

Curriculum on a Page Grade 7 - Third Quarter

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.



Reading Selections: Students will read mystery, drama, narrative poetry and practical genres. **Novel:** *And Then There Were None*, by A. Christie. The theme is using suspense in literature: **Play:** “The Monsters Are Due on Maple Street” in literature book. **Narrative Poem:** “The Highwayman” in lit book. **Research:** Through extension activities students will research Agatha Christie and the Cold War period. **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: Suspense and author’s use through foreshadowing, mood, tone, setting, descriptive language; cause and effect of character’s decisions/actions; Agatha Christie as author; predicting based on text; dialect/language and its effect on text; dialogue and its use in story-writing; rumors and their effect in life and in literature; elements of drama and how to read drama.



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

Journal Response to Reading	Timeline to create proper sequence of narrative poem	Summaries and paraphrasing of narrative poem and mystery	Generate appropriate questions before and during reading
Venn diagram to show differences and similarities among various literature genres	✓ Original mystery beginning with a story map or graphic organizer to include plot, rising/falling action, resolution, characters, setting, mood	✓ Respond to/explain quote from play using details for support and with strong lead and conclusion.	Personal plan and goals for school year

Writing Conventions: Specifically taught this quarter and integrated with previously taught skills are descriptive writing; dialect; elements of suspense; sequencing; paraphrasing; summarizing; using dialogue; peer and self editing; quotation marks and punctuation in dialogue; subject-verb agreement with collective nouns; dependent and independent clauses; semicolons and colons; types of sentences. 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.