



Pitt County Schools
Exceptional Children Department
Cathy Keeter, Director

Erica Stepps

Connie Cheston, Pat Peoples, Rick Wilkerson

September

Middle School Curriculum Pacing Guide		
ELA	NCSCOS:	NCSCOS Extensions:
Writing	Grade 6: 2.01 Use multiple sources of print and non-print information in designing and developing informational materials (such as brochures, newsletters, and infomercials) through: Exploring a variety of sources from which information may be attained (e.g., books, Internet, electronic databases, CD-ROM). Distinguishing between primary and secondary sources. Analyzing the effects of the presentation and/or the accuracy of information. 3.01 Explore argumentative works that are read, heard, and/or viewed by: Monitoring comprehension for understanding what is read, heard, and/or viewed. Analyzing the characteristics of argumentative works.	Grade 6: The learner will explore and analyze information from a variety of sources. Explore, interact with, and/or demonstrate comprehension of informational materials that are read, heard or viewed. Explore, interact with, and/or demonstrate comprehension of sources containing preference, opinion or argument.



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	<p>Determining the importance of author's word choice and focus. Summarizing the author's purpose and stance. Making connections between works, self and related topics. Drawing inferences. Responding to public documents (such as but not limited to editorials and school and community policies). Distinguishing between fact and opinion.</p> <p>Grade 7:</p> <p>1.01 Interact in group settings by: Responding appropriately to comments and questions. Offering personal opinions confidently without dominating. Giving appropriate reasons that support opinions. Soliciting and respecting another person's opinion.</p> <p>2.01 Respond to informational materials that are read, heard, and/or viewed by: Monitoring comprehension for understanding of what is read, heard and/or viewed. Analyzing the characteristics of informational works. Summarizing information. Determining the importance of information. Making connections to related topics/information. Drawing inferences and/or conclusions.</p>	<p>Grade 7:</p> <p>Communicate an expressive event orally and in writing incorporating point of view.</p> <p>Make distinctions based on criteria.</p> <p>The learner will explore and use information from a variety of sources.</p> <p>Make connections between and/or determine importance/relevance of sources of information.</p> <p>Use information from sources to communicate or create an informational product.</p> <p>Explore, interact with, and/or demonstrate</p>
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	<p>Generating questions.</p> <p>3.01 Explore and analyze argumentative works that are read, heard and/or viewed by: Monitoring comprehension for understanding of what is read, heard and /or viewed. Identifying the arguments and positions stated or implied and the evidence used to support them. Recognizing bias, emotional factors, and/or semantic slanting. Examining the effectiveness of style, tone, and use of language. Summarizing the author's purpose and stance. Examining the importance and impact of establishing a position or point-of-view. Making connections between works, self and related topics. Drawing inferences. Responding to public documents (such as but not limited to editorials, reviews, local/state/national policies/issues).</p> <p>6.01 Model an understanding of conventional written and spoken expression by: Using a variety of sentences correctly, punctuating them properly, and avoiding fragments and run-ons. Using subject-verb agreement and verb tense that are appropriate for the meaning of the sentence. Applying the parts of speech to clarify language usage. Using</p>	<p>comprehension of sources containing preference, opinion or argument.</p> <p>The learner will demonstrate an understanding of and/or apply conventions of grammar and language usage in written and spoken expression.</p> <p>Use appropriate conventions (including sentence formation, usage and mechanics) for purpose, audience and context.</p> <p>Use standard English for clarity, technical language for specificity and informal usage for effect.</p> <p>Extend vocabulary knowledge by learning and using new words</p>
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	<p>pronouns correctly, including clear antecedents and correct case. Using phrases and clauses correctly, including proper punctuation (e.g., prepositional phrases, appositives, dependent and independent clauses). Determining the meaning of unfamiliar vocabulary words using context clues, a dictionary, a glossary, a thesaurus, and/or structural analysis (roots, prefixes, suffixes) of words. Extending vocabulary knowledge by learning and using new words. Determining when and where dialects and standard/nonstandard English usage are appropriate. Applying language conventions and usage during oral presentations. Choosing language that is precise, engaging, and well suited to the topic and audience. Experimenting with figurative language and speech patterns.</p> <p>6.02 Continue to identify and edit errors in spoken and written English by: Using common spelling rules, applying common spelling patterns, and developing and mastering an individualized list of words that are commonly misspelled. Mastering proofreading symbols for editing. Producing final drafts/presentations that demonstrate accurate spelling and the correct use of</p>	
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	<p>punctuation, capitalization, and format. Listening to and monitoring self to correct errors.</p> <p>Grade 8:</p> <p>2.01 Use multiple sources of print and non-print information to explore and create research products in both written and presentational forms by: Determining purpose, audience, and context. Understanding the focus. Recognizing and/or choosing a relevant topic. Recognizing and/or selecting presentational format (e.g., video, essay, interactive technology) appropriate to audience. Evaluating information for extraneous detail, inconsistencies, relevant facts, and organization. Researching and organizing information to achieve purpose. Using notes and/or memory aids to structure information. Supporting ideas with examples, definitions, analogies, and direct references to primary and secondary sources. Noting and/or citing sources used. Recognizing the use of and/or employing graphics such as charts, diagrams, and graphs to enhance the communication of information.</p>	<p>Grade 8:</p> <p>The learner will explore, organize and use information from a variety of sources.</p> <p>Use information from multiple sources to communicate or create an informational product.</p> <p>The learner will explore, identify, support and/or evaluate a preference, opinion or argument.</p> <p>Explore, interact with, and/or demonstrate comprehension of and/or evaluate sources containing preference, opinion or argument.</p> <p>Express and support preference, opinion or argument.</p> <p>The learner will demonstrate an understanding of and/or apply conventions of grammar and language usage in written and spoken expression.</p>
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| | <p>3.01 Explore and evaluate argumentative works that are read, heard and/or viewed by: Monitoring comprehension for understanding of what is read, heard and/or viewed. Analyzing the work by identifying the arguments and positions stated or implied and the evidence used to support them. Identifying the social context of the argument. Recognizing the effects of bias, emotional factors, and/or semantic slanting. Comparing the argument and counter-argument presented. Identifying/evaluating the effectiveness of tone, style, and use of language. Evaluating the author's purpose and stance. Making connections between works, self and related topics. Responding to public documents (such as but not limited to editorials, reviews, local, state, and national policies/issues including those with a historical context).</p> <p>3.02 Continue to explore and analyze the use of the problem-solution process by: Evaluating problems and solutions within various texts and situations. Utilizing the problem-solution process within various contexts/situations. Constructing essays/presentations that respond to a given problem by proposing a</p> | |
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	<p>solution that includes relevant details. Recognizing and/or creating an organizing structure appropriate to purpose, audience, and context.</p> <p>3.03 Evaluate and create arguments that persuade by: Understanding the importance of the engagement of audience by establishing a context, creating a persona, and otherwise developing interest. Noting and/or developing a controlling idea that makes a clear and knowledgeable judgment. Arranging details, reasons, and examples effectively and persuasively. Anticipating and addressing reader/listener concerns and counterarguments. Recognizing and/or creating an organizing structure appropriate to purpose, audience, and context.</p> <p>6.01 Model an understanding of conventional written and spoken expression by: Using a variety of sentence types, punctuating properly, and avoiding fragments and run-ons. Using subject-verb agreement and verb tense that are appropriate for the meaning of the sentence. Applying the parts of speech to clarify language usage. Using pronouns correctly, including clear</p>	
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	<p>antecedents and case. Using phrases and clauses correctly, including proper punctuation (e.g. prepositional phrases, appositives, dependent and independent clauses.) Determining the meaning of unfamiliar vocabulary words using context clues, a dictionary, a glossary, a thesaurus, and/or structural analysis (roots, prefixes, suffixes) of words. Extending vocabulary knowledge by learning and using new words. Evaluating the use and power of dialects in standard/nonstandard English usage. Applying correct language conventions and usage during formal oral presentations.</p>	
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Math	NCSCOS:	NCSCOS Extensions:
Numbers and Order of Operations	<p>Grade 6:</p> <p>1.03 Compare and order rational numbers.</p> <p>1.04 Develop fluency in addition, subtraction, multiplication, and division of non-negative rational numbers. Analyze computational strategies. Describe the effect of operations on size. Estimate the results of computations. Judge the reasonableness of solutions.</p> <p>5.01 Simplify algebraic expressions and verify the results using the basic properties of rational numbers: Identity. Commutative. Associative. Distributive. Order of operations.</p> <p>Grade 7:</p> <p>1.02 Develop fluency in addition, subtraction, multiplication, and division of rational numbers. Analyze computational strategies.</p>	<p>Grade 6:</p> <p>Develop numbers sense for all rational numbers.</p> <p>Represent numbers in different forms.</p> <p>Solve simple one-step equations.</p> <p>Grade 7:</p> <p>Represent numbers in different forms.</p>



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	<p>Describe the effect of operations on size. Estimate the results of computations. Judge the reasonableness of solutions.</p> <p>1.03 Develop flexibility in solving problems by selecting strategies and using mental computation, estimation, calculators or computers, and paper and pencil.</p> <p>Grade 8:</p> <p>1.01 Develop number sense for the real numbers. Define and use irrational numbers. Compare and order. Use estimates of irrational numbers in appropriate situations.</p> <p>1.02 Develop flexibility in solving problems by selecting strategies and using mental computation, estimation, calculators or computers, and paper and pencil.</p>	<p>Develop flexibility in solving mathematical problems by selecting strategies and using appropriate technology.</p> <p>Identify relationships in which a change in one quantity relates to change in second quantity</p> <p>Grade 8:</p> <p>Develop numbers sense for real numbers.</p> <p>Develop flexibility in solving mathematical problems by selecting strategies and using appropriate technology.</p>
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Science	NCSCOS:	NCSCOS Extensions:
The Solar System	<p>Grade 6:</p> <p>5.01 Analyze the components and cycles of the solar system including: Sun. Planets and moons. Asteroids and meteors. Comets. Phases. Seasons. Day/year. Eclipses.</p> <p>5.02 Compare and contrast the Earth to other planets in terms of: Size. Composition. Relative distance from the sun. Ability to support life.</p> <p>5.03 Relate the influence of the sun and the moon's orbit to the gravitational effects produced on Earth. Solar storms. Tides.</p> <p>5.04 Describe space explorations and the understandings gained from them including: N.A.S.A. Technologies used to explore space. Historic timeline. Apollo mission to the moon. Space Shuttle. International Space Station. Future goals.</p> <p>5.05 Describe the setting of the solar system in</p>	<p>Grade 6:</p> <p>Observe and describe aspects of the solar system.</p> <p>Sun, moon and related cycles, planets (including earth) and comets.</p> <p>Space exploration and related technology .</p>



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	<p>the universe including: Galaxy. Size. The uniqueness of Earth.</p> <p>5.06 Analyze the spin-off benefits generated by space exploration technology including: Medical. Materials. Transportation. Processes. Future research.</p> <p>Grade 7:</p> <p>1.09 Use technologies and information systems to: Research. Gather and analyze data. Visualize data. Disseminate findings to others.</p> <p>Grade 8:</p> <p>1.07 Prepare models and/or computer simulations to: Test hypotheses. Evaluate how data fit.</p>	<p>Grade 7:</p> <p>The learner will choose questions, choose procedures with guidance, follow safety procedures, observe, collect data (use measurement tools), analyze data and communicate results in scientific investigation.</p> <p>Grade 8:</p> <p>The learner will choose questions, choose procedures with guidance, follow safety procedures, observe, collect data (use measurement tools), analyze data and communicate results in scientific investigation.</p>
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Social Studies	NCSCOS:	NCSCOS Skills:
Introduction to World Geography and the Seven Continents	<p>Grade 6:</p> <p>1.02 Generate, interpret, and manipulate information from tools such as maps, globes, charts, graphs, databases, and models to pose and answer questions about space and place, environment and society, and spatial dynamics and connections.</p> <p>Grade 7:</p> <p>1.02 Generate, interpret, and manipulate information from tools such as maps, globes, charts, graphs, databases, and models to pose and answer questions about space and place, environment and society, and spatial dynamics and connections.</p> <p>Grade 8:</p> <p>1.02 Generate, interpret, and manipulate information from tools such as maps, globes,</p>	<p>Grade 6:</p> <p>The learner will use the five themes of geography and geographic tools to answer geographic questions and analyze geographic concepts.</p> <p>Grade 7:</p> <p>The learner will use the five themes of geography and geographic tools to answer geographic questions and analyze geographic concepts.</p> <p>Grade 8:</p> <p>The learner will use the five themes of geography and geographic tools to answer geographic</p>



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