

Curriculum on a Page Grade 7 - First Quarter



Reading Selections: Students will read nonfiction, content, and realistic fiction genres. **Novel:** *The Great Fire*, by J. Murphy, a nonfiction account of the Chicago Fire of 1871. **Short stories:** "A Boy and A Man" and "from Into Thin Air" all in literature book and with connected man vs. nature themes. **Research:** Internet, magazine and newspaper articles and other sources for information on Hurricane Katrina. **Practical Reading:** Individual students' data from charts and graphs. Note: In middle schools, **Accelerated Reader** is used to motivate students for independent reading and is not part of the curriculum.



Discussion Themes: discussion of narrative nonfiction as a genre; lessons to be learned from disasters; comparison of Katrina and the Great Fire; how does human error and behavior make natural disasters worse or better; use of text features such as photos and illustrations to deepen understanding; short term and long lasting effects of disasters; what is learned from disasters; first person point of view; realistic fiction vs. nonfiction; making decisions in times of danger; conflict of man vs. nature.



Writing: As they read and discuss, students will write the following pieces:

Journal Response to Reading	Venn diagram for comparison of reactions in novel	Create a timeline for sequencing events of fire	Paraphrase and summarize info from research on note cards	✓ Write intro to essay with thesis and outline
✓ Realistic fictional account of 13-yr old in Katrina	Compare contrast summary of fire vs. hurricane	Timed writing persuasion piece related to disasters	✓ Personal memoir from journal entry	Open-response type questions
		Cornell notes for research on mountains	Personal plan and goals for school year	

Writing Conventions: Specifically taught this quarter and integrated with previously taught skills are verbs; adverbs; peer-editing, self-editing; note-taking; paraphrasing; summarizing; prepositional phrases and objects; avoiding fragments and run-ons; sentence combining; commas in a series; commas in direct address; semicolons; colons; subject-verb agreement with intervening phrases; pronoun case; word choice when composing. As needed during writing (editing and revision) other skills are addressed. Writing conventions (grammar, usage, mechanics) are best taught in conjunction with student's own work. **All students maintain a writing portfolio, which follows students from 6th grade to graduation . These portfolio pieces are indicated with ✓ above.**

Vocabulary Skills: Vocabulary is taught in four ways: Academic vocabulary terms specific to literacy; specified and as needed contextual vocabulary from reading; study of Greek and Latin root words and affixes; and whenever clarity is needed. Students are taught using a variety of strategies that allow them to use the terms, recognize the new words in context, and demonstrate mastery in daily work. Word walls are tools for building vocabulary in each classroom.

LRSD Curriculum is outlined for teachers in detailed curriculum maps. This document is an overview of the curriculum to which all students in the LRSD have access with appropriate modifications, support, enrichment and remediation when needed. As a rule, teachers may add to but not subtract from this curriculum.

We integrate the reading and writing, speaking and listening, and research in the secondary curriculum.