

Curriculum Map

Course Title: Language Arts 7	Quarter:	Academic Year: 2015-16
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Essential Questions for this Quarter:

1. How do you determine if an object is living or nonliving? 2. What impact does the environment have on a population?
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ongoing	LA 7.1.3.a, LA 7.1.5.a, LA 7.1.5.b, LA 7.1.5.c, LA 7.1.5.d, LA 7.1.5.e	Students will use multiple strategies to understand grade-level vocabulary words.	<ul style="list-style-type: none"> -Know and apply meanings of prefixes, suffixes, and root words to determine word meanings -Use context clues to determine word meanings -Use digital and print references to find word meanings and synonyms and antonyms (online dictionary and/or dictionary app, online thesaurus and/or thesaurus app, textbook glossary) -Recognize relationships between words (synonyms, antonyms, homophones, analogies, language families) 	<ul style="list-style-type: none"> -Assessed periodically on weekly mixed Language Arts skills quizzes. -Assessed regularly in individual assignments related to literary works read. 	Language Arts textbook, Literature textbook and supplemental materials.
1 st Quarter	LA 7.1.5.d, LA 7.2.2.a	Students will recognize the connotations of words and choose words appropriate to a task or situation.	<ul style="list-style-type: none"> -Identify the differing connotations of words with similar denotations (weak vs. strong, positive/neutral/negative, shades of meaning) -Choose words with appropriate connotations for a given situation in order to achieve the desired reaction from the audience. 	<ul style="list-style-type: none"> -Individual and/or group project(s) requiring students to create and describe something in a manner that suits the topic and will generate the desired reaction by the audience. (Create-a-car project, mascot project) 	Language Arts textbook and supplemental materials.
1 st Quarter	LA 7.1.6.e, LA 7.1.6.k, LA 7.2.1.a, LA 7.2.1.b, LA 7.2.1.c, LA 7.2.1.d, LA 7.2.1.e, LA 7.2.1.f, LA 7.2.1.g, LA 7.2.1.h, LA 7.2.1.i, LA 7.2.1.j, LA 7.2.2.a, LA 7.2.2.b, LA 7.2.2.c,	In conjunction with the Science 7 class, students will write a research-based report following the MLA documentation format.	<ul style="list-style-type: none"> -Gather research on a science-related topic, as directed by the science teacher -Select and organize facts gathered in research to be used in a report. -Compose a paper with an introduction, body and conclusion incorporating the research information, giving credit to sources with correctly formatted in-text citations and list of works cited. -Revise and edit the paper with feedback from peers, Language Arts teacher and Science 7 teacher. 	<ul style="list-style-type: none"> -Science research paper 	Language Arts textbook

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	LA 7.2.2.d, LA 7.4.1.a, LA 7.4.1.b				
1 st , 2 nd and 4 th Quarters	LA 7.1.4.a, LA 7.1.6.a, LA 7.1.6.b, LA 7.1.6.c, LA 7.1.6.d, LA 7.1.6.h, LA 7.1.6.i, LA 7.1.6.k, LA 7.1.6.l, LA 7.1.6.m, LA 7.1.6.n, LA 7.1.6.o, LA 7.1.6.p, LA 7.2.2.b, LA 7.3.1.b, LA 7.3.3.d, LA 7.3.3.e	Students will identify and analyze elements of fiction in literary works, including short stories, a novel and dramas.	<ul style="list-style-type: none"> -Identify types of conflict in literature (external and internal; person vs. self, person vs. person, person vs. fate, person vs. nature, person vs. machine, person vs. supernatural, person vs. society) -Identify elements of plot structure in literature (exposition, rising action, climax, falling action, resolution) -Differentiate between a theme and a moral. -Identify and analyze the author's use of various fictional elements and techniques (including setting, mood, foreshadowing, plot twist, point of view [first person and third person], dialogue, dialect, irony, flashback, suspense, allusion) -Classify characters by type (protagonist, antagonist, static character, dynamic character, round character, flat character) -Compare and contrast written and performed versions of a text. 	Assessed regularly in individual assignments and projects related to literary works read.	Literature textbook, <i>The Outsiders</i> , and supplemental texts (see note A below)
1 st and 2 nd Quarters	LA 7.1.6.a, LA 7.1.6.d, LA 7.1.6.e, LA 7.1.6.f, LA 7.1.6.g, LA 7.1.6.h, LA 7.1.6.i, LA 7.1.6.j, LA 7.1.6.l, LA 7.1.6.m, LA 7.1.6.n, LA 7.4.1.c	Students will comprehend and analyze grade-level nonfiction, including essays, articles, and autobiographical and biographical text.	<ul style="list-style-type: none"> -Identify main ideas and details in nonfiction text. -Identify text structures used in organizing nonfiction text (chronological order, cause and effect, main idea and supporting details, comparison and contrast) -Identify the author's purpose for writing (to inform, to entertain, to persuade) -Obtain information from text features such as charts, tables, maps and info. graphics 	Assessed regularly in individual assignments and projects related to works read.	Literature textbook and supplemental texts. (see note B below)
2 nd and 3 rd Quarters	LA 7.1.5.d, LA 7.1.6.c	Students will identify, analyze and use figurative	-Identify, analyze the meaning of and generate examples of the following	Assessed in conjunction with	Literature textbook and supplemental

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		language and sound devices.	types of figurative language and sound devices: simile, metaphor, personification, anthropomorphism, hyperbole, idiom, oxymoron, paradox, onomatopoeia, alliteration, consonance, assonance, rhyme (end, internal, and slant)	poetry reading and writing units.	materials.
2 nd and 3 rd Quarters	LA 7.1.4.a, LA 7.1.5.d, LA 7.1.6.a, LA 7.1.6.b, LA 7.1.6.c, LA 7.1.6.d, LA 7.1.6.g, LA 7.1.6.h, LA 7.1.6.i, LA 7.1.6.l, LA 7.1.6.o	Students will comprehend and analyze poetry in multiple forms.	-Identify forms of poetry and their characteristics (narrative poetry, lyric poetry, ballad, haiku, cinquain, limerick, free verse, concrete poetry, found poetry) -Locate and analyze figurative language and sound devices in poetry -Identify and analyze the use of various poetic elements (stanza, couplet, tercet, quatrain, rhyme scheme, repetition, refrain/chorus, rhythm, symbolism, anaphora, epistrophe)	Assessed regularly in individual assignments and projects related to poems read.	Literature textbook and supplemental texts. (see note C below)
2 nd and 3 rd Quarters	LA 7.2.1.a, LA 7.2.1.e, LA 7.2.1.g, LA 7.2.1.h, LA 7.2.1.j, LA 7.2.2.a, LA 7.2.2.d, LA 7.2.2.e	Students will compose poetry in multiple formats, incorporating various types of figurative language and sound devices.	-Create poems following the conventions of various forms, incorporating figurative language and sound devices as appropriate (echoic poem, free verse, haiku, cinquain, limerick, concrete poem, blackout poem)	Completion of poems following specifications of the genre.	Literature textbook, Language Arts textbook and supplemental materials.
2 nd & 4 th Quarters	LA 7.1.6.b, LA 7.1.6.d, LA 7.1.6.g, LA 7.1.6.h, LA 7.1.6.i, LA 7.1.6.n, LA 7.2.2.b	Students will identify the genre of fictional text.	-Define the characteristics of various genres of fiction and determine the genre of a fictional text (folktale, myth, legend, tall tale, urban legend, fantasy, fairy tale, science fiction, supernatural fiction, historical fiction, realistic fiction)	Assessed regularly in individual assignments and projects related to works read.	Literature textbook and supplemental texts. (see note D below)
4 th Quarter	LA 7.1.6.d, LA 7.1.6.g, LA 7.1.6.h, LA 7.1.6.i, LA 7.1.6.l,	Students will recognize archetypal characters and patterns in literature.	-Compare and contrast Cinderella-type stories from multiple cultures to determine the essential characteristics of the Cinderella archetypal character. -Identify basic elements of the literary hero pattern in a story (call to adventure, magical help, crossing the threshold, trials, hero's triumphant	Assessed in individual assignments and projects related to works read.	Literature textbook and supplemental texts. (see note E below)

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<p>Note A: Selected texts from this list have been used for teaching elements of fiction in recent years.</p>	<ul style="list-style-type: none"> -“Amigo Brothers” short story by Piri Thomas -“Priscilla and the Wimps” short story by Richard Peck -“I Hate You, Wallace B. Pokras” short story by Ellen Conford -“Charles” short story by Shirley Jackson -“No News” traditional folktale retold by Connie Regan-Blake and Barbara Freeman -“Antaeus” short story by Borden Deal -“Rikki-Tikki-Tavi” short story by Rudyard Kipling -“All Summer in a Day” short story by Ray Bradbury -“All Summer in a Day” short film online at bit.ly/1VvFlv7 -“The Monsters are Due on Maple Street” screenplay by Rod Serling -“Eye of the Beholder” <u>Twilight Zone</u> episode online at bit.ly/1axo4jN -“The Old Demon” short story by Pearl S. Buck -“Presto” Pixar digital short film online at bit.ly/1gHGXYW -“Atalanta’s Race” traditional myth retold by Rex Warner -“Atalanta” short story by Betty Miles -“Lighthouse” short film online at bit.ly/1wNG1mB -“The Scholarship Jacket” short story by Marta Salinas -“La Bamba” short story by Gary Soto -“Who’s on First?” skit by Bud Abbott and Lou Costello -<u>The Outsiders</u> novel by S. E. Hinton 				
<p>Note B: Selected texts from this list have been used for teaching elements of nonfiction in recent years.</p>	<ul style="list-style-type: none"> -“Names/Nombres” autobiographical essay by Julia Alvarez -“Strong Men Weep” essay by Benedict Cosgrove -“Hurricanes” informational text by Patricia Lauber -“The History of Veterans Day” article from U.S. Department of Veterans Affairs 				
<p>Note C: Selected texts from this list have been used for teaching elements of poetry in recent years.</p>	<ul style="list-style-type: none"> -“The Walrus and the Carpenter” poem by Lewis Carroll -“The Flower-Fed Buffaloes” poem by Vachel Lindsay -“Slam, Dunk, and Hook” poem by Yusef Komunyakaa -“Ode to My Socks” poem by Pablo Neruda -“The Streets of Laredo” anonymous traditional ballad -“Annabel Lee” poem by Edgar Allan Poe -“Cowboy Casanova” song by Carrie Underwood et al. -“The Cremation of Sam McGee” poem by Robert Service -“The Bells” poem by Edgar Allan Poe -“Glory, Glory...” poem by Raymond R. Patterson -“Birds Circling at Dusk” poem by Ann Atwood 				

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		<ul style="list-style-type: none"> -“Bamboo Grove” poem by Matsuo Bashō -“T-Shirt” poem by Myra Cohn Livingston -“There Was a Young Fellow of Ealing” anonymous poem -“Dogs” and “Cats” poems by Nancee Belshaw -“There Was a Young Lady of Niger” poem by Cosmo Monkhouse -“A Tutor Who Tooted the Flute” poem by Carolyn Wells -“There Was an Old Man of Blackheath” poem--author unknown -“Casey at the Bat” poem by Ernest Thayer -“Casey’s Revenge” poem by Grantland Rice -“The Wreck of the Hesperus” poem by Henry Wadsworth Longfellow -“Jar of Hearts” song by Christina Perri et al. -“Firework” song by Katy Perry et al. -“If” poem by Rudyard Kipling -“How Many” song by Zion I -“The Road Not Taken” poem by Robert Frost -“I Can’t Accept Not Trying” essay by Michael Jordan -“Mean” song by Taylor Swift -“Do Not Go Gentle into That Good Night” poem by Dylan Thomas -“The River” song by Garth Brooks and Victoria Shaw -“Against the Grain” song by Larry Cordle; performed by Garth Brooks -“Me Against the World” (excerpt) song by Tupac Shakur -“Of Human Bondage...” editorial--author unknown -“Unpretty” song by Tionne Watkins and Dallas Austin; performed by TLC -“Icarus and Daedalus” traditional myth retold by Josephine Preston Peabody -“Daedalus and Icarus” poem by John Bliven Morin -“The Highwayman” poem by Alfred Noyes -“The Sound of Silence” song by Paul Simon -“Sarah Cynthia Sylvia Stout Would Not Take the Garbage Out” poem by Shel Silverstein -“Stopping by Woods on a Snowy Evening” poem by Robert Frost -“Pork and Beans” song by River Cuomo; performed by Weezer -“In the Middle” song by Jim Adkins et al; performed by Jimmy Eat World -“The Sidewalk Racer” poem by Lillian Morrison -“Concrete Cat” poem by Dorthi Charles -“Siesta of a Hungarian Snake” poem by Edwin Morgan -“5:15” poem--author unknown -“Homemade Chewy Chocolate Chip Cookies” poem--author unknown 			
Note D: Selected texts from this list have been used for genres of	<ul style="list-style-type: none"> -“We Are All One” short story by Laurence Yep -“The Bunyans” tall tale by Audrey Wood -“Feboldson, Western Scientist” traditional tall tale retold by Walter Blair 				

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fiction in recent years.		<ul style="list-style-type: none"> -“Brer Rabbit and Brer Lion” traditional folktale retold by Julius Lester -“Babe the Blue Ox” traditional tall tale retold by Esther Shepherd -“Annie Christmas” tall tale by Walter Brents -“M’su Carencro and Mangeur de Poulet” traditional folktale retold by J. J. Reneaux -“Talk” traditional folktale retold by Harold Courlander and George Herzog -“Anansi and His Visitor, Turtle” traditional folktale retold by Edna Mason Kaula -“The Smallest Dragonboy” short story by Anne McCaffrey -“Dragon, Dragon” short story by John Gardner -“Broken Chain” short story by Gary Soto -“Just Once” short story by Thomas Dygard -“The Bracelet” short story by Yushiko Uchida -“The Drummer Boy of Shiloh” short story by Ray Bradbury -“Lob’s Girl” short story by Joan Aiken -“There Will Come Soft Rains” short story by Ray Bradbury -“Strawberries” traditional myth retold by Gayle Ross -“Lone Bird, the Woman in the Moon” traditional myth--author unknown -“Prometheus” traditional myth retold by Bernard Evslin -“Cat and Rat: The Legend of the Chinese Zodiac” traditional legend retold by Ed Young -“Return of the Hero” dramatic adaption of traditional myth by Catherine Gourley -“Sir Gawain and the Lady Ragnell” traditional legend retold by Ethel Johnson Phelps -“The Phantom Hitchhiker” urban legend retold by Daniel Cohen -“The Hitchhiker” radio play by Lucille Fletcher-“The White Snake” traditional fairy tale retold by Jacob and Wilhelm Grimm -“The Wonderful Hair” traditional fairy tale retold by Parker Fillmore -“Petronella” short story by Jay Williams -<u>The Outsiders</u> novel by S. E. Hinton 			
Note E: Selected texts from this list have been used for archetypes in recent years.		<ul style="list-style-type: none"> -“Racing the Great Bear” traditional legend retold by Joseph Bruchac -Cinderella stories (Grimm brothers, Egyptian, Chinese, Native American) -“Mother Holle” traditional fairy tale retold by Jacob and Wilhelm Grimm 			

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