Middleton School District #134   Curriculum Map

Course: Language Arts   Grade: Seventh

Unit//Topic	Length/Pacing	CCSS	Essential & Guiding Questions
Changes/Bold Actions **Content** ● Read and understand myths and poems ● Read and write informational text ● Look at how and why an author chooses specific words and/or the pattern in which the text is written ● Speaking within a group and participating in class discussions	9 Weeks	RL7.1 RL7.3 RL7.4 RL7.5 RI7.2 RI7.6 RI7.9 L7.2a L7.4a L7.4b L7.4c SL7.1 SL7.4 W7.2a W7.2b W7.2c	● What does it mean for people to face challenges fearlessly? ● How is failing in the attempt part of the challenge?
Skills ● Identify, analyze and make inferences about the elements of a plot in a short story ● Analyze and compare news stories about the same event from various sources ● Analyze the elements of a myth and to determine two or more themes	**Formative Assessments** ● Exit Tickets ● Student self scoring and evaluation ● Post Unit assessment ● Close observations of student work and group dynamics ● Student conferences	**Summative Assessments** ● Rubric for Writing Assignments ● Rubric for Body Biography	**Activities/Strategies** ● Writing Activity: Graphic Comic ● Speaking Activity: Presentation of Body Biography ● Performance Task: Informational Writing

Materials/Resources/Equipment	Key Vocabulary
Houghton Mifflin Harcourt Text (In-class) **Out of the Dust by Karen Hesse** (In-class) **Myhrw.com** **Scholastic** **Library of Congress**	- Aspect Action - Cultural - Evaluate - Resource - Text - Plot - Exposition - Setting - Conflict (Internal/External) • Rising/Falling • Simile • Evidence • Climax • Resolution
Explicit Standards **RL7.1** Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. **RL7.2** Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text. **RL7.3** Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot). **RL7.4** Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds **RL7.5** Analyze how a drama's or poem's form or structure (e.g., soliloquy, sonnet) contributes to its meaning. **RI7.2** Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text. **RI7.6** Determine an author's point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others. **RI7.9** Analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts.	**Objectives** - Write an informative essay - Work in small group - Present information verbally and written - Complete a body biography identifying character traits - Identify an author's purpose and theme in a variety of text

L7.4a Use context (e.g., the overall meaning of a sentence or paragraph; a word's position meaning of a word or phrase.
L7.4b Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., belligerent, bellicose, rebel).
L7.4c Consult general and specialized reference thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.
SL7.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.
SL7.4 Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.
W7.2a Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
W7.2b Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
W7.2c Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.

Notes:

Unit//Topic	Length/Pacing	State Standards (#)	Essential & Guiding Questions
Perception and Reality **Content** - Read and write argumentative Text - Determining test structure and meaning of words - Identifying perception - Understanding empathy	9 weeks	RL 1, RL 2, RL 3, RL 4, RL 5, RL 10, RI 1, RI 2, RI 4, RI 5 W 1a–e, W 2a–f, W 4, W 5, W 6, W 7, W 8, W 9, W 9a, W 10 SL 1–d, SL 2, SL 4, SL 5, SL 6 L 1a, L 2b, L 4a–d	- Why are things in life not always how we perceive them to be? - How can a single action dramatically change a person's perception?
Skills - Recognizing that the setting can influence our perceptions - Understanding and identifying bias - Summarize an idea or text	**Formative Assessments** Online Selection Tests Read Write Think: Essay Map	**Summative Assessments** Performance Task A: Write an Opinion Performance Task B: Write an Expository Essay Collection 2 Test	**Activities/Strategies** - Tic Tac Toe Board - Dramatic Reading

Materials/Resources/Equipment	Key Vocabulary
Houghton Mifflin Harcourt Text (In-class) **Out of the Dust by Karen Hesse** (In-class) **Myhrw.com** (online)	● Folk Tale ● Summary ● Conflict ● Dialect ● Rhyme ● Diction ● Figurative Language ● Sonnet ● Meter ● Paradox ● Text features ● Summarize ● Character ● Drama ● Perception
Explicit Standards	**Objectives** ● Write an argumentative essay ● Apply empathy (group discussion) ● Understand bias (multiply media) ● Summarize ideas
Notes:	

Unit//Topic	Length/Pacing	State Standards (#)	Essential & Guiding Questions
Content ●			
Skills	**Formative Assessments**	**Summative Assessments**	**Activities/Strategies**
Materials/Resources/Equipment		**Key Vocabulary** ●	
Explicit Standards		**Objectives**	
Notes:			

Unit//Topic	Length/Pacing	State Standards (#)	Essential & Guiding Questions
Content			
Skills	**Formative Assessments**	**Summative Assessments**	**Activities/Strategies**
Materials/Resources/Equipment		**Key Vocabulary**	
Explicit Standards		**Objectives**	
Notes:			