

POCONO MOUNTAIN SCHOOL DISTRICT CURRICULUM

COURSE STANDARDS AND ANCHORS	
COURSE: ENGLISH LANGUAGE ARTS	GRADE: 7
STRAND: Reading Informational Text	TIME FRAME: Year-long

PA CORE STANDARD
<b>1.2 Reading Informational Text</b> <i>Students read, understand, and respond to informational text – with emphasis on comprehension, making connections among ideas and between texts with focus on textual evidence.</i>

ESSENTIAL CONTENT
<p><b>Key Ideas and Details</b></p> <ul style="list-style-type: none"> <li>● <b>Main Idea</b> <ul style="list-style-type: none"> <li>○ <u>CC1.2.7.A:</u> 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.</li> </ul> </li> <li>● <b>Text Analysis</b> <ul style="list-style-type: none"> <li>○ <u>CC1.2.7.B:</u> Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences, conclusions, and/or generalizations drawn from text.</li> </ul> </li> <li>● <b>Analysis Development/Connections</b> <ul style="list-style-type: none"> <li>○ <u>CC1.2.7.C:</u> Analyze the interactions between individuals, events, and ideas in a text.</li> </ul> </li> </ul> <p><b>Craft and Structure</b></p> <ul style="list-style-type: none"> <li>● <b>Point of View</b> <ul style="list-style-type: none"> <li>○ <u>CC1.2.7.D:</u> Determine an author’s point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others.</li> </ul> </li> <li>● <b>Text Structure</b> <ul style="list-style-type: none"> <li>○ <u>CC1.2.7.E:</u> Analyze the structure of the text through evaluation of the author’s use of graphics, charts, and major sections of the text.</li> </ul> </li> <li>● <b>Vocabulary</b> <ul style="list-style-type: none"> <li>○ <u>CC1.2.7.F:</u> Determine the meaning of words and phrases as they are used in grade level reading and content, including interpretation of figurative, connotative, and technical meanings.</li> </ul> </li> </ul> <p><b>Integration of Knowledge and Ideas</b></p> <ul style="list-style-type: none"> <li>● <b>Diverse Media</b> <ul style="list-style-type: none"> <li>○ <u>CC1.2.7.G:</u> Compare and contrast a text to an audio, video, or multimedia version of the text, analyzing each medium’s portrayal of the subject (<i>e.g., how the delivery of a speech affects the impact of the words</i>).</li> </ul> </li> <li>● <b>Evaluating Arguments</b> <ul style="list-style-type: none"> <li>○ <u>CC1.2.7.H:</u> Evaluate an author’s argument, reasoning, and specific claims for the soundness of the argument and relevance of the evidence.</li> </ul> </li> <li>● <b>Analysis Across Texts</b> <ul style="list-style-type: none"> <li>○ <u>CC1.2.7.I:</u> Analyze how two or more authors present and interpret facts on the same topic.</li> </ul> </li> </ul>

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### Vocabulary Acquisition and Use

- CC.1.2.7.J: 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 and expression.
- CC.1.2.7.K: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade level reading and content, choosing flexible from a range of strategies and tools.

### Range of Reading

- CC.1.2.7.L: Read and comprehend literary non-fiction and informational text on grade level, reading independently and proficiently.

## ASSESSMENT ANCHORS

### Key Ideas and Details

- E07.B-K.1.1: Demonstrate understanding of key ideas and details in informational texts.
  - Reference:
    - CC.1.2.7.A
    - CC.1.2.7.B
    - CC.1.2.7.C

### Craft and Structure

- E07.B-C.2.1: Demonstrate understanding of craft and structure in informational texts.
  - Reference:
    - CC.1.2.7.D
    - CC.1.2.7.E
    - CC.1.2.7.F

### Integration of Knowledge and Ideas

- E07.B-C.3.1: Demonstrate understanding of connections within, between, and/or among informational texts.
  - Reference:
    - CC.1.2.7.H
    - CC.1.2.7.I

### Vocabulary Acquisition and Use

- E07.B-V.4.1: Demonstrate understanding of vocabulary and figurative language in informational texts.
  - Reference:
    - CC.1.2.7.F
    - CC.1.2.7.J
    - CC.1.2.7.K

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### ELIGIBLE CONTENT

#### Key Ideas and Details

- E07.B-K.1.1.1: Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences, conclusions, and/or generalizations drawn from the text.
- E07.B-K.1.1.2: 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.
- E07.B-K.1.1.3: Analyze the interactions between individuals, events, or ideas in a text (*e.g., how ideas influence individuals or events; how individuals influence ideas or events*).

#### Craft and Structure

- E07.B-C.2.1.1: Determine an author's point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others.
- E07.B-C.2.1.2: Analyze the structure an author uses to organize a text, including how major sections and text features contribute to the whole and to the development of the ideas.
- E07.B-C.2.1.3: Determine how the author uses the meaning of words or phrases, including figurative, connotative or technical meanings, in a text; analyze the impact of a specific word choice on meaning and tone.

#### Integration of Knowledge and Details

- E07.B-C.3.1.1: Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims.
- E07.B-C.3.1.2: 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.

#### Vocabulary Acquisition and Use

- E07.B-V.4.1.1: 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.
  - 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.
  - b. Use common, grade –appropriate Greek or Latin affixes and roots as clues to the meaning of a word (*e.g., belligerent, bellicose, rebel*).
  - c. Determine the meaning of technical words and phrases used in a text.
- E07.B-V.4.1.2: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
  - a. Interpret figures of speech (*e.g., literary and mythological allusions*) in context.
  - b. Use the relationship between particular words (*e.g., synonym/antonym, analogy*) to better understand each of the words.
  - c. Distinguish among connotations (associations) of words with similar denotations (definitions) (*e.g., refined, respectful, polite, diplomatic, condescending*).

POCONO MOUNTAIN SCHOOL DISTRICT CURRICULUM

<b>COURSE: ENGLISH LANGUAGE ARTS</b>	<b>GRADE: 7</b>
<b>STRAND: Reading Literature</b>	<b>TIME FRAME: Year-long</b>

<b>PA CORE STANDARD</b>
<b>1.3 Reading Literature</b> <i>Students read and respond to works of literature - with emphasis on comprehension, making connections among ideas and between texts with focus on textual evidence.</i>

<b>ESSENTIAL CONTENT</b>
<p><b>Key Ideas and Details</b></p> <ul style="list-style-type: none"> <li>• <b>Theme</b> <ul style="list-style-type: none"> <li>○ <u>CC1.3.7.A</u>: 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.</li> </ul> </li> <li>• <b>Text Analysis</b> <ul style="list-style-type: none"> <li>○ <u>CC1.3.7.B</u>: Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences, conclusions, and/or generalizations drawn from the text.</li> </ul> </li> <li>• <b>Literary Elements:</b> <ul style="list-style-type: none"> <li>○ <u>CC1.3.7.C</u>: Analyze how particular elements of a story or drama interact and how setting shapes the characters or plot.</li> </ul> </li> </ul> <p><b>Craft and Structure</b></p> <ul style="list-style-type: none"> <li>• <b>Point of View</b> <ul style="list-style-type: none"> <li>○ <u>CC1.3.7.D</u>: Determine an author's point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others.</li> </ul> </li> <li>• <b>Text Structure</b> <ul style="list-style-type: none"> <li>○ <u>CC1.3.7.E</u>: Analyze the development of the meaning through the overall structure of the text.</li> </ul> </li> <li>• <b>Vocabulary</b></li> </ul>

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- CC1.3.7.F: Determine the meaning of words and phrases as they are used in grade level reading and content, including interpretation of figurative language connotative meanings.

### **Integration of Knowledge and Ideas**

- **Sources of Information**

- CC1.3.7.G: 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*).

- **Text Analysis**

- CC1.3.7.H: 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.

### **Vocabulary Acquisition and Use**

- **Strategies**

- CC1.3.7.I: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade level reading and content, choosing flexibly from a range of strategies and tools.
- CC1.3.7.J: 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.

### **Range of Reading**

- CC1.3.7.K: Read and comprehend literary fiction on grade level, reading independently and proficiently.

## ASSESSMENT ANCHORS

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### **Key Ideas and Details**

- E07.A-K.1.1: Demonstrate understanding of key ideas and details in literature.
  - Reference:
    - CC.1.3.7.A
    - CC.1.3.7.B
    - CC.1.3.7.C

### **Craft and Structure**

- E07.A-C.2.1: Demonstrate understanding of craft and structure in literature.
  - Reference:
    - CC.1.3.7.D
    - CC.1.3.7.E
    - CC.1.3.7.F

### **Integration of Knowledge and Details**

- E07.A-C.3.1: Demonstrate understanding of connections within, between, and/or among texts.
  - Reference:
    - CC.1.3.7.H

### **Vocabulary Acquisition and Use**

- E07.A-V.4.1: Demonstrate understanding of vocabulary and figurative language in literature.
  - Reference:
    - CC.1.3.7.F
    - CC.1.3.7.I
    - CC.1.3.7.J

**ELIGIBLE CONTENT**

**Key Ideas and Details**

- E07.A-K.1.1.1: Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences, conclusions, and/or generalizations drawn from the text.
- E07.A-K.1.1.2: 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.
- E07.A-K.1.1.3: Analyze how particular elements of a story, drama, or poem interact (*e.g., how setting shapes the characters or plot*).

**Craft and Structure**

- E07.A-C.2.1.1: Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.
- E07.A-C.2.1.2: Analyze how a drama's or poem's form or structure (*e.g., soliloquy, sonnet*) contribute to its meaning.
- E07.A-C.2.1.3: Determine how the author uses the meaning of words or phrases, including figurative and connotative meanings, in a text; analyze the impact of rhymes and other repetitions of sounds (*e.g., alliteration*) on a specific verse or stanza of a poem or section of a story or drama.

**Integration of Knowledge and Details**

- E07.A-C.3.1.1: 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.

**Vocabulary Acquisition and Use**

- E07.A-V.4.1.1: 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.
  - 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.
  - b. Use common, grade appropriate Greek and Latin affixes and roots of a word (*e.g., belligerent, bellicose, rebel*).
- E07.A-V.4.1.2: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
  - a. Interpret figures of speech (literary and mythological allusions) in context.
  - b. Use the relationship between particular words (*e.g., synonym/antonym, analogy*) to better understand each of the words.
  - c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (*e.g., refined, respectful, polite, diplomatic, condescending*).

POCONO MOUNTAIN SCHOOL DISTRICT CURRICULUM

<b>COURSE: ENGLISH LANGUAGE ARTS</b>	<b>GRADE(S): 7</b>
<b>STRAND: Writing</b>	<b>TIME FRAME: Year-Long</b>

**PA CORE STANDARD**

**1.4 Writing**

*Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.*

**ESSENTIAL CONTENT**

**Informative/Explanatory**

- CC.1.4.7.A: Write informative / explanatory texts to examine a topic and convey ideas, and information clearly.
  - **Focus**
    - CC.1.4.7.B: Identify and introduce the topic clearly, including a preview of what is to follow.
  - **Content**
    - CC.1.4.7.C: Develop and analyze the topic with relevant facts, definitions, concrete details, quotations, or other information and examples; include graphics and multimedia when useful to aiding comprehension.
  - **Organization**
    - CC.1.4.7.D: Organize ideas, concepts, and information using strategies such as definition, classification, comparison/contrast, and cause/effect; use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts; provide a concluding statement or section; include formatting when useful to aiding comprehension.
  - **Style**
    - CC.1.4.7.E: Write with an awareness of stylistic aspects of composition.
      - Use precise language and domain-specific vocabulary to inform about or explain the topic.
      - Use sentences of varying lengths and complexities.
      - Use precise language.
      - Develop and maintain a consistent voice.
      - Establish and maintain a formal style.
  - **Conventions of Language**
    - CC.1.4.7.F: Demonstrate a grade appropriate command of the conventions of Standard English grammar, usage, capitalization, punctuation, and spelling.

**Opinion/Argumentative**



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- CC.1.4.7.G: Write arguments to support claims.
  - **Focus**
    - CC.1.4.7.H: Introduce and state an opinion on the topic.
  - **Content**
    - CC.1.4.7.I: Acknowledge alternate or opposing claims and support claim with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic.
  - **Organization**
    - CC.1.4.7.J: Organize the claim(s) with clear reasons and evidence clearly; clarify relationships among claim(s) and reasons by using words, phrases, and clauses; to create

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cohesion; provide a concluding statement or section that follows from and supports the

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argument presented.

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- **Style**
  - CC.1.4.7.K: Write with an awareness of the stylistic aspects of composition.
    - Use precise language and domain-specific vocabulary to inform about or explain the topic.
    - Use sentences of varying lengths and complexities.
    - Use precise language.
    - Develop and maintain a consistent voice.
    - Establish and maintain a formal style.
- **Conventions of Language**
  - CC.1.4.7.L: Demonstrate a grade appropriate command of the conventions of Standard English grammar, usage, capitalization, punctuation and spelling.

### **Narrative**

- CC.1.4.7.M: Write narratives to develop real or imagined experiences or events.
  - **Focus**
    - CC.1.4.7.N: Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters.
  - **Content**
    - CC.1.4.7.O: Use narrative techniques such as dialogue, description, and pacing, to develop experiences, events, and/or characters; use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.
  - **Organization**
    - CC.1.4.7.P: Organize an event sequence that unfolds naturally and logically, using a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time-frame or setting to another; provide a conclusion that follows from and reflects on the narrated experiences and events.
  - **Style**
    - CC.1.4.7.Q: Write with an awareness of the stylistic aspects of writing.
      - Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.
      - Use sentences of varying length and complexities.
      - Use precise language.
      - Develop and maintain a consistent voice.
  - **Conventions of Language**
    - CC.1.4.7.R: Demonstrate a grade appropriate command of the conventions of Standard English grammar, usage, capitalization, punctuation and spelling.

### **Response to Literature**

- CC.1.4.7.S: Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade level reading standards for literature and literary non-fiction texts.

### **Production & Distribution of Writing**

- Writing Process

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- CC.1.4.7.T: With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing, rewriting, or trying a new approach focusing on how well purpose and audience have been addressed.

### **Technology & Publication**

- CC.1.4.7.U: Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.

### **Conducting Research**

- CC.1.4.7.V: Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.

### **Credibility, Reliability, and Validity of Sources**

- CC.1.4.7.W: Gather relevant information from multiple print and digital sources; using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

### **Range of Writing**

- CC.1.4.7.X: Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes and audiences.

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### ASSESSMENT ANCHORS

#### Writing

##### Test Types and Purposes

- E07.C.1.1: Write arguments to support claims with clear reasons and relevant evidence.
  - Reference:
    - CC.1.4.7.H
    - CC.1.4.7.I
    - CC.1.4.7.J
    - CC.1.4.7.K

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- E07.C.1.2: Write informative / explanatory texts to examine a topic and convey ideas, concepts, and

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information through the selection, organization, and analysis of relevant content.



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- Reference:

- CC.1.4.7.B
- CC.1.4.7.C
- CC.1.4.7.D
- CC.1.4.7.E

- E07.C.1.3: Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well- structured sequences.

- Reference:

- CC.1.4.7.N
- CC.1.4.7.O
- CC.1.4.7.P
- CC.1.4.7.Q

### Language

#### Conventions of Standard English

- E07.D.1.1: Demonstrate command of the conventions of Standard English grammar and usage.

- Reference:

- CC.1.4.7.F
- CC.1.4.7.L
- CC.1.4.7.R

- E07.D.1.2: Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling.

- Reference:

- CC.1.4.7.F
- CC.1.4.7.L
- CC.1.4.7.R

#### Knowledge of Language

- E07.D.2.1: Use knowledge of language and its conventions.

- Reference:

- CC.1.4.7.E
- CC.1.4.7.K
- CC.1.4.7.Q
- CC.1.4.7.U

### Text Dependent Analysis

#### Evidence-Based Analysis of Text

- E07.E.1.1: Draw evidence from literary or informational texts to support analysis, reflection, and research.

- Reference:

- CC.1.4.7.B
- CC.1.4.7.C
- CC.1.4.7.D
- CC.1.4.7.E

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- CC.1.4.7.H
- CC.1.4.7.I
- CC.1.4.7.J
- CC.1.4.7.K
- CC.1.4.7.S

### ELIGIBLE CONTENT

**Asterisk (\*) indicates that the particular Eligible Content appears in all succeeding grades. Eligible Content includes skills and understandings assessed in previous grades.**

#### Writing

##### Test Types and Purposes

- E07.C.1.1.1: Introduce claim(s) for the intended acknowledge alternate or opposing claims, and support the writer's purpose by logically organizing the reasons and evidence.
- E07.C.1.1.2: Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.
- E07.C.1.1.3: Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s) and reasons and evidence.
- E07.C.1.1.4: Establish and maintain a formal style.
- E07.C.1.1.5: Provide a concluding section that reinforces the claims and reasons presented.
- E07.C.1.2.1: Introduce a topic for the intended audience and preview what is to follow; organize ideas, concepts, and information using strategies such as definition, classification, comparison/contrast, and cause/effect to support the writer's purpose.
- E07.C.1.2.2: Develop the topic with relevant facts, definitions, concrete details quotations, or other information and examples.
- E07.C.1.2.3: Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.
- E07.C.1.2.4: Use precise language and domain- specific vocabulary to inform about or explain the topic.
- E07.C.1.2.5: Establish and maintain a formal style.
- E07.C.1.2.6: Provide a concluding section that follows from the information or explanation presented.
- E07.C.1.3.1: Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically to support the writer's purpose; maintain a controlling point.
- E07.C.1.3.2: Use narrative techniques such as dialogue, pacing, and description to develop experiences, events and/or characters.
- E07.C.1.3.3: Use a variety of transitional words, phrases, and clauses to convey sequence and to signal shifts from one time-frame or setting to another.
- E07.C.1.3.4: Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.
- E07.C.1.3.5: Provide a conclusion that follows from and reflects on narrated experiences or events.

#### Language

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### Conventions of Standard Language

- E07.D.1.1.1: Explain the functions of phrases and clauses in general and their function is specific sentences.
- E07.D.1.1.2: Choose among simple, compound, complex and compound-complex sentences to signal differing relationships among ideas.
- E07.D.1.1.3: Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.\*
- E07.D.1.1.4: Recognize and correct inappropriate shifts in pronoun number and person.\*
- E07.D.1.1.5: Recognize and correct vague pronouns (*i.e., ones with unclear or ambiguous antecedents*).\*
- E07.D.1.1.6: Recognize and correct inappropriate shifts in verb tense.\*
- E07.D.1.1.7: Produce completed sentences, recognizing and correcting inappropriate fragments and run-on sentences.\*
- E07.D.1.1.8: Correctly use frequently confused words (e.g., *to, too, two; there, their, they're*).
- E07.D.1.1.9: Ensure subject-verb and pronoun- antecedent agreement.\*
- E07.D.1.2.1: Use a comma to separate coordinate adjectives (e.g., *It was a fascinating, enjoyable movie* but not *He wore and old [,] green shirt*).
- E07.D.1.2.2: Spell correctly.
- E07.D.1.2.3: Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.\*
- E07.D.1.2.4: Use punctuation to separate items in a series.\*

### Knowledge of Language

- E07.D.2.1.1: Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.\*
- E07.D.2.1.2: Vary sentence patterns for meaning, reader/listener, interest, and style.\*
- E07.D.2.1.3: Maintain consistency in style and tone.\*
- E07.D.2.1.4: Choose punctuation for effect.\*
- E07.D.2.1.5: Choose words and phrases for effect.\*

### Text Dependent Analysis

#### Evidence-Based Analysis of Text

- E07.E.1.1.1: Introduce text(s) for the intended audience, state a topic, and create an organizational structure in which ideas are logically grouped to support the writer's purpose.
- E07.1.1.2: Develop the analysis using relevant evidence from text(s) to support claims, opinions, and inferences and demonstrating an understanding of the text(s).
- E07.1.1.3: Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.
- E07.1.1.4: Use precise language and domain specific vocabulary to inform about or explain the topic.
- E07.1.1.5: Establish and maintain a formal style.
- E07.1.1.6: Provide a concluding section that follows from the analysis presented.

# POCONO MOUNTAIN SCHOOL DISTRICT CURRICULUM

<b>COURSES: ENGLISH LANGUAGE ARTS</b>	<b>GRADE(S): 7</b>
<b>STRAND: Speaking &amp; Listening</b>	<b>TIME FRAME: Year-Long</b>

PA CORE STANDARD
<b>1.5 Speaking and Listening</b> <i>Students present appropriately in formal speaking situations, listen critically, and respond intelligently as individuals or in group discussions.</i>

ESSENTIAL CONTENT
<b>Comprehension and Collaboration</b> <ul style="list-style-type: none"> <li>● <b>Collaborative Discussion</b> <ul style="list-style-type: none"> <li>○ <u>CC.1.5.7.A</u>: Engage effectively in a range of collaborative discussions on grade level topics, texts, and issues, building on other’s ideas and expressing their own clearly.</li> </ul> </li> <li>● <b>Evaluating Information</b> <ul style="list-style-type: none"> <li>○ <u>CC.1.5.7.B</u>: Analyze the main ideas and supporting details presented in diverse media formats (<i>e.g., visually, quantitatively, and orally</i>) and explain how the ideas clarify a topic, text, or issue under study.</li> </ul> </li> <li>● <b>Critical Listening</b> <ul style="list-style-type: none"> <li>○ <u>CC.1.5.7.C</u>: Delineate a speaker’s argument and specific claims by evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.</li> </ul> </li> </ul> <b>Presentation of Knowledge and Ideas</b> <ul style="list-style-type: none"> <li>● <b>Purpose, Audience, and Task</b> <ul style="list-style-type: none"> <li>○ <u>CC.1.5.7.D</u>: 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.</li> </ul> </li> <li>● <b>Context</b> <ul style="list-style-type: none"> <li>○ <u>CC.1.5.7.E</u>: Adapt speech to a variety of contexts and tasks.</li> </ul> </li> </ul> <b>Integration of Knowledge and Ideas</b> <ul style="list-style-type: none"> <li>● <b>Multimedia</b> <ul style="list-style-type: none"> <li>○ <u>CC.1.5.7.F</u>: Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.</li> </ul> </li> <li>● <b>Conventions of Standard English</b> <ul style="list-style-type: none"> <li>○ <u>CC.1.5.7.G</u>: Demonstrate command of the conventions of Standard English when speaking based on grade 7 level and content.</li> </ul> </li> </ul>

ASSESSMENT ANCHORS
<ul style="list-style-type: none"> <li>● <b>Pending Creation of PDE document—Currently not assessed on PSSA</b></li> </ul>

KEYSTONE ELIGIBLE CONTENT OBJECTIVES
<ul style="list-style-type: none"> <li>● <b>Pending Creation of PDE document—Currently not assessed on PSSA</b></li> </ul>

POCONO MOUNTAIN SCHOOL DISTRICT CURRICULUM

**Content Units  
Order of Completion**

**MP 1- In Pursuit Grade 7 Unit 1**

POCONO MOUNTAIN SCHOOL DISTRICT CURRICULUM

**MP 2- Getting Along Grade 7 Unit 4**  
**MP 3- Justice Served Grade 7 Unit 3**  
**MP 4- Moral Compass Grade 8 Unit 3**

**COURSE:**  
**ENGLISH LANGUAGE ARTS**

**GRADE(S): 7**

**UNIT: In Pursuit**  
**TIME FRAME: 1st marking period**

**UNIT OVERVIEW:**

Students will be reading short stories, poetry, memoirs, and several nonfiction narratives to explore the missions some people or characters have pursued to achieve their goals. The first two excerpts in the unit, from Ernesto Galarza's autobiography *Barrio Boy* and Farah Ahmed's memoir *The Other Side of the Sky*, draw students into this topic with their remarkable storylines of survival in a new environment. These two excerpts pay testament to the strength of the human spirit against great odds. Other selections in the unit include journeys into the Yukon, into nineteenth-century colonial India, and even into outer space during the perilous Apollo 13 mission. This unit also includes works from some of the world's best-known modern authors: William Butler Yeats, John Steinbeck, and Maya Angelou--all with one purpose in mind: to discover what drives us to undertake a mission regardless of the risks or human cost.

This unit will end with a TDA and a unit assessment.

**UNIT DRIVING QUESTION:**

What types of missions are people inspired to pursue? What drives people to pursue these missions?

**UNIT OBJECTIVES:**

**Introduction Blast**

- Explore background information about what drives someone to undertake a mission.
- Research using the hyperlinks to learn about various people who have pursued and achieved their goals.

**Unit Selections:**

- Demonstrate an understanding of central (or main) idea.
- Become familiar with relevant vocabulary from the selection.
- Participate effectively in a range of conversations and collaborations to express ideas and build upon the ideas of others.
- Learn the definition
  - Central or main idea
  - Textual evidence
  - Theme
  - Informational text structure
  - Story elements
  - Figurative Language
- Prewrite, plan, and produce clear and coherent writing in response to a prompt.

## POCONO MOUNTAIN SCHOOL DISTRICT CURRICULUM

- Perform an initial reading of a text and demonstrate comprehension by responding to short analysis and inference questions with textual evidence.
- Practice defining vocabulary words using context and verifying definitions by checking inferred meanings in context or by using a dictionary.
- Demonstrate an understanding of theme by responding to short analysis and inference questions with textual evidence.
- Define unfamiliar words and figurative language using context clues.
- Practice using concrete strategies for
  - identifying a central (or main) idea.
  - identifying two central ideas in a text.
  - drawing inferences from specific textual evidence.
  - identifying and citing textual evidence.
  - identifying figures of speech
  - understanding character and how it interacts with setting and plot.
  - identifying theme in poetry
  - identifying and analyzing informational text structure.
  - identifying how story elements interact in a text.
  - drawing inferences from explicit textual evidence, for analyzing the effect of setting on character and plot, and for comparing and contrasting 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.
  - analyzing poetic structure, poetic elements, and word meaning
  - understanding technical language.
  - identifying theme
  - understanding character and how it interacts with setting and plot.
  - comparing and contrasting different forms of media delivering the same content.
- Complete a close reading of
  - non-fiction
  - a poem
  - A passage of literature
  - Informational text
  - Narrative poem
- Practice identifying theme and identifying and analyzing figurative language.
- Demonstrate an understanding of story elements.
- Practice defining vocabulary words using context and using word relationships to increase understanding.
- Practice and apply strategies for identifying and analyzing informational text elements, figurative language, and connotation and denotation.
- Analyze the use of technical language in the text.
- Practice defining vocabulary words using context and word relationships to increase understanding.

## POCONO MOUNTAIN SCHOOL DISTRICT CURRICULUM

### **Assessed Skills**

- Central/Main Idea
- Textual Evidence
- Figures of Speech
- Theme
- Fragments
- Run-on Sentences
- Types of Sentences
- End Marks
- Simple Subject
- Verb/Verb Phrase

### **Key Reading Skills**

- Textual Evidence
- Point of View
- Informational Text Elements
- Theme
- Dramatic Elements
- Story Structure
- Figurative Language
- Setting
- Central or Main Idea
- Technical Language
- Informational Text Structure
- Arguments and Claims
- Compare and Contrast
- Author's Purpose and Point of View
- Character
- Media
- Story Elements
- Poetic Elements

### **Key Grammar Skills**

#### **Unit 4 Pronouns**

- Pronouns: Personal
- Pronouns and Antecedents
- Using Pronouns Correctly
- Pronouns: Possessive and Indefinite
- Pronouns: Reflexive and Intensive
- Pronouns: Interrogative

#### **Unit 5 Adjectives and Adverbs**

- Adjectives
- Articles and Proper Adjectives
- Comparative and Superlative Adjectives



## POCONO MOUNTAIN SCHOOL DISTRICT CURRICULUM

- More Comparative and Superlative Adjectives
- Demonstratives
- Adverbs
- Intensifiers
- Adverbs: Comparative and Superlative
- Using Adverbs and Adjectives
- Avoiding Double Negatives

### **Unit 6 Prepositions, Conjunctions, and Interjections**

- Prepositions and Prepositional Phrases
- Pronouns as Objects of Prepositions
- Prepositional Phrases as Adjectives and Adverbs
- Conjunctions and Interjections

### **Key Writing Skills**

- Audience, Purpose, and Style
- Research and Note-Taking
- Thesis Statement
- Organize Argumentative Writing
- Supporting Details
- Introductions and Conclusions
- Body Paragraphs and Transitions
- Sources and Citations

### **Literary Texts**

Barrio Boy\*

The Other Side of the Sky

The Song of Wandering Aengus

The Hobbit\*

Call of the Klondike\*

The King of Mazy May

The Cremation of Sam McGee

New Directions

Travels With Charley: In Search of America

Apollo 13 Mission Highlights

Rikki-Tikki-Tavi

The Call of the Wild

**Optional Full-text study:** *Walk Two Moons* and *The Adventures of Tom Sawyer*

## POCONO MOUNTAIN SCHOOL DISTRICT CURRICULUM

### ACTIVITIES:

#### Formative Assessment

- Independent & Guided Practice
- Direct Instruction
- Discussion
- Question & Answer
- Short Answer Response

#### Summative Assessment

- Unit Assessment
- Passage Assessment
- Project Based Learning
- Text Dependent Analysis

### Required TDA

In Pursuit: “Rikki-tikki-tavi” is a short story that utilizes a traditional plot structure. Write an essay that analyzes how the author uses plot structure to enhance the central conflict. Cite evidence from the story to support your answer.

### RESOURCES:

StudySync- Grade 7 Unit 1  
USA Test Prep  
Turn It In  
Achieve 3000  
BrainPop  
Discovery Education  
Teacher Developed Resources  
Teacher Developed Technology Resources

### ASSESSMENTS:

- Written assignments
- Class and group participation
- Creative projects
- Group and individual presentations
- Completion of assigned tasks
- Benchmark assessments

### REMEDIATION:

- One-on-one instruction
- Independent research
- Alternative evaluation
- As per student handbook

### DIFFERENTIATION:

- Content based
- Process based
- Product based
- Learning environment

# POCONO MOUNTAIN SCHOOL DISTRICT CURRICULUM

Content Units	
<b>COURSE:</b> <b>ENGLISH LANGUAGE ARTS</b>	<b>GRADE(S): 7</b>
<b>UNIT: Getting Along</b> <b>TIME FRAME: 2nd marking period</b>	
<b>UNIT OVERVIEW:</b> <p>As human beings, we all have a lot in common. And yet interacting with one another can often be extremely challenging. Why is it so difficult for people to get along? What are the barriers that hold us back from communicating with one another and forming strong, lasting relationships? In addition, humans face challenges in their interactions with the environment. As humans, we have used or changed the natural world to suit our own needs, and our interference with nature has had a huge impact on the other living things that share our planet.</p> <p>Students continue to reflect on the impact that 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. This unit will end with a TDA and a unit assessment.</p> <p><b>UNIT DRIVING QUESTION:</b> How is character formed? How do human beings draw upon their experiences to make a difference in the world and to make themselves better people?</p>	
<b>UNIT OBJECTIVES:</b> <b>Introduction Blast</b> <ul style="list-style-type: none"> <li>• Explore background information about the concept of human interaction and social psychology.</li> <li>• Research using hyperlinks to a range of information about social psychology.</li> </ul> <b>Unit Selections</b> <ul style="list-style-type: none"> <li>• Read and discuss fictional and informational texts featuring real people or characters that demonstrate perseverance.</li> <li>• Perform an initial reading of a text and demonstrate comprehension by responding to short analysis and inference questions with textual evidence.</li> <li>• Practice defining vocabulary words using context and using word relationships to increase understanding.</li> <li>• Define unfamiliar vocabulary using context clues and by verifying inferred definitions in context or by using a dictionary.</li> <li>• Learn the definition of               <ul style="list-style-type: none"> <li>○ Informational text elements</li> <li>○ Theme</li> <li>○ Dramatic elements</li> <li>○ Story elements</li> <li>○ Central/main ideas</li> <li>○ Technical language</li> <li>○ Argument and claim</li> </ul> </li> </ul>	

## POCONO MOUNTAIN SCHOOL DISTRICT CURRICULUM

- Compare and Contrast
  - Author's purpose and Point of View
  - Media
  - Textual Evidence
  - Poetic elements
- Define poetic elements
- Complete an initial reading of a text and demonstrate comprehension by responding to short analysis and inference questions with textual evidence.
- Complete a close reading of a passage of informational text, literature, passages of argumentative text
- Practice using concrete strategies for identifying and analyzing
  - poetic elements
  - details that point to the theme of a play
  - how an informational text may be organized
  - author's purpose and author's point of view
- Practice using concrete strategies for analyzing
  - informational text elements
  - analyzing dramatic elements
  - story elements, particularly the influence of setting on character and plot
- Practice and apply concrete strategies for analyzing
  - dramatic elements and theme in a play story elements, particularly the influence of setting on character and plot
  - central or main ideas, technical language, and informational text structure
  - the interactions of setting, character, and plot, especially of how setting influences character
  - story elements and using textual evidence to make inferences
- Practice and apply concrete strategies for identifying
  - theme
  - central/main ideas in a text
  - author's purpose or point of view, evaluating authors' arguments and claims, and comparing and contrasting two authors' presentations of information on the same topic.
- Practice using concrete strategies for:
  - identifying and understanding technical language.
  - determining the effectiveness of arguments and claims.
  - comparing and contrasting
    - how texts shape presentations of key information
    - media
  - comparing and contrasting different forms of media.
  - using textual evidence to make inferences.
  - identifying and analyzing poetic elements.
- Participate effectively in a range of conversations and collaborations to express ideas and build upon the ideas of others.
- Prewrite, plan, and produce clear and coherent writing in response to a prompt.
- Explain the author's use of literary techniques such as diction, imagery, and figurative language.
- Analyze how the setting (historical context) of story or biography affects character development.

## POCONO MOUNTAIN SCHOOL DISTRICT CURRICULUM

### **Assessed Skills**

- Setting
- Conflict
- Textual Evidence
- Resolution
- Pronouns
- Adjectives
- Adverbs
- Preposition
- Conjunctions
- Interjections

### **Key Reading Skills**

- Textual Evidence
- Point of View
- Informational Text Elements
- Theme
- Dramatic Elements
- Story Structure
- Figurative Language
- Setting
- Central or Main Idea
- Technical Language
- Informational Text Structure
- Arguments and Claims
- Compare and Contrast
- Author's Purpose and Point of View
- Character
- Media
- Story Elements
- Poetic Elements

### **Key Grammar Skills**

#### **Unit 4 Pronouns**

- Pronouns: Personal
- Pronouns and Antecedents
- Using Pronouns Correctly
  - Pronouns: Possessive and Indefinite
  - Pronouns: Reflexive and Intensive
  - Pronouns: Interrogative

#### **Unit 5 Adjectives and Adverbs**

- Adjectives

## POCONO MOUNTAIN SCHOOL DISTRICT CURRICULUM

- Articles and Proper Adjectives
- Comparative and Superlative Adjectives
- More Comparative and Superlative Adjectives
- Demonstratives
- Adverbs
- Intensifiers
- Adverbs: Comparative and Superlative
- Using Adverbs and Adjectives
- Avoiding Double Negatives

### **Unit 6 Prepositions, Conjunctions, and Interjections**

- Prepositions and Prepositional Phrases
- Pronouns as Objects of Prepositions
- Prepositional Phrases as Adjectives and Adverbs
- Conjunctions and Interjections

### **Key Writing Skills**

- Audience, Purpose, and Style
- Research and Note-Taking
- Thesis Statement
- Organize Argumentative Writing
- Supporting Details
- Introductions and Conclusions
- Body Paragraphs and Transitions
- Sources and Citations

### **Literary Texts**

The Teacher Who Changed My Life

The Miracle Worker

Amigo Brothers

Thank You, Ma'am

California Invasive Plant Inventory Is Social Media Dangerous for Preteens?

My Ántonia

Freak the Mighty

The Ransom of Red Chief

Oranges

**Optional Full-text study:** *Walk Two Moons* and *The Adventures of Tom Sawyer*

## POCONO MOUNTAIN SCHOOL DISTRICT CURRICULUM

### ACTIVITIES:

#### Formative Assessment

- Independent & Guided Practice
- Direct Instruction
- Discussion
- Question & Answer
- Short Answer Response

#### Summative Assessment

- Unit Assessment
- Passage Assessment
- Project Based Learning
- Text Dependent Analysis

### Required TDA:

Getting Along: (*Walk Two Moons*):

In the novel Walk Two Moons, Sharon Creech uses figurative language. Write an essay analyzing how figurative language contributes to characterization. Use evidence from the text to support your response.

### RESOURCES:

StudySync- Grade 7 Unit 4  
USA Test Prep  
Turn It In  
Achieve 3000  
BrainPop  
Discovery Education  
Teacher Developed Resources  
Teacher Developed Technology Resources

### ASSESSMENTS:

- Written assignments
- Class and group participation
- Creative projects
- Group and individual presentations
- Completion of assigned tasks
- Benchmark assessments

### REMEDIATION:

- One-on-one instruction
- Independent research
- Alternative evaluation
- As per student handbook

### DIFFERENTIATION:

- Content based
- Process based
- Product based
- Learning environment

POCONO MOUNTAIN SCHOOL DISTRICT CURRICULUM

Content Units	
<b>COURSE:</b> <b>ENGLISH LANGUAGE ARTS</b>	<b>GRADE(S): 7</b>
<b>UNIT: Justice Served</b> <b>TIME FRAME: 3rd marking period</b>	
<b>UNIT OVERVIEW:</b> <p>Is it easy to defend your rights? Not always. It takes a lot of strength and determination to challenge rules, beliefs, or ideas that you think are unjust. Throughout history, people have been denied certain rights or have been treated poorly because of such things as their religious beliefs, ethnicity, background, or the color of their skin. While these struggles are not proud points in history, great leaders have emerged who took a stand and became a voice for the people. These men and women risked everything to defend their rights and the rights of others, and they did not back down until change happened.</p> <p>Students will explore the importance of defending human rights through accounts of real people and characters in a variety of texts that include fiction, narrative nonfiction, informational texts, and speeches. The unit begins with an excerpt from <i>Mother Jones: Fierce Fighter for Workers' Rights</i>, which highlights the demonstrations and crusades against unfair child labor practices of workers' rights activist Mary Harris "Mother" Jones, whose "march of the mill children" made headlines at the turn of the twentieth century. Other selections share stories of great defenders of human rights, including a biography of the young Harriet Tubman, a poem honoring labor leader and civil rights activist César Chávez, Nelson Mandela's autobiography, and Nehru's eulogy for Mahatma Gandhi. Throughout this unit, students will explore human struggle, determination, and the fight for human rights.</p>	
<b>UNIT DRIVING QUESTION:</b> Why is it essential to defend human rights?	
<b>UNIT OBJECTIVES:</b> <b>Introduction Blast</b> <ul style="list-style-type: none"> <li>Explore background information about the defense of human rights with a focus on the civil rights movement and fair pay.</li> <li>Research using the hyperlinks to learn more about the civil rights movement, women's suffrage, equal pay, and other examples of people defending human rights.</li> </ul> <b>Unit Selections</b> <ul style="list-style-type: none"> <li>Perform an initial reading of a text and demonstrate comprehension by responding to short analysis and inference questions with textual evidence.</li> <li>Learn the definition of               <ul style="list-style-type: none"> <li>informational text elements.</li> <li>technical language.</li> <li>theme.</li> </ul> </li> </ul>	



## POCONO MOUNTAIN SCHOOL DISTRICT CURRICULUM

- poetic elements.
- informational text structure.
- figurative language.
- connotation and denotation.
- comparison and contrast.
- poetic structure.
- figurative language.
- central or main idea.
- author's purpose and author's point of view
- Practice defining vocabulary words using
  - context.
  - context and verifying definitions by checking inferred meanings in context or by consulting a dictionary.
  - context and using word relationships to increase understanding.
- Practice using concrete strategies for
  - analyzing informational text elements, author's purpose and author's point of view.
  - identifying and understanding technical language.
  - identifying
    - poetic elements.
    - connotation and denotation
    - central ideas in a text.
  - identifying and analyzing
    - figurative language in a poem.
    - elements of poetic structure.
    - how an informational text may be organized.
    - figurative language, including allusion, simile, metaphor, and personification.
    - details that point to the theme (or themes) of a poem.
  - comparing and contrasting 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.
- Practice and apply concrete strategies for
  - identifying and analyzing informational text elements and technical language in an excerpt from *Mother Jones: Fierce Fighter for Workers' Rights*.
  - identifying and analyzing
    - informational text elements.
    - figurative language and for distinguishing between denotation and connotation
  - identifying
    - theme and poetic elements in a short poem.
    - informational text structure.
    - central or main ideas in a eulogy.
  - for comparing and contrasting in an excerpt from *The People Could Fly: American Black Folktales*.
  - analyzing poetic structure and figurative language, including allusion.

## POCONO MOUNTAIN SCHOOL DISTRICT CURRICULUM

- Participate effectively in a range of conversations and collaborations to express ideas and build upon the ideas of others.
- Complete a close reading of a
  - passage of informational text.
  - passage of literature.
  - poem.
- Prewrite, plan, and produce clear and coherent writing in response to a prompt.

### **Assessed Skills**

- Informational Text Structure
- Textual Evidence
- Author's Purpose
- Simple, Compound, & Complex Sentences
- Subject-Verb Agreement

### **Key Reading Skills**

- Informational Text Elements
- Technical Language
- Theme
- Poetic Elements
- Informational Text Structure
- Figurative Language
- Connotation and Denotation
- Textual Evidence
- Media
- Compare and Contrast
- Poetic Structure
- Central or Main Idea
- Author's Purpose and Point of View

### **Key Grammar Skills**

#### **Unit 7 Clauses and Complex Sentences**

- Simple and Compound Sentences and Main Clauses
- Complex Sentences and Subordinate Clauses
- Adjective Clauses
- Adverb Clauses
- Noun Clauses

#### **Unit 8 Verbals**

- Participles and Participial Phrases
- Gerunds and Gerund Phrases
- Infinitives and Infinitive Phrases

#### **Unit 9 Subject-Verb Agreement**

- Making Subjects and Verbs Agree

## POCONO MOUNTAIN SCHOOL DISTRICT CURRICULUM

- Locating the Subject
- Collective Nouns and Other Special Subjects
- Indefinite Pronouns as Subjects
- Agreement with Compound Subjects

### **Key Writing Skills**

- Thesis Statement
- Audience and Purpose
- Organize a Literary Analysis
- Organize an Argumentative Essay
- Supporting Details
- Introductions
- Body Paragraphs & Transitions
- Conclusions
- Style
- Sources and Citations

### **Literary Texts**

Mother Jones: Fierce Fighter for Workers' Rights\*  
Speech to the Young: Speech to the Progress-Toward  
Flesh and Blood So Cheap: The Triangle Fire and Its Legacy  
About Cesar\*  
Elegy on the Death of Cesar Chavez  
Harriet Tubman: Conductor on the Underground Railroad\*  
The People Could Fly  
1976 Democratic National Convention Keynote Address  
The New Colossus  
Eulogy for Mahatma Gandhi  
Long Walk to Freedom

**Optional Full-text study:** *Walk Two Moons* and *The Adventures of Tom Sawyer*

## POCONO MOUNTAIN SCHOOL DISTRICT CURRICULUM

<p><b>ACTIVITIES:</b></p> <p>Formative Assessment</p> <ul style="list-style-type: none"> <li>Independent &amp; Guided Practice</li> <li>Direct Instruction</li> <li>Discussion</li> <li>Question &amp; Answer</li> <li>Short Answer Response</li> </ul> <p>Summative Assessment</p> <ul style="list-style-type: none"> <li>Unit Assessment</li> <li>Passage Assessment</li> <li>Project Based Learning</li> <li>Text Dependent Analysis</li> </ul> <p><b>Required TDA:</b></p> <p>Justice Served: (non-fiction)</p> <p>Mandela's <i>Long Walk to Freedom</i> is an autobiography that reflects on the oppression and transformation of South Africa. Write an essay that demonstrates how the author's point of view contributes to the theme. Cite evidence from the excerpt to support your answer.</p> <p><b>RESOURCES:</b></p> <p>StudySync- Grade 8 Unit 3</p> <p>USA Test Prep</p> <p>Turn It In</p> <p>Achieve 3000</p> <p>BrainPop</p> <p>Discovery Education</p> <p>Teacher Developed Resources</p> <p>Teacher Developed Technology Resources</p>	<p><b>ASSESSMENTS:</b></p> <ul style="list-style-type: none"> <li>• Written assignments</li> <li>• Class and group participation</li> <li>• Creative projects</li> <li>• Group and individual presentations</li> <li>• Completion of assigned tasks</li> <li>• Benchmark assessments</li> </ul> <p><b>REMEDIATION:</b></p> <ul style="list-style-type: none"> <li>• One-on-one instruction</li> <li>• Independent research</li> <li>• Alternative evaluation</li> <li>• As per student handbook</li> </ul> <p><b>DIFFERENTIATION:</b></p> <ul style="list-style-type: none"> <li>• Content based</li> <li>• Process based</li> <li>• Product based</li> <li>• Learning environment</li> </ul>
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POCONO MOUNTAIN SCHOOL DISTRICT CURRICULUM

Content Units	
<b>COURSE:</b> <b>ENGLISH LANGUAGE ARTS</b>	<b>GRADE(S): 7</b>
<b>UNIT: Moral Compass</b> <b>TIME FRAME: 4th marking period</b>	
<p><b>UNIT OVERVIEW:</b> How is character formed? People are not simply good or bad, but reflect the diversity of human experience. This unit prompts students to explore this question and consider the complexities of morality. How do human beings draw upon their experiences to make a difference in the world and to make themselves better people? One of the first steps is learning about the world. This unit opens with “Abuela Invents the Zero,” a short story by Judith Ortiz Cofer that chronicles a teenage girl’s struggles with her traditional Puerto Rican grandmother and the culture clash it represents. Other selections delve into rich characters and character-building situations as created by Anton Chekhov, Langston Hughes, Louisa May Alcott, Mark Twain, Gary Soto, Rudolfo Anaya, William Blake, and Pablo Neruda. Students will explore the complexities of how people become who they are as well as investigate ways to realize their potential in the world.</p> <p><b>UNIT DRIVING QUESTION:</b> How can life experiences shape our values?</p>	
<p><b>UNIT OBJECTIVES:</b></p> <p><b>Introduction Blast:</b></p> <ol style="list-style-type: none"> <li>1. Explore background information about becoming a better person by helping others, and the reasons why we want to become better.</li> <li>2. Research using hyperlinks to a range of information about helping other people, including articles, interviews, blog entries, and interactive websites.</li> </ol> <p><b>Unit Selections:</b></p> <ul style="list-style-type: none"> <li>• Explore background information about <ul style="list-style-type: none"> <li>○ becoming a better person by helping others, and the reasons why we want to become better.</li> <li>○ Malala Yousafzai and how her family shaped who she is.</li> <li>○ people helping others, why they do it, and how it benefits them as well as those they help.</li> <li>○ verbal irony and how to identify it.</li> <li>○ how people have changed the Mississippi River.</li> <li>○ tricksters and the lessons they teach.</li> <li>○ the text features used in instruction manuals and how they help us understand the content.</li> <li>○ how helping others can lead to personal transformation.</li> </ul> </li> <li>• Research using hyperlinks to a range of information about <ul style="list-style-type: none"> <li>○ helping other people, including articles, interviews, blog entries, and interactive websites.</li> <li>○ Malala and her family.</li> <li>○ helping others, including an interview, two news analyses, informational text, and an opinion column.</li> <li>○ verbal irony, including articles, videos, and educational sites</li> </ul> </li> </ul>	

## POCONO MOUNTAIN SCHOOL DISTRICT CURRICULUM

- levees, pollution levels, and the complications of river management.
  - an example of an actual instruction manual.
- Perform an initial reading of a text and demonstrate comprehension by responding to short analysis and inference questions with textual evidence.
- Practice defining vocabulary words using context.
- Practice using concrete strategies for
  - identifying
    - theme.
    - central or main idea.
    - tone.
    - story structure.
    - allusion.
    - poetic structure.
    - author's purpose and point of view.
  - analyzing
    - characters.
    - media.
    - connotation and denotation.
    - figurative language.
    - reasons and evidence.
  - identifying and interpreting allusion.
  - writing business letters and completing volunteer applications.
  - comparing and contrasting.
  - identifying and analyzing point of view.
- Practice and apply concrete strategies for
  - Identifying
    - theme and analyzing character in a short story.
    - central or main idea in an informational text.
    - story structure and allusion in "Born Worker."
    - poetic structure in the poem "Ode to Thanks."
    - allusion and word relationships in a poem.
  - analyzing
    - character in a short story.
    - tone.
    - plot.
    - plot in an excerpt from *Little Women*.
    - media and point of view in both literature and film.
  - identifying and analyzing figurative language and connotation and denotation in two poems.
  - comparing and contrasting reasons and evidence in order to determine author's purpose and point of view in an informational essay.
- Participate effectively in a range of conversations and collaborations to express ideas and build upon the ideas of others.
- Learn the definition of
  - Theme.

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- character.
- central or main idea.
- Tone.
- Plot.
- point of view.
- Media.
- story structure.
- Allusion.
- poetic structure.
- figurative language.
- connotation and denotation.
- Allusion.
- word relationships.
- author's purpose and point of view.
- reasons and evidence.
- compare and contrast.
- career development.
- Complete a close reading of
  - A short story.
  - A passage of literature.
  - two poems.
  - a poem.
  - essays that support opposing views.
- Use hyperlinks to research a range of information about
  - tricksters, then and now.
  - helping others in today's world, including articles, interviews, and video and audio clips.

### **Assessed Skills**

- Connotation & Denotation
- Character
- Figures of Speech
- Poetic Structure
- Diagramming Sentences

### **Key Reading Skills**

- Theme
- Character
- Main or Central Idea
- Tone
- Compare and Contrast
- Plot
- Point of View
- Media
- Story Structure

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- Allusion
- Poetic Structure
- Figurative Language
- Connotation and Denotation
- Word Relationships
- Author's Purpose
- Reasons and Evidence

### **Key Grammar Skills**

#### **Unit 10 Diagraming Sentences**

- Diagraming Simple Subjects and Simple Predicates
- Diagraming the Four Kinds of Sentences
- Diagraming Direct and Indirect Objects and Predicate Words
- Diagraming Adjectives and Adverbs
- Diagraming Prepositional Phrases
- Diagraming Compound Sentence Parts
- Diagraming Compound Sentences
- Diagraming Complex Sentences with Adjective and Adverb Clauses

### **Key Writing Skills**

- Thesis Statement
- Audience and Purpose
- Organize Narrative Writing
- Supporting Details
- Introductions
- Transitions
- Conclusions
- Style
- Sources and Citations
- Career Development

### **Literary Texts**

Abuela Invents the Zero\*

Home

A Celebration of Grandfathers\*

Mother to Son

Little Women

The Adventures of Tom Sawyer\*

Born Worker

Ode to Thanks

Songs of Innocence: The Little Boy Lost and The Little Boy Found



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Songs of Experience: A Poison Tree  
Mandatory Volunteer Work for Teenagers

**Optional Full-text study:** *Walk Two Moons* and *The Adventures of Tom Sawyer*

## Activities:

Formative Assessment

Independent & Guided Practice

Direct Instruction

Discussion

Question & Answer

Short Answer Response

Summative Assessment

Unit Assessment

Passage Assessment

Project Based Learning

Text Dependent Analysis

## RESOURCES:

StudySync- Grade 8 Unit 3

USA Test Prep

Turn It In

Achieve 3000

BrainPop

Discovery Education

Teacher Developed Resources

Teacher Developed Technology Resources

## ASSESSMENTS:

- Written assignments
- Class and group participation
- Creative projects
- Group and individual presentations
- Completion of assigned tasks
- Benchmark assessments

## REMEDIATION:

- One-on-one instruction
- Independent research
- Alternative evaluation
- As per student handbook

## DIFFERENTIATION:

- Content based
- Process based
- Product based
- Learning environment

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## SCOPE AND SEQUENCE FOR SECONDARY ELA RESEARCH

<b>Grade 7</b>	<b>Grade 8</b>
Ask research questions as an individual based on personal and/or academic interests.	Ask research questions as an individual based on personal and/or academic interests and generate related research questions.
Brainstorm sources and choose the best sources dependent on the topic.	Brainstorm sources and choose the best sources dependent on the topic.
Locate and access information in print and online and use a method to save and organize information for research (source cards, note cards, online bookmarking, etc.).	Locate and access information in print and online and use a method to save and organize information for research (source cards, note cards, online bookmarking, etc.).
Understand the difference between secondary and primary sources and use print and online means to access both when needed.	Understand the difference between secondary and primary sources and use print and online means to access both when needed.
Access the library's online databases and perform keyword searches for research topics.	Access the library's online databases and perform keyword searches for research topics.
Understand what makes a source of information trustworthy (timeliness, reliability, authority, and purpose) and compare sources to one another for use.	Understand what makes a source of information trustworthy (timeliness, reliability, authority, and purpose) and compare sources to one another for use.
Identify and locate the title, author, date of publication, type of source, and page number of a work to give credit in parenthetical citations and works cited page.	Identify and locate the title, author, date of publication, type of source, and page number of a work to give credit in parenthetical citations and works cited page.
Generate original publications, artifacts, projects, and/or presentations as a result of research. Formal written research paper should be 1-2 pages in length and include at least 3 cited sources and a works cited page. Presentations should be at least 3 minutes long.	Generate original publications, artifacts, projects, and/or presentations as a result of research and share with peers and the school community as appropriate. Formal written research paper should be at least 2 pages in length and include at least 3 cited sources and a works cited page. Presentations should be at least 3 minutes long.
Adhere to established MLA rules for citation and quotation of print and electronic sources, including books, articles, websites, images, and media, to prevent plagiarism and/or copyright infringement.	Adhere to established MLA rules for citation and quotation of print and electronic sources, including books, articles, websites, images, and media, to prevent plagiarism and/or copyright infringement.
Adhere to established MLA rules for punctuation, document layout, page formatting and organization.	Adhere to established MLA rules for punctuation, document layout, page formatting and organization.

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## SCOPE AND SEQUENCE FOR SECONDARY ELA RESEARCH

<b>Grades 9-10</b>	<b>Grades 11-12</b>
Ask research questions as an individual based on personal and academic interests, generate related research questions, and narrow or broaden those questions as a result of research.	Ask research questions as an individual based on personal and academic interests and generate related research questions, and narrow or broaden those questions as a result of research to develop and refine a research plan.
Brainstorm sources and choose the best sources dependent on the topic after comparing multiple sources.	Brainstorm sources and choose the best sources dependent on the topic after comparing multiple sources and revising searches.
Locate and access information in print and online and use a method to save and organize information for research (source cards, note cards, online bookmarking, etc.).	Locate and access information in print and online and use a method to save and organize information for research (source cards, note cards, online bookmarking, etc.) according to an individualized research plan.
Understand the difference between secondary and primary sources and use print and online means to access both when needed.	Understand the difference between secondary and primary sources and use print and online means to access both when needed.
Access a variety of the library's online databases and perform keyword and subject searches for research topics and use features in the database to save articles.	Access a variety of the library's online databases and perform keyword and subject searches for research topics and use features in the database to save articles.
Understand what makes a source of information trustworthy (timeliness, reliability, authority, and purpose) and compare sources to one another for use using multiple sources of information.	Understand what makes a source of information trustworthy (timeliness, reliability, authority, and purpose) and compare sources to one another for use using multiple sources of information and address strengths and weaknesses of sources.
Identify and locate the title, author, date of publication, type of source, and page number of a work to give credit in parenthetical citations and works cited page.	Identify and locate the title, author, date of publication, type of source, and page number of a work to give credit in parenthetical citations, annotated works cited and final works cited page.
Generate original publications, artifacts, projects, and/or presentations as a result of research and share with the school community as appropriate. Formal written research paper should be at least 3 pages in length and include at least 4 cited sources	Generate original publications, artifacts, projects, and/or presentations as a result of research and share with the school community and larger communities when appropriate. Formal written research paper should be at least 3 pages in length and include at least

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and a works cited page. Presentations should be at least 3 minutes long.	5 cited sources and a works cited page. Formal presentations should be at least 5 minutes long.
Adhere to established MLA rules for citation and quotation of print and electronic sources, including books, articles, websites, images, and media, to prevent plagiarism and/or copyright infringement.	Adhere to established MLA rules for citation and quotation of print and electronic sources, including books, articles, websites, images, and media, to prevent plagiarism and/or copyright infringement.
Adhere to established MLA rules for punctuation, document layout, page formatting and organization.	Adhere to established MLA rules for punctuation, document layout, page formatting and organization.

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Literary Works for Grades 7-12

COURSE: English Language Arts	GRADE(S): 7
<p><b>REQUIRED LITERARY WORKS</b></p> <p><i>Walk Two Moons by Sharon Creech</i>  <i>Tom Sawyer by Mark Twain</i></p> <p><b>SUPPLEMENTAL LITERARY WORKS</b></p> <div style="display: flex; justify-content: space-between;"> <div style="width: 48%;"> <p><i>The Call of the Wild</i>  <i>My Brother Sam is Dead</i>  <i>Among the Hidden (Shadow Children Series, #1)</i>  <i>Ender's Game</i>  <i>Fly by Night</i>  <i>George's Cosmic Treasure Hunt</i>  <i>George's Secret Key to the Universe</i>  <i>Journey to the Center of the Earth (Enriched Classics)</i>  <i>My Favorite Science Fiction Story</i>  <i>The Collected Stories of Arthur C. Clarke</i>  <i>The Ear, the Eye and the Arm</i>  <i>The Hitchhiker's Guide to the Galaxy</i>  <i>The House of the Scorpion</i>  <i>The Invisible Man (H.G. Wells)</i>  <i>The War of the Worlds</i>  <i>Jacob Have I Loved</i>  <i>The Time Machine</i>  <i>The Sea Wolf</i>  <i>The Secret Garden</i>  <i>Who Moved My Cheese</i>  <i>A Christmas Carol</i>  <i>P.S. Longer Letter Later</i>  <i>Stargirl</i>  <i>What Jamie Saw</i>  <i>Wolf Rider</i>  <i>The Hero and the Crown</i>  <i>A Day No Pigs Would Die</i></p> </div> <div style="width: 48%;"> <p><i>Hatchet</i>  <i>A Wrinkle in Time</i>  <i>Dune</i>  <i>Eva</i>  <i>Nothing But the Truth</i>  <i>I Was a Rat!</i>  <i>I, Robot</i>  <i>Crash</i>  <i>Bloomability</i>  <i>The Wave</i>  <i>The Contender</i>  <i>The Skin I'm In</i>  <i>The Watcher</i>  <i>Coraline</i>  <i>Fallen Angels</i>  <i>The Golden Compass</i>  <i>Ransom</i>  <i>The Cay</i>  <i>Cyrano de Bergerac</i>  <i>Seedfolks</i></p> </div> </div>	

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COURSE: English Language Arts	GRADE(S): 8
<p><b>REQUIRED LITERARY WORKS</b></p> <p><i>Romeo and Juliet by William Shakespeare</i> <i>The Giver by Lois Lowry</i></p> <p><b>SUPPLEMENTAL LITERARY WORKS</b></p> <p><i>Supplemental Tens Novels</i> <i>The Diary of Anne Frank</i> <i>Blackwater</i> <i>Brian's Winter</i> <i>Buried Onions</i> <i>Dacey's Song</i> <i>Go Ask Alice</i> <i>Holes</i> <i>Homecoming</i> <i>Night John</i> <i>Scorpions</i> <i>Slam!</i> <i>Soldier X</i> <i>Soldier's Heart</i> <i>Swallowing Stones</i> <i>They Cage the Animals</i> <i>At Night</i> <i>The Red Badge of Courage</i> <i>Fever 1793</i></p>	

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<b>COURSE: Introduction to Literature and Composition</b>	<b>GRADE(S): 9</b>
<b>REQUIRED LITERARY WORKS</b>  <i>Julius Caesar</i> <i>Of Mice and Men</i> <i>Night</i> <i>The Odyssey</i> <i>The Color of Water*</i> <i>The Book Thief*</i>  <i>*Honors Required Reading</i>	
<b>SUPPLEMENTAL LITERARY WORKS</b>  <i>Can't Get There From Here</i> <i>Kissing Doorknobs</i> <i>Les Miserables</i> <i>Life in the Fat Lane</i> <i>Maus</i> <i>Outsiders</i> <i>The Battle of Jericho</i> <i>The Freedom Writer's Diary</i> <i>The Pearl</i> <i>Travels with Charley</i> <i>When She Was Good</i> <i>What's in a Name?</i>	

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<b>COURSE: American Literature and Composition</b>	<b>GRADE(S): 10</b>
<b>REQUIRED LITERARY WORKS</b>  <i>The Catcher in the Rye</i> <i>To Kill a Mockingbird</i> <i>The Crucible</i> <i>Into the Wild</i> <i>The Great Gatsby</i> <i>The Scarlet Letter*</i> <i>The Grapes of Wrath*</i> <i>The Jungle*</i>  <i>*Honors Required Reading</i>	
<b>SUPPLEMENTAL LITERARY WORKS</b>  <i>A Farewell to Arms</i> <i>Cat's Cradle</i> <i>Fahrenheit 451</i> <i>Famous Plays of the '40s</i> <i>Great Tales (Poe)</i> <i>Killing Mr. Griffin</i> <i>Make Lemonade</i> <i>Monster</i> <i>Nightmares and Dreamscapes</i> <i>Night Shift</i> <i>One Flew Over the Cuckoo's Nest</i> <i>Slaughterhouse Five</i> <i>Speak</i> <i>The House on Mango Street</i> <i>The Watsons Go to Birmingham</i>	



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<b>COURSE: European Literature and Composition</b>	<b>GRADE(S): 11</b>
<b>REQUIRED LITERARY WORKS</b>  <i>Beowulf</i> <i>The Canterbury Tales</i> <i>Macbeth</i> <i>Frankenstein/Frankenstein Adapted Text</i> <i>The Lord of the Flies</i> <i>A Tale of Two Cities*</i> <i>Wuthering Heights*</i>  <i>*Honors Required Reading</i>	
<b>SUPPLEMENTARY LITERARY WORKS</b>  <i>1984</i> <i>And Then There Were None</i> <i>A Midsummer Night's Dream</i> <i>Dracula</i> <i>Grendel</i> <i>Heart of Darkness</i> <i>Hound of the Baskervilles</i> <i>King Arthur and the Knights of the Round Table</i> <i>The Once and Future King</i> <i>Adventures in English Literature (Anthology)</i> <i>The Strange Case of Dr. Jeckyll and Mr. Hyde</i>	

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COURSE: World Literature and Composition	GRADE(S): 12
<p><b>REQUIRED LITERARY WORKS</b></p> <p><i>Sophocles-The Oedipus Cycle</i> <i>All Quiet on the Western Front</i> <i>Othello</i> <i>Kite Runner</i> <i>A Raisin in the Sun</i> <i>The Stranger*</i> <i>Inherit the Wind*</i></p> <p><i>*Honors Required Reading</i></p> <p><b>SUPPLEMENTAL LITERARY WORKS</b></p> <p><i>Medea</i> <i>Inherit the Wind</i> <i>Crime and Punishment</i> <i>Death of a Salesman</i> <i>Henry IV</i> <i>King Lear</i> <i>Moby Dick</i> <i>Odessa File</i> <i>The Metamorphosis</i> <i>The Stranger</i> <i>The Things They Carried</i> <i>Twelve Angry Men</i></p>	

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<b>COURSE: AP Language and Composition</b>	<b>GRADE(S): 11/12</b>
<b>REQUIRED LITERARY WORKS</b>  <i>In Cold Blood</i> <i>The Bedford Reader</i> <i>Frankenstein</i> <i>A Tale of Two Cities</i> <i>Invisible Man</i>	

<b>COURSE: AP Literature and Composition</b>	<b>GRADE(S): 12</b>
<b>REQUIRED LITERARY WORKS</b>  <i>The Sound and the Fury</i> <i>Sophocles-The Oedipus Cycle</i> <i>All Quiet on the Western Front</i> <i>Othello</i> <i>A Doll's House</i> <i>A Raisin in the Sun</i> <i>The Stranger</i> <i>Kite Runner</i>	
<b>SUPPLEMENTAL LITERARY WORKS</b>  <i>Medea</i> <i>David Copperfield</i> <i>Hamlet</i> <i>Inherit the Wind</i> <i>Crime and Punishment</i> <i>Death of a Salesman</i> <i>Henry IV</i> <i>King Lear</i> <i>Moby Dick</i> <i>Odessa File</i> <i>The Metamorphosis</i> <i>The Things They Carried</i> <i>Twelve Angry Men</i>	