



BEDFORD COUNTY PUBLIC SCHOOLS

Seventh Grade Curriculum Guide

[Link to 6-8 Curriculum Framework](#)

CONTENT

FIRST NINE WEEKS

SECOND NINE WEEKS

THIRD NINE WEEKS

FOURTH NINE WEEKS

CONTENT	FIRST NINE WEEKS	SECOND NINE WEEKS	THIRD NINE WEEKS	FOURTH NINE WEEKS
<p>COMMUNICATION: SPEAKING, LISTENING, MEDIA LITERACY</p> <p>6.1 The student will participate in and contribute to small-group activities.</p> <ul style="list-style-type: none"> a. Communicate as leaders and contributor. b. Evaluate own contributions to discussions. c. Summarize and evaluate group activities. d. Analyze the effectiveness of participants interactions. <p>6.2 The student will present, listen critically, and express opinions in oral presentations.</p> <ul style="list-style-type: none"> a. Distinguish between fact and opinion. b. Compare and contrast viewpoints. c. Present a convincing argument. d. Paraphrase and summarize what is heard. e. Use language and vocabulary appropriate to audience, topic, and purpose. 	<p>COMMUNICATION: SPEAKING, LISTENING, MEDIA LITERACY</p> <p>7.1 The student will participate in and contribute to conversations, group discussions, and oral presentations.</p> <ul style="list-style-type: none"> a. Communicate ideas and information orally in an organized and succinct manner. b. Ask probing questions to seek elaboration and clarification of ideas. c. Make statements to communicate agreement or tactful disagreement with others' ideas. d. Use language and style appropriate to audience, topic, and purpose. e. Use a variety of strategies to listen actively. <p>7.2 The student will identify and demonstrate the relationship between a speaker's verbal and nonverbal messages.</p> <ul style="list-style-type: none"> a. Use verbal communication skills, such as word choice, pitch, feeling, tone, and voice appropriate for the intended audience. b. Use nonverbal communication skills, such as eye contact, posture, and gestures to enhance verbal communication skills. c. Compare/contrast a speaker's verbal and nonverbal messages. 	<p>COMMUNICATION: SPEAKING, LISTENING, MEDIA LITERACY</p> <p>8.1 The student will use interviewing techniques to gain information.</p> <ul style="list-style-type: none"> a. Prepare and ask relevant questions for the interview. b. Make notes of responses. c. Compile, accurately report, and publish responses. d. Evaluation the effectiveness of the interview. <p>8.2 The student will develop and deliver oral presentations in groups and individually.</p> <ul style="list-style-type: none"> a. Choose topic and purpose appropriate to the audience. b. Choose vocabulary and tone appropriate to the audience, topic, and purpose. c. Use appropriate verbal and nonverbal presentation skills. d. Respond to audience questions and comments. e. Differentiate between standard English and informal language. f. Critique oral presentations. g. Assume shared responsibility for collaborative work. h. Use a variety of strategies to listen actively. 		



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	<p>6.3 The student will understand the elements of media literacy.</p> <ul style="list-style-type: none"> a. Compare and contrast auditory, visual, and written media messages. b. Identify the characteristics and effectiveness of a variety of media messages. c. Craft and publish audience-specific media messages. <p>READING</p> <p>6.4 The student will read and learn the meanings of unfamiliar words and phrases within authentic texts.</p> <ul style="list-style-type: none"> a. Identify word origins and derivations. b. Use roots, cognates, affixes, synonyms, and antonyms to expand vocabulary. c. Use context and sentence structure to determine meanings and differentiate among multiple meanings of words. d. Identify and analyze figurative language. e. Use word-reference materials. f. Extend general and specialized vocabulary through speaking, listening, reading, and writing. 	<p>7.3 The student will understand the elements of media literacy.</p> <ul style="list-style-type: none"> a. Identify persuasive/informative techniques used in nonprint media including television, radio, video, and Internet. b. Distinguish between fact and opinion, and between evidence and inference. c. Describe how word choice and visual images convey a viewpoint. d. Compare and contrast the techniques in auditory, visual, and written media messages. e. Craft and publish audience-specific media messages. <p>READING</p> <p>7.4 The student will read to determine the meanings and pronunciations of unfamiliar words and phrases within authentic texts.</p> <ul style="list-style-type: none"> a. Identify word origins and derivations. b. Use roots, cognates, affixes, synonyms, and antonyms to expand vocabulary. c. Identify and analyze figurative language. d. Identify connotations. e. Use context and sentence structure to determine meanings and differentiate among multiple meaning of words. f. Extend general and specialized vocabulary through speaking, listening, reading, and writing. 	<p>8.3 The student will analyze, develop, and produce creative or informational media messages.</p> <ul style="list-style-type: none"> a. Evaluate the persuasive/informational technique being used in nonprint media including television, radio, video, and Internet. b. Examine how values and viewpoints are included or excluded and how the media can influence beliefs, behaviors, and interpretations. c. Use media and visual literacy skills to create products that express new understandings. d. Evaluate sources for relationships between intent and factual content. <p>READING</p> <p>8.4 The student will apply knowledge of word origins, analogies, and figurative language to extend vocabulary development within authentic texts.</p> <ul style="list-style-type: none"> a. Identify and analyze an author's use of figurative language. b. Use context, structure, and connotations to determine meaning and differentiate among multiple meanings of words and phrases. c. Use roots, affixes, cognates, synonyms, and antonyms to determine the meaning of unfamiliar words and technical vocabulary. d. Use dictionaries, thesauruses, and glossaries to determine definition, pronunciation, etymology, spelling, and usage of words. e. Discriminate between connotative and 	



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	<p>6.5 The student will read and demonstrate comprehension of a variety of fictional texts, narrative nonfiction, and poetry.</p> <p>a. Identify the elements of narrative structure, including setting, character plot, conflict, and theme.</p> <p>b. Make, confirm, and revise predictions.</p> <p>c. Describe how word choice and imagery contribute to the meaning of a text.</p> <p>d. Describe cause and effect relationships and their impact on plot.</p> <p>e. Use prior and background knowledge as context for new learning.</p> <p>f. Use information in the text to draw conclusions and make inferences.</p> <p>g. Explain how character and plot development are used in a selection to support a central conflict or story line.</p> <p>h. Identify the main idea.</p> <p>i. Identify and summarize supporting details.</p> <p>j. Identify and analyze the author's use of figurative language.</p> <p>k. Identify transitional words and phrases that signal and author's organizational pattern.</p> <p>l. Use reading strategies to monitor comprehension throughout the reading process.</p>	<p>7.5 The student will read and demonstrate comprehension of a variety of fictional texts, narrative nonfiction, and poetry.</p> <p>a. Describe the elements of narrative structure including setting, character development, plot structure, theme, and conflict.</p> <p>b. Compare and contrast various forms and genres of fictional text.</p> <p>c. Identify conventional elements and characteristics of a variety of genres.</p> <p>d. Describe the impact of word choice, imagery, and literary devices including figurative language.</p> <p>e. Make, confirm, and revise predictions.</p> <p>f. Use prior and background knowledge as a context for new learning.</p> <p>g. Make inferences and draw conclusions based on the text.</p> <p>h. Identify the main idea.</p> <p>i. Summarize text relating supporting details.</p> <p>j. Identify the author's organizational pattern.</p> <p>k. Identify cause and effect relationships.</p> <p>l. Use reading strategies to monitor comprehension throughout the reading process.</p>		<p>denotative meanings and interpret the connotation.</p> <p>f. Extend general and specialized vocabulary through speaking, listening, reading, and writing.</p> <p>8.5 The student will read and analyze a variety of fictional texts, narrative nonfiction, and poetry.</p> <p>a. Explain the use of symbols and figurative language.</p> <p>b. Make inferences and draw conclusions based on explicit and implied information using evidence from text as support.</p> <p>c. Explain how authors use characters, conflict, point of view, voice, and tone to create meaning.</p> <p>d. Understand the author's use of conventional elements and characteristics within a variety of genres.</p> <p>e. Compare and contrast the author's use of word choice, dialogue, form, rhyme, rhythm, and voice in different texts.</p> <p>f. Compare and contrast authors' styles.</p> <p>g. Identify and ask questions that clarify various viewpoints.</p> <p>h. Identify the main idea.</p> <p>i. Summarize text relating supporting details.</p> <p>j. Identify an author's organizational pattern using textual clues, such as transitional words and phrases.</p> <p>k. Identify cause and effect relationships.</p> <p>l. Use prior and background knowledge as a context for new learning.</p> <p>m. Use reading strategies to monitor comprehension throughout the reading process.</p>



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	<p>6.6 The student will read and demonstrate comprehension of a variety of nonfiction texts.</p> <ul style="list-style-type: none"> a. Use text structure such as type, headings, and graphics to predict and categorize information in both print and digital texts. b. Use prior knowledge and build additional background knowledge as context for new learning. c. Identify questions to be answered. d. Make, confirm, or revise predictions. e. Draw conclusions and make inferences based on explicit and implied information. f. Differentiate between fact and opinion. g. Identify main idea. h. Summarize supporting details. i. Compare and contrast information about one topic, which may be contained in different selections. j. Identify the author’s organizational pattern. k. Identify cause and effect relationships. l. Use reading strategies to monitor comprehension throughout the reading process. <p>WRITING</p> <p>6.7 The student will write narration, description, exposition, and persuasion.</p> <ul style="list-style-type: none"> a. Identify audience and purpose. b. Use a variety of prewriting strategies including 	<p>7.6 The student will read and demonstrate comprehension of a variety of nonfiction texts.</p> <ul style="list-style-type: none"> a. Use prior and background knowledge as a context for new learning. b. Use text structures to aid comprehension. c. Identify an author’s organizational pattern using textual clues, such as transitional words and phrases. d. Draw conclusions and make inferences on explicit and implied information. e. Differentiate between fact and opinion. f. Identify the source, viewpoint, and purpose of texts. g. Describe how word choice and language structure convey and author’s viewpoint. h. Identify the main idea. i. Summarize text identifying supporting details. j. Identify cause and effect relationships. k. Organize and synthesize information for use in written formats. l. Use reading strategies to monitor comprehension throughout the reading process. <p>WRITING</p> <p>7.7 The student will write in a variety of forms with an emphasis on exposition, narration, and persuasion.</p> <ul style="list-style-type: none"> a. Identify intended audience. 	<p>8.6 The student will read, comprehend, and analyze a variety of nonfiction texts.</p> <ul style="list-style-type: none"> a. Draw on background knowledge and knowledge of text structure to understand selections. b. Make inferences and draw conclusions based on explicit and implied information using evidence from text as support. c. Analyze the author’s qualifications, viewpoint, and impact. d. Analyze the author’s use of text structure and word choice. e. Analyze details for relevance and accuracy. f. Differentiate between fact and opinion. g. Identify the main idea. h. Summarize the text identifying supporting details. i. Identify an author’s organizational pattern using textual clues, such as transitional words and phrases. j. Identify cause and effect relationships. k. Evaluate, organize, and synthesize information for use in written and oral formats. l. Use reading strategies to monitor comprehension throughout the reading process. <p>WRITING</p> <p>8.7 The student will write in a variety of forms, including narration, exposition, persuasion, and informational.</p> <ul style="list-style-type: none"> a. Identify intended audience. b. Use prewriting strategies to generate and 	



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	<p>graphic organizers to generate and organize ideas. c. Organize writing structure to fit mode or topic. d. Establish a central idea and organization. e. Compose a topic sentence or thesis statement if appropriate. f. Write multi-paragraph compositions with elaboration and unity. g. Select vocabulary and information to enhance the central idea, tone, and voice. h. Expand and embed ideas by using modifiers, standard coordination, and subordination in complete sentences. i. Revise sentences for clarity of content including specific vocabulary and information. j. Use computer technology to plan, draft, revise, edit, and publish writing.</p> <p>6.8 The student will edit writing for correct grammar, capitalization, punctuation, spelling, sentence structure, and paragraphing. a. Use a variety of graphic organizers, including sentence diagrams, to analyze and improve sentence formation and paragraph structure. b. Use subject-verb agreement with intervening phrases and clauses. c. Use pronoun-antecedent agreement to include indefinite pronouns. d. Maintain consistent verb tense across paragraphs. e. Eliminate double negatives. f. Use quotation marks with dialogue.</p>	<p>b. Use a variety of prewriting strategies including graphic organizers to generate and organize ideas. c. Organize writing structure to fit mode or topic. d. Establish a central idea and organization. e. Compose a topic sentence or thesis statement. f. Write multi-paragraph compositions with unity elaborating the central idea. g. Select vocabulary and information to enhance the central idea, tone, and voice. h. Expand and embed ideas by using modifiers, standard coordination, and subordination in complete sentences. i. Use clauses and phrases for sentence variety. j. Revise sentences for clarity of content including specific vocabulary and information. k. Use computer technology to plan, draft, revise, edit, and publish writing.</p> <p>7.8 The student will edit writing for correct grammar, capitalization, punctuation, spelling, sentence structure, and paragraphing. a. Use a variety of graphic organizers, including sentence diagrams, to analyze and improve sentence formation and paragraph structure. b. Choose appropriate adjectives and adverbs to enhance writing. c. Use pronoun-antecedent agreement to include indefinite pronouns. d. Use subject-verb agreement with intervening phrases and clauses. e. Edit for verb tense consistency and point of view. f. Demonstrate understanding of sentence</p>	<p>organize ideas. c. Distinguish between a thesis statement and a topic sentence. d. Organize details to elaborate the central idea and provide unity. e. Select specific vocabulary and information for audience and purpose. f. Use interview quotations as evidence. g. Revise writing for clarity of content, word choice, sentence variety, and transitions among paragraphs. h. Use computer technology to plan, draft, revise, edit, and publish writing.</p> <p>8.8 The student will edit writing for correct grammar, capitalization, punctuation, spelling, sentence structure and paragraphing. a. Use a variety of graphic organizers, including sentence diagrams to analyze and improve sentence formation and paragraph structure. b. Use and punctuate correctly varied sentence structures to include conjunctions and transition words. c. Choose the correct case and number for pronouns in prepositional phrases with compound objects. d. Maintain consistent verb tense across paragraphs. e. Use comparative and superlative degrees in</p>	



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	<p>g. Choose adverbs to describe verbs, adjectives, and other adverbs.</p> <p>h. Use correct spelling for frequently used words.</p> <p>RESEARCH 6.9 The student will find, evaluate, and select appropriate resources for a research product.</p> <p>a. Collect information from multiple sources including online, print, and media.</p> <p>b. Evaluate the validity and authenticity of texts.</p> <p>c. Use technology as a tool to research, organize, evaluate, and communicate information.</p> <p>d. Cite primary and secondary sources.</p> <p>e. Define the meaning and consequences of plagiarism and follow ethical and legal guidelines for gathering and using information.</p>	<p>formation by identifying the eight parts of speech and their functions in sentences.</p> <p>g. Use quotation marks with dialogue.</p> <p>h. Use correct spelling for commonly used words.</p> <p>RESEARCH 7.9 The student will apply knowledge of appropriate reference materials to produce a research product.</p> <p>a. Collect and organize information from multiple sources including online, print and media.</p> <p>b. Evaluate the validity and authenticity of sources.</p> <p>c. Use technology as a tool to research, organize, evaluate, and communicate information.</p> <p>d. Cite primary and secondary sources.</p> <p>e. Define the meaning and consequences of plagiarism and follow ethical and legal guidelines for gathering and using information.</p>		<p>adverbs and adjectives.</p> <p>f. Use quotation marks with dialogue and direct quotations.</p> <p>g. Use correct spelling for frequently used words.</p> <p>RESEARCH 8.9 The student will apply knowledge of appropriate reference materials to produce a research project.</p> <p>a. Collect and synthesize information from multiple sources including online, print and media.</p> <p>b. Evaluate the validity and authenticity of texts.</p> <p>c. Use technology as a tool to research, organize, evaluate, and communicate information.</p> <p>d. Make sense of information gathered from diverse sources by identifying misconceptions, main and supporting ideas conflicting information, point of view or bias.</p> <p>e. Cite primary and secondary sources using Modern Language Association (MLA) or American Psychological Association (APA) style.</p> <p>f. Publish findings and respond to feedback.</p>



General Instructional Resources and Expectations for Teaching Language Arts in Seventh Grade

Communication: Speaking, Listening, Media Literacy

At the seventh-grade level, students will continue to develop oral communication skills and will become more aware of the effects of verbal and nonverbal behaviors in oral communications. Students will also demonstrate knowledge and understanding of persuasive/informative techniques used in media messages, including viewpoints expressed in nonprint media.

Reading

At the seventh-grade level, students will continue the study of roots and affixes for vocabulary development and continue to study figurative language. Connotations will be introduced. They will read and understand information from various sources including a variety of fiction, nonfiction, and poetry. They will continue to read for appreciation and comprehension in both classic and recent works. Students will apply critical reading and reasoning skills across the content areas, including history and social science, science, and mathematics. When selecting texts, teachers will consider appropriateness of subject and theme as well as text complexity.

Writing

At the seventh-grade level, students will plan, draft, revise, and edit expository as well as narrative and persuasive pieces with attention to composition and written expression. Students will achieve greater independence with sentence formation, usage, and mechanics and understand that the conventions of language help convey the message from the writer to the reader. Students will use writing for expressive purposes and as a tool for learning academic concepts. They will use available and appropriate technology.

Research

At the seventh-grade level, students will apply knowledge of appropriate reference material to produce a research product including the collection and organization of information from multiple online, print, and media sources. They will extend skills in the evaluation of sources and the use of technology to research, organize, evaluate, and communicate information. In addition, they will continue to cite sources skillfully and thereby avoid plagiarism.

Excerpts taken from the 2010 VDOE Curriculum Framework



General Instructional Resources

VDOE Resources

[Curriculum Framework and Test Blueprints \(Reading and Writing\)](#)

[Enhanced Scope and Sequence Lesson Plans](#)

[VADOE Spring 2013 SOL Student Performance Analysis](#)

[SOL Online Writing Resources - VADOE](#)

[Understand Scoring](#)

[VADOE Text-dependent Questions Using Paired Passages](#)

[Virginia English SOL/Common Core Crosswalk](#)

Instructional Resources

[Laying the Foundation](#)

[ReadWriteThink.org](#)

[Thinkfinity.org](#)

[NBC Learn](#)

[Expert Space](#)

- *If you have not created your own Expert Space account, use this [link](#).*



LIBRARY OF CONGRESS

- Primary and Secondary resources [lesson plans](#)

Project-Based Learning (PBL): The Better Way to Learn

- What is [Project-Based Learning](#)?
- How can [Project-Based Learning](#) be used to personalize learning?
- [PBL Lessons Link 1](#)
- [PBL Lessons Link 2](#)

Additional Text Resources

[Project Gutenberg](#)

[Eyewitness to History](#)

[Famous Speeches and Speech Topics](#)

[Lesson plans for literature, social studies, history, art, and culture](#)

[Read Works](#)

[Short passages: fiction/nonfiction/paired passages/poetry/writing](#)

[A variety of text types: stories, articles, etc.](#)

BCPS Resources

[Book Request Form](#)

[Novel Opt Out Form](#)

[Thinking Map Samples](#) (requires BCPS server access)

[TEI Samples and Templates](#) (requires BCPS server access)

[Unpacking the Standards](#)

Internet Safety Lessons

<http://bcpshelpdesk.weebly.com/links-for-middle-school.html>



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<p>READING</p> <p>NEW Fiction Performance Assessments:</p> <ul style="list-style-type: none"> • Rikki Tikki Tavi • The Glorious Whitewashing Tom Sawyer • Three Skeleton Key <p>NEW Nonfiction Performance Assessments:</p> <ul style="list-style-type: none"> • The Great Fire • Assessment 1 • Assessment 2 	<p><i>All types of reading (fiction, nonfiction, and poetry) should be used while teaching the skills.</i></p> <ul style="list-style-type: none"> ▪ Author’s Purpose: 7.6f <ul style="list-style-type: none"> – Persuade – Inform – Entertain ▪ Author’s Viewpoint: 7.6f <ul style="list-style-type: none"> – Bias – Subjective/Objective – Author’s Tone – Word Choice ▪ Fact/Opinion: 7.6e ▪ External Text Structures/Features: 7.6b, c <ul style="list-style-type: none"> – Boldface type – Italics type – Type set in color – Underlining – Indentation – Sidebars – Illustrations, Graphics, and Photographs – Headings and Subheadings – Footnotes and Annotations ▪ Internal Text Structure/Organizational 	<p><i>All types of reading (fiction, nonfiction, and poetry) should be used while teaching the skills.</i></p> <p><i>*Continue reviewing all 1st nine weeks skills.</i></p> <ul style="list-style-type: none"> ▪ Figurative Language: 7.4c, 7.5d <ul style="list-style-type: none"> – Simile – Metaphor – Personification – Hyperbole ▪ Imagery: 7.5d ▪ Plot: 7.5a <ul style="list-style-type: none"> – Exposition – Initiating Event – Rising Action – Climax – Falling Action – Resolution ▪ Setting: 7.5a <ul style="list-style-type: none"> – Time/Place/Duration ▪ Point of View <ul style="list-style-type: none"> – First person – Third person limited – Third person omniscient ▪ Conflict: 7.5a 	<p><i>All types of reading (fiction, nonfiction, and poetry) should be used while teaching the skills.</i></p> <p><i>*Continue reviewing all 1st and 2nd nine weeks skills.</i></p> <ul style="list-style-type: none"> ▪ Types of Poetry <ul style="list-style-type: none"> – Haiku – Limerick – Ballad – Free Verse – Lyric – Quatrain ▪ Sound Devices <ul style="list-style-type: none"> – Rhyme – Rhythm – Meter – Repetition – Alliteration – Onomatopoeia ▪ Mood / Tone ▪ Folk Literature <ul style="list-style-type: none"> – Tales (Folk/Fairy) – Myths – Legends – Fables ▪ Irony ▪ Theme: 7.5a 	<p><i>All types of reading (fiction, nonfiction, and poetry) should be used while teaching the skills.</i></p> <p><i>*In preparation for the SOL, review all 1st, 2nd, and 3rd, nine weeks skills.</i></p> <p>Target weak areas based on Benchmarks, formative, and summative assessments including historically weak areas:</p> <ul style="list-style-type: none"> – Author’s Purpose / Purpose – Making Inferences / Drawing Conclusions – Identifying Main Idea – Identifying Theme – Internal Text Structure / Organizational Patterns – Summarizing – Supporting Details – Vocabulary in Context – Predicting – Figurative Language – Fact/Opinion



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	<p>Patterns: 7.6b, c</p> <ul style="list-style-type: none"> - Sequential or Chronological - Process - Cause and Effect: 7.6j - Comparison/Contrast - Concept and Definition - Enumeration or Listing - Generalization <ul style="list-style-type: none"> ▪ Main Idea: 7.5h, 7.6h ▪ Summarizing: 7.5i, 7.6i ▪ Draw Conclusions and Make Inferences: 7.6d 	<ul style="list-style-type: none"> - Internal / External - Individual (Ind) v. Self - Ind v. Individual - Ind v. Nature - Ind v. Supernatural - Ind v. Technology <ul style="list-style-type: none"> ▪ Characterization: 7.5a <ul style="list-style-type: none"> - Direct / Indirect - Protagonist / Antagonist ▪ Foreshadowing ▪ Comparing Literature: 7.5b 	<ul style="list-style-type: none"> ▪ Persuasive Techniques: 7.3a <ul style="list-style-type: none"> - Name Calling or Innuendo - Glittering Generalities or Card Stacking - Bandwagon - Testimonials - Appeal to Prestige, Snobbery, or Plain Folks - Appeal to Emotion 	
VOCABULARY	<p><u>Skills to be taught all year:</u></p> <ul style="list-style-type: none"> ▪ Origins and Derivations: 7.4a ▪ Roots: 7.4b ▪ Affixes: 7.4b <ul style="list-style-type: none"> - Prefixes - Suffixes ▪ Cognate (similar word origins): 7.4b ▪ Determining word meaning through context: 7.4e ▪ Using print and digital word reference materials (dictionary, glossary, thesaurus) 			



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	<p><u>Strategies to help students during vocabulary instruction:</u></p> <ul style="list-style-type: none"> ▪ Synonyms / Antonyms: 7.4b ▪ Denotations / Connotations: 7.4d ▪ Analogies ▪ Figurative language: 7.4c ▪ Separate and recombine word parts related to meaning <p>VDOE Vocabulary Resources</p>			
GRAMMAR, USAGE, MECHANICS (GUM)	<p><i>Focus on 7th grade punctuation skills throughout GUM instruction (See SOL Essential Knowledge Guide)</i></p> <ul style="list-style-type: none"> ▪ Parts of Speech (8): 7.8f ▪ Diagramming Sentences: 7.8a ▪ Complete Sentences ▪ Maintaining consistent point of view and verb tense throughout piece of writing: 7.8e 	<p><i>Focus on 7th grade punctuation skills throughout GUM instruction (See SOL Essential Knowledge Guide)</i></p> <ul style="list-style-type: none"> ▪ Simple, Compound, Compound-Complex Sentences: 7.7h, 7.7i ▪ Subject/Verb Agreement: 7.8d ▪ Pronoun/Antecedent Agreement: 7.8c ▪ Maintaining consistent point of view and verb tense throughout piece of writing: 7.8e 	<p><i>Focus on 7th grade punctuation skills throughout GUM instruction (See SOL Essential Knowledge Guide)</i></p> <ul style="list-style-type: none"> ▪ Review all GUM skills this nine weeks. 	<p><i>Focus on 7th grade punctuation skills throughout GUM instruction (See SOL Essential Knowledge Guide)</i></p> <ul style="list-style-type: none"> ▪ Review all GUM skills this nine weeks.



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WRITING Scoring Rubric	<p>*Expose students to SOL Writing Prompts (dark banded prompts assigned to 7th grade): Link to SOL Prompts</p> <p><u>Persuasive Writing</u></p> <ul style="list-style-type: none"> ▪ Understand and apply elements of composing: 7.7 <ul style="list-style-type: none"> – Central Idea – Elaboration – Unity – Organization 	<p>*Expose students to SOL Writing Prompts (dark banded prompts assigned to 7th grade): Link to SOL Prompts</p> <p><u>Expository Writing</u></p> <ul style="list-style-type: none"> ▪ Understand and apply elements of composing: 7.7 <ul style="list-style-type: none"> – Central Idea – Elaboration – Unity – Organization 	<p>*Expose students to SOL Writing Prompts (dark banded prompts assigned to 7th grade): Link to SOL Prompts</p> <p><u>Persuasive/Research Writing</u></p> <ul style="list-style-type: none"> – Locate, evaluate, and use research tools – Organize/synthesize information – Use MLA format to cite research within writing and to create “Works Cited” page (to avoid plagiarism) 	<p>*Expose students to SOL Writing Prompts (dark banded prompts assigned to 7th grade): Link to SOL Prompts</p> <p><u>Narrative Writing</u></p> <ul style="list-style-type: none"> ▪ Understand and apply elements of composing: 7.7 <ul style="list-style-type: none"> – Central Idea – Elaboration – Unity – Organization
COMMUNICATION	<ul style="list-style-type: none"> ▪ Throughout the year, students should have opportunities to engage in conversations, group discussions, and oral presentations. All students should: <ul style="list-style-type: none"> – Understand and demonstrate appropriate audience behavior 			



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[Link to 6-8 Curriculum Framework](#)

CONTENT	FIRST NINE WEEKS	SECOND NINE WEEKS	THIRD NINE WEEKS	FOURTH NINE WEEKS
	<ul style="list-style-type: none"> - Prepare and deliver oral presentations - Participate effectively in group discussions and presentations - Show awareness of audience, topic, and purpose 			
TECHNOLOGY	<p>Incorporate one new technology tool each nine weeks. (Not all technology available at each school). See ITRTs for lesson ideas and assistance Click here for other ideas for technology and web tools.</p> <p>Suggested Activities:</p> <p>iPod Touch/iPads</p> <ul style="list-style-type: none"> ● Viewing PowerPoints ● QR Code Scanning ● Comic Strips Creation ● Newspaper/Postcard Creation ● Research ● Reading (book, magazine, newspaper) ● Audiobooks ● Collage activities 			



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	<ul style="list-style-type: none"> ● Voice Memo: Collaborative Story building ● Analysis of tone, mood, and theme through music ● Podcasts ● Apps for Educators <p>SmartBoard</p> <ul style="list-style-type: none"> ● Sequencing ● Cause and Effect Grouping ● Graphic Organizers ● Venn Diagram ● T-Charts ● Annotations ● Review games ● Proofreading and editing ● Imported Video ● Pre-made SmartBoard Lessons <p>Airliner Tablet</p> <ul style="list-style-type: none"> ● <i>Use this tool with SmartBoard software, in conjunction with the SmartBoard (students remain seated and pass this around the room while in use), or with</i> 			



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	<p><i>interactive writing on a projector screen.</i></p> <ul style="list-style-type: none"> ● Proofreading and editing <p>Senteo/CPS Response Clickers</p> <ul style="list-style-type: none"> ● Multiple choice quizzes, tests, or practice ● Class polling ● Review games ● Newer models – open response (short answer) questions <p>Flip Cameras/Digital Cameras</p> <ul style="list-style-type: none"> ● Class commercials ● Video projects ● Digital photography lessons ● Digital storytelling <p>Laptop Cart (PCs and Macs Available)</p> <ul style="list-style-type: none"> ● In-class writing and research ● Windows Movie Maker and iMovie – video projects ● Student created Podcasts ● Photostory and iPhoto – student created photo books 			



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	<p>GPS Units</p> <ul style="list-style-type: none"> Literary practice/activities in cache boxes. Students locate the caches using the GPS units. <p><u>Google Lit Trip</u></p> <ul style="list-style-type: none"> Plot the setting of a book to gain real-world perspective <p>Web 2.0 Tools</p> <ul style="list-style-type: none"> Glogster – Student Created Digital Posters Wall Wisher – Collaborative digital bulletin board Type with Me – Students can type on the same document from different computers in real time Bubbl - Digital brainstorming Livebinders – Organization of online resources (a digital three ring binder) Wordle and Tagxedo – Student created “word clouds” 			



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	<ul style="list-style-type: none">● 60 Second Recap – anticipatory and review activities for literature – lead into student created recaps● Prezi- create online presentations● Wikis● Blogs			