

Pacing Guide for Language Arts 7: Quarter One 2008-2009

Topic(s) – Selection titles, writing assignment type, etc.	Required Academic Vocabulary	Text pages	Suggested # of Days	Suggested Dates
Introduce the elements of fiction in <i>Literature & Language</i> . Introduce the required Academic Vocabulary Instruction using these literary elements. See Six-Step Academic Vocabulary Model.	Initial instruction of Six-Step Academic Vocabulary Model and the 17 words.	pp. 15-16	Up to 5 days	Quarter 1; Week 1
Thematic Unit 1: Read two of the following: “7 th Grade,” “War of the Wall,” and “Lose Now, Pay Later,” which all deal with some aspect of looking at life from an unusual perspective. Include quick writes, QARs, Read-Alouds , or 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. Fiction Selection: Read one selection from the following group: “Aunt Millicent,” “Old Sly Eye,” and “Rikki-tikki-tavi” in <i>Literature & Language</i> . Read using BDA (before, during, and after reading) strategies. Continue discussing elements of fiction using the Six-Step Vocabulary Model.	<input type="checkbox"/> dialect <input type="checkbox"/> dialogue <input type="checkbox"/> exposition <input type="checkbox"/> personification	pp. 17-24 pp. 26-35 pp. 68-76 pp. 192-210 pp. 296-303 pp. 322-337	Up to 10 days 5 days	Quarter 1; Weeks 2-3 Quarter 1; Week 4
Assign students to read a novel of their own choice, and explain that they will be responsible for developing a project related to their chosen novel.				Quarter 1; Week 4
Write a Descriptive Paper that exhibits an unusual perspective. Suggested topics: design your own invention or food/snack like the ones described in “Lose Now, Pay Later.” Mini-lessons should include adjectives, adverbs, similes, metaphors, etc. See <i>Anchor Papers</i> & “Overview of the Writing Process” in <i>Curriculum Guide</i> .	<input type="checkbox"/> cliché <input type="checkbox"/> organization <input type="checkbox"/> transition		10 days including word processing	Quarter 1; Weeks 5-6
Write Multi-Paragraph Informational Paper . Introduce QAR Chart found in research paper materials.	<input type="checkbox"/> tone		Up to 10 days including word processing	Quarter 1; Weeks 7-8
Career Paper: Per the District’s Career Plan , 7 th graders will write an informational paper on a chosen career after using the Choices Explorer website. Mini-lessons should include pronouns.	<i>Counselor will be present to introduce Choices.</i>			Complete during 1 st quarter.
Oral Presentation: Work on and present independent reading projects. Suggestions: poster, diorama, mobile, scrapbook, cereal box, PowerPoint, advertisement, drama, talk show, mock trial, post card/letter, game, etc.			Up to 5 days	Quarter 1; Week 9

**Pacing Guide for Language Arts 7: Quarter Two
2008-2009**

Topic(s) – Selection titles, writing assignment type, etc.	Required Academic Vocabulary	Text pages (if applicable)	Suggested # of Days	Suggested Dates
<p>Literature Circles Unit: Haves and Have-Nots Each group chooses a novel from the following list: <i>Touching Spirit Bear</i>; <i>Holes</i>; <i>Bud, Not Buddy</i>; or <i>Crash</i>. Each student group must be allowed to choose which of the three novels they will read; therefore, all groups will probably not be reading the same novel at the same time. Read using BDA (before, during, and after 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. See Literature Guides during instruction.</p>			Up to 20 days	Quarter 2; Weeks 1-4
<p>Create a project to demonstrate understanding of the chosen novel. Suggestions: create a T-shirt, a brochure, a memory box, a Sploosh advertisement, a video, an illustrated children’s version of the novel, etc. Present final projects to the class.</p>			Up to 5 days including presentations	Quarter 2; Week 5
<p>Write a Research Paper related to the chosen novel or to other curricular content using the <i>Pathways to Knowledge Research Model</i>. Suggested topics continuing Haves and Have-Nots Unit: the Great Depression; Jazz Music, e.g., Bix Beiderbecke; the desert, buried/sunken treasure or archaeology, e.g., Titanic; football, North Dakota, William Penn, bullying, sports injuries/safety equipment, vegetarian lifestyle, author study, etc. See <i>Pathways Guide</i> and <i>Anchor Papers</i>.</p>	<ul style="list-style-type: none"> <input type="checkbox"/> in-text citation <input type="checkbox"/> organization <input type="checkbox"/> tone <input type="checkbox"/> transition 		Up to 20 days including word processing	Quarter 2; Weeks 6-9
<p>Tie up loose ends and give the LA 7 First Semester Final Assessment. Record N, M, & E in E-SIS.</p>			Up to 3 days	

Pacing Guide for Language Arts 7: Quarter Three 2008-2009

Topic(s) – Selection titles, writing assignment type, etc.	Required Academic Vocabulary	Text pages (if applicable)	Suggested # of Days	Suggested Dates
Introduce elements of poetry in <i>Literature & Language</i> . Apply the Six-Step Academic Vocabulary Instruction to these literary elements. See Six-Step Academic Vocabulary Model.	<input type="checkbox"/> alliteration <input type="checkbox"/> onomatopoeia <input type="checkbox"/> poetry <input type="checkbox"/> repetition	pp. 84-85	1-2 days	Quarter 3; Weeks 1
Poetry Selection: Read several poems and address figurative language. Create a final poetry project, which needs to be completed before the ITBS.	<input type="checkbox"/> symbol		Up to 10 days	Quarter 3; Weeks 1-2
Introduce elements of non-fiction in <i>Literature & Language</i> . Apply the Six-Step Academic Vocabulary Instruction to these literary elements. See Six-Step Academic Vocabulary Model.		pp. 42-43	1-2 days	Quarter 3; Week 3
Non-Fiction Selection: Read “From Exploring the Titanic” in <i>Literature & Language</i> . Teacher should develop a final project and presentation for students to complete. See <i>Literature & Language</i> for project ideas.		pp. 93-108 Project Ideas: p. 107	Up to 10 days including projects and presentations	Quarter 3; Weeks 3-4
Thematic Unit 2: Review elements of non-fiction and select two or more readings from the following biographical works: “The Noble Experiment,” excerpt from <i>Boy: Tales of Childhood</i> , “Eleanor Roosevelt,” and excerpt from <i>The Autobiography of Malcolm X</i> . When selecting text, keep in mind the upcoming compare & contrast paper. Mini-lessons should include parts of speech.		pp. 143-150 pp. 222-236 pp. 273-281 pp. 471-474	5 days	Quarter 3; Week 5
Write a Comparison & Contrast Paper that compares and contrasts two people from the non-fiction text or is related to other curricular content. See Anchor Papers and <i>Writing Guidelines</i> for Point by Point Comparison & Contrast form.	<input type="checkbox"/> symbol		Up to 10 days including word processing	Quarter 3; Weeks 6-7
Introduce elements of drama in <i>Literature & Language</i> . Apply the Six-Step Academic Vocabulary Instruction to these literary elements. See Six-Step Academic Vocabulary Model. Drama Selection: Read a play from the following group: <i>Monsters Due on Maple Street</i> , <i>Driving Miss Daisy</i> , and <i>Funny Boy</i> . Suggestion: create and perform a short play in small groups.	<input type="checkbox"/> colloquial <input type="checkbox"/> sarcasm	pp. 155-156 pp. 157-173 pp. 420-455 pp. 489-511	1-2 days Up to 10 days	Quarter 3; Week 8 Quarter 3; Weeks 8-9

Pacing Guide for Language Arts 7: Quarter Four 2008-2009

Topic(s) – Selection titles, writing assignment type, etc.	Required Academic Vocabulary	Text pages (if applicable)	Suggested # of Days	Suggested Dates
<p>Literature Circles Unit: Each group chooses a novel from the following list: <i>Touching Spirit Bear</i>; <i>Holes</i>; <i>Bud, Not Buddy</i>; or <i>Crash</i>. Each student group must be allowed to choose which of the three novels they will read; therefore, all groups will probably not be reading the same novel at the same time. Read using BDA (before, during, and after 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.</p> <p>See Literature Guides during instruction.</p>			Up to 15 days	Quarter 4; Weeks 1-3
<p>Create a project to demonstrate understanding of the chosen novel. Suggestions: create a T-shirt, a brochure, a memory box, a Sploosh advertisement, a video, an illustrated children’s version of the novel, etc. Present final projects to the class.</p>			Up to 5 days including presentations	Quarter 4; Week 4
<p>Write a Persuasive Paper on one of the following topics: whether or not we should read this novel next year, a proposed change of school rules, or a topic related to other curricular content.</p> <p>See final poster project included in <i>Literature & Language</i>. (optional) See <i>Anchor Papers</i>.</p>	<input type="checkbox"/> argument	pp. 512-516 (poster)	Up to 10 days including word processing	Quarter 4; Weeks 5-6
<p>Introduce elements of folklore in <i>Literature & Language</i>. Apply the Six-Step Academic Vocabulary Instruction model to these literary elements.</p> <p>See Six-Step Academic Vocabulary Model.</p>		pp.584-585	1-2 days	Quarter 4; Week 7
<p>Thematic Unit 3: Read several pieces of folklore from “Themes in World Folklore: Unit Six,” in <i>Literature & Language</i>. Complete a final project and presentation. Suggestion: design a children’s book including the elements of folklore.</p>		pp. 584-585 pp. 586-661	Up to 10 days	Quarter 4; Weeks 7-9
<p>Tie up loose ends and give the District Final Assessment for second</p>			Up to 3 days	Quarter 4;

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semester. Record N, M, & E in E-SIS.				Week 9
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