

WESTSIDE CURRICULUM MAP

Westside Middle School

Teacher: Harmon/Waller

Grade: 7

Content: English

Revised Date: 1/20/15

Unit Goal: Science or Fiction Unit- Read and write science fiction and nonfiction texts fluently.

Content	CCSS/Skills
<p>Inferences, Explicit information</p> <p>Theme, Central idea</p> <p>Story elements</p> <p>Predicting, Connections, Questioning</p> <p>Narrative techniques</p> <p>Point of view</p> <p>Dialogue, pacing</p>	<p><i>The student will....</i></p> <ul style="list-style-type: none"> ● Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text-RL.7.1/RI.7.1 ● 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-RL.7.2 ● 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-RI.7.2 ● Analyze how particular elements of a story or drama interact (e.g. how setting shapes the characters or plot)-RL.7.3 ● Analyze the interactions between individuals, events, and ideas in a text (e.g. how ideas influence individuals or events, or how individuals influence ideas or events)- RI.7.3 ● Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone- RI.7.4 ● Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas-RI.7.5 ● 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-RI.7.9 ● By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6-8 complexity band proficiently, with scaffolding as needed at the high end of the range-RL.7.10/RI.7.10 ● Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences-W.7.3 ● Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically- W.7.3a ● Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters-W.7.3b ● Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another- W.7.3c ● Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events- W.7.3d ● Provide a conclusion that follows from and reflects on the narrated experiences or events- W.7.3e ● Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience- W.7.4 ● With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed- W.7.5 ● Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences- W.7.10 ● Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with

<p>Collaborative discussions</p> <p>Sentence fluency</p> <p>Coordinate adjectives</p> <p>Context clues</p> <p>Figurative language, vocabulary</p>	<p>diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly- SL.7.1</p> <ul style="list-style-type: none"> ● Acknowledge new information expressed by others and, when warranted, modify their own views- SL.7.1d ● Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate- SL.7.6 ● Demonstrate command of the conventions of standard English grammar and usage when writing or speaking- L.7.1 ● Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas- L.7.1b ● Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing- L.7.2 ● Use a comma to separate coordinate adjectives- L.7.2a ● Spell correctly- L.7.2b ● Use knowledge of language and its conventions when writing, speaking, reading, or listening- L.7.3 ● Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 7 reading and content</i>, choosing flexibly from a range of strategies- L.7.4 ● Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase- L.7.4a ● Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech- L.7.4c ● Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary)- L.7.4d ● Demonstrate understanding of figurative language, word relationships, and nuances in word meanings- L.7.5 ● Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression- L.7.6 	
Assessments	Activities	Resources
<p>MAPs assessments</p> <p>Multiple intelligence assessment</p> <p>Writing prompts</p> <p>Bell work/ Daily grammar</p> <p>Writer's notebook</p> <p>Book journal entries</p> <p>Reading logs</p> <p><i>A Wrinkle in Time</i> assessments</p> <p>Vocabulary assessments</p> <p>Oral presentations</p>	<ul style="list-style-type: none"> ● Classroom procedures ● Vocabulary- learn & use new vocabulary in writing ● Write for multiple prompts, focusing on narrative writing- point of view, plot (story arc), pacing, descriptive details, dialogue, word choice, character development, & transitions. ● Read and analyze science fiction/nonfiction texts ● Analyze the function of words in sentences (parts of speech) ● Use variety of correctly-written sentences in writing 	<p><i>A Wrinkle in Time</i></p> <p>Novel resources- comprehension student packet</p> <p>Vocabulary lists/resources</p> <p>High Interest Reading collection</p> <p>"The Fun They Had"</p> <p>Grammar book</p> <p>Literature book</p> <p>Internet resources- Teachertube, Dictionary.com, Youtube, etc.</p>

Unit Goal: Antibullying- Read fiction/nonfiction texts fluently and write informative/explanatory texts fluently

Content	CCSS/Skills
<p>Inferences, Explicit information</p> <p>Theme, Central idea</p> <p>Story elements</p> <p>Predicting, Connections, Questioning</p> <p>Expository writing</p> <p>Essay organization</p> <p>Relevant facts</p> <p>Word choice</p> <p>Formal style</p>	<p><i>The student will....</i></p> <ul style="list-style-type: none"> ● Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text-RL.7.1/RI.7.1 ● 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-RL.7.2 ● 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-RI.7.2 ● Analyze how particular elements of a story or drama interact (e.g. how setting shapes the characters or plot)-RL.7.3 ● Analyze the interactions between individuals, events, and ideas in a text (e.g. how ideas influence individuals or events, or how individuals influence ideas or events)- RI.7.3 ● Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone-RI.7.4 ● Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas-RI.7.5 ● Compare and contrast a text to an audio, video, or multimedia version of the text, analyzing each medium's portrayal of the subject (e.g., how the delivery of a speech affects the impact of the words)-RI.7.7 ● By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6-8 complexity band proficiently, with scaffolding as needed at the high end of the range-RL.7.10/RI.7.10 ● Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content- W.7.2 ● 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- W.7.2a ● Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples- W.7.2b ● Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts- W.7.2c ● Use precise language and domain-specific vocabulary to inform about or explain the topic- W.7.2d ● Establish and maintain a formal style- W.7.2e ● Provide a concluding statement or section that follows from and supports the information or explanation presented- W.7.2f

<p>Collaborative discussion techniques</p>	<ul style="list-style-type: none"> ● Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience- W.7.4 ● With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed- W.7.5 ● Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation- W.7.7 ● Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation- W.7.8 ● Draw evidence from literary or informational texts to support analysis, reflection, and research- W.7.9 ● Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences- W.7.10 ● 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- SL.7.1 ● Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion- SL.7.1a ● Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed- SL.7.1c ● Acknowledge new information expressed by others and, when warranted, modify their own views- SL.7.1d ● Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study- SL.7.2 ● Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate- SL.7.6 ● Demonstrate command of the conventions of standard English grammar and usage when writing or speaking- L.7.1
<p>Adjective & adverb phrases Sentence fluency</p>	<ul style="list-style-type: none"> ● Explain the function of phrases and clauses in general and their function in specific sentences- L.7.1a ● Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas- L.7.1b ● Use knowledge of language and its conventions when writing, speaking, reading, or listening- L.7.3 ● Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy- L.7.3a
<p>Context clues</p>	<ul style="list-style-type: none"> ● Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 7 reading and content</i>, choosing flexibly from a range of strategies- L.7.4 ● Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase- L.7.4a
<p>Connotation/denotation</p>	<ul style="list-style-type: none"> ● Distinguish among the connotations (associations) of words with similar denotations- L.7.5c ● Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression- L.7.6

Assessments	Activities	Resources
<p>Performance task- Bullying MAPs assessments Writing prompts Bell work/ Daily grammar Writer's notebook Book journal entries Reading logs</p>	<ul style="list-style-type: none"> ● Vocabulary- learn & use new vocabulary in writing ● Write for multiple prompts, focusing on expository writing- essay organization, thesis, relevant facts (adequate, accurate, & appropriate). ● Write friendly letters ● Conduct short research projects and report findings in writing ● Read and analyze fiction/nonfiction texts ● Analyze the function of words (parts of speech) and phrases in sentences ● Use variety of correctly-written sentences in writing 	<p>ELA exemplar performance task <i>Bully</i> by Patricia Polacco <i>Bullying in Schools</i> Common Core performance coach wb Grammar book Internet resources- Teachertube, Dictionary.com, Youtube, etc. Chromebooks</p>

Unit Goal: Survival in the Wild Unit- Read and write fiction and nonfiction texts fluently.

Content	CCSS/Skills
Inferences, Explicit information Theme, Central idea Story elements Predicting, Connections, Questioning Argumentative essays	<p><i>The student will....</i></p> <ul style="list-style-type: none">● Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text-RL.7.1/RI.7.1● 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-RL.7.2● 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-RI.7.2● Analyze how particular elements of a story or drama interact (e.g. how setting shapes the characters or plot)-RL.7.3● Analyze the interactions between individuals, events, and ideas in a text (e.g. how ideas influence individuals or events, or how individuals influence ideas or events)- RI.7.3● 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 (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama-RL.7.4● Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone- RI.7.4● Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas-RI.7.5● 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-RI.7.6● Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims-RI.7.8● 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-RI.7.9● By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6-8 complexity band proficiently, with scaffolding as needed at the high end of the range-RL.7.10/RI.7.10● Write arguments to support claims with clear reasons and relevant evidence-W.7.1● Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically-W.7.1a● Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text-W.7.1b● Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence-W.7.1c● Establish and maintain a formal style-W.7.1d● Provide a concluding statement or section that follows from and supports the argument presented-W.7.1e● Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience- W.7.4

<p>Research, Linking to & Citing sources</p>	<ul style="list-style-type: none"> ● With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed- W.7.5 ● Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources-W.7.6 ● Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation- W.7.7 ● Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation- W.7.8 ● Draw evidence from literary or informational texts to support analysis, reflection, and research- W.7.9 ● Apply <i>grade 7 Reading standards</i> to literary nonfiction (e.g. "Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims")-W.7.9b ● Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences-W.7.10
<p>Comprehension of oral presentations & Collaboration with peers</p>	<ul style="list-style-type: none"> ● 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- SL.7.1 ● Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed-SL.7.1b
<p>Presentation skills</p>	<ul style="list-style-type: none"> ● Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study-SL.7.2 ● Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence-SL.7.3 ● 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-SL.7.4 ● Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points-SL.7.5
<p>Sentence fluency</p>	<ul style="list-style-type: none"> ● Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate- SL.7.6
<p>Misplaced & dangling modifiers</p>	<ul style="list-style-type: none"> ● Demonstrate command of the conventions of standard English grammar and usage when writing or speaking- L.7.1 ● Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas- L.7.1b ● Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers-L.7.1c
<p>Etymology</p>	<ul style="list-style-type: none"> ● Use knowledge of language and its conventions when writing, speaking, reading, or listening- L.7.3 ● Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy- L.7.3a
<p>Allusions</p>	<ul style="list-style-type: none"> ● Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase- L.7.4a

	<ul style="list-style-type: none"> ● Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., <i>belligerent</i>, <i>bellicose</i>, <i>rebel</i>)-L.7.4b ● Interpret figures of speech (e.g., literary, biblical, and mythological allusions) in context-L.7.5a ● Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words-L.7.5b ● Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression- L.7.6 	
Assessments	Activities	Resources
<p>Writing prompts Bell work/ Daily grammar Writer’s notebook Book journal entries Reading logs Etymology assessment Allusion assessment Multimedia presentations Oral presentations</p>	<ul style="list-style-type: none"> ● Vocabulary- learn & use new vocabulary in writing ● Read <i>Brian’s Hunt</i> and complete literature unit ● Write for multiple prompts, focusing on argumentative writing-essay organization, thesis, relevant facts (acknowledge opposing claims, logical organization, credible sources, transitions, formal style). ● Conduct short research projects and report findings in writing & in multimedia presentations ● Oral presentations ● Etymology activities ● Identify and research literary, biblical, and mythological allusions ● Read and analyze fiction/nonfiction texts ● Analyze the function of words (parts of speech) and phrases in sentences ● Use variety of correctly-written sentences in writing 	<p><i>Brian’s Hunt</i> “How to Survive Getting Lost in the Woods 101” (Youtube video) “Lost in a Blizzard” “The Song of Wandering Aengus” <i>Survive the Savage Sea</i> “Shipwrecked for 38 Days” High Interest Reading Internet resources Buckle Down Reading</p>

	<ul style="list-style-type: none"> • Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase- L.7.4a • Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression- L.7.6 	
Assessments	Activities	Resources
<p>Writing prompts Bell work/ Daily grammar Writer's notebook Book journal entries Reading logs Poetry analysis</p>	<ul style="list-style-type: none"> • Vocabulary- learn & use new vocabulary in writing • Read <i>A Single Shard</i> and complete literature unit • Write for multiple prompts • Read and analyze fiction/nonfiction texts • Analyze and write poetry 	<p><i>A Single Shard</i> "Reviving Traditional Korean Celedons" (Youtube video) High Interest Reading Various poems (Literature book, Internet, etc.)</p>

