Curriculum Development Template
Wentzville School District
Stage 1 – Desired Results

Unit
Unit Title: Unit 1 - Thinking about Reading and Writing **Course**: 7th Grade **Brief Summary of Unit**: This unit will take about one quarter of the school year to teach. This unit is used to establish readers and writers workshop. Students will reflect on themselves as readers and writers and establish goals for the year.

WSD Overarching Essential Questions	WSD Overarching Enduring Understandings

Students will consider...	Students will understand that...
1. Why should I collaborate?	1. The integration of independent knowledge and collaboration help us solve problems.
2. Why is it important to choose and use appropriate resources?	2. Intentionally choosing and utilizing appropriate resources is essential to personal and professional growth.
3. Why is it important to learn to communicate effectively?	3. Effective communication is necessary for life.
4. How does literacy impact my life?	4. Literacy (reading, writing, speaking and listening) enhances our quality of life, expands our understanding of our global society, and makes us life-long learners.
5. When and why should I consider the thoughts and ideas of others?	5. Supporting ideas with evidence and considering the evidence of others helps to build understanding.
6. Why it is important for me to have perseverance and personal integrity?	6. Perseverance and personal integrity are essential to success.
7. How can I be a good digital citizen?	7. Good digital citizens use technology effectively and ethically.

TRANSFER

Transfer Goal

Students will be able to independently use their learning to...

Value reading and writing in all forms as a way to better understand themselves.

MEANING

Essential Questions	Understandings
Students will consider...	*Students will understand that...*
- Who am I as a reader? - Who am I as a writer? - How does reading and writing help me? - Why should I use strategies? - How does purpose impact my reading and writing? - Why do I need a process for writing? - Why is it important to collaborate as readers and writers?	- They learn about themselves as they read and write. - Reading and writing improves their thinking. - They can draw on a variety of strategies to help them while reading. - Knowing the purpose for reading and writing will affect their approach. - They develop as writers when they understand different processes for writing. - Collaborating with others about reading and writing allows them to share and consider new ideas and grow as readers and writers.

ACQUISITION

Key Knowledge	Key Skills

Students will know...	Students will be able to....
Reading Literature • to consider both inferred and explicit understandings supported with textual evidence to gain a true understanding of a text • that summaries should be written without bias • that a close reading of the text leads to an understanding of the evolution of theme • that an author's word choice affects the meaning and tone of a text	**Reading Literature** • cite more than one piece of evidence from one text • summarize objectively • determine the theme or central idea of the overall text • analyze how theme develops through a text • determine unknown words; analyze figurative and connotative meanings; analyze impact of rhymes and repetition of sounds on the meaning of a specific section of a text • *End of year goal:* read and comprehend literature (stories, dramas, poems) at grade-level proficiency using scaffolding as needed
Reading Informational Text • to consider both inferred and explicit understandings supported with several pieces of textual evidence to gain a true understanding of a text • that summaries should be written without bias; an understanding of central ideas develops over the course of the text • that an author's word choice affects the meaning and tone of a text	**Reading Informational Text** • cite more than one piece of evidence from one text; read a text for its explicit and inferred meanings • summarize objectively; determine multiple central ideas and analyze their development within a text; support with textual evidence • determine unknown words (analyze figurative, connotative, and technical meanings); analyze impact of word choice on meaning and tone in a specific section of a text • *End of year goal:* read and comprehend literary nonfiction at grade-level proficiency using

scaffolding as needed

Writing
Emphasis is writing process

- having knowledge of writing vocabulary such as development, organization and style aids in better writing
- skills for planning, revising, editing, and rewriting, purpose, audience, and to try new approaches to writing
- search terms and formats for citation

Writing
Emphasis is writing process

- produce clear and coherent writing appropriate to task, purpose and audience
- plan, revise, edit, rewrite, or know when to try a new approach (focusing on purpose and audience with guidance); focus on how well audience and purpose has been addressed
- use technology effectively
- publish using the internet; link to cited sources; collaborate including a linked cited source
- write routinely for various time frames and for various tasks, purposes, and audiences

Speaking and Listening

- group discussion expectations; how to get along with diverse partners

Speaking and Listening

- share their ideas appropriately and clearly; listen to others with an open mind
- track their progress towards goals and deadlines; define individual roles as needed
- pose questions that elicit elaboration; respond to other questions and comments with relevant ideas; refocus topic if needed

Language

- spelling conventions
- using context clues aids in vocabulary

Language

- spell correctly
- use context clues

development and leads to a better understanding of a text • the purpose and use of reference materials such as dictionaries, glossaries, and thesaurus -- digital and print	• use references materials (dictionary, thesaurus) • 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) • distinguish among the connotations of words with similar denotations • 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

STANDARDS ALIGNMENT

CCSS	Show-Me Standards
Reading Literature Standards: 1, 2, 4, 10 **Reading Informational Text** Standards: 1, 2, 4, 10 **Writing** Standards: 4, 5, 6, 7, 8, 10 **Speaking and Listening** Standards: 1 **Language** Standards: 2, 4, 5, 6	**Knowledge Standards** CA 1, 2, 3, 4, 5, 6, 7 **Performance Standards** 1.1, 1.2, 1.4, 1.5, 1.6, 1.8, 1.10 2.1, 2.2, 2.3, 2.7 3.5, 3.6 4.1, 4.4, 4.5, 4.6

Curriculum Development Template
Wentzville School District
Stage 1 – Desired Results

Unit
Unit Title: Exploring Other Cultures **Course**: 7th Grade **Brief Summary of Unit**: This unit will take about one quarter of the school year to complete. In this unit students will examine other cultures to better understand their place in the global society. They will use multimedia and traditional texts and write informative/ explanatory texts.

WSD Overarching Essential Questions	WSD Overarching Enduring Understandings

Students will consider...	Students will understand that...
1. Why should I collaborate?	1. The integration of independent knowledge and collaboration help us solve problems.
2. Why is it important to choose and use appropriate resources?	2. Intentionally choosing and utilizing appropriate resources is essential to personal and professional growth.
3. Why is it important to learn to communicate effectively?	3. Effective communication is necessary for life.
4. How does literacy impact my life?	4. Literacy (reading, writing, speaking and listening) enhances our quality of life, expands our understanding of our global society, and makes us life-long learners.
5. When and why should I consider the thoughts and ideas of others?	
6. Why it is important for me to have perseverance and personal integrity?	5. Supporting ideas with evidence and considering the evidence of others helps to build understanding.
7. How can I be a good digital citizen?	6. Perseverance and personal integrity are essential to success.
	7. Good digital citizens use technology effectively and ethically.

TRANSFER

Transfer Goal

Students will be able to independently use their learning to...

Recognize that one's culture affects his/her decisions and beliefs.

MEANING

Essential Questions	Understandings

Students will consider...	*Students will understand that...*
• What is culture? • What is the difference between understanding beliefs and accepting beliefs? • How does culture impact one's actions and decisions? • Why is it important to consider the perspectives of others? • Why do we read fiction and nonfiction texts about the same topic?	• Cultures exist on a variety of levels, from the culture within a school or community to that of a national culture. • Cultures hold different beliefs that they may not understand or with which they may not agree. • A culture helps shape a person as an individual • Considering the differences in cultures helps us understand the world. • Reading fiction and nonfiction enables us to make connections between real and fictional events.

ACQUISITION

Key Knowledge	Key Skills

Students will know...	Students will be able to....
Reading Literature • text structure affects its meaning; each of the parts contributes to the whole; structures of fiction • the portrayal of a story or drama is influenced by the mode in which it is presented; elements of different multimedia (lighting, sound, color, camera focus, camera angles)	**Reading Literature** • analyze how a drama's or poem's form or structure (e.g. soliloquy or sonnet) contributes to its meaning; support an analysis with textual evidence • compare and contrast a written story to its version in another medium; analyze the effects specific to each medium (lighting, sound, color, camera focus, camera angles); support an analysis with textual evidence • *End of year goal:* read and comprehend literature (stories, dramas, poems) at grade-level proficiency using scaffolding as needed
Reading Informational Text • the portrayal of a text is influenced by the mode in which it is presented; elements and key features of different multimedia	**Reading Informational Text** • compare and contrast a written text to its version in another multimedia; analyze the effects specific to each media (tone, speech, lighting, camera angles, etc.) Support analysis with textual evidence. • *End of year goal:* read and comprehend literary nonfiction at grade-level proficiency using scaffolding as needed
Writing *Informative/explanatory writing emphasis* • organization and formatting aids in the comprehension of the topic presented • a topic needs to be developed with	**Writing** *Informative/explanatory writing is emphasis* • introduce a topic clearly so that it previews what is to follow; use

facts, definitions, details, quotations, examples
- appropriate transitions create cohesion
- a conclusion supports the presented information

nonfiction text structures: definition, classification, comparison/contrast, and cause/effect; include formatting (headings, charts, table) and other multimedia to help aid comprehension
- how to develop a topic using relevant facts, definitions, details, quotations, examples
- use appropriate transitions to create cohesion
- use domain-specific vocabulary to inform or explain the topic
- write a conclusion that supports the information presented
- use technology effectively
- publish using the internet; link to cited sources; collaborate including a linked cited source
- write routinely for various time frames and for various tasks, purposes, and audiences

Speaking and Listening:
- demonstrate a command of formal English in a variety of contexts (specifically applied with Language Standards 1 and 3)

Language
- place phrases, clauses, modifiers in correct place

Language
- phrase, clause, misplaced modifier, dangling modifier

STANDARDS ALIGNMENT

CCSS	Show-Me Standards
Reading Literature Standards: 5, 7, 10 **Reading Informational Text** Standards: 7, 10 **Writing** Standards: 2, 6, 10 **Speaking and Listening** Standards: 6 **Language** Standards: 1	**Knowledge Standards** CA 1, 2, 3, 4, 5, 6, 7 **Performance Standards** 1.1, 1.2, 1.4, 1.5, 1.6, 1.8, 1.10 2.1, 2.2, 2.3, 2.7 3.5, 3.6 4.1, 4.4, 4.5, 4.6

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Unit
Unit Title: Survival
Course: 7th Grade
Brief Summary of Unit: This unit will take about one quarter of the school year to complete. In this unit students will read fiction and nonfiction survival stories. Using these stories as mentor texts, they will write a narrative in which an obstacle is overcome.

WSD Overarching Essential Questions	WSD Overarching Enduring Understandings

Students will consider...	Students will understand that...
1. Why should I collaborate? 2. Why is it important to choose and use appropriate resources? 3. Why is it important to learn to communicate effectively? 4. How does literacy impact my life? 5. When and why should I consider the thoughts and ideas of others? 6. Why it is important for me to have perseverance and personal integrity? 7. How can I be a good digital citizen?	1. The integration of independent knowledge and collaboration help us solve problems. 2. Intentionally choosing and utilizing appropriate resources is essential to personal and professional growth. 3. Effective communication is necessary for life. 4. Literacy (reading, writing, speaking and listening) enhances our quality of life, expands our understanding of our global society, and makes us life-long learners. 5. Supporting ideas with evidence and considering the evidence of others helps to build understanding. 6. Perseverance and personal integrity are essential to success. 7. Good digital citizens use technology effectively and ethically.

TRANSFER

Transfer Goal

Students will be able to independently use their learning to...

prepare to overcome obstacles.

MEANING

Essential Questions	Understandings

Students will consider...	*Students will understand that...*
 • Why is it important to persevere through obstacles? • How do humans tend to react when facing situations of survival? • How does reading about the survival experiences of others help me?	 • Obstacles, while difficult at the time we encounter them, provide opportunities for learning and growth. • Humans tend to look to community to help them survive. • Reading others' survival stories helps me to prepare for and have confidence when facing survival situations.

ACQUISITION

Key Knowledge	Key Skills

Students will know...	Students will be able to....
Reading Literature • that characters, much like people, change and evolve • a close analysis of the interaction of literary elements helps us understand how characters evolve and/or plot develops • an author engages the reader by including multiple perspectives in a text	**Reading Literature** • analyze how literary elements interact (e.g. how setting shapes the characters or plot) • support an analysis with textual evidence • identify the different points of view or perspectives of various characters or narrators within a specific, singular text • compare/contrast the varying points of view/perspectives within a text; analyze the development/change in the points of view of the characters/narrators as the text progresses • *End of year goal:* read and comprehend literature (stories, dramas, poems) at grade-level proficiency using scaffolding as needed
Reading Informational Text • that the structure and organization of a text affects its meaning; that each of the parts of a text contributes to the whole; nonfiction text structure (compare/contrast, cause/effect, problem/solution, chronological, description, etc.) • claims and arguments are only effective when supported with sound reasoning and evidence	**Reading Informational Text** • analyze structure and organization and their relationship to overall meaning of a text; explain why the author chooses a particular structure; explore how the meaning of the text might change if it was in a different structure; support analysis with textual evidence • trace and evaluate an argument (looking to see that all pieces of a good argument are present) and claims throughout a text; determine if the evidence for a claim is relevant and supports the claim; support the analysis of the evidence with textual support

Writing

Narrative writing emphasis
- point of view
- dialogue, pacing, and description develop experiences, events and/or characters
- to vary transition words, phrases and clauses
- to use precise wording, relevant details, sensory language
- that conclusions follow and reflect the events of the narrative
- research and new information often leads to deeper thinking and thus more investigation to answer the original question/topic

- *End of year goal:* read and comprehend literary nonfiction at grade-level proficiency using scaffolding as needed

Writing

Narrative writing emphasis
- use point of view; establish context -- introduce setting, characters, introduction to plot and natural and logical sequencing
- use narrative technique (dialogue, pacing, description) to develop experiences, events, and/or characters in narrative writing
- use a variety of transition words, phrases and clauses to convey sequence and shift from and to frames or settings
- use precise language, relevant details and sensory language to convey experiences and events
- write a conclusion that follows from the narrated experiences or events
- complete shorter, more frequent, and more focused research projects; use resources to also generate additional related questions to further research or investigate
- use search terms effectively for print and digital sources; use established format for citation; determine whether or not a resource is credible and accurate by comparing to other resources and looking for signs of credibility (author/sponsor,

current date, .gov source, etc.);
use the resources to quote and/or paraphrase the data of the resource for presentation
- use technology effectively
- publish using the internet; link to cited sources; collaborate including a linked cited source
- write routinely for various time frames and for various tasks, purposes, and audiences

Speaking and Listening
- use multimedia components to visually clarify claims and emphasize salient points
- demonstrate a command of formal English in a variety of contexts (specifically applied with Language Standards 1 and 3)

Language
- explain the function of phrases and clauses in general and in specific sentences
- interpret figures of speech
- use relationships between particular words to better understand the word
- use Greek and Latin affixes and roots to determine the meaning of unknown words

Language
- phrase, clause, function of phrase, function of clause
- Greek affixes and roots; Latin affixes and roots
- allusions -- literary, biblical, mythological

STANDARDS ALIGNMENT

CCSS	Show-Me Standards
Reading Literature Standards: 3, 6, 10 **Reading Informational Text** Standards: 5, 8, 10 **Writing** Standards: 3, 6, 7, 8, 10 **Speaking and Listening** Standards: 5, 6 **Language** Standards: 1, 4, 5	**Knowledge Standards** CA 1, 2, 3, 4, 5, 6, 7 **Performance Standards** 1.1, 1.2, 1.4, 1.5, 1.6, 1.8, 1.10 2.1, 2.2, 2.3, 2.7 3.5, 3.6 4.1, 4.4, 4.5, 4.6

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Unit
Unit Title: Social Issues **Course**: 7th Grade **Brief Summary of Unit**: This unit will take about one quarter of the school year to complete. In this unit students will examine historical and contemporary texts to inform themselves of social issues and how they bring about change. Students will also write argument texts in this unit.

WSD Overarching Essential Questions	WSD Overarching Enduring Understandings

Students will consider...	Students will understand that...
1. Why should I collaborate? 2. Why is it important to choose and use appropriate resources? 3. Why is it important to learn to communicate effectively? 4. How does literacy impact my life? 5. When and why should I consider the thoughts and ideas of others? 6. Why it is important for me to have perseverance and personal integrity? 7. How can I be a good digital citizen?	1. The integration of independent knowledge and collaboration help us solve problems. 2. Intentionally choosing and utilizing appropriate resources is essential to personal and professional growth. 3. Effective communication is necessary for life. 4. Literacy (reading, writing, speaking and listening) enhances our quality of life, expands our understanding of our global society, and makes us life-long learners. 5. Supporting ideas with evidence and considering the evidence of others helps to build understanding. 6. Perseverance and personal integrity are essential to success. 7. Good digital citizens use technology effectively and ethically.

TRANSFER

Transfer Goal

Students will be able to independently use their learning to...

Draw upon historical and contemporary texts to develop an understanding of social issues and take an active role in society.

MEANING

Essential Questions	Understandings
Students will consider... • What makes something a social issue? • Why should I read about social issues? • How can I bring about change? • Why is it important to consider the perspectives of others? • Why do I need to support my argument with evidence? • Why do we read fiction and nonfiction texts about the same topic?	*Students will understand that...* • Social issues refer to issues that affect groups of people not just one person. • Reading can help us deal with the social issues of our lives. • Society is changed by those who are informed and involved. • Considering the differences in perspectives helps us understand the points of views that create and change social issues. • Supporting an argument allows others to consider my perspectives in relation to their own. • Reading fiction and nonfiction enables us to make connections between real and fictional events.

ACQUISITION

Key Knowledge	Key Skills

Students will know...	Students will be able to....
Reading Literature: • how authors of fiction use or alter history	**_Reading Literature:_** • compare and contrast a fictional portrayal of time, place or character to its true historical account with the purpose of considering why authors use fiction to alter history • _End of year goal:_ read and comprehend literature (stories, dramas, poems) at grade-level proficiency using scaffolding as needed
Reading Informational Text: • analysis of interactions between individuals, events, and ideas in a text supports a better understanding of the text • an author's point of view/perspective shapes the readers' understanding of the text and topic • that considering various points of view/perspectives on the topic ensures a more thorough and unbiased understanding	**_Reading Informational Text_** • analyze the interactions between individuals, events, and ideas in a text (e.g. how each influences the other); identify what interactions are taking place; determine what caused these interactions and what is affected by the interactions; analyze how these details influence each other; support with textual evidence • determine an author's point of view; analyze how an author distinguishes his/her position and point of view (word choice, tone of his/her points, and presentation style; support analysis with textual evidence) • analyze how two or more authors writing about the same topic vary in their presentation of the facts; support an analysis with textual evidence • _End of year goal:_ read and comprehend literary nonfiction at grade-level proficiency using scaffolding as needed

Writing
Argument writing emphasis
- that authors who organize and support claims with evidence convey their ideas clearly for their readers
- a claim must be supported with reasoning and evidence from credible sources; reasoning and evidence must demonstrate an understanding of the text
- 1.c word choice creates cohesion in our writing
- how authors of fiction use or alter history
- claims and arguments are only effective when supported with sound reasoning and evidence

Writing
Argument writing emphasis
- follow argumentative writing structure (claim, reasons with evidence, acknowledgement, closing); introduce a claim; acknowledge alternate or opposing claims; organize reasons and evidence logically
- support claims with logical reasoning and relevant evidence by using and citing credible sources that demonstrate an understanding of the text
- use words, phrases, and clauses to create cohesion and clarify relationships among the claims, reasons, and evidence
- write a conclusion that supports the argument
- compare and contrast a fictional portrayal of time, place or character to its true historical account with the purpose of considering how/why author's alter history in fiction
- trace and evaluate an argument and claims throughout a text and determine if the evidence for a claim is relevant and supports the claim support the analysis of evidence with textual support
- use technology effectively
- publish using the internet; link to cited sources; collaborate including a linked cited source
- write routinely for various time frames

and for various tasks, purposes, and audiences

Speaking and Listening:
- various media and formats (visually, quantitatively, orally, etc.)
- sound reasoning; sufficient evidence
- salient points

Speaking and Listening:
- bring researched materials prepared for discussion; refer to the prepared materials during group discussions
- acknowledge new information and modify their own views
- analyze main ideas and details from various media and explain how it contributes to topic being studied
- evaluate the soundness of the reasoning of evidence; evaluate the sufficiency of evidence
- emphasize salient points when presenting claims; use descriptions, facts, details, and examples; use eye contact, adequate volume, and clear pronunciation when presenting
- demonstrate a command of formal English in a variety of contexts (specifically applied with Language Standards 1 and 3)

Language
- simple sentence, compound sentence, complex sentence, compound-complex sentence
- coordinate adjectives

Language:
- choose type of sentence to best show relationship among ideas
- use commas to separate coordinate adjectives
- choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy

CCSS	Show-Me Standards
Reading Literature Standards: 9, 10 **Reading Informational Text** Standards: 3, 6, 9, 10 **Writing** Standards: 1, 6, 9, 10 **Speaking and Listening** Standards: 1, 2, 3, 4, 6 **Language** Standards: 1, 2, 3	**Knowledge Standards** CA 1, 2, 3, 4, 5, 6, 7 **Performance Standards** 1.1, 1.2, 1.4, 1.5, 1.6, 1.8, 1.10 2.1, 2.2, 2.3, 2.7 3.5, 3.6 4.1, 4.4, 4.5, 4.6