





SMMUSD English/Humanities 7th Grade--Semester One Curriculum Map, Ends 1/23/09, Version 2.0






HLLA = Holt Literature and Language Arts text (HLLA) (Reading)

SL = Strategy Lesson





WS = Holt Literature and Language Arts text, Workshop section (Writing, Listening, and Speaking) M-WS = Mini-Workshop





HDBK = Holt Handbook (Language Conventions)

Month	September 20 days	October 22 days	November 17 days	December 15 days	January 14 days
 Concepts Introduced: Reading/Literary Analysis	HLLA: Ch. 1 Plot/ Events Options: <input type="checkbox"/> “Duffy’s Jacket,” p. 6-14 <input type="checkbox"/> “Rikki-Tikki-Tavi,” p. 22-37 <input type="checkbox"/> “The Dinner Party,” p.96-97 Optional: Informational articles Mongoose/Camping	HLLA: Ch. 1 Plot/ Events Options: <input type="checkbox"/> “Three Skeleton Key,” p. 48-63 <input type="checkbox"/> “Monsters Are Due on Maple Street,” p. 67-90 Optional: Informational articles Rats/Scapegoating	Informational Materials: Teacher’s choice of articles or media documents, or HLLA non-fiction	HLLA: Ch. 2 Characterization Options: <input type="checkbox"/> “Mother and Daughter,” p. 108-117 <input type="checkbox"/> “The Smallest Dragon Boy,” p. 118-135 Narrative: <input type="checkbox"/> “Fish Cheeks,” p.352-353 <input type="checkbox"/> “Barrio Boy,” p.324-327	HLLA: Ch. 2 Characterization Options: <input type="checkbox"/> “Mother and Daughter,” p. 108-117 <input type="checkbox"/> “The Smallest Dragon Boy,” p. 118-135 Narrative: <input type="checkbox"/> “Fish Cheeks,” p.352-353 <input type="checkbox"/> “Barrio Boy,” p.324-327
 Key Reading/Literary Analysis Standards	R3.2 Plots/events R1.2 Vocabulary R2.1 Informational documents	R3.2 Plots/events R1.2 Vocabulary R2.1 Informational documents	R2.2 Public documents R2.1 Informational materials	R3.3 Characterization R1.2 Vocabulary	R3.3 Characterization R1.2 Vocabulary
 Concepts Introduced: Writing/Listening/ Speaking	Persuasive Letter (Summer Reading response letter) Summer Reading Response #2 (optional)	Persuasive: Practice essays/process pieces WS 3 Speaking: WS 3 p.616-623 persuasive speech	Persuasive: Practice essays/process pieces Summary: WS 5 p.662-665 Retelling p.510, p. 368 Research: Lincoln: “Who Am I?” JAMS: Social Studies	Narrative: WS 1 p.536-557 “No Guitar Blues” by Gary Soto Process Piece	Narrative: WS 1 p.536-557 “No Guitar Blues” by Gary Soto Process Piece
 Key Writing/ Listening/Speaking Standards	W2.4 Persuasive	W2.4, LS2.4 Persuasive	W2.4, LS2.4 Persuasive W2.5, LS2.2 Summarize W1.4 Research	W2.1, LS2.1 Narrative	W2.1, LS2.1 Narrative

Month	September 20 days	October 22 days	November 17 days	December 15 days	January 14 days
 Concepts Introduced: Language Conventions	HDBK Options: Ch. 14: Punctuation Ch. 1: Sentences Ch. 2: Adjectives	HDBK Options: Ch. 3: Verbs and adverbs Ch. 11: Comparison of adverbs and adjectives	HDBK Options: Ch. 3 and Ch. 11: Prepositions and prepositional phrases Ch. 8: Subject-verb agreement Ch. 9: Active voice	HDBK Options: Ch. 2: Pronouns Ch. 8: Pronoun-antecedent agreement, review verbs adjectives, and adverbs	HDBK Options: Ch. 15: Quotation marks, review Ch.14: Commas
 Key Conventions Standards	LC1.3 Parts of speech	LC1.3 Parts of speech LC1.4 Mechanics	LC1.3 Parts of speech LC1.4 Mechanics	LC1.3 Parts of speech LC1.4 Mechanics LC1.1 Modifiers	LC1.3 Parts of speech LC1.4 Mechanics LC1.1 Modifiers
 Cross-Curricular Tie-Ins			Reading/summarizing informational materials for Current Event in Social Studies		
 Assessment Possibilities	Persuasive Summer Reading Response Letter (DWA Rubric) Quizzes as needed: Grammar/Spelling/Literary Terms/Vocabulary (plot elements, story specific vocabulary) Holt: Entry-Level Assessment Scheduled: 9/17-9/29	Practice Persuasive Essay/Process Piece (DWA Rubric) End of Grading Period Test (Mid-Oct.) : Grammar/Spelling/Literary Terms/Vocabulary (plot elements and story specific vocabulary)	Practice Persuasive Essay/Process Piece (DWA Rubric) Summary Rubric End of Grading Period Test (Nov. 30) : Grammar/Spelling/Literary Terms/Vocabulary	No District Writing Assessment Quizzes as needed: Grammar/Spelling/Literary Terms/Vocabulary (characterization terms)	Narrative Process Piece (Holt Narrative Rubric OR CST Rubric) End of Semester Test : Grammar/Spelling/Literary Terms/Vocabulary (characterization terms) Holt: Midyear Assessment Scheduled: 1/20-1/30
 Lesson Resources and Suggested Texts	Non-fiction: <input type="checkbox"/> “Look Mom, No Cavities,” p.39 Independent Reading	Non-fiction: <input type="checkbox"/> “Eeking Out a Life,” p. 62 Reading Comprehension exercises, p. 98-99 Independent Reading	Fiction: <input type="checkbox"/> Shabanu: Daughter of the Wind Independent Reading	Fiction: <input type="checkbox"/> “The Christmas Carol” <input type="checkbox"/> “The Scarlet Ibis” (theme or characterization) Independent Reading	Fiction: <input type="checkbox"/> <i>Where the Red Fern Grows</i> <input type="checkbox"/> <i>Proud Taste for Scarlet and Miniver</i> (characterization) Independent Reading

SMMUSD English/Humanities 7th Grade--Semester Two Curriculum Map, Ends 6/19/09, Version 2.0

Month	Jan/February 24 days	March 15 days	March/April 19 days	May* 20 days	June 15 days
 Concepts Introduced: Reading/Literary Analysis	HLLA: Ch. 2 Characterization Options: Re-read stories-- <input type="checkbox"/> WS1: "No Guitar Blues" <input type="checkbox"/> Ch.2 "Mother and Daughter"	HLLA: Ch. 3 Theme Options: <input type="checkbox"/> "Echo and Narcissus," p.203-208 <input type="checkbox"/> "The Highwayman," p.160-169 <input type="checkbox"/> "Annabel Lee" p.174-179	HLLA: Ch. 4 Point of View <input type="checkbox"/> "Reading like a Wolf," p. 222-223 Options: <input type="checkbox"/> "Unforgettable Journey," p. 270-277 <input type="checkbox"/> "Nombres," p. 261-268 Informational Materials: <input type="checkbox"/> "Exile Eyes," p. 278-281 <input type="checkbox"/> "Elizabeth I," p. 282-295	HLLA: Ch. 5 Prose Options: <input type="checkbox"/> "Amigo Brothers" p.308-319 <input type="checkbox"/> Novella: "Song of the Trees," p.332-349 Informational Materials: <input type="checkbox"/> "Right Hook-Left Hook," p. 321-322	HLLA: Ch. 5 Poetry p.380-400 (e.g., Dickinson, Frost, Cummings, Hughes)
 Key Reading/Literary Analysis Standards	R3.3 Characterization R1.2 Vocabulary	R3.4 Theme R1.2 Vocabulary	R3.5 Point of View R1.2 Vocabulary	R3.1 Prose R1.2 Vocabulary	R1.1 Figures of speech
 Concepts Introduced: Writing/Listening/Speaking	Narrative Process Piece continued Response to Literature: Practice 1 Essay/Process Piece	Response to Literature: Practice 2 Essay/Process Piece Research: Lincoln: "Who Am I?"	Summary Review: <input type="checkbox"/> "Buddies Bare Their Affection for Ill Classmate," p.367 Research: Lincoln: "Healthy Individual/Genetic Child/Who Am I?" JAMS: "Biome" science papers	Speaking/Listening: Literature Circles and oral presentations Research: Lincoln: "Who Am I?"	Written Student Poetry and Poetry Recitation Research/Listening/Speaking: Lincoln: "What Is a Worthwhile Life?" interview
 Key Writing/Listening/Speaking Standards	W2.2 Response to literature	W2.2 Response to literature	W1.4 Research topics	LS1.3 Response to speaker; LS1.7 Constructive feedback W1.3 Note-taking W1.2 Examples	R1.1 Figures of speech in poetry LS1.6 Speaking techniques

Month	Jan/February 24 days	March 15 days	March/April 19 days	May* 20 days	June 15 days
 Concepts Introduced: Language Conventions	HDBK Options: Ch. 13: Capitalization of book titles Review: Ch.2: Adjectives and pronouns Ch. 3: Adverbs Ch.1: sentences Ch. 4: Complements Ch. 5 & 6: Phrases and clauses	HDBK Options: Ch. 11: Comparison of modifiers and double negatives Ch. 15: Apostrophes Ch. 14: Commas with interrupters Review: Ch.8: Pronoun-antecedent agreement Ch. 10: Pronoun case	HDBK Options: Ch. 7: Sentence structure Ch. 12: Common errors Ch. 11: Placement of prepositional phrases and adjective clauses	HDBK Options: Ch. 16: Spelling words often confused Ch.15: Underlining/quotation marks	HDBK Options: Review as needed
 Key Conventions Standards	LC1.3 Parts of speech, sentences LC1.4 Mechanics and usage	LC1.3 Parts of speech, sentences LC1.4 Mechanics and usage	LC1.3 Parts of speech, sentences LC1.4 Mechanics and usage	LC1.7 Spell derivatives LC1.4 Mechanics and usage	
 Assessment Possibilities	Response to Literature Essay (Adapted Holt Rubric: Characterization/ Theme OR CST Rubric) Quizzes as needed Holt: Midyear Assessment Scheduled: 1/20-1/30	Response to Literature Essay (Adapted Holt Rubric: Characterization/ Theme OR CST Rubric) CST Writing Test End of Grading Period Test: Grammar/ Spelling/Literary Terms/Vocabulary	Quizzes as needed: Grammar/Spelling/ Literary Terms/ Vocabulary * STAR Testing: 4/29-5/15	End of Grading Period Test : Grammar/Spelling/ Literary Terms/ Vocabulary * STAR Testing: 4/29-5/15	Quizzes as needed: Grammar/Spelling/ Literary Terms/ Vocabulary
 Lesson Resources and Suggested Texts	<input type="checkbox"/> “To Sleep Under the Stars” CST Literary Response Sample <input type="checkbox"/> Drama: “The Miracle Worker <input type="checkbox"/> Non-Fiction: “It Just Keeps Going and Going...” p.198-202 Independent Reading	Fiction: <input type="checkbox"/> “User Friendly” p.185-197 Independent Reading	Independent Reading <input type="checkbox"/> <i>Holt</i> Video: “What’s in a Name?”	Fiction: <input type="checkbox"/> <i>Tom Sawyer</i> Independent Reading A Prose Reading List p. 404-405	Fiction: <input type="checkbox"/> <i>Tom Sawyer</i> Independent Reading