

**General Brown Central School District
Curriculum Map**

Course Title: <i>English 7</i>	Prepared By: <i>Dettmer</i>
Time Frame: 2 Weeks	Unit/Theme Literary Elements
Essential Questions: 1. How are literary elements used to assist in the analysis of texts?	
NYS Standards: 7R3	Vocabulary: Plot (exposition, rising action, climax, falling action, denouement) Setting Characterization (round character, flat character, static character, dynamic character, protagonist, antagonist, hero, anti-hero) Conflict (person v. person, person v. self, person v. society, person v. fate, person v. supernatural, person v. nature) Point of View (first person, third person, limited omniscient, omniscient) Theme Allusion Figurative Language (Hyperbole, Idiom, Metaphor, Personification, Simile) Imagery Flashback Foreshadowing Irony Mood Symbolism Tone Allegory
Student Objectives (The student will...): ...identify literary elements in texts ...create examples of literary elements ...use literary elements to analyze different types of texts ...explain how the inclusion of literary elements helps develop/contributes to the structure of texts	
Assessments: Station Activities – students will have to identify/create examples of literary elements Test Continued application of elements in other units	
Recommended Texts: Various poems, music videos, and sample excerpts.	Resources: PowerPoint Notes Station Activity Plans

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Time Frame: 8 Weeks	Unit/Theme: <i>A Long Walk to Water</i>
Essential Questions: <ol style="list-style-type: none"> 1. How do individuals survive in challenging environments? 2. How do culture, time, and place influence the development of identity? 3. How does reading from different texts about the same topic build our understanding? 4. What are the ways that an author can juxtapose two characters? 	
NYS Next Generation Standards: 7R1, 7R2, 7R3, 7R4, 7R5, 7R6, 7R8, 7R9 7W2a-f, 7W4, 7W5 7SL1:a-d, 7SL2, 7SL3 7L4a-d, 7L5:a-c, 7L6	Vocabulary: Dinka Nuer Civil War “Lost Boys” Islam Revolution Rebellions Exhile Refugee Refugee Camps Sacrifice <i>Plus addition of vocabulary words selected from text</i>
Student Objectives (The student will...): ...determine the central ideas of a literary text. ...effectively engage in discussions with diverse partners about seventh-grade topics, texts, and issues. ...analyze how an author develops and contrasts the points of view of characters in a literary text. ...cite several pieces of text-based evidence to support an analysis of literary text. ...cite several pieces of text-based evidence to support an analysis of informational text. ...determine the central ideas of an informational text. ...recognize, interpret, and make connections in narratives, poetry, and drama, ethically and artistically to other texts, ideas, cultural perspectives, eras, personal events, and situations. ...select evidence from literary or informational texts to support analysis, reflection, and research. ...use a variety of strategies to determine the meaning of unknown words or phrases. ...produce clear and coherent writing that is appropriate to task, purpose, and audience.	
Assessments: Mid-Unit 1: Identifying Perspective and Using Evidence from A Long Walk to Water End of Unit 1: Identifying Perspective Using Evidence from Informational Texts about the Dinka and Nuer Tribe Research-Based Two-Voice Poem Mid-Unit 2 Assessment: Comparing “Water for Sudan” and A Long Walk to Water End of Unit 2: Writing About the Theme of Survival	

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<p>Required Texts: Linda Sue Park, <i>A Long Walk to Water</i> (Boston: Sandpiper by Houghton Mifflin Harcourt, 2010), ISBN: 978-0-547-57731-9.</p>	<p>Resources: Linda Sue Park, "Author's Note," from <i>A Long Walk to Water</i> (Boston: Sandpiper by Houghton Mifflin Harcourt, 2010), ISBN: 978-0-547-57731-9.</p> <p>"Life and Death in Darfur: Sudan's Refugee Crisis Continues," <i>Current Events</i>, April 7, 2006, 2. Excerpted section: "Time Trip, Sudan's Civil War".</p> <p>Karl Vick, "Sudanese Tribes Confront Modern War," <i>Washington Post Foreign Service</i>, July 7, 1999, A1 (excerpts).</p> <p>Stephen Buckley, "Loss of Culturally Vital Cattle Leaves Dinka Tribe Adrift in Refugee Camps," <i>Washington Post Foreign Service</i>, August 24, 1997, A1 (excerpts).</p>
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<p>Time Frame: 10 Weeks</p>	<p>Unit/Theme: <i>The Giver</i></p>
<p>Essential Questions:</p> <ol style="list-style-type: none"> 1. What make a society successful? 2. How do we learn from the past? 3. What knowledge is essential to making a society run? 4. Is choice a right or a burden? 5. How does society measure values and morals? 	
<p>NYS Next Generation Standards: 7R1, 7R2, 7R3, 7R4, 7R5, 7R8, 7R9</p> <p>7W1a-f, 7W4, 7W5</p> <p>7L3, 7L4a-d, 7L5a-c, 7L6</p> <p>7SL1</p>	<p>Vocabulary: Utopia Dystopia Euthanasia Free Choice Collective Society Rebellion Civil Disobedience</p> <p><i>Plus addition of vocabulary words selected from text</i></p>
<p>Student Objectives (The student will...):</p> <ul style="list-style-type: none"> ...cite several pieces of text-based evidence to support an analysis of literary and informational texts. ...analyze the interaction of literary elements of a story or drama. ...interpret and make connections between literature and other texts, ideas, or perspectives. ...determine a theme or the central ideas informational text. ...analyze the development of a theme or central idea throughout the text. 	

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<p>...analyze the interactions between individuals, events, and ideas in a text. ...analyze the organization of an informational text ...read grade-level informational texts proficiently and independently. ...write arguments to support claims with clear reasons and relevant evidence. ...write informative/explanatory texts that convey ideas and concepts using relevant information that is carefully selected and organized. ..quote or paraphrase others' work while avoiding plagiarism.</p>	
<p>Assessments: Chapter Quizzes Vocabulary Quizzes QuickWrites End of Unit Test Literary Analysis Essay Perfect World Presentation</p>	
<p>Required Texts: Lois Lowry, <i>The Giver</i> (New York: Houghton Miffler Harcourt, 1993), ISBN 978-0-605-83366-1.</p>	<p>Resources: <i>The Giver</i> – Film Adaptation</p>

<p>Time Frame: 12 Weeks</p>	<p>Unit/Theme <i>Wonder</i> by R.J. Palacio</p>
<p>Essential Questions:</p> <ol style="list-style-type: none"> 1. Is everyone is born with the same chances to succeed in life? 2. How do our own bias/prejudices determine how we interact with people? 3. How do the actions of one person affect the lives of several others? 4. How can we be kinder than necessary? 5. How does society help/work against those who are different? 6. How does point of view influence a reader's interpretation of an event? 	
<p>NYS Next Generation Standards:</p> <p>7R1, 7R2, 7R3, 7R4, 7R5, 7R6, 7R7</p> <p>7W2a-f, 7W3a-e, 7W4, 7W5, 7W6, 7W7</p> <p>7SL1a-d, 7SL2, 7SL3</p> <p>7L3, 7L4a-b, 7L5, 7L6</p>	<p>Vocabulary:</p> <p>Genetic disease Birth defects Deformities Treacher Collins Syndrome Precept Privilege</p> <p><i>Plus addition of vocabulary words selected from text</i></p>
<p>Student Objectives (The student will...):</p> <p>...determine the central ideas of a literary text. ...effectively engage in discussions with diverse partners about topics, texts, and issues. ...analyze how an author develops and contrasts the points of view of characters in a literary text. ...cite several pieces of text-based evidence to support an analysis of literary text.</p>	

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...cite several pieces of text-based evidence to support an analysis of informational text.
 ...determine the central ideas of an informational text.
 ...recognize, interpret, and make connections in narratives, poetry, and drama, ethically and artistically to other texts, ideas, cultural perspectives, eras, personal events, and situations.
 ...select evidence from literary or informational texts to support analysis, reflection, and research.
 ...use a variety of strategies to determine the meaning of unknown words or phrases.
 ...produce clear and coherent writing that is appropriate to task, purpose, and audience.

Assessments:

QuickWrites
 Final Test
 Movie/Novel Comparison Assessment
 Source Based Essay
 Literary Analysis Essay

Required Texts:

Wonder by R.J. Palacio

Resources:

- “A Teen and Trolley Reveal Society’s Dark Side” – by Bethany Brookshire
- “Blind High School Swimmer Realizes His Vision: Swim Fast at a State Meet” – Chicago Tribune
- “About Treacher Collins Syndrome” – Commonlit Staff
- “Proposed Treatment to Fix Genetic Diseases Raises Ethical Issues” by Rob Stein, NPR’s Morning Edition
- “For This Girl, the Pages of *Wonder* got Personal” - By Christina Barron
- “Wonder Movie Gives Two Kansas Girls Hope” – By Jeneé Osterheldt, Kansas City Star
- “Pediatrician With ‘Facial Deformity’ Says Parents Refused To Let Him Treat Their Children” by Lindsey Smith
- “The Julian Chapter” – R. J. Palacio
- *Wonder* Movie Adaptation