

# Cocalico School District

## Year-at-a-Glance - Curriculum Overview

Department: Cocalico Connections Course: ELA 7 Grade Level: 7

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### Outline for the course:

#### [Introduction Activities](#)

##### [Video, survey, question, and book choice](#)

##### [Welcome to Cocalico Connections!](#)

*Click on the document which has links to a video and survey. Watch the video, complete the survey, and then answer the question from the document on Edgenuity.*

##### [Independent reading](#)

*Choose a new book to read. Over the next few weeks, read this book for about 20 minutes daily. In a few units, you will be asked to write a book report on this book. Download the attached document and fill it out to help keep track of needed items for the book response. Also, please write the name of the book and its author and submit that for this assignment on Edgenuity.*

##### [Test Review Answers](#)

##### [Test Answers](#)

#### [Expectations](#)

##### [Introduction to Mythology](#) [Guided Notes](#)

##### [Warm-Up](#)

*Get ready for the lesson.*

##### [Instruction](#)

*What are the functions of the earliest stories?*

##### [Assignment](#)

*Read "The Beginnings of the Maasai" to recognize mythical features and summarize the plot.*

##### [Instruction](#)

*What are the functions of the earliest stories?*

##### [Summary](#)

*Review and connect what you learned.*

##### [Quiz Answers](#)

##### [Introduction to Identity and Expectations: Story Elements in "Seventh Grade"](#) [Guided Notes](#)

##### [Warm-Up](#)

##### [Instruction](#)

##### [Assignment](#)

*Read "Seventh Grade" by Gary Soto to analyze character, plot, and setting.*

##### [Instruction](#)

*How does the setting of a story influence a character's feelings and actions?*

##### [Summary](#)

*Review and connect what you learned.*

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## Year-at-a-Glance - Curriculum Overview

### [Quiz Answers](#)

#### [The Poetry of Identity](#) [Guided Notes](#)

##### [Warm-Up](#)

*Get ready for the lesson.*

##### [Instruction](#)

*How do figurative language and central ideas express identity in a poem?*

##### [Assignment](#)

*Read "I'm nobody! Who are you?" by Emily Dickinson to find the central idea.*

##### [Instruction](#)

*How do figurative language and central ideas express identity in a poem?*

##### [Assignment](#)

*Read "Introduction to Poetry" by Billy Collins to analyze figurative language.*

##### [Instruction](#)

*How do figurative language and central ideas express identity in a poem?*

##### [Summary](#)

*Review and connect what you learned.*

### [Quiz Answers](#)

#### [Figurative Language in Barrio Boy](#) [Guided Notes](#)

##### [Warm-Up](#)

*Get ready for the lesson.*

##### [Instruction](#)

*How does figurative language make a memoir engaging to read?*

##### [Assignment](#)

*Read from Barrio Boy by Ernesto Galarza to identify figurative language and connotations.*

##### [Instruction](#)

*How does figurative language make a memoir engaging to read?*

##### [Summary](#)

*Review and connect what you learned.*

### [Quiz Answers](#)

#### [Conflict and Theme in The Outsiders](#) [Guided Notes](#)

##### [Warm-Up](#)

*Get ready for the lesson.*

##### [Instruction](#)

*How does The Outsiders represent the struggle between individuality and acceptance?*

##### [Assignment](#)

*Read from S. E. Hinton's book The Outsiders to identify conflict.*

##### [Instruction](#)

*How does The Outsiders represent the struggle between individuality and acceptance?*

##### [Summary](#)

*Review and connect what you learned.*

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## Year-at-a-Glance - Curriculum Overview

### [Quiz Answers](#)

#### [Parts of Speech and Modifiers](#) [Guided Notes](#)

##### [Warm-Up](#)

*Get ready for the lesson.*

##### [Instruction](#)

*How can you use modifiers effectively within sentences?*

##### [Summary](#)

*Review and connect what you learned.*

##### [Assignment](#)

*Place modifiers effectively within sentences.*

### [Quiz Answers](#)

#### [Unit Test](#)

##### [Unit Test Review Answers](#)

##### [Unit Test Answers](#)

### [Heritage](#)

#### [Heritage: Japanese Culture in a Folktale](#) [Guided Notes](#)

##### [Warm-Up](#)

*Get ready for the lesson.*

##### [Instruction](#)

*How can literature create and preserve heritage?*

##### [Assignment](#)

*Read "My Lord Bag of Rice" to examine elements of a folktale and heritage.*

##### [Instruction](#)

*How can literature create and preserve heritage?*

##### [Summary](#)

*Review and connect what you learned.*

### [Quiz Answers](#)

#### [Influences and Inferences in "Names/Nombres"](#) [Guided Notes](#)

##### [Warm-Up](#)

*Get ready for the lesson.*

##### [Instruction](#)

*How can names represent our heritage and who we are?*

##### [Assignment](#)

*Read "Names/Nombres" to analyze how Alvarez is influenced by her name.*

##### [Instruction](#)

*How can names represent our heritage and who we are?*

##### [Summary](#)

*Review and connect what you learned.*

### [Quiz Answers](#)

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## Year-at-a-Glance - Curriculum Overview

Quiz

### [Setting and Character in \*Dragonwings\*](#) [Guided Notes](#)

#### [Warm-Up](#)

*Get ready for the lesson.*

#### [Instruction](#)

*How can writers combine facts and fiction to bring history to life?*

#### [Assignment](#)

*Read from *Dragonwings* to make inferences about character and analyze the effect of setting.*

#### [Instruction](#)

#### [Summary](#)

*Review and connect what you learned.*

#### [Quiz Answers](#)

### [Structure and Culture in "Twelfth Song of the Thunder"](#) [Guided Notes](#)

#### [Warm-Up](#)

*Get ready for the lesson.*

#### [Instruction](#)

*How does repetition add power and meaning to traditional songs?*

#### [Assignment](#)

*Read "Twelfth Song of the Thunder" to analyze the impact of repetition and identify elements of culture.*

#### [Instruction](#)

*How does repetition add power and meaning to traditional songs?*

#### [Summary](#)

*Review and connect what you learned.*

#### [Quiz Answers](#)

### [Word Meanings](#) [Guided Notes](#)

#### [Warm-Up](#)

*Get ready for the lesson.*

#### [Instruction](#)

*How can you use clues and resources to determine and verify the meanings of words?*

#### [Summary](#)

*Review and connect what you learned.*

#### [Assignment](#)

*Determine and verify word meanings.*

#### [Quiz Answers](#)

### [Verb Tense and Voice](#) [Guided Notes](#)

#### [Warm-Up](#)

*Get ready for the lesson.*

#### [Instruction](#)

*How do verbs help make writing lively?*

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## Year-at-a-Glance - Curriculum Overview

### [Summary](#)

*Review and connect what you learned.*

### [Assignment](#)

*Practice identifying verb tense, aspect, and voice.*

### [Quiz Answers](#)

### [Career Essay](#)

*Download the attached documents for information on writing this essay.*

## [Career Informative Essay](#) [Guided Notes](#)

### [Career Informative Essay](#)

*After contemplating the identity of others, consider your identity (talents, strengths, likes, dislikes). Think about what career you would like to pursue in the future. Then create a four to five paragraph informative essay on a career of choice. Be sure to include how this relates to your identity.*

## [Unit Test](#)

### [Unit Test Review Answers](#)

### [Unit Test Answers](#)

## [Focusing on an Objective](#)

### [Perseverance and Focusing on an Objective: Viewpoint in \*The Riddle of the Rosetta Stone\*](#) [Guided Notes](#)

#### [Warm-Up](#)

*Get ready for the lesson.*

#### [Instruction](#)

*How does James Cross Giblin make his views clear to readers?*

#### [Assignment](#)

*Read Chapter 1 of *The Riddle of the Rosetta Stone* to identify viewpoints.*

#### [Instruction](#)

*How does James Cross Giblin make his views clear to readers?*

#### [Summary](#)

*Review and connect what you learned.*

#### [Quiz Answers](#)

### [Cause and Effect in \*The Riddle of the Rosetta Stone\*](#) [Guided Notes](#)

#### [Warm-Up](#)

*Get ready for the lesson.*

#### [Instruction](#)

*How does James Cross Giblin combine cause and effect to explain the Rosetta Stone's discovery?*

#### [Assignment](#)

*Read Chapter 2 of *The Riddle of the Rosetta Stone* to find cause-and-effect relationships.*

#### [Instruction](#)

*How does James Cross Giblin combine cause and effect to explain the Rosetta Stone's discovery?*

#### [Summary](#)

*Review and connect what you learned.*

#### [Quiz Answers](#)

## **Cocalico School District**

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#### [Characterization in \*The Riddle of the Rosetta Stone\*](#) [Guided Notes](#)

##### [Warm-Up](#)

*Get ready for the lesson.*

##### [Instruction](#)

*How does James Cross Giblin create realistic portraits of historical figures?*

##### [Assignment](#)

*Read Chapter 3 of *The Riddle of the Rosetta Stone* to analyze Giblin's characterization of historical figures.*

##### [Instruction](#)

*How does James Cross Giblin create realistic portraits of historical figures?*

##### [Summary](#)

*Review and connect what you learned.*

##### [Quiz Answers](#)

#### [Influences on Ideas in \*The Riddle of the Rosetta Stone\*](#) [Guided Notes](#)

##### [Warm-Up](#)

*Get ready for the lesson.*

##### [Instruction](#)

*How did researchers combine their work to decipher the Rosetta Stone?*

##### [Assignment](#)

*Read a selection from Chapter 4 of *The Riddle of the Rosetta Stone* to identify how individuals influence one another.*

##### [Instruction](#)

*How did researchers combine their work to decipher the Rosetta Stone?*

##### [Summary](#)

*Review and connect what you learned.*

##### [Quiz Answers](#)

#### [Reasoning and Logic in \*The Riddle of the Rosetta Stone\*](#) [Guided Notes](#)

##### [Warm-Up](#)

*Get ready for the lesson.*

##### [Instruction](#)

*How did scholars use logic and reasoning to decipher the Rosetta Stone?*

##### [Assignment](#)

*Read from chapter 4 of *The Riddle of the Rosetta Stone* by James Cross Giblin to evaluate logical reasoning.*

##### [Instruction](#)

*How did scholars use logic and reasoning to decipher the Rosetta Stone?*

##### [Summary](#)

*Review and connect what you learned.*

##### [Quiz Answers](#)

#### [Context Clues and Inferences in \*The Riddle of the Rosetta Stone\*](#) [Guided Notes](#)

## **Cocalico School District**

### **Year-at-a-Glance - Curriculum Overview**

#### Warm-Up

*Get ready for the lesson.*

#### Instruction

*How did solving the riddle of the Rosetta Stone change the world?*

#### Assignment

*Read Chapter 5 of *The Riddle of the Rosetta Stone* to analyze causes and effects.*

#### Instruction

*How did solving the riddle of the Rosetta Stone change the world?*

#### Summary

*Review and connect what you learned.*

#### Quiz Answers

### Central Ideas and Purpose in *The Riddle of the Rosetta Stone* [Guided Notes](#)

#### Warm-Up

*Get ready for the lesson.*

#### Instruction

*What was written on the Rosetta Stone?*

#### Assignment

*Read the Afterword from *The Riddle of the Rosetta Stone* to trace the central ideas on the Stone.*

#### Instruction

*What was written on the Rosetta Stone?*

#### Summary

*Review and connect what you learned.*

#### Quiz Answers

### Capitals and Commas [Guided Notes](#)

#### Warm-Up

*Get ready for the lesson.*

#### Instruction

*How can you use capitalization and commas to make your writing clear?*

#### Summary

*Review and connect what you learned.*

#### Assignment

*Practice editing text for the correct use of capitalization and commas.*

#### Quiz Answers

### Analysis of a Nonfiction Text Project [Guided Notes](#)

#### Nonfiction Analysis Overview

*Throughout this assignment, the teacher will be discussing writing an essay. However, you will not be required to write an essay this time. Instead, you will use these steps to create a final project. Click on the document for more information.*

#### Warm-Up

*Get ready for the lesson.*

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### [Instruction](#)

*How can you analyze an author's effectiveness in presenting information?*

### [Thesis for project](#)

*Develop your ideas about how you can analyze an author's effectiveness in presenting information. Create one statement that summarizes your thoughts.*

### [Instruction](#)

*How can you analyze an author's effectiveness in presenting information?*

### [Analysis Drafting](#)

*Develop two to three ideas on the effectiveness of the Rosetta Stone text.*

### [Project Requirments](#)

*Throughout this assignment, the teacher will be discussing writing an essay. However, you will not be required to write an essay this time. Instead, you will use these steps to create a final project. More information is following the videos and steps below.*

### [Instruction](#)

*How can you analyze an author's effectiveness in presenting information?*

### [Nonfiction Analysis Project](#)

*Develop an infographic (piktochart.com), Prezi (prezi.com), slideshow (Google slides or PowerPoint), or online poster (https://www.canva.com) to analyze the Rosetta Stone text. Be sure to include: - Thesis statement - Name of text that is being analyzed - At least 2-3 ideas on why or why not the text/author is effective - At least 2-3 pieces of evidence from the text to support your view on why or why not the text/author is effective. - Images and graphics that apply to information presented – Should be eye-appealing, attractive, and proof read Use the videos and include information from your prewriting to present your ideas in your chosen format. See rubric attachment.*

### [Summary](#)

*Review and connect what you learned.*

### [Quiz Answers](#)

### [Unit Test](#)

#### [Unit Test Review Answers](#)

#### [Unit Test Answers](#)

### [Book Response](#)

#### [Book Response](#)

#### [Independent Reading Book Response](#)

*You will be writing a book response about a book that you finished this year. The first paragraph will be a summary of the entire book with the theme. The second paragraph will be an analysis on how character traits of a key character in the book impacted his/her behavior and/or actions. Read through the attached documents to help you write it!*

### [Visions of the Past and Future](#)

#### [Visions of the Past and Future: Structure in "I Hear America Singing" \[Guided Notes\]\(#\)](#)

#### [Warm-Up](#)

*Get ready for the lesson.*

#### [Instruction](#)

*How do structure and language help communicate a poem's message?*

#### [Assignment](#)



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**Year-at-a-Glance - Curriculum Overview**

*Read "I Hear America Singing" by Walt Whitman to analyze the use of repetition and free verse.*

[Instruction](#)

*How do structure and language help communicate a poem's message?*

[Summary](#)

*Review and connect what you learned.*

[Quiz Answers](#)

[Combining Sources to Understand the Life of Abraham Lincoln](#) [Guided Notes](#)

[Warm-Up](#)

*Get ready for the lesson.*

[Instruction](#)

*What was Abraham Lincoln really like?*

[Assignment](#)

*Explore "Abraham Lincoln's Boyhood Home at Knob Creek" to visualize Lincoln's childhood.*

[Instruction](#)

*What was Abraham Lincoln really like?*

[Assignment](#)

*Read the "1859 Autobiographical Statement for Chester County Times" to visualize what Abraham Lincoln was like.*

[Instruction](#)

*What was Abraham Lincoln really like?*

[Summary](#)

*Review and connect what you learned.*

[Quiz Answers](#)

[Persuasion in Susan B. Anthony's "On Women's Right to Vote"](#) [Guided Notes](#)

[Warm-Up](#)

*Get ready for the lesson.*

[Instruction](#)

*How can an author use evidence and tone to persuade an audience?*

[Instruction](#)

*How can an author use evidence and tone to persuade an audience?*

[Assignment](#)

*Read "On Women's Right to Vote" by Susan B. Anthony to analyze persuasion*

[Instruction](#)

*How can an author use evidence and tone to persuade an audience?*

[Summary](#)

*Review and connect what you learned.*

[Quiz Answers](#)

[Argumentation in "The Girl Who Silenced the World for Five Minutes"](#) [Guided Notes](#)

[Warm-Up](#)

*Get ready for the lesson.*

## **Cocalico School District**

### **Year-at-a-Glance - Curriculum Overview**

#### Instruction

*How did one child challenge the whole world?*

#### Assignment

*Read Severn Cullis-Suzuki's speech to examine facts, opinions, and reasoning.*

#### Instruction

*How did one child challenge the whole world?*

#### Summary

*Review and connect what you learned.*

#### Quiz Answers

### Persuasion and Tone in a Speech Guided Notes

#### Warm-Up

*Get ready for the lesson.*

#### Instruction

*How can you influence an audience with a speech?*

#### Summary

*Review and connect what you learned.*

#### Assignment

*Write a short speech persuading the audience about an issue.*

#### Quiz Answers

### Central Ideas in Eleanor Roosevelt's "What I Hope to Leave Behind" Guided Notes

#### Warm-Up

*Get ready for the lesson.*

#### Instruction

*What kind of world did Eleanor Roosevelt hope to leave behind?*

#### Assignment

*Read the speech "What I Hope to Leave Behind" by Eleanor Roosevelt to identify central ideas.*

#### Instruction

*What kind of world did Eleanor Roosevelt hope to leave behind?*

#### Summary

*Review and connect what you learned.*

#### Quiz Answers

### Word Relationships: Accurate and Interesting Words Guided Notes

#### Warm-Up

*Get ready for the lesson.*

#### Instruction

*How can careful word choice make your writing more accurate and interesting?*

#### Summary

*Review and connect what you learned.*

#### Assignment

*Practice using word choice to create more accurate and interesting sentences.*

# Cocalico School District

## Year-at-a-Glance - Curriculum Overview

### [Assignment](#)

*Practice using analogies to understand word choices.*

### [Quiz Answers](#)

## [Creating a Multimedia Presentation](#) [Guided Notes](#)

### [Warm-Up](#)

*Get ready for the lesson.*

### [Instruction](#)

### [Summary](#)

*Review and connect what you learned.*

### [Assignment](#)

*Plan a multimedia presentation.*

### [Quiz Answers](#)

## [Unit Test](#)

### [Unit Test Review Answers](#)

### [Unit Test Answers](#)

## [Pursuing the Dream](#)

### [Pursuing the Dream as a Central Idea in Poetry](#) [Guided Notes](#)

### [Warm-Up](#)

*Get ready for the lesson.*

### [Instruction](#)

*How can poets use figurative language to communicate advice about living?*

### [Assignment](#)

*Read Edna St. Vincent Millay's poem "The Courage That My Mother Had" to find the central idea.*

### [Instruction](#)

*How can poets use figurative language to communicate advice about living?*

### [Assignment](#)

*Read "Mother to Son" by Langston Hughes to identify and analyze figurative language.*

### [Instruction](#)

*How can poets use figurative language to communicate advice about living?*

### [Summary](#)

*Review and connect what you learned.*

### [Quiz Answers](#)

### [Making Inferences in an Article about Roberto Clemente](#) [Guided Notes](#)

### [Warm-Up](#)

*Get ready for the lesson.*

### [Instruction](#)

*What made Roberto Clemente a hero?*

### [Assignment](#)

*Read an article to determine important information about the life of Roberto Clemente.*

## **Cocalico School District**

### **Year-at-a-Glance - Curriculum Overview**

#### [Instruction](#)

*What made Roberto Clemente a hero?*

#### [Assignment](#)

*Explore "Beyond Baseball" to examine a multimedia presentation of Clemente's life.*

#### [Instruction](#)

*What made Roberto Clemente a hero?*

#### [Summary](#)

*Review and connect what you learned.*

#### [Quiz Answers](#)

### [Summarizing a Text by Jackie Robinson](#) [Guided Notes](#)

#### [Warm-Up](#)

*Get ready for the lesson.*

#### [Instruction](#)

*How can you determine an author's reasons for writing?*

#### [Assignment](#)

*Read from I Never Had It Made to identify central ideas and the author's purpose.*

#### [Instruction](#)

*How can you determine an author's reasons for writing?*

#### [Summary](#)

*Review and connect what you learned.*

#### [Quiz Answers](#)

### [Grammar: Modifiers - Details in Writing](#)

[Direct Instruction](#) - Running Time: 8 min 33 sec

[Online Content](#)

[Practice Answers](#)

[Quiz Answers](#)

### [Drawing Conclusions in a Cesar Chavez Speech](#) [Guided Notes](#)

#### [Warm-Up](#)

*Get ready for the lesson.*

#### [Instruction](#)

*How can a speaker inspire his audience?*

#### [Assignment](#)

*Read "Lessons of Dr. Martin Luther King, Jr." to analyze details that show Cesar Chavez's purpose.*

#### [Instruction](#)

*How can a speaker inspire his audience?*

#### [Summary](#)

*Review and connect what you learned.*

#### [Quiz Answers](#)

### [Grammar: Paragraphs - Persuasive](#)

## **Cocalico School District**

### **Year-at-a-Glance - Curriculum Overview**

[Grammar Lecture](#) - *Running Time: 5 min 59 sec*

[Online Content](#)

[Practice Answers](#)

[Quiz Answers](#)

#### [Writing an Argument that Supports the Characteristics of a Role Model](#) [Guided Notes](#)

[Warm-Up](#)

*Get ready for the lesson.*

[Instruction](#)

*How can you make a convincing argument in support of positive role models?*

[Pre-Writing](#)

*Create an outline for an argumentative essay.*

[Instruction](#)

*How can you make a convincing argument in support of positive role models?*

[Drafting](#)

*Draft your argumentative essay.*

[Instruction](#)

*How can you make a convincing argument in support of positive role models?*

[Revising](#)

*Revise your argumentative essay with precise language.*

[Summary](#)

*Review and connect what you learned.*

[Quiz Answers](#)

#### [Unit Test](#)

[Unit Test Review Answers](#)

[Unit Test Answers](#)

#### [Overcoming the Odds](#)

##### [Overcoming the Odds: \*The Miracle Worker\*, Act I](#) [Guided Notes](#)

[Warm-Up](#)

*Get ready for the lesson.*

[Instruction](#)

*How do plays show the actions and emotions of characters?*

[Assignment](#)

*Read a scene from *The Miracle Worker* by William Gibson to analyze characters.*

[Instruction](#)

*How do plays show the actions and emotions of characters?*

[Summary](#)

*Review and connect what you learned.*

[Quiz Answers](#)

## **Cocalico School District**

### **Year-at-a-Glance - Curriculum Overview**

#### Elements of Drama in *The Miracle Worker*, Acts II and III [Guided Notes](#)

##### Warm-Up

*Get ready for the lesson.*

##### Instruction

*How can playwrights use elements of drama to bring a play to life?*

##### Assignment

*Read a scene from act 2 of *The Miracle Worker* to identify how dialogue and setting create meaning.*

##### Instruction

*How can playwrights use elements of drama to bring a play to life?*

##### Assignment

*Read a scene from act 3 of *The Miracle Worker* to analyze how stage directions affect characters and the setting.*

##### Instruction

*How can playwrights use elements of drama to bring a play to life?*

##### Summary

*Review and connect what you learned.*

##### Quiz Answers

#### Point of View in Helen Keller's Memoir, *The Story of My Life* [Guided Notes](#)

##### Warm-Up

*Get ready for the lesson.*

##### Instruction

*How can authors use point of view to bring their experiences to life in a memoir?*

##### Assignment

*Read from *The Story of My Life* to analyze how Keller uses imagery to show her experiences.*

##### Instruction

*How can authors use point of view to bring their experiences to life in a memoir?*

##### Summary

*Review and connect what you learned.*

##### Quiz Answers

#### Word Relationships: Using Context [Guided Notes](#)

##### Warm-Up

*Get ready for the lesson.*

##### Instruction

*How can you use context clues to understand an author's meaning?*

##### Summary

*Review and connect what you learned.*

##### Assignment

*Determine word meanings using context clues, connotation, and denotation.*

##### Assignment

*Use context clues to identify foreign words.*

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### [Quiz Answers](#)

#### [Word Choice and Structure in "The Turtle" Guided Notes](#)

##### [Warm-Up](#)

*Get ready for the lesson.*

##### [Instruction](#)

*How do structure and word choice affect the meaning of a poem?*

##### [Assignment](#)

*Read "The Turtle" by Mary Oliver to analyze the poem's structure and word choice.*

##### [Instruction](#)

*How do structure and word choice affect the meaning of a poem?*

##### [Summary](#)

*Review and connect what you learned.*

##### [Assignment](#)

*Write a free verse poem.*

### [Quiz Answers](#)

#### [Conflict and Resolution in "Amigo Brothers" Guided Notes](#)

##### [Warm-Up](#)

*Get ready for the lesson.*

##### [Instruction](#)

*How do conflict and plot elements show the theme of a story?*

##### [Assignment](#)

*Read a selection from "Amigo Brothers" to trace elements of plot.*

##### [Instruction](#)

*How do conflict and plot elements show the theme of a story?*

##### [Summary](#)

*Review and connect what you learned.*

### [Quiz Answers](#)

#### [Phrases and Clauses Guided Notes](#)

##### [Warm-Up](#)

*Get ready for the lesson.*

##### [Instruction](#)

*How can you create strong sentences by effectively using phrases and clauses?*

##### [Summary](#)

*Review and connect what you learned.*

##### [Assignment](#)

*Use phrases and clauses to create strong sentences.*

### [Quiz Answers](#)

#### [Writing a Narrative: Describing a Problem Guided Notes](#)

##### [Warm-Up](#)

*Get ready for the lesson.*

## **Cocalico School District**

### **Year-at-a-Glance - Curriculum Overview**

#### [Instruction](#)

*How can you describe a problem using a personal narrative?*

#### [Summary](#)

*Review and connect what you learned.*

#### [Quiz Answers](#)

#### [Overcoming Obstacles Narrative](#) [Guided Notes](#)

#### [Overcoming Obstacles Narrative](#)

*After learning about others' adversities and problems throughout the unit, think through some problems that you have faced. Write a narrative explaining a time when you faced an obstacle that you had to overcome. Be sure to include what you learned from the situation.*

#### [Unit Test](#)

#### [Unit Test Review Answers](#)

#### [Unit Test Answers](#)

#### [Freedom Fighters](#)

#### [Freedom Fighters: Viewpoint in an Article about Malala Yousafzai](#) [Guided Notes](#)

#### [Warm-Up](#)

*Get ready for the lesson.*

#### [Instruction](#)

*How can writers communicate a viewpoint?*

#### [Assignment](#)

*Read "Pakistan's Malala: Global Symbol, but Still Just a Kid" to examine setting and viewpoint.*

#### [Instruction](#)

*How can writers communicate a viewpoint?*

#### [Summary](#)

*Review and connect what you learned.*

#### [Quiz Answers](#)

#### [Setting in We've Got a Job](#) [Guided Notes](#)

#### [Warm-Up](#)

*Get ready for the lesson.*

#### [Instruction](#)

*How do people's stories help readers understand places and times?*

#### [Assignment](#)

*Read from We've Got a Job to analyze point of view and different viewpoints of the same events.*

#### [Instruction](#)

*How do people's stories help readers understand places and times?*

#### [Summary](#)

*Review and connect what you learned.*

#### [Quiz Answers](#)

#### [Reader Connections in We've Got a Job](#) [Guided Notes](#)



## **Cocalico School District**

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#### [Warm-Up](#)

*Get ready for the lesson.*

#### [Instruction](#)

*How can readers connect with people and events from the past?*

#### [Assignment](#)

*Read Chapter 2 of *We've Got a Job* to analyze connections with the text.*

#### [Instruction](#)

*How can readers connect with people and events from the past?*

#### [Summary](#)

*Review and connect what you learned.*

#### [Quiz Answers](#)

### [Narrative Structure in \*We've Got a Job\*](#) [Guided Notes](#)

#### [Warm-Up](#)

*Get ready for the lesson.*

#### [Instruction](#)

*What voices are used to tell the stories of the past?*

#### [Assignment](#)

*Read Chapter 4 of *We've Got a Job* to examine narration and evaluate narrative structure.*

#### [Instruction](#)

*What voices are used to tell the stories of the past?*

#### [Summary](#)

*Review and connect what you learned.*

#### [Quiz Answers](#)

### [Grammar: Prepositional Phrases](#)

[Grammar Lecture](#) - Running Time: 4 min 31 sec

[Online Content](#)

[Practice Answers](#)

[Quiz Answers](#)

### [Tone and Style in Online Writing](#) [Guided Notes](#)

#### [Warm-Up](#)

*Get ready for the lesson.*

#### [Instruction](#)

*How can you use the Internet to fight for social change?*

#### [Summary](#)

*Review and connect what you learned.*

#### [Assignment](#)

*Write to communicate about an important issue.*

#### [Quiz Answers](#)

### [Creating a Blog](#) [Guided Notes](#)

## Cocalico School District Year-at-a-Glance - Curriculum Overview

### [Warm-Up](#)

*Get ready for the lesson.*

### [Instruction](#)

*How can you create an informative blog that expresses your viewpoint on a topic?*

### [Summary](#)

*Review and connect what you learned.*

### [Project: Blog](#)

*Create an informative blog that expresses your viewpoint on a topic.*

### [Quiz Answers](#)

## [Unit Test](#)

### [Unit Test Review Answers](#)

### [Unit Test Answers](#)

## [Neighbors](#)

### [Neighbors: Visualizing in \*The Monsters Are Due on Maple Street\* \[Guided Notes\]\(#\)](#)

#### [Warm-Up](#)

*Get ready for the lesson.*

#### [Instruction](#)

*How do elements of drama help you understand the characters' perspective?*

#### [Assignment](#)

*Read from *The Monsters Are Due on Maple Street* to visualize scenes and analyze perspective.*

#### [Instruction](#)

*How do elements of drama help you understand the characters' perspective?*

#### [Summary](#)

*Review and connect what you learned.*

#### [Quiz Answers](#)

### [Making Predictions in \*The Monsters Are Due on Maple Street\* \[Guided Notes\]\(#\)](#)

#### [Warm-Up](#)

*Get ready for the lesson.*

#### [Instruction](#)

*How can analyzing characters and plot events help readers predict what will happen next?*

#### [Assignment](#)

*Read from *The Monsters Are Due on Maple Street* to analyze characters and make predictions.*

#### [Instruction](#)

*How can analyzing characters and plot events help readers predict what will happen next?*

#### [Summary](#)

*Review and connect what you learned.*

#### [Quiz Answers](#)

### [Theme in \*The Monsters Are Due on Maple Street\* \[Guided Notes\]\(#\)](#)

#### [Warm-Up](#)

## **Cocalico School District** **Year-at-a-Glance - Curriculum Overview**

*Get ready for the lesson.*

### [Instruction](#)

*How can an author use an imaginative teleplay to bring a story to life and deliver a message?*

### [Assignment](#)

*Read from *The Monsters Are Due on Maple Street* to identify conflict and interpret elements of drama.*

### [Instruction](#)

*How can an author use an imaginative teleplay to bring a story to life and deliver a message?*

### [Summary](#)

*Review and connect what you learned.*

### [Quiz Answers](#)

## [Character Relationships in Walter Dean Myers's "The Treasure of Lemon Brown" Guided Notes](#)

### [Warm-Up](#)

*Get ready for the lesson.*

### [Instruction](#)

*How can a writer bring characters to life?*

### [Assignment](#)

*Read "The Treasure of Lemon Brown" by Walter Dean Myers to analyze characters.*

### [Instruction](#)

*How can a writer bring characters to life?*

### [Summary](#)

*Review and connect what you learned.*

### [Quiz Answers](#)

## [Narrative Elements in "How I Learned English" Guided Notes](#)

### [Warm-Up](#)

*Get ready for the lesson.*

### [Instruction](#)

*How can a poem tell a meaningful story?*

### [Assignment](#)

*Read the poem "How I Learned English" to trace plot and conflict.*

### [Instruction](#)

*How can a poem tell a meaningful story?*

### [Summary](#)

*Review and connect what you learned.*

### [Assignment](#)

*Write and present a brief critique of the poem "How I Learned English."*

### [Quiz Answers](#)

## [Choosing Words Wisely Guided Notes](#)

### [Warm-Up](#)

*Get ready for the lesson.*

### [Instruction](#)

## **Cocalico School District**

### **Year-at-a-Glance - Curriculum Overview**

*How can you use reference books and the Internet to choose the best words when you write?*

#### Summary

*Review and connect what you learned.*

#### Assignment

*Practice choosing the best word.*

#### Quiz Answers

### Writing an Analysis of a Literary Character Guided Notes

#### Warm-Up

*Get ready for the lesson.*

#### Instruction

*How can you write an analysis that traces how a character changes in a story?*

#### Pre-Writing

*Create a graphic organizer to sort evidence for a character analysis.*

#### Instruction

*How can you write an analysis that traces how a character changes in a story?*

#### Drafting

*Draft your character analysis.*

#### Instruction

*How can you write an analysis that traces how a character changes in a story?*

#### Revising

*Revise your character analysis by using transitions to clarify writing.*

#### Summary

*Review and connect what you learned.*

#### Quiz Answers

### Unit Test

#### Unit Test Review Answers

#### Unit Test Answers

### Heroism and Battling Adversity

#### Heroes of the People: Fact and Folktale in *The People Could Fly* Guided Notes

#### Warm-Up

*Get ready for the lesson.*

#### Instruction

*How do folktales keep heroes alive?*

#### Assignment

*Read three folktales from *The People Could Fly* to examine elements of a folktale and heroism.*

#### Instruction

*How do folktales keep heroes alive?*

#### Summary

*Review and connect what you learned.*

#### Quiz Answers

## **Cocalico School District**

### **Year-at-a-Glance - Curriculum Overview**

#### Personification in *The People Could Fly* Guided Notes

##### Warm-Up

*Get ready for the lesson.*

##### Instruction

*What can people learn from stories about animals?*

##### Assignment

*Read three fables from *The People Could Fly* to analyze personification and to determine the lesson.*

##### Instruction

*What can people learn from stories about animals?*

##### Summary

*Review and connect what you learned.*

##### Quiz Answers

#### Setting and Dialect in *The People Could Fly* Guided Notes

##### Warm-Up

*Get ready for the lesson.*

##### Instruction

*How do authors help readers imagine the setting of a story?*

##### Assignment

*Read two fables from *The People Could Fly* to understand dialect and visualize the setting.*

##### Instruction

*How do authors help readers imagine the setting of a story?*

##### Summary

*Review and connect what you learned.*

##### Quiz Answers

#### Point of View and Viewpoint in *The People Could Fly* Guided Notes

##### Warm-Up

*Get ready for the lesson.*

##### Instruction

*How do fact and fiction allow you to view history in different ways?*

##### Assignment

*Read two stories from *The People could Fly* to identify point of view and analyze viewpoint.*

##### Instruction

*How do fact and fiction allow you to view history in different ways?*

##### Summary

*Review and connect what you learned.*

##### Quiz Answers

#### Repetition in *The People Could Fly* Guided Notes

##### Warm-Up

*Get ready for the lesson.*

##### Instruction

## **Cocalico School District**

### **Year-at-a-Glance - Curriculum Overview**

*What effect does repetition have within a story?*

#### [Assignment](#)

*Read two folktales from *The People Could Fly* to identify repetition and explore suspense.*

#### [Instruction](#)

*What effect does repetition have within a story?*

#### [Summary](#)

*Review and connect what you learned.*

#### [Quiz Answers](#)

### [Cause and Effect in \*An American Plague\*](#) [Guided Notes](#)

#### [Warm-Up](#)

*Get ready for the lesson.*

#### [Instruction](#)

*What were the effects of the yellow fever epidemic of 1793?*

#### [Assignment](#)

*Read from *An American Plague* to analyze cause-and-effect relationships.*

#### [Instruction](#)

*What were the effects of the yellow fever epidemic of 1793?*

#### [Summary](#)

*Review and connect what you learned.*

#### [Quiz Answers](#)

### [First-Person Point of View in \*Fever 1793\*](#) [Guided Notes](#)

#### [Warm-Up](#)

*Get ready for the lesson.*

#### [Instruction](#)

*How can reading a fictional story about the past help you understand history?*

#### [Assignment](#)

*Read from *Fever 1793* to analyze first-person point of view in a historical narrative.*

#### [Instruction](#)

*How can reading a fictional story about the past help you understand history?*

#### [Summary](#)

*Review and connect what you learned.*

#### [Quiz Answers](#)

### [Writing a Comparison of Fiction and Nonfiction](#) [Guided Notes](#)

#### [Warm-Up](#)

*Get ready for the lesson.*

#### [Instruction](#)

*How do authors use characters to draw readers into history?*

#### [Summary](#)

*Review and connect what you learned.*

#### [Assignment](#)

**Cocalico School District**  
**Year-at-a-Glance - Curriculum Overview**

*Write to analyze how an author uses historical fact and fictional details to create characters.*

[Quiz Answers](#)

[Writing with Credible Sources](#) [Guided Notes](#)

[Warm-Up](#)

*Get ready for the lesson.*

[Instruction](#)

*How can you credit the sources you use when writing?*

[Summary](#)

*Review and connect what you learned.*

[Assignment](#)

*Write a summary that combines multiple sources of information.*

[Quiz Answers](#)

[Writing an Informative Essay about Heroic Qualities](#) [Guided Notes](#)

[Warm-Up](#)

*Get ready for the lesson.*

[Instruction](#)

*How do you organize ideas to explain a topic?*

[Pre-Writing](#)

*Use a graphic organizer to structure sections of an informative essay.*

[Instruction](#)

*How do you organize ideas to explain a topic?*

[Drafting](#)

*Draft your informative essay.*

[Instruction](#)

*How do you organize ideas to explain a topic?*

[Revising](#)

*Revise your informative essay by including effective details.*

[Summary](#)

*Review and connect what you learned.*

[Quiz Answers](#)

[Unit Test](#)

[Unit Test Review Answers](#)

[Unit Test Answers](#)

[Looking Out for Others](#)

[Looking Out for Others: Allegory in "Aunty Misery"](#) [Guided Notes](#)

[Warm-Up](#)

*Get ready for the lesson.*

[Instruction](#)

*How can allegories teach readers about looking out for others?*

## **Cocalico School District**

### **Year-at-a-Glance - Curriculum Overview**

#### Assignment

*Read "Aunty Misery" to analyze figurative language in an allegory.*

#### Instruction

*How can allegories teach readers about looking out for others?*

#### Summary

*Review and connect what you learned.*

#### Quiz Answers

### Ancient Greek Mythology and Everyday Life Guided Notes

#### Warm-Up

*Get ready for the lesson.*

#### Instruction

*How did the values and beliefs of the ancient Greeks shape everyday life?*

#### Summary

*Review and connect what you learned.*

#### Assignment

*Read from the Odyssey to understand values of the ancient Greeks.*

#### Quiz Answers

### Characters in "Rikki-Tikki-Tavi" Guided Notes

#### Warm-Up

*Get ready for the lesson.*

#### Instruction

*How can relationships between characters make a story interesting?*

#### Assignment

*Read from "Rikki-Tikki-Tavi" by Rudyard Kipling to analyze characters and their effect on the plot.*

#### Instruction

*How can relationships between characters make a story interesting?*

#### Summary

*Review and connect what you learned.*

#### Quiz Answers

### Making Inferences about "Birdfoot's Grampa" Guided Notes

#### Warm-Up

*Get ready for the lesson.*

#### Instruction

*How can inferences help readers understand a poem?*

#### Assignment

*Read the poem "Birdfoot's Grampa" by Joseph Bruchac to make inferences.*

#### Instruction

*How can inferences help readers understand a poem?*

#### Summary

*Review and connect what you learned.*



# Cocalico School District

## Year-at-a-Glance - Curriculum Overview

### [Quiz Answers](#)

#### [Choosing Precise Words to Eliminate Wordiness and Redundancy](#) [Guided Notes](#)

##### [Warm-Up](#)

*Get ready for the lesson.*

##### [Instruction](#)

*How can you make more meaningful word choices?*

##### [Summary](#)

*Review and connect what you learned.*

##### [Assignment](#)

*Practice choosing vivid verbs, specific nouns, and precise adverbs and adjectives.*

### [Quiz Answers](#)

#### [Creating a Public Service Advertisement](#) [Guided Notes](#)

##### [Warm-Up](#)

*Get ready for the lesson.*

##### [Instruction](#)

*How do you create a public service advertisement to send an important message?*

##### [Summary](#)

*Review and connect what you learned.*

##### [Project: PSA](#)

*Create a public service advertisement about a relevant social issue.*

### [Quiz Answers](#)

### [Unit Test](#)

#### [Unit Test Review Answers](#)

#### [Unit Test Answers](#)

**% of Course Time:** Self-paced, to cover all topics in the outline from above

**Textbooks & Supplemental Materials:** Edgenuity lessons, supplemented by Cocalico Teachers of Record

**Assessments:** Edgenuity quizzes and tests, performance tasks

**Standards Addressed:** Contact the Online Learning Facilitator for a supplemental document from Edgenuity outlining any applicable PA Standards address in the course topics. Note that for some courses, there are no PA Standards which may exist.



### **Eagle P.A.C.T. Course Connections:**

Online Learning courses help to prepare students for the diverse ways in which they will learn outside of school. The self-paced, independent nature of virtual courses also helps to develop important skills such as self-advocacy, time management, organization, study skills, and self-discipline. Such skills are needed for a successful future.