

## Language Arts 7 Pacing Guide 2010-2011

Do not use “Thank-you M’am” pp. 64-68 or “Why We Shouldn’t Go to Mars,” pp. 930-933 (used on End-of-Semester Exams)

Topic(s) – Selection titles, writing assignment type, etc.	Resources	Academic Vocabulary	Suggested Dates		
<p><b>QUARTER ONE:</b>  <b>The Power of Ideas:</b> Introducing the Essentials in <i>Literature</i>. (pp. 1-19)</p> <ul style="list-style-type: none"> <li>• Literary Genres Workshop</li> <li>• Reading Strategies Workshop</li> <li>• Writing Process Workshop</li> </ul> <p>Introduce the required <b>Academic Vocabulary Instruction</b>.            See Six-Step Academic Vocabulary Model.            (Academic Vocabulary Words listed to right.)</p>		Initial instruction of Six-Step Academic Vocabulary Model and the 17 words. <input type="checkbox"/> Dialogue 7 <input type="checkbox"/> Transition 18 <input type="checkbox"/> Voice 18 <input type="checkbox"/> Organization 18	Quarter 1: Week 1		
<p><b>Unit 1 Plot, Conflict, and Setting (Weaving a Story):</b>  <b>Unit 2 Analyzing Character and Point of View (Personality Tests):</b>  <b>Begin with Reader’s Workshop</b>  <b>Read two of the following:</b></p> <p style="text-align: center;"><b>Read the following:</b></p> <table style="width: 100%; border: none;"> <tr> <td style="width: 50%; vertical-align: top;">           “7<sup>th</sup> Grade,” (30-39)            “The Last Dog” (42-61)            “Rikki-tikki-tavi” (72-89)            “Zebra” (180-203)            “The Scholarship Jacket” (216-223)            “A Retrieved Reformation” (226-236) or            “Dirk, the Protector” (268-276)         </td> <td style="width: 10%; text-align: center; vertical-align: middle;"><b>AND →</b></td> <td style="width: 40%; vertical-align: top;">           “From Exploring the Titanic” (98-115)            “An American Childhood” (118-125)            “Three Century Women” (240-248)            “Charles” (250-254)         </td> </tr> </table> <p>Include <b>Quick Writes, QARs, Read-Alouds, ACT Skills: English</b>, and other district literacy strategies. Discuss the literary elements throughout the year. Read using BDA (before, during, and after) reading strategies. Use academic vocabulary instruction in conjunction with the short stories, using the Six-Step Vocabulary Model.</p> <p><b>Reading for Information:</b> Begin with <b>Media Study</b> <i>Back to the Future</i>. Read “The Unnatural Course of Time” (155-156) in <i>Literature</i>. Read using BDA reading strategies.</p>	“7 <sup>th</sup> Grade,” (30-39) “The Last Dog” (42-61) “Rikki-tikki-tavi” (72-89) “Zebra” (180-203) “The Scholarship Jacket” (216-223) “A Retrieved Reformation” (226-236) or “Dirk, the Protector” (268-276)	<b>AND →</b>	“From Exploring the Titanic” (98-115) “An American Childhood” (118-125) “Three Century Women” (240-248) “Charles” (250-254)	Media Smart DVD <i>Back to the Future</i> film clip	<input type="checkbox"/> Exposition 26 <input type="checkbox"/> Cliché 164  Quarter 1: Weeks 2-6
“7 <sup>th</sup> Grade,” (30-39) “The Last Dog” (42-61) “Rikki-tikki-tavi” (72-89) “Zebra” (180-203) “The Scholarship Jacket” (216-223) “A Retrieved Reformation” (226-236) or “Dirk, the Protector” (268-276)	<b>AND →</b>	“From Exploring the Titanic” (98-115) “An American Childhood” (118-125) “Three Century Women” (240-248) “Charles” (250-254)			
<p>Write a <b>Comparison &amp; Contrast Paper</b> (pp. 286-293) that compares/contrasts two people from the non-fiction text or is related to other curricular content.</p> <p>See <i>Anchor Papers</i> and <i>Writing Guidelines</i> for Point by Point Comparison &amp; Contrast form.</p>			Quarter 1: Weeks 7-9		

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<p><b>QUARTER TWO:</b>  <b>Unit 7 Biography and Autobiography</b>  <b>Begin with Reader’s Workshop</b></p> <p>Read <b>two</b> of the following:            “Lucy Stone: Champion of Women’s Rights” (832-842),            “It’s Not About the Bike” (790-795),            from <i>23 Days in July</i> (796-799), or            from <i>Malcolm X: By Any Means Necessary</i> (802-807).”</p> <p>Include <b>Quick Writes, QARs, Read-Alouds, ACT Skills: English</b>, and/or other district literacy strategies. Read using BDA reading strategies. Use academic vocabulary instruction in conjunction with the short stories, using the Six-Step Vocabulary Model.</p> <p><b>Reading for Information:</b> Read “Montreal Signs Negro Shortstop: (823-824) and “Robinson Steals Home in Fifth” (825-826).  <b>Optional:</b> Media Study: from “Jackie Robinson”</p>	<p style="text-align: center;">Media Smart            DVD <i>Jackie Robinson</i> film clip</p>		<p>Quarter 2:            Weeks 1-2</p>						
<p><b>Career Unit Paper</b>  <b>Per the District’s Career Plan, 7<sup>th</sup> graders will write an informational paper on a chosen career after using the <i>I Have a Plan Iowa</i> website. Mini lessons should include pronouns.</b></p>	<p>Counselor will be present to introduce resources.</p>		<p>Quarter 2:            Weeks 3-4</p>						
<p><b>Literature Circles Unit:</b> Each group selects a <b>novel</b> from the following list:</p> <table style="width: 100%; border: none;"> <tr> <td style="width: 50%;"><i>Touching Spirit Bear</i></td> <td style="width: 50%;"><i>Olive’s Ocean</i></td> </tr> <tr> <td><i>Holes</i></td> <td><i>Stargirl</i></td> </tr> <tr> <td><i>Bud, Not buddy</i></td> <td><i>Crash</i></td> </tr> </table> <p>Each student group must be allowed to choose which novel they will read. Read using BDA reading strategies. Discuss the literary elements in the novel using the Six-Step Vocabulary Model. Suggested activities: reader-response journals, double-entry journals, quick writes, QARs, Read-Alouds, and Think-Alouds.</p>	<i>Touching Spirit Bear</i>	<i>Olive’s Ocean</i>	<i>Holes</i>	<i>Stargirl</i>	<i>Bud, Not buddy</i>	<i>Crash</i>		<p><input type="checkbox"/>Tone 438  <input type="checkbox"/>Sarcasm 504  <input type="checkbox"/>Dialect 312, 326  <input type="checkbox"/>Colloquial (not in text)</p>	<p>Quarter 2:            Weeks 5-8</p>
<i>Touching Spirit Bear</i>	<i>Olive’s Ocean</i>								
<i>Holes</i>	<i>Stargirl</i>								
<i>Bud, Not buddy</i>	<i>Crash</i>								
<p>Tie up loose ends and give the <b>LA 7 First Semester Final Assessment.</b>  <b>Record grades in eSIS spreadsheet and N, M, &amp; E in standardized test area.</b></p>			<p>Quarter 2:            Week 9</p>						

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Topic(s) – Selection titles, writing assignment type, etc.	Resources	Academic Vocabulary	Suggested Dates
<p><b>QUARTER THREE:</b>  <b>Unit 9: The Power of Research:</b>            Research Strategies Workshop (966-999). Write a <b>Research Paper</b> using the <i>Pathways to Knowledge Research Model</i>. Suggested topics: other curricular content (Social Studies or Science), dismantling of the Berlin Wall, first successful moon landing, passage of the 19<sup>th</sup> Amendment (Women’s Suffrage Movement), global warming, destruction of the South American rain forests, infectious diseases in Africa.  <b>See <i>Pathways Guide, New Research Paper Guidelines Using MLA Format, and Anchor Papers.</i></b></p>		<input type="checkbox"/> Tone 438 <input type="checkbox"/> Sarcasm 504	Quarter 3: Weeks 1-4
<p><b>Unit 5 Appreciating Poetry (Picture the Moment): Focus on Mood, Tone, and Style</b>  <b>Focus on excerpts from Media Study: Style and Mood in Photographs (1 day)</b></p> <p><b>Poetry Selection</b> Read several poems throughout the text (Unit 4—pages 508-518) and address figurative language. Students will write a <b>poem</b>, which incorporates 3 of the elements of poetry listed to the right.</p>	Media Study DVD <i>Style &amp; Mood in Photographs</i>	<input type="checkbox"/> Personification 546 <input type="checkbox"/> Symbol 583 <input type="checkbox"/> Alliteration 544 <input type="checkbox"/> Repetition 544 <input type="checkbox"/> Onomatopoeia 545 <input type="checkbox"/> Poetry 542	Quarter 3: Weeks 5-6
<p><b>Unit 8 Information, Argument, and Persuasion (Face the Facts) (868-871):</b>  <b>Begin with Reader’s Workshop</b></p> <p>Read <b>two</b> of the following:            “What Do You Know About Sharks” (872-883),            “Great White Sharks” (884-893),            “Like Black Smoke: The Black Death’s Journey,” (894-900)            “A World Turned Upside Down: How The Black Death Affected Europe” (902-904) and            “Pro Athletes’ Aren’t Overly Exorbitant,” (918-921) and            “Do Professional Get Paid Too Much?” (922-924)</p> <p>Include <b>Quick Writes, QARs, Read-Alouds, ACT Skills: English</b>, or other district literacy strategies. Read using BDA reading strategies. Use academic vocabulary instruction in conjunction with the short stories, using the Six-Step Vocabulary Model.</p>		<input type="checkbox"/> Argument 912	Quarter 3: Weeks 7-8
<p><b>Begin with Media Study DVD &amp; Writer’s Workshop (948-955)</b></p> <p>Suggested Topics for persuasive writing: p. 948 in Teacher’s text.</p>	Media Study DVD <i>Persuasive Techniques in Commercials</i>		Quarter 3: Week 9

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<p><b>QUARTER FOUR: Continue Unit 8: Argument and Persuasion</b>  <b>Reader’s Workshop: Argument and Persuasion</b>            Read pages 912, 914, and “Why Work Out?” (913) “The Promise” (916-917) and “Do Professional Athletes Get Paid Too Much?” (922-924).  <b>Persuasive Paper:</b> Students will write a paper utilizing the persuasive techniques they have learned.</p>		<input type="checkbox"/> Argument 912	Quarter 4: Weeks 1-3
<p><b>Choose one of the following options:</b></p> <p><b>Literature Circles Unit:</b>  <i>Touching Spirit Bear</i>      <i>Olive’s Ocean</i>  <i>Holes</i>                      <i>Stargirl</i>  <i>Bud, Not buddy</i>            <i>Crash</i></p> <p><b>OR</b></p> <p><b>Unit 6 Myths, Legends, and Tales (Sharing Our Stories):</b>  <b>Begin with Reader’s Workshop (626-631) Read the following:</b></p> <p>“Prometheus” (632-637),            “Orpheus and Eurydice” (638-642),            “Young Arthur,” (660-668),            “Sally Ann Thunder Ann Whirlwind” (712-721),            “Two Ways to Count to Ten” (730-735),            “The Race Between Toad and Donkey” (692-693),            “Serf on the Run” (694-695), and            “Medieval Adventures.”</p> <p><b>OR</b></p> <p><b>Drama Unit</b>            Read <b>one or more</b> of the following:            “The Monsters are Due on Maple Street” (136-148) “A Christmas Carol” (388-412)</p> <p>In groups, students will write a play using characters, dialogue, stage directions, and props. The play will include conflict and resolution. Plays will be presented to the class.</p>			Quarter 4: Weeks 4-7
<p>Tie up loose ends and give the <b>District Final Assessment for second semester.</b>  <b>Record grade in eSIS spreadsheet and N, M, E in eSIS standardized test area.</b></p>			Quarter 4: Week 8
<p><b>Media Study:</b> <i>News Report</i></p>	Media Study: DVD <i>News Reports</i>		Quarter 4: Week 9

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