

CURRICULUM MAP

Course Title: 6th Grade Language Arts

UNIT/ORGANIZING PRINCIPLE: Reading and Literature

PACING: Key Ideas and Details

ESSENTIAL QUESTIONS:	What do we want kids to learn?	How will we know if they have learned it?	What will we do if they do not learn it?	What will we do if they already know it?
CONCEPTS/ CONTENT (outcomes)	LEARNING TARGETS/ SKILLS (Performance Tasks)	BENCHMARKS	KEY TERMINOLOGY	ACTIVITIES/ RESOURCES
RL. 6.1 RL. 6.2 RL. 6.3	<ol style="list-style-type: none"> 1. I can use evidence from text to support analysis of text and inferences 2. I can determine the theme and explain it as well as summarize it without personal opinion 3. I can describe how a story plot unfolds with a series of episodes and I can explain how the characters respond or change as plot advances 	<ul style="list-style-type: none"> • MAP/CCSS Reading Benchmark Quarterly 	<ul style="list-style-type: none"> • Evidence • Support • Analyze • Infer • Theme • Summarize • Describe • Plot • Character Development 	<ol style="list-style-type: none"> a) Read and discuss stories, poems, and drama in literature textbook. b) Complete constructed response questions over text showing supporting details. c) Read and discuss novels, complete graphic organizers, and reciprocal teaching. d) Formative Assessments over text.

Course Title: 6th Grade Language Arts

UNIT/ORGANIZING PRINCIPLE: Reading and Literature

PACING: Craft and Structure

ESSENTIAL QUESTIONS:	What do we want kids to learn?	How will we know if they have learned it?	What will we do if they do not learn it?	What will we do if they already know it?
CONCEPTS/CONTENT (outcomes)	LEARNING TARGETS/ SKILLS (Performance Tasks)	BENCHMARKS	KEY TERMINOLOGY	ACTIVITIES/ RESOURCES
<p>RL. 6.4 RL. 6.5 RL. 6.6</p>	<ol style="list-style-type: none"> 1. I can determine the figurative and literal meaning of words and phrases based on text usage and analyze impact of word choice on passage meaning and tone. 2. I can explain how a particular chapter/scene fits into overall text structure and contributes to the development of theme, setting, or plot. 3. I can explain how an author develops point of view or narrator or characters 	<ul style="list-style-type: none"> • MAP/CCSS Reading Benchmark Quarterly 	<ul style="list-style-type: none"> • Figurative • Literal • Text usage • Analyze • Word choice • Meaning • Tone • Text structure • Theme • Setting • Plot • Point of view 	<ol style="list-style-type: none"> a) Read and discuss stories, poems, and drama in literature textbook, novels, magazines, etc. b) Constructed response questions over figurative and literal meaning, tone, theme, setting, and plot. c) Complete compare/contrast graphic organizers, worksheets, and reciprocal teaching d) Formative assessments over text

Course Title: 6th Grade Language Arts

UNIT/ORGANIZING PRINCIPLE: Reading Literature

PACING: Integration of Knowledge and Ideas

ESSENTIAL QUESTIONS:	What do we want kids to learn?	How will we know if they have learned it?	What will we do if they do not learn it?	What will we do if they already know it?
CONCEPTS/ CONTENT (outcomes)	LEARNING TARGETS/ SKILLS (Performance Tasks)	BENCHMARKS	KEY TERMINOLOGY	ACTIVITIES/ RESOURCES
RL. 6.7 RL. 6.8 RL. 6.9	<ol style="list-style-type: none"> 1. I can compare/contrast the experience of reading a text to viewing/listening to the same text 2. I can compare/contrast texts of different forms on their treatment of the same text. 	<ul style="list-style-type: none"> • MAP/CCSS Reading Benchmark Quarterly 	<ul style="list-style-type: none"> • Compare • Contrast • Text • Topic treatment 	<ol style="list-style-type: none"> a) Read, watch, and discuss text, media productions to compare/contrast the text to media productions b) Complete constructed response questions over text versus production of differences on same topic c) Complete graphic organizers, worksheets, and reciprocal teaching over text and productions of same topics. d) Formative assessments over text and productions

Course Title: 6th Grade Language Arts

UNIT/ORGANIZING PRINCIPLE: Reading Literature

PACING: Range of Reading & Level of Text Complexity

ESSENTIAL QUESTIONS:	What do we want kids to learn?	How will we know if they have learned it?	What will we do if they do not learn it?	What will we do if they already know it?
CONCEPTS/ CONTENT (outcomes)	LEARNING TARGETS/ SKILLS (Performance Tasks)	BENCHMARKS	KEY TERMINOLOGY	ACTIVITIES/ RESOURCES
RL. 6.10	I can read and comprehend literature at the sixth grade level.	<ul style="list-style-type: none"> • MAP/CCSS Reading Benchmark Quarterly 	Read and comprehend grade level literature	a) Read and discuss stories, poems, and literature Textbook, novels, magazines, etc. b) Complete constructed response questions over text to show comprehension of text. c) Formative assessments over text

Course Title: 6th Grade Language Arts

UNIT/ORGANIZING PRINCIPLE: Reading Informational Text

PACING: Key Ideas and Details

ESSENTIAL QUESTIONS:	What do we want kids to learn?	How will we know if they have learned it?	What will we do if they do not learn it?	What will we do if they already know it?
CONCEPTS/CONTENT (outcomes)	LEARNING TARGETS/ SKILLS (Performance Tasks)	BENCHMARKS	KEY TERMINOLOGY	ACTIVITIES/ RESOURCES
<p>RI. 6.1 RI. 6.2 RI 6.3</p>	<ol style="list-style-type: none"> 1. I can use evidence from the text to support analysis of text and inferences 2. I can determine the main idea of a text and explain how it is supported by key details as well as summarize informational text without personal opinion 3. I can analyze how an individual, event, or idea is introduced and elaborated in informational text 	<ul style="list-style-type: none"> • MAP/CCSS Reading Benchmark Quarterly 	<ul style="list-style-type: none"> • Evidence • Support • Analyze • Infer • Main Idea • Key Details • Summarize • Informational Text • Introduced • Elaborated 	<ol style="list-style-type: none"> a) Read and discuss non-fiction on text in Literature textbooks, magazines, and other media b) Complete constructed response questions over text explaining evidence, supporting details, inferences, main idea, and summary c) Complete graphic organizers showing relationships of inferences and evidence d) Formative assessments over text e) Write summaries of text with no personal opinion using evidence from text.

Course Title: 6th Grade Language Arts

UNIT/ORGANIZING PRINCIPLE: Reading Informational Text

PACING: Craft and Structure

ESSENTIAL QUESTIONS:	What do we want kids to learn?	How will we know if they have learned it?	What will we do if they do not learn it?	What will we do if they already know it?
CONCEPTS/CONTENT (outcomes)	LEARNING TARGETS/ SKILLS (Performance Tasks)	BENCHMARKS	KEY TERMINOLOGY	ACTIVITIES/ RESOURCES
<p>RI. 6.4 RI. 6.5 RI. 6.6</p>	<ol style="list-style-type: none"> 1. I can determine the figurative, connotative, or technical meaning of words or phrases in grade 6 text. 2. I can trace and evaluate argument and claims in text and identify claims supported with reasons and those that aren't. 3. I can determine author's point of view and explain it. 	<ul style="list-style-type: none"> • MAP/CCSS Reading Benchmark Quarterly 	<ul style="list-style-type: none"> • Figurative • Connotative • Technical Meaning • Trace • Evaluate • Argument • Claims • Reasons • Support • Point of View • Explain 	<ol style="list-style-type: none"> a) Read and discuss non-fiction text in textbook, magazines, and other media b) Constructed response questions over text word/phrase meanings and claims and evidence, explaining the author's point of view c) Graphic organizers to determine point of view, purpose, and evidence d) Sheets four outlining author's position and evidence e) Formative assessments over text

Course Title: 6th Grade Language Arts

UNIT/ORGANIZING PRINCIPLE: Reading Informational Text

PACING: Integration of Knowledge and Ideas

ESSENTIAL QUESTIONS:	What do we want kids to learn?	How will we know if they have learned it?	What will we do if they do not learn it?	What will we do if they already know it?
CONCEPTS/ CONTENT (outcomes)	LEARNING TARGETS/ SKILLS (Performance Tasks)	BENCHMARKS	KEY TERMINOLOGY	ACTIVITIES/ RESOURCES
<p>RI. 6.7 RI. 6.8 RI. 6.9</p>	<ol style="list-style-type: none"> 1) I can utilize media or graphics to develop a coherent understanding of a topic 2) I can trace and evaluate argument and claims in a text and identify claims supported by reasons and those that aren't 3) I can compare and contrast two author's presentation of the same event or topic 	<ul style="list-style-type: none"> • MAP/CCSS Reading Benchmark Quarterly 	<ul style="list-style-type: none"> • Media • Graphics • Understanding • Trace • Evaluate • Argument • Claims • Reasons • Compare/ • Contrast • Presentation • Topic 	<ol style="list-style-type: none"> a) Read, watch and discuss text to the multi-media version using graphic organizers like Venn Diagrams or T-charts b) Write summary of claims and evidence and give reasons is sufficient or not c) Look at and read various texts over same topic and list differences in presentation d) Formative assessments over argument/claims and evidence and support

Course Title: 6th Grade Language Arts

UNIT/ORGANIZING PRINCIPLE: Reading Informational Text

PACING: Range of Rdg. & Level of Complexity

ESSENTIAL QUESTIONS:	What do we want kids to learn?	How will we know if they have learned it?	What will we do if they do not learn it?	What will we do if they already know it?
CONCEPTS/ CONTENT (outcomes)	LEARNING TARGETS/ SKILLS (Performance Tasks)	BENCHMARKS	KEY TERMINOLOGY	ACTIVITIES/ RESOURCES
RI. 6.10	I can read and comprehend informational text appropriate for sixth grade.	<ul style="list-style-type: none"> • MAP/CCSS Reading Benchmark Quarterly 	<ul style="list-style-type: none"> • Read • Comprehend • Informational Text • Grade Level Text 	<ul style="list-style-type: none"> a) Read and discuss informational text in 6th grade textbooks, magazines, and other media b) Constructed response questions over text to show comprehension c) Formative assessments over non-fiction texts

Course Title: 6th Grade Language Arts

UNIT/ORGANIZING PRINCIPLE: Writing

PACING: Text Types and Purposes

ESSENTIAL QUESTIONS:	What do we want kids to learn?	How will we know if they have learned it?	What will we do if they do not learn it?	What will we do if they already know it?
CONCEPTS/CONTENT (outcomes)	LEARNING TARGETS/ SKILLS (Performance Tasks)	BENCHMARKS	KEY TERMINOLOGY	ACTIVITIES/ RESOURCES
<p>W.6.1</p> <ul style="list-style-type: none"> • W.6.1a • W.6.1b • W.6.1c • W.6.1d • W.6.1e <p>W.6.2</p> <ul style="list-style-type: none"> • W.6.2a • W.6.2b • W.6.2c • W.6.2d • W.6.2e • W.6.2f <p>W.6.3</p> <ul style="list-style-type: none"> • W.6.3a • W.6.3b • W.6.3c • W.6.3d • W.6.3e 	<p>1) I can write an argument with clear reasoning and evidence where there is an introduction with organization, claims are supported with clear reasons with sources, use words, phrases, and clauses, a formal style, and a conclusion</p> <p>2) I can write an informative piece examining a topic with an introduction, organization, facts, definition, details, quotes, appropriate transitions, precise language/vocabulary, with a formal style, and a conclusion</p> <p>3) I can write a real or fake narrative w/descriptive details with an established context with a narrator and characters, logical sequence, dialogue, pacing, transitions, precise words/phrases, sensory details, with a conclusion</p>	<ul style="list-style-type: none"> • MAP/CCSS Reading Benchmark Quarterly 	<ul style="list-style-type: none"> • Write • Argument • Informative • Narrative • Evidence conclusion • Introduction • Facts • Transitions • Precise language • Formal style • Context sequencing • Narrator • Characters • Sensory detail 	<p>1) Writing assignments to argue, inform, or entertain using:</p> <ul style="list-style-type: none"> • Graphic organizers • Transition list • Dictionary • Thesaurus • Pro/con organizer • Editing checklists • Writing rubrics

Course Title: 6th Grade Language Arts

UNIT/ORGANIZING PRINCIPLE: Writing

PACING: Production & Distribution of Writing

ESSENTIAL QUESTIONS:	What do we want kids to learn?	How will we know if they have learned it?	What will we do if they do not learn it?	What will we do if they already know it?
CONCEPTS/CONTENT (outcomes)	LEARNING TARGETS/ SKILLS (Performance Tasks)	BENCHMARKS	KEY TERMINOLOGY	ACTIVITIES/ RESOURCES
<p>W.6.4 W.6.5 W.6.6</p>	<p>1) I can produce clear, coherent writing that development, organization and style appropriate for 6th grade tasks, purposes and audiences</p> <p>2) I can use peer guidance and adult guidance to plan, revise, and edit writing</p> <p>3) I can use digital tools to produce and publish work, use the Internet to interact and collaborate with peers, and demonstrate a command of keyboarding skill for three pages in one sitting</p>	<ul style="list-style-type: none"> • MAP/CCSS Reading Benchmark Quarterly 	<ul style="list-style-type: none"> • Produce • Writing • Development • Organization • Style, • Purpose • Audience • Peer • Plan • Revise • Edit • Digital tools • Internet • Collaborate • Keyboarding 	<p>Various writing assignments to include:</p> <ul style="list-style-type: none"> • Graphic organizers • Correct paragraphing • Peer editing • Editing checklist • Follow writing process • MS Word • Internet research • MS PowerPoint • Writing rubrics

Course Title: 6th Grade Language Arts

UNIT/ORGANIZING PRINCIPLE: Writing

PACING: Research to build & Present Knowledge

ESSENTIAL QUESTIONS:	What do we want kids to learn?	How will we know if they have learned it?	What will we do if they do not learn it?	What will we do if they already know it?
CONCEPTS/CONTENT (outcomes)	LEARNING TARGETS/ SKILLS (Performance Tasks)	BENCHMARKS	KEY TERMINOLOGY	ACTIVITIES/ RESOURCES
<p>W.6.7 W.6.8 W.6.9</p> <ul style="list-style-type: none"> • W.6.9a • W.6.9b 	<ol style="list-style-type: none"> 1) I can conduct short research projects using several sources for a specific question 2) I can gather information from multiple sources and assess credibility, quote, or paraphrase information for finished work, and provide basic bibliographic information for sources. 3) I can use evidence from literature to support analysis, reflection, and research as well as use evidence from informational text to support analysis, reflection, and research 	<ul style="list-style-type: none"> • MAP/CCSS Reading Benchmark Quarterly 	<ul style="list-style-type: none"> • Research • Projects • Sources • Question • Information • Credibility • Quote/paraphrase • Bibliographic information • Evidence • Analyze • Reflect 	<p>Various writing activities to research a topic to include:</p> <ul style="list-style-type: none"> • Argumentative essay • Informing essay • Current events topic MLA Format • Book Trailer videos including Resource Page

Course Title: 6th Grade Language Arts

UNIT/ORGANIZING PRINCIPLE: Writing

PACING: Range of writing

ESSENTIAL QUESTIONS:	What do we want kids to learn?	How will we know if they have learned it?	What will we do if they do not learn it?	What will we do if they already know it?
CONCEPTS/CONTENT (outcomes)	LEARNING TARGETS/ SKILLS (Performance Tasks)	BENCHMARKS	KEY TERMINOLOGY	ACTIVITIES/ RESOURCES
W.6.10	I can write for a range of time and tasks	<ul style="list-style-type: none">• Quarterly Writing Assignments• MAP/CCSS Reading Benchmark Quarterly	<ul style="list-style-type: none">• Write• Time• Range• Tasks	Various writing assignments to cover different: <ul style="list-style-type: none">• Times• Tasks• Purposes• Audiences

Course Title: 6th Grade Language Arts

UNIT/ORGANIZING PRINCIPLE: Speaking and Listening

PACING: Comprehension & Collaboration

ESSENTIAL QUESTIONS:	What do we want kids to learn?	How will we know if they have learned it?	What will we do if they do not learn it?	What will we do if they already know it?
CONCEPTS/ CONTENT (outcomes)	LEARNING TARGETS/ SKILLS (Performance Tasks)	BENCHMARKS	KEY TERMINOLOGY	ACTIVITIES/ RESOURCES
<p>SL.6.1</p> <ul style="list-style-type: none"> • SL.6.1a • SL.6.1b • SL.6.1c • SL.6.1d <p>SL.6.2</p> <p>SL.6.3</p>	<p>1) I can prepare for a class discussion and participate by referring to findings, follow agreed upon rules for discussions, ask and answer questions during discussion, and review ideas and demonstrate understanding</p> <p>2) I can interpret information presented in diverse formats</p> <p>3) I can identify a speaker’s argument and claims and identify claims supported by reasons and those that aren’t</p>	<p>Discussion</p> <p>Checklists and self-assessment sheets quarterly</p>	<ul style="list-style-type: none"> • Discussion • Rules • Roles • Question • Review • Ideas • Understanding • Interpret • Format • Argument • Claims • Reason • Evidence 	<p>A) Class discussions on various topics, such as what was read or written about</p> <p>B) Small group discussions and reciprocal teaching groups</p>

Course Title: 6th Grade Language Arts

UNIT/ORGANIZING PRINCIPLE: Speaking and Listening

PACING: Presentation of Knowledge & Ideas

ESSENTIAL QUESTIONS:	What do we want kids to learn?	How will we know if they have learned it?	What will we do if they do not learn it?	What will we do if they already know it?
CONCEPTS/ CONTENT (outcomes)	LEARNING TARGETS/ SKILLS (Performance Tasks)	BENCHMARKS	KEY TERMINOLOGY	ACTIVITIES/ RESOURCES
<p>SL.6.4 SL.6.5 SL.6.6</p>	<p>1) I can present claims and findings through idea sequence using important facts and also use appropriate eye contact , volume, and clear pronunciation</p> <p>2) I can include multimedia projects or visual displays to clarify information</p> <p>3) I can adapt my speech to a variety of tasks and contexts</p>	<ul style="list-style-type: none"> • Quarterly Presentation Projects • Book Report Presentations and Videos Quarterly 	<ul style="list-style-type: none"> • Present • Sequence • Facts • Eye Contact • Volume • Pronunciation • Multi-Media Projects • Clarify • Adapt speech 	<p>a) After researching and writing students will give presentations over research in a PowerPoint or video format</p>

Course Title: 6th Grade Language Arts

UNIT/ORGANIZING PRINCIPLE: Language Standards

PACING: Conventions of Standard English

ESSENTIAL QUESTIONS:	What do we want kids to learn?	How will we know if they have learned it?	What will we do if they do not learn it?	What will we do if they already know it?
CONCEPTS/ CONTENT (outcomes)	LEARNING TARGETS/ SKILLS (Performance Tasks)	BENCHMARKS	KEY TERMINOLOGY	ACTIVITIES/ RESOURCES
<p>L.7.1</p> <ul style="list-style-type: none"> • L.7.1a • L.7.1b • L.7.1c • L.7.1d • L.7.1e <p>L.7.2</p> <ul style="list-style-type: none"> • L.7.2a • L.7.2b 	<p>1) I can use pronouns, intensive pronouns, correct inappropriate siffs in pronoun number and person, correct vague pronouns, and recognize variations of Standard English in writing and correct.</p> <p>2) I can use punctuation to set off nonrestrictive elements and I can spell correctly.</p>	<ul style="list-style-type: none"> • MAP/CCSS Benchmarks Quarterly • Summative parts of speech quarterly Assessments • 	<ul style="list-style-type: none"> • Pronouns • Shifts • Standard English • Punctuation • Spelling 	<p>A) Practice Exercises over pronouns in Grammar Textbook</p> <p>B) Writing exercises from Grammar Textbook over pronouns</p> <p>C) Punctuation and writing exercises using pronouns</p> <p>D) Lecture/Discussion over punctuation and parts of speech</p> <p>E) Weekly Spelling/Vocab tests</p>

Course Title: 6th Grade Language Arts

UNIT/ORGANIZING PRINCIPLE: Language Standards

PACING: Knowledge of Language

ESSENTIAL QUESTIONS:	What do we want kids to learn?	How will we know if they have learned it?	What will we do if they do not learn it?	What will we do if they already know it?
CONCEPTS/ CONTENT (outcomes)	LEARNING TARGETS/ SKILLS (Performance Tasks)	BENCHMARKS	KEY TERMINOLOGY	ACTIVITIES/ RESOURCES
<p>L.6.3</p> <ul style="list-style-type: none"> • L.6.3a • L.6.3b 	<p>I can vary sentence patterns for interest and style and maintain consistency in style and tone while writing or speaking.</p>	<ul style="list-style-type: none"> • Quarterly Summative Assessments over grammar and writing • MAP/CCSS Benchmarks Quarterly 	<ul style="list-style-type: none"> • Sentence Patterns • Consistency • Style • Tone 	<ul style="list-style-type: none"> a) Practice Exercises in Grammar Textbook Warm-ups b) Formative Grammar Assessments c) Writing exercises and Assignments

Course Title: 6th Grade Language Arts

UNIT/ORGANIZING PRINCIPLE: Language Standards

PACING: Vocabulary Acquisition & Use

ESSENTIAL QUESTIONS:	What do we want kids to learn?	How will we know if they have learned it?	What will we do if they do not learn it?	What will we do if they already know it?
CONCEPTS/CONTENT (outcomes)	LEARNING TARGETS/ SKILLS (Performance Tasks)	BENCHMARKS	KEY TERMINOLOGY	ACTIVITIES/ RESOURCES
<p>L.6.4</p> <ul style="list-style-type: none"> • L.6.4a • L.6.4b • L.6.4c • L.6.4d <p>L.6.5</p> <ul style="list-style-type: none"> • L.6.5a • L.6.5b • L.6.5c <p>L.6.6</p>	<p>1) I can use context clues to figure out word meanings, use common Greek & Latin affixes and roots, use reference materials to determine pronunciation, meanings, or part of speech, and verify word meaning by looking it up.</p> <p>2) I can interpret figures of speech in context, use the relationships between words, and distinguish among connotations and denotations</p> <p>3) I can use 6th grade vocabulary and use resources to determine the meaning of a work for comprehension</p>	<ul style="list-style-type: none"> • MAP/CCSS Reading Benchmarks Quarterly • START Tests Quarterly 	<ul style="list-style-type: none"> • Context Clues • Word meaning • Greek & Latin Affixes • Reference materials • Parts of Speech • Pronunciation • Figures of Speech • Word relationships • Vocabulary • Resources • Comprehension 	<p>a) Read stories, articles, poems, drama, and non-fiction texts in Literature Textbook</p> <p>b) Grammar Textbook exercises over affixes & roots</p> <p>c) Weekly spelling/vocabulary lists and test</p> <p>d) Class lecture and discussion</p>

Course Title: 7th Grade Language Arts

UNIT/ORGANIZING PRINCIPLE: Reading Literature

PACING: Key Ideas & Details

ESSENTIAL QUESTIONS:	What do we want kids to learn?	How will we know if they have learned it?	What will we do if they do not learn it?	What will we do if they already know it?
CONCEPTS/ CONTENT (outcomes)	LEARNING TARGETS/ SKILLS (Performance Tasks)	BENCHMARKS	KEY TERMINOLOGY	ACTIVITIES/ RESOURCES
<p>RL.7.1 RL.7.2 RL.7.3</p>	<p>1) I can cite textual evidence that strongly supports my inferences and analysis of the text</p> <p>2) I can determine and analyze the theme of a text and give an objective summary of the text</p> <p>3) I can analyze how elements of a story interact</p>	<ul style="list-style-type: none"> • CCSS Reading Benchmark 1 MAP I • CCSS Reading Benchmark 2 MAP II • CCSS Reading Benchmark 3 MAP III • CCSS Reading Benchmark 4 MAP IV 	<ul style="list-style-type: none"> • Evidence • Infer • Analyze • Theme • Summarize • Story elements 	<p>a) Read and discuss stories, poem, and drama in textbook</p> <p>b) Complete constructed response questions over text showing supporting details.</p> <p>c) Read and discuss novels, complete graphic organizers, and reciprocal teaching</p> <p>d) Formative assessments over texts</p>

Course Title: 7th Grade Language Arts

UNIT/ORGANIZING PRINCIPLE: Reading Literature

PACING: Craft & Structure

ESSENTIAL QUESTIONS:	What do we want kids to learn?	How will we know if they have learned it?	What will we do if they do not learn it?	What will we do if they already know it?
CONCEPTS/CONTENT (outcomes)	LEARNING TARGETS/ SKILLS (Performance Tasks)	BENCHMARKS	KEY TERMINOLOGY	ACTIVITIES/ RESOURCES
<p>RL.7.4 RL.7.5 RL.7.6</p>	<p>1) I can determine the figurative and connotative meanings of words and phrases based on use in text and analyze impact of rhyme/repetition of sound on a specific part of a text</p> <p>2) I can analyze how form or structure of text contributes to meaning</p> <p>3) I can analyze how an author develops and/or contrast the point of view or a narrator or text's character</p>	<ul style="list-style-type: none"> • CCSS Reading Benchmark 1 • CCSS Reading Benchmark 2 • CCSS Reading Benchmark 3 • CCSS Reading Benchmark 4 	<ul style="list-style-type: none"> • Figurative/Connotative meaning • Determine • Analyze • Rhyme • Repetition • Sound • Text • Form • Structure • Point of view • Narrator • Character 	<p>a) Read and discuss stories, poems, and drama in textbooks, novels, magazines, etc.</p> <p>b) Constructed response questions over figurative/connotative meaning rhyme/repetition, sound effects, form, structure, over text</p> <p>c) Complete compare/contrast graphic organizers, worksheets, reciprocal teaching</p> <p>d) Formative assessments over text</p>

Course Title: 7th Grade Language Arts

UNIT/ORGANIZING PRINCIPLE: Reading Literature

PACING: Integration of Knowledge and Ideas

ESSENTIAL QUESTIONS:	What do we want kids to learn?	How will we know if they have learned it?	What will we do if they do not learn it?	What will we do if they already know it?
CONCEPTS/ CONTENT (outcomes)	LEARNING TARGETS/ SKILLS (Performance Tasks)	BENCHMARKS	KEY TERMINOLOGY	ACTIVITIES/ RESOURCES
<p>RL.7.7 RL.7.8 RL.7.9</p>	<p>1) I can compare/contrast a written text to its audio, staged, or multimedia version and I can analyze effects of techniques unique to portraying various types of media.</p> <p>2) I can compare/contrast a fictional portrayal of an event to a historical account of the same event to understand how authors of fiction use history in writing.</p>	<ul style="list-style-type: none"> • CCSS Reading Benchmark 1 • CCSS Reading Benchmark 2 • CCSS Reading Benchmark 3 • CCSS Reading Benchmark 4 	<ul style="list-style-type: none"> • Compare/contrast • Audio • Media • Production • Analyze • Fiction • Historical account • Writing with history 	<p>a) Read, watch and discuss texts and media productions to analyze effects of text in various types of media</p> <p>b) Complete constructed response questions over text versus production differences on a historical event and understand historical fiction in writing</p> <p>c) Complete graphic organizers, worksheets, and reciprocal teaching to look at historical fiction and historical events</p> <p>d) Formative assessments over text and productions</p>

Course Title: 7th Grade Language Arts

UNIT/ORGANIZING PRINCIPLE: Reading Literature

PACING: Range of Reading & Level of Text Complexity

ESSENTIAL QUESTIONS:	What do we want kids to learn?	How will we know if they have learned it?	What will we do if they do not learn it?	What will we do if they already know it?
CONCEPTS/CONTENT (outcomes)	LEARNING TARGETS/ SKILLS (Performance Tasks)	BENCHMARKS	KEY TERMINOLOGY	ACTIVITIES/ RESOURCES
RL.7.10	1) I can read and comprehend literature at the seventh grade level	<ul style="list-style-type: none">• CCSS Reading Benchmark 1• CCSS Reading Benchmark 2• CCSS Reading Benchmark 3• CCSS Reading Benchmark 4 • Star Text Quarterly	<ul style="list-style-type: none">• Read• Comprehend• Grade level• Literature	<ul style="list-style-type: none">a) Read and discuss stories, poems, drama I n7th grade textbook, novels, magazines, etc.b) Completed constructed response questions over text to show comprehension of textc) Formative assessments over text

Course Title: 7th Grade Language Arts

UNIT/ORGANIZING PRINCIPLE: Reading Informational Text

PACING: Key Ideas and Details

ESSENTIAL QUESTIONS:	What do we want kids to learn?	How will we know if they have learned it?	What will we do if they do not learn it?	What will we do if they already know it?
CONCEPTS/CONTENT (outcomes)	LEARNING TARGETS/ SKILLS (Performance Tasks)	BENCHMARKS	KEY TERMINOLOGY	ACTIVITIES/ RESOURCES
<p>RI. 7.1 RI. 7.2 RI. 7.3</p>	<p>1) I can cite textual evidence to strongly support my inferences and analysis</p> <p>2) I can determine two or more central ideas and analyze development over text and I can give an objective summary of text.</p> <p>3) I can analyze interactions between individuals, events, or ideas in a text.</p>	<ul style="list-style-type: none"> • CCSS Reading Benchmark 1 • CCSS Reading Benchmark 2 • CCSS Reading Benchmark 3 • CCSS Reading Benchmark 4 	<ul style="list-style-type: none"> • Evidence • Support • Inferences • Analyze • Determine • Central ideas • Development • Summarize • Interactions • Events • Ideas • Characters 	<p>1) Read and discuss non-fiction text in textbooks, magazines, and other media</p> <p>2) Complete CR questions over text showing inferences, supporting details, an summaries</p> <p>3) Complete graphic organizers showing relationships of inferences and evidence and summary writing</p> <p>4) Formative assessments over text</p> <p>5) Write summaries of text with no bias using evidence from text</p>

Course Title: 7th Grade Language Arts

UNIT/ORGANIZING PRINCIPLE: Reading Informational Text

PACING: Craft and Structure

ESSENTIAL QUESTIONS:	What do we want kids to learn?	How will we know if they have learned it?	What will we do if they do not learn it?	What will we do if they already know it?
CONCEPTS/CONTENT (outcomes)	LEARNING TARGETS/ SKILLS (Performance Tasks)	BENCHMARKS	KEY TERMINOLOGY	ACTIVITIES/ RESOURCES
<p>RI. 7.4 RI. 7.5 RI. 7.6</p>	<p>1) I can determine figurative, connotative, or technical meanings of words or phrases and analyze how the chosen words affect meanings and tone</p> <p>2) I can analyze the authors organizational structure and explain how major text sections contribute to development</p> <p>3) I can determine author's point of view and purpose for writing and explain how the position is distinguished from other authors</p>	<ul style="list-style-type: none"> • CCSS Reading Benchmark 1 • CCSS Reading Benchmark 2 • CCSS Reading Benchmark 3 • CCSS Reading Benchmark 4 	<ul style="list-style-type: none"> • Figurative • Connotative • Technical meanings • Analyze • Tone • Organization • Structure • Development • Point of view • Purpose • Position 	<p>1) Read and discuss non-fiction text in textbooks, magazines, and other media</p> <p>2) Complete CR questions over text connecting word meaning and tone to word choice</p> <p>3) Graphic organizers and activities to determine point of view and purpose as well as evidence of authors position</p> <p>4) Sheets for students to outline author's position and evidence</p> <p>5) Formative assessments over individual text</p>

Course Title: 7th Grade Language Arts

UNIT/ORGANIZING PRINCIPLE: Reading Informational Text

PACING: Integration of Knowledge and Ideas

ESSENTIAL QUESTIONS:	What do we want kids to learn?	How will we know if they have learned it?	What will we do if they do not learn it?	What will we do if they already know it?
CONCEPTS/CONTENT (outcomes)	LEARNING TARGETS/ SKILLS (Performance Tasks)	BENCHMARKS	KEY TERMINOLOGY	ACTIVITIES/ RESOURCES
RI. 7.7 RI. 7.8 RI. 7.9	<ol style="list-style-type: none"> 1) I can compare/contrast a text to audio/multi-media version and analyze how the medium affects subject portrayal 2) I can trace and evaluate arguments and claims in text and assess whether author's reasoning is sound and if evidence is sufficient to support claim 3) I can analyze differences in two or more authors' presentations on the same topic 	<ul style="list-style-type: none"> • CCSS Reading Benchmark 1 • CCSS Reading Benchmark 2 • CCSS Reading Benchmark 3 • CCSS Reading Benchmark 4 	<ul style="list-style-type: none"> • Evaluate • Compare • Contrast • Audio • Multimedia version • Analyze • Subject • Trace and evaluate • Argument/claims • Assess • Reasoning • Evidence • Support • Differences • Presentations 	<ol style="list-style-type: none"> 1) Read, discuss, and compare/contrast texts to their multi-media version using graphic organizers like Venn Diagrams or T-charts 2) Write summary of claims and evidence and give reasons why evidence is sufficient or not 3) Look at and read various texts over same topic and list differences in presentations 4) Formative assessments over argument/claims and evidence and differences

Course Title: 7th Grade Language Arts

UNIT/ORGANIZING PRINCIPLE: Reading Informational text

PACING: Range of Reading and Level of Text Complexity

ESSENTIAL QUESTIONS:	What do we want kids to learn?	How will we know if they have learned it?	What will we do if they do not learn it?	What will we do if they already know it?
CONCEPTS/ CONTENT (outcomes)	LEARNING TARGETS/ SKILLS (Performance Tasks)	BENCHMARKS	KEY TERMINOLOGY	ACTIVITIES/ RESOURCES
RI. 7.10	I can read and comprehend informational text appropriate for seventh grade	<ul style="list-style-type: none">• CCSS Reading Benchmark 1• CCSS Reading Benchmark 2• CCSS Reading Benchmark 3• CCSS Reading Benchmark 4 • STAR Tests Quarterly	<ul style="list-style-type: none">• Read• Comprehend• Grade level• Informational Text	<ol style="list-style-type: none">1) Read and discuss informational text in 7th grade textbooks, magazines, and other media2) Complete CR questions over text to show comprehension3) Formative assessments over non-fiction texts

Course Title: 7th Grade Language Arts

UNIT/ORGANIZING PRINCIPLE: Writing

PACING: Text Types and Purposes

ESSENTIAL QUESTIONS:	What do we want kids to learn?	How will we know if they have learned it?	What will we do if they do not learn it?	What will we do if they already know it?
CONCEPTS/ CONTENT (outcomes)	LEARNING TARGETS/ SKILLS (Performance Tasks)	BENCHMARKS	KEY TERMINOLOGY	ACTIVITIES/ RESOURCES
<p>W. 7.1</p> <ul style="list-style-type: none"> • W.7.1a • W.7.1b • W.7.1c • W.7.1d • W.7.1e <p>W. 7.2</p> <ul style="list-style-type: none"> • W.7.2a • W.7.2b • W.7.2c • W.7.2d • W.7.2e • W.7.2f <p>W. 7.3</p> <ul style="list-style-type: none"> • W.7.3a • W.7.3b • W.7.3c • W.7.3d • W.7.3e 	<p>1) I can write and argument with clear reasons and relevant evidence:</p> <ol style="list-style-type: none"> a) Introduce claims, acknowledge opposing claims, organize reasons b) Support claims w/logical and relevant reasons with credible sources c) Establish and maintain a formal style using cohesive words, phrases, and clauses d) Provide concluding statement <p>2) I can write informative text examining a topic with a clear introduction, organized ideas using facts, definitions, details, quotations, with appropriate transitions, precise language and vocabulary with a formal style and conclusion</p> <p>3) I can write a real or imagined narrative w/descriptive details and a context point of view, narrator/character logical event sequence with dialogue and descriptions, transitions, sensory/details</p>	<ul style="list-style-type: none"> • CCSS Writing Benchmark 1 • CCSS Writing Benchmark 2 • CCSS Writing Benchmark 3 • CCSS Writing Benchmark 4 	<ul style="list-style-type: none"> • Write • Argument • Informative text • Narrative • Evidence • Conclusion • Introduction • Facts • Transitions • Precise language • formal style • context • point of view • Sequencing • Characters • Narrator • Sensory details 	<p>1) Writing assignments: To argue, Inform, or Entertain using:</p> <ul style="list-style-type: none"> • Graphic organizers • Transition list • Dictionary • Thesaurus • Pro/con organizer • Editing checklists • Writing rubrics

Course Title: 7th Grade Language Arts

UNIT/ORGANIZING PRINCIPLE: Writing

PACING: Production and Distribution of Writing

ESSENTIAL QUESTIONS:	What do we want kids to learn?	How will we know if they have learned it?	What will we do if they do not learn it?	What will we do if they already know it?
CONCEPTS/CONTENT (outcomes)	LEARNING TARGETS/ SKILLS (Performance Tasks)	BENCHMARKS	KEY TERMINOLOGY	ACTIVITIES/ RESOURCES
<p>W.7.4 W.7.5 W.7.6</p>	<p>1) I can produce clear, coherent writing with development, organization , and style appropriate for the 7th grade tasks, purposes, and audiences</p> <p>2) I can use guidance from peers and adults to plan, revise, and edit my writing and try new approaches to focus on addressing purpose and audience</p> <p>3) I can use technology to produce and publish work and line to sources and use the internet to interact and collaborate with peers on writing projects</p>	<ul style="list-style-type: none"> • CCSS Writing Benchmark 1 • CCSS Writing Benchmark 2 • CCSS Writing Benchmark 3 • CCSS Writing Benchmark 4 	<ul style="list-style-type: none"> • Produce • Writing • Development • Organization • Style • Purpose • Audience • Guidance • Plan • Revise • Edit • Technology • Publish • Sources • Internet • Collaborate 	<p>1) Various writing assignments to include:</p> <ul style="list-style-type: none"> • Graphic organizers • Correct paragraphing • Peer editing • Editing checklists • Follow the writing process • MS Word • Interact research • MS PowerPoint • Writing Rubrics

Course Title: 7th Grade Language Arts

UNIT/ORGANIZING PRINCIPLE: Writing

PACING: Research to Build and Present Knowledge

ESSENTIAL QUESTIONS:	What do we want kids to learn?	How will we know if they have learned it?	What will we do if they do not learn it?	What will we do if they already know it?
CONCEPTS/CONTENT (outcomes)	LEARNING TARGETS/ SKILLS (Performance Tasks)	BENCHMARKS	KEY TERMINOLOGY	ACTIVITIES/ RESOURCES
<p>W.7.7 W.7.8 W.7.9</p> <ul style="list-style-type: none"> • W.7.9a • W.7.9b 	<ol style="list-style-type: none"> 1) I can conduct short research projects to answer a specific question using several sources and can generate additional focused questions if needed 2) I can gather information from multiple sources to assess credibility and accuracy and can quote or paraphrase information found for finished work and can follow a standard format 3) I can use evidence from literature to support analysis , reflect, reflection, and research as well as use evidence from informational text 	<ul style="list-style-type: none"> • CCSS Writing Benchmark 1 • CCSS Writing Benchmark 2 • CCSS Writing Benchmark 3 • CCSS Writing Benchmark 4 	<ul style="list-style-type: none"> • Research question • Project • Sources • Focused questions • Gather information • Credibility • Accuracy • Quote • Paraphrase • Standard format • Evidence • Support • Analysis • Reflect • Informational text 	<ol style="list-style-type: none"> 1) Various writing activities to research a topic to include: <ul style="list-style-type: none"> • Informing essay • Current events topic • MLA Format source recording page • Minimum number of sources • Book Trailer videos including resource page

Course Title: 7th Grade Language Arts

UNIT/ORGANIZING PRINCIPLE: Writing

PACING: Range of Writing

ESSENTIAL QUESTIONS:	What do we want kids to learn?	How will we know if they have learned it?	What will we do if they do not learn it?	What will we do if they already know it?
CONCEPTS/CONTENT (outcomes)	LEARNING TARGETS/ SKILLS (Performance Tasks)	BENCHMARKS	KEY TERMINOLOGY	ACTIVITIES/ RESOURCES
W.7.10	I can write for a range of time, tasks, purposes, and audiences	Quarterly Writing Assignments Quarterly MAP/CCSS Writing Benchmarks	<ul style="list-style-type: none">• Write• Time• Task• Purpose• Audience	a) Various writing assignments to cover different: <ul style="list-style-type: none">• Times• Tasks• Purposes• Audiences

Course Title: 7th Grade Language Arts

UNIT/ORGANIZING PRINCIPLE: Speaking and Listening

PACING: Comprehension and Collaboration

ESSENTIAL QUESTIONS:	What do we want kids to learn?	How will we know if they have learned it?	What will we do if they do not learn it?	What will we do if they already know it?
CONCEPTS/ CONTENT (outcomes)	LEARNING TARGETS/ SKILLS (Performance Tasks)	BENCHMARKS	KEY TERMINOLOGY	ACTIVITIES/ RESOURCES
<p>SL.7.1</p> <ul style="list-style-type: none"> • SL.7.1a • SL.7.1b • SL.7.1c • SL.7.1d <p>SL.7.2</p> <p>SL.7.3</p>	<p>1) I can prepare for a class discussion and participate by discussing findings, I can follow agreed upon discussion rules, track goal progress and define individual roles, ask questions and respond to others, bring discussion back to topic, acknowledge new ideas and modify views.</p> <p>2) I can analyze main idea/supporting details in information presented in diverse formats</p> <p>3) I can identify a speaker’s argument and claims and evaluate the soundness of reasoning and evidence relevance</p>	<ul style="list-style-type: none"> • Discussion checklists and self-assessment sheets quarterly 	<ul style="list-style-type: none"> • Discussion • Rules • Goal • Progress • Define roles • Question • Respond • New Ideas • Modify • Views • Analyze main idea • Diverse formats • Argument • Claims • Evaluate • Reasoning • Evidence 	<p>1) Class discussions on various topics such as what was read or written about</p> <p>2) Small group discussions and reciprocal teaching groups</p>

Course Title: 7thth Grade Language Arts

UNIT/ORGANIZING PRINCIPLE: Speaking and Literature

PACING: Presentation of Knowledge and Ideas

ESSENTIAL QUESTIONS:	What do we want kids to learn?	How will we know if they have learned it?	What will we do if they do not learn it?	What will we do if they already know it?
CONCEPTS/ CONTENT (outcomes)	LEARNING TARGETS/ SKILLS (Performance Tasks)	BENCHMARKS	KEY TERMINOLOGY	ACTIVITIES/ RESOURCES
SL.7.4 SL.7.5 SL.7.6	<ul style="list-style-type: none"> • I can present important findings in a coherent manner using descriptors, facts, details, ad examples using appropriate eye contact, volume, and clear pronunciation • I can include multi-media projector visual displays when helpful to clarify and emphasize information • I can adapt speech and demonstrate command of format English 	<ul style="list-style-type: none"> • Quarterly Presentation Projects • Book Report Presentations and Videos 	<ul style="list-style-type: none"> • Present • Coherent • Descriptors • Facts • Details • Eye contact • Volume • Clear pronunciation • Multi-media projects • Adapt speech • Command • Format • English 	1) After researching and writing , students will give presentations over research in a PowerPoint format or video format only

Course Title: 7th Grade Language Arts

UNIT/ORGANIZING PRINCIPLE: Language Standards

PACING: Conventions of Standard English

ESSENTIAL QUESTIONS:	What do we want kids to learn?	How will we know if they have learned it?	What will we do if they do not learn it?	What will we do if they already know it?
CONCEPTS/ CONTENT (outcomes)	LEARNING TARGETS/ SKILLS (Performance Tasks)	BENCHMARKS	KEY TERMINOLOGY	ACTIVITIES/ RESOURCES
<p>L.7.1</p> <ul style="list-style-type: none"> • L.7.1a • L.7.1b • L.7.1c <p>L.7.2</p> <ul style="list-style-type: none"> • L.7.2a • L.7.2b 	<p>1) I can explain the function of phrases and clauses, I can choose various type of sentences to show idea relationships, and I can use phrases and clauses, appropriately in sentences</p> <p>2) I can use a comma to separate adjectives and I can spell correctly</p>	<ul style="list-style-type: none"> • CCSS Benchmark 1 • CCSS Benchmark 2 • CCSS Benchmark 3 • CCSS Benchmark 4 	<ul style="list-style-type: none"> • Clauses • Sentences • Ideas • Commas • Adjectives • Spelling 	<ol style="list-style-type: none"> 1) Practice Exercises over clauses and phrases in grammar textbook 2) Writing exercises from grammar textbook over sentences 3) Punctuation and writing exercises using commas and parts of speech from grammar textbook 4) Lecture and discussion over punctuation and parts of speech 5) Various Writing assignments 6) Weekly spelling/vocab tests

Course Title: 7th Grade Language Arts

UNIT/ORGANIZING PRINCIPLE: Language Standards

PACING: Knowledge of Language

ESSENTIAL QUESTIONS:	What do we want kids to learn?	How will we know if they have learned it?	What will we do if they do not learn it?	What will we do if they already know it?
CONCEPTS/ CONTENT (outcomes)	LEARNING TARGETS/ SKILLS (Performance Tasks)	BENCHMARKS	KEY TERMINOLOGY	ACTIVITIES/ RESOURCES
<p>L.7.3</p> <ul style="list-style-type: none"> • L.7.3a 	<p>I can choose language to express ideas in a precise and concise manner.</p>	<ul style="list-style-type: none"> • Quarterly Summative Assessments of Grammar and Writing • CCSS Benchmark 1 • CCSS Benchmark 2 • CCSS Benchmark 3 • CCSS Benchmark 4 	<ul style="list-style-type: none"> • Language • Express Ideas • Precise and Concise Language 	<ol style="list-style-type: none"> 1) Practice exercises in Grammar Textbook 2) Grammar Warm-ups 3) Formative Grammar assessments 4) Writing exercises and assignments

Course Title: 7th Grade Language Arts

UNIT/ORGANIZING PRINCIPLE: Language Standards

PACING: Vocabulary Acquisition and Use

ESSENTIAL QUESTIONS :	What do we want kids to learn?	How will we know if they have learned it?	What will we do if they do not learn it?	What will we do if they already know it?
CONCEPTS/CONTENT (outcomes)	LEARNING TARGETS/ SKILLS (Performance Tasks)	BENCHMARKS	KEY TERMINOLOGY	ACTIVITIES/ RESOURCES
<p>L.7.4</p> <ul style="list-style-type: none"> • L.7.4a • L.7.4b • L.7.4c • L.7.4d <p>L.7.5</p> <ul style="list-style-type: none"> • L.7.5a • L.7.5b • L.7.5c <p>L.7.6</p>	<p>1) I can use context clues to figure out word meanings, I can use Greek and Latin affixes and roots, I can also use reference materials to determine pronunciation meaning and part of speech, and I can verify what I think a word means by looking it up</p> <p>2) I can interpret figures of speech in context and use word relationships to better understand meaning</p> <p>3) I can use grade 7 vocabulary appropriately and use resources to gather word knowledge when needing an important word for comprehension</p>	<ul style="list-style-type: none"> • CCSS Benchmark 1 • CCSS Benchmark 2 • CCSS Benchmark 3 • CCSS Benchmark 4 • Quarterly STAR Test Assessments 	<ul style="list-style-type: none"> • Context • Clues • Word meanings • Greek and Latin affixes • Reference materials • Parts of Speech • Pronunciation • Figures of Speech • Word Relationships • Vocabulary • Resources • Comprehension 	<ol style="list-style-type: none"> 1) Reading stories, articles, poems, drama, and non-fiction texts in literature textbook 2) Grammar textbook exercises over affixes and roots 3) Weekly spelling/ vocabulary lists and tests 4) Class lecture and discussion

Course Title: 8th Grade Language Arts

UNIT/ORGANIZING PRINCIPLE: Reading and Literature PACING: Key Ideas and Details

ESSENTIAL QUESTIONS:	What do we want kids to learn?	How will we know if they have learned it?	What will we do if they do not learn it?	What will we do if they already know it?
CONCEPTS/CONTENT (outcomes)	LEARNING TARGETS/ SKILLS (Performance Tasks)	BENCHMARKS	KEY TERMINOLOGY	ACTIVITIES/ RESOURCES
<p>RL.8.1 RL.8.2 RL.8.3</p>	<p>1) I can cite textual evidence that strongly support my inferences and analysis of the text</p> <p>2) I can determine and analyze the theme of a text. I can analyze the relationships of the theme to story elements and give a summary of text.</p> <p>3) I can analyze how dialogue or incidents reveal information about characters or plot development.</p>	<ul style="list-style-type: none"> • CCSS Reading Benchmark 1 • CCSS Reading Benchmark 2 • CCSS Reading Benchmark 3 • CCSS Reading Benchmark 4 	<ul style="list-style-type: none"> • Evidence • Infer • Analyze • Theme • Summary • Character and plot development 	<p>a) Read and discuss stories, poems and drama in a textbook</p> <p>b) Compete constructed response questions over text showing supporting details</p> <p>c) Read and discuss novels, complete graphic organizers, and reciprocal teaching</p> <p>d) Formative assessments over text</p>

Course Title: 8th Grade Language Arts

UNIT/ORGANIZING PRINCIPLE: Reading and Literature

PACING: Craft and Structure

ESSENTIAL QUESTIONS:	What do we want kids to learn?	How will we know if they have learned it?	What will we do if they do not learn it?	What will we do if they already know it?
CONCEPTS/ CONTENT (outcomes)	LEARNING TARGETS/ SKILLS (Performance Tasks)	BENCHMARKS	KEY TERMINOLOGY	ACTIVITIES/ RESOURCES
<p>RL.8.4 RL.8.5 RL.8.6</p>	<p>1) I can determine the figurative and connotative meaning of words and phrases based on how they are used in text and I can analyze the impact word choice has on the meaning and tone of the text</p> <p>2) I can compare and contrast the structure of two or more texts and I can analyze how form/structure contributes to meaning and style</p> <p>3) I can analyze how differences in point of view create suspense or humor.</p>	<ul style="list-style-type: none"> • CCSS Reading Benchmark 1 • CCSS Reading Benchmark 2 • CCSS Reading Benchmark 3 • CCSS Reading Benchmark 4 	<ul style="list-style-type: none"> • Figurative and connotative meaning • Determine • Analyze • Word choice • Meaning • Tone • Compare • Contrast • Structure • Form • Style • Point of view • Text effect • Suspense • Humor 	<p>a) Read and discuss stories, poems, and drama in textbook, novels, magazines, etc.</p> <p>b) Complete constructed response questions over figurative/connotative meaning, word choice, effects, structure, points of view, and text effects.</p> <p>c) Complete compare/contrast graphic organizers, worksheets, reciprocal teaching</p> <p>d) Formative assessments over text.</p>

Course Title: 8th Grade Language Arts

UNIT/ORGANIZING PRINCIPLE: Reading Literature

PACING: Integration of Knowledge and Ideas

ESSENTIAL QUESTIONS:	What do we want kids to learn?	How will we know if they have learned it?	What will we do if they do not learn it?	What will we do if they already know it?
CONCEPTS/ CONTENT (outcomes)	LEARNING TARGETS/ SKILLS (Performance Tasks)	BENCHMARKS	KEY TERMINOLOGY	ACTIVITIES/ RESOURCES
<p>RL.8.7 RL.8.8 RL.8.9</p>	<p>1) I can analyze how a production of a text differs from the written text and evaluate choices made by directors and actors</p> <p>2) I can analyze how modern works of fiction use theme, pattern, or character types from traditional stories, myths, and or the Bible</p>	<ul style="list-style-type: none"> • CCSS 1 • CCSS 2 • CCSS 3 • CCSS4 	<ul style="list-style-type: none"> • Analyze • Difference in text and production • Evaluate • Theme • Pattern • Character type • Modern fiction • Traditional Fiction • Myth 	<p>a) Read and discuss stories, poems and drama in textbook, novels, and other media</p> <p>b) Compete constructed response questions over text vs. production differences, theme, pattern, and character types</p> <p>c) Complete graphic organizers, worksheets, and reciprocal teaching to look at modern and traditional fiction</p> <p>d) Formative assessments over text and productions</p>

Course Title: 8th Grade Language Arts

UNIT/ORGANIZING PRINCIPLE: Reading Literature

PACING: Integration of Knowledge and Ideas

ESSENTIAL QUESTIONS:	What do we want kids to learn?	How will we know if they have learned it?	What will we do if they do not learn it?	What will we do if they already know it?
CONCEPTS/ CONTENT (outcomes)	LEARNING TARGETS/ SKILLS (Performance Tasks)	BENCHMARKS	KEY TERMINOLOGY	ACTIVITIES/ RESOURCES
RL.8.10	<ul style="list-style-type: none"> • I can read and comprehend literature at the eighth grade level 	<ul style="list-style-type: none"> • CCSS 1 • CCSS 2 • CCSS 3 • CCSS4 • STAR Test Quarterly 	<ul style="list-style-type: none"> • Read • Comprehend • Grade Level • Literature 	<ul style="list-style-type: none"> a) Read and discuss stories, poems, drama, in 8th grade textbook, novels, magazines, etc. b) Complete constructed response questions over text to show comprehension of text c) Formative assessments over text

Course Title: 8th Grade Language Arts

UNIT/ORGANIZING PRINCIPLE: Reading Informational Text

PACING: Key Ideas and Details

ESSENTIAL QUESTIONS:	What do we want kids to learn?	How will we know if they have learned it?	What will we do if they do not learn it?	What will we do if they already know it?
CONCEPTS/ CONTENT (outcomes)	LEARNING TARGETS/ SKILLS (Performance Tasks)	BENCHMARKS	KEY TERMINOLOGY	ACTIVITIES/ RESOURCES
<p>RI.8.1 RI.8.2 RI.8.3</p>	<ul style="list-style-type: none"> • I can cite textual evidence to strongly support my inferences and analysis • I can determine two or more central ideas and analyze their development including supporting ideas and give objective summary of text • I can analyze how a text makes connections w/ individuals, ideas, or events 	<ul style="list-style-type: none"> • CCSS 1 • CCSS 2 • CCSS 3 • CCSS4 	<ul style="list-style-type: none"> • Evidence • Support • Inferences • Analyze • Central ideas • Development • Summarize • Connections • Distinctions 	<ol style="list-style-type: none"> 1) Read and discuss non-fiction text in textbooks, magazines, and other media 2) Complete CR question over text showing inferences and supporting details 3) Complete graphic organizers showing relationships of inferences and evidence summary writing and idea development 4) Formative assessments over text 5) Write summaries of text with no bias using evidence from text

Course Title: 8th Grade Language Arts

UNIT/ORGANIZING PRINCIPLE: Reading Informational Text

PACING: Craft & Structure

ESSENTIAL QUESTIONS:	What do we want kids to learn?	How will we know if they have learned it?	What will we do if they do not learn it?	What will we do if they already know it?
CONCEPTS/CONTENT (outcomes)	LEARNING TARGETS/ SKILLS (Performance Tasks)	BENCHMARKS	KEY TERMINOLOGY	ACTIVITIES/ RESOURCES
<p>RI.8.4 RI.8.5 RI.8.6</p>	<p>1) I can determine figurative, connotative, or technical meaning of words or phrases and analyze how the chosen words affect meaning and tone.</p> <p>2) I can analyze the structure of a specific paragraph in text and tell how each sentence is important in concept development.</p> <p>3) I can determine authors' point of view and purpose and analyze how an author responds to conflicting viewpoints or evidence</p>	<ul style="list-style-type: none"> • CCSS 1 • CCSS 2 • CCSS 3 • CCSS4 	<ul style="list-style-type: none"> • Figurative • Connotative and technical meaning • Analyze • Meaning • Tone • Structure • Concept development • Point of view • Purpose • Conflicting evidence 	<p>1) Read and discuss non-fiction text in textbooks, magazines, and other media</p> <p>2) Complete CR questions over text connecting meaning of words to tone of text and sentence use in concept development</p> <p>3) Graphic organizers and activities to determine point of view/ purpose as well as author's response to conflicting evidence/viewpoints</p> <p>4) Sheets for students to highlight authors views and contrasting evidence/views</p> <p>5) Formative assessments over text.</p>

Course Title: 8th Grade Language Arts

UNIT/ORGANIZING PRINCIPLE: Reading Informational Text

PACING: Integration of Knowledge and Ideas

ESSENTIAL QUESTIONS:	What do we want kids to learn?	How will we know if they have learned it?	What will we do if they do not learn it?	What will we do if they already know it?
CONCEPTS/CONTENT (outcomes)	LEARNING TARGETS/ SKILLS (Performance Tasks)	BENCHMARKS	KEY TERMINOLOGY	ACTIVITIES/ RESOURCES
<p>RI.8.7 RI.8.8 RI.8.9</p>	<p>1) I can evaluate advantages/disadvantages of using a particular medium to present a topic.</p> <p>2) I can trace and evaluate argument/claims in text and assess whether reasoning and evidence are sound and sufficient to support claims then recognize when evidence is irrelevant to argument</p> <p>3) I can analyze a time when two text present of listing information about the same topic and determine if the problem is facts or interpretation</p>	<ul style="list-style-type: none"> • CCSS 1 • CCSS 2 • CCSS 3 • CCSS4 	<ul style="list-style-type: none"> • Evaluate • Advantages • Disadvantages • Mediums • Trace • Evaluate • Argument/Claims • Assess • Evidence • Analyze • Conflict • Facts • Interpretation 	<p>1) Read, discuss, and list argument/claims in a text and list supporting evidence.</p> <p>2) Write a summary of claims and evidence is sufficient or irrelevant</p> <p>3) Look at various topics and discuss the best way</p> <p>4) Read texts over same topic but w/conflicting evidence and decide where the problem is.</p> <p>5) Formative assessments over argument/claims and evaluation of this type of writing.</p>

Course Title: 8th Grade Language Arts

UNIT/ORGANIZING PRINCIPLE: Reading Informational Text

PACING: Range of Reading and level of Text Complexity

ESSENTIAL QUESTIONS:	What do we want kids to learn?	How will we know if they have learned it?	What will we do if they do not learn it?	What will we do if they already know it?
CONCEPTS/ CONTENT (outcomes)	LEARNING TARGETS/ SKILLS (Performance Tasks)	BENCHMARKS	KEY TERMINOLOGY	ACTIVITIES/ RESOURCES
RI.8.10	I can read and comprehend informational text at the eighth grade level.	<ul style="list-style-type: none"> • CCSS 1 • CCSS 2 • CCSS 3 • CCSS 4 • Quarterly STAR Tests 	<ul style="list-style-type: none"> • Read • Comprehend • Grade Level • Informational text 	<ul style="list-style-type: none"> a) Read and discuss informational text in 8th grade textbooks, magazines, and other media b) Complete CR questions over text to show comprehension c) Formative assessments over nonfiction texts.

Course Title: 8th Grade Language Arts

UNIT/ORGANIZING PRINCIPLE: Writing

PACING: Text Types and Purposes

ESSENTIAL QUESTIONS:	What do we want kids to learn?	How will we know if they have learned it?	What will we do if they do not learn it?	What will we do if they already know it?
CONCEPTS/CONTENT (outcomes)	LEARNING TARGETS/ SKILLS (Performance Tasks)	BENCHMARKS	KEY TERMINOLOGY	ACTIVITIES/ RESOURCES
<p>W.8.1</p> <ul style="list-style-type: none"> • W.8.1a • W.8.1b • W.8.1c • W.8.1d • W.8.1e <p>W.8.2</p> <ul style="list-style-type: none"> • W.8.2a • W.8.2b • W.8.2c • W.8.2d • W.8.2e • W.8.2f <p>W.8.3</p> <ul style="list-style-type: none"> • W.8.3a • W.8.3b • W.8.3c • W.8.3d • W.8.3e 	<p>1) I can argument to support claims with clear reasons of evidence by:</p> <ul style="list-style-type: none"> • Introducing and supporting claims using cohesive words and phrases with a formal style and provide conclusion <p>2) I can write informative text examining a topic with a clear introduction using fact, details, quotes, and examples with transitions, and precise language with a formal style throughout with a conclusion.</p> <p>3) I can write a real or imagined narrative with descriptive details by establishing a context point of view logical sequence with dialogue, pacing, transitional words with precise language and conclusion</p>	<ul style="list-style-type: none"> • CCSS Benchmark 1 (Writing Exercise) • CCSS Benchmark 2 (Writing Exercise) • CCSS Benchmark 3 (Writing Exercise) • CCSS Benchmark 4 (Writing Exercise) 	<ul style="list-style-type: none"> • Write • Argument • Informative Text • Narrative • Evidence • Conclusion • Introduction • Facts • Transitions • Precise Language • Formal Style • Context • Point of View • Sequencing 	<p>1) Writing Assignments to argue, inform, or entertain using:</p> <ul style="list-style-type: none"> • Graphic organizers • Transition list • Dictionary • Thesaurus • Pro/Con Organizer • Editing Checklists • Writing Rubrics

Course Title: 8th Grade Language Arts

UNIT/ORGANIZING PRINCIPLE: Writing

PACING: Production & Distribution of Writing

ESSENTIAL QUESTIONS:	What do we want kids to learn?	How will we know if they have learned it?	What will we do if they do not learn it?	What will we do if they already know it?
CONCEPTS/CONTENT (outcomes)	LEARNING TARGETS/ SKILLS (Performance Tasks)	BENCHMARKS	KEY TERMINOLOGY	ACTIVITIES/ RESOURCES
<p>W.8.4 W.8.5 W.8.6</p>	<p>1) I can produce clear, coherent writing with development, organization, and style appropriate for 8th grade tasks, purposes, and audiences</p> <p>2) I can use guidance from peers and adults to plan, revise, or edit writing and try new approaches to focus on audience and purpose</p> <p>3) I can use technology to produce and publish my writing and use the internet to interact and collaborate with peers on writing projects.</p>	<ul style="list-style-type: none"> • CCSS 1 (Writing) • CCSS 2 (Writing) • CCSS 3 (Writing) • CCSS 4 (Writing) 	<ul style="list-style-type: none"> • Produce • Writing • Development • Organization • Style • Purpose • Audience • Guidance • Plan • Revise • Edit • Technology • Publish • Collaborate 	<p>1) Various writing assignments to include:</p> <ul style="list-style-type: none"> • Graphic organizers • Correct paragraphing • Peer editing • Editing checklists • Follow the writing process • MS Word • Internet Research • MS PowerPoint • Writing rubrics

Course Title: 8th Grade Language Arts

UNIT/ORGANIZING PRINCIPLE: Writing

PACING: Research to Build and Present Knowledge

ESSENTIAL QUESTIONS:	What do we want kids to learn?	How will we know if they have learned it?	What will we do if they do not learn it?	What will we do if they already know it?
CONCEPTS/ CONTENT (outcomes)	LEARNING TARGETS/ SKILLS (Performance Tasks)	BENCHMARKS	KEY TERMINOLOGY	ACTIVITIES/ RESOURCES
<p>W.8.7 W.8.8 W.8.9</p> <ul style="list-style-type: none"> • W.8.9a • W.8.9b 	<ol style="list-style-type: none"> 1) I can conduct short research projects to answer a specific question using several sources and generate additional questions if needed. 2) I can gather information and assess credibility, I can quote or paraphrase information found, and I can follow a standard format for citation in my work 3) I can use evidence from literature and informational text to support analysis, reflection, and research in my writing 	<ul style="list-style-type: none"> • CCSS Quarter 1 Writing Assignment • CCSS Quarter 2 Writing Assignment • CCSS Quarter 3 Writing Assignment • CCSS Quarter 4 Writing Assignment 	<ul style="list-style-type: none"> • Research • Question • Sources • Gather • Credibility • Quote • Paraphrase • Standard Format for Citation • Evidence • Analyze • Reflect 	<ol style="list-style-type: none"> 1) Various writing activities to research a topic to include: <ul style="list-style-type: none"> • The political Dr. Seuss • Diversity in America • MLA Format source recording page • Minimum number of sources • Book Trailer videos including resource page

Course Title: 8th Grade Language Arts

UNIT/ORGANIZING PRINCIPLE: Speaking and Listening

PACING: Comprehension and Collaboration

ESSENTIAL QUESTIONS:	What do we want kids to learn?	How will we know if they have learned it?	What will we do if they do not learn it?	What will we do if they already know it?
CONCEPTS/CONTENT (outcomes)	LEARNING TARGETS/ SKILLS (Performance Tasks)	BENCHMARKS	KEY TERMINOLOGY	ACTIVITIES/ RESOURCES
<p>SL.8.1</p> <ul style="list-style-type: none"> • SL.8.1a • SL.8.1b • SL.8.1c • SL.8.1.d <p>SL.8.2</p> <p>SL.8.3</p>	<p>1) I can engage in a range of collaborative discussion with divers partners by coming to discussions prepared and refer to evidence, following agreed-upon rules for discussions, asking questions to connect ideas of several speakers, acknowledging new ideas and modifying my views.</p> <p>2) I can analyze the purpose of information expressed in media and evaluate motives</p> <p>3) I can identify speaker’s arguments/claims, evaluate soundness of reasoning, and identify when irrelevant evidence is introduced</p>	<ul style="list-style-type: none"> • Discussion checklists • Self-assessment sheets quarterly 	<ul style="list-style-type: none"> • Collaborative discussion • Offer Evidence • Rules • Questioning • Connect Ideas • Acknowledge New Ideas • Modify thinking • Analyze purpose • Evaluate • Motive • Identify • Arguments/Claims • Irrelevant Evidence 	<p>1) Class Discussions on various topics such as what was read or written about</p> <p>2) Small group discussions and reciprocal Teaching groups</p>

Course Title: 8th Grade Language Arts

UNIT/ORGANIZING PRINCIPLE: Speaking and Listening

PACING: Presentation of Knowledge & Ideas

ESSENTIAL QUESTIONS:	What do we want kids to learn?	How will we know if they have learned it?	What will we do if they do not learn it?	What will we do if they already know it?
CONCEPTS/ CONTENT (outcomes)	LEARNING TARGETS/ SKILLS (Performance Tasks)	BENCHMARKS	KEY TERMINOLOGY	ACTIVITIES/ RESOURCES
SL.8.4 SL.8.5 SL.8.6	<ol style="list-style-type: none"> 1) I can present important findings in a coherent manner using relevant evidence, valid reasoning, appropriate details, eye contact, adequate volume and clear pronunciation 2) I can include multi-media projects or visual displays to help clarify and emphasize info. 3) I can adapt my speech to a variety of tasks and contexts and demonstrate command of formal English when appropriate 	<ul style="list-style-type: none"> • Quarterly Presentation Projects 	<ul style="list-style-type: none"> • Present • Coherent • Relevancy • Reasoning • Details • Eye contact • Volume • Pronunciation • Multi-media • Projects • Clarify • Adapt • Command of Formal English 	<ol style="list-style-type: none"> 1) After researching and writing, students will give presentations over research in a PowerPoint format or video only presenting relevant information as related to research question

Course Title: 8th Grade Language Arts

UNIT/ORGANIZING PRINCIPLE: Language Standards

PACING: Conventions of Standard English

ESSENTIAL QUESTIONS:	What do we want kids to learn?	How will we know if they have learned it?	What will we do if they do not learn it?	What will we do if they already know it?
CONCEPTS/CONTENT (outcomes)	LEARNING TARGETS/ SKILLS (Performance Tasks)	BENCHMARKS	KEY TERMINOLOGY	ACTIVITIES/ RESOURCES
<p>L.8.1</p> <ul style="list-style-type: none"> • L.8.1a • L.8.1b • L.8.1c • L.8.1d <p>L.8.2</p> <ul style="list-style-type: none"> • L.8.2a • L.8.2b • K.8.2c 	<p>1) I can explain the function of verbal, I can form and use verbs in the active and passive voice, I can form and use verbs in various moods, and I can recognize and correct in appropriate shifts in verb voice and mood.</p> <p>2) I can use punctuation to indicate a pause or break, use an ellipsis to indicate an omission, and spell correctly</p>	<ul style="list-style-type: none"> • CCSS 1 • CCSS 2 • CCSS 3 • CCSS 4 • Quarterly Summative Assessments on parts of speech • Quarterly Summative speaking tests 	<ul style="list-style-type: none"> • Verbals • Active and Passive voice • Verb mood • Shift and tense • Punctuation • Ellipsis • Spelling 	<ol style="list-style-type: none"> 1) Proactive exercises over verbals in Grammar textbook 2) Writing exercise from grammar textbook using verbals 3) Punctuation practice and writing exercises from grammar textbooks 4) Lecture and discussion over verbals and punctuation 5) Writing assignments 6) Weekly spelling/vocab tests

Course Title: 8th Grade Language Arts

UNIT/ORGANIZING PRINCIPLE: Language Standards

PACING: Knowledge of Language

ESSENTIAL QUESTIONS:	What do we want kids to learn?	How will we know if they have learned it?	What will we do if they do not learn it?	What will we do if they already know it?
CONCEPTS/ CONTENT (outcomes)	LEARNING TARGETS/ SKILLS (Performance Tasks)	BENCHMARKS	KEY TERMINOLOGY	ACTIVITIES/ RESOURCES
<p>L.8.3</p> <ul style="list-style-type: none"> • L.8.3a 	<p>I can use knowledge of language and conventions when writing, speaking, reading or listening and I can use verbs in all voices and manners</p>	<ul style="list-style-type: none"> • CCSS 1 • CCSS 2 • CCSS 3 • CCSS 4 • Quarterly Summative Assessments on verbs 	<ul style="list-style-type: none"> • Conventions • Verb use • Verb • Voice 	<ol style="list-style-type: none"> 1) Practice exercises in grammar textbook 2) Grammar warm-ups 3) Formative Grammar assessments 4) Writing exercises and assignments

Course Title: 8th Grade Language Arts

UNIT/ORGANIZING PRINCIPLE: Language Standards

PACING: Vocabulary Acquisition and Use

ESSENTIAL QUESTIONS:	What do we want kids to learn?	How will we know if they have learned it?	What will we do if they do not learn it?	What will we do if they already know it?
CONCEPTS/CONTENT (outcomes)	LEARNING TARGETS/ SKILLS (Performance Tasks)	BENCHMARKS	KEY TERMINOLOGY	ACTIVITIES/ RESOURCES
<p>L.8.4</p> <ul style="list-style-type: none"> • L.8.4a • L.8.4b • L.8.4c • L.8.4d <p>L.8.5</p> <ul style="list-style-type: none"> • L.8.5a • L.8.5b • L.8.5c <p>L.8.6</p>	<p>1) I can determine and clarify the meaning of unknown and multiple-meaning words by using context clues, using common Greek and Latin affixes and roots using reference materials to determine pronunciation, meaning, part of speech, and verifying what a word means by looking it up.</p> <p>2) I can interpret figures of speech in context and distinguish between connotations and denotations</p> <p>3) I can use appropriate vocabulary and use resources to gather word knowledge when I need a word for comprehension/expression</p>	<ul style="list-style-type: none"> • CCSS 1 • CCSS 2 • CCSS 3 • CCSS 4 • Quarterly STAR Test Assessments 	<ul style="list-style-type: none"> • Clarify words • Context clues • Affixes • Roots • Reference Materials • Part of Speech • Word meanings • Figures of speech • Connotations • Denotations • Vocabulary • Word resources 	<ol style="list-style-type: none"> 1) Reading stories, articles, poems, drama, and non-fiction texts in literature textbook 2) Grammar textbook exercises over affixes and roots 3) Weekly spelling/vocabulary lists and tests 4) Class Lecture and Discussion