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## Curriculum Map for: ELA 7

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**Scope:** The curriculum for this course focuses on reading, writing, and listening for literary analysis. Students are also encouraged and involved in reading outside of the classroom for assessment. Through the seventh grade curriculum students learn to socially interact and present information to their peers and adults. Students have the opportunity to express their creativity also in writing, poetry, and through oral reports on relevant subject matter. A grade level vocabulary and grammar program is also incorporated into the curriculum. Use of technology, throughout the year, is utilized for projects and presentations in the classroom. Finally, whenever possible, we incorporate field trips and outside service learning opportunities for students to find relevance to the outside world.

### **Assessment:**

Assessment comes in a variety of forms and wherever possible should be used to reflect and enhance the teaching and learning process that occurs in a classroom. Assessment should not be seen as a separate activity, but as an integral part of the teaching and learning process. Alternative assessments apply to any and all assessments that differ from multiple choice, timed, one-shot approaches that characterize most standardized and classroom assessment. Authentic assessments are assessments that engage students in applying knowledge and skills in the same way they are used in the real-world. Performance assessment is a broad term, encompassing many of the characteristics of both authentic and alternative assessments.

As this course of study demonstrates, it is clear that no single type of assessment could provide an accurate measurement of the learning experience. Students should have the best opportunity to demonstrate their understanding of the learning experience. Therefore, it is suggested that a variety of data gathering methods be used such as objective tests, observations, products, written reports, performances and a collection of student works.

The **TIME** column offers a suggested time-line so that all topics listed in the **CONTENT/SKILLS** column are feasibly met. It is understood that times will need adjustments as the course develops. The **APPLICATION/PROJECT IDEAS** column offers suggestions and sources for the teacher. This column should be updated periodically to keep current and as new ideas are generated. The **KEY IDEA/PERFORMANCE INDICATOR** column coordinates topics with the NYS standards.

TIME	CONTENT/SKILLS	APPLICATIONS/PROJECT IDEAS	KEY IDEA/PERFORM INDICATOR
September Quarter 1	Letter of Introduction- Basic friendly letter writing, grammar, topic sentence and paragraph writing skills, proofreading.	Using friendly letter format write to inform peers about your summer and future goals. Organize in four paragraphs using format given in class. Topic sentences for each paragraph and proper content.	S1- Identify intended audience and understand the purpose of writing to describe and narrate personal experiences. S4-Through reading their letter with others establish and maintain personal relationships with adults and peers Share experiences to establish and build a relationship with peers and adults
Quarterly	Journal Notebook	Creative writing and basic writing skills.	S2- Maintain a writing journal that includes imaginative, interpretive, and responsive writing.
Quarterly	Independent Reading Books and Project New book every quarter  Reading Logs, prepared during biweekly reading days	Bi-weekly sustained independent reading. Writing active responses to reading content. Write book reviews, posters, and articles using quarterly book. Students will choose independent reading books of appropriate interest and reading levels. A minimum of one book per quarter is required. Each book must be from a different genre. Students will prepare the appropriate project for the genre from the teacher-designed assignment sheet and will present their work to the class. Students will engage in group discussions of the projects.	S3-Question writer's assumptions, beliefs, intentions, identify multiple levels of meaning in what is read through writing. Write to analyze and evaluate information, ideas, issues, opinions, themes and experiences. S2- Maintain a writing journal that includes imaginative, interpretive, and responsive writing. Write to analyze and evaluate information, ideas, issues, opinions, themes and experiences. S1- Identify intended audience and understand the purpose of writing to describe and narrate personal experiences. S4-Through reading their letter with others establish and maintain personal relationships with adults and peers Share experiences to establish and build a relationship with peers and adults

TIME	CONTENT/SKILLS	APPLICATIONS/PROJECT IDEAS	KEY IDEA/PERFORM INDICATOR
Quarter 1 Five weeks September- October	Short Story Unit: “Rikki-Tikki-Tavi,” by Rudyard Kipling, “A Boy and a Man” by James Ullman, <u>Into Thin Air</u> by Jon Krakauer, <u>Legend of Sleepy Hollow</u> by Washington Irving, “Day’s Wait” by Ernest Hemingway	Weekly and Bi-weekly quizzes on content area and vocabulary Comprehension questions Character Web Graphic Organizers Venn Diagrams Proofreading and grammar activities Critical Lens writing Assigning roles for a play and performing in small groups in class.	S3-Question writer’s assumptions, beliefs, intentions, identify multiple levels of meaning in what is read through writing  Write to analyze and evaluate information, ideas, issues, opinions, themes
	Listening activity for Washington Irving	Notetaking and listening: Writing, and Multiple-choice.	S2-Students will read, write, listen, and speak for literary response and expression
	<i>Everest</i> Video	Notetaking and applying knowledge to short story reading. Written response to visual versus written accounts of climbing. Compare and Contrast characters and themes from the entire unit	S4- Share experiences to establish and build a relationship with peers and adults  S2-Students will read, write, listen, and speak for literary response and expression
	Short Story Unit Essay and Test	Create a four-paragraph essay with introduction and conclusion using Chicken foot format to organize.	S3-Question writer’s assumptions, beliefs, intentions, identify multiple levels of meaning in what is read through writing
Quarter 2 November Four weeks	<u>The Giver</u> by Lois Lowry	Listening activity about Lois Lowry Taking notes and multiple choice questions based on the listening.	Write to analyze and evaluate information, ideas, issues, opinions, themes and experiences S2-Students will read, write, listen, and speak for literary response and expression

TIME	CONTENT/SKILLS	APPLICATIONS/PROJECT IDEAS	KEY IDEA/PERFORM INDICATOR
		Guided reading log to use and complete as we read each chapter	S2-Students will present, in written language, a well-developed analysis fo literature, make effective use of details and evidence S2-Through the log present opinions, in written language, and make evaluations based on experiences and ideas related to the reading.
		Vocabulary for understanding	S1- Language for information and understanding the text
		Read aloud in class various sections.	S2-Students will read, write, listen, and speak for literary response and expression
		Independent reading of various chapters	S2-Students will read, write, listen, and speak for literary response and expression
		Weekly quizzes on the reading for check of understanding.	S1- Language for information and understanding the text
		Objective Unit Test on the novel Extended writing on the theme, “There can be no progress without penalty.” Interpret and apply to the novel with textual references for support.	S3-Question writer’s assumptions, beliefs, intentions, identify multiple levels of meaning in what is read through writing Write to analyze and evaluate information, ideas, issues, opinions, themes
		Literary elements: Point of view, theme, conflict, character development, climax, suspense	S2-Students will read, write, listen, and speak for literary response and expression

***A Christmas Carol***

<b>TIME</b>	<b>CONTENT / SKILLS</b>	<b>APPLICATIONS / IDEAS</b>	<b>KEY IDEA / PERFORMANCE INDICATOR</b>
Quarter Two December 3-4 weeks	<i>A Christmas Carol</i> Charles Dickens Drama: Stage directions; rudimentary blocking	Student in-class reading and performance of the drama. Stage directions explained; blocking studied	S2 Students will read, write, listen, and speak for literary response and expression.
	Vocabulary for Act I and Act II	Bi-weekly quizzes on words from each act (Prentice-Hall text )	S1 Students will read, write, listen, and speak for information and understanding.
	Literature circles	In groups, students use literary analysis tools to develop their understanding of the piece as it applies to their own frame of reference.	S4 Students will read, write, listen, and speak for social interaction.
	Metaphor, simile, allegory, symbolism	Literary terms defined as used by Dickens in the play	S3 Students will read, write, listen, and speak for critical analysis and evaluation.
	Unit essay based on critical lens from literary critic	Students must explain why it is ironic that Marley, a dead man, has more life in him than Scrooge, a living man.	S2 Students will read, write, listen, and speak for literary response and expression.
	Irony	Students must explain why it is ironic that Marley, a dead man, has more life in him than Scrooge, a living man.	S3 Students will read, write, listen, and speak for critical analysis and evaluation.
	BART chart for character analysis	Chart organizing the character traits of both Scrooge and Marley used as a prewriting/focusing activity for unit essay	S3 Students will read, write, listen, and speak for critical analysis and evaluation.
	Grammar and writing skills	Worksheets coordinated with text which focus on specific grammar skills.	S3 Students will read, write, listen, and speak for critical analysis and evaluation.

	Listening Skills/ Embedded test preparation/note-taking skills	Listening activity based on the biography of Dickens designed to follow format of ELA assessments	S1 Students will read, write, listen, and speak for information and understanding.
	Multiple-choice questions	Unit test Test-taking strategies for multiple choice tests	S1 Students will read, write, listen, and speak for information and understanding.
	Attending a performance	Students attend a performance of <i>A Christmas Carol</i> at Proctor's Theatre	S4 Students will read, write, listen, and speak for social interaction.

**Nonfiction**

<b>TIME</b>	<b>CONTENT / SKILLS</b>	<b>APPLICATIONS / IDEAS</b>	<b>KEY IDEA / PERFORMANCE INDICATOR</b>
Non-fiction genre unit January; 2-3 weeks	“In Search of Our Mothers’ Gardens”, From <i>An American Childhood</i> , “No Gumption,” “Two Kinds”		
Biweekly	Vocabulary (appropriate word lists chosen from the text for each selection)	Word lists are assigned in class, clarified and/or explained, and evaluated by means of approximately bi-weekly quizzes.	S2 Students will read, write, listen, and speak for literary response and expression.
	“In Search of Our Mothers’ Gardens” Alice Walker Poetry—discuss highly metaphorical poem include by Walker in her essay	Imagery—interpreting images of war	S2 Students will read, write, listen, and speak for literary response and expression.
	Test preparation	(Packet modeled after ELA 7 assessment)	S3 Students will read, write, listen, and speak for critical analysis and evaluation.
	“No Gumption” Russell Baker Historical Background	Students research facts about the Great Depression and apply historical events as they impacted the lives of writer and his family	S3 Students will read, write, listen, and speak for critical analysis and evaluation.  S4 Students will read, write, listen, and speak for social interaction.

	<p>“Two Kinds” Amy Tan Literature Circles</p>	<p>Students read and discuss the story, focusing on the writer’s relationship with her mother</p>	<p>S4 Students will read, write, listen, and speak for social interaction.</p>
	<p>From <i>An American Childhood</i> by Annie Dillard Listening activity based on the biography of Dillard designed to follow format of ELA assessments</p>	<p>Listening Skills/ Embedded test preparation/note-taking skills</p>	<p>S2 Students will read, write, listen, and speak for literary response and expression.</p>
	<p>Unit essay based similar themes found across essays.</p>	<p>Students must analyze the writers’ relationships with their parents as a common theme across all essays.</p>	<p>S2 Students will read, write, listen, and speak for literary response and expression.</p>

**Bearstone**

<b>TIME</b>	<b>CONTENT / SKILLS</b>	<b>APPLICATIONS / IDEAS</b>	<b>KEY IDEA / PERFORMANCE INDICATOR</b>
<u>Bearstone</u> Novel Unit– Quarter 3 February seven weeks	Native American motifs	Use supplementary maps and maps in text to identify traditional areas of Native American tribes.	S1 Students will read, write, listen, and speak for information and understanding.
	Historical Context	Explain how the Ute tribe was driven West from Colorado after the discovery of gold. Supplementary gold rush video available.	S1 Students will read, write, listen, and speak for information and understanding.
biweekly	Vocabulary (appropriate word lists chosen from the text for each selection) Dictionary work is required for this unit.	Word lists are assigned in class, clarified and/or explained, and evaluated by means of approximately bi-weekly quizzes.	S2 Students will read, write, listen, and speak for literary response and expression.
	Literary Terms: Theme, hyperbole, onomatopoeia	Terms defined in class. Definitions from literary handbook in text copied into notebook.	S3 Students will read, write, listen, and speak for critical analysis and evaluation.
	Extended theme work	Students look for and list various themes contained in the novel: loss, coming of age, impact of native American background, generational conflict	S3 Students will read, write, listen, and speak for critical analysis and evaluation.
	Graphic organizers: BART chart, chicken foot essay planner	Students select a character of their choice and do a BART chart analyzing their character	S2 Students will read, write, listen, and speak for literary response and expression.
	Creating and developing thesis statements: Character analysis essay	Students use the BART chart to create a one-sentence statement about what their chosen character is really like. This is the thesis statement to be developed into an essay.	S2 Students will read, write, listen, and speak for literary response and expression.

	Unit test	Questions test comprehension and synthesis of ideas in the novel.	S1 Students will read, write, listen, and speak for information and understanding.
	Critical Lens test essay based on Max Lerner's quote (the turning point is the core within you that survives all hurt)	Students explain how the main character's life illustrates this quote	S3 Students will read, write, listen, and speak for critical analysis and evaluation.

***Stargirl***

<b>TIME</b>	<b>CONTENT / SKILLS</b>	<b>APPLICATIONS / IDEAS</b>	<b>KEY IDEA / PERFORMANCE INDICATOR</b>
<p><i>Stargirl</i> by Jerry Spinelli                      Novel unit                      Quarter 3                      March                      4-5 weeks</p>	Reading Comprehension worksheets	Periodic quizzes and worksheets and assigned readings	S1 Students will read, write, listen, and speak for information and understanding S3 Students will read, write, listen, and speak for critical analysis and evaluation.
	Note-taking and listening	Teacher reads first chapter aloud while students take notes on Stargirl’s appearance	S1 Students will read, write, listen, and speak for information and understanding
	Characterization	Stargirl drawing—based on reading, students draw or list significant and/or symbolic details of Stargirl’s appearance	S1 Students will read, write, listen, and speak for information and understanding.
	Setting/Geography	Lesson with visuals on details of the Sonora Desert	S2 Students will read, write, listen, and speak for literary response and expression.
	Oral reading	“Hot seat” play based upon a scene from the novel performed in class	S2 Students will read, write, listen, and speak for literary response and expression.
	Creative Writing	Prompts include renaming yourself as the character did, designing a personalized card to send to a particular person, and applying Stargirl’s character traits to an actual person.	S2 Students will read, write, listen, and speak for literary response and expression.
	Theme Statements	Students are provided with a list of theme statements and discuss or write about how these themes fit the novel	S3 Students will read, write, listen, and speak for critical analysis and evaluation.

	Literary Terms Pro- and antagonist	Compare and contrast Leo Borlock, Hillari, Wayne Parr, and Stargirl Caraway. Focus on how Leo's roles changes	S3 Students will read, write, listen, and speak for critical analysis and evaluation.
	Role Play	"Be Unique" week role play activity. Students do group work to plan activities which will express their individuality	S4 Students will read, write, listen, and speak for social interaction.
	Symbolism/extended metaphor	Essay based on Leo's characterization of the MAAHS students as "mudfrogs."	S2 Students will read, write, listen, and speak for literary response and expression.

TIME	CONTENT/SKILLS	APPLICATIONS/PROJECT IDEAS	KEY IDEA/PERFORM INDICATOR
Quarter 4 One week April	Play: <i>The Monsters are due on Maple Street</i>	Discussion of science fiction genre. What are elements of science fiction?	S4-Students will make effective use of language and style for the situation and the audience and take into account the interests expressed by the person receiving the message.
		Define and discuss prejudice and scapegoat. Share experiences and journal write.	S2- Students will use written and verbal expression to relate texts and concepts to their own lives. S2-Students will present opinions, in oral and written language, and make an evaluation based on experiences and ideas.
		Assign parts for the class and read the play together. Actively create scenes and action in front of peers. Discuss blocking and filming techniques.	S2-Students will read, write, listen, and speak for literary response and expression S4- Share experiences to establish and build a relationship with peers and adults
		Application of Literary Elements: Conflict, theme, characters, climax, resolution Answer questions for discussion and comprehension.	S1- Language for information and understanding the text S2-Students will read, write, listen, and speak for literary response and expression S2-Students will present, in written language, a well-developed analysis of literature, make effective use of details and evidence.
		Vocabulary for understanding and application within the context of the play	S1- Language for information and understanding the text

TIME	CONTENT/SKILLS	APPLICATIONS/PROJECT IDEAS	KEY IDEA/PERFORM INDICATOR
		View the <i>Twilight Zone</i> version of the play and follow with the text. Discuss the use of black and white and various camera angles for effect. Follow using your text to understand the dialogue.	S1- Language for information and understanding the text S2-Students use the text and play to relate conflicts faced by characters in the play/episode to their lives.
		Essay on fears relating to the play and present day situations. Chicken foot diagram for organizing. Use of the narrator's final comments as a critical lens: "The tools of conquest..."	S3-Question writer's assumptions, beliefs, intentions, identify multiple levels of meaning in what is read through writing. Write to analyze and evaluate information, ideas, issues, opinions, themes and experiences
Quarter 4 April Two weeks	"Third Level" "Zoo" "All Summer in a Day"	Continue Science Fiction Unit with short stories. Discuss and apply Literary elements in each short story: point of view, conflict, theme, metaphor, simile, suspense, resolution, climax, etc.	S1- Language for information and understanding the text S2-Students will read, write, listen, and speak for literary response and expression
		Independent reading and reading aloud in class of stories	S4-Students will make effective use of language and style for the situation and the audience and take into account the interests expressed by the person receiving the message.
		Vocabulary for understanding	S1- Language for information and understanding the text
		Discussion and comprehension questions for each story.	S3-Question writer's assumptions, beliefs, intentions, identify multiple levels of meaning in what is read through writing. Write to analyze and evaluate information, ideas, issues, opinions, themes and experiences

TIME	CONTENT/SKILLS	APPLICATIONS/PROJECT IDEAS	KEY IDEA/PERFORM INDICATOR
		View the “All Summer” video. Venn diagram comparing the video and the story for “All Summer”	S1- Language for information and understanding the text and relate ideas from one source to another through the diagram and discussion.
		Science Fiction Unit test – Character identification, multiple choice, short answer, and extended writing.	S3-Question writer’s assumptions, beliefs, intentions, identify multiple levels of meaning in what is read through writing. Write to analyze and evaluate information, ideas, issues, opinions, themes and experiences

## Poetry

TIME	CONTENT / SKILLS	APPLICATIONS / IDEAS	KEY IDEA / PERFORMANCE INDICATOR
May; three weeks	Poetry terms: Theme, main idea, figurative language, sound devices	Use poetry terms packet. Students fill in information which applies to poems chosen as examples	S2 Students will read, write, listen, and speak for literary response and expression. S3 Students will read, write, listen, and speak for critical analysis and evaluation.
	Poetry Reading and Analysis	Students read and analyze poetry of various types such as narrative, rhythmic, imagistic, free verse, and concrete poems.	S2 Students will read, write, listen, and speak for literary response and expression.
	Poetry writing	Independent poetry writing—original responses to various creative writing prompts. Assignments include month metaphor, contrast poem, persona poem, and magic picture poem	S2 Students will read, write, listen, and speak for literary response and expression.
	Integrating poetry and essay	Using Alice Walker’s poem within the essay “In Search of Our Mothers’ Gardens” and poem “My Mother Pieced Quilts” to study connecting themes	S3 Students will read, write, listen, and speak for critical analysis and evaluation.

	Group Poetry Work	Students are divided into small groups; each group is given a poem with a common theme or motif (“Identity,” imagery, seasons, etc.) and asked to analyze the poem for structure, meaning, figurative language and sound devices. The groups then choose a speaker or speakers to present the group’s analysis to the class.	S3 Students will read, write, listen, and speak for critical analysis and evaluation. S4 Students will read, write, listen, and speak for social interaction.
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## Final Examination

TIME	CONTENT/SKILLS	APPLICATIONS/PROJECT IDEAS	KEY IDEA/PERFORM INDICATOR
One week; late June	Exam review	Students use review sheets, returned writing folders, and class activities to review for cumulative finals.	Review week activities.
One day; late May	Listening, note-taking, writing portion of final exam	Teacher reads a selection to class (twice) as students take notes and then answer literature and comprehension questions based upon those notes.	Final exam--Listening
Two days; May/June in-class	Reading and analyzing a new piece of literature; choosing a text covered during the year and comparing it thematically to the new piece	Students have one class period to read and analyze the new and old pieces and a second day to use the writing they have prepared to respond to a writing prompt.	Final exam—reading comprehension and literature content
One formal final exam period; June	Covers specific literature questions as well as general writing mechanics, vocabulary, spelling, and grammar.	100 multiple choice questions.	Final exam—writing mechanics, spelling, vocabulary, literature content, reading comprehension