speaking on YouTube. Write and present your multimedia report to the class, making a case for why the person you chose is a striking example of determination and perseverance in the face of difficult circumstances. Edit your work for sentence variety and spelling. (W.7.1, W.7.7, RI.7.2, SL.7.2, SL.7.5, L.7.1a,b, L.7.2a,b)

Narrative Writing, Performance

Write a bio-poem about an individual, real or fictional, who demonstrates the essence of perseverance. Memorize and/or recite the poem for the class. Record your recitation using a video camera so you can evaluate your performance. (SL.7.6, RL.7.4, W.7.3)

Film, Reading Literature, Speaking and Listening

Discuss the similarities and differences among reading about the novel *Roll of Thunder, Hear My Cry* and viewing the film adaptation of the novel. Do reading and watching both versions give you a better picture of Cassie Logan than if you only read or saw one text? Write your ideas in your journal. Then, share your ideas with a partner prior to discussing as a class. (RL.7.5, RL.7.7)

Reading Literature, Speaking and Listening

Historical fiction such *Roll of Thunder, Hear My Cry* by Mildred Taylor is based on true events. Write a response to this question in your journal: How does the author's style (i.e., word choice) affect the believability of the main character? Justify your answer with specific details from the text. (RL.7.9, RL.7.3)

Informative Writing, Language Usage, Language Mechanics

Reflecting on the novels and biographies read and discussed in class, write an informative/explanatory essay in response to the essential question: How do individuals, real and fictional, use words and actions to demonstrate perseverance? Cite specific details from texts read. After your teacher reviews your first draft, work with a partner to edit and strengthen your writing, especially for sentence variety and spelling. Be prepared to record your final essay and upload it as a podcast or as the narrative to accompany a movie on the class web page for this

- SORT – (SLOSSON ORAL READING TEST)
- STUDY ISLAND BENCHMARKS
- OER'S – RELEASED ITEMS (OPEN ENDED RESPONSES)

REMEDIATION AND ENRICHMENT MAY BE DRIVEN BY IEP AND GIEP DOCUMENTS OR MAY BE PROVIDED ON AN AS NEEDED/REQUESTED BASIS

REMEDIATION:

- Appropriate accommodations
- Apprentice text
(Apprentice text is a short, one- to four-paragraph passage on the students' independent level devoted to bridging the gap between the introduction of the standard- and grade-level application.)
- Colored highlighters for focus
- Explicit modeling followed by systematic guided practice of each skill
- Focus modality approach (i.e. VAKT – visual auditory kinesthetic and tactile)
- Individual conferences
- One-on-one instruction
- Process Skill Builders – Pre and Post-reading process
- Qualifying students receive Wilson or Just Words
- Re-teaching challenging concepts to gain mastery
- SAS Portal as directed by CDTs
- Study Island
- Teachertube.com
(As needed, establish baseline via video clips)
- Word analysis mini lessons

ENRICHMENT:

- In-depth discussion and extended activities
- Individualized enriched vertical assignments and projects
- Preview college professor's online notes and study guides
- Extending skills to the next level of complexity

INSTRUCTIONAL STRATEGIES & TOOLS:

- Anticipation guides
- Access and Conquer-Graphic Strategy
- Baseline information for text
- Class discussion

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unit. (W.7.9a,b, L7.1a,b, L7.2a,b)

Reading Informational Text, Opinion Writing

While reading "My Furthest Back Person" by Alex Haley and/or "All together now" by Barbara Jordan think about how everyone has a different limit to which they can be pushed while overcoming the challenges and obstacles they face. Write a response to this question in your journal: How do expectations affect what one can accomplish? Justify your answer with specific information from the text. Your teacher may ask you to post your response to this prompt on the classroom blog so you and your classmates can comment on each other's thoughts. (RI.7.1)

Reading Literature, Reading Informational Text, Reading Fluency, Performance

Study a picture of Martin Luther King, Jr. taken while delivering his "I Have a Dream" speech, noting how the pictures relate Martin Luther King Jr.'s experience during the Civil Rights Movement. Then read "Dr. Martin Luther King Jr." by David Dinkins. Practice speaking the lines prior to reading the speech aloud. Discuss how the speech form contributes to its meaning in a different way than the photo (RL.7.5, RL.7.6, RI.7.9, SL.7.1, SL.7.6)

Reading Informational Text, Speaking and Listening

Based on the speech "All Together Now" by Barbara Jordan,—how can prejudice be eliminated? Write your ideas in your journal prior to class discussion. Then, discuss as a class, citing information from texts read. Optional: Follow the class discussion by posting your thoughts on the classroom blog so you and your classmates can continue this conversation. (RI.7.1, RI.7.2)

Reading Literature, Reading Informational Text, Speaking and Listening

Compare and contrast characters from the various novels and biographies read. What similarities exist between fictional characters and real people? Can you generalize about the types of experiences that build perseverance? What destroys perseverance? After class discussion, create a Venn diagram in your journal, or in an online template, that outlines the potentially positive and negative experiences. (SL.7.1, RL.7.9)

Speaking and Listening, Language Usage

What is meant by the word perseverance? Look up the word in a dictionary and write your ideas down on a sticky note. Your teacher will give you the opportunity to "Give one, get one" in order to go

- Close Reading
(A close reading is a careful and purposeful reading. Close reading is one of the shifts in the CC that demands student focus on what the author has to say, the author's purpose, the text structure and the meaning of the author's chosen words.)
- Cooperative Learning
- Differentiated instruction
- Guided questioning
- Integrated technology and 21st century skills
- K/W/L's
- Marginal note questions
- Mnemonic devices
- Modeling
- Online resources
- Personal dictionaries
- Read/Evaluate/Write
- Read it, write it, link it
- Rituals as learning tools
- Think Aloud
- Think/pair/share
- Thinking Maps
- Writing Journals

UTILIZATION OF SPECIALIZED STAFF AS NEEDED

- Librarian/Media Specialist
- Reading Specialists
- Special Education Teachers
- Guidance Counselors
- Related Arts Teachers

TEACHER CREATED MATERIALS

- Charts
- Diagrams
- Discussion questions
- Double entry journals
- Excerpts
- Graphic organizers
- Historical fiction
- Interviews
- Open ended question
- Outlining
- Picture starters
- PowerPoint presentations
- Quotations
- Timelines
- Vocabulary journals
- Writing starters

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beyond the dictionary definition. Create a class word map of the word *perseverance*. As you find examples of perseverance in texts read during the unit, write them on sticky notes and add them to your chart. While working on this unit, your teacher may ask you to create an online concept map. (SL.7.1)

Reading Poetry, Reading Literature, Informative Writing, Language Usage, Language Mechanics

Compare the prose of the novel *Roll of Thunder, Hear My Cry* and the poem that opens Chapter 11. How do the form, diction, and imagery in the novel compare to the form, diction, and imagery in the poem? Write your initial ideas in your journal and then share ideas with a partner. Revise your writing to include additional ideas based on your discussion, if desired. Then write a well-developed paper, citing at least three specific examples from two different texts read. Edit your writing for sentence variety and spelling. Optional: Upload your paper to the classroom blog. (RL.7.5, W.7.2, W.7.9.a, L.7.1a,b, L.7.2a,b)

Reading Literature, Reading Informational Text

As you read one of the novels or biographies about people or characters with perseverance, take notes in your journal or on a shared online document about how the individuals are affected by the time period in which they lived. Be sure to note page numbers with relevant information or mark your text with sticky notes so you can go back and cite the text during class discussion.

- During what historical time period does the novel/biography take place?
- Where did the person or character live, and why?
- What was that individual's historical context?
- What role, if any, does the person or character's family play in his/her outlook on life?
- What obstacle(s) does the individual overcome? How?

Prior to class discussion, your teacher may give you the opportunity to share your notes and/or collaborate on a shared online document with a partner who read the same text. (RL.7.3, RL.7.1, RL.7.9)

TEACHER PROFESSIONAL DEVELOPMENT MODULES

- Login to PMSD Share Drive, click open ELA Curriculum file, open PD file to select the module Strategies to Guide Differentiated Instruction *

*Module library will be continually updated

ADDITIONAL RESOURCES

- *Additional Poems* by Gary Soto (*The Poetry Foundation*) ★★★★★1
- *Exploring Author's Voice Using Jane Addams Award-Winning Books* (*ReadWriteThink*) (L.7.3)
- *She Did What? Revising for Connotation* (*ReadWriteThink*) L.7.5)
- *Drama Map* (*ReadWriteThink*) (RL.7.5)

Anthologies

- Prentice Hall Penguin Series Grade 7
- Prentice Hall Writing and Grammar

Online Resources

Teacher recommended digital resources.

Examples:

- www.youtube.com
- www.literature.org
- www.unitedstreaming.com
- www.ducksters.com
- www.Lit2go.com
- www.promethanplanet.com
- www.gutenberg.org
- www.barleyby.com
- www.teachertube.com
- www.kahnacademy.org

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<p>PRIMARY RESOURCES:</p> <ul style="list-style-type: none"> • (E) indicates a CCSS exemplar text; (EA) indicates a text from a writer with other works identified as exemplars. <p>Literary Texts</p> <p>Poetry</p> <ul style="list-style-type: none"> • "Oranges" (Gary Soto) (E) ★★★★★2 • "Mother to Son" (Langston Hughes) pg. 543 Prentice Hall Literature Grade Seven Penguin Edition <p>Stories</p> <p>Prentice Hall Literature Grade Seven Penguin Edition</p> <ul style="list-style-type: none"> • "Song of the Trees" (Mildred Taylor) pg. 104 Holt Rinehart-Winston Elements of Literature Blue Cover First Course • <i>Roll of Thunder, Hear My Cry</i> (Mildred Taylor) • <i>Alternative Assessment for Roll of Thunder, Hear My Cry</i> (Perfection Learning) • <i>Portal Plus Activities Across the Curriculum: Roll of Thunder, Hear My Cry</i> (Perfection Learning) • <i>Portals to Reading Series: Roll of Thunder, Hear My Cry</i> • <i>Roll of Thunder, Hear My Cry: Literature Unit</i> (Teacher Created Materials, Inc.) • <i>Latitudes: Roll of Thunder, Hear My Cry</i> (http://www.learningthings.com/itemdesc.asp?ic=PLC74572) <p>Informational Texts</p> <ul style="list-style-type: none"> • "Dr. Martin Luther King, Jr." (David Dinkins) speech. Pg. 132 Perfection Learning "To Be A Hero" • "In Search of Our Mothers' Gardens" (Alice Walker) pg. 396-405 Prentice Hall Literature Grade Seven Penguin Edition • "All Together Now" (Barbara Jordan) pgs. 442-447 Prentice Hall Literature Grade Seven Penguin Edition • "My Furthest-Back Person" (Alex Haley) pgs. 124-135 Prentice Hall Literature Grade Seven Penguin Edition <p>Art, Music and Media</p> <p>Art</p> <ul style="list-style-type: none"> • Photo of Martin Luther King, Jr. delivering his "I Have a Dream Speech" <p>Media</p> <ul style="list-style-type: none"> • Film version of <i>Roll of Thunder, Hear My Cry</i> 	
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COURSE: English Language Arts	GRADE(S): 7
UNIT 3: COURAGE IN LIFE AND LITERATURE	
KEY CONCEPTS: Courage in Life and Literature <i>This third eight-week unit of seventh grade delves more deeply into character analysis, focusing on determination and courage</i>	

THEME: Students read, study, and discuss selections from *To Be a Hero*. Students choose an autobiography or biography, such as "The Letter 'A' from My Left Foot" by Christy Brown, or a fictional work to explore how courage is projected through these works. Students see how and where these stories fit within informational texts. Students focus their reading on in-depth analyses of interactions among individuals, events, and ideas in a variety of texts, comparing the ways in which different authors shape similar stories. This unit ends with an informative/explanatory essay in response to the essential question.

ESSENTIAL QUESTION: How can reading about the courage of real people inform our understanding of determined literary characters?

NATIONAL STANDARDS:

These Focus Standards have been selected for the unit from the Common Core State Standards.

- **RL.7.5:** Analyze how a drama's or poem's form or structure (e.g., soliloquy, sonnet) contributes to its meaning.
- **RL.7.7:** Compare and contrast a written story, drama, or poem to its audio, filmed, staged, or multimedia version, analyzing the effects of techniques unique to each medium (e.g., lighting, sound, color, or camera focus and angles in a film).
- **R.I.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.
- **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).
- **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.
- **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.
- **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 topic, text, or issue under study.
- **L.7.6:** Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

English Language Arts Assessment Anchors & Eligible Content:

- Refer to PMSD PA CCSS Curriculum Framework Document

UNIT OBJECTIVES:

- Define *courage*.
- Read and discuss fictional and informational texts about people, real and fictional, that face conflict.
- Explain how knowing the historical context of a story may enhance your understanding of a story.
- Analyze two accounts of the same event and describe important similarities and differences in

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the details they provide.

- Explain how an author's style can help convey the theme of their stories, poems, or speeches.

TERMINOLOGY:

- Connotation
- Denotation
- Dialogue
- Diction

ACTIVITIES:

SUGGESTED STARTERS:

- **SEE RESOURCE—ELA7 Unit 3 Starters**

Language Usage

Your teacher will give you some sentences containing redundancies, and you will try to simplify the sentences without affecting the meaning. For example (~~strikethrough~~ shows the redundant phrase):

- There is no need for further discussion of the topic.
- Grass has overgrown in areas because we stopped mowing our lawn.
- This dress code policy ought to be revoked.
- "I am so mad," I said.

Next, choose a piece of your own writing and read it aloud to a classmate. He/she should help you listen for any redundant words or phrases that could be eliminated. (L.7.3a)

Vocabulary

[Continuing activity from the first two units] Just as we can trace the path of our ancestors, we can trace the path of words. Choose some words learned this year in content classes, and trace back from modern-day uses of the words to their historical origins (i.e., *tyranny, assimilation, displacement, genocide, Gestapo, propaganda, internment, smuggle*, etc.). Add these to your personal dictionary. (L.7.4, RI.7.4, L.7.6)

Informative Writing, Multimedia Presentation, Language Mechanics, Language Usage

Reflecting on the literature read and discussed in class, write an informative/explanatory essay in response to the essential question: How can reading about the courage of real people inform our understanding of courageous literary characters? Cite specific details from texts read, not only from English class, but also from history class. After your teacher reviews your first draft, work with a partner to strengthen and edit your writing for phrases and clauses, modifiers, and precise language. Be

ASSESSMENTS:

Academic history review of each student

Summative

- Benchmark assessment
- End of unit test
- Individual or group projects and presentations using PowerPoint and Microsoft Publisher
- PSSA
- Study Island

Formative

- Collaborative learning
- Graphic organizers
- Journals/logs
- KWL
- Outline
- Surveys, polls and exit slips
- Study Island
- Ticket out
- Teacher observation

Diagnostic

- CDTs – ALL LEVELS
- STAR – AS ADMINISTERED AND INDIVIDUAL EVALUATION BY READING SPECIALIST
- IRI – (INDIVIDUAL READING INVENTORY)
- SORT – (SLOSSON ORAL READING TEST)
- STUDY ISLAND BENCHMARKS
- OER'S – RELEASED ITEMS (OPEN ENDED RESPONSES)

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prepared to summarize your thoughts on two digital slides that include visuals. All slides will be combined into a single presentation for posting on the class web page. (W.7.2, W.7.4, W.7.9a,b, L.7.1, L.7.2a,b, L.7.3a)

Vocabulary

Where do words come from? How does knowing their origin help us not only to spell the words, but also to understand their meaning? Add words found, learned, and used throughout this unit to your personal dictionary. This dictionary will be used all year to explore the semantics (meanings) of words and their origins. (L.7.4)

Research, Reading Informational Text, Informative Writing, Oral Presentation

Throughout history, rights have been unfairly taken away from individuals and groups. Choose one of these rights to research in detail, following the research process through to the presentation of findings, either as an essay or other presentation. When you are done, write a note card about how the right you researched was taken away and include the date. As a class, create a bulletin board or spreadsheet of the note cards in order to share what you have learned with each other. Make sure that the events are arranged in correct chronological order. Discuss how people reacted with perseverance and courage at their rights being taken away. OPTIONAL—Enter your "takeaway" thoughts from this research and class conversation on the classroom blog so you can continue the conversation electronically. (W.7.7, RI.7.3, RI.7.6, W.7.2, W.7.8, SL.7.1, SL.7.2)

Reading Informational Text, Speaking and Listening

Compare the speeches by Winston Churchill and Franklin D. Roosevelt. How are the styles and themes similar and different? In what ways does style contribute to the theme of each speech? Write your ideas on a T-chart or Venn diagram in your journal or online and share with a partner prior to class discussion. Cite specific examples of style, such as diction and the use of figurative language. (SL.7.3, RI.7.9, RI.7.6, RI.7.7)

Reading Literature, Informative Writing, Language Usage, Language Mechanics

As you read "Suzy and Leah" by Jane Yolen take notes in your journal about how the characters' experiences are similar to and different from one another. Be sure to note page numbers with relevant information or mark your text with sticky notes so you can cite the text during class discussion.

REMEDATION AND ENRICHMENT MAY BE DRIVEN BY IEP AND GIEP DOCUMENTS OR MAY BE PROVIDED ON AN AS NEEDED/REQUESTED BASIS

REMEDATION:

- Appropriate accommodations
- Apprentice text
(Apprentice text is a short, one- to four-paragraph passage on the students' independent level devoted to bridging the gap between the introduction of the standard- and grade-level application.)
- Colored highlighters for focus
- Explicit modeling followed by systematic guided practice of each skill
- Focus modality approach (i.e. VAKT – visual auditory kinesthetic and tactile)
- Individual conferences
- One-on-one instruction
- Process Skill Builders – Pre and Post-reading process
- Qualifying students receive Wilson or Just Words
- Re-teaching challenging concepts to gain mastery
- SAS Portal as directed by CDTs
- Study Island
- Teachertube.com
(As needed, establish baseline via video clips)
- Word analysis mini lessons

ENRICHMENT:

- In-depth discussion and extended activities
- Individualized enriched vertical assignments and projects
- Preview college professor's online notes and study guides
- Extending skills to the next level of complexity

INSTRUCTIONAL STRATEGIES & TOOLS:

- Anticipation guides
- Access and Conquer-Graphic Strategy
- Baseline information for text
- Class discussion
- Close Reading
(A close reading is a careful and purposeful reading. Close reading is one of the shifts in the CC that demands student focus on what the author has to

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When done, write a well-developed paragraph citing at least three to four specific examples. Edit your writing for phrases and clauses, modifiers, and precise language. **OPTIONAL**—Your teacher may ask you to upload your essay on the classroom blog. (W.7.2a,b,c,d,e; W.7.4, L.7.1a,b,c; L.7.2a,b, L.7.3a)

Media, Speaking and Listening

Watch the HBO documentary *Paper Clips*, which is about a project started by middle school students to remember the people affected by the Holocaust. How does the format contribute to the meaning or impact? As a class, discuss why it is important to learn from history and pass that learning from generation to generation. (RL.7.5, RL.7.7, SL.7.2)

Reading Informational, Reading Literature, Speaking and Listening

Reading Informational Materials: East Asia (PH) pgs. 46-49 and Overview of the Population of North America (Cordell, Lane, Green) pgs. Discuss the similarities and differences between the population of East Asia and the population of North America. (R.I.7.1)

Language Mechanics

As a class, continue adding to the Mechanics/Grammar bulletin board started in Unit One. Remember—once skills are taught in a mini-lesson and listed on the bulletin board, you are expected to edit your work for these elements before publication. (L.7.1, L.7.2, L.7.3)

Reading Literature, Opinion Writing

Read "The Letter 'A' from My Left Foot," and "Homesick." What is it about the language the narrator uses that offers insights into his or her character, especially courage? Write a response to this question in your journal: What makes the narrator a person to whom I can relate? Justify your answer with specific examples of the language from the text and **OPTIONAL**—type your response on the classroom blog so you and your classmates can compare essays. (RL.7.5, RL.7.4, RL.7.6)

Informative Writing, Language Usage

In an informative/explanatory essay or speech, describe how Churchill's use of repetition and/or rhetorical questions advances the theme of courage. Cite at least two examples from the text to support your thesis. (RI.7.2, W.7.2, W.7.9)

say, the author's purpose, the text structure and the meaning of the author's chosen words.)

- Cooperative Learning
- Differentiated instruction
- Guided questioning
- Integrated technology and 21st century skills
- K/W/L's
- Marginal note questions
- Mnemonic devices
- Modeling
- Online resources
- Personal dictionaries
- Read/Evaluate/Write
- Read it, write it, link it
- Rituals as learning tools
- Think Aloud
- Think/pair/share
- Thinking Maps
- Writing Journals

UTILIZATION OF SPECIALIZED STAFF AS NEEDED

- Librarian/Media Specialist
- Reading Specialists
- Special Education Teachers
- Guidance Counselors
- Related Arts Teachers

TEACHER CREATED MATERIALS

- Charts
- Diagrams
- Discussion questions
- Double entry journals
- Excerpts
- Graphic organizers
- Historical fiction
- Interviews
- Open ended question
- Outlining
- Picture starters
- PowerPoint presentations
- Quotations
- Timelines
- Vocabulary journals
- Writing starters

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<p>Informative Writing, Reading Informational Text, Language Usage</p> <p>Analyze various accounts of a historical event pertaining to the time period covered in any single piece of literature in this unit from a variety of print and digital, primary, and secondary resources. In your journal (or a spreadsheet or text document), identify and distinguish among the facts, opinions, and reasoned judgments presented by different people. Include an analysis of the interactions among individuals, events, and ideas, drawing on various accounts from different authors. Include new vocabulary words learned during this unit. Edit your writing for phrases and clauses, modifiers, and precise language. OPTIONAL—You may even choose to prepare your essay as a podcast and present it to the class. (W.7.2, RI.7.6, RI.7.9, RI.7.3, L.7.6, W.7.4, L.7.1a,b,c; L.7.2a,b, L.7.3a, SL.7.4)</p> <p>Speaking and Listening, Argument Writing</p> <p>How does knowing the historical context of the chosen selection add to your appreciation of the author's writing? Why? Write your ideas in your journal and share with a classmate prior to class discussion. After the class discussion, write a speech in which you explain your viewpoint and present it to the class. Use figurative language and select words carefully for maximum impact. OPTIONAL—Record your presentation using a video camera so you can evaluate your performance. Post the presentation on the class blog to get feedback from others outside of your classroom. (RI.7.3, RL.7.2, RL.7.6, W.7.4, SL.7.6)</p> <p>Reading Literature, Speaking and Listening</p> <p>Compare and contrast characters from the various selections read. Can you generalize about ways that authors create courageous characters? After class discussion, create a Venn diagram or other type of chart online or in your journal that outlines the similarities and differences among three of the characters discussed. (SL.7.1, RL.7.2, RL.7.5, RL.7.6)</p> <p>Reading Poetry, Reading Informational Text, Reading Fluency, Performance</p> <p>Dramatization Option: Choose a poem or a diary entry from one of the selections read; memorize the poem or passage and present it to the class. How does the text you chose reflect the courage of characters? (SL.7.6, RL.7.2)</p> <p>Reading Literature, Speaking and Listening</p> <p>As you read both the autobiography <i>Homesick</i> (Fritz) and the excerpt from the novel <i>Dragonwings</i> (Yep) take notes in your journal about how the</p>	<p>TEACHER PROFESSIONAL DEVELOPMENT MODULES</p> <ul style="list-style-type: none"> Login to PMSD Share Drive, click open ELA Curriculum file, open PD file to select the module Strategies to Guide Differentiated Instruction * <p>*Module library will be continually updated</p> <p>Anthologies</p> <ul style="list-style-type: none"> Prentice Hall Penguin Series Grade 7 Prentice Hall Writing and Grammar <p>Online</p> <p><i>Teacher recommended digital resources.</i></p> <p>Examples:</p> <ul style="list-style-type: none"> www.youtube.com www.literature.org www.unitedstreaming.com www.ducksters.com www.Lit2go.com www.promethanplanet.com www.gutenberg.org www.barleyby.com www.teachertube.com www.khanacademy.org
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characters' experiences are similar to and different. Be sure to note page numbers with relevant information or mark your text with sticky notes so you can cite the text during class discussion.

- Where did narrator live?
- What was that character's context? What was happening in the world?
- What was a typical day like for this person?
- How are the characters' experiences similar?
- How are the characters' experiences different?
- What are some of the author's characterization techniques?

Prior to class discussion, your teacher may give you the opportunity to share your notes (and/or collaborate on shared online spreadsheet) with a partner who read the same text. (RL.7.2, RL.7.6)

Language Usage

Your teacher will teach mini-lessons on the individual language standards. For example, he/she will teach the class about misplaced modifiers by putting sentences on the board, and asking you to describe why they are incorrect, and then correct them. For example:

- Slithering through the wet grass, we watched the garden snake. (*Correction: We watched the garden snake slithering through the wet grass.*)
- When he was three years old, Jerry's uncle showed him how to fly a kite. (*Correction: When Jerry was three years old, his uncle showed him how to fly a kite.*)
- The boys were spoken to sharply about loitering in the principal's office. (*Correction: While in the principal's office, the boys were spoken to sharply about loitering.*)

Select a piece of your own writing and check for any misplaced or dangling modifiers. Correct them. (L.7.1c)

Speaking and Listening, Language Usage

What is meant by the word *courage*? Look up the word in a dictionary and write your ideas down on a sticky note. Your teacher will give you the opportunity to "Give one, get one" in order to understand the word's denotation and its various connotations. Create a class word map of the word *courage*. As you find examples of courage in texts read during this unit, write them on sticky notes and add them to the chart or online concept map. (SL.7.1)

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PRIMARY RESOURCES:

- (E) indicates a CCSS exemplar text; (EA) indicates a text from a writer with other works identified as exemplars.

Literary Texts

Stories

- *Suzy and Leah* (Jane Yolen) pg. 103 Prentice Hall Literature Grade Seven Penguin Edition Blue Cover
- *From Letters from Rifka* (Karen Hesse) pg. 224 Prentice Hall Literature Grade Seven Penguin Edition Blue Cover
- "Ribbons" (Laurence Yep) pg. 307 Prentice Hall Literature Grade Seven Penguin Edition Blue Cover
- "To Be a Hero" –various selections

Informational Texts

Autobiographies

- *Homesick* (Jean Fritz) pg. 556 Elements of Literature First Course
- *The Letter "A" from My Left Foot* pg. 56 "To Be a Hero"

Biographies

- *Night* (Elie Wiesel) ★★★★★ 2 Excerpt
<http://fc.gsacrd.ab.ca/~cmadill/FOV2-00065971/FOV2-00065974/FOV2-00065978/FOV2-000659BB/English%2030-2.%20Night%20-%20new%20translation%20by%20Marion.pdf>
- *Zlata's Diary: A Child's Life in Wartime Sarajevo* (Zlata Filipovic) Available on "tens cart" within district.

Memoirs

Nonfiction

- "To Be a Hero" –various selections
- "Overview of the Population of North America"
http://warnell.forestry.uga.edu/nrrt/nsre/NAW_Che2.pdf
- Reading Informational Materials: East Asia pgs. 46-49 Prentice Hall Grade Seven Penguin Edition OR Reading Informational Materials: East Asia pgs. 29-32 Prentice Hall Reader's Notebook Grade Seven Penguin Edition
- *Six Million Paper Clips: The Making of a Children's Holocaust Memorial* (Peter W. Schroeder and Dagmar Schroeder-Hildebrand) ★★★★★
1 <http://www.veoh.com/watch/v304754MMC4JR9K?h1=Paper+Clips>

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<p>Speeches</p> <ul style="list-style-type: none">• “Blood, Toil, Tears and Sweat: Address to Parliament on May 13th, 1940” (Winston Churchill) (E)• “Declaration of War on Japan” (Franklin D. Roosevelt) <p>Art, Music and Media</p> <p>Media</p> <ul style="list-style-type: none">• Elliott Berlin and Joe Fab, dir., <i>Paper Clips</i> (HBO documentary) (2004)	
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COURSE: English Language Arts	GRADE(S): 7
UNIT 4: SURVIVAL IN THE WILD	
KEY CONCEPTS: Survival in the Wild	
<i>This four-week unit of seventh grade continues the close examination of characters and examines how setting plays a role in their development.</i>	

THEME: Students read "The Song of Wandering Aengus" by William Butler Yeats and use it as a springboard for discussions of characters' pursuits of the unknown. Students analyze the development of the theme of survival across various texts, evaluate nonfiction text structures, and present their analyses to their classmates. Students compare and contrast character experiences across novels, as well as the points of view in narration, and are encouraged to research the authors behind the stories, many of whom are wilderness survivors themselves. This unit ends with a review of Yeats's poem in order to see how this unit led to deeper understanding of the work. In addition, students are asked to write an informative/explanatory essay in response to the essential question.

ESSENTIAL QUESTION: What similarities and differences exist among characters who survive in the wilderness?

NATIONAL STANDARDS:

These Focus Standards have been selected for the unit from the Common Core State Standards.

- **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.
- **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.
- **W.7.1:** Write arguments to support claims with clear reasons and relevant evidence.
- **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.
- **L.7.5:** Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

English Language Arts Assessment Anchors & Eligible Content:

- Refer to PMSD PA CCSS Curriculum Framework Document

UNIT OBJECTIVES:

- Analyze the development of characters and themes in texts about survival.
- Discuss how the authors' use of literary techniques in narration, such flashback and point of view, engage the reader.
- Write an argument about the importance of reading original versions of stories, such as *The Call of the Wild* or *Hatchet*.
- Conduct research on authors who write about survival in the wild and present findings to the class.
- Compare and contrast *The Call of the Wild* or *Hatchet* in written form to the film version.
- Take comprehensible notes on important content, ideas, and details in texts (e.g., about character development).
- Write a survival-in-the-wild story using figurative language and exploiting nuances in word meaning for effect.

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<p>TERMINOLOGY:</p> <ul style="list-style-type: none"> • Abridged • Anthropomorphism • Flashbacks • Foreshadowing • Point view 	
<p>ACTIVITIES:</p> <p>Argument Writing, Reading Literature While reading <i>The Call of the Wild</i> or <i>Hatchet</i>, take notes in your journal about the roles of John Thornton and Judge Miller or the experiences of Brian Robeson. If reading <i>The Call of the Wild</i>, who from the novel's point of view, is the better master? If reading <i>Hatchet</i>, is Brian a better person as a result of the experience? Write an argument in which you justify your opinion, citing specific evidence from the text. Enter your thoughts in the classroom blog so you can compare your argument with those of your classmates. (SL.7.4, RL.7.1, RL.7.3, W.7.1)</p> <p>Art, Speaking and Listening Look carefully at the paintings by Church, Bierstadt, and Cole. Each of these artists came from a common school of art called the Hudson River School. However, what differences can you see in their paintings? How did each artist choose to depict the wild? What aspects did each choose to highlight, and what did they choose to forgo in their depictions? (SL.7.1, SL.7.3, SL.7.4)</p> <p>Art, Speaking and Listening, Narrative Writing The works by Géricault and Homer are considered to be classic images of man's survival at sea. Study the works separately, beginning with the Géricault. Note the many ways in which the artist emphasized the high drama of the situation (e.g., the dramatic surf and sky, billowing sail, imposing wave). Observe that half of the men are reaching toward a barely visible ship on the horizon, while the rest slip slowly into the surf. Then turn to the Homer and identify similarities with the Géricault (e.g., the coming boat). Which work do you think documents a real event? Listen to the story of the Medusa shipwreck. Write a short story describing the events that you would imagine either led to or came after the scene in Homer's work. (SL.7.2, SL.7.4, SL.7.5, W.7.3)</p> <p>Vocabulary Where do words come from? How does knowing their origin help us not only to spell the words, but also to understand their meaning? Add words found, learned, and used throughout this unit to your personal dictionary. This dictionary will be used all</p>	<p>ASSESSMENTS: Academic history review of each student</p> <p>Summative</p> <ul style="list-style-type: none"> • Benchmark assessment • End of unit test • Individual or group projects and presentations using PowerPoint and Microsoft Publisher • PSSA • Study Island <p>Formative</p> <ul style="list-style-type: none"> • Collaborative learning • Graphic organizers • Journals/logs • KWL • Outline • Surveys, polls and exit slips • Study Island • Ticket out • Teacher observation <p>Diagnostic</p> <ul style="list-style-type: none"> • <u>CDIs</u> – ALL LEVELS • <u>STAR</u> – AS ADMINISTERED AND INDIVIDUAL EVALUATION BY READING SPECIALIST • <u>IRI</u> – (INDIVIDUAL READING INVENTORY) • <u>SORT</u> – (SLOSSON ORAL READING TEST) • <u>STUDY ISLAND BENCHMARKS</u> • <u>OER'S</u> – RELEASED ITEMS (OPEN ENDED RESPONSES) <p>REMEDIATION AND ENRICHMENT MAY BE DRIVEN BY IEP AND GIEP DOCUMENTS OR MAY BE PROVIDED ON AN AS NEEDED/REQUESTED BASIS</p> <p>REMEDIATION:</p> <ul style="list-style-type: none"> • Appropriate accommodations • Apprentice text (Apprentice text is a short, one- to four-paragraph passage on the students' independent level devoted to bridging

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year to explore the semantics (meanings) of words and their origins. (L.7.4)

Vocabulary

[Continuing activity from the first three units.]

Choose some words learned this unit and add these to your personal dictionary. Include a section on idioms and figures of speech. Develop groups by synonyms and antonyms. (L.7.4, L.7.5)

Language Mechanics

As a class, continue adding to the Mechanics/Grammar bulletin board started in Unit One. Remember—once skills are taught in a mini-lesson and listed on the bulletin board, you are expected to edit your work for these elements before publication. (L.7.1, L.7.2, L.7.3)

Research, Informative Writing, Language Usage, Language Mechanics

After discussing the ethics of proper documentation of sources as a class, write a research essay about Jack London, Gary Paulsen, Will Hobbs, or another author of your choice who writes about survival in the wilderness. Describe at least three significant events in the author's life and explain their significance. Edit your writing for the grammar conventions studied so far this year. Read or watch online interviews with the authors (see Additional Resources) and try to arrange a teleconference conversation with him/her. Feel free to add multimedia elements, such as a digital slide presentation prior to presenting your research to the class. (W.7.7, RI.7.5, RI.7.8, SL.7.4, L.7.1, L.7.2a,b, L.7.3a)

Reading Literature, Speaking and Listening

As you read, take notes in your journal or on an online document about how the characters are affected by their environment. (Remember—characters that survive in the wild can be animals, too!) Be sure to note page numbers with relevant information or mark your text with sticky notes, so you can cite the text during class discussion.

- Which character are you studying?
- What is a typical day like for this character?
- What challenges did this character face?
- How did this character overcome these challenges?
- If reading *The Call of the Wild*, explain what is meant by the phrase the "call of the wild"? How does it affect (Buck's) behavior throughout the novel?

Prior to class discussion, your teacher may give you the opportunity to share your notes with a partner who read the same text. (RL.7.2, RL.7.1, L.7.5a,b,c)

the gap between the introduction of the standard- and grade-level application.)

- Colored highlighters for focus
- Explicit modeling followed by systematic guided practice of each skill
- Focus modality approach (i.e. VAKT – visual auditory kinesthetic and tactile)
- Individual conferences
- One-on-one instruction
- Process Skill Builders – Pre and Post-reading process
- Qualifying students receive Wilson or Just Words
- Re-teaching challenging concepts to gain mastery
- SAS Portal as directed by CDTs
- Study Island
- Teachertube.com
(As needed, establish baseline via video clips)
- Word analysis mini lessons

ENRICHMENT:

- In-depth discussion and extended activities
- Individualized enriched vertical assignments and projects
- Preview college professor's online notes and study guides
- Extending skills to the next level of complexity

INSTRUCTIONAL STRATEGIES & TOOLS:

- Anticipation guides
- Access and Conquer-Graphic Strategy
- Baseline information for text
- Class discussion
- Close Reading
(A close reading is a careful and purposeful reading. Close reading is one of the shifts in the CC that demands student focus on what the author has to say, the author's purpose, the text structure and the meaning of the author's chosen words.)
- Cooperative Learning
- Differentiated instruction
- Guided questioning
- Integrated technology and 21st century skills
- K/W/L's
- Marginal note questions

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Reading Literature, Speaking and Listening

Compare and contrast characters from the various literature read. Can you generalize about the types of character qualities that enable a person (or animal) to survive in the wild? After class discussion, create a two- or three-circle Venn diagram or summarize your thoughts in your journal or on the classroom blog to see how similar and different your thoughts are from those of your classmates. (SL.7.1, RL.7.3)

Narrative Writing, Language Usage, Language Mechanics

Write your own survival-in-the-wilderness story, incorporating words, techniques, and styles from the novels read and discussed in class. Work with peers to strengthen writing in order to publish it on the class web page. Edit your writing for the grammar conventions studied so far this year before uploading it as a blog, podcast, movie, or other multimedia format of choice. (W.7.3, W.7.4, W.7.5; L.7.1, L.7.2a,b, L.7.3a)

Film, Reading Literature

Compare the book-*The Call of the Wild* or the story *To Build a Fire* to the film versions. Write your ideas down in your journal or mark your text with sticky notes. Be sure to cite specific similarities and differences between the versions. (RL.7.7)

Reading Literature, Speaking and Listening

Anthropomorphism is defined as giving human characteristics to animal or nonliving things (e.g., winds, rain or the sun depicted as creatures with human motivations). The term derives from the combination of the Greek anthropos, meaning "human" and morph, meaning "shape" or "form." Find examples of anthropomorphism in the stories you have read, record them in your journal or on a class spreadsheet, and discuss how this additional "character" plays a role in the story. (RL.7.3, RL.7.6, L.7.5)

Reading Literature, Informative Writing

Notice the use of flashback in *Hatchet* and how the past comes into Brian's present through his daydreams, night dreams, and flashbacks. Write a response to this question in your journal: How does Gary Paulsen incorporate the past into the present? Extend the activity by comparing two authors' use of flashbacks in two different works. (RL.7.3)

- Mnemonic devices
- Modeling
- Online resources
- Personal dictionaries
- Read/Evaluate/Write
- Read it, write it, link it
- Rituals as learning tools
- Think Aloud
- Think/pair/share
- Thinking Maps
- Writing Journals

UTILIZATION OF SPECIALIZED STAFF AS NEEDED

- Librarian/Media Specialist
- Reading Specialists
- Special Education Teachers
- Guidance Counselors
- Related Arts Teachers

TEACHER CREATED MATERIALS

- Charts
- Diagrams
- Discussion questions
- Double entry journals
- Excerpts
- Graphic organizers
- Historical fiction
- Interviews
- Open ended question
- Outlining
- Picture starters
- PowerPoint presentations
- Quotations
- Timelines
- Vocabulary journals
- Writing starters

TEACHER PROFESSIONAL DEVELOPMENT MODULES

- Login to PMSD Share Drive, click open ELA Curriculum file, open PD file to select the module Strategies to Guide Differentiated Instruction *

*Module library will be continually updated

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Informative Writing, Language Usage, Language Mechanics

Based on the novels read and discussed in class, write an informative/explanatory essay in response to the essential question: What similarities and differences exist among characters who survive in the wild? Cite at least three specific details from texts read. After your teacher reviews your first draft, work with a partner to strengthen your writing and edit it for the grammar conventions studied so far this year before final publication. Upload your essay to the classroom blog and consider posting your thoughts on a class wiki about survival in the wilderness. (W.7.9a,b, RI.7.8, RL.7.1, L.7.1, L.7.2a,b)

Reading Poetry, Speaking and Listening, Language Usage

Introductory Activity: Read "The Song of Wandering Aengus" by William Butler Yeats. Talk with a classmate about what you think the poem means, both literally and figuratively. Write your ideas down in your journal or on an online document. You will revisit this poem at the end of the unit to see if your thoughts and ideas have changed. (RL.7.2, RL.7.4, SL.7.5)

Reading Poetry, Speaking and Listening, Reading Fluency, Performance

Re-read the first poem read in this unit, "The Song of Wandering Aengus." After this unit of study, describe how your understanding of this poem has changed. What new insights have you gained? Add these insights on the shared spreadsheet created in Activity 1 (in a new column next to your initial thoughts). Memorize and/or recite the poem aloud while emphasizing different words. Record them using a video camera so you can see and hear the different phrasing. How does changing emphasis change the meaning of the sentences? Follow the performances with a class discussion about how this poem relates to the theme of this unit (survival in the wild). (RL.7.5, SL.7.6)

PRIMARY RESOURCES:

- (E) indicates a CCSS exemplar text; (EA) indicates a text from a writer with other works identified as exemplars.

Literary Texts

Poetry

- "The Song of Wandering Aengus" (William Butler Yeats) (E)

ADDITIONAL RESOURCES:

- Jack London's *Call of the Wild*: "Nature Faker"? (National Endowment for the Humanities) ★★★★★1
- *Interview with Gary Paulsen*
- *Anthropomorphic Poetry* (TeacherWeb)
- *Action Is Character: Exploring Character Traits with Adjectives* (ReadWriteThink) (RL.7.3)
- *Boys Read: Considering Courage in Novels* (ReadWriteThink) (RL.7.6)

Anthologies

- Prentice Hall Penguin Series Grade 7
- Prentice Hall Writing and Grammar

Online

Teacher recommended digital resources.

Examples:

- www.youtube.com
- www.literature.org
- www.unitedstreaming.com
- www.ducksters.com
- www.Lit2go.com
- www.promethanplanet.com
- www.gutenberg.org
- www.barleyby.com
- www.teachertube.com
- www.kahnacademy.org

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Stories

- *Call it Courage* (Armstrong Sperry)
- *Far North* (Will Hobbs)
- *Hatchet* (Gary Paulsen) ★★★★★1
- *Incident at Hawk's Hill* (Allan W. Eckert)
- Other Will Hobbs survival tales, such as *Beardance*
- *The Call of the Wild* (Puffin Graphics, Jack London) (graphic novel) if available
- *The Call of the Wild* (Jack London) Available on www.gutenberg.org
- *The Higher Power of Lucky* (Susan Patron)
- *Touching Spirit Bear* (Ben Mikaelson)
- *Woodsong* (Gary Paulsen)
- *Rikki-Tikki-Tavi* (Rudyard Kipling) Prentice Hall Literature Seventh Grade Penguin Edition

Informational Texts

Biographies

- *Guts* (Gary Paulsen)
- *Jack London: A Biography* (Daniel Dyer)
- *Will Hobbs* (My Favorite Writer Series) (Megan Lappi)
- *Older Run* (Gary Paulsen) pg. 14 "To Be a Hero" (Autobiography)
- *The Man in the Water* (Roger Rosenblatt) pg. 23 "To Be a Hero"

Nonfiction

- "To Be a Hero" – Various selections.

Art, Music and Media

Art

- Albert Bierstadt, *The Rocky Mountains, Lander's Peak* (1864)
- Frederic Edwin Church, *The Heart of the Andes* (1859)
- Théodore Géricault, *The Raft of the Medusa* (1818-1819)
- Thomas Cole, *View from Mount Holyoke, Northampton, Massachusetts, after a Thunderstorm - The Oxbow* (1836)
- Winslow Homer, *The Gulf Stream* (1899)

Film

- Mark Griffiths, dir., *A Cry in the Wild* (based on *Hatchet*) (1990)
- Peter Svatek, dir., *The Call of the Wild: Dog of the Yukon* (1997)
- Richard Gabai, dir., *Call of the Wild* (2009)
- "To Build a Fire" Youtube.com
- Ang Lee, dir., "The Life of Pi" (2012)

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COURSE: English Language Arts	GRADE(S): 7
UNIT 5: SCIENCE OR FICTION?	
KEY CONCEPTS: Science or Fiction?	
<i>This four-week unit of seventh grade examines the genre of science fiction and related science.</i>	

THEME: Like other genres studied to date, science fiction examines humanity, but often approaches characters and experiences in a futuristic context. Science fiction involves the imagining of ideas and technologies that haven't yet been invented; however, many of them may comport with our current understanding of science and technology. In addition to exploring classic and contemporary works of science fiction, students pair fictional stories with informational texts about science and astronomy. Student discussions trace the logic of various storylines, focusing on the believability of the stories read in class. This unit ends with the students' choice of writing an informative/explanatory essay in response to the essential question: What makes science fiction believable?

ESSENTIAL QUESTION: What makes science fiction believable?

NATIONAL STANDARDS:

These Focus Standards have been selected for the unit from the Common Core State Standards.

- **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.
- **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.
- **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.
- **SL.7.5:** Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.
- **L.7.1:** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

English Language Arts Assessment Anchors & Eligible Content:

- **Refer to PMSD PA CCSS Curriculum Framework Document**

UNIT OBJECTIVES:

- Compare and contrast the settings, characters, and unusual circumstances among science fiction stories and describe the unique nature of this genre.
- Analyze how a science fiction story evolves over the course of a text, and discuss how this is similar to and different from other novels read.
- Compare and contrast the ways in which two authors present information on the same topic (e.g., astronomy in *Beyond Jupiter* and *Summer Stargazing*).
- Conduct research on an astronaut or science fiction author of choice and present findings to the class in a multimedia format.
- Write a science fiction story.

TERMINOLOGY:

- Common settings for science fiction: in the future, alternate timelines, in outer space.
- Common themes for science fiction: time travel, alternate histories/societies, body and mind

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alterations

- Fantasy versus science fiction

ACTIVITIES:

Research, Speaking and Listening

While conducting research on an astronaut or science fiction author of choice, discuss with classmates the specific claims made by the writers of the texts you are consulting. Is the reasoning "sound" and the evidence "relevant and sufficient" to support the claims? Why or why not? If not, how could the writer have improved his/her argument? Enter your thoughts on the classroom blog so you can debate with your classmates. (RI.7.8, RI.7.5, SL.7.1, L.7.1)

Media, Research, Oral Presentation, Multimedia Presentation

After listening to the original 1938 radio broadcast of *The War of the Worlds*, discuss the following questions:

- Did the radio play hold your attention? Why or why not?
- Which techniques were effective in making the audio "come alive"?
- Were you invested in what happened to any of the characters? Why or why not?
- Does this remind you of any similar stories/broadcasts you have heard? (RL.7.7, SL.7.1)

Follow up by researching public reaction to the radio broadcast on the night before Halloween in 1938. What effect did the program have on listeners who tuned in late? What elements make the broadcast sound believable? Write your ideas in your journal (or on a shared spreadsheet) and share ideas with a partner prior to class discussion. Compile your own broadcast or other kind of multimedia presentation that exhibits the same elements. (SL.7.3, SL.7.4, SL.7.5)

Vocabulary

Where do words come from? How does knowing their origin help us not only to spell the words, but also to understand their meaning? Add words found, learned, and used throughout this unit to your personal dictionary. This dictionary will be used all year to explore the semantics (meanings) of words and their origins. (L.7.4)

Reading Literature, Speaking and Listening

As you read one of the science fiction novels or short story text, take notes in your journal or on a spreadsheet about the elements of the story that

ASSESSMENTS:

Academic history review of each student

Summative

- Benchmark assessment
- End of unit test
- Individual or group projects and presentations using PowerPoint and Microsoft Publisher
- PSSA
- Study Island

Formative

- Collaborative learning
- Graphic organizers
- Journals/logs
- KWL
- Outline
- Surveys, polls and exit slips
- Study Island
- Ticket out
- Teacher observation

Diagnostic

- CDTs – ALL LEVELS
- STAR – AS ADMINISTERED AND INDIVIDUAL EVALUATION BY READING SPECIALIST
- IRI – (INDIVIDUAL READING INVENTORY)
- SORT – (SLOSSON ORAL READING TEST)
- STUDY ISLAND BENCHMARKS
- OER'S – RELEASED ITEMS (OPEN ENDED RESPONSES)

REMEDIATION AND ENRICHMENT MAY BE DRIVEN BY IEP AND GIEP DOCUMENTS OR MAY BE PROVIDED ON AN AS NEEDED/REQUESTED BASIS

REMEDIATION:

- Appropriate accommodations
- Apprentice text
(Apprentice text is a short, one- to four-paragraph passage on the students' independent level devoted to bridging the gap between the introduction of the standard- and grade-level application.)
- Colored highlighters for focus

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would classify it as science fiction. Be sure to note page numbers with relevant information so you can cite the text during class discussion.

- What is the setting of the novel?
- Who are the character(s) you are studying?
- What is familiar or believable about these characters?
- What is unusual about the characters' circumstances?
- What is the primary theme of the novel (i.e., good vs. evil)?

Prior to class discussion, your teacher may give you the opportunity to share your notes with a partner who read the same text. (RL.7.1, RL.7.2, RL.7.3)

Language Usage

As a class, continue adding to the Vocabulary Word Wall bulletin board where, throughout the year, you will add and sort words as you learn them in each unit of study. (L.7.4)

Reading Informational Text, Informative Writing

Compare and contrast the ways in which the authors of *Eternal Frontier* and *Life Without Gravity* discuss the topic of space travel. How do the differences in approach affect the readers' understanding of the topic? Compare and contrast the different nonfiction text and how they address a similar topic. (W.7.2, W.7.9)

Research, Informative Writing, Language Usage, Language Mechanics, Oral Presentation, Multimedia Presentation

Write a research essay about an astronaut or science fiction author of choice. Include at least three significant details about the person and cite at least three sources. Use both paraphrasing and direct quotations from research. (Optional: You may include multimedia components and visual displays, such as a digital slide presentation.) Edit your writing for the grammar conventions studied so far this year. Publish your research on the class web page, including proper endnote or footnote links to references materials used, and present your report to the class. (W.7.7, W.7.2, W.7.4, W.7.5, W.7.6, W.7.8, SL.7.5, RI.7.1, RI.7.7, RI.7.10, L.7.1, L.7.3a, L.7.5c)

Narrative Writing, Oral Presentation

Write your own science fiction story that answers the question, *What if . . . ?* Work with peers to edit and strengthen your story before presenting it to the class. Edit your writing for the grammar conventions studied so far this year. Publish it in multimedia format, such as a movie, or on the class web page. (SL.7.5, W.7.3, W.7.4, W.7.5, W.7.6, W.7.8, L.7.1, L.7.3a,

- Explicit modeling followed by systematic guided practice of each skill
- Focus modality approach (i.e. VAKT – visual auditory kinesthetic and tactile)
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- Qualifying students receive Wilson or Just Words
- Re-teaching challenging concepts to gain mastery
- SAS Portal as directed by CDTs
- Study Island
- Teachertube.com
(As needed, establish baseline via video clips)
- Word analysis mini lessons

ENRICHMENT:

- In-depth discussion and extended activities
- Individualized enriched vertical assignments and projects
- Preview college professor's online notes and study guides
- Extending skills to the next level of complexity

INSTRUCTIONAL STRATEGIES & TOOLS:

- Anticipation guides
- Access and Conquer-Graphic Strategy
- Baseline information for text
- Class discussion
- Close Reading
(A close reading is a careful and purposeful reading. Close reading is one of the shifts in the CC that demands student focus on what the author has to say, the author's purpose, the text structure and the meaning of the author's chosen words.)
- Cooperative Learning
- Differentiated instruction
- Guided questioning
- Integrated technology and 21st century skills
- K/W/L's
- Marginal note questions
- Mnemonic devices
- Modeling
- Online resources
- Personal dictionaries

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<p>L.7.5c)</p> <p>Reading Literature, Argument Writing While reading a series of short stories, take notes in your journal in response to the quote from “<i>A Wrinkle in Time</i>,” “Just because we don’t understand doesn’t mean an explanation doesn’t exist.” How does this relate not only to the content of the story, but also to the scientific principles contained within? Defend your answers, citing specific information from the text. Enter your thoughts on the classroom blog so you can share ideas with your classmates. (RL.7.1, RL.7.4)</p> <p>Music, Speaking and Listening Each movement of <i>The Planets</i> by Gustav Holst is named after a planet of the solar system. All planets except Earth are represented. Discuss what makes the music for each planet unique. Take notes of your thoughts in your journal while listening to the music. (SL.7.1, L.7.1)</p> <p>Language Mechanics As a class, continue adding to the Mechanics/Grammar bulletin board started in Unit One. Remember—once skills are taught in a mini-lesson and listed on the bulletin board, you are expected to edit your work for these elements before publication. (L.7.1, L.7.2, L.7.3)</p> <p>Informative Writing, Language Usage, Language Mechanics Write an essay response to the essential question: What makes science fiction believable? Cite specific details from texts read. After your teacher reviews your first draft, work with a partner to strengthen your writing, and edit it for the grammar conventions studied so far this year before presenting it to the class. Publish it in written or multimedia format, such as a podcast, on the class web page. (RL.7.2, W.7.4, W.7.5, W.7.6, W.7.8, W.7.9a, W.7.9b, L.7.1, L.7.3a, L.7.5c)</p> <p>Reading Literature, Opinion Writing, Language Usage, Language Mechanics While reading <i>A Sound of Thunder</i> (Ray Bradbury), take notes in your journal about the author's comments on human beings' impact on the human footprint on the evolution of Earth. Did this—story make you think more about this issue? Why or why not? Explain your answer in a well-developed paper that includes an engaging opening statement of your position, at least three clear reasons, and relevant evidence cited from the text. Edit your writing for the grammar conventions studied so far</p>	<ul style="list-style-type: none"> • Read/Evaluate/Write • Read it, write it, link it • Rituals as learning tools • Think Aloud • Think/pair/share • Thinking Maps • Writing Journals <p>UTILIZATION OF SPECIALIZED STAFF AS NEEDED</p> <ul style="list-style-type: none"> • Librarian/Media Specialist • Reading Specialists • Special Education Teachers • Guidance Counselors • Related Arts Teachers <p>TEACHER CREATED MATERIALS</p> <ul style="list-style-type: none"> • Charts • Diagrams • Discussion questions • Double entry journals • Excerpts • Graphic organizers • Historical fiction • Interviews • Open ended question • Outlining • Picture starters • PowerPoint presentations • Quotations • Timelines • Vocabulary journals • Writing starters <p>TEACHER PROFESSIONAL DEVELOPMENT MODULES</p> <ul style="list-style-type: none"> • Login to PMSD Share Drive, click open ELA Curriculum file, open PD file to select the module Strategies to Guide Differentiated Instruction * <p>*Module library will be continually updated</p>
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this year. (RL.7.1, RL.7.2, L.7.1, L.7.2 a, b, L.7.3a)

Reading Literature, Speaking and Listening

Why doesn't H. G. Wells give a name to his protagonist in *The War of the Worlds*? What is the significance of his anonymity? How does it add to the effectiveness of the story? Write your ideas in your journal and share ideas with a partner prior to class discussion. (SL.7.1, L.7.1)

Reading Informational Text, Informative Writing, Language Usage, Language Mechanics

Compare and contrast settings and experiences from the various science fiction stories read. As you read one of the science fiction text, take notes about the elements of the story that would classify it as science fiction. Be sure to note page numbers with relevant information so you can cite the text during class discussion. Then write a well-developed paper that explains what makes science fiction a unique genre. Include at least three characteristics of the genre and examples of each. Edit your writing for the grammar conventions studied so far this year. Upload your essay to the classroom blog so you can collaborate on this topic with your classmates. (SL.7.1a,b,c,d; RL.7.1, RL.7.3, L.7.1, L.7.2a,b, L.7.3a)

PRIMARY RESOURCES:

- (E) indicates a CCSS exemplar text; (EA) indicates a text from a writer with other works identified as exemplars.

Literary Texts

Stories

- *A Wrinkle in Time* (Madeleine L'Engle) (E)
- *Among the Hidden* (Shadow Children Series, #1) (Margaret Peterson Haddix)
- *Dune* (Frank Herbert)
- *Ender's Game* (Orson Scott Card)
- *Eva* (Peter Dickinson)
- *Fly by Night* (Frances Hardinge)
- *George's Cosmic Treasure Hunt* (Lucy and Stephen Hawking)
- *George's Secret Key to the Universe* (Lucy and Stephen Hawking)
- *I, Robot* (Isaac Asimov)
- *Journey to the Center of the Earth* (Enriched Classics) (Jules Verne)
- *My Favorite Science Fiction Story* (Martin H. Greenberg)
- *The Collected Stories of Arthur C. Clarke* (Arthur C. Clarke)
- *The Ear, the Eye and the Arm* (Nancy Farmer)
- *The Hitchhiker's Guide to the Galaxy*

ADDITIONAL RESOURCES:

- *Star Wars Creator George Lucas Was Born in 1944* (ReadWriteThink) (RI.7.6)
- *Science-Fiction Author Ray Bradbury Was Born in 1920* (ReadWriteThink) (W.7.7)
- *Finding the Science Behind Science Fiction Through Paired Readings* (ReadWriteThink) (RL.7.9)
- *Text Messages, Recommendations for Adolescent Readers Podcast: Episode 2—Teen Time Travel* (ReadWriteThink) (RL.7.9)

Anthologies:

- Prentice Hall Penguin Series Grade 7
- Prentice Hall Writing and Grammar

Online

Teacher recommended digital resources.

Examples:

- www.youtube.com
- www.literature.org
- www.unitedstreaming.com
- www.ducksters.com
- www.Lit2go.com
- www.promethanplanet.com
- www.gutenberg.org
- www.barleyby.com
- www.teachertube.com
- www.khanacademy.org

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(Douglas Adams)

- *The House of the Scorpion* (Nancy Farmer)
- *The Invisible Man* (H.G. Wells) Available at www.gutenberg.org
- *The War of the Worlds* (H.G. Wells) Available at www.gutenberg.org
- *Zoo* (Edward D. Hoch) pg. 302 Prentice Hall Literature Seventh Grade Penguin Edition
- *All Summer in a Day* (Ray Bradbury) pg. 92 Prentice Hall Literature Seventh Grade Penguin Edition

Informational Texts

Nonfiction

- *Almost Astronauts: 13 Women Who Dared to Dream* (Tanya Lee Stone)
- *Beyond Jupiter: The Story of Planetary Astronomer Heidi Hammel* (Women's Adventures in Science Series) (Fred Bortz)
- "Elementary Particles" from the *New Book of Popular Science* (E)
- *Robo World: The Story of Robot Designer Cynthia Breazeal* (Women's Adventures in Science Series) (Jordan D. Brown)
- "Space Probe" from *Astronomy & Space: From the Big Bang to the Big Crunch* (Phillis Engelbert) (E)
- *Stars & Planets* (Carole Stott)
- *Stephen Hawking: Cosmologist Who Gets a Big Bang Out of the Universe* (Mike Venezia)
- *Summer Stargazing: A Practical Guide for Recreational Astronomers* (Terence Dickinson)
- *The Physics of Star Trek* (Lawrence M. Krauss) (advanced)
- *Life Without Gravity* (Robert Zimmerman) pg. 372 Prentice Hall Literature Seventh Grade Penguin Edition
- *The Eternal Frontier* (Louis L'Amour) pg. 338 Prentice Hall Literature Seventh Grade Penguin Edition

Art, Music and Media

Media

- *A Wrinkle in Time* (audiobook CD) (Madeleine L'Engle)
- *War of the Worlds* (Orson Welles, *The Mercury Theater on Air*, October 30, 1938)

Music

- Gustav Holst, *The Planets* (1914-16)

POCONO MOUNTAIN SCHOOL DISTRICT CURRICULUM

COURSE: English Language Arts	GRADE(S): 7
UNIT 6: LITERATURE REFLECTS LIFE: MAKING SENSE OF OUR WORLD	
KEY CONCEPTS: Literature Reflects Life: Making Sense of our World <i>In this final six-week of seventh grade, students conclude their year-long study of the human condition: fantasy, comedy, tragedy, short stories, and poetry.</i>	

THEME: Although students read from various genres, writing and class discussions focus on how literature can help us make sense of our world. In particular, students will examine "point of view," analyzing how authors develop different points of view. The overall goal of this unit is for students to apply all the reading, writing, speaking, and listening strategies and skills they have learned up to this point in the year. The unit ends with an informative/explanatory essay in response to the essential question: Is literature always a reflection of life?

ESSENTIAL QUESTION: Is literature always a reflection of life?

NATIONAL STANDARDS:

These Focus Standards have been selected for the unit from the Common Core State Standards.

- **RL.7.6:** Analyze how an author develops and contrasts the points of view of different character or narrators in a text.
- **W.7.1:** Write arguments to support claims with clear reasons and relevant evidence.
- **SL.7.3:** Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.
- **L.7.3:** Use knowledge of language and its conventions when writing, speaking, reading, or listening.

English Language Arts Assessment Anchors & Eligible Content:

- **Refer to PMSD PA CCSS Curriculum Framework Document**

UNIT OBJECTIVES:

- Describe how point of view is developed in a variety of genres—drama, short stories, and poetry.
- Explain the basic characteristics of comedy and tragedy.
- Compare novels with their theatrical and film versions.
- Identify a common theme in different works and advance an argument about that theme.

TERMINOLOGY:

- Comedy
- Fantasy
- Hyperbole
- Irony: verbal, situational, dramatic
- Oxymoron
- Parody
- Plot
- Point of View
- Theme
- Tragedy

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<p>ACTIVITIES:</p> <p>Art, Speaking and Listening Daumier made at least three dozen of these busts. Notice the level of detail, and appearance of monumentality, with which Daumier imbued these works. How tall do you think they are? None of these works is much taller than six inches. Select three works, rename the subjects, and assign the subject an occupation based on appearance. (SL.7.2, SL.7.4, SL.7.5, W.7.1, W.7.3)</p> <p>Writing Poetry, Language Usage, Performance Write a poem about a character from any novel or play that you have read this year and show how the character has changed from beginning to end. Choose poetic devices that exemplify his traits as a character, his experiences in the book, and/or his approach to life. You may talk through your ideas with a partner before writing your first draft, and ask this classmate to help you revise and edit the final draft. Memorize and recite your poem for the class. Record it using a video camera so you can evaluate your performance if technology is available. (RL.7.5, SL.7.6, L.7.3, L.7.5, L.7.6)</p> <p>Argument Writing, Speaking and Listening, Language Usage, Language Mechanics Is <i>Cyrano de Bergerac</i> a tragedy or comedy? Write your position on a sticky note, and your teacher will divide the class according to everyone's positions. Share ideas with classmates who are of the same opinion. Then write your own essay. Justify your answer by drawing on other stories read this year. Include at least three examples from the text that support your position. Be prepared to summarize and present your argument to the class. Ask your classmates to analyze your arguments for effectiveness. (W.7.1, W.7.4, W.7.10, SL.7.3, SL.7.4, L.7.3, L.7.5, L.7.6)</p> <p>Art, Speaking and Listening, Informative Writing What emotions can you identify in the characters that Daumier has created? How has he shown these emotions artistically? What is different about these heads from other sculptures you have seen? What is the same? Describe what you see in a short paragraph, focusing on the visual aspects of the sculpture; then share your ideas with the class. Does everyone see the same visual elements in these sculptures? (SL.7.1, SL.7.3, SL.7.4, W.7.2)</p> <p>Argument Writing, Language Usage, Language Mechanics Think about why beauty is so highly valued in our</p>	<p>ASSESSMENTS: Academic history review of each student</p> <p>Summative</p> <ul style="list-style-type: none"> • Benchmark assessment • End of unit test • Individual or group projects and presentations using PowerPoint and Microsoft Publisher • PSSA • Study Island <p>Formative</p> <ul style="list-style-type: none"> • Collaborative learning • Graphic organizers • Journals/logs • KWL • Outline • Surveys, polls and exit slips • Study Island • Ticket out • Teacher observation <p>Diagnostic</p> <ul style="list-style-type: none"> • <u>CDTs</u> – ALL LEVELS • <u>STAR</u> – AS ADMINISTERED AND INDIVIDUAL EVALUATION BY READING SPECIALIST • <u>IRI</u> – (INDIVIDUAL READING INVENTORY) • <u>SORT</u> – (SLOSSON ORAL READING TEST) • <u>STUDY ISLAND BENCHMARKS</u> • <u>OER'S</u> – RELEASED ITEMS (OPEN ENDED RESPONSES) <p>REMEDIATION AND ENRICHMENT MAY BE DRIVEN BY IEP AND GIEP DOCUMENTS OR MAY BE PROVIDED ON AN AS NEEDED/REQUESTED BASIS</p> <p>REMEDIATION:</p> <ul style="list-style-type: none"> • Appropriate accommodations • Apprentice text (Apprentice text is a short, one- to four-paragraph passage on the students' independent level devoted to bridging the gap between the introduction of the standard- and grade-level application.) • Colored highlighters for focus • Explicit modeling followed by systematic guided practice of each skill • Focus modality approach (i.e. VAKT – visual auditory kinesthetic and tactile)
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society while reading *Cyrano* by Geraldine McCaughrean. Take notes in your journal comparing Christian and *Cyrano*. Who is a better person? Why? Defend your answer in a well-developed paper that includes an engaging opening statement of your position, at least three clear reasons, and relevant evidence cited from the text. Edit your writing for the grammar conventions studied so far this year. After your teacher reviews your essay, post it to the class blog and ask your classmates to find weaknesses in your argument and help strengthen your position. (W.7.1, RL.7.6, L.7.1, L.7.2, L.7.3, L.7.5, L.7.6)

Argument Writing, Language Usage, Language Mechanics

After reading "The Landlady" by Roald Dahl, take notes in your journal about Billy Weaver's observations and perceptions. Identify the point of view through which Roald Dahl wrote this story and explain why this is or is not the best point of view for this story. Choose a position and defend your answer in a well-developed paper that includes an engaging opening statement of your position, at least three clear reasons for your position and relevant evidence cited from the text. Edit your writing for the grammar conventions studied so far this year. OPTIONAL - After your teacher reviews your essay, post it to the class blog and ask your classmates to find weaknesses in your argument and help strengthen your position. (W.7.1, L.7.1, L.7.2, L.7.3, L.7.5, L.7.6)

Argument Writing, Language Usage, Language Mechanics

The human spirit can be defined as a combination of the traits that all human beings have in common. Select three of these traits that you think are present in the characters from the literature from this unit and discuss why you think these traits are essential to the human spirit. Why did you choose these traits? Justify your answer by citing specific information and examples from texts read, not only in this unit, but all year long. Edit your writing for the grammar conventions studied so far this year. OPTIONAL - Upload your essay to the classroom blog for your classmates to see and compare the traits you chose with those chosen by others. (W.7.1a,b,c,d,e; W.7.4, W.7.10, SL.7.3, L.7.1, L.7.2, L.7.3a, L.7.5, L.7.6)

Vocabulary

Where do words come from? How does knowing their origin help us not only to spell the words, but also to understand their meaning? Add words found, learned, and used throughout this unit to your personal dictionary. This dictionary will be used all

- Individual conferences
- One-on-one instruction
- Process Skill Builders – Pre and Post-reading process
- Qualifying students receive Wilson or Just Words
- Re-teaching challenging concepts to gain mastery
- SAS Portal as directed by CDTs
- Study Island
- Teachertube.com
(As needed, establish baseline via video clips)
- Word analysis mini lessons

ENRICHMENT:

- In-depth discussion and extended activities
- Individualized enriched vertical assignments and projects
- Preview college professor's online notes and study guides
- Extending skills to the next level of complexity

INSTRUCTIONAL STRATEGIES & TOOLS:

- Anticipation guides
- Access and Conquer-Graphic Strategy
- Baseline information for text
- Class discussion
- Close Reading
(A close reading is a careful and purposeful reading. Close reading is one of the shifts in the CC that demands student focus on what the author has to say, the author's purpose, the text structure and the meaning of the author's chosen words.)
- Cooperative Learning
- Differentiated instruction
- Guided questioning
- Integrated technology and 21st century skills
- K/W/L's
- Marginal note questions
- Mnemonic devices
- Modeling
- Online resources
- Personal dictionaries
- Read/Evaluate/Write
- Read it, write it, link it
- Rituals as learning tools
- Think Aloud

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year to explore the semantics (meanings) of words and their origins. (L.7.4)

Film, Media, Reading Literature, Speaking and Listening

Compare and contrast a written story with its filmed or theatrical version. Specifically examine the tools used to produce video, film, or theater (e.g., *lighting, sound, color, camera angles*) by comparing a written text (i.e., *Cyrano*) to its staged or multimedia version. (Note: Use select scenes from the 1987 movie *Roxanne*.) (RL.7.7)

Language Mechanics

As a class, continue adding to the Mechanics/Grammar bulletin board started in Unit One. Remember—once skills are taught in a mini-lesson and listed on the bulletin board, you are expected to edit your work for these elements before publication. (L.7.1, L.7.2, L.7.3)

Reading Literature, Writing Poetry, Performance

While reading *The Prince and the Pauper* or *The Adventures of Tom Sawyer* by Mark Twain, take notes in your journal about what makes Tom Candy and Edward Tudor (*The Prince and The Pauper*) or Tom Sawyer and Huck Finn (*The Adventures of Tom Sawyer*) unique. At the end, choose a character about whom to write a poem, using poetic devices that exemplify the character's traits and development throughout the story. Memorize and/or recite your poem for the class, and record it using a video camera so you can share it on the class website. (RL.7.2, RL.7.6)

Informative Writing, Language Usage, Language Mechanics

Select a genre studied this year and write an informative/explanatory essay in response to the essential question: Is literature always a reflection of life? Make sure to include elements that make it apparent to the reader which genre you chose, cite specific details from texts you've read, and use as many words as possible learned in Word Study this year. After your teacher reviews your first draft, work with a partner to edit and strengthen your writing before presenting it to the class. Edit your writing for the grammar conventions studied so far this year. OPTIONAL - Publish a well-developed paper in written or multimedia format on the class web page. (RL.7.10, W.7.1, W.7.4, W.7.5, W.7.6, W.7.8, W.7.9a,b, W.7.10, SL.7.3, L.7.1, L.7.2, L.7.3, L.7.5, L.7.6)

Speaking and Listening

In all comedy, there is an element of truth. Discuss

- Think/pair/share
- Thinking Maps
- Writing Journals

UTILIZATION OF SPECIALIZED STAFF AS NEEDED

- Librarian/Media Specialist
- Reading Specialists
- Special Education Teachers
- Guidance Counselors
- Related Arts Teachers

TEACHER CREATED MATERIALS

- Charts
- Diagrams
- Discussion questions
- Double entry journals
- Excerpts
- Graphic organizers
- Historical fiction
- Interviews
- Open ended question
- Outlining
- Picture starters
- PowerPoint presentations
- Quotations
- Timelines
- Vocabulary journals
- Writing starters

TEACHER PROFESSIONAL DEVELOPMENT MODULES

- Login to PMSD Share Drive, click open ELA Curriculum file, open PD file to select the module Strategies to Guide Differentiated Instruction *

*Module library will be continually updated

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some humorous stories, and specify how they provide insights into human character/existence. Write your ideas in your journal and share ideas with a partner prior to class discussion. (SL.7.1)

Reading Literature, Speaking and Listening

As you read the novels and short stories from this unit, take notes about the story genre, setting, and characters in your journal or on a shared spreadsheet. Be sure to note page numbers with relevant information or mark the text with sticky notes so you can cite the text during class discussion.

- What is the genre of the novel?
- What is the setting?
- Who are the major character(s)?
- Who are the minor characters?
- What is the problem faced by the character(s)? How do he/she/they resolve the problem?
- What is the primary theme of the novel (i.e., good vs. evil)?

Prior to class discussion, your teacher may give you the opportunity to share your notes with a partner who read the same text. (RL.7.1, RL.7.2, RL.7.6, RL.7.10)

PRIMARY RESOURCES:

- (E) indicates a CCSS exemplar text; (EA) indicates a text from a writer with other works identified as exemplars.

Literary Texts

Drama

- *Cyrano de Bergerac* (Edmond Rostand)

Poetry

- *I Feel a Little Jumpy Around You: Paired Poems by Men & Women* (Naomi Shihab Nye and Paul B. Janeczko)

Short Stories

- *American Dragons: Twenty-Five Asian American Voices* (Lawrence Yep) (EA)
- *Best Shorts: Favorite Stories for Sharing* (Avi)
- *The Landlady* (Roald Dahl) Available at <http://www.giggers.com/matthias/schule/landlady.pdf>

Stories

- *A Girl Named Disaster* (Nancy Farmer)
- *Cyrano* (Geraldine McCaughrean) Available at <http://www.gutenberg.org/files/1254/1254-h/1254-h.htm>

ADDITIONAL RESOURCES:

- *Doodle Splash: Using Graphics to Discuss Literature* (ReadWriteThink) (SL.7.5)
- *Thoughtful Threads: Sparking Rich Online Discussions* (ReadWriteThink) (W.7.6)
- *You Know the Movie Is Coming—Now What?* (ReadWriteThink) (RL.7.7)
- Additional resource <http://www.pdfword.com/>

Anthologies

- Prentice Hall Penguin Series Grade 7
- Prentice Hall Writing and Grammar

Online

Teacher recommended digital resources.

Examples:

- www.youtube.com
- www.literature.org
- www.unitedstreaming.com
- www.ducksters.com
- www.Lit2go.com
- www.promethanplanet.com
- www.gutenberg.org
- www.barleyby.com
- www.teachertube.com
- www.khanacademy.org

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- *Diary of a Wimpy Kid: The Last Straw* (Jeff Kinney)
- *Dr. Jekyll and Mr. Hyde and Other Stories of the Supernatural* (Robert Louis Stevenson)
- *Peter Pan in Scarlet* (Geraldine McCaughrean)
- *The Dark is Rising* (Susan Cooper) (E)
- *The Grey King* (Susan Cooper)
- *The Prince and the Pauper* (Mark Twain)
Available at
<http://www.ego4u.com/download/pdf/prince-and-pauper.pdf>
- *The Adventures of Tom Sawyer* (Mark Twain)
Available at
<http://www.gutenberg.org/files/74/74-h/74-h.htm>

Informational Texts

Non-Fiction

- "I Am a Native of North America" (Chief Dan George) – Prentice Hall Literature Grade Seven Penguin Edition (Blue Cover) pgs. 388-395
- "What Makes a Rembrandt a Rembrandt?" (Richard Muhlberger) – Prentice Hall Literature Edition Grade Seven Penguin Edition (Blue Cover) pgs. 358-366 OR Reading Informational Materials "What Makes a Rembrandt a Rembrandt?" pgs. 151-159 – Prentice Hall Reader's Notebook Grade Seven Penguin Edition

Art, Music and Media

Art

- Honoré Daumier, André-Marie-Jean-Jaques Dupin Aîné (1929/1930)
- Honoré Daumier, Antoine Odier (1929)
- Honoré Daumier, Antoine-Maurice-Apollinaire, Comte D'Argout (1929)
- Honoré Daumier, Auguste Gady (1929)
- Honoré Daumier, Auguste-Hilarion, Comte de Kératry (1929)

Film

- Fred Schepisi, dir., *Roxanne* (1987)