SWALLOW SCHOOL DISTRICT CURRICULUM GUIDE

Curriculum Area: Literature	**Course Length:** One Year
Grade: 7	**Date Last Approved:** June 2023

Stage 1: Desired Results

Course Description and Purpose:
The Literature and Communications program for grade 7 is balanced and comprehensive. The language arts processes of reading, writing, listening, and speaking are taught in an integrated and interrelated manner. Course components include the study of rich and varied literature; writing in the genres of comparison of various media, expository, self-directed research, and response to literature. Direct instruction within this course includes language arts skills and strategies, including close reading, analysis, vocabulary development, and grammar; and a balance of oral and written and language activities. Students will be given the opportunity to practice the following reading analysis strategies: key ideas and details, craft and structure, and integration of knowledge and ideas while reading a range of text complexity. They will also continue to refine their ability to communicate effectively through writing, reading, speaking, and listening

Enduring Understanding(s):

1. Reading expands understanding of the world, people and oneself.
2. Effective readers use strategies to construct and extend meaning.

3. Various types of texts and media are used to communicate ideas.

4. Knowledge and ideas are developed by evaluating multiple sources of text to gain information and create perspectives.

5. Effective written communication relies on choosing the proper form of writing to clearly communicate ideas.

6. Control of mechanics and proper grammar promote effective spoken and written communication.

7. Listening and speaking skills are critical for learning and communicating.

Essential Question(s):

1. How do reading strategies impact a reader's comprehension and analysis of text?
2. How does reading a wide variety of texts expand one's knowledge of the world?
3. How do text features, structures, word-choice and characteristics influence understanding of a variety of genres?
4. How does what is written impact or influence readers?
5. How do rules of language affect communication?
6. How does a writer choose a particular form of writing?
7. What ways can a writer's message be impacted by punctuation and grammatical correctness or incorrectness?
8. How does understanding audience influence the way a message is communicated orally?

Learning Targets:
1. Students can evaluate fiction text including a variety of genres and formats.
2. Students can evaluate nonfiction text including a variety of genres and formats.
5. Students can organize and communicate ideas to others.

Stage 2: Learning Plan

I. Setting Up the RLA Workshop: "What is literature supposed to do?"
  A. **Independently choosing texts for literary work**
  B. **Close reading**
  C. **Responding to reading**
  D. **Analysis and synthesis of ideas**
  E. **Academic integrity**

Standards Referenced: College and   Career Readiness Anchor Standards for Reading:

Key Ideas and Details:
CCSS.ELA-LITERACY.CCRA.R.1

CCSS.ELA-LITERACY.CCRA.R.2

CCSS.ELA-LITERACY.CCRA.R.3

Craft and Structure:
CCSS.ELA-LITERACY.CCRA.R.4

CCSS.ELA-LITERACY.CCRA.R.5

CCSS.ELA-LITERACY.CCRA.R.6

Integration of Knowledge and Ideas:
CCSS.ELA-LITERACY.CCRA.R.9

Range of Reading and Level of Text Complexity:
CCSS.ELA-LITERACY.CCRA.R.10

Key Unit Resources

- *Notice and Note: Fiction* Beers & Probst
- *Notice and Note: Nonfiction* Beers & Probst
- Independent texts
- Short films & multi-media
- Text excerpts
- Newsela
- IXL.com

Learning Targets Addressed:
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Assessment Map

Type	Level	Assessment Detail
Practice	Knowledge	- notes/close read annotations - comprehension checks - summary of texts - class discussions - notes - vocabulary study

		Formative	Skills/ Reasoning	- class discussions - graphic organizers - close read annotations
		Summative	Product	- close read annotations - book talk/ persuasive product - independent text conference

II. Generations: "What can one generation learn from another?"
  A. **Read and analyze novel excerpts, nonfiction news articles, and poetry**
  B. **Read and analyze how authors express point of view in nonfiction narrative**
  C. **Compare and contrast texts and multimedia**
  D. **Close read for dynamic character analysis**
  E. **Close read for analysis of point of view**
	Standards Referenced: College and Career Readiness Anchor Standards for Reading:
	
	Key Ideas and Details:
	CCSS.ELA-LITERACY.CCRA.R.1
	
	CCSS.ELA-LITERACY.CCRA.R.2
	
	CCSS.ELA-LITERACY.CCRA.R.3
	
	Craft and Structure:
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	CCSS.ELA-LITERACY.CCRA.R.6
	
	Integration of Knowledge and Ideas:
	CCSS.ELA-LITERACY.CCRA.R.7
	
	CCSS.ELA-LITERACY.CCRA.R.9
	
	Range of Reading and Level of Text Complexity:
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Key Unit Resources

- *My Perspectives* unit 1
- Newsela
- IXL.com
- Independent novels
- Scope Magazine

Learning Targets Addressed:

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Assessment Map:

Type	Level	Assessment Detail
Practice	Knowledge	- notes/close read annotations - comprehension checks - summary of texts - class discussions

			● vocabulary study
			● constructed responses
Formative	Skills/ Reasoning		● selection tests
			● class discussions
			● graphic organizers
			● constructed responses
			● outlines
			● IXL skill checks
Summative	Product		● selection tests
			● constructed responses
			● unit test
			● compare and contrast essay
			● IXL skill quizzes

III. Turning Points in Literature: "What can cause a sudden change in someone's life?"
   A. **Read and analyze drama and structures**
   B. **Close read to determine interaction of literary devices**
   C. **Analyze central ideas in nonfiction**
   D. **Read and analyze explanatory texts**
   E. **Research and close read to determine cause and effect relationships**
   F. **Collaborate with team to build on ideas of others to develop consensus and communicate**

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CCSS.ELA-LITERACY.CCRA.R.9

Range of Reading and Level of Text Complexity:
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Key Unit Resources

   ● *My Perspectives* Unit 3:Turning Points
   ● Newsela
   ● Independent Texts
   ● movie version of *A Christmas Carol*

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Assessment Map:		
Type	**Level**	**Assessment Detail**
Practice	Knowledge	- notes/close read annotations - comprehension checks - opinion journals - class discussions - vocabulary study
Formative	Skills/ Reasoning	- selection tests - class discussions - graphic organizers - constructed responses - small and large group presentation of drama
Summative	Product	- small and large group presentation of drama - selection tests - unit tests - constructed responses - outlines

IV. Dystopia and Our World/ Social Discord: "To what extent does power affect individuals?"
    A. **Analysis of character: emphasis on indirect characterization and dynamic aspects**
    B. **Create claims that are supported with relevant text evidence and analysis**
    C. **Analysis of author's craft and unique structures**
    D. **Comparing and contrasting texts to media**
	Standards:Standards Referenced: College and Career Readiness Anchor Standards for Reading:
	
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	Key Unit Resources
	- Novels (mentor text *The Giver* by Lois Lowry) - Novels for literature circles - Short stories *My Perspectives* unit 2 excerpts - Newsela

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Assessment Map

Type	Level	Assessment Detail
Practice	Knowledge	● notes/close read annotations ● comprehension checks ● class discussions
Formative	Skills/ Reasoning	● comprehension assessments ● class discussions ● graphic organizers ● constructed responses
Summative	Product	● novel analysis assessments ● character analysis essay/project ● Socratic seminar ● compare and contrast organizers ● compare and contrast essay

V. Facing Adversity: "How do we overcome obstacles?"
  A. **Analyze how two or more texts analyze the same themes**
  B. **Analyze how point of view and purpose shape text and author's style**
  C. **Read and analyze informative texts**
  D. **Gather evidence from multiple sources**
  E. **Compile multi-media presentation in small groups**
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	Integration of Knowledge and Ideas:
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	CCSS.ELA-LITERACY.CCRA.R.8
	
	CCSS.ELA-LITERACY.CCRA.R.9
	
	Range of Reading and Level of Text Complexity:
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	Key Unit Resources
	● *My Perspectives* Unit 5: Facing Adversity ● Newsela

	● IXL.com ● Independent Novels ● Contemporary novel study
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Type	Level	Assessment Detail
Practice	Knowledge	● notes/close read annotations ● comprehension checks ● class discussions ● vocabulary study
Formative	Skills/ Reasoning	● selection tests ● class discussions ● graphic organizers ● dialectical journals ● analyze structure of historical fiction/nonfiction ● public speaking practice
Summative	Product	● selection tests ● unit test ● multi-media project

VI. The Drama in Drama/Shakespeare: "What can be learned from classical dramas that applies to our lives today?" A. **Analyze the structure of dramatic works** B. **Interpret classic diction and present scenes showing an understanding of the literal and inferred content** C. **Analysis of denotation and connotation of archaic vocabulary**	**Standards Referenced: College and Career Readiness Anchor Standards for Reading:** **Key Ideas and Details:** CCSS.ELA-LITERACY.CCRA.R.1 CCSS.ELA-LITERACY.CCRA.R.2 CCSS.ELA-LITERACY.CCRA.R.3 **Craft and Structure:** CCSS.ELA-LITERACY.CCRA.R.4 CCSS.ELA-LITERACY.CCRA.R.5 **Integration of Knowledge and Ideas:** CCSS.ELA-LITERACY.CCRA.R.7 **Range of Reading and Level of Text Complexity:** CCSS.ELA-LITERACY.CCRA.R.10
	Key Unit Resources

- IXL.com
- Excerpts from the 1968 Zeffirelli version of "Romeo and Juliet"
- *Gnomeo and Juliet* film
- Excerpts from the *Globe Education Shorter Shakespeare: Romeo and Juliet* (Hodder Education)
- "Sonnet 18" by William Shakespeare

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Assessment Map

Type	Level	Assessment Detail
Practice	Knowledge	● notes/graphic organizers
Formative	Skills/ Reasoning	● dramatic elements discussion ● vocabulary practice and study
Summative	Product	● Dramatic Reading/Performance