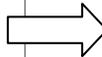
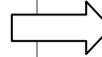
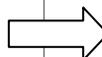
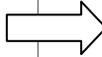
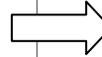


<b>TSD Language Arts Curriculum Map</b>	Teacher(s): Tina Greene	Creation Date: May 2010
	Grade Level: 7 <sup>th</sup>	Revision Date:

Timeframe and Month	First Trimester			Second Trimester			Third Trimester			
	August	September	October	November	December	January	February	March	April	May / June
<b>Fertile Questions / Foci</b>	Can students use literary elements in poetry to show their understanding of the history and science behind the San Miguel Watershed?	Can students articulate the elements of a story through a novel of their choosing?  How and why do author's use literary devices in short stories?	→	What do we know about properly writing nonfiction?  How do we appropriately share information with an audience?	What can we learn about culture and the human experience throughout Africa through various novels?	→	What do you learn about the human spirit through stories of survival?	How does religion and faith play a role in survival?  How do we write about the important elements of a novel?	→	How do we write about the important elements of a novel?
<b>Literature Study/ Primary Resources</b>	<u>Colorado: Mother of Rivers Water Poems</u> , Poets.org, Brave New Voices (HBO special featuring young performance poets), Guest Poet  G.U.M (Grammar Study)	School and local library  <b>Short Stories</b> "To Build A Fire" By Jack London "The Cask of Amontillado" by Edgar Allen Poe "Thank You Maam" by Langston Hughes	→	School and local library,  <a href="http://www.loc.gov/rr/news/lists.html">http://www.loc.gov/rr/news/lists.html</a> (a site that offers online news and periodical resources)	<b>List of Books</b> Lit Circles: <u>Things Fall Apart</u> <u>Cry Beloved Country</u> <u>The Year the Gypsies Came</u> <u>Year of No Rain</u> <u>Journey to JoBurg</u> <u>No Boundaries</u>  Class Novel: <u>A Long Walk to Water</u>  Step Up to Writing	→	Life of Pi Spark Notes and eNotes  Reading Specialist lit circles	Step Up to Writing	→	Library Sources  CIA Factbook  Nations Encyclopedia  Social Studies Textbook
<b>Colorado Content Standards in Reading and Writing</b>	<b>Oral Expression and Listening</b> •Effective speaking techniques •Strategies to rehearse presentation  <b>Reading for All Purposes</b> •Interpret and describe literary devices and figurative language Writing and Composition •Write using poetic techniques	<b>Oral Expression and Listening</b> •Prepare for audience and purpose •Use of visual aids  <b>Reading for All Purposes</b> •Describe elements of a story •Influence of setting •Interpret characterization •Provide relevant support to connections •Make inferences/draw conclusions  <b>Writing and Composition</b> •Planning strategies •Revise writing	→	<b>Oral Expression and Listening</b> •Use visual aids •Prepare for audience and purpose •Effective speaking techniques •Strategies to rehearse presentation Reading for All Purposes •Organize and synthesize information •Identify and paraphrase •Evaluate a text  <b>Reading for All Purposes</b> •Interpret graphical representations •Analyze and explain author viewpoint •Distinguish fact from opinion with supporting evidence  <b>Writing and</b>	<b>Oral Expression and Listening</b> •Use visual aids •Prepare for audience and purpose •Effective speaking techniques •Strategies to rehearse presentation  <b>Reading for All Purposes</b> •Organize and synthesize information •Identify and paraphrase •Evaluate a text	→	<b>Reading for All Purposes</b> •Identify and describe elements of plot •Recognize the influence of setting •Identify concrete and abstract themes •Identify author purpose  <b>Writing and Composition</b> •Use planning strategies •Establish a central idea •Revise writing	<b>Reading for All Purposes</b> •Identify and describe elements of plot •Recognize the influence of setting •Identify concrete and abstract themes •Identify author purpose  <b>Writing and Composition</b> •Use planning strategies •Establish a central idea •Revise writing •Write and punctuate compound and complex sentences.	→	

				<b>Composition</b> •Use punctuation correctly •Use adjectives and adverbs correctly •Improve word choice						
<b>Lessons, Activities, Tasks</b>	Reading, Writing and Performing Poetry with literary elements and scientific facts from Watershed PBL.  Identify literary techniques in poetry.	Personal Choice Book (Students read a novel of their choosing independently. They must complete a reading journal and prepare a presentation and written paragraph describing an element of novels used in their book)  Teaching Literary Devices through Short Stories		Personal Choice Newspaper and Magazine (Students decide on a particular theme of their choosing, examples include mining, environment or women's soccer, and read a series of articles over the trimester and write paragraph summaries. The final assessment is a presentation of interesting facts they learned through their reading.)	Africa Book Literature Circles  Africa Book Five Paragraph Essay		<u>Life of Pi</u> and <u>Call it Courage</u> Reading Groups	<u>Life of Pi</u> and <u>Call it Courage</u> Five-paragraph essay		Sustainability Research Project (PBL) (Students write a research paper)
	<b>Assessments</b>	Poetry Rubric  Multiple/Matching Test on Literary Terms  Water Poetry Book (includes student's original work and 5-10 of their favorites from other authors.  Recycled Water Words is the artistic presentation of their poems using recycled materials.  Performance poetry in class and in The Palm.	Presentation Rubric  Paragraph Writing Rubric  Elements of a short story test		Presentation Rubric  Paragraph Writing Rubric	Six Trait Writing Rubric  Literature Circle discussions  Celebration of Knowledge  Dialectical Journal		Literature Circle discussions  "Did You Read" Quizzes  Dialectical Journal  Final Exam		
<b>Process Skills (✓ box)</b> 1. Critical Thinking and Reasoning	✓						✓	✓		✓
2. Collaboration	✓				✓		✓			
3. Invention		✓			✓		✓			✓
4. Self-Direction			✓	✓				✓		✓
5. Information Literacy				✓	✓		✓			✓

