

7th Grade ELA Instructional Guide

Grade Level Seventh Grade

Subject English Language Arts

School System Pickens County

School Year 2011-2012

Time Period (Pacing – when)	ARMT/ AHSGE	Standards/ Components (Pacing – what) Break down into component parts	Resources/ Activities (Pacing – how) Curricular Alignment	Date of Common Formative Assessment (Pacing – how well)	Mapping Comments (What works what needs adjustment)
1 st nine-week term and throughout semester	ARMT Standard1 AHSGE Reading I-2 Determine sequence of events II-2 Draw conclusions IV-1 Determine meaning of word *III-1 Recognize logic and arguments Language * I-9 Identify commonly confused words	7.1.a. Apply strategies appropriate to the type of reading material, including setting purposes for reading to comprehend seventh-grade recreational reading materials. 7.1.B.1. Distinguishing factual from fictional materials 7.1.B.2. Determining sequence of events 7.1.B.3. Using specific context clues to determine meaning of unfamiliar words 7.1.B.4. Applying self-monitoring strategies for text understanding 7.1.B.5. Drawing conclusions to interpret unstated intent 7.1.B.6. Analyzing predictions, including confirming and refuting	Prentice Hall—Throughout text- Unit 1,2,4 Significant Vocabulary-fact/fiction, context clues, conclusions, and predictions Teaching skills workbook, flowchart, & Prentice Hall Wb Peer Tutor, Collaborative teaching, & special accommodations according to IEP ARMT Practice Booklet, CD Test Generator, & End of Unit Assessment		

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1 st nine - week term and throughout semester	ARMT Standard 1 AHSGE Reading I-2 Determine sequence of events II-2 Draw conclusions IV-1 Determine meaning of words Language * I-9 Identify commonly confused words	7.1.b. Apply strategies appropriate to the type of reading material, including making generalizations to comprehend seventh-grade recreational materials. 7.1.B.2. Determining sequence of events 7.1.B.3. Using specific context clues to determine meaning of unfamiliar words 7.1.B.4. Applying self-monitoring strategies for text understanding 7.1.B.5. Drawing conclusions to interpret unstated intent 7.1.B.6. Analyzing predictions, including confirming and refuting	Prentice Hall— Throughout text Significant Vocabulary- fact/fiction, context clues, conclusions, predictions, and generalizations 7.1.B.2—Unit 1 part 1 7.1.B.3—Unit 1 part 1 & throughout text 7.1.B.4—Unit 2 4-6 7.1.B.5—Unit 4 part 1 7.1.B. 6—Unit 2 part 1 Peer tutoring and pre-teaching vocabulary ARMT Practice Booklet		

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1 st nine - week term and throughout semester	AHSGE Language IV- 2 Demonstrate correct use of commas	7.10.b. Apply mechanics in writing, including commas to set off nouns of address.	Glencoe Grammar Workbook Glencoe Writer's Choice Significant vocabulary- Nouns of address		

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1 st nine - week term and throughout semester	AHSGE Language IV- 2 Demonstrate correct use of commas IV-3 Demonstrate correct use of semicolon and colon III- 1 Correct run-on sentences, sentence fragments and comma splices	7.10.c. Apply mechanics in writing , including commas following introductory phrases and clauses. 7.10.B.2. Using semicolons, conjunctive adverbs, and commas to join two independent clauses or to correct run-on sentences 7.10.B.3. Demonstrating correct sentence structure by avoiding comma splices 7.10.B.4. Using commas to set off nonessential clauses and appositives	Glencoe Grammar Workbook Glencoe Writer’s Choice Significant Vocabulary- semicolons, colons, adverbs, conjunctive adverbs, comma splices, appositives Mini-lessons should be completed with each subject, and the unit should be wrapped up with a review. Peer tutor/reading, small group, collaborative teaching, & special accommodations according to IEP		

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		Break down into component parts	Curricular Alignment		
1 st nine - week term and throughout semester	AHSGE Language * I-8 Determine correct use of modifiers	<p>7.11.a. Apply grammar conventions in writing.</p> <p>7.11.B.1. Identifying gerunds, infinitives, and participles in writing</p> <p>7.11.B.2. Using degrees of comparison in writing Examples: good, better, best; beautiful, more beautiful, most beautiful</p> <p>7.11.B.3. Identifying sentence patterns in writing Examples: subject→verb (S→V) subject→action verb→direct object (S→AV→DO) subject→action verb→indirect object→direct object (S→AV→IO→DO) subject→linking verb→predicate nominative (S→LV→PN) subject→linking verb→predicate adjective (S→LV→PA)</p> <p>7.11.B.4. Using compound and complex sentences in writing</p>	<p>Glencoe Grammar Workbook Glencoe Writer's Choice</p> <p>Mini Lessons used to supplement text and workbook</p> <p>Peer tutor/reading, small group, collaborative teaching, & special accommodations according to IEP</p>		

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1 st nine-week term and throughout semester	AHSGE Language I-4 Recognize pronoun-antecedent agreement in number and gender * I-6 Identify correct pronoun case	7.11.b. Apply grammar conventions in writing to pronoun-antecedent agreement.	Glencoe Grammar Workbook Glencoe Writer's Choice Significant vocabulary-antecedent, pronoun Peer tutor/reading, small group, collaborative teaching, & special accommodations according to IEP Teacher-made test, and text created tests		

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1 st nine - week term and throughout semester	AHSGE Language I-3 Recognize subject-verb agreement *I-2 Identify correct verb forms	7.11.c. Apply grammar conventions in writing to subject- verb agreement with inverted word order.	Glencoe Grammar Workbook Glencoe Writer’s Choice Significant vocabulary- inverted word order, subject-verb agreement Peer tutor/reading, small group, collaborative teaching, & special accommodations according to IEP Teacher-made test, and text created tests		

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1 st nine - week term and throughout semester	AHSGE Language I-3 Recognize subject-verb agreement	7.11.d. Apply grammar conventions in writing to subject- verb agreement with indefinite pronouns as subjects.	Glencoe Grammar Workbook Glencoe Writer's Choice Significant vocabulary- indefinite pronouns, subject-verb agreement Peer tutor/reading, small group, collaborative teaching, & special accommodations according to IEP Teacher-made test, and text created tests		

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1 st nine - week term and throughout semester	ARMT Standard 5 AHSGE Reading II-1 Identify main idea I-1 Identify supporting details	7.5. Recognize the use of textual elements, including main idea and supporting details, to gain information from various text formats, including graphs.	Prentice Hall— Throughout the text		

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1 st nine - week term	AHSGE Reading III-2 Analyze literary elements	7.6.a. Analyze nonfiction for distinguishing characteristics.	<p>Prentice Hall-Unit 3 Significant vocabulary—Writing: expository, persuasive, reflective, humorous, descriptive, and analytical writing Media accounts, letters, and journals Organizations: chronological, comparison and contrast, cause and effect, problem and solution</p> <p>Peer tutor/reading, small group, collaborative teaching, & special accommodations according to IEP</p> <p>ARMT practice booklet</p>		

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1 st nine-week term	AHSGE Reading III-2 Analyze literary elements	7.3.e. Distinguish among major genres, including biographies and autobiographies based on their characteristics.	Prentice Hall- Pages 5, 356,412, 415, 419,422, 424 ARMT Practice Book, sample texts used for comparison, for example Autobiography and a biography of the same person.		

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1 st nine - week term	AHSGE Reading III-2 Analyze literary elements	7.3.b. Distinguish among genres, including short stories based on their characteristics.	<p>Prentice Hall- Unit 2 Significant vocabulary: characters, characterizations, themes, plot, expositions, rising actions, conflict, falling actions, resolutions, foreshadowing, irony, and dialect</p> <p>Additional materials include graphic organizers, such as story maps, and plot diagrams.</p> <p>Peer tutor/reading, small group, collaborative teaching, & special accommodations according to IEP</p>		

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1 st nine - week term	ARMT Standard 2 AHSGE Reading III-2 Analyze literary elements II-1 Identify main idea I-1 Identify supporting details	7.2.a. Relate literary elements to each other, including main idea and supporting details, climax, and point of view. 7.2.B.1. Determining mood	Significant Vocabulary-main idea, supporting details, climax, mood, literary elements, and point of view Prentice Hall-Throughout text Unit 4 part 2 Unit 6 Part 2 Prentice Hall WB plot diagram/graphic organizer Peer tutor/reading, small group, collaborative teaching, & special accommodations according to IEP ARMT Practice Booklet		

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1 st nine - week term	ARMT Standard 2 AHSGE Reading III-3 Understand figurative language	7.2.b. Relate devices to each other, including imagery. 7.2.B.2. Recognizing use of flashback	Significant Vocabulary-literary devices, imagery & flashback Prentice Hall—Unit 4 part Video and recreational text, example-- <i>The Sandlot</i> ARMT Practice Booklet		

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1 st nine-week term	AHSGE Reading III-2 Analyze literary elements	7.6.c. Analyze mystery or suspense for distinguishing characteristics. 7.6.B.1. Classifying plot elements as exposition or hook, conflict, rising action, climax, falling action, or resolution	Prentice Hall—R15 & 18 <i>The Westing Game</i> <i>Who Dunnit?: How to Be a Detective in Ten Easy Lessons</i> With the addition of the practice materials		

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1 st nine-week term	AHSGE Reading III-2 Analyze literary elements	7.6.d. Analyze fantasy and adventure for distinguishing characteristics. 7.6.B.1. Classifying plot elements as exposition or hook, conflict, rising action, climax, falling action, or resolution	Prentice Hall- page 92 “All Summer in a Day” by Ray Bradbury Fantasy Workbook pages- bogglesworldesl.com/fantasy_worksheets.htm Mastery achieved with additional practice worksheets.		

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1 st nine-week term	AHSGE Reading III-2 Analyze literary elements	7.6.b. Analyze science fiction for distinguishing characteristics. 7.6.B.1. Classifying plot elements as exposition or hook, conflict, rising action, climax, falling action, or resolution	Prentice Hall—p. R 17 p. 302 <i>Zoo</i> by Edward D. Hoch ARMT practice booklets <i>The Martian Chronicles</i> by Ray Bradbury ARMT practice booklets <i>The Martian Chronicles</i> by Ray Bradbury		

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1 st nine-week term	ARMT Standard 3 AHSGE Reading III-2 Analyze literary elements	7.3.f. Distinguish among major subgenres such as folktales, myths, parables, fables based on their characteristics.	Prentice Hall- Unit Six Prentice Hall Story Audio CD Significant Vocabulary- Oral Tradition, universal theme, moral, heroes, heroines, storytelling, hyperbole, personification, allusion, myths, legends, folktales, tall tales, fables, and epics Peer tutor/reading, small group, collaborative teaching, & special accommodations according to IEP		

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1 st nine-week term and throughout semester	AHSGE Reading III-3 Understand figurative language Language V-1 Determine logical progression and completeness of paragraphs * II-2 Use formal and informal language	7.9.a. Compose in descriptive mode with a thesis sentence and introductory, supporting, and concluding paragraphs when appropriate. 7.9.B.1. Using transitional words and phrases for coherence 7.9.B.3. Using figurative language when writing in various genres	<i>Blowing Away the Writing Assessment</i> Prentice Hall- Pages 82, 355, 572 Additional practice and critiques need to take place before mastery can be achieved Peer tutor/reading, small group, collaborative teaching, & special accommodations according to IEP When teaching materials are coupled with practice and evaluation/critiques Various prompts supply varied forms of assessment		

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1 st nine-week term and throughout semester	AHSGE Reading III-3 Understand figurative language Language V-1 Determine logical progression and completeness of paragraphs * II-2 Use formal and informal language	Break down into component parts 7.9.b. Compose in narrative mode with a thesis sentence and introductory, supporting, and concluding paragraphs when appropriate. 7.9.B.1. Using transitional words and phrases for coherence 7.9.B.2. Composing various genres of literature by imitating an author's style, form, and purpose Examples: poetry, short story, folktale, tall tale, nonfiction, science fiction, suspense, fantasy, adventure, contemporary realistic fiction, legend, fable, myth 7.9.B.3. Using figurative language when writing in various genres	<i>Blowing Away the State Writing Assessment</i> Prentice Hall- Pages 356, 572 Additional practice and critiques need to take place before mastery can be achieved Peer tutor/reading, small group, collaborative teaching, & special accommodations according to IEP When teaching materials are coupled with practice and evaluation/critiques Various prompts supply varied forms of assessment		

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1 st nine- week term and throughout semester	AHSGE Reading III-3 Understand figurative language Language V-1 Determine logical progression and completeness of paragraphs * II-2 Use formal and informal language	Break down into component parts 7.9.c. Compose in expository mode with a thesis sentence and introductory, supporting, and concluding paragraphs when appropriate. 7.9.B.2. Composing various genres of literature by imitating an author's style, form, and purpose Examples: poetry, short story, folktale, tall tale, nonfiction, science fiction, suspense, fantasy, adventure, contemporary realistic fiction, legend, fable, myth 7.9.B.3. Using figurative language when writing in various genres	<i>Blowing Away the State Writing Assessment</i> Prentice Hall- Pages 356, 491, 572 Additional practice and critiques need to take place before mastery can be achieved Peer tutor/reading, small group, collaborative teaching, & special accommodations according to IEP When teaching materials are coupled with practice and evaluation/critiques Various prompts supply varied forms of assessment		

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1 st nine- week term and throughout semester	AHSGE Reading III-3 Understand figurative language Language V-1 Determine logical progression and completeness of paragraphs * II-2 Use formal and informal language	7.9.d. Compose in persuasive mode with a thesis sentence and introductory, supporting, and concluding paragraphs when appropriate. 7.9.B.1. Using transitional words and phrases for coherence 7.9.B.3. Using figurative language when writing in various genres	<i>Blowing Away the State Writing Assessment</i> Prentice Hall- Pages 356, 491, 572 Additional practice and critiques need to take place before mastery can be achieved Peer tutor/reading, small group, collaborative teaching, & special accommodations according to IEP When teaching materials are coupled with practice and evaluation/critiques Various prompts supply varied forms of assessment		

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2 nd nine-week term	ARMT Standard 3	7.3.a. Distinguish among major genres, including poetry based on their characteristics.	<p>Prentice Hall—Unit 4 Significant vocabulary-figurative language and sound devices Forms of poetry: narrative, haiku, free verse, lyric, ballads, concrete, limericks, and running couplets</p> <p>Peer tutor/reading, small group, collaborative teaching, & special accommodations according to IEP Sonnets and epics</p> <p>Additional time needs to be spent on sonnets and epics</p> <p>ARMT Practice Booklet</p>		

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2 nd nine-week term	ARMT Standard 3 AHSGE Reading III-2 Analyze literary elements	7.3.c. Distinguish among major genres, including novels based on their characteristics.	Novels- <i>The Outsiders</i> , <i>Sounder</i> , <i>The Tiger Rising</i> , <i>The Westing Game</i> Films- <i>The Outsider</i> , <i>Sounder</i> Teacher's guide- <i>The Outsiders</i> , <i>Sounder</i> , <i>The Tiger Rising</i> Accelerated Reader Testing for available novels Additional Practice- Venn Diagram for comparing and contrasting different forms of text Collaborative Teaching		

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2 nd nine-week term	ARMT Standard 3 AHSGE Reading III-2 Analyze literary elements	7.3.d. Distinguish among major genres, including plays based on their characteristics.	Prentice Hall- Unit 5 <i>Scholastic Scope</i> Significant Vocabulary- playwright, acts, dramatic speech, dialogue, stage directions, theatre, set, scenery, props, comedy, tragedy, drama, screenplay, teleplay, radio plays Peer tutor/reading, small group, collaborative teaching, & special accommodations according to IEP In addition to text vocabulary, an understanding of the term monologue needs to be taught and assessed		

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2 nd nine-week term		7.7.a. Interpret the author's message in various literary texts.	Prentice Hall- Unit 1 Part 2 ARMT Practice Book Test generator CD		

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2 nd nine-week term		<p>7.8 Compare selections of culturally diverse literature and their characteristics.</p> <p>Examples: Native American, Hispanic, African American, Indian, European, Asian, Middle Eastern</p>	<p>Prentice Hall- Unit 1 Part 2, Unit 2, Unit 4 Part 1, Unit 6</p> <p>Peer tutor/reading, small group, collaborative teaching, & special accommodations according to IEP</p> <p>Test Generator End of the Unit Project</p>		

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2 nd nine-week term	ARMT Standard 4 AHSGE Reading I-2 Determine sequence of events IV- 1Determine meaning of words II-2 Draw conclusions	7.4.a. Apply strategies that include setting purposes for reading to comprehend seventh-grade informational and functional reading materials. 7.4.B.1. Determining sequence of events to enhance text understanding 7.4.B.2. Using specific context clues to determine meaning of unfamiliar words 7.4.B.3. Applying self-monitoring strategies for text understanding 7.4.B.4. Drawing conclusions to determine unstated intent	Prentice Hall-Throughout the text Unit 5 part 1 7.4.B.1-throughout the text 7.4.B.2—Unit 1 part 1 7.4.B.3-throughout the text 7.4.B.4-Unit 4 part 1 Peer tutor/reading, small group, collaborative teaching, & special accommodations according to IEP		

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2 nd nine- week term	AMRT Standard 4 AHSGE Reading I-2 Determine sequence of events IV- 1Determine meaning of words II-2 Draw conclusions	7.4.c. Apply strategies that include making generalizations to comprehend seventh-grade informational and functional reading materials. 7.4.B.1. Determining sequence of events to enhance text understanding 7.4.B.2. Using specific context clues to determine meaning of unfamiliar words 7.4.B.3. Applying self-monitoring strategies for text understanding 7.4.B.4. Drawing conclusions to determine unstated intent	Prentice Hall--throughout the text 7.4.B.1—Throughout the text 7.4.B.2—Throughout the text Unit 1 Part 1 7.4.B.3—Throughout the text 7.4.B.4—Throughout the text Unit 4 part1 Peer tutor/reading, small group, collaborative teaching, & special accommodations according to IEP		

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2 nd nine-week term	ARMT Standard 4 AHSGE Reading IV-1 Determine meaning of words II-2 Draw conclusions	7.4.b. Apply strategies that include distinguishing fact from opinion to comprehend seventh-grade informational and functional reading materials. 7.4.B.2. Using specific context clues to determine meaning of unfamiliar words 7.4.B.3. Applying self-monitoring strategies for text understanding 7.4.B.4. Drawing conclusions to determine unstated intent	Prentice Hall—Unit 3 Part 2 Significant vocabulary—fact and opinion 7.4.B.2— Throughout the text Unit 1 Part 1 7.4.B.3— Throughout the text 7.4.B.4— Throughout the text Unit 4 part1 additional questioning from the teacher ARMT Practice Book		

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2 nd nine-week term	ARMT Standard 4 AHSGE Readinf I-2 Determine sequence of events IV-1Determine meaning of words II-2 Draw conclusions	7.4.d. Apply strategies that include reviewing to comprehend seventh-grade informational and functional reading materials. 7.4.B.1. Determining sequence of events to enhance text understanding 7.4.B.2. Using specific context clues to determine meaning of unfamiliar words 7.4.B.3. Applying self-monitoring strategies for text understanding 7.4.B.4. Drawing conclusions to determine unstated intent	Prentice Hall—Throughout the text 7.4.B.1—Throughout the text 7.4.B.2—Throughout the text Unit 1 Part 1 7.4.B.3—Throughout the text 7.4.B.4—Throughout the text Unit 4 part1		

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2 nd nine-week term		<p>7.7.b. Interpret the author's message in various informational texts.</p> <p>7.7.B.1. Comparing various types of informational and functional texts</p>	<p>Prentice Hall- Unit 1 Part 2/ Page 139</p> <p>Peer tutor/reading, small group, collaborative teaching, & special accommodations according to IEP</p> <p>ARMT Practice book</p>		

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2 nd nine-week term		<p>7.7.c. Interpret the author’s message in various functional texts.</p> <p>7.7.B.1. Comparing various types of informational and functional texts</p> <p>Examples: literary text—nonfiction, science fiction, suspense, fantasy, adventure informational and functional texts—laws, directions, newspapers, advertisements, Internet sources, pamphlets</p>	<p>Various menus, ads, utility bills, etc.</p> <p>ARMT Practice Books Ladders to Success</p> <p>Peer tutor/reading, small group, collaborative teaching, & special accommodations according to IEP</p> <p>ARMT Practice Book</p>		

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2 nd nine-week term	AHSGE Reading IV-4 Demonstrate reference material usage	7.12. Cite sources used in the research process. Examples: author, title, page numbers, date of publication, publisher or uniform resource locator (URL)	Prentice Hall- Throughout the text Citation Guidelines- www.proquestk12.com/pic/pdfs/ProQuest_Citation_Guide.pdf Additional practice time is needed to master citations Peer tutor/reading, small group, collaborative teaching, & special accommodations according to IEP When texts are coupled with practice		

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2 nd nine-week term	AHSGE Reading IV-4 Demonstrate reference material usage	7.13.a. Apply steps in the research process to identify a problem or issue.	<p>Prentice Hall- Throughout the text Handout of Research Process</p> <p>Peer tutor/reading, small group, collaborative teaching, & special accommodations according to IEP</p> <p>Students need time to apply the skills in a library setting</p> <p>Research based assessment</p>		

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2 nd nine-week term	AHSGE Reading IV-4 Demonstrate reference material usage	7.13.b. Apply steps in the research process to locate resources and information. 7.13.B.1. Taking notes to gather and summarize information	Prentice Hall- Throughout the text, Unit 4, Unit 6 part 2 Students need time to apply the skills in a library setting Peer tutor/reading, small group, collaborative teaching, & special accommodations according to IEP When knowledge is applied in a library setting Research based assessment		

Time Period (Pacing – when)	ARMT/ AHSGE	Standards/ Components (Pacing – what) Break down into component parts	Resources/ Activities (Pacing – how) Curricular Alignment	Date of Common Formative Assessment (Pacing – how well)	Mapping Comments (What works what needs adjustment)
2 nd nine-week term	AHSGE Reading IV-4 Demonstrate reference material usage	7.13.c. Apply steps in the research process to present findings.	Prentice Hall- Throughout the text Students need to present research findings in small groups and as a whole group presentation Peer tutor/reading, small group, collaborative teaching, & special accommodations according to IEP Performance Assessment		

Time Period (Pacing – when)	ARMT/ AHSGE	Standards/ Components (Pacing – what) Break down into component parts	Resources/ Activities (Pacing – how) Curricular Alignment	Date of Common Formative Assessment (Pacing – how well)	Mapping Comments (What works what needs adjustment)
2 nd nine-week term	AHSGE Reading IV-4 Demonstrate reference material usage	7.14.Present findings from inquiry and research using a variety of resources. Examples:projects, brochures, display boards, speeches, multimedia presentations	Prentice Hall- Throughout the text Peer tutor/reading, small group, collaborative teaching, & special accommodations according to IEP. Group presentations Performance Assessment		

Time Period (Pacing – when)	ARMT/ AHSGE	Standards/ Components (Pacing – what)	Resources/ Activities (Pacing – how) Curricular Alignment	Date of Common Formative Assessment (Pacing – how well)	Mapping Comments (What works what needs adjustment)
2 nd nine- week term		Break down into component parts 7.15.Demonstrate listening skills, including identifying the main idea, detail, purpose, and bias in group discussions, public speeches, and media messages.	Prentice Hall- Unit 2 Part 1, Unit 3 Part 2, Unit 4, Unit 5 Part 2, Unit 6 Part 2 When directed by teacher to demonstrate these skills Peer tutor/reading, small group, collaborative teaching, & special accommodations according to IEP. Individual assessment of listening skills Ongoing Informal Assessment		

* Indicates AHSGE objectives that need reinforcement.