

## Course: Reading

### GRADE: 7

Revised 9/10/07

# PLANNED COURSE CURRICULUM GUIDE

## I. COURSE DESCRIPTION AND INTENT:

The goal of the seventh grade reading program is to provide students with experiences and/or opportunities which will prepare them to interact with a variety of text to create meaning. While creating meaning, students must be able to use prior knowledge and/or background experiences, reading strategies and adapt to a variety of reading situations.



## II. INSTRUCTIONAL TIME:

**Class Periods:** 90

**Length of Class Periods (minutes):** 70 minutes

**Length of Course:** Full Year (A/B Days)

**Unit of Credit:** N/A

# PLANNED COURSE ADAPTATIONS/MODIFICATIONS

## Introduction

The instructional adaptations that follow are provided as suggestions to be implemented with all students, particularly with those in need of special education services including the gifted. This listing is in no way intended to be exhaustive. Rather, it is reflective of some major considerations in the area of curriculum adaptations/modifications.

These instructional adaptations will work with any student, but are especially beneficial to those in need of learning support. Some may argue that these modifications are simply *good teaching*. Indeed, modifications of this type do represent good teaching. These principles of good teaching become instructional modifications whenever: (1) certain students in a particular class require such modifications *above and beyond* what is typically required by *most* students in that class and (2) without these modifications, these same students would not succeed.

Assessment is an integral part of instruction reflecting student progress as well as achievement. Therefore, also included are suggestions for assessment modifications.

- Peer Support
- Cooperative learning among peers
- Modeling
- Development of Information Organizer
- Development of Graphic Organizer
- Development of structured study guides
- Student selection of instructional material (i.e., reading, writing, math)
- Taped lessons
- Copy notes (peer or teacher)
- Student conferencing
- Combine and vary modes of lesson presentation
- Adjust language level to match the developmental and intellectual levels of students
- Let student practice given examples first. Then assign tasks to be completed.
- Provide opportunity for guided and independent practice in a variety of situations
- Limit number and length of directions
- Have students repeat/review directions (i.e., peer to peer, student to teacher)
- Give feedback that is as immediate, specific, and objective as possible
- Clarify error responses so that students do not make the same errors over and over again
- Reinforce progress towards desired outcomes
- Breakdown complex tasks into smaller, more manageable units
- Use verbal prompts to elicit desired results
- Use manual guidance (i.e., hand over hand) to facilitate correct responses
- Computer assisted instruction
- Assessment based upon teacher observation of student performance (i.e., daily work, portfolio, artifacts, projects)
- Extended test time
- Test read to student by teacher or peer
- Oral testing (i.e., student retelling of information)
- Open book/note test
- Alternate testing (any demonstration of a student's understanding of concepts)
- Retesting
- Reduce the number of responses required on tests
- Use of curriculum based assessment
- Vary test format
- Objectively define mastery as related to each task. Tasks should be learned to mastery
- Reduce or remove distracting stimuli
- Use of concrete objects and manipulatives in all stages of instruction and assessment
- Emphasize important information
- Allow extra time to complete assignments/projects
- Limit the number of assigned tasks in the initial stages of learning. As the student's competency increases, expect the student to complete the same number of tasks as the rest of the class
- Use supplemental materials
- Alternate assignments accepted (i.e., modification to homework assignments)
- Flexible grouping/individual assistance
- Seating to accommodate needs
- Teacher proximity
- Use behavioral management techniques (i.e., contracts, time-out, token system, charts)

# PREFACE

Users and information seekers should familiarize themselves with the purpose and terminology of this **Planned Course Curriculum Guide (PCCG)**. We suggest that you first read the following:

- **PCCG PURPOSE AND INTENT**
- **PCCG DEFINITIONS**

The PCCG specifies the unit lesson outcome, essential content, standards, activities, resources, and evaluation of student performance. This sector provides the means to initiate the learning activities to attain the program goal as identified in the course description and intent.

The standards and outcomes are minimal expectations; further embellishment of the course is discretionary with the instructor depending upon the capability of the students.

This PCCG is designed as an ACTIVE document capable of technological modification as required.

The instructional delivery of this curriculum is quality controlled through the lesson plan development of the teacher.

## **PLANNED COURSE CURRICULUM GUIDE (PCCG) PURPOSE AND INTENT**

### **The Planned Course Curriculum Guide (PCCG) is a multi-purpose document:**

- All staff, particularly new teachers, can understand instructional expectations through the WRITTEN curriculum
- A continuing district-wide instructional process and scope and sequence of subject matter are enhanced. The WRITTEN curriculum is delivered through the TAUGHT curriculum [instructional content and learning activities] and is evaluated through the TESTED curriculum [expected levels of student achievement - learning outcomes]
- Priority student-centered outcomes are identified and attained through suggested learning activities and content designed to help insure a balanced and comprehensive basic curriculum
- Essential content and course standards provide an efficient basis for selecting appropriate instructional materials and resources
- Staff development areas for curriculum improvement are provided
- The PCCG conforms with current Pennsylvania Department of Education curriculum regulations and serves the dual feature of providing both an administrative document and an instructional guide
- Content and subject format remain flexible and adaptable to modification - an “active” document
- Special Pennsylvania Department of Education [PDE] legislation is identified
- Parents and students are provided with an overview of the instructional program and each course in particular

## PLANNED COURSE CURRICULUM GUIDE (PCCG) DEFINITIONS

- **Course Description and Intent:** a brief overview of the course and program goals
- **Instructional Time:** frequency of class meetings and time/appropriate credit at the secondary level
- **Special Notes:** emphatic features or highlights and identification of Department of Education mandates found in the course
- **Unit Lesson Outcome:** describes the knowledge, skills, attitudes, student performance behaviors and areas of study that have been identified as appropriate to help the student attain the rigorous standards of a quality education
- **Teaching-Learning Activities:** suggested activities designed to help all students achieve the learning outcomes and standards
- **Outcomes/Standards:** statements establishing the minimal knowledge, skills, performance behaviors, and essential learning (content) a student must attain
- **Expected Levels of Achievement (Learning Outcomes):** what students will be expected to do as a result of the application of teaching-learning activities and content
- **Evaluation Criteria (Actual Level of Attainment):** student performance level achieved and measured through specified evaluation criteria

## LEARNING OUTCOMES/STANDARDS AND CONTENT/ACTIVITIES

*Statements of student learning expectations achieved through suggested teaching-learning activities and selected content to help reach standards and graduation requirements.*

**Subject Title:** Reading

**Discipline/Grade Level:** 7

**UNIT LESSON OUTCOME:** 1

Students will be able to employ metacognitive and reading strategies to improve accuracy, comprehension and fluency.

RELATIONSHIP TO PA OUTCOMES/STANDARDS (Check Appropriate Graduation Outcomes)																						
Communications	1.1	<input checked="" type="checkbox"/>	1.2	<input checked="" type="checkbox"/>	1.3	<input checked="" type="checkbox"/>	1.4	<input checked="" type="checkbox"/>	1.5	<input checked="" type="checkbox"/>	1.6	<input checked="" type="checkbox"/>	1.7	<input checked="" type="checkbox"/>	1.8	<input checked="" type="checkbox"/>						
Mathematics	2.1	<input type="checkbox"/>	2.2	<input type="checkbox"/>	2.3	<input type="checkbox"/>	2.4	<input type="checkbox"/>	2.5	<input type="checkbox"/>	2.6	<input type="checkbox"/>	2.7	<input type="checkbox"/>	2.8	<input type="checkbox"/>	2.9	<input type="checkbox"/>	2.10	<input type="checkbox"/>	2.11	<input type="checkbox"/>
Science & Technology	3.1	<input type="checkbox"/>	3.2	<input type="checkbox"/>	3.3	<input type="checkbox"/>	3.4	<input type="checkbox"/>	3.5	<input type="checkbox"/>	3.6	<input type="checkbox"/>	3.7	<input type="checkbox"/>	3.8	<input type="checkbox"/>	3.9	<input type="checkbox"/>				
Environment & Ecology	4.1	<input type="checkbox"/>	4.2	<input type="checkbox"/>	4.3	<input type="checkbox"/>	4.4	<input type="checkbox"/>	4.5	<input type="checkbox"/>	4.6	<input type="checkbox"/>	4.7	<input type="checkbox"/>	4.8	<input type="checkbox"/>	4.9	<input type="checkbox"/>				
Civics & Government	5.1	<input type="checkbox"/>	5.2	<input type="checkbox"/>	5.3	<input type="checkbox"/>	5.4	<input type="checkbox"/>														
Economics	6.1	<input type="checkbox"/>	6.2	<input type="checkbox"/>	6.3	<input type="checkbox"/>	6.4	<input type="checkbox"/>	6.5	<input type="checkbox"/>												
Geography	7.1	<input type="checkbox"/>	7.2	<input type="checkbox"/>	7.3	<input type="checkbox"/>	7.4	<input type="checkbox"/>														
History	8.1	<input type="checkbox"/>	8.2	<input type="checkbox"/>	8.3	<input type="checkbox"/>	8.4	<input type="checkbox"/>														
Arts & Humanities	9.1	<input type="checkbox"/>	9.2	<input type="checkbox"/>	9.3	<input type="checkbox"/>	9.4	<input type="checkbox"/>														
Health, Safety & PE	10.1	<input type="checkbox"/>	10.2	<input type="checkbox"/>	10.3	<input type="checkbox"/>	10.4	<input type="checkbox"/>	10.5	<input type="checkbox"/>												
Family & Consumer Science	11.1	<input type="checkbox"/>	11.2	<input type="checkbox"/>	11.3	<input type="checkbox"/>	11.4	<input type="checkbox"/>														
Career Education & Work		<input type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>														

## LEARNING OUTCOMES/STANDARDS AND CONTENT/ACTIVITIES

*Statements of student learning expectations achieved through suggested teaching-learning activities and selected content to help reach standards and graduation requirements.*

<b>ESSENTIAL CONTENT OUTCOMES/STANDARD</b>	<b>CONTENT &amp; INSTRUCTIONAL ACTIVITIES/STRATEGIES WITH CORRECTIVES</b>  <i>(Individually created teaching activities may be used to achieve the standards; however, listed below are activities which may be helpful:</i>	<b>ACTUAL LEVEL OF ATTAINMENT (EVALUATION CRITERIA) ASSESSMENT</b>	<b>RESOURCES AND MATERIALS</b>
<p><b>STANDARD 1</b></p> <p>What is metacognition?</p> <p>What is an inference?</p> <p>What is literal comprehension?</p> <p>How is an author's purpose determined?</p> <p>What strategies can be used to improve reading comprehension?</p>	<p>Identify metacognition.</p> <p>Use questioning strategies to improve reading comprehension.</p> <p>Define inference.</p> <p>Apply knowledge of references to text.</p> <p>Read orally with proper fluency.</p> <p>Read to determine a purpose.</p> <p>Read for literal, critical and inferential comprehension.</p> <p>Identify author's purpose for writing.</p> <p>Use context clues and knowledge of root words, prefixes and suffixes to identify vocabulary.</p> <p>Identify multiple meanings of words.</p> <p>Define vocabulary from novels</p>	<p>Cooperative Groups</p> <p>Interview</p> <p>Short Answers</p> <p>Essay</p> <p>Quizzes</p> <p>Objective testing</p> <p>Rubric based projects</p>	<p>All resources listed in other outcome areas – (On going process)</p> <p><u>Bright Glory</u> , Basal</p> <p>Short stories</p> <p>Comprehension</p> <p>Mini lessons</p> <p>Scholastic</p> <p>Variety of articles</p> <p>Novels (see attachment)</p>

## LEARNING OUTCOMES/STANDARDS AND CONTENT/ACTIVITIES

*Statements of student learning expectations achieved through suggested teaching-learning activities and selected content to help reach standards and graduation requirements.*

**Subject Title:** Reading

**Discipline/Grade Level:** 7

**UNIT LESSON OUTCOME:** 2

Students will be able to identify and use literary elements.

<b>RELATIONSHIP TO PA OUTCOMES/STANDARDS (Check Appropriate Graduation Outcomes)</b>																						
Communications	1.1	<input checked="" type="checkbox"/>	1.2	<input checked="" type="checkbox"/>	1.3	<input checked="" type="checkbox"/>	1.4	<input checked="" type="checkbox"/>	1.5	<input checked="" type="checkbox"/>	1.6	<input checked="" type="checkbox"/>	1.7	<input checked="" type="checkbox"/>	1.8	<input checked="" type="checkbox"/>						
Mathematics	2.1	<input type="checkbox"/>	2.2	<input type="checkbox"/>	2.3	<input type="checkbox"/>	2.4	<input type="checkbox"/>	2.5	<input type="checkbox"/>	2.6	<input type="checkbox"/>	2.7	<input type="checkbox"/>	2.8	<input type="checkbox"/>	2.9	<input type="checkbox"/>	2.10	<input type="checkbox"/>	2.11	<input type="checkbox"/>
Science & Technology	3.1	<input type="checkbox"/>	3.2	<input type="checkbox"/>	3.3	<input type="checkbox"/>	3.4	<input type="checkbox"/>	3.5	<input type="checkbox"/>	3.6	<input type="checkbox"/>	3.7	<input type="checkbox"/>	3.8	<input type="checkbox"/>	3.9	<input type="checkbox"/>				
Environment & Ecology	4.1	<input type="checkbox"/>	4.2	<input type="checkbox"/>	4.3	<input type="checkbox"/>	4.4	<input type="checkbox"/>	4.5	<input type="checkbox"/>	4.6	<input type="checkbox"/>	4.7	<input type="checkbox"/>	4.8	<input type="checkbox"/>	4.9	<input type="checkbox"/>				
Civics & Government	5.1	<input type="checkbox"/>	5.2	<input type="checkbox"/>	5.3	<input type="checkbox"/>	5.4	<input type="checkbox"/>														
Economics	6.1	<input type="checkbox"/>	6.2	<input type="checkbox"/>	6.3	<input type="checkbox"/>	6.4	<input type="checkbox"/>	6.5	<input type="checkbox"/>												
Geography	7.1	<input type="checkbox"/>	7.2	<input type="checkbox"/>	7.3	<input type="checkbox"/>	7.4	<input type="checkbox"/>														
History	8.1	<input type="checkbox"/>	8.2	<input type="checkbox"/>	8.3	<input type="checkbox"/>	8.4	<input type="checkbox"/>														
Arts & Humanities	9.1	<input type="checkbox"/>	9.2	<input type="checkbox"/>	9.3	<input type="checkbox"/>	9.4	<input type="checkbox"/>														
Health, Safety & PE	10.1	<input type="checkbox"/>	10.2	<input type="checkbox"/>	10.3	<input type="checkbox"/>	10.4	<input type="checkbox"/>	10.5	<input type="checkbox"/>												
Family & Consumer Science	11.1	<input type="checkbox"/>	11.2	<input type="checkbox"/>	11.3	<input type="checkbox"/>	11.4	<input type="checkbox"/>														
Career Education & Work		<input type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>														

## LEARNING OUTCOMES/STANDARDS AND CONTENT/ACTIVITIES

*Statements of student learning expectations achieved through suggested teaching-learning activities and selected content to help reach standards and graduation requirements.*

<b>ESSENTIAL CONTENT OUTCOMES/STANDARD</b>	<b>CONTENT &amp; INSTRUCTIONAL ACTIVITIES/STRATEGIES WITH CORRECTIVES</b>  <i>(Individually created teaching activities may be used to achieve the standards; however, listed below are activities which may be helpful:</i>	<b>ACTUAL LEVEL OF ATTAINMENT (EVALUATION CRITERIA) ASSESSMENT</b>	<b>RESOURCES AND MATERIALS</b>
<p><b>STANDARD 2</b></p> <p>Identify the various literary.</p> <p>How are literary terms used in different genres?</p> <p>What are the characteristics of an adventure story?</p> <p>How can literary terms help identify genre?</p> <p>Define the various literary terms.</p>	<p>Identify and apply knowledge of genre, plot, plot chart, simile, mood, metaphor, character, characterization, setting, tone, fore shadowing, conflict, flash back, cause-effect, sequence of events, paradox, theme, symbolism, palindrome, irony and idioms.</p> <p>Discuss literary elements within a given text.</p> <p>Describe how literary elements are used within a text.</p> <p>Discuss how literary elements impact the reader.</p>	<p>Diagrams</p> <p>Plot Charts</p> <p>Cooperative Groups</p> <p>Quizzes</p> <p>Tests</p> <p>Bingo Game</p> <p>PSSA Focus Questions</p>	<p>Novels:</p> <p>“Woodsong” by Gary Paulsen</p> <p>“Trolley to Yesterday” by John Bellairs</p> <p>“Holes”</p> <p>“Bud, Not Buddy”</p> <p>Overhead transparencies</p> <p>DVD</p> <p>Internet</p> <p>Bingo game</p> <p>Puzzles</p>

## LEARNING OUTCOMES/STANDARDS AND CONTENT/ACTIVITIES

*Statements of student learning expectations achieved through suggested teaching-learning activities and selected content to help reach standards and graduation requirements.*

**Subject Title:** Reading

**Discipline/Grade Level:** 7

**UNIT LESSON OUTCOME:** 3

Students will be able to identify and explain plot elements.

<b>RELATIONSHIP TO PA OUTCOMES/STANDARDS (Check Appropriate Graduation Outcomes)</b>																						
Communications	1.1	<input checked="" type="checkbox"/>	1.2	<input checked="" type="checkbox"/>	1.3	<input checked="" type="checkbox"/>	1.4	<input checked="" type="checkbox"/>	1.5	<input checked="" type="checkbox"/>	1.6	<input checked="" type="checkbox"/>	1.7	<input checked="" type="checkbox"/>	1.8	<input checked="" type="checkbox"/>						
Mathematics	2.1	<input type="checkbox"/>	2.2	<input type="checkbox"/>	2.3	<input type="checkbox"/>	2.4	<input type="checkbox"/>	2.5	<input type="checkbox"/>	2.6	<input type="checkbox"/>	2.7	<input type="checkbox"/>	2.8	<input type="checkbox"/>	2.9	<input type="checkbox"/>	2.10	<input type="checkbox"/>	2.11	<input type="checkbox"/>
Science & Technology	3.1	<input type="checkbox"/>	3.2	<input type="checkbox"/>	3.3	<input type="checkbox"/>	3.4	<input type="checkbox"/>	3.5	<input type="checkbox"/>	3.6	<input type="checkbox"/>	3.7	<input type="checkbox"/>	3.8	<input type="checkbox"/>	3.9	<input type="checkbox"/>				
Environment & Ecology	4.1	<input type="checkbox"/>	4.2	<input type="checkbox"/>	4.3	<input type="checkbox"/>	4.4	<input type="checkbox"/>	4.5	<input type="checkbox"/>	4.6	<input type="checkbox"/>	4.7	<input type="checkbox"/>	4.8	<input type="checkbox"/>	4.9	<input type="checkbox"/>				
Civics & Government	5.1	<input type="checkbox"/>	5.2	<input type="checkbox"/>	5.3	<input type="checkbox"/>	5.4	<input type="checkbox"/>														
Economics	6.1	<input type="checkbox"/>	6.2	<input type="checkbox"/>	6.3	<input type="checkbox"/>	6.4	<input type="checkbox"/>	6.5	<input type="checkbox"/>												
Geography	7.1	<input type="checkbox"/>	7.2	<input type="checkbox"/>	7.3	<input type="checkbox"/>	7.4	<input type="checkbox"/>														
History	8.1	<input type="checkbox"/>	8.2	<input type="checkbox"/>	8.3	<input type="checkbox"/>	8.4	<input type="checkbox"/>														
Arts & Humanities	9.1	<input type="checkbox"/>	9.2	<input type="checkbox"/>	9.3	<input type="checkbox"/>	9.4	<input type="checkbox"/>														
Health, Safety & PE	10.1	<input type="checkbox"/>	10.2	<input type="checkbox"/>	10.3	<input type="checkbox"/>	10.4	<input type="checkbox"/>	10.5	<input type="checkbox"/>												
Family & Consumer Science	11.1	<input type="checkbox"/>	11.2	<input type="checkbox"/>	11.3	<input type="checkbox"/>	11.4	<input type="checkbox"/>														
Career Education & Work	13.1	<input type="checkbox"/>	13.2	<input type="checkbox"/>	13.3	<input type="checkbox"/>	13.4	<input type="checkbox"/>														

## LEARNING OUTCOMES/STANDARDS AND CONTENT/ACTIVITIES

*Statements of student learning expectations achieved through suggested teaching-learning activities and selected content to help reach standards and graduation requirements.*

<b>ESSENTIAL CONTENT OUTCOMES/STANDARD</b>	<b>CONTENT &amp; INSTRUCTIONAL ACTIVITIES/STRATEGIES WITH CORRECTIVES</b>  <i>(Individually created teaching activities may be used to achieve the standards; however, listed below are activities which may be helpful:</i>	<b>ACTUAL LEVEL OF ATTAINMENT (EVALUATION CRITERIA) ASSESSMENT</b>	<b>RESOURCES AND MATERIALS</b>
<p><b>STANDARD 3</b></p> <p>What are the plot elements?</p> <p>How do the plot elements relate to each other?</p> <p>How do plot elements relate to comprehension?</p>	<p>Define the five plot elements: Introduction, rising action, turning point/climax, falling action and conclusion.</p> <p>Examine major conflicts in the novel.</p> <p>Identify minor conflicts which complicate major problem.</p> <p>Identify and discuss conflict types including: Internal/external, person vs. self, society, nature and person.</p> <p>Identify plot in given text.</p> <p>Compare and contrast plot elements in various novels.</p>	<p>Dramatic Reading</p> <p>Essay</p> <p>Short Answer</p> <p>Visuals</p> <p>Quizzes</p> <p>Small Group Written Assessment</p> <p>Rubric based projects</p>	<p>Teacher-constructed reading notes</p> <p>Readers Digest Short Stories</p> <p>Reading Rubric</p> <p>Short Stories: <u>Flying Blind</u> <u>Wild Fire Fighter</u></p> <p>Scope Magazine</p> <p>Poem: <u>Twins</u></p> <p>Novels: <u>Holes</u> <u>Incident at Hawk's Hill</u></p> <p>Self-selected adventure novel</p> <p>Teacher made puzzles</p>

## LEARNING OUTCOMES/STANDARDS AND CONTENT/ACTIVITIES

*Statements of student learning expectations achieved through suggested teaching-learning activities and selected content to help reach standards and graduation requirements.*

**Subject Title:**            Reading

**Discipline/Grade Level:**    7

**UNIT LESSON OUTCOME:** 4

Students will be able to use genre components to create their own Tall Tale.

<b>RELATIONSHIP TO PA OUTCOMES/STANDARDS (Check Appropriate Graduation Outcomes)</b>																						
Communications	1.1	<input checked="" type="checkbox"/>	1.2	<input checked="" type="checkbox"/>	1.3	<input checked="" type="checkbox"/>	1.4	<input checked="" type="checkbox"/>	1.5	<input checked="" type="checkbox"/>	1.6	<input checked="" type="checkbox"/>	1.7	<input checked="" type="checkbox"/>	1.8	<input checked="" type="checkbox"/>						
Mathematics	2.1	<input type="checkbox"/>	2.2	<input type="checkbox"/>	2.3	<input type="checkbox"/>	2.4	<input type="checkbox"/>	2.5	<input type="checkbox"/>	2.6	<input type="checkbox"/>	2.7	<input type="checkbox"/>	2.8	<input type="checkbox"/>	2.9	<input type="checkbox"/>	2.10	<input type="checkbox"/>	2.11	<input type="checkbox"/>
Science & Technology	3.1	<input type="checkbox"/>	3.2	<input type="checkbox"/>	3.3	<input type="checkbox"/>	3.4	<input type="checkbox"/>	3.5	<input type="checkbox"/>	3.6	<input type="checkbox"/>	3.7	<input type="checkbox"/>	3.8	<input type="checkbox"/>	3.9	<input type="checkbox"/>				
Environment & Ecology	4.1	<input type="checkbox"/>	4.2	<input type="checkbox"/>	4.3	<input type="checkbox"/>	4.4	<input type="checkbox"/>	4.5	<input type="checkbox"/>	4.6	<input type="checkbox"/>	4.7	<input type="checkbox"/>	4.8	<input type="checkbox"/>	4.9	<input type="checkbox"/>				
Civics & Government	5.1	<input type="checkbox"/>	5.2	<input type="checkbox"/>	5.3	<input type="checkbox"/>	5.4	<input type="checkbox"/>														
Economics	6.1	<input type="checkbox"/>	6.2	<input type="checkbox"/>	6.3	<input type="checkbox"/>	6.4	<input type="checkbox"/>	6.5	<input type="checkbox"/>												
Geography	7.1	<input type="checkbox"/>	7.2	<input type="checkbox"/>	7.3	<input type="checkbox"/>	7.4	<input type="checkbox"/>														
History	8.1	<input type="checkbox"/>	8.2	<input type="checkbox"/>	8.3	<input type="checkbox"/>	8.4	<input type="checkbox"/>														
Arts & Humanities	9.1	<input type="checkbox"/>	9.2	<input type="checkbox"/>	9.3	<input type="checkbox"/>	9.4	<input type="checkbox"/>														
Health, Safety & PE	10.1	<input type="checkbox"/>	10.2	<input type="checkbox"/>	10.3	<input type="checkbox"/>	10.4	<input type="checkbox"/>	10.5	<input type="checkbox"/>												
Family & Consumer Science	11.1	<input type="checkbox"/>	11.2	<input type="checkbox"/>	11.3	<input type="checkbox"/>	11.4	<input type="checkbox"/>														
Career Education & Work		<input type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>														

## LEARNING OUTCOMES/STANDARDS AND CONTENT/ACTIVITIES

*Statements of student learning expectations achieved through suggested teaching-learning activities and selected content to help reach standards and graduation requirements.*

<b>ESSENTIAL CONTENT OUTCOMES/STANDARD</b>	<b>CONTENT &amp; INSTRUCTIONAL ACTIVITIES/STRATEGIES WITH CORRECTIVES</b>  <i>(Individually created teaching activities may be used to achieve the standards; however, listed below are activities which may be helpful:</i>	<b>ACTUAL LEVEL OF ATTAINMENT (EVALUATION CRITERIA) ASSESSMENT</b>	<b>RESOURCES AND MATERIALS</b>
<p><b>STANDARD 4</b></p> <p>What is a Tall Tale?</p> <p>What are the story elements of a Tall Tale?</p> <p>How are Tall Tales unique from other literary genres?</p> <p>What literary elements are often used in tall tales?</p>	<p>Apply Tall Tale story elements to own writing.</p> <p>Follow format of Tall Tale in writing.</p> <p>Use a word processor to produce a final copy of Tall Tale.</p> <p>Use Tall Tale components: Character special abilities, dialogue, problems, exaggerations, landforms and conclusions (satisfying, thought provoking or surprise ending).</p>	<p>Diagrams</p> <p>Student constructed Tall Tale project (rubric based)</p> <p>Quizzes</p> <p>Tests</p> <p>Dramatic Reading</p> <p>Observation</p> <p>Oral Questioning</p> <p>Graphic Organizer</p> <p>Written responses</p>	<p>Tall Tale Stories</p> <p>Smartboard</p> <p>Videotape – Tall Tales</p> <p>Bright Glory Anthology</p> <p>Tall Tale Graphic Organizer</p> <p>Tall Tale articles and stories</p> <p>Cryptograms</p> <p>Puzzles</p>

## LEARNING OUTCOMES/STANDARDS AND CONTENT/ACTIVITIES

*Statements of student learning expectations achieved through suggested teaching-learning activities and selected content to help reach standards and graduation requirements.*

**Subject Title:** Reading

**Discipline/Grade Level:** 7

**UNIT LESSON OUTCOME:** 5

Students will be able to interpret literature.

<b>RELATIONSHIP TO PA OUTCOMES/STANDARDS (Check Appropriate Graduation Outcomes)</b>																						
Communications	1.1	<input checked="" type="checkbox"/>	1.2	<input checked="" type="checkbox"/>	1.3	<input checked="" type="checkbox"/>	1.4	<input checked="" type="checkbox"/>	1.5	<input checked="" type="checkbox"/>	1.6	<input checked="" type="checkbox"/>	1.7	<input checked="" type="checkbox"/>	1.8	<input type="checkbox"/>						
Mathematics	2.1	<input type="checkbox"/>	2.2	<input type="checkbox"/>	2.3	<input type="checkbox"/>	2.4	<input type="checkbox"/>	2.5	<input type="checkbox"/>	2.6	<input type="checkbox"/>	2.7	<input type="checkbox"/>	2.8	<input type="checkbox"/>	2.9	<input type="checkbox"/>	2.10	<input type="checkbox"/>	2.11	<input type="checkbox"/>
Science & Technology	3.1	<input type="checkbox"/>	3.2	<input type="checkbox"/>	3.3	<input type="checkbox"/>	3.4	<input type="checkbox"/>	3.5	<input type="checkbox"/>	3.6	<input type="checkbox"/>	3.7	<input type="checkbox"/>	3.8	<input type="checkbox"/>	3.9	<input type="checkbox"/>				
Environment & Ecology	4.1	<input type="checkbox"/>	4.2	<input type="checkbox"/>	4.3	<input type="checkbox"/>	4.4	<input type="checkbox"/>	4.5	<input type="checkbox"/>	4.6	<input type="checkbox"/>	4.7	<input type="checkbox"/>	4.8	<input type="checkbox"/>	4.9	<input type="checkbox"/>				
Civics & Government	5.1	<input type="checkbox"/>	5.2	<input type="checkbox"/>	5.3	<input type="checkbox"/>	5.4	<input type="checkbox"/>														
Economics	6.1	<input type="checkbox"/>	6.2	<input type="checkbox"/>	6.3	<input type="checkbox"/>	6.4	<input type="checkbox"/>	6.5	<input type="checkbox"/>												
Geography	7.1	<input type="checkbox"/>	7.2	<input type="checkbox"/>	7.3	<input type="checkbox"/>	7.4	<input type="checkbox"/>														
History	8.1	<input type="checkbox"/>	8.2	<input type="checkbox"/>	8.3	<input type="checkbox"/>	8.4	<input type="checkbox"/>														
Arts & Humanities	9.1	<input type="checkbox"/>	9.2	<input type="checkbox"/>	9.3	<input type="checkbox"/>	9.4	<input type="checkbox"/>														
Health, Safety & PE	10.1	<input type="checkbox"/>	10.2	<input type="checkbox"/>	10.3	<input type="checkbox"/>	10.4	<input type="checkbox"/>	10.5	<input type="checkbox"/>												
Family & Consumer Science	11.1	<input type="checkbox"/>	11.2	<input type="checkbox"/>	11.3	<input type="checkbox"/>	11.4	<input type="checkbox"/>														
Career Education & Work		<input type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>														

## LEARNING OUTCOMES/STANDARDS AND CONTENT/ACTIVITIES

*Statements of student learning expectations achieved through suggested teaching-learning activities and selected content to help reach standards and graduation requirements.*

<b>ESSENTIAL CONTENT OUTCOMES/STANDARD</b>	<b>CONTENT &amp; INSTRUCTIONAL ACTIVITIES/STRATEGIES WITH CORRECTIVES</b> <i>(Individually created teaching activities may be used to achieve the standards; however, listed below are activities which may be helpful:</i>	<b>ACTUAL LEVEL OF ATTAINMENT (EVALUATION CRITERIA) ASSESSMENT</b>	<b>RESOURCES AND MATERIALS</b>
<p><b>STANDARD 5</b></p> <p>What are the steps in summarizing text?</p> <p>What is text specific vocabulary?</p> <p>What is a generalization?</p> <p>How can critical judgments be made about character decisions?</p>	<p>Summarize content of novels.</p> <p>Discuss texts using generalizations, summarizations and conclusions.</p> <p>Make connections between novels with parallel plots.</p> <p>Use inferential comprehension when reading novels.</p> <p>Make critical judgments about decisions made by characters.</p> <p>Identify text-specific vocabulary.</p> <p>Compare and contrast novels and literary devices within novels.</p>	<p>Dramatic Reading</p> <p>Essay</p> <p>Quizzes</p> <p>Tests</p> <p>Observations</p> <p>Oral Questioning</p> <p>Visuals</p> <p>Learning Log</p> <p>Short Answers</p> <p>PSSA Practice Passages</p> <p>Projects</p> <p>Written responses</p> <p>Verbal responses</p>	<p>Novel: <u>Bud, Not Buddy</u> <u>Holes</u> <u>Left for Dead</u> <u>The Outsiders</u></p> <p><a href="http://www.studyisland.com">www.studyisland.com</a></p> <p>Wall of Fortune</p> <p>Crossword puzzles</p>

## LEARNING OUTCOMES/STANDARDS AND CONTENT/ACTIVITIES

*Statements of student learning expectations achieved through suggested teaching-learning activities and selected content to help reach standards and graduation requirements.*

**Subject Title:** Reading

**Discipline/Grade Level:** 7

**UNIT LESSON OUTCOME:** 6

Students will be able to create a biography or autobiography.

<b>RELATIONSHIP TO PA OUTCOMES/STANDARDS (Check Appropriate Graduation Outcomes)</b>																						
Communications	1.1	<input checked="" type="checkbox"/>	1.2	<input checked="" type="checkbox"/>	1.3	<input checked="" type="checkbox"/>	1.4	<input checked="" type="checkbox"/>	1.5	<input type="checkbox"/>	1.6	<input checked="" type="checkbox"/>	1.7	<input checked="" type="checkbox"/>	1.8	<input checked="" type="checkbox"/>						
Mathematics	2.1	<input type="checkbox"/>	2.2	<input type="checkbox"/>	2.3	<input type="checkbox"/>	2.4	<input type="checkbox"/>	2.5	<input type="checkbox"/>	2.6	<input type="checkbox"/>	2.7	<input type="checkbox"/>	2.8	<input type="checkbox"/>	2.9	<input type="checkbox"/>	2.10	<input type="checkbox"/>	2.11	<input type="checkbox"/>
Science & Technology	3.1	<input type="checkbox"/>	3.2	<input type="checkbox"/>	3.3	<input type="checkbox"/>	3.4	<input type="checkbox"/>	3.5	<input type="checkbox"/>	3.6	<input type="checkbox"/>	3.7	<input type="checkbox"/>	3.8	<input type="checkbox"/>	3.9	<input type="checkbox"/>				
Environment & Ecology	4.1	<input type="checkbox"/>	4.2	<input type="checkbox"/>	4.3	<input type="checkbox"/>	4.4	<input type="checkbox"/>	4.5	<input type="checkbox"/>	4.6	<input type="checkbox"/>	4.7	<input type="checkbox"/>	4.8	<input type="checkbox"/>	4.9	<input type="checkbox"/>				
Civics & Government	5.1	<input type="checkbox"/>	5.2	<input type="checkbox"/>	5.3	<input type="checkbox"/>	5.4	<input type="checkbox"/>														
Economics	6.1	<input type="checkbox"/>	6.2	<input type="checkbox"/>	6.3	<input type="checkbox"/>	6.4	<input type="checkbox"/>	6.5	<input type="checkbox"/>												
Geography	7.1	<input type="checkbox"/>	7.2	<input type="checkbox"/>	7.3	<input type="checkbox"/>	7.4	<input type="checkbox"/>														
History	8.1	<input checked="" type="checkbox"/>	8.2	<input checked="" type="checkbox"/>	8.3	<input checked="" type="checkbox"/>	8.4	<input checked="" type="checkbox"/>														
Arts & Humanities	9.1	<input type="checkbox"/>	9.2	<input type="checkbox"/>	9.3	<input type="checkbox"/>	9.4	<input type="checkbox"/>														
Health, Safety & PE	10.1	<input type="checkbox"/>	10.2	<input type="checkbox"/>	10.3	<input type="checkbox"/>	10.4	<input type="checkbox"/>	10.5	<input type="checkbox"/>												
Family & Consumer Science	11.1	<input type="checkbox"/>	11.2	<input type="checkbox"/>	11.3	<input type="checkbox"/>	11.4	<input type="checkbox"/>														
Career Education & Work		<input type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>														

## LEARNING OUTCOMES/STANDARDS AND CONTENT/ACTIVITIES

*Statements of student learning expectations achieved through suggested teaching-learning activities and selected content to help reach standards and graduation requirements.*

<b>ESSENTIAL CONTENT OUTCOMES/STANDARD</b>	<b>CONTENT &amp; INSTRUCTIONAL ACTIVITIES/STRATEGIES WITH CORRECTIVES</b>  <i>(Individually created teaching activities may be used to achieve the standards; however, listed below are activities which may be helpful:</i>	<b>ACTUAL LEVEL OF ATTAINMENT (EVALUATION CRITERIA) ASSESSMENT</b>	<b>RESOURCES AND MATERIALS</b>
<p><b>STANDARD 6</b></p> <p>What is a biography?</p> <p>What is an autobiography?</p> <p>How is a powerpoint presentation planned and created?</p> <p>What are the essential components of biographies and autobiographies?</p> <p>How do events shape a person's life and affect the world around them?</p>	<p>Research and create a biographical scrapbook powerpoint presentation.</p> <p>Collect representative photographs.</p> <p>Complete journal writing.</p> <p>Create a timeline and souvenirs.</p> <p>Find biographical and autobiographical resource materials.</p> <p>Identify the essential components of a biography.</p> <p>Analyze events in biographies and autobiographies.</p>	<p>Essay</p> <p>Interview</p> <p>Observation</p> <p>Oral Report</p> <p>Powerpoint Presentation (rubric based)</p> <p>Student Constructed Time Line</p> <p>Quizzes</p> <p>Tests</p> <p>Book Report Biographies</p> <p>Student Selected Biography</p>	<p>Book Report Biographies</p> <p>Library biographies</p> <p>Powerpoint</p> <p>Discoveryschool.com</p> <p>Computers</p> <p>Puzzles</p> <p>Cryptograms</p>