

<b>Reading - Literature</b>		<b>Strand: Key Ideas and Details</b>
<p><b>Common Core Standards:</b>          RL.7.1 Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>RL.7.2 Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.</p> <p>RL.7.3 Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).</p>		
<p><b>Big Ideas:</b>          Identify themes found in various mediums and make inferences.</p>		
<p><b>Essential Questions:</b></p> <ul style="list-style-type: none"> <li>• What themes can you identify in the medium?</li> <li>• What can you infer about the medium?</li> </ul>		<p><b>Enduring Understandings:</b></p> <ul style="list-style-type: none"> <li>• Theme is a message about life/human nature such as friendship, danger, the future, love, duty, overcoming limitations war, etc.</li> <li>• You can use what you know, what you have learned, and your own reasoning to arrive at logical conclusions about a medium.</li> </ul>
<p><b>Knowledge, Skills, and Instructional Objectives:</b></p> <ul style="list-style-type: none"> <li>• Reading</li> <li>• Writing</li> <li>• Speaking/Listening</li> <li>• Watching</li> <li>• Collaboration</li> </ul>		
<p><b>Instructional Materials/Resources:</b></p> <ul style="list-style-type: none"> <li>• Guided Notes</li> <li>• Flexible Grouping</li> <li>• The Mysteries of Harris Burdick by Chris Van Allsburg</li> <li>• <a href="http://www.houghtonmifflinbooks.com/features/harrisburdick/index.html">http://www.houghtonmifflinbooks.com/features/harrisburdick/index.html</a></li> </ul>		<p><b>Suggested Vocabulary</b></p> <ul style="list-style-type: none"> <li>• Theme, Inference, Conclusion, Plot, Mood, Interpret</li> </ul> <p><b>Technology:</b></p> <ul style="list-style-type: none"> <li>• Projector</li> <li>• Document Camera</li> <li>• Video Camera(s)</li> <li>• Computers</li> <li>• Video editing software</li> <li>• Google Drive</li> <li>• Class Blog</li> </ul>
<p><b>Recommended Instructional Activities:</b></p> <ul style="list-style-type: none"> <li>• <b>Project 1: Breaking News-</b> Work together with a production company to create a newscast inspired by one of the images found in The Mysteries of Harris Burdick by Chris Van Allsburg. Select an image from the book and use the “Mystery Solved” graphic organizer to outline the plot of your investigation. Use your completed graphic organizer to write a brief script on Google Drive for your newscast. Film your script, edit your newscast, and present the finished product to the class. You will be given a group grade for this project. See rubric for grading criteria.</li> <li>• <b>Class Blog-</b> Identify themes present in a given short story, photograph, or painting. Make inferences about the interactions between characters in short stories or elements of a work of art.</li> </ul>		

**Eastampton Township School District**

Curriculum Guide

Grade: 7<sup>th</sup> Grade Content Area: Audio/Visual Arts

<b>Extension Strategies/Activities:</b> <ul style="list-style-type: none"><li>Expand on the plot of your group's "Breaking News" project and create a 5 paragraph short story. Submit the story to Houghton Mifflin Books website.</li></ul>		<b>Modification Strategies/Activities:</b> <ul style="list-style-type: none"><li>Flexible Grouping</li><li>Use of Technology</li><li>Guided Notes/Paper Copy (as necessary)</li><li>Small group/one-on-one instruction</li><li>Assignment modifications depending on student need/IEP</li></ul>	
<b>Cross-curricular Connections/Standards:</b> <ul style="list-style-type: none"><li>Language Arts</li><li>Art</li><li>Technology</li><li>Mathematical Practices</li></ul>			
<b>Suggested Assessments:</b> <ul style="list-style-type: none"><li>Informal Assessment via observation/task completion/participation</li><li>Informal Assessment via Blog</li><li>Formal Assessment via teacher made rubric for Project 1: Breaking News</li></ul>			
<b>Reading – Literature</b>		<b>Strand:</b> Craft and Structure	
<b>Common Core Standards:</b> <p>RL.7.4. Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama.</p> <p>RL.7.5. Analyze how a drama's or poem's form or structure (e.g., soliloquy, sonnet) contributes to its meaning</p> <p>RL.7.6. Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.</p>			
<b>Big Ideas:</b> <p>Writers use specifically chosen words and phrases to communicate a message or idea.</p>			
<b>Essential Questions:</b> <ul style="list-style-type: none"><li>What impact does rhyme and alliteration have on poetic writing?</li><li>How can one sentence, chapter, scene, stanza, verse, or measure contribute to/represent the theme/tone of a given medium?</li></ul>		<b>Enduring Understandings:</b> <ul style="list-style-type: none"><li>The use of rhyme, meter, and alliteration appeals to a reader/listener's senses in order to relate certain concepts or imply deeper meaning.</li><li>Particular elements of different mediums fit into an overall structure that communicates theme, tone, setting, and plot to an audience.</li></ul>	
<b>Knowledge, Skills, and Instructional Objectives:</b> <ul style="list-style-type: none"><li>Reading</li><li>Writing</li><li>Speaking/Listening/Watching</li><li>Analysis</li></ul>			
<b>Instructional Materials/Resources:</b> <ul style="list-style-type: none"><li>Safari Montage</li><li>Artful Thinking Routines</li><li>Garage Band</li><li><a href="http://www.shakespeares-sonnets.com/">http://www.shakespeares-sonnets.com/</a></li></ul>		<b>Suggested Vocabulary</b> <ul style="list-style-type: none"><li>Theme, Main Idea, Tone, Metaphor, Simile, Hyperbole, Imagery, Alliteration, Abstract, Analyze/Analysis, Content, Contrast, Harmony/Unity, Listen, Melody, Pitch, Rhythm, Style, Meter</li></ul>	

**Eastampton Township School District**

Curriculum Guide

Grade: 7<sup>th</sup> Grade Content Area: Audio/Visual Arts

		<b>Technology:</b> <ul style="list-style-type: none"><li>• Computers</li><li>• Projector</li><li>• Class Blog</li><li>• Electronic Instrumentation</li><li>• Garage Band</li></ul>
<b>Recommended Instructional Activities:</b> <ul style="list-style-type: none"><li>• <b>Song of Myself-</b> Students will select a popular song of their choice (songs must be school appropriate and approved by teacher). Students will re-write the lyrics to the song into a self-descriptive ballad that uses figurative language to tell listeners all about their unique personalities.</li><li>• <b>Seeing Sonnets –</b> Students will create visual interpretations of Shakespeare’s Sonnets. After close reading a sonnet, students will analyze what is explicitly stated and what can be inferred. Students will create a short film to accompany a voice over recording of the sonnet. Students may work individually or collaboratively.</li></ul>		
<b>Extension Strategies/Activities:</b> <ul style="list-style-type: none"><li>• Students may record their Song of Myself lyrics overtop instrumental versions of their chosen songs using the AV Studio’s equipment.</li><li>• Students may create a music video to accompany their songs.</li><li>• Students may write original sonnets in the vein of Shakespeare on the class blog.</li></ul>	<b>Modification Strategies/Activities:</b> <ul style="list-style-type: none"><li>• Use of Technology</li><li>• Use of music</li><li>• Flexible Grouping</li><li>• Guided Notes</li><li>• Assignment modifications depending on student need/IEP</li></ul>	
<b>Cross-curricular Connections/Standards:</b> <ul style="list-style-type: none"><li>• Language Arts</li><li>• Art</li><li>• Music</li><li>• Mathematical Practices</li></ul>		
<b>Suggested Assessments:</b> <ul style="list-style-type: none"><li>• Informal Assessment via observation/task completion/participation</li><li>• Informal Assessment via Blog</li><li>• Formal Assessment of Song of Myself and Seeing Sonnets projects via teacher made rubrics.</li></ul>		
<b>Reading - Literature</b>		<b>Strand:</b> Integration of Knowledge and Ideas
<b>Common Core Standards:</b> <p>RL.7.7. Compare and contrast a written story, drama, or poem to its audio, filmed, staged, or multimedia version, analyzing the effects of techniques unique to each medium (e.g., lighting, sound, color, or camera focus and angles in a film).</p> <p>RL.7.8. (Not applicable to literature)</p> <p>RL.7.9. Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history.</p>		
<b>Big Ideas:</b> <p>The experiences of reading a text, listening to an audio recording, or viewing a video/live performance/work of art present interesting comparisons and contrasts in terms of the presentation of similar themes and topics.</p>		
<b>Essential Questions:</b> <ul style="list-style-type: none"><li>• How do experiences differ when reading a text, listening to an audio recording, viewing a live performance/video of the same source material?</li></ul>	<b>Enduring Understandings:</b> <ul style="list-style-type: none"><li>• Multiple mediums present the similar source material in a variety of ways that accesses different senses as a means of communicating universal themes.</li></ul>	

**Eastampton Township School District**

Curriculum Guide

Grade: 7<sup>th</sup> Grade Content Area: Audio/Visual Arts

**Knowledge, Skills, and Instructional Objectives:**

- Listening
- Reading
- Writing
- Viewing/Watching
- Compare and Contrast

**Instructional Materials/Resources:**

- Guided Notes
- Flexible Grouping
- The Mysteries of Harris Burdick by Chris Van Allsburg
- <http://www.houghtonmifflinbooks.com/features/harrisburdick/index.html>

**Suggested Vocabulary**

- Theme, Inference, Conclusion, Plot, Mood, Interpret, Compare/Contrast

**Technology:**

- iPads/Laptops
- Google Drive
- Computers
- Projector
- iMovie
- Cameras

**Recommended Instructional Activities:**

- **Project 1: Breaking News-** Work together with a production company to create a newscast inspired by one of the images found in The Mysteries of Harris Burdick by Chris Van Allsburg. Select an image from the book and use the “Mystery Solved” graphic organizer to outline the plot of your investigation. Use your completed graphic organizer to write a brief script on Google Drive for your newscast. Film your script, edit your newscast, and present the finished product to the class. You will be given a group grade for this project. See rubric for grading criteria.

**Extension Strategies/Activities:**

- Reflect on the Project 1 via blog post. What did you like/dislike? Do you have any suggestions for making the activities more effective? Do you have any unanswered questions? What will you do in the future with newfound skills you acquired during the project?

**Modification Strategies/Activities:**

- Flexible Grouping
- Use of Technology
- Assignment modifications depending on student need/IEP

**Cross-curricular Connections/Standards:**

- Language Arts
- Art
- Music
- Mathematical Practices

**Suggested Assessments:**

- Informal Assessment via observation/task completion/participation
- Formal Assessment via teacher made rubric for Project 1: Breaking News

**Reading - Literature**

**Strand:** Range of Reading and Level of Text Complexity

**Common Core Standards:**

RL.7.10. By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.

**Big Ideas:**

Experience and comprehend a variety of literature, music, and film.

**Essential Questions:**

- What themes can you identify in the medium?
- What can you infer about the medium?
- What impact does rhyme and alliteration have on poetic writing?
- How can one sentence, chapter, scene, stanza, verse, or measure contribute to/represent the theme/tone of a given medium?

**Enduring Understandings:**

- Theme is a message about life/human nature such as friendship, danger, the future, love, duty, overcoming limitations war, etc.
- You can use what you know, what you have learned, and your own reasoning to arrive at

**Eastampton Township School District**

Curriculum Guide

Grade: 7<sup>th</sup> Grade Content Area: Audio/Visual Arts

<ul style="list-style-type: none"><li>• How do experiences differ when reading a text, listening to an audio recording, viewing a live performance/video of the same source material?</li></ul>	<p>logical conclusions about a medium.</p> <ul style="list-style-type: none"><li>• The use of rhyme, meter, and alliteration appeals to a reader/listener’s senses in order to relate certain concepts or imply deeper meaning.</li><li>• Particular elements of different mediums fit into an overall structure that communicates theme, tone, setting, and plot to an audience.</li><li>• Multiple mediums present the similar source material in a variety of ways that accesses different senses as a means of communicating universal themes.</li></ul>
<p><b>Knowledge, Skills, and Instructional Objectives:</b></p> <ul style="list-style-type: none"><li>• Reading</li><li>• Writing</li><li>• Speaking/Listening/Watching</li><li>• Analysis</li><li>• Compare and Contrast</li><li>• Collaboration</li></ul>	
<p><b>Instructional Materials/Resources:</b></p> <ul style="list-style-type: none"><li>• Teacher-Made Presentations</li><li>• Class Blog</li><li>• Guided Notes</li><li>• Artful Thinking Routines</li><li>• Safari Montage</li><li>• The Mysteries of Harris Burdick by Chris Van Allsburg</li><li>• <a href="http://www.houghtonmifflinbooks.com/features/harrisburdick/index.html">http://www.houghtonmifflinbooks.com/features/harrisburdick/index.html</a></li><li>• <a href="http://www.shakespeares-sonnets.com/">http://www.shakespeares-sonnets.com/</a></li></ul>	<p><b>Suggested Vocabulary</b></p> <ul style="list-style-type: none"><li>• Theme, Inference, Conclusion, Plot, Mood, Interpret, Main Idea, Tone, Metaphor, Simile, Hyperbole, Imagery, Alliteration, Abstract, Analyze/Analysis, Content, Compare/Contrast, Harmony/Unity, Listen, Melody, Pitch, Rhythm, Style, Meter</li></ul> <p><b>Technology:</b></p> <ul style="list-style-type: none"><li>• Projector</li><li>• Class Blog</li><li>• iPads/Laptops</li><li>• Computers</li><li>• Video Cameras</li><li>• Video Editing Software</li><li>• Audio Software</li></ul>
<p><b>Recommended Instructional Activities:</b></p> <ul style="list-style-type: none"><li>• <b>Project 1: Breaking News-</b> Work together with a production company to create a newscast inspired by one of the images found in The Mysteries of Harris Burdick by Chris Van Allsburg. Select an image from the book and use the “Mystery Solved” graphic organizer to outline the plot of your investigation. Use your completed graphic organizer to write a brief script on Google Drive for your newscast. Film your script, edit your newscast, and present the finished product to the class. You will be given a group grade for this project. See rubric for grading criteria.</li><li>• <b>Class Blog-</b> Identify themes present in a given short story, photograph, or painting. Make inferences about the interactions between characters in short stories or elements of a work of art.</li><li>• <b>Song of Myself-</b> Students will select a popular song of their choice (songs must be school appropriate and approved by teacher). Students will re-write the lyrics to the song into a self-descriptive ballad that uses figurative language to tell listeners all about their unique personalities.</li><li>• <b>Seeing Sonnets –</b> Students will create visual interpretations of Shakespeare’s Sonnets. After close reading a sonnet, students will analyze what is explicitly stated and what can be inferred. Students will create a short film to accompany a voice over recording of the sonnet. Students may work individually or collaboratively.</li></ul>	

**Eastampton Township School District**

Curriculum Guide

Grade: 7<sup>th</sup> Grade Content Area: Audio/Visual Arts

**Extension Strategies/Activities:**

- Reflect on the Instructional Activities via blog post. What did you like/dislike? Do you have any suggestions for making the activities more effective? Do you have any unanswered questions?

**Modification Strategies/Activities:**

- Use of technology
- Differentiation of instruction
- Class discussions
- Small group/one-on-one instruction
- Assignment modifications depending on student need/IEP

**Cross-curricular Connections/Standards:**

- Language Arts
- Art
- Music
- Mathematical Practices

**Suggested Assessments:**

- Informal Assessment via observation/task completion/participation
- Informal Assessment via Blog
- Formal Assessment via teacher-made rubrics

<b>Reading – Informational Text</b>		<b>Strand: Key Ideas and Details</b>	
<b>Common Core Standards:</b>			
<p>RI.7.1. Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>RI.7.2. Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.</p> <p>RI.7.3. Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).</p>			
<b>Big Ideas:</b>			
Ideas and well designed presentation of information can influence the opinions/decisions of others.			
<b>Essential Questions:</b>		<b>Enduring Understandings:</b>	
<ul style="list-style-type: none"> <li>How can one develop ideas into a cohesive, meaningful text?</li> </ul>		<ul style="list-style-type: none"> <li>Informative and persuasive techniques provide purpose and have specific effects on readers/viewers.</li> </ul>	
<b>Knowledge, Skills, and Instructional Objectives:</b>			
<ul style="list-style-type: none"> <li>Reading</li> <li>Writing</li> <li>Speaking/Listening</li> <li>Collaboration</li> <li>Research</li> </ul>			
<b>Instructional Materials/Resources:</b>		<b>Suggested Vocabulary</b>	
<ul style="list-style-type: none"> <li>Media Center</li> <li>Online Resources (ABC CLIO, EBSCO host, Infotopia)</li> <li>Guided Notes</li> <li>Artful Thinking Routines</li> </ul>		<ul style="list-style-type: none"> <li>Ethos, Pathos, Logos, Persuasion, Documentary, Narration, Slogan, Repetition, Bandwagon, Testimonial, Emotional Appeal, Expert Opinion</li> </ul>	
		<b>Technology:</b>	
		<ul style="list-style-type: none"> <li>Projector</li> <li>Document Camera</li> <li>Video Camera(s)</li> <li>Computers</li> <li>Video editing software</li> <li>Google Drive</li> <li>Class Blog</li> </ul>	
<b>Recommended Instructional Activities:</b>			
<ul style="list-style-type: none"> <li><b>Project 2: Persuasive Commercials-</b> Work with a partner to develop an advertisement that uses persuasive writing techniques such as logos, pathos, ethos, slogan, repetition, bandwagon, testimonial, emotional appeal, and expert opinion. Create a company and a product that you will be able to market. Use the Ad Campaign Organizer to plan your commercial. Once your organizer is complete, write a brief script for your commercial using Google Drive. Film and edit your commercials, then present to the class. Commercials should range from 2 to 4 minutes in length. You will be graded individually for this project. See Rubric for Grading Criteria.</li> <li><b>Project 3: Documentaries -</b> You will work with a production company to develop a documentary about a topic you feel passionate about. You may choose to educate, entertain, or persuade your audience with your film. Projects must include primary and secondary sources and narration.</li> </ul>			

**Eastampton Township School District**

Curriculum Guide

Grade: 7<sup>th</sup> Grade Content Area: Audio/Video Arts

<p><b>Extension Strategies/Activities:</b></p> <ul style="list-style-type: none"> <li>• Reflect on the Project 2 and 3 via blog post. What did you like/dislike? Do you have any suggestions for making the activities more effective? Do you have any unanswered questions? What will you do in the future with newfound skills you acquired during the project?</li> </ul>	<p><b>Modification Strategies/Activities:</b></p> <ul style="list-style-type: none"> <li>• Flexible Grouping</li> <li>• Use of technology</li> <li>• Guided Notes/Paper Copy of Notes</li> <li>• Small group and/or one-on-one instruction</li> <li>• IEP/504 Modifications specific to student</li> </ul>
<p><b>Cross-curricular Connections/Standards:</b></p> <ul style="list-style-type: none"> <li>• Language Arts</li> <li>• History</li> <li>• Science/Technology</li> <li>• Mathematical Practices</li> </ul>	
<p><b>Suggested Assessments:</b></p> <ul style="list-style-type: none"> <li>• Informal Assessment via observation/task completion/participation</li> <li>• Informal Assessment via written student reflections and Blog</li> <li>• Formal Assessment of Projects 2 and 3 via teacher-made rubric</li> </ul>	
<p><b>Reading – Informational Text</b></p>	<p><b>Strand: Craft and Structure</b></p>
<p><b>Common Core Standards:</b></p> <p>RI.7.4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.</p> <p>RI.7.5. Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas.</p> <p>RI.7.6. Determine an author's point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others.</p>	
<p><b>Big Ideas:</b> Determine the meaning of your peers' work and constructively critique their films.</p>	
<p><b>Essential Questions:</b></p> <ul style="list-style-type: none"> <li>• What is the author/filmmaker's point of view?</li> <li>• Why did the author/filmmaker produce this?</li> </ul>	<p><b>Enduring Understandings:</b></p> <ul style="list-style-type: none"> <li>• Authors and filmmakers use specific words and phrases to develop ideas that express a particular point of view.</li> <li>• Authors and filmmakers produce media to inform, to teach, to persuade, or to entertain.</li> </ul>
<p><b>Knowledge, Skills, and Instructional Objectives:</b></p> <ul style="list-style-type: none"> <li>• Reading</li> <li>• Writing</li> <li>• Speaking/Listening</li> <li>• Figurative/Connotative/Technical Analysis</li> <li>• Collaboration</li> <li>• Critique</li> </ul>	
<p><b>Instructional Materials/Resources:</b></p> <ul style="list-style-type: none"> <li>• Project Critique Worksheet</li> <li>• Student films</li> </ul>	<p><b>Suggested Vocabulary</b></p> <ul style="list-style-type: none"> <li>• Point of view, purpose, content, interpret/interpretation, technique, critique, Ethos, Pathos, Logos, Persuasion, Documentary, Narration, Slogan, Repetition, Bandwagon, Testimonial, Emotional Appeal, Expert Opinion</li> </ul>



**Eastampton Township School District**

Curriculum Guide

Grade: 7<sup>th</sup> Grade Content Area: Audio/Video Arts

		<b>Technology:</b> <ul style="list-style-type: none"><li>• Computers</li><li>• Google Drive</li><li>• Projector</li><li>• Document Camera</li></ul>
<b>Recommended Instructional Activities:</b> <ul style="list-style-type: none"><li>• <b>Project Critiques</b> – Students will critique one another's work with a guided activity in which they determine the effectiveness of their classmate's informative/persuasive films. Students will identify specific criteria found in one another's work and offer constructive suggestions as to how to improve upon the projects.</li></ul>		
<b>Extension Strategies/Activities:</b> <ul style="list-style-type: none"><li>• Turn your project critique into a review found in an entertainment section of the newspaper.</li></ul>	<b>Modification Strategies/Activities:</b> <ul style="list-style-type: none"><li>• Use of technology</li><li>• Guided Worksheets</li><li>• IEP/504 Modifications specific to student</li></ul>	
<b>Cross-curricular Connections/Standards:</b> <ul style="list-style-type: none"><li>• Language Arts</li><li>• History</li><li>• Science</li><li>• Mathematical Practices</li></ul>		
<b>Suggested Assessments:</b> <ul style="list-style-type: none"><li>• Informal Assessment via observation, task completion, and participation.</li><li>• Formal Assessment via Project Critique Worksheets</li></ul>		
<b>Reading – Informational Text</b>		<b>Strand: Integration of Knowledge and Ideas</b>
<b>Common Core Standards:</b> <p>RI.7.7. Compare and contrast a text to an audio, video, or multimedia version of the text, analyzing each medium's portrayal of the subject (e.g., how the delivery of a speech affects the impact of the words).</p> <p>RI.7.8. Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims.</p> <p>RI.7.9. Analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts.</p>		
<b>Big Ideas:</b> <p>An author/filmmaker's portrayal of a given topic affects the opinions/decisions of others.</p>		
<b>Essential Questions:</b> <ul style="list-style-type: none"><li>• How can one determine the effectiveness of an author/filmmaker's portrayal of a given topic?</li></ul>	<b>Enduring Understandings:</b> <ul style="list-style-type: none"><li>• Research, evidence, and an organized thought process creates a sound and reasonable portrayal of a given topic.</li></ul>	
<b>Knowledge, Skills, and Instructional Objectives:</b> <ul style="list-style-type: none"><li>• Compare/Contrast</li><li>• Reading</li><li>• Writing</li><li>• Speaking/Listening</li><li>• Critique</li></ul>		

**Eastampton Township School District**

Curriculum Guide

Grade: 7<sup>th</sup> Grade Content Area: Audio/Video Arts

<p><b>Instructional Materials/Resources:</b></p> <ul style="list-style-type: none"> <li>• Student films</li> <li>• Project Critique Worksheets</li> </ul>	<p><b>Suggested Vocabulary</b></p> <ul style="list-style-type: none"> <li>• Point of view, purpose, content, interpret/interpretation, technique, critique, Ethos, Pathos, Logos, Persuasion, Documentary, Narration, Slogan, Repetition, Bandwagon, Testimonial, Emotional Appeal, Expert Opinion</li> </ul>
	<p><b>Technology:</b></p> <ul style="list-style-type: none"> <li>• Computers</li> <li>• Smartboard/Projector</li> <li>• Document Camera</li> <li>• Google Drive</li> <li>• Cameras</li> <li>• iMovie Software</li> </ul>
<p><b>Recommended Instructional Activities:</b></p> <ul style="list-style-type: none"> <li>• <b>Project 2: Persuasive Commercials-</b> Work with a partner to develop an advertisement that uses persuasive writing techniques such as logos, pathos, ethos, slogan, repetition, bandwagon, testimonial, emotional appeal, and expert opinion. Create a company and a product that you will be able to market. Use the Ad Campaign Organizer to plan your commercial. Once your organizer is complete, write a brief script for your commercial using Google Drive. Film and edit your commercials, then present to the class. Commercials should range from 2 to 4 minutes in length. You will be graded individually for this project. See Rubric for Grading Criteria.</li> <li>• <b>Project 3: Documentaries -</b> You will work with a production company to develop a documentary about a topic you feel passionate about. You may choose to educate, entertain, or persuade your audience with your film. Projects must include primary and secondary sources and narration.</li> <li>• <b>Project Critiques –</b> Students will critique one another's work with a guided activity in which they determine the effectiveness of their classmate's informative/persuasive films. Students will identify specific criteria found in one another's work and offer constructive suggestions as to how to improve upon the projects.</li> </ul>	
<p><b>Extension Strategies/Activities:</b></p> <ul style="list-style-type: none"> <li>• Students may complete a Venn Diagram, comparing two portrayals of the same topic if their peers complete similar projects.</li> </ul>	<p><b>Modification Strategies/Activities:</b></p> <ul style="list-style-type: none"> <li>• Use of technology</li> <li>• Small group/one-on-one instruction</li> <li>• Flexible grouping</li> <li>• Incorporation of student interest</li> </ul>
<p><b>Cross-curricular Connections/Standards:</b></p> <ul style="list-style-type: none"> <li>• Language Arts</li> <li>• History</li> <li>• Science/Technology</li> <li>• Mathematical Practices</li> </ul>	
<p><b>Suggested Assessments:</b></p> <ul style="list-style-type: none"> <li>• Informal Assessment via observation, task completion, and participation.</li> <li>• Formal Assessment via Project Critique Worksheets</li> <li>• Formal Assessment of Projects 2 and 3 via teacher-made rubric</li> </ul>	
<p><b>Reading - Informational Text</b></p>	<p><b>Strand: Range of Reading and Level of Text Complexity</b></p>
<p><b>Common Core Standards:</b> RI.7.10. By the end of the year, read and comprehend literary nonfiction in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p>	
<p><b>Big Ideas:</b> Experience and comprehend a variety of nonfictional texts and other media.</p>	
<p><b>Essential Questions:</b></p>	<p><b>Enduring Understandings:</b></p>

**Eastampton Township School District**

Curriculum Guide

Grade: 7<sup>th</sup> Grade Content Area: Audio/Video Arts

<ul style="list-style-type: none"><li>• How can one develop ideas into a cohesive, meaningful text?</li><li>• What is the author/filmmaker’s point of view?</li><li>• Why did the author/filmmaker produce this?</li><li>• How can one determine the effectiveness of an author/filmmaker’s portrayal of a given topic?</li></ul>	<ul style="list-style-type: none"><li>• Informative and persuasive techniques provide purpose and have specific affect on readers/viewers.</li><li>• Authors and filmmakers use specific words and phrases to develop ideas that express a particular point of view.</li><li>• Authors and filmmakers produce media to inform, to teach, to persuade, or to entertain.</li><li>• Research, evidence, and an organized thought process creates a sound and reasonable portrayal of a given topic.</li></ul>
<b>Knowledge, Skills, and Instructional Objectives:</b> <ul style="list-style-type: none"><li>• Compare/Contrast</li><li>• Reading</li><li>• Writing</li><li>• Speaking/Listening</li><li>• Critique</li></ul>	
<b>Instructional Materials/Resources:</b> <ul style="list-style-type: none"><li>• Media Center</li><li>• Online Resources (ABC CLIO, EBSCO host, Infotopia)</li><li>• Guided Notes</li><li>• Artful Thinking Routines</li><li>• Project Critique Worksheet</li><li>• Student films</li></ul>	<b>Suggested Vocabulary</b> <ul style="list-style-type: none"><li>• Ethos, Pathos, Logos, Persuasion, Documentary, Narration, Slogan, Repetition, Bandwagon, Testimonial, Emotional Appeal, Expert Opinion, Point of view, purpose, content, interpret/interpretation, technique, critique,</li></ul> <b>Technology:</b> <ul style="list-style-type: none"><li>• Computers</li><li>• Document Camera</li><li>• Projector</li><li>• Cameras</li><li>• Video Editing Software</li></ul>
<b>Recommended Instructional Activities:</b> <ul style="list-style-type: none"><li>• <b>Project 2: Persuasive Commercials-</b> Work with a partner to develop an advertisement that uses persuasive writing techniques such as logos, pathos, ethos, slogan, repetition, bandwagon, testimonial, emotional appeal, and expert opinion. Create a company and a product that you will be able to market. Use the Ad Campaign Organizer to plan your commercial. Once your organizer is complete, write a brief script for your commercial using Google Drive. Film and edit your commercials, then present to the class. Commercials should range from 2 to 4 minutes in length. You will be graded individually for this project. See Rubric for Grading Criteria.</li><li>• <b>Project 3: Documentaries -</b> You will work with a production company to develop a documentary about a topic you feel passionate about. You may choose to educate, entertain, or persuade your audience with your film. Projects must include primary and secondary sources and narration.</li><li>• <b>Project Critiques –</b> Students will critique one another’s work with a guided activity in which they determine the effectiveness of their classmate’s informative/persuasive films. Students will identify specific criteria found in one another’s work and offer constructive suggestions as to how to improve upon the projects.</li></ul>	
<b>Extension Strategies/Activities:</b> <ul style="list-style-type: none"><li>• Reflect on the Project 2 and 3 via blog post. What did you like/dislike? Do you have any suggestions for making the activities more effective? Do you have any unanswered questions? What will you do in the future with newfound skills you acquired during the project?</li></ul>	<b>Modification Strategies/Activities:</b> <ul style="list-style-type: none"><li>• Use of technology</li><li>• Differentiation of instruction via multiple activities/student output</li><li>• Class discussions</li><li>• Small group and/or one-on-one instruction</li><li>• IEP/504 modifications/accommodations depending on individual student need</li></ul>

**Eastampton Township School District**

Curriculum Guide

Grade: 7<sup>th</sup> Grade Content Area: Audio/Video Arts

**Cross-curricular Connections/Standards:**

- Language Arts
- History
- Science
- Mathematical Practices

**Suggested Assessments:**

- Informal Assessment via observation, task completion, and participation.
- Formal Assessment via Project Critique Worksheets
- Formal Assessment of Projects 2 and 3 via teacher-made rubric

<b>Writing</b>		<b>Strand:</b> Text Types and Purposes
<b>Common Core Standards:</b>		
<p>W.7.1. Write arguments to support claims with clear reasons and relevant evidence.</p> <ul style="list-style-type: none"> <li>• Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically.</li> <li>• Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.</li> <li>• Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence.</li> <li>• Establish and maintain a formal style.</li> <li>• Provide a concluding statement or section that follows from and supports the argument presented.</li> </ul> <p>W.7.2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</p> <ul style="list-style-type: none"> <li>• Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.</li> <li>• Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.</li> <li>• Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.</li> <li>• Use precise language and domain-specific vocabulary to inform about or explain the topic.</li> <li>• Establish and maintain a formal style.</li> <li>• Provide a concluding statement or section that follows from and supports the information or explanation presented.</li> </ul> <p>W.7.3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</p> <ul style="list-style-type: none"> <li>• Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.</li> <li>• Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.</li> <li>• Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.</li> <li>• Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.</li> <li>• Provide a conclusion that follows from and reflects on the narrated experiences or events.</li> </ul>		
<b>Big Ideas:</b>		
Use planning, elements of storytelling, figurative language, and informative/explanatory writing techniques to create a variety of scripts.		
<b>Essential Questions:</b>		<b>Enduring Understandings:</b>
<ul style="list-style-type: none"> <li>• How can one write effective arguments?</li> <li>• How can one effectively examine a topic in an informative/explanatory medium?</li> <li>• How can one develop engaging narratives?</li> </ul>		<ul style="list-style-type: none"> <li>• Understanding purpose, organizing claims, and providing relevant evidence creates effective and persuasive arguments.</li> <li>• Using precise language, cohesive transitions, and relevant research creates effective informative/explanatory text.</li> <li>• Using organization, structure, dialogue, figurative language, theme, and description creates engaging narratives.</li> </ul>
<b>Knowledge, Skills, and Instructional Objectives:</b>		
<ul style="list-style-type: none"> <li>• Reading</li> <li>• Writing</li> <li>• Speaking/Listening</li> </ul>		

**Eastampton Township School District**

Curriculum Guide

Grade: 7<sup>th</sup> Grade Content Area: Audio/Visual Arts

<ul style="list-style-type: none"><li>• Collaboration</li><li>• The Writing Process</li><li>• Persuasion</li></ul>	
<b>Instructional Materials/Resources:</b> <ul style="list-style-type: none"><li>• Guided Notes</li><li>• Teacher-Made Presentations</li><li>• The Mysteries of Harris Burdick by Chris Van Allsburg</li><li>• <a href="http://www.houghtonmifflinbooks.com/features/harrisburdick/index.html">http://www.houghtonmifflinbooks.com/features/harrisburdick/index.html</a></li><li>• Safari Montage</li><li>• Artful Thinking Routines</li><li>• Garage Band</li><li>• <a href="http://www.shakespeares-sonnets.com/">http://www.shakespeares-sonnets.com/</a></li></ul>	<b>Suggested Vocabulary</b> <p>Thesis Statement, Purpose, Persuade, Call to Action, Mood, Conflict, Plot, Climax, Flashback, Foreshadowing, First-Person Narrator, Second-Person Narrator, Third-Person Narrator</p>
	<b>Technology:</b> <ul style="list-style-type: none"><li>• Projector</li><li>• Computers</li><li>• iPads/Laptops</li><li>• Camera(s)</li><li>• Video Editing Software</li><li>• Audio Production Hardware/Software</li><li>• Google Drive</li><li>• Class Blog</li></ul>
<b>Recommended Instructional Activities:</b> <ul style="list-style-type: none"><li>• <b>Project 1: Breaking News-</b> Work together with a production company to create a newscast inspired by one of the images found in <i>The Mysteries of Harris Burdick</i> by Chris Van Allsburg. Select an image from the book and use the “Mystery Solved” graphic organizer to outline the plot of your investigation. Use your completed graphic organizer to write a brief script on Google Drive for your newscast. Film your script, edit your newscast, and present the finished product to the class. You will be given a group grade for this project. See rubric for grading criteria.</li><li>• <b>Project 2: Persuasive Commercials-</b> Work with a partner to develop an advertisement that uses persuasive writing techniques such as logos, pathos, ethos, slogan, repetition, bandwagon, testimonial, emotional appeal, and expert opinion. Create a company and a product that you will be able to market. Use the Ad Campaign Organizer to plan your commercial. Once your organizer is complete, write a brief script for your commercial using Google Drive. Film and edit your commercials, then present to the class. Commercials should range from 2 to 4 minutes in length. You will be graded individually for this project. See Rubric for Grading Criteria.</li><li>• <b>Project 3: Documentaries -</b> You will work with a production company to develop a documentary about a topic you feel passionate about. You may choose to educate, entertain, or persuade your audience with your film. Projects must include primary and secondary sources and narration.</li></ul>	
<b>Extension Strategies/Activities:</b> <ul style="list-style-type: none"><li>• Practice writing dialogue in response to a given picture as a Blog Post.</li></ul>	<b>Modification Strategies/Activities:</b> <ul style="list-style-type: none"><li>• Flexible Grouping</li><li>• Small group/one-on-one instruction</li><li>• Use of technology to differentiate instruction</li><li>• IEP/504 Modifications and Accommodations depending on individual student need</li></ul>
<b>Cross-curricular Connections/Standards:</b> <ul style="list-style-type: none"><li>• Language Arts</li><li>• Mathematical Practices</li><li>• Art</li><li>• Music</li><li>• Technology</li></ul>	

**Eastampton Township School District**

Curriculum Guide

Grade: 7<sup>th</sup> Grade Content Area: Audio/Visual Arts

**Suggested Assessments:**

- Informal Assessment via observation/participation/task completion
- Informal Assessment via blog post
- Formal Assessment of Projects 1-3 via teacher-made rubric

**Writing**

**Strand:** Production and Distribution of Writing

**Common Core Standards:**

W.7.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)

W.7.5. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 7.)

W.7.6. Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.

**Big Ideas:**

Writing is a process that allows one to communicate ideas, collaborate with others, and connect with others.

**Essential Questions:**

- What is clear and coherent writing?
- How can peers and adults be utilized to improve writing skills?
- How does writing allow one to connect, interact, and collaborate with others?

**Enduring Understandings:**

- Clear and coherent writing is the end product of a process of development, planning, organization, editing, style, and audience awareness.
- Peers and adults are valuable resources in a learning community that can be utilized to develop and strengthen writing.
- Technology presents one with countless opportunities to connect, interact, and collaborate with others.

**Knowledge, Skills, and Instructional Objectives:**

- Reading
- Writing
- Speaking/Listening
- Collaboration
- The Writing Process

**Instructional Materials/Resources:**

- Google Drive
- Class Blog
- Teacher-Made Notes/Handouts

**Suggested Vocabulary**

- The Writing Process, Edit, Pre-write, Organization, Coherence, Style, Audience, Thesis Statement, Purpose, Persuade, Call to Action, Mood, Conflict, Plot, Climax, Flashback, Foreshadowing, First-Person Narrator, Second-Person Narrator, Third-Person Narrator

**Technology:**

- Computers
- Projector
- Class Blog
- iPads/Laptops
- Google Drive

**Eastampton Township School District**

Curriculum Guide

Grade: 7<sup>th</sup> Grade Content Area: Audio/Visual Arts

**Recommended Instructional Activities:**

- **Class Blog-** Students will post writing weekly to a class blog. The blog will be closed to the students in each class. Students are expected to constructively comment on their classmates' writing.
- **Song of Myself-** Students will select a popular song of their choice (songs must be school appropriate and approved by teacher). Students will re-write the lyrics to the song into a self-descriptive ballad that uses figurative language to tell listeners all about their unique personalities.
- **Seeing Sonnets –** Students will create visual interpretations of Shakespeare's Sonnets. After close reading a sonnet, students will analyze what is explicitly stated and what can be inferred. Students will create a short film to accompany a voice over recording of the sonnet. Students may work individually or collaboratively.
- **Project Critiques –** Students will critique one another's work with a guided activity in which they determine the effectiveness of their classmate's informative/persuasive films. Students will identify specific criteria found in one another's work and offer constructive suggestions as to how to improve upon the projects.

**Extension Strategies/Activities:**

- Students may continue to make use of, and build upon, the writing strategies learned in this class in all academic subject areas.

**Modification Strategies/Activities:**

- Differentiation of Instruction through technology
- Flexible Grouping
- Peer Editing
- One-on-one/Small Group Instruction
- Students may use voice-to-text recognition software when scripting/writing

**Cross-curricular Connections/Standards:**

- Language Arts
- Mathematical Practices
- Art
- Music
- Technology
- Science
- Social Studies

**Suggested Assessments:**

- Informal Assessment via observation/participation/task completion
- Informal Assessment via blog post
- Formal Assessment of Projects 1-3 via teacher-made rubric

**Writing**

**Strand:** Research to Build and Present Knowledge

**Common Core Standards:**

W.7.7. Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.

W.7.8. Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

W.7.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

- Apply grade 7 Reading standards to literature (e.g., "Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history").
- Apply grade 7 Reading standards to literary nonfiction (e.g. "Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims").



**Eastampton Township School District**

Curriculum Guide

Grade: 7<sup>th</sup> Grade Content Area: Audio/Visual Arts

**Big Ideas:** Researching relevant information and incorporating it into your writing increases your credibility and effectiveness.

**Essential Questions:**

- How can one determine the credibility and relevance of a source?
- How can one include information found in outside sources within one's own writing?

**Enduring Understandings:**

- There are a variety of resources for students to use when researching a topic: library, online databases, MLA/APA Citation Machines, Easy Bib, etc.
- You use direct quotes, paraphrasing, and references of sources using proper citations to avoid plagiarism.

**Knowledge, Skills, and Instructional Objectives:**

- Reading
- Writing
- Speaking/Listening

**Instructional Materials/Resources:**

- Teacher-made notes
- Guided Reading
- Easy Bib
- Online resources
- Library
- Google Drive

**Suggested Vocabulary**

- Plagiarism, Citation, Source, Credible, Relevance

**Technology:**

- Projector
- Computers
- Cameras
- iMovie
- iPads/Laptops
- Google Drive

**Recommended Instructional Activities:**

- **Project 2: Persuasive Commercials-** Work with a partner to develop an advertisement that uses persuasive writing techniques such as logos, pathos, ethos, slogan, repetition, bandwagon, testimonial, emotional appeal, and expert opinion. Create a company and a product that you will be able to market. Use the Ad Campaign Organizer to plan your commercial. Once your organizer is complete, write a brief script for your commercial using Google Drive. Film and edit your commercials, then present to the class. Commercials should range from 2 to 4 minutes in length. You will be graded individually for this project. See Rubric for Grading Criteria.
- **Project 3: Documentaries -** You will work with a production company to develop a documentary about a topic you feel passionate about. You may choose to educate, entertain, or persuade your audience with your film. Projects must include primary and secondary sources and narration.

**Extension Strategies/Activities:**

- Create a bibliography for Project 3
- Students will be able to apply research strategies learned in this class throughout all academic areas.

**Modification Strategies/Activities:**

- Differentiation of Instruction through technology
- Flexible Grouping
- Peer Editing
- One-on-one/Small Group Instruction
- IEP/504 Accommodations and Modifications based on student need

**Cross-curricular Connections/Standards:**

- Language Arts
- Mathematical Practices
- Art
- Music
- Technology

**Eastampton Township School District**

Curriculum Guide

Grade: 7<sup>th</sup> Grade Content Area: Audio/Visual Arts

**Suggested Assessments:**

- Informal Assessment via observation/participation/task completion
- Informal Assessment via blog posts
- Formal Assessment of Projects 2-3 via teacher-made rubric

**Writing**

**Strand:** Range of Writing

**Common Core Standards:**

W.7.10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

**Big Ideas:**

Writing is strengthened through the routine production of text designed for a range of tasks, purposes, and audiences.

**Essential Questions:**

- How can one write effective arguments?
- How can one effectively examine a topic in an informative/explanatory medium?
- How can one develop engaging narratives?
- What is clear and coherent writing?
- How can peers and adults be utilized to improve writing skills?
- How does writing allow one to connect, interact, and collaborate with others?
- How can one determine the credibility and relevance of a source?
- How can one include information found in outside sources within one's own writing?

**Enduring Understandings:**

- Understanding purpose, organizing claims, and providing relevant evidence creates effective and persuasive arguments.
- Using precise language, cohesive transitions, and relevant research creates effective informative/explanatory text.
- Using organization, structure, dialogue, figurative language, theme, and description creates engaging narratives.
- Clear and coherent writing is the end product of a process of development, planning, organization, editing, style, and audience awareness.
- Peers and adults are valuable resources in a learning community that can be utilized to develop and strengthen writing.
- Technology presents one with countless opportunities to connect, interact, and collaborate with others.
- There are a variety of resources for students to use when researching a topic: library, online databases, MLA/APA Citation Machines, Easy Bib, etc.
- You use direct quotes, paraphrasing, and references of sources using proper citations to avoid plagiarism.

**Knowledge, Skills, and Instructional Objectives:**

- Reading
- Writing
- Speaking/Listening
- Collaboration
- The Writing Process
- Persuasion

**Instructional Materials/Resources:**

- Teacher-made notes
- Guided Reading
- Easy Bib
- Online resources
- Library

**Suggested Vocabulary**

- The Writing Process, Edit, Pre-write, Organization, Coherence, Style, Audience, Thesis Statement, Purpose, Persuade, Call to Action, Mood, Conflict, Plot, Climax, Flashback, Foreshadowing, First-Person Narrator, Second-Person Narrator, Third-

**Eastampton Township School District**

Curriculum Guide

Grade: 7<sup>th</sup> Grade Content Area: Audio/Visual Arts

<ul style="list-style-type: none"> <li>• Google Drive</li> </ul>	<p>Person Narrator, Plagiarism, Citation, Source, Credible, Relevance</p>
<p><b>Recommended Instructional Activities:</b></p> <ul style="list-style-type: none"> <li>• <b>Project 1: Breaking News-</b> Work together with a production company to create a newscast inspired by one of the images found in <i>The Mysteries of Harris Burdick</i> by Chris Van Allsburg. Select an image from the book and use the “Mystery Solved” graphic organizer to outline the plot of your investigation. Use your completed graphic organizer to write a brief script on Google Drive for your newscast. Film your script, edit your newscast, and present the finished product to the class. You will be given a group grade for this project. See rubric for grading criteria.</li> <li>• <b>Project 2: Persuasive Commercials-</b> Work with a partner to develop an advertisement that uses persuasive writing techniques such as logos, pathos, ethos, slogan, repetition, bandwagon, testimonial, emotional appeal, and expert opinion. Create a company and a product that you will be able to market. Use the Ad Campaign Organizer to plan your commercial. Once your organizer is complete, write a brief script for your commercial using Google Drive. Film and edit your commercials, then present to the class. Commercials should range from 2 to 4 minutes in length. You will be graded individually for this project. See Rubric for Grading Criteria.</li> <li>• <b>Project 3: Documentaries -</b> You will work with a production company to develop a documentary about a topic you feel passionate about. You may choose to educate, entertain, or persuade your audience with your film. Projects must include primary and secondary sources and narration.</li> <li>• <b>Class Blog-</b> Students will post writing weekly to a class blog. The blog will be closed to the students in each class. Students are expected to constructively comment on their classmates’ writing.</li> <li>• <b>Song of Myself-</b> Students will select a popular song of their choice (songs must be school appropriate and approved by teacher). Students will re-write the lyrics to the song into a self-descriptive ballad that uses figurative language to tell listeners all about their unique personalities.</li> <li>• <b>Seeing Sonnets –</b> Students will create visual interpretations of Shakespeare’s Sonnets. After close reading a sonnet, students will analyze what is explicitly stated and what can be inferred. Students will create a short film to accompany a voice over recording of the sonnet. Students may work individually or collaboratively.</li> <li>• <b>Project Critiques –</b> Students will critique one another’s work with a guided activity in which they determine the effectiveness of their classmate’s informative/persuasive films. Students will identify specific criteria found in one another’s work and offer constructive suggestions as to how to improve upon the projects.</li> </ul>	<p><b>Technology:</b></p> <ul style="list-style-type: none"> <li>• Projector</li> <li>• Google Drive</li> <li>• Class Blog</li> <li>• iPads/Laptops</li> <li>• Computers</li> <li>• Cameras</li> <li>• Video Editing Software</li> <li>• Audio Production Software/Hardware</li> </ul>
<p><b>Extension Strategies/Activities:</b></p> <ul style="list-style-type: none"> <li>• Reflect on the Instructional Activities via blog post. What did you like/dislike? Do you have any suggestions for making the activities more effective? Do you have any unanswered questions?</li> <li>• Students may continue to make use of the writing and research strategies learned in this class in all academic subject areas.</li> </ul>	<p><b>Modification Strategies/Activities:</b></p> <ul style="list-style-type: none"> <li>• Differentiation of Instruction</li> <li>• Use of Technology</li> <li>• Flexible Grouping</li> <li>• Small Group/Individual Instruction</li> <li>• IEP/504 Accommodations and Modifications according to student need</li> </ul>

**Eastampton Township School District**

Curriculum Guide

Grade: 7<sup>th</sup> Grade Content Area: Audio/Visual Arts

**Cross-curricular Connections/Standards:**

- Language Arts
- Mathematical Practices
- Art
- Music
- Technology

**Suggested Assessments:**

- Informal Assessment via observation/participation/task completion
- Informal Assessment via blog posts
- Formal Assessment of Projects 1-3 via teacher-made rubric

<b>Speaking and Listening</b>		<b>Strand: Comprehension and Collaboration</b>
<b>Common Core Standards:</b>		
<p>SL.7.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.</p> <ul style="list-style-type: none"> <li>• Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.</li> <li>• Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.</li> <li>• Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.</li> <li>• Acknowledge new information expressed by others and, when warranted, modify their own views.</li> </ul> <p>SL.7.2. Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.</p> <p>SL.7.3. Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.</p>		
<b>Big Ideas:</b>		
Actively engage in collaborative discussions on various topics, mediums, projects, and challenges.		
<b>Essential Questions:</b>	<b>Enduring Understandings:</b>	
<ul style="list-style-type: none"> <li>• What is the author/filmmaker's point of view?</li> <li>• Why did the author/filmmaker produce this?</li> <li>• What is the main idea of the medium?</li> <li>• How can one determine the effectiveness of an author/filmmaker's portrayal of a given topic?</li> </ul>	<ul style="list-style-type: none"> <li>• Authors and filmmakers use specific words and phrases to develop ideas that express a particular point of view.</li> <li>• Authors and filmmakers produce media to inform, to teach, to persuade, or to entertain.</li> <li>• <i>Main Idea</i> is what a given medium is "mostly" about.</li> <li>• Research, evidence, and an organized thought process creates a sound and reasonable portrayal of a given topic.</li> </ul>	
<b>Knowledge, Skills, and Instructional Objectives:</b>		
<ul style="list-style-type: none"> <li>• Reading</li> <li>• Writing</li> <li>• Speaking/Listening</li> <li>• Collaboration</li> <li>• Summary</li> <li>• Prediction</li> <li>• Research</li> <li>• Persuasion</li> <li>• Critique</li> </ul>		
<b>Instructional Materials/Resources:</b>	<b>Suggested Vocabulary</b>	
<ul style="list-style-type: none"> <li>• Teacher-Made Presentations</li> <li>• Guided Notes</li> <li>• Artful Thinking Routines</li> <li>• Student films</li> <li>• Project Critique Worksheets</li> <li>• Class Blog</li> </ul>	<ul style="list-style-type: none"> <li>• Point of view, main idea, purpose, content, interpret/interpretation, technique, critique, Ethos, Pathos, Logos, Persuasion, Documentary, Narration, Slogan, Repetition, Bandwagon, Testimonial, Emotional Appeal, Expert Opinion</li> </ul>	

**Eastampton Township School District**

Curriculum Guide

Grade: 7<sup>th</sup> Grade      Content Area: Audio/Video Arts

	<b>Technology:</b> <ul style="list-style-type: none"><li>• Projector</li><li>• Class Blog</li><li>• iPads/Laptops</li><li>• Computers</li><li>• Camera(s)</li><li>• iMovie</li><li>• Garageband</li></ul>
--	---

<b>Recommended Instructional Activities:</b> <ul style="list-style-type: none"><li>• <b>Project 1: Breaking News-</b> Work together with a production company to create a newscast inspired by one of the images found in <i>The Mysteries of Harris Burdick</i> by Chris Van Allsburg. Select an image from the book and use the “Mystery Solved” graphic organizer to outline the plot of your investigation. Use your completed graphic organizer to write a brief script on Google Drive for your newscast. Film your script, edit your newscast, and present the finished product to the class. You will be given a group grade for this project. See rubric for grading criteria.</li><li>• <b>Project 2: Persuasive Commercials-</b> Work with a partner to develop an advertisement that uses persuasive writing techniques such as logos, pathos, ethos, slogan, repetition, bandwagon, testimonial, emotional appeal, and expert opinion. Create a company and a product that you will be able to market. Use the Ad Campaign Organizer to plan your commercial. Once your organizer is complete, write a brief script for your commercial using Google Drive. Film and edit your commercials, then present to the class. Commercials should range from 2 to 4 minutes in length. You will be graded individually for this project. See Rubric for Grading Criteria.</li><li>• <b>Project 3: Documentaries -</b> You will work with a production company to develop a documentary about a topic you feel passionate about. You may choose to educate, entertain, or persuade your audience with your film. Projects must include primary and secondary sources and narration.</li><li>• <b>Project Critiques –</b> Students will critique one another’s work with a guided activity in which they determine the effectiveness of their classmate’s informative/persuasive films. Students will identify specific criteria found in one another’s work and offer constructive suggestions as to how to improve upon the projects.</li><li>• <b>Class Blog-</b> Identify themes present in a given short story, photograph, or painting. Make inferences about the interactions between characters in short stories or elements of a work of art.</li></ul>
---

<b>Extension Strategies/Activities:</b> <ul style="list-style-type: none"><li>• Students could participate in a grade-level discussion on the merits/benefits/possible improvements of the AV class at the end of the school year. This would provide valuable insight for the instructors, as well as administrators.</li></ul>	<b>Modification Strategies/Activities:</b> <ul style="list-style-type: none"><li>• Differentiation of Instruction</li><li>• Use of Technology</li><li>• Flexible Grouping</li><li>• Guided Notes</li><li>• Assignment modifications depending on student need/IEP</li></ul>
--	---

<b>Cross-curricular Connections/Standards:</b> <ul style="list-style-type: none"><li>• Language Arts</li><li>• Mathematical Practices</li><li>• Science</li><li>• History</li><li>• Music</li><li>• Art</li></ul>
---

<b>Suggested Assessments:</b> <ul style="list-style-type: none"><li>• Informal Assessment via participation/observation/class discussion</li><li>• Informal Assessment via class blog</li><li>• Formal Assessment via teacher-made projects and rubrics</li></ul>
---

**Eastampton Township School District**

Curriculum Guide

Grade: 7<sup>th</sup> Grade Content Area: Audio/Video Arts

<b>Speaking and Listening</b>	<b>Strand: Presentation of Knowledge and Ideas</b>
-------------------------------	--

**Common Core Standards:**

SL.7.4. Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.

SL.7.5. Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.

SL.7.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 7 Language standards 1 and 3 for specific expectations.)

**Big Ideas:**

Present logical, well-organized media for a variety of contexts, tasks and audiences, demonstrating command of American English Grammar when doing so.

**Essential Questions:**

- How does one demonstrate main ideas and themes when creating multimedia?
- How can one affect an audience with multimedia components and visual displays?
- How can one successfully communicate ideas, opinions, predictions, summaries, and inquiries?

**Enduring Understandings:**

- The use of researched/cited facts, logical sequencing of ideas, and thorough planning will accentuate one's main ideas and themes when creating multimedia.
- The deliberate use of specific audio and visual components will emphasize mood, theme, and salient points when creating multimedia.
- Students communicating in a respectful environment in which a multitude of ideas, opinions, predictions, and inquiries are explored in an organized and logical manner will have successful discussions.

**Knowledge, Skills, and Instructional Objectives:**

- Speaking/Listening
- Reading
- Writing
- Collaboration
- Interpretation
- Research
- Prediction
- Summary
- Critique

**Instructional Materials/Resources:**

- Teacher-Made Presentations
- Guided Notes
- Artful Thinking Routines
- Student films
- Project Critique Worksheets
- Class Blog

**Suggested Vocabulary**

- Point of view, Main Idea, Purpose, Content, Interpretation, Technique, Narration, Slogan, Repetition, Bandwagon, Testimonial, Emotional Appeal, Expert Opinion Theme, Inference, Conclusion, Plot, Mood, Interpret, Tone, Metaphor, Simile, Hyperbole, Imagery, Alliteration, Abstract, Analyze/Analysis, Content, Contrast, Harmony/Unity, Listen, Melody, Pitch, Rhythm, Style, Meter

**Technology:**

- Projector
- Class Blog
- iPads/Laptops
- Computers
- Camera(s)

**Eastampton Township School District**

Curriculum Guide

Grade: 7<sup>th</sup> Grade      Content Area: Audio/Video Arts

- Garage Band
- iMovie

**Recommended Instructional Activities:**

- **Project 1: Breaking News-** Work together with a production company to create a newscast inspired by one of the images found in *The Mysteries of Harris Burdick* by Chris Van Allsburg. Select an image from the book and use the “Mystery Solved” graphic organizer to outline the plot of your investigation. Use your completed graphic organizer to write a brief script on Google Drive for your newscast. Film your script, edit your newscast, and present the finished product to the class. You will be given a group grade for this project. See rubric for grading criteria.
- **Project 2: Persuasive Commercials-** Work with a partner to develop an advertisement that uses persuasive writing techniques such as logos, pathos, ethos, slogan, repetition, bandwagon, testimonial, emotional appeal, and expert opinion. Create a company and a product that you will be able to market. Use the Ad Campaign Organizer to plan your commercial. Once your organizer is complete, write a brief script for your commercial using Google Drive. Film and edit your commercials, then present to the class. Commercials should range from 2 to 4 minutes in length. You will be graded individually for this project. See Rubric for Grading Criteria.
- **Project 3: Documentaries -** You will work with a production company to develop a documentary about a topic you feel passionate about. You may choose to educate, entertain, or persuade your audience with your film. Projects must include primary and secondary sources and narration.
- **Project Critiques –** Students will critique one another’s work with a guided activity in which they determine the effectiveness of their classmate’s informative/persuasive films. Students will identify specific criteria found in one another’s work and offer constructive suggestions as to how to improve upon the projects.
- **Class Blog-** Identify themes present in a given short story, photograph, or painting. Make inferences about the interactions between characters in short stories or elements of a work of art.
- **Song of Myself-** Students will select a popular song of their choice (songs must be school appropriate and approved by teacher). Students will re-write the lyrics to the song into a self-descriptive ballad that uses figurative language to tell listeners all about their unique personalities.
- **Seeing Sonnets –** Students will create visual interpretations of Shakespeare’s Sonnets. After close reading a sonnet, students will analyze what is explicitly stated and what can be inferred. Students will create a short film to accompany a voice over recording of the sonnet. Students may work individually or collaboratively.

**Extension Strategies/Activities:**

- Students could post a blog that evaluates their progression as filmmakers. Where has he/she improved? What has he/she learned? What could he/she work on?

**Modification Strategies/Activities:**

- Differentiation of Instruction
- Use of Technology
- Use of music
- Flexible Grouping
- Guided Notes
- Assignment modifications depending on student need/IEP

**Cross-curricular Connections/Standards:**

- Language Arts
- Mathematical Practices
- Science
- History
- Music
- Art

**Suggested Assessments:**



**Eastampton Township School District**

Curriculum Guide

Grade: 7<sup>th</sup> Grade      Content Area: Audio/Video Arts

- Informal Assessment via participation/observation/class discussion
- Informal Assessment via class blog
- Formal Assessment via teacher-made projects and rubrics

<b>Language</b>		<b>Strand:</b> Conventions of Standard English
<b>Common Core Standards:</b>		
<p>L.7.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <ul style="list-style-type: none"> <li>• Explain the function of phrases and clauses in general and their function in specific sentences.</li> <li>• Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.</li> <li>• Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.*</li> </ul> <p>L.7.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <ul style="list-style-type: none"> <li>• Use a comma to separate coordinate adjectives (e.g., <i>It was a fascinating, enjoyable movie</i> but not <i>He wore an old[,] green shirt</i>).</li> <li>• Spell correctly.</li> </ul>		
<b>Big Ideas:</b>		
Present a variety of projects that demonstrate command of the conventions of American English Grammar, Usage and Mechanics.		
<b>Essential Questions:</b>	<b>Enduring Understandings:</b>	
<ul style="list-style-type: none"> <li>• How does one demonstrate command of American English Grammar and usage when writing or speaking?</li> <li>• How does one demonstrate command of American English Grammar and mechanics when writing?</li> </ul>	<ul style="list-style-type: none"> <li>• The use of varied sentence structures and specific phrases/clauses when writing or speaking demonstrates command of American English Grammar and usage.</li> <li>• The proper application of punctuation, spelling, and capitalization demonstrates command of American English Grammar and mechanics when writing.</li> </ul>	
<b>Knowledge, Skills, and Instructional Objectives:</b>		
<ul style="list-style-type: none"> <li>• Reading</li> <li>• Writing</li> <li>• Speaking/Listening</li> <li>• Collaboration</li> <li>• The Writing Process</li> </ul>		
<b>Instructional Materials/Resources:</b>	<b>Suggested Vocabulary</b>	
<ul style="list-style-type: none"> <li>• Google Drive</li> <li>• Class Blog</li> <li>• Teacher-Made Notes/Handouts</li> <li>• Peer Editing</li> </ul>	<ul style="list-style-type: none"> <li>• The Writing Process, Draft, Edit, Organization, Coherence, Parts of Speech, Usage, Mechanics</li> </ul>	
	<b>Technology:</b>	
	<ul style="list-style-type: none"> <li>• Computers/iPads/Laptops</li> <li>• Projector</li> <li>• Class Blog</li> <li>• Google Drive</li> </ul>	
<b>Recommended Instructional Activities:</b>		
<ul style="list-style-type: none"> <li>• <b>Project 1: Breaking News-</b> Work together with a production company to create a newscast inspired by one of the images found in <i>The Mysteries of Harris Burdick</i> by Chris Van Allsburg. Select an image from the book and use the “Mystery Solved” graphic organizer to outline the plot of your investigation. Use your completed graphic organizer to write a brief script on Google Drive for your newscast. Film your script, edit your newscast, and present the finished product to the class. You will be given a group grade for this project. See rubric for grading criteria.</li> <li>• <b>Project 2: Persuasive Commercials-</b> Work with a partner to develop an advertisement that uses persuasive writing techniques such as logos, pathos, ethos, slogan, repetition, bandwagon, testimonial, emotional appeal, and expert opinion. Create a company and a product that you will be able to market. Use the Ad Campaign Organizer to plan your commercial. Once your organizer is complete, write a brief script for your commercial using Google Drive. Film and edit your commercials, then present to the class. Commercials should range from 2 to 4 minutes in length. You will be graded individually for this project. See Rubric for Grading Criteria.</li> <li>• <b>Project 3: Documentaries -</b> You will work with a production company to develop a documentary about a topic you feel passionate about. You may choose to educate, entertain, or persuade your audience with your film. Projects must include primary and</li> </ul>		

**Eastampton Township School District**

Curriculum Guide

Grade: 7<sup>th</sup> Grade Content Area: Audio/Video Arts

secondary sources and narration.

- **Project Critiques** – Students will critique one another’s work with a guided activity in which they determine the effectiveness of their classmate’s informative/persuasive films. Students will identify specific criteria found in one another’s work and offer constructive suggestions as to how to improve upon the projects.
- **Class Blog**- Identify themes present in a given short story, photograph, or painting. Make inferences about the interactions between characters in short stories or elements of a work of art.
- **Song of Myself**- Students will select a popular song of their choice (songs must be school appropriate and approved by teacher). Students will re-write the lyrics to the song into a self-descriptive ballad that uses figurative language to tell listeners all about their unique personalities.
- **Seeing Sonnets** – Students will create visual interpretations of Shakespeare’s Sonnets. After close reading a sonnet, students will analyze what is explicitly stated and what can be inferred. Students will create a short film to accompany a voice over recording of the sonnet. Students may work individually or collaboratively.

**Extension Strategies/Activities:**

- Mini lessons on parts of speech to reinforce grammar concepts taught in the Language Arts classroom.
- Extra credit could be earned for students writing lyrics to a song that explains the definition and function of individual parts of speech.
- Knowledge of American English Grammar, Usage, and Mechanics can be applied to all subject areas.

**Modification Strategies/Activities:**

- Differentiation of Instruction through technology
- Flexible Grouping
- Peer Editing
- Use of Music
- One-on-one/Small Group Instruction
- Students may use voice-to-text recognition software when scripting/writing
- Modifications/Accommodations according to IEP’s/504’s

**Cross-curricular Connections/Standards:**

- Language Arts
- Mathematical Practices
- Art
- Music
- Technology
- Science
- History

**Suggested Assessments:**

- Informal Assessment via blog posts
- Informal Assessment via observation
- Formal Assessment via teacher-made rubrics

**Language**

**Strand:** Knowledge of Language

**Common Core Standards:**

L.7.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.

- Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.\*

**Big Ideas:**

The conventions of American English Grammar are an essential element of writing, speaking, reading, and listening.

**Essential Questions:**

- How does knowledge of language allow one to express ideas precisely and concisely?

**Enduring Understandings:**

- Knowledge of language and its conventions allows us to express ideas, opinions, differences, inquiries, analysis, interpretation, predictions, etc. It is the connective tissue for all human interaction.

**Knowledge, Skills, and Instructional Objectives:**

**Eastampton Township School District**

Curriculum Guide

Grade: 7<sup>th</sup> Grade      Content Area: Audio/Video Arts

<ul style="list-style-type: none"><li>• Reading</li><li>• Writing</li><li>• Speaking/Listening</li><li>• Collaboration</li><li>• The Writing Process</li><li>• Critique</li></ul>	
<b>Instructional Materials/Resources:</b> <ul style="list-style-type: none"><li>• Student Films</li><li>• Google Drive</li><li>• Class Blog</li><li>• Teacher-Made Notes/Handouts</li><li>• Peer Editing</li><li>• Project Critique Worksheets</li></ul>	<b>Suggested Vocabulary</b> <ul style="list-style-type: none"><li>• Coherence, Style, Audience, Figurative Language, Imagery, Dialogue, Denotation, Connotation, Interpret, Analyze</li></ul>
	<b>Technology:</b> <ul style="list-style-type: none"><li>• Computers</li><li>• Projector</li><li>• Class Blog</li><li>• iPads/Laptops</li><li>• Google Drive</li></ul>
<b>Recommended Instructional Activities:</b> <ul style="list-style-type: none"><li>• <b>Project 1: Breaking News-</b> Work together with a production company to create a newscast inspired by one of the images found in <i>The Mysteries of Harris Burdick</i> by Chris Van Allsburg. Select an image from the book and use the “Mystery Solved” graphic organizer to outline the plot of your investigation. Use your completed graphic organizer to write a brief script on Google Drive for your newscast. Film your script, edit your newscast, and present the finished product to the class. You will be given a group grade for this project. See rubric for grading criteria.</li><li>• <b>Project 2: Persuasive Commercials-</b> Work with a partner to develop an advertisement that uses persuasive writing techniques such as logos, pathos, ethos, slogan, repetition, bandwagon, testimonial, emotional appeal, and expert opinion. Create a company and a product that you will be able to market. Use the Ad Campaign Organizer to plan your commercial. Once your organizer is complete, write a brief script for your commercial using Google Drive. Film and edit your commercials, then present to the class. Commercials should range from 2 to 4 minutes in length. You will be graded individually for this project. See Rubric for Grading Criteria.</li><li>• <b>Project 3: Documentaries -</b> You will work with a production company to develop a documentary about a topic you feel passionate about. You may choose to educate, entertain, or persuade your audience with your film. Projects must include primary and secondary sources and narration.</li><li>• <b>Project Critiques –</b> Students will critique one another’s work with a guided activity in which they determine the effectiveness of their classmate’s informative/persuasive films. Students will identify specific criteria found in one another’s work and offer constructive suggestions as to how to improve upon the projects.</li><li>• <b>Class Blog-</b> Identify themes present in a given short story, photograph, or painting. Make inferences about the interactions between characters in short stories or elements of a work of art.</li><li>• <b>Song of Myself-</b> Students will select a popular song of their choice (songs must be school appropriate and approved by teacher). Students will re-write the lyrics to the song into a self-descriptive ballad that uses figurative language to tell listeners all about their unique personalities.</li><li>• <b>Seeing Sonnets –</b> Students will create visual interpretations of Shakespeare’s Sonnets. After close reading a sonnet, students will analyze what is explicitly stated and what can be inferred. Students will create a short film to accompany a voice over recording of the sonnet. Students may work individually or collaboratively.</li></ul>	
<b>Extension Strategies/Activities:</b>	<b>Modification Strategies/Activities:</b>

**Eastampton Township School District**

Curriculum Guide

Grade: 7<sup>th</sup> Grade Content Area: Audio/Video Arts

<ul style="list-style-type: none"> <li>• Informal class discussions on current events/related material/student inquiry.</li> <li>• Discussion on current forms of communication and the use of technology to communicate.</li> </ul>	<ul style="list-style-type: none"> <li>• Differentiation of Instruction through technology</li> <li>• Flexible Grouping</li> <li>• Peer Editing</li> <li>• One-on-one/Small Group Instruction</li> <li>• Modifications/Accommodations according to IEP's/504's</li> </ul>
--	---

<p><b>Cross-curricular Connections/Standards:</b></p> <ul style="list-style-type: none"> <li>• Language Arts</li> <li>• Mathematical Practices</li> <li>• Art</li> <li>• Music</li> <li>• Technology</li> <li>• Science</li> <li>• History/Social Studies</li> </ul>
--

<p><b>Suggested Assessments:</b></p> <ul style="list-style-type: none"> <li>• Informal Assessment via blog posts</li> <li>• Informal Assessment via participation and observation</li> <li>• Formal Assessment via teacher-made rubrics</li> </ul>
--

<p><b>Language</b></p>	<p><b>Strand: Vocabulary Acquisition and Use</b></p>
------------------------	--

<p><b>Common Core Standards:</b></p> <p>L.7.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 7 reading and content</i>, choosing flexibly from a range of strategies.</p> <ul style="list-style-type: none"> <li>• Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.</li> <li>• Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., <i>belligerent</i>, <i>bellicose</i>, <i>rebel</i>).</li> <li>• Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.</li> <li>• Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).</li> </ul> <p>L.7.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <ul style="list-style-type: none"> <li>• Interpret figures of speech (e.g., literary, biblical, and mythological allusions) in context.</li> <li>• Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words.</li> <li>• Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., <i>refined</i>, <i>respectful</i>, <i>polite</i>, <i>diplomatic</i>, <i>condescending</i>).</li> </ul> <p>L.7.6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p>
--

<p><b>Big Ideas:</b> Use language and the relationships between words to demonstrate understanding of the nuances in word meanings.</p>
---

<p><b>Essential Questions:</b></p> <ul style="list-style-type: none"> <li>• How does one acquire knowledge of new vocabulary?</li> <li>• What is figurative language?</li> </ul>	<p><b>Enduring Understandings:</b></p> <ul style="list-style-type: none"> <li>• One can adapt to and assimilate new vocabulary through the use of context clues, consultation of a dictionary or other reliable source, and extended use/practice of new words.</li> <li>• Figurative language (a.k.a. literary devices) is used to provide new insight on the subject, context, or idea being expressed in a text. Figurative language is not meant to</li> </ul>
--	--

**Eastampton Township School District**

Curriculum Guide

Grade: 7<sup>th</sup> Grade      Content Area: Audio/Video Arts

	be taken literally, and extends beyond the exact meanings of words. Examples include: Simile, Metaphor, Hyperbole, Idiom, Personification, Symbolism, Alliteration, and Onomatopoeia.
<b>Knowledge, Skills, and Instructional Objectives:</b> <ul style="list-style-type: none"><li>• Reading</li><li>• Writing</li><li>• Speaking/Listening/Viewing</li></ul>	
<b>Instructional Materials/Resources:</b> <ul style="list-style-type: none"><li>• Google Drive</li><li>• Class Blog</li><li>• Teacher-Made Notes/Handouts</li><li>• Collaboration</li><li>• Class Projects</li></ul>	<b>Suggested Vocabulary</b> <ul style="list-style-type: none"><li>• Simile, Metaphor, Hyperbole, Idiom, Personification, Symbolism, Alliteration, Onomatopoeia, Denotation, Connotation</li></ul> <b>Technology:</b> <ul style="list-style-type: none"><li>• Computers</li><li>• Projector</li><li>• Class Blog</li><li>• iPads/Laptops</li><li>• Google Drive</li></ul>
<b>Recommended Instructional Activities:</b> <ul style="list-style-type: none"><li>• <b>Project 1: Breaking News</b>- Work together with a production company to create a newscast inspired by one of the images found in <i>The Mysteries of Harris Burdick</i> by Chris Van Allsburg. Select an image from the book and use the "Mystery Solved" graphic organizer to outline the plot of your investigation. Use your completed graphic organizer to write a brief script on Google Drive for your newscast. Film your script, edit your newscast, and present the finished product to the class. You will be given a group grade for this project. See rubric for grading criteria.</li><li>• <b>Project 2: Persuasive Commercials</b>- Work with a partner to develop an advertisement that uses persuasive writing techniques such as logos, pathos, ethos, slogan, repetition, bandwagon, testimonial, emotional appeal, and expert opinion. Create a company and a product that you will be able to market. Use the Ad Campaign Organizer to plan your commercial. Once your organizer is complete, write a brief script for your commercial using Google Drive. Film and edit your commercials, then present to the class. Commercials should range from 2 to 4 minutes in length. You will be graded individually for this project. See Rubric for Grading Criteria.</li><li>• <b>Project 3: Documentaries</b> - You will work with a production company to develop a documentary about a topic you feel passionate about. You may choose to educate, entertain, or persuade your audience with your film. Projects must include primary and secondary sources and narration.</li><li>• <b>Project Critiques</b> – Students will critique one another's work with a guided activity in which they determine the effectiveness of their classmate's informative/persuasive films. Students will identify specific criteria found in one another's work and offer constructive suggestions as to how to improve upon the projects.</li><li>• <b>Class Blog</b>- Identify themes present in a given short story, photograph, or painting. Make inferences about the interactions between characters in short stories or elements of a work of art.</li><li>• <b>Song of Myself</b>- Students will select a popular song of their choice (songs must be school appropriate and approved by teacher). Students will re-write the lyrics to the song into a self-descriptive ballad that uses figurative language to tell listeners all about their unique personalities.</li><li>• <b>Seeing Sonnets</b> – Students will create visual interpretations of Shakespeare's Sonnets. After close reading a sonnet, students will analyze what is explicitly stated and what can be inferred. Students will create a short film to accompany a voice over recording of the sonnet. Students may work individually or collaboratively.</li></ul>	
<b>Extension Strategies/Activities:</b>	<b>Modification Strategies/Activities:</b>

**Eastampton Township School District**

Curriculum Guide

Grade: 7<sup>th</sup> Grade      Content Area: Audio/Video Arts

<ul style="list-style-type: none"><li>• Students will use figurative language in all writing assignments, including class blogs.</li><li>• Knowledge of vocabulary acquisition extends to all subject matters.</li></ul>	<ul style="list-style-type: none"><li>• Differentiation of Instruction through technology</li><li>• Flexible Grouping</li><li>• Peer Editing</li><li>• One-on-one/Small Group Instruction</li><li>• Modifications/Accommodations according to IEP's/504's</li></ul>
<b>Cross-curricular Connections/Standards:</b> <ul style="list-style-type: none"><li>• Language Arts</li><li>• Mathematical Practices</li><li>• Art</li><li>• Music</li><li>• Technology</li><li>• History/Social Studies</li></ul>	
<b>Suggested Assessments:</b> <ul style="list-style-type: none"><li>• Informal Assessment via blog posts</li><li>• Informal Assessment via participation and observation</li><li>• Formal Assessment via teacher-made rubrics</li></ul>	

*Beginning in grade 3, skills and understandings that are particularly likely to require continued attention in higher grades as they are applied to increasingly sophisticated writing and speaking are marked with an asterisk (\*).*