



## Curriculum Document for Language Arts

### Course Title: Grade 7 Language Arts

**Learner Objective #1:** The student will read, understand, discuss, and write about a “coming of age” novel as evidenced through class assignments and tests.

#### Resources:

- A Day No Pigs Would Die by Robert Newton Peck
- “Mending Wall” by Robert Frost
- “Nobody’s Friend”

#### Terms:

- “coming of age”
- Shaker philosophy of life
- Colloquialisms
- Transitions

#### Concepts:

- “coming of age” novel

#### Skills:

##### Reading:

- read a “coming of age” novel
- analyze characters
- analyze philosophies of life (Shakers)
- analyze poetry
- identify transitions and humor in novels
- evaluate dynamic characters
- recognize prejudice and discrimination
- predict

**Writing:**

- definitions of colloquialisms
- note taking skills
- brainstorm
- graphic organizers – Venn diagram
- sequence main events
- summarize main ideas
- compare and contrast two print sources
- journal writing (prompts provided)
- formulate questions for discussion
- personal narrative (related to poetry)

**Listening:**

- discussion skills
- compare and contrast
- team work

**Speaking:**

- discussion skills
- compare and contrast
- team work

**Learner Objective #2:        The student will read understand, discuss, and write correct grammar as evidenced through class assignments and tests.**

**Resources:**

- McDougal Littell Textbooks
- Great Source Daily Oral Language PLUS

**Terms:**

- Various grammar words

**Concepts:**

- sentence structure
- nouns
- verbs
- direct objects
- indirect objects
- predicate nominatives
- pronouns
- adjectives
- adverbs
- negatives
- prepositions
- prepositional phrases

- conjunctions
- interjections
- phrases
- clauses
- complex sentences
- capitalization
- punctuation
- commas
- conventional proofreading – (daily oral language done daily)
- editing skills – (daily oral language done daily)

**Skills:**

**Reading:**

- read text
- analyze a text
- build vocabulary
- proofreading – (daily oral language)

**Writing:**

- correct sentence structure
- correct grammar usage
- editing and proofreading – (daily oral language)

**Listening:**

- follow directions
- follow rules of grammar

**Speaking:**

- clear communication

**Learner Objective #3:        The student will read, understand, discuss, and write personal narratives as evidenced through class assignments and a finished narrative.**

**Resources:**

- Write Source

**Terms:**

- Personal narrative
- Six –traits
  - ideas, organization, voice, word choice, sentence fluency, conventions

**Concepts:**

- Personal narratives
- Word processing skills

**Skills:**

**Reading:**

- read example personal narratives
- analyze personal narratives
- synthesis personal narratives

**Writing:**

- brainstorm
- outline
- first drafts
- revise
- edit
- proofread
- sequence
- sentence structure
- paragraph structure
- write a personal narrative
- six-traits

**Listening:**

- teacher directions
- peer conferences

**Speaking:**

- peer conferences

**Technology:**

- word processing skills
- use of network and disks for saving

**Learner Objective #4:**      **The student will read, understand, discuss, and write about folklore, informative essays, and readers' theater as evidenced through class assignments and tests.**

**Resources:**

- Variety of folklore stories and books
- Write Source 2000

**Terms:**

- Folklore
- Folktale
- Fairy tale
- Legend
- Fable
- Myth
- Storytelling
- Informative essay

- Readers' theater

**Concepts:**

- Folklore
- Storytelling
- Informative essay
- Word processing
- Readers' theater

**Skills:**

**Reading:**

- read various types of folklore
- identify various folklore
- analyze various folklore
- identify the audience of various folklore
- critique illustrations
- compare and contrast traditional and modern folklore
- recognize viewpoints within folklore
- analyze the roles of men and women in folklore
- identify morals/lessons within folklore
- recognize culture within folklore

**Writing:**

- summarize a piece of folklore
- summarize other aspects of folklore
- outline
- paragraph structure
- rough drafts
- six trait writing
- introductions and conclusions
- revisions
- peer conferences
- editing and proofreading
- informative essay

**Listening:**

- peer conferences
- reading of folklore
- readers' theater
- directions
- storytelling

**Speaking:**

- readers' theater
- peer conferences
- storytelling

**Technology:**

- word processing
- saving to disk and the network

**Learner Objective #5:**      **The student will read, understand, discuss, and write opinion essays as evidenced through class assignments and a finished essay.**

**Resources:**

- Write Source

**Terms:**

- Opinion paper
- Six-traits
  - ideas, organization, voice, word choice, sentence fluency, conventions

**Concepts:**

- Opinion paper
- Word processing skills

**Skills:**

**Reading:**

- read examples of opinion papers
- analyze opinion papers
- synthesis opinion papers

**Writing:**

- brainstorm
- outline
- rough drafts
- revise
- edit
- proofread
- sequence
- supporting details
- sentence and paragraph structure
- write an opinion paper
- six-traits

**Listening:**

- teacher directions
- peer conferences

**Speaking:**

- peer conferences

**Technology:**

- word processing skills
- use of network and disks for saving

**Learner Objective #6:        The student will read, understand, discuss, and write about vocabulary and “classic” piece of literature as evidenced through class assignments and tests.**

**Resources:**

- “A Christmas Carol” in Adventures for Readers

**Terms:**

- Teacher-generated list based on the story

**Concepts:**

- “classic” literature
- Vocabulary
- Compare and contrast mediums

**Skills:**

**Reading:**

- read a “classic” piece of literature
- analyze a “classic” piece of literature
- predict
- analyze characters
- evaluate dynamic characters
- develop vocabulary skills
- compare and contrast

**Writing:**

- definitions of terms
- sequencing of events
- compare and contrast

**Listening:**

- discussion skills
- active listening as story is read aloud

**Speaking:**

- discussion skills
- compare and contrast
- increase vocabulary

**Learner Objective #7:**        **The student will read, understand, discuss, and write a research paper as evidenced through class assignments and a finished essay.**

**Resources:**

- Examples
- McDougal Littell Textbook
- *Reader's Handbook*

**Terms:**

- Research paper
- Six-traits
  - ideas, organization, voice, word choice, sentence fluency, conventions

**Concepts:**

- Research paper
- Research
- Word processing

**Skills:**

**Reading:**

- read example research papers
- analyze a research paper
- synthesis a research paper
- read research
- analyze research

**Writing:**

- brainstorm
- outline
- rough drafts
- revise
- edit
- proofread
- sequence
- sentence structure
- paragraph structure
- write a research paper
- six-traits
- analyze research/support
- develop note-taking skills
- cover page

**Listening:**

- teacher directions
- peer conferences
- interviews (if used for data collection)

**Speaking:**

- peer conferences
- interview (if used for data collection)

**Technology:**

- computer-based research
- analyzing internet sites
- CD-ROM searches
- word processing skills
- downloading graphics
- creating a cover page

**Learner Objective #8:        The student will read, understand, discuss, and write a speech as evidenced through class assignments and presenting a speech.**

**Resources:**

- Teacher-generated examples

**Concepts:**

- Writing a speech
- Giving a speech
- Listening to a speech
- Gain confidence in public speaking

**Skills:****Reading:**

- read through example speeches
- analyze the parts of a speech
- analyze the use of note cards

**Writing:**

- write a speech
- use six-traits
- write note cards
- outline
- brainstorm

**Listening:**

- listen to speeches
- follow directions

**Speaking:**

- present speeches
- use correct voice control

- develop skills used in public speaking

**Technology:**

- word processing (possible)
- research (possible)

**Learner Objective #9:**        **The student will read, understand, discuss, and write about the 1930's as exhibited in The Grapes of Wrath. This will be evidenced through class assignments, tests, and compare/contrast essay. (interdisciplinary unit)**

**Resources:**

- The Grapes of Wrath by John Steinbeck
- Teacher-generated materials

**Terms:**

- Dust Bowl
- The Great Depression
- Compare/contrast essay
- Various vocabulary from the novel

**Concepts:**

- Affect of the Great Depression on the “average” family
- Compare and contrast the life of families in the 1930's and present day
- Recognize and understand character development
- Read and analyze The Grapes of Wrath

**Skills:**

**Reading:**

- read excerpts from The Grapes of Wrath
- identify and analyze characters
- recognize character development
- predict
- analyze plot
- recognize the social and historical impact of the novel
- compare and contrast the novel to the movie (as we go along)
- understand a utopian society
- read aloud

**Writing:**

- summarize
- family relations (family tree)
- obituary
- advertisement
- journal entries (based on readings)
- compare and contrast the novel and movie
- formulate questions for discussion

- compare and contrast essay
- outline
- rough drafts
- revise
- edit
- proofread
- sequence/order of information
- paragraph structure
- six-traits

**Listening:**

- teacher direction
- read the novel aloud
- peer conferences
- discussions on the readings
- compare and contrast novel to movie

**Speaking:**

- read the novel aloud
- peer conferences
- discussions on the novel
- compare and contrast novel to movie

**Technology:**

- word processing
- use of network and disk for saving
- research (possible)

**Learner Objective #10:**      **The student will read, understand, discuss, and write about the 1940's as exhibited in personal accounts of survival. This will be evidenced through class assignments, tests, and writing poetry. (interdisciplinary unit)**

**Resources:**

- Anne Frank: The Diary of a Young Girl by Anne Frank
- Night by Elie Wiesel
- Parallel Journeys by Eleanor Ayer
- Kindertransport by Olga Levy Drucker
- Sky: A True Story of Courage During World War II by Hanneke Ippisch
- Various poetry examples

**Terms:**

- Teacher-generated list based on the reading
- Couplet
- Quatrain
- Haiku

- Cinquain
- Acrostic
- Diamante
- Lyric
- Free Verse

**Concepts:**

- Read and analyze various personal accounts of survival during WWII
- Write various types of poetry

**Skills:**

**Reading:**

- read excerpts from various personal accounts
- read and discuss literary and non-literary texts to understand human experiences
- analyze characters
- recognize social and historical impact of the events
- read aloud
- develop vocabulary skills

**Writing:**

- write various types of poetry
- edit
- develop written communication skills

**Listening:**

- follow teacher direction
- read the excerpts aloud
- discussions on the readings

**Speaking:**

- read the excerpts aloud
- discussions on the readings

**Technology:**

- word processing

**Learner Objective #11:**      **The student will read, understand, discuss, and write about the 1950's. This will be evidenced through class assignments, tests, and writing a persuasive essay. (interdisciplinary unit)**

**Resources:**

- West Side Story by Irving Shulman

**Terms:**

- Teacher-generated list based on reading
- Persuasive essay
- Theme

**Concepts:**

- Recognize and analyze character development
- Read and analyze West Side Story
- Write a persuasive essay on the novel's theme
- Compare and contrast different mediums of the story

**Skills:****Reading:**

- read excerpts from West Side Story
- identify and analyze the characters
- recognize dynamic characters
- predict
- compare and contrast the novel to the movie
- read aloud
- read examples of persuasive essays
- analyze persuasive essays

**Writing:**

- formulate questions for discussion
- outline
- rough draft
- revise
- edit
- proofread
- sequence/order of events
- paragraph structure
- six-traits
- persuasive essay

**Listening:**

- follow teacher direction
- read the novel aloud
- peer conferences
- discussions on the readings
- compare and contrast the novel and the movie

**Speaking:**

- read the novel aloud
- peer conferences
- discussions on the novel
- compare and contrast the novel and movie

**Technology:**

- word processing skills

**Learner Objective #12:**      **The student will read, understand, discuss, and write about a “coming of age” novel as evidenced through class assignments and tests.**

**Resources:**

- The Outsiders by S.E. Hinton
- “Nothing Gold Can Stay” by Robert Frost

**Terms:**

- Teacher-generated list based on reading
- Idioms
- Metaphors

**Concepts:**

- “coming of age” novel
- Summarization
- Compare and contrast
- Cause and effect
- Decision-making skills

**Skills:**

**Reading:**

- read a “coming of age” novel
- analyze characters
- build vocabulary
- evaluate dynamic characters
- predict
- recognize stereotypes
- identify idioms and metaphors
- realize cause and effect
- evaluate decision-making skills

**Writing:**

- build vocabulary
- summarize
- sequence main events
- journal writing (prompts provided)
- formulate questions for discussion
- compare and contrast characters
- analyze the plot
- compare and contrast mediums

**Listening:**

- discussion skills
- compare and contrast
- team work

- read aloud

**Speaking:**

- discussion skills
- compare and contrast
- team work

**Technology:**

- word processing