

GRADE 7 ELA PACING AT A GLANCE

CURRICULUM/ DATE	Unit	Texts	STANDARDS
<p>September 19 -October 14</p> <p>Lessons: 1, 2, 4, 5-8,10-14</p>	<p><b>Module 1, Unit 1: Perspectives in Southern Sudan</b></p> <p>Reading Closely and Writing to Analyze: How do individuals survive in challenging environments?</p>	<p><i>A Long Walk to Water</i></p> <p>“Time Trip”</p> <p>“Sudanese Tribes Confront Modern War”</p> <p>“Loss of Cultural Vital Cattle Leaves Dinka Tribe Adrift in Refugee Camps”</p>	<p>RL.7.1,7.6, 7.9 W.7.4, W.7.9</p>
<p>October 17-November 11</p> <p>Lessons: 1-5, 7-11, 14-17, 19</p>	<p><b>Module 1, Unit 2:</b> “Surviving in Sudan”</p>	<p><i>A Long Walk to Water</i></p> <p>“Water for Sudan”</p>	<p>RL.7.1, 7.2, 7.9 W. 7.2, 7.4, 7.8, 7.9 L.7.6</p>
<p>November 14-November 18</p>	<p><b>Extended Response: How does Salva survive in a challenging environment?</b></p>	<p>Students will create an extended response to answer this essential question. Students will be using text-based details to support this idea.</p>	<p>RL.7.1, 7.2, 7.3 W.7.2, 7.4, 7.5, 7.9 L.7.1, 7.2, 7.3</p>
<p>November 21-December 14</p> <p>Lessons: 1, 2, 3, 5, 7, 9, 10</p> <p>It is suggested that 5 of 7 texts are read. Keep in mind the 2 texts in the assessments are required for assessments</p>	<p><b>Module 2B, Unit 1:</b></p> <p>“Reading Closely and Citing Evidence Stories of Personal Identity Formation”</p>	<p>“Not Much, Just Chillin’: The Hidden Lives of Middle Schoolers”</p> <p>“Team Players”</p> <p>“The Border”</p> <p>“Why Couldn’t Snow White Be Chinese?”</p> <p>“Teen Slang: What’s, Like, So Wrong with Like?”</p> <p>“Is Money Affecting Your Social Status?”</p>	<p>RI.7.2, 7.3, 7.5 RL.7.11a</p>

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		<p><b>“The Myth of Pygmalion”</b></p>	
<p>December 15-January 20</p> <p>Suggested reading pace ½ an Act per day.</p> <p>Modify pacing of module lesson in order to correspond with the pages the class has read.</p> <p>Lessons: 1-7, 9-10, 12-17</p>	<p><b>Module 2B, Unit 2:</b></p> <p>“Reading Drama and Writing to Learn: Identity Transformation in Pygmalion”</p> <p>How can individuals re-create themselves?</p>	<p><b>“Victorian Women: Not What You Might Think”</b></p> <p><i>Pygmalion</i></p>	<p>RL.7.1 W7.1, 7.5, 7.9 L.7.4 SL.7.1</p>
<p>January 23-February 17</p> <p>Lessons:  1-5, 7-13</p>	<p><b>Module 2B, Unit 3:</b></p> <p>“Analyzing Gender Roles in Advertising”</p>	<p><b>Suggested Texts</b></p> <p><b>YouTube Video: Gender Marking in Moon Sand”</b></p> <p><b>“Men Are Becoming the Ad Target of the Gender Sneer”</b></p> <p><b>“Guys and Dolls No More?”</b></p> <p><b>“Geena Davis, Media Equalizer”</b></p> <p><b>“Body Image and Eating Disorders”</b></p>	<p>SL.7.2 W.7.2, 7.3, 7.4, 7.6, 7.7, 7.8</p> <p>(Omitted to have students complete the extended response on effects of screen time before ELA Assessment). J.C.</p>
<p>February 27-March 24</p> <p>Lesson: 1-10</p> <p>Highly recommended Lesson 5 &amp; 10 Mid-Unit and End-of-Unit Assessments</p> <p>Recommend 5 of the other 8 texts</p>	<p><b>Module 4A, Unit 1:</b></p> <p>Building Background: “Development of the Adolescent Brain”</p>	<p><b>“Teens and Decision Making” Scholastic</b></p> <p><b>“Teen Brain It’s Just Not Grown Up Yet”</b></p> <p><b>Richard Knox</b></p> <p><b>“What’s Growing On in Your Brain”</b></p> <p><b>Linda Bernstein</b></p> <p><b>“The Child’s Developing Brain”</b></p> <p><b>“What You Should Know about Your Brain”</b></p> <p><b>TEDx Talk (Video) “Understanding the Limbic System</b></p>	<p>RL.7.1 RI.7.2, 7.4, 7.5, 7.7, 7.11a SL.7.2, 7.2 L.7.</p> <p>K.R. RI.7.1, RI.7.2, RI. 7.7</p> <p>LL</p>

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		<p><b>“The Digital Evolution and the Adolescent Brain Evolution” (4-5 excerpts)</b>  <b>“Growing Up Digital” NY Times Wonder Unit with Project Bullying and Brain Non-Fiction Articles</b>  <b>LL`KK</b></p>	
<p>March 27-April 21</p> <p>Lessons: 1-8, 11-12 (highly recommended-2 Part Mid-Unit assessment)</p> <p>Lesson 13, 15, 17, &amp; 18            Spring recess and ELA state exam accounted for in pacing this unit.</p>	<p><b>Module 4A, Unit 2:</b></p> <p>“The Effects of Screen Time on the Developing Brain”</p>	<p>Choose 7 of the 9 articles recommended in Unit two in addition to the required texts.</p> <p><b>Heidi St. Clair, “Can You Unplug for 24 Hours?” The Huffington Post, March 22, 2012, as found at <a href="http://www.huffingtonpost.com/heidi-sinclair/national-day-ofunplugging_b_1373187.html">http://www.huffingtonpost.com/heidi-sinclair/national-day-ofunplugging_b_1373187.html</a>.</b></p> <p><b>Margaret Desler, M.D., “Guest Opinion: Step Away from the Screen,” Contra Costa Times, May 2, 2013</b></p> <p><b>Jeffrey Brown, Nicholas Carr, and Mathew Kielty. “Nicholas Carr’s ‘The Shallows: What the Internet is Doing to Our Brains’”. PBS News Hours, August 27, 2010, as found at <a href="http://www.pbs.org/newshour/art/blog/2010/08/conversation-nicholas-carrs-the-shallows-what-the-internet-is-doing-to-our-brains.html">http://www.pbs.org/newshour/art/blog/2010/08/conversation-nicholas-carrs-the-shallows-what-the-internet-is-doing-to-our-brains.html</a></b></p>	<p>RL.7.11            RI.7.1, 7.3, 7.8,7.9            SL.7.1, 7.2, 7.3, 7.4, 7.5, 7.6            W.7.1, 7.4, 7.5, 7.7, 7.8,7.9            L.7.4, 7.6</p>

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<p>April 24- May 12</p> <p>Lessons: 1, 2, 4-7, 9</p>	<p><b>Module 4A, Unit 3: Performance Task</b></p>	<p><b>Model Position Paper: Facebook: Not for Kids</b></p>	<p>RL.7.11                      RI.7.1, 7.3, 7.8,7.9                      SL.7.1, 7.2, 7.3, 7.4, 7.5, 7.6                      W.7.1, 7.4, 7.5, 7.7, 7.8,7.9                      L.7.4, 7.6</p> <p>(Complete extended response performance task 3/9) J.C.</p>
<p>May 15-June 2</p> <p>Use Lessons 11, 13, &amp; 15 from Module 3A (Modify these lessons to fit the poetry in <i>The Outsiders</i></p>	<p><b>Module 3A, Unit 1:</b></p> <p>“Building Background Knowledge-Powerful Stories and Poverty in America”</p>	<p><i>The Outsiders</i></p> <p>“Nothing Gold Can Stay”</p> <p>-or-</p> <p><b>Teacher's Choice:</b>                      Tiered Novel—Immigration  <i>Wonder</i>  <i>Tangerine</i>  <i>Monster</i></p>	<p>RL.7.1, 7.2, 7.4, 7.5, 7.6, 7.10                      SL.7.1                      L.7.4, 7.5</p>
<p>June 5 – June 22</p> <p>Lesson 14, 15, 16 for Module 3A unit 2.</p>	<p><b>Module 3A, Unit 2:</b></p> <p>“Using evidence to support literary analysis”</p>	<p><b>Use articles on Poverty in America</b></p> <p>“The Gap Between Rich and Poor Grew”</p> <p>“The Geography of Wealth” (video)</p> <p>“Two Economics, One World” (video)</p>	<p>RL.7.1, 7.2, 7.4, 7.5, 7.6, 7.10                      SL.7.1                      L.7.4, 7.5</p>

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