

## Crest Memorial School Curriculum and Pacing Guide

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

Grade: 7

Subject: Literature

Adoption Date: 4.1.14

Revision Date: 11.3.21

	MP1	MP2	MP3	MP4
Pacing Guide	<p><b>Theme: Transformation</b></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><b>Theme: Civil Rights</b></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><b>Theme: Identity and Tolerance</b></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><b>Theme: Competition and Friendship</b></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><b>Theme: Horror /Suspense</b></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><b>Theme: Control and Freedom</b></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>Mini Drama unit Students will read scripts and perform short plays with a variety of themes and topics</p>	<p>"The Monkey's Paw" by W.W. "The Lottery" Shirley Jackson "The Landlady" (Dahl) "Living Doll" Twilight Zone "A Sound of Thunder" Ray Bradbury Poe Unit from Tales of Mystery &amp; the Unknown "The Tell Tale Heart" "The Raven" "The Black Cat" "The Masque of the Red Death"</p> <p><i>Hunger Game</i> by Suzanne Collins</p>
Activities	<ol style="list-style-type: none"> <li>1. Evaluate emotions and actions of Salamanca and chart the reasons for change. Work collaboratively.</li> <li>2. Examine the relationship between Phoebe's story and what is happening in Sal's journey.</li> <li>3. Create a travel log using Google's MyMaps Research the places Sal visited on her journey (nps.gov). Summarize the trip and write in narrative</li> </ol>	<ol style="list-style-type: none"> <li>1. Read, comprehend, and interpret historical fiction. Complete a project based on the novel</li> <li>2. Explain the reasons for The Civil Rights Movement.</li> <li>3. Analyze a specific event of the Civil Rights Movement (i.e. The Little Rock Nine) and illustrate how the 6 Principles of Nonviolence were used or not used during the event.</li> </ol>	<ol style="list-style-type: none"> <li>1. Discuss how people wear different "masks"</li> <li>2. Analyze the traits we use to "size up" a new acquaintance. Discuss wear stereotypes come from.</li> <li>3. Analyze "Nothing Gold Can Stay?" Why did S.E. Hinton include "Nothing Gold Can Stay" in the novel?</li> <li>4. Debate pros and cons of joining a gang.</li> </ol>	<ol style="list-style-type: none"> <li>1. Read various works of the same author, identify common themes, and respond to comprehension/interpretive questions</li> <li>2. Discuss what aspects of horror genre make it exciting for people. Why do people like being scared?</li> <li>3. Analyze "Monkey's Paw", "The Lottery" and . Identify elements of poems that make them scary or suspenseful</li> </ol>

	form as if you were on the trip.	<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>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>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>Hunger Games</i></p>
Standards	<p>RL.7.1.</p> <p>RL.7.2.</p> <p>RL.7.3.</p> <p>RL.7.4.</p> <p>RL.7.6.</p> <p>RI.7.1</p> <p>RI.7.3.</p> <p>RI.7.4.</p> <p>RI.7.6.</p> <p>RI.7.9.</p>	<p>RL.7.1.</p> <p>RL.7.2.</p> <p>RL.7.3.</p> <p>RL.7.4.</p> <p>RL.7.6.</p> <p>RL.7.7.</p> <p>RL.7.9.</p> <p>RI.7.1</p> <p>RI.7.3.</p> <p>RI.7.4.</p> <p>RI.7.6.</p> <p>RI.7.9.</p>	<p>RL.7.1.</p> <p>RL.7.2.</p> <p>RL.7.3.</p> <p>RL.7.4.</p> <p>RL.7.5.</p> <p>RL.7.6.</p> <p>RL.7.7.</p> <p>RL.7.9.</p> <p>RI.7.1</p> <p>RI.7.3.</p> <p>RI.7.4.</p> <p>RI.7.6.</p> <p>RI.7.9.</p>	<p>RL.7.1.</p> <p>RL.7.2.</p> <p>RL.7.3.</p> <p>RL.7.4.</p> <p>RL.7.6.</p> <p>RI.7.1</p> <p>RI.7.3.</p> <p>RI.7.4.</p> <p>RI.7.6.</p> <p>RI.7.9.</p>
Accommodations and Modifications	<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</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</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</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</p>

	<p>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>Special Education: Preferential seating, extra time on quizzes and tests, reading of material aloud</p>	<p>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>Special Education: Preferential seating, extra time on quizzes and tests, reading of material aloud</p>	<p>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>Special Education: Preferential seating, extra time on quizzes and tests, reading of material aloud</p>	<p>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>Special Education: Preferential seating, extra time on quizzes and tests, reading of material aloud</p>
Interdisciplinary Connections	<ul style="list-style-type: none"> <li>• Geography</li> </ul> <p>Students are creating digital travel journals while mapping a road across the United States</p>	<ul style="list-style-type: none"> <li>• Social Studies</li> </ul> <p>Research origins of the Black Panther Party as well as contributions to the black community</p>	<ul style="list-style-type: none"> <li>• Performing Arts</li> </ul> <p>Students are creating set designs, costumes, props, and scripts for a live play performance</p>	<ul style="list-style-type: none"> <li>• Social Studies</li> </ul> <p>Research different forms and purposes of government to discuss their role in society</p>
Assessments	<p><b>Benchmark assessment</b> MAP Testing, Start Strong Testing, NJSLA</p> <p><b>Formative Assessments</b> Discussion, journal entries, homework responses, comprehension and vocabulary quizzes</p> <p><b>Summative assessments</b> Analysis project, end of novel test</p>	<p><b>Benchmark assessment</b> MAP Testing, Start Strong Testing, NJSLA</p> <p><b>Formative Assessments</b> Discussion, journal entries, homework responses, comprehension and vocabulary quizzes</p> <p><b>Summative assessments</b> Analysis project, end of novel test</p>	<p><b>Benchmark assessment</b> MAP Testing, Start Strong Testing, NJSLA</p> <p><b>Formative Assessments</b> Discussion, journal entries, homework responses, comprehension and vocabulary quizzes</p> <p><b>Summative assessments</b> Analysis project, end of novel test</p>	<p><b>Benchmark assessment</b> MAP Testing, Start Strong Testing, NJSLA</p> <p><b>Formative Assessments</b> Discussion, journal entries, homework responses, comprehension and vocabulary quizzes</p> <p><b>Summative assessments</b> Analysis project, end of novel test</p>
21st Century Themes and Skills	<p>CRP2. Apply appropriate academic and technical skills.</p> <p>CRP11. Use technology to enhance productivity.</p>	<p>CRP2. Apply appropriate academic and technical skills.</p> <p>CRP6. Demonstrate creativity and innovation</p>	<p>CRP2. Apply appropriate academic and technical skills.</p> <p>CRP6. Demonstrate creativity and innovation</p>	<p>CRP2. Apply appropriate academic and technical skills.</p> <p>CRP7. Employ valid and reliable research strategies.</p>

	<p><b>Life Literacies and Key Skills:</b> 9.4.8.DC.3: Describe tradeoffs between allowing information to be public (e.g., within online games) versus keeping information private and secure.</p> <ul style="list-style-type: none"> <li>• 9.4.8.GCA.2: Demonstrate openness to diverse ideas and perspectives through active discussions to achieve a group goal.</li> <li>• 9.4.8.IML.10: Examine the consequences of the uses of media</li> </ul> <p>9.4.8.IML.15: Explain ways that individuals may experience the same media message differently.</p> <p>9.4.12.IML.8: Evaluate media sources for point of view, bias, and motivations</p>	<p>CRP7. Employ valid and reliable research strategies.</p> <p>CRP11. Use technology to enhance productivity</p> <p><b>Life Literacies and Key Skills:</b> 9.4.8.DC.3: Describe tradeoffs between allowing information to be public (e.g., within online games) versus keeping information private and secure.</p> <ul style="list-style-type: none"> <li>• 9.4.8.GCA.2: Demonstrate openness to diverse ideas and perspectives through active discussions to achieve a group goal.</li> <li>• 9.4.8.IML.10: Examine the consequences of the uses of media</li> </ul> <p>9.4.8.IML.15: Explain ways that individuals may experience the same media message differently.</p> <p>9.4.12.IML.8: Evaluate media sources for point of view, bias, and motivations</p>	<p>CRP7. Employ valid and reliable research strategies.</p> <p>CRP11. Use technology to enhance productivity.</p> <p><b>Life Literacies and Key Skills:</b> 9.4.8.DC.3: Describe tradeoffs between allowing information to be public (e.g., within online games) versus keeping information private and secure.</p> <ul style="list-style-type: none"> <li>• 9.4.8.GCA.2: Demonstrate openness to diverse ideas and perspectives through active discussions to achieve a group goal.</li> <li>• 9.4.8.IML.10: Examine the consequences of the uses of media</li> </ul> <p>9.4.8.IML.15: Explain ways that individuals may experience the same media message differently.</p> <p>9.4.12.IML.8: Evaluate media sources for point of view, bias, and motivations</p>	<p>CRP11. Use technology to enhance productivity.</p> <p><b>Life Literacies and Key Skills:</b> 9.4.8.DC.3: Describe tradeoffs between allowing information to be public (e.g., within online games) versus keeping information private and secure.</p> <ul style="list-style-type: none"> <li>• 9.4.8.GCA.2: Demonstrate openness to diverse ideas and perspectives through active discussions to achieve a group goal.</li> <li>• 9.4.8.IML.10: Examine the consequences of the uses of media</li> </ul> <p>9.4.8.IML.15: Explain ways that individuals may experience the same media message differently.</p> <p>9.4.12.IML.8: Evaluate media sources for point of view, bias, and motivations</p>
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