

## Grade 7 Curriculum Map 2011-2012 (Final)

7 <sup>th</sup> grade Common Core Standards	7 <sup>th</sup> Grade English Content (What needs to be taught?)	Curriculum Materials Used	(All) Assessments Used (Daily/Weekly/Benchmarks)	Time Line
<p>Reading Standards for Literature CCS# 1, 2, 3, 4, 6, &amp; 10</p> <p>Writing Standards # 2, 4, 5, 6, 7, 8, 9 &amp; 10</p> <p>Speaking and Listening Standards # 1 and 6</p> <p>Language Standards # 1-6</p>	<p><b>Theme: Getting to Know You</b></p> <p><b>Utilize the Writing Process</b></p> <ul style="list-style-type: none"> <li>• Graphic Organizers</li> <li>• Writing Rubric</li> </ul> <p><b>Read, Perform, and Listen to Myths and Legends</b></p> <ul style="list-style-type: none"> <li>• Story Elements</li> <li>• Theme</li> <li>• Elements of a myth</li> <li>• Work collaboratively</li> <li>• Present orally</li> </ul> <p><b>Practice Listening Skills</b></p> <p><b>Throughout the unit:</b></p> <p><b>Word Study</b></p> <ul style="list-style-type: none"> <li>▪ Story words to enhance comprehension</li> <li>• Common middle school words to build robust vocabulary</li> </ul> <p><b>Conventions of Language:</b> Mini-lessons based on student need</p> <p><b>Read Independently</b></p> <ul style="list-style-type: none"> <li>• Library Skills</li> <li>• Read 10 min./day in study hall</li> </ul>	<p>Choose from <i>Prentice-Hall Literature, Bronze</i>: “Demeter and Persephone” “Phaethon, Son of Apollo” “Icarus and Daedalus”</p> <p>Supplemental Materials: “Baucis and Philemon” “Prometheus, the Fire Bringer” “Popocatepetl and Ixtiacchihuatl”</p> <p>Listening pieces relating to curriculum and current events.</p> <p>Vocabulary words accompanying stories found in <i>Prentice-Hall Literature, Bronze</i></p> <p>CVMS Common Vocabulary List</p> <p>Books in classroom libraries and school library</p>	<ul style="list-style-type: none"> <li>▪ <b>Informative/Explanatory Writing Product</b></li> <li>▪ Comprehension Quizzes</li> <li>▪ Reader Responses (text-based using teacher-chosen literature)</li> <li>▪ Journal Entries</li> <li>▪ <b>Mini Research Project (using Noodle Tools)</b></li> <li>▪ Listening Quizzes</li> <li>▪ Vocabulary Quizzes</li> <li>▪ Reader Responses (text-based using student-chosen literature)</li> </ul>	<p>September</p> <p>October into November</p> <p>End of Quarter</p>

			Ten-Week Test	
7 <sup>th</sup> grade Common Core Standards	7 <sup>th</sup> Grade English Content (What needs to be taught?)	Curriculum Materials Used	(All) Assessments Used (Daily/Weekly/Benchmarks)	Time Line
<p>Reading Standards for Literature CCS# 1, 2, 3, 4, 5, 6, &amp; 10</p> <p>Writing Standards # 2, 3, 4, 5, &amp; 10</p> <p>Speaking and Listening Standards # 1 and 6</p> <p>Language Standards # 1-6</p>	<p><b><u>Theme: Getting to Know You</u></b>  <b>Read, Write, and Listen to Narratives</b></p> <p>Story Elements  Writing a Personal Narrative</p> <ul style="list-style-type: none"> <li>• Writing Prompts for inspiration</li> <li>• Dialogue</li> <li>• “Show Don’t Tell”</li> <li>• Introductions</li> <li>• Planning: beginning middle, end; sequence chart</li> </ul> <p><b>Poetry</b></p> <ul style="list-style-type: none"> <li>• Poetic techniques and devices</li> <li>• Connection to Unit Theme</li> <li>• Connection Veterans’ Day</li> </ul> <p><b>Practice Listening Skills</b></p> <p><b><u>Throughout the unit:</u></b>  <b>Word Study</b></p> <ul style="list-style-type: none"> <li>• Story words for understanding literature</li> <li>• Common middle school words to build robust vocabulary</li> </ul> <p><b>Conventions of Language:</b>  Mini-lessons based on student</p>	<p>Choose from handouts:  “The Only Girl in the World for Me”  “Bicycle Breaking Blues”</p> <p><i>Prentice-Hall Literature, Bronze:</i>  “Papa’s Parrot”  “Seventh Grade”</p> <p>“Song of Myself,”  “I’m Nobody”  “Charge of the Light Brigade”</p> <p>Listening pieces relating to curriculum and current events.</p> <p>Vocabulary words accompanying stories found in <i>Prentice-Hall Literature, Bronze</i></p> <p>Middle School Common Vocabulary List</p> <p>Classroom libraries and school library</p>	<ul style="list-style-type: none"> <li>▪ Comprehension Quizzes</li> <li>▪ Reader Responses (text-based using teacher-chosen literature)</li> <li>▪ Journal Entries</li> <li>▪ Graphic Organizers</li> </ul> <p>▪ <b>Personal Narrative</b></p> <ul style="list-style-type: none"> <li>▪ Listening Quizzes</li> </ul> <ul style="list-style-type: none"> <li>▪ Vocabulary Quizzes</li> </ul> <ul style="list-style-type: none"> <li>▪ Reader Responses (text-based using student-</li> </ul>	<p>November into December</p>

	<p>need</p> <p><b>Read Independently</b></p> <ul style="list-style-type: none"> <li>• Library Skills</li> <li>• Read 10 minutes/day in study hall</li> </ul>		chosen literature)	
<b>7<sup>th</sup> grade Common Core Standards</b>	<b>7<sup>th</sup> Grade English Content (What needs to be taught?)</b>	<b>Curriculum Materials Used</b>	<b>(All) Assessments Used (Daily/Weekly/Benchmarks)</b>	<b>Time Line</b>

<p><b>Reading Standards for Literature</b> #1, 2, 3, 4, 5, 6, 7 &amp; 9, 10</p> <p><b>Writing Standards</b> # 2, 4, 5, 9, 10</p> <p><b>Speaking and Listening Standards</b> # 1 &amp; 6</p> <p><b>Language Standards</b> # 1-6</p>	<p><b>Theme: Positive Growth</b></p> <p><b>Literature:</b> Elements of Drama Effect of Literature on Culture</p> <p><b>Writing:</b> Response to Literature Essay</p> <p><b>Poetry</b></p> <ul style="list-style-type: none"> <li>Poetic techniques and devices</li> <li>Connection to time of year</li> </ul> <p><b>Practice Listening Skills</b></p> <p><b>Throughout the unit:</b></p> <p><b>Word Study</b></p> <ul style="list-style-type: none"> <li>Story words for understanding literature</li> <li>Common middle school words to build robust vocabulary</li> </ul> <p><b>Conventions of Language:</b> Mini-lessons based on student need</p> <p><b>Read Independently</b></p> <ul style="list-style-type: none"> <li>Library Skills</li> <li>Read 10 minutes/day in study hall</li> </ul>	<p><i>A Christmas Carol: Scrooge and Marley</i> (play and movie)</p> <p>Online non-fiction about Charles Dickens and Scrooge</p> <p>Any Film Adaptation</p> <p>Alternate Supplemental Assignment: <i>Oliver Twist</i></p> <p><i>"Stopping by Woods on a Snowy Evening"</i> <i>"Cremation of Sam McGee"</i></p> <p>Listening pieces relating to curriculum and current events.</p> <p>Vocabulary words accompanying stories found in <i>Prentice-Hall Literature, Bronze</i></p> <p>Middle-School-Common-Vocabulary List</p> <p>Classroom libraries and school library</p>	<ul style="list-style-type: none"> <li>Comprehension Quizzes</li> <li>Reader Responses (text-based using teacher-chosen literature)</li> <li>Journal Entries</li> </ul> <p><b>Response to literature essay</b></p> <ul style="list-style-type: none"> <li>Listening Quizzes</li> <li>Vocabulary Quizzes</li> <li>Reader Responses (text-based using student-chosen literature)</li> </ul> <p><b>Twenty-Week Test</b></p>	<p>December into January</p> <p>End of Quarter</p>
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7 <sup>th</sup> grade Common Core Standards	7 <sup>th</sup> Grade English Content (What needs to be taught?)	Curriculum Materials Used	(All) Assessments Used (Daily/Weekly/Benchmarks)	Time Line
<p><b>Reading Standards for Literature # 1, 2, 3, 4, 5, 6, 7 &amp; 10</b></p> <p><b>Writing Standards # 2, 4, 5, 9 &amp; 10</b></p> <p><b>Speaking and Listening Standards # 1 &amp; 6</b></p> <p><b>Language Standards # 1-6</b></p>	<p><b><u>Theme: Character Traits</u></b></p> <p><b>Literature:</b> Story elements and Characterization Poetry Elements</p> <p><b>Writing:</b> Timed Writing Practice</p> <p><b>Poetry</b></p> <ul style="list-style-type: none"> <li>• Poetic techniques and devices</li> <li>• Connection to unit theme</li> </ul> <p><b>Practice Listening Skills</b></p> <p><b><u>Throughout the unit:</u></b></p> <p><b>Word Study</b></p> <ul style="list-style-type: none"> <li>• Story words for understanding literature</li> <li>• Common middle school words to build robust vocabulary</li> </ul> <p><b>Conventions of Language:</b> Mini-lessons based on student need</p> <p><b>Read Independently</b></p> <ul style="list-style-type: none"> <li>• Library Skills</li> <li>• Read 10 minutes/day in study hall</li> </ul>	<p>“Rikki-Tikki-Tavi”</p> <p>Choose other stories, poetry, and drama from <i>Prentice-Hall Literature: Bronze</i> and</p> <p>Any Film Adaptation</p> <p>“Mother to Son” “The Courage That My Mother Had”</p> <p>Listening pieces relating to curriculum and current events.</p> <p>Vocabulary accompanying stories found in <i>Prentice-Hall Literature, Bronze</i></p> <p>Middle School Common Vocabulary List</p> <p>Classroom libraries and school library</p>	<ul style="list-style-type: none"> <li>▪ Comprehension Quizzes</li> <li>▪ Journal Entries</li> <li>▪ Reader Responses (text-based using teacher-chosen literature)</li> <li>▪ <b>Response to Literature Essay based on character traits (Timed)</b></li> <li>▪ Listening Quizzes</li> <li>▪ Vocabulary Quizzes</li> <li>▪ Reader Responses (text-based using student-chosen literature)</li> </ul>	<p><b>January-February</b></p>

7 <sup>th</sup> grade Common Core Standards	7 <sup>th</sup> Grade English Content (What needs to be taught?)	Curriculum Materials Used	(All) Assessments Used (Daily/Weekly/Benchmarks)	Time Line
<p>Reading Standards for Literature # 1, 2, 3, 4, 6 &amp; 10</p> <p>Reading Standards for Informational Text # 1, 2, 3, 4, 5, 6, 9 &amp; 10</p> <p>Writing Standards #1, 2, 4, 5, 6, 7, 8, 9 &amp; 10</p> <p>Speaking and Listening Standards #1, 3</p> <p>Language Standards # 1-6</p>	<p><b><u>Theme: Loyalty and Allegiance</u></b></p> <p><b>Literature:</b> Reading Non-Fiction</p> <p><b>Writing:</b> Writing to compare and contrast</p> <p><b>Poetry</b></p> <ul style="list-style-type: none"> <li>• Poetic techniques and devices</li> <li>• Connection to unit theme and novel</li> </ul> <hr/> <p><b>Literature:</b> Reading a novel</p> <p><b>Writing:</b> Writing in response to literature Writing to report factual details</p> <p><b>Practice Listening Skills</b></p> <p><b><u>Throughout the unit:</u></b></p> <p><b>Word Study</b></p> <ul style="list-style-type: none"> <li>• Story words for understanding literature</li> <li>• Common middle school</li> </ul>	<p>Choose non-fiction from <i>Prentice-Hall Literature: Bronze</i> and supplemental materials chosen from newspapers, magazines, Internet sources, and the middle school library.</p> <p><i>Prentice-Hall Literature: Silver: "Paul Revere's Ride"</i></p> <hr/> <p>Choose Historical Fiction: <i>My Brother Sam is Dead</i> <i>Johnny Tremain</i> Available through BOCES: <i>Five Smooth Stones</i> <i>Drums at Saratoga</i> Or other historical fiction pieces</p> <p>Listening pieces relating to curriculum and current events.</p> <p>Vocabulary accompanying stories found in <i>Prentice-</i></p>	<ul style="list-style-type: none"> <li>▪ Comprehension Quizzes</li> <li>▪ Reader Responses (text-based using teacher-chosen literature)</li> <li>▪ Mini Research Project</li> <li>▪ Journal Entries</li> </ul> <p><b>Compare/Contrast Essay (Parallel Task)</b></p> <p><b>Thirty-Week Test</b></p> <hr/> <ul style="list-style-type: none"> <li>▪ Response to Literature Essay based on historical fiction (Argumentative)</li> <li>▪ Listening Quizzes</li> <li>▪ Vocabulary Quizzes</li> </ul>	<p><b>March</b></p> <p>End of Quarter</p> <hr/> <p><b>April</b></p>

	<p>words to build robust vocabulary</p> <p><b>Conventions of Language:</b> Mini-lessons based on student need</p> <p><b>Read Independently</b></p> <ul style="list-style-type: none"> <li>• Library Skills</li> <li>• Read 10 min./day in study hall</li> </ul>	<p><i>Hall Literature, Bronze Middle School Common Vocabulary List</i></p> <p>Classroom libraries and school library</p>	<ul style="list-style-type: none"> <li>▪ Reader Responses (text-based using student-chosen literature)</li> </ul>	
<b>7<sup>th</sup> grade Common Core Standards</b>	<b>7<sup>th</sup> Grade English Content (What needs to be taught?)</b>	<b>Curriculum Materials Used</b>	<b>(All) Assessments Used (Daily/Weekly/Benchmarks)</b>	<b>Time Line</b>

<p><b>Reading Standards for Literature</b> #1, 2, 3, 4, 5, 6, 7, 10</p> <p><b>Writing Standards</b> # 2, 4, 5, 9, 10</p> <p><b>Speaking and Listening Standards</b> #1 &amp; 6</p> <p><b>Language Standards</b> # 1-6</p>	<p><b>Theme: Science Fiction Themes</b></p> <p><b>Literature:</b> Reading Science Fiction</p> <p><b>Writing:</b> Writing in response to literature</p> <p><b>Poetry</b></p> <ul style="list-style-type: none"> <li>Poetic techniques and devices</li> <li>Connection to time of year</li> </ul> <p><b>Practice Listening Skills</b></p> <p><b>Throughout the unit:</b></p> <p><b>Word Study</b></p> <ul style="list-style-type: none"> <li>Story words for understanding literature</li> <li>Common middle school words to build robust vocabulary</li> </ul> <p><b>Conventions of Language:</b> Mini-lessons based on student need</p> <p><b>Read Independently</b></p> <ul style="list-style-type: none"> <li>Library Skills</li> <li>Read 10 minutes/day in study hall</li> </ul>	<p>Choose from <i>Prentice-Hall Literature, Bronze: The Monsters Are Due on Maple Street</i> (plus television episode) "All Summer in a Day" "The Third Level" Supplemental: "Hallucinations" "Kid Brother"</p> <p><i>The Giver</i></p> <p>"in Just" Spring Haiku</p> <p>Listening pieces relating to curriculum and current events.</p> <p>Vocabulary accompanying stories found in <i>Prentice-Hall Literature, Bronze Middle School Common Vocabulary List</i></p> <p>Classroom libraries and school library</p>	<ul style="list-style-type: none"> <li>Comprehension Quizzes</li> <li>Reader Responses (text-based using teacher-chosen literature)</li> <li>Journal Entries</li> </ul> <p><b>Themes in Science Fiction Essay (Informative)</b></p> <ul style="list-style-type: none"> <li>Listening Quizzes</li> <li>Vocabulary Quizzes</li> <li>Reader Responses (text-based using student-chosen literature)</li> </ul> <p><b>Final Exam</b></p>	<p><b>May into June</b></p>
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