

Curriculum Map Template, 7th Grade

*Blue = revision options to consider while revising and journaling the map (came from *Getting Results with Curriculum Mapping* – summer book study)*

Time & Collection	Content	CCSS Skills	Assessments District, Standardized, and Common Departmental
Q1 Collection 1: Bold Actions Essential Questions <ol style="list-style-type: none"> How can you face challenges fearlessly, even if it means failing in the attempt? 	<p>Anchor Texts: Rogue Wave Lexile 780 Flight of Icarus Lexile 1110</p> <p>Technology: Collections provides audio components, close read components, and video resources for some texts. NEWS ELA subscription was renewed. Teachers can pull scaffolded texts from the site. *STARS instructional materials were ordered (Fran & Sharkey, school improvement). Texts can be added once the grade level teams decide which ones to use.</p> <p>Type of Writing: Argument</p> <p>Language: Sentence structure (lesson after <i>Rogue Wave</i>)</p> <p>Commas & coordinate adjectives (lesson after <i>The Flight of Icarus</i>)</p> <p>Writing prompt FCA: Capitalization, Punctuation and Spelling</p> <p>Vocabulary strategy lesson with <i>Rogue Wave</i>: Latin Roots. Lesson with <i>The Flight of Icarus</i>: noun suffixes -ty and ity</p>	<p>RI: RL: 7.1, 7.2 7.3, 7.4, 7.10 W: 7.1, 7.4, 7.10, 7.6 SL: 7.1, 7.4 L: with lessons after anchor texts: 7.4a, 7.4b, 7.4c, with writing prompt FCAs: 7.2</p> <p>*need to develop vocabulary lesson for 7.6</p>	<p>District: STAR Standardized: NWEA Common: School Wide Argumentative Prompt Common Writing: Argumentative *Consider connecting the writing prompts to the essential questions to demonstrate problem based complex questions/issues to be resolved through inquiry.</p> <p>Common Reading: Consider end of anchor text assessments provided by collections. Consider CARS benchmark assessments. Team reached consensus on using a pre/post model.</p> <p>Common Language/Grammar: Included in common writing FCAs. Potential to add</p> <p>Oral: language objectives included in lesson plans to encourage oral demonstration of academic vocabulary. Potential to add debates, speeches, group discussions, Socratic circles, fish bowls, read alouds, etc. Collections provides collaborative discussion questions after each text that teachers can use.</p> <p>Performances: potential to add skits, presentations, musical pieces, etc.</p>

			<p>Projects: potential to add</p> <p>Portfolios: potential to add</p> <p>Exhibitions: potential to add – ex: cardinal showcase, walls, hallways, etc.</p> <p>Learning Logs or Journals: potential to add writers notebooks with type 1s/2s, reading responses, etc.</p> <p>Research Paper: potential to add</p>
<p>Q2</p> <p>Collection 3: Nature at Work</p> <p>Essential Questions</p> <p>*potential cross-curricular planning with science*</p> <ol style="list-style-type: none"> How does exploring the beauty, power, and mystery of nature empower you? 	<p>Anchor Texts: Mississippi Solo Lexile 830 Poem by Pablo Neruda <i>Ode to Enchanted Light</i> pg. 169A & Poem by Mary Oliver <i>Sleeping in the Forest</i> pg. 169A</p> <p>Technology: Collections provides audio components, close read components, and video resources for some texts. NEWS ELA subscription was renewed. Teachers can pull scaffolded texts from the site.</p> <p>*STARS instructional materials were ordered (Fran & Sharkey, school improvement). Texts can be added once the grade level teams decide which ones to use.</p> <p>Type of Writing: Personal Narrative</p> <p>Language: Precise language (lesson after <i>Memoir by Eddy Harris from Mississippi Solo</i>)</p>	<p>RI: 7.1, 7.2, 7.3, 7.4 RL: 7.1, 7.2, 7.4, 7.5, 7.6 W: 7.3, 7.4, 7.10, 7.6 SL: 7.1 L: with Collections language lessons: 7.3a, 7.5a, with writing prompt - 7.2a,</p> <p>*need to develop lessons for 7.5b, 7.6</p>	<p>District: STAR</p> <p>Standardized: NWEA</p> <p>Common Writing: Personal Narrative *Consider connecting the writing prompts to the essential questions to demonstrate problem based complex questions/issues to be resolved through inquiry.</p> <p>Common Reading: Consider end of anchor text assessments provided by collections. Consider CARS benchmark assessments. Team reached consensus on using a pre/post model.</p> <p>Common Language/Grammar: Included in common writing FCAs. Potential to add</p> <p>Oral: language objectives included in lesson plans to encourage oral demonstration of academic vocabulary. Potential to add debates, speeches, group discussions, Socratic circles, fish bowls, read alouds, etc. Collections provides collaborative discussion</p>

	<p>Writing prompt FCA: Using a comma to separate coordinate adjectives</p> <p>Vocabulary strategy: figures of speech (lesson after <i>Mississippi Solo</i>)</p>		<p>questions after each text that teachers can use.</p> <p>Performances: potential to add skits, presentations, musical pieces, etc.</p> <p>Projects: potential to add Portfolios: potential to add</p> <p>Exhibitions: potential to add – ex: cardinal showcase, walls, hallways, etc.</p> <p>Learning Logs or Journals: potential to add writers notebooks with type 1s/2s, reading responses, etc.</p> <p>Research Paper: potential to add</p>
<p>Q3 Collection 5: The Stuff of Consumer Culture Essential Questions *note – potential cross curricular research paper with social studies*</p> <p>1. How much is enough?</p>	<p>Anchor Texts: Informational text by Thomas Hine: Life at Home in the Twenty-First Century Lexile 1640 Technology: Collections provides audio components, close read components, and video resources for some texts. NEWS ELA subscription was renewed. Teachers can pull scaffolded texts from the site.</p> <p>*STARS instructional materials were ordered (Fran & Sharkey, school improvement). Texts can be added once the grade level teams decide which ones to use.</p> <p>Type of Writing: Informative/Explanatory</p>	<p>RI: 7.1, 7.2, 7.3, 7.4, 7.5 RL: W: 7.2a-c, 7.4, 7.10, 7.6 SL: 7.1 L: with Collections language lessons: 7.3a, 7.4a, *need to develop lessons for 7.6, 7.5c</p>	<p>District: STAR Standardized: WIDA Common Writing: Informative/Explanatory *note – 8th grade social studies does a research paper during Jan/Feb.</p> <p>*Consider connecting the writing prompts to the essential questions to demonstrate problem based complex questions/issues to be resolved through inquiry.</p> <p>Common Reading: Consider end of anchor text assessments provided by collections. Consider CARS benchmark assessments. Team reached consensus on using a pre/post model.</p> <p>Common Language/Grammar:</p>

	<p>Language: Eliminate Redundancy lesson after Informational text by Thomas Hine: <i>Life at Home in the Twenty-First Century</i>.</p> <p>Vocabulary strategy: domain specific words lesson after Informational text by Thomas Hine: <i>Life at Home in the Twenty-First Century</i>.</p> <p>Writing prompt FCA: Use appropriate transitions</p>		<p>Included in common writing FCAs. Potential to add</p> <p>Oral: language objectives included in lesson plans to encourage oral demonstration of academic vocabulary. Potential to add debates, speeches, group discussions, Socratic circles, fish bowls, read alouds, etc. Collections provides collaborative discussion questions after each text that teachers can use.</p> <p>Performances: potential to add skits, presentations, musical pieces, etc.</p> <p>Projects: potential to add Portfolios: potential to add</p> <p>Exhibitions: potential to add – ex: cardinal showcase, walls, hallways, etc.</p> <p>Learning Logs or Journals: potential to add writers notebooks with type 1s/2s, reading responses, etc.</p> <p>Research Paper: potential to add</p>
<p>Q4 Collection 6: Guided by a Cause *potential cross-curricular planning with science & math* Essential Questions</p> <ol style="list-style-type: none"> 1. What inspires people to take action to improve their world? 	<p>Anchor Texts from <i>Flesh & Blood so Cheap: The Triangle Fire and Its Legacy</i> pg. 265A Lexile 900 and History Writing by Zachary Kent from <i>The Story of the Triangle Factory Fire</i> pg. 265A Lexile 1110</p> <p>Personal Essay by Craig Kielburger: <i>Craig Kielburger Reflects on Working Toward Peace</i> pg. 307A Lexile 1080</p>	<p>RI: 7.1, 7.2, 7.3, 7.5, 7.6, 7.9 RL: W: 7.7, 7.9, 7.4, 7.10, 7.6 SL: 7.1, 7.4 L: with Collections language lessons: 7.2, 7.4b & 7.4d, with writing prompt - 7.1a,</p>	<p>District: STAR, foreign language proficiency Standardized: NWEA, PSAT (8), Mstep Common: School Wide Argumentative Writing Common Writing: Research *Consider connecting the writing prompts to the essential questions to demonstrate problem based complex</p>

	<p>Technology: Collections provides audio components, close read components, and video resources for some texts.</p> <p>NEWS ELA subscription was renewed. Teachers can pull scaffolded texts from the site.</p> <p>*STARS instructional materials were ordered (Fran & Sharkey, school improvement). Texts can be added once the grade level teams decide which ones to use.</p> <p>Type of Writing: Research</p> <p>Language: Capitalization lesson after from <i>Flesh & Blood so Cheap: The Triangle Fire and Its Legacy</i> pg. 265A and History Writing by Zachary Kent from <i>The Story of the Triangle Factory Fire</i> pg. 265A</p> <p>Dangling Modifiers lesson after Personal Essay by Craig Keilburger: <i>Craig Kielburger Reflects on Working Toward Peace</i></p> <p>Vocabulary strategy: Latin roots lesson with from <i>Flesh & Blood so Cheap: The Triangle Fire and Its Legacy</i> pg. 265A and History Writing by Zachary Kent from <i>The Story of the Triangle Factory Fire</i></p> <p>Multiple Meanings lesson with Personal Essay by Craig</p>	<p>*need to develop vocabulary lesson for 7.6</p>	<p>questions/issues to be resolved through inquiry.</p> <p>Common Reading: Consider end of anchor text assessments provided by collections. Consider CARS benchmark assessments. Team reached consensus on using a pre/post model.</p> <p>Common Language/Grammar: Included in common writing FCAs. Potential to add</p> <p>Oral: language objectives included in lesson plans to encourage oral demonstration of academic vocabulary. Potential to add debates, speeches, group discussions, Socratic circles, fish bowls, read alouds, etc. Collections provides collaborative discussion questions after each text that teachers can use.</p> <p>Performances: potential to add skits, presentations, musical pieces, etc.</p> <p>Projects: potential to add Portfolios: potential to add</p> <p>Exhibitions: potential to add – ex: cardinal showcase, walls, hallways, etc.</p> <p>Learning Logs or Journals: potential to add writers notebooks with type 1s/2s, reading responses, etc.</p> <p>Research Paper: potential to add</p>
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