

Crest Memorial School Curriculum and Pacing Guide

All activities correspond with marking period essential questions. Activity goes with question as do the the corresponding standards, modifications, accommodations, assessments and 21st century learning skills.

Grade: 7

Subject: Literature

Adoption Date: 4.1.14

Revision Date: 11.7.18

	MP1	MP2	MP3	MP4
Scope and Sequence	<p>Theme: Transformation</p> <p>How and why does Salamanca change during the course of the story? (8 weeks)</p> <p>How does the technique of a story within a story within a story work in this novel? (8 weeks)</p> <p>How does travel enhance our lives? (8 weeks)</p>	<p>Theme: Civil Rights</p> <p>How do people react to hatred and injustice? (5 weeks)</p> <p>How do we achieve the ideal of equal rights for all? (5 weeks)</p> <p>How does prejudice show itself in society? (5 weeks)</p> <p>How do internal conflicts manifest themselves? (5 weeks)</p>	<p>Theme: Identity and Tolerance</p> <p>Is the image you project to others true to who you really are? (4 weeks)</p> <p>How do people show loyalty? (4 weeks)</p> <p>How does social class affect behavior? (4 weeks)</p> <p>What are the dangers associated with a gang? (4 weeks)</p> <p>Theme: Competition and Friendship</p> <p>How can people stick together to achieve a goal? (3 weeks)</p> <p>How can competition and friendship exist at the same time? (3 weeks)</p>	<p>Theme: Horror /Suspense</p> <p>Why do we enjoy being scared? (3 weeks)</p> <p>What makes a horror story different than other genres? (3 weeks)</p> <p>Why are Poe's works frightening? (3 weeks)</p> <p>Theme: Control and Freedom</p> <p>What does it mean to belong? (4 weeks)</p> <p>What makes me, me? (4 weeks)</p> <p>How do my circumstances determine who I am and can I change my destiny? (4 weeks)</p> <p>How much control should</p>

				government have over your life? (4 weeks)
Instructional Materials	<p><i>Walk Two Moons</i> Sharon Creech</p> <p>Article: "Snake Bites" Web site: nps.gov (National Park Service) Poem: "Birdfoot's Grandpa" by Joseph Bruchac</p>	<p><i>The Rock and the River</i> Kekla Magoon</p> <p>Documentary: <i>Civil Rights: The Long Road to Equality</i> (Discovery Education) Documentary: <i>A Time for Justice</i> Film: "Selma" or "Hidden Figures"</p> <p>Scenes from: <i>The Butler</i></p> <p><i>Martin Luther King, Jr.</i> (Scholastic Biographies)</p> <p>Article: History of the Black Panther Party (Author's Note: <i>The Rock and the River</i>)</p> <p>Malcolm X Biography (Biography Channel Youtube)</p>	<p><i>The Outsiders</i> by S.E. Hinton</p> <p>Documentary: Straight Talk About Stereotyping, and Understanding Gang Life</p> <p>Video Short "Identity"- What masks do we wear in society?</p> <p>"Nothing Gold Can Stay" and "A Time to Talk" by Robert Frost. Use for Shared Inquiry</p> <p>"Brian's Song" by William Blinn (Teleplay)</p> <p>"Pic" from I Am Third by Gale Sayers (Autobiography)</p> <p>Video: "Brian's Song" Internet</p> <p>Websites Play Excerpt: "Brian's Song" pp. 317319</p> <p>Short Story: "The Amigo Brothers" by Piri Thomas</p>	<p>"The Monkey's Paw" by W.W. Jacobs "I Used to Live Here Once" (Rhys) "Those Three Wishes" (Gorog) "Thriller" Michael Jackson "The Fear" Twilight Zone "The Big Toe" Unknown "The Fear" (Frost) "The Landlady" (Dahl) "The Wish" (Dahl) "Living Doll" Twilight Zone "Characteristics of the Horror Genre" (Life 123) Poe Unit from Tales of Mystery & the Unknown "Annabelle Lee" "The Tell Tale Heart" "The Raven" "The Black Cat" "The Masque of the Red Death"</p> <p><i>Among the Hidden</i> Margaret Peterson Haddix</p>
Activities	<ol style="list-style-type: none"> 1. Evaluate emotions and actions of Salamanca and chart the reasons for change. Work collaboratively. 2. Examine the relationship between Phoebe's story and what is happening in Sal's journey. 3. Create a travel log using Google's MyMaps Research 	<ol style="list-style-type: none"> 1. Read, comprehend, and interpret historical fiction. Complete a project based on the novel 2. Explain the reasons for The Civil Rights Movement. 3. Analyze a specific event of the Civil Rights Movement (i.e. The Little Rock Nine) and illustrate how the 6 Principles 	<ol style="list-style-type: none"> 1. Discuss how people wear different "masks" 2. Analyze the traits we use to "size up" a new acquaintance. Discuss wear stereotypes come from. 3. Analyze "Nothing Gold Can Stay?" Why did S.E. Hinton include "Nothing Gold Can Stay" in the novel? 	<ol style="list-style-type: none"> 1. Read various works of the same author, identify common themes, and respond to comprehension/interpretive questions 2. Discuss what aspects of horror genre make it exciting for people. Why do people like being scared?

	<p>the places Sal visited on her journey (nps.gov). Summarize the trip and write in narrative form as if you were on the trip.</p>	<p>of Nonviolence were used or not used during the event.</p> <p>4. View the documentary, <i>Free at Last</i> and explain the connections to the theme of the novel.</p> <p>5. Read and discuss the Biography/Philosophy of Dr. Martin Luther King Jr and Malcolm X</p> <p>6. Read and discuss the ten point platform and history of the Black Panthers.</p> <p>7. Debate: Which theory is more effective during the civil rights movement: violence or nonviolence?</p>	<p>4. Debate pros and cons of joining a gang.</p> <p>5. Identify and discuss specific passages in the story that illustrate the themes of <i>The Outsiders</i>: loyalty, violence, and social class. Use as text support for illustrative essay.</p> <p>6. Adapt teleplay of “Brian’s Song” to live play script, complete with stages directions and props</p> <p>7. Perform “Brian’s Song” as a live play</p>	<p>3. Analyze “Annabelle Lee” and “Tell Tale Heart”. Identify elements of poems that make them scary or suspenseful</p> <p>4. Research role and purpose of government</p> <p>5. Complete journals entries with topics related to the novel</p> <p>6. Character analysis from <i>Among the Hidden</i></p>
Standards	<p>RL.7.1. RL.7.2. RL.7.3. RL.7.4. RL.7.6. RI.7.1 RI.7.3. RI.7.4. RI.7.6. RI.7.9.</p>	<p>RL.7.1. RL.7.2. RL.7.3. RL.7.4. RL.7.6. RL.7.7. RL.7.9. RI.7.1 RI.7.3. RI.7.4. RI.7.6. RI.7.9.</p>	<p>RL.7.1. RL.7.2. RL.7.3. RL.7.4. RL.7.5. RL.7.6. RL.7.7. RL.7.9. RI.7.1 RI.7.3. RI.7.4. RI.7.6. RI.7.9.</p>	<p>RL.7.1. RL.7.2. RL.7.3. RL.7.4. RL.7.6. RI.7.1 RI.7.3. RI.7.4. RI.7.6. RI.7.9.</p>

<p>Accommodations and Modifications</p>	<p>English language learners: Assign a peer same language or English speaking Novel in Spanish</p> <p>At Risk of School Failure: Provide books on computer software (Learning Ally); provide study guides Preferential seating Additional time as needed</p> <p>Gifted and Talented Students: Ask higher level questions Mentor other students</p> <p>Students with 504 plans: preferential seating Additional time for tests as needed</p>	<p>English language learners: Assign a peer same language or English speaking Novel in Spanish</p> <p>At Risk of School Failure: Provide books on computer software (Learning Ally); provide study guides Preferential seating Additional time as needed</p> <p>Gifted and Talented Students: Ask higher level questions Mentor other students</p> <p>Students with 504 plans: preferential seating Additional time for tests as needed</p>	<p>English language learners: Assign a peer same language or English speaking Novel in Spanish</p> <p>At Risk of School Failure: Provide books on computer software (Learning Ally); provide study guides Preferential seating Additional time as needed</p> <p>Gifted and Talented Students: Ask higher level questions Mentor other students</p> <p>Students with 504 plans: preferential seating Additional time for tests as needed</p>	<p>English language learners: Assign a peer same language or English speaking Novel in Spanish</p> <p>At Risk of School Failure: Provide books on computer software (Learning Ally); provide study guides Preferential seating Additional time as needed</p> <p>Gifted and Talented Students: Ask higher level questions Mentor other students</p> <p>Students with 504 plans: preferential seating Additional time for tests as needed</p>
<p>Interdisciplinary Connections</p>	<ul style="list-style-type: none"> • Geography <p>Students are creating digital travel journals while mapping a road across the United States</p>	<ul style="list-style-type: none"> • Social Studies <p>Research origins of the Black Panther Party as well as contributions to the black community</p>	<ul style="list-style-type: none"> • Performing Arts <p>Students are creating set designs, costumes, props, and scripts for a live play performance</p>	<ul style="list-style-type: none"> • Social Studies <p>Research different forms and purposes of government to discuss their role in society</p>
<p>Assessments</p>	<p>Formative assessments Discussion, journal entries, homework responses, comprehension and vocabulary quizzes</p> <p>Summative assessments Analysis project, end of novel test</p>	<p>Formative assessments Discussion, journal entries, homework responses, comprehension and vocabulary quizzes</p> <p>Summative assessments Analysis project, end of novel test</p>	<p>Formative assessments Discussion, journal entries, homework responses, comprehension and vocabulary quizzes</p> <p>Summative assessments Analysis project, end of novel test</p>	<p>Formative assessments Discussion, journal entries, homework responses, comprehension and vocabulary quizzes</p> <p>Summative assessments Analysis project, end of novel test</p>

21st Century Themes and Skills	CRP.K-12.CRP11 - [Practice] - Use technology to enhance productivity.	CRP.K-12.CRP11 - [Practice] - Use technology to enhance productivity.	CRP.K-12.CRP11 - [Practice] - Use technology to enhance productivity.	CRP.K-12.CRP11 - [Practice] - Use technology to enhance productivity.
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