

**Greensburg Community School Corporation
Curriculum
7th Grade Reading/Literature**

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Greensburg Community Schools

Mission Statement

The mission of the Greensburg Community School Corporation is to provide and promote lifelong learning through its commitment to quality educational programs that prepare the students to be effective, successful, and responsible citizens. This is to be accomplished in a financially prudent manner.

Greensburg Community Schools
7th Grade Reading/Literature

Narrative Description

The seventh grade curriculum in Reading/Literature will emphasize student competence and confidence in exploring an interrelated web of reading, vocabulary, writing, structural grammar, usage, and spelling skills. Students will write about what they read and will use their cumulative knowledge of literary form, grammar usage, vocabulary, and spelling in the Writing Process format. Students will select a variety of writing samples – personal, narrative, expository, and persuasive writing to be added to a year long writing portfolio.

Course Concepts and Generalizations

1. Understanding the elements of the Short Story in literature
2. Understanding the elements of Drama in literature
3. Understanding the elements of Poetry in literature
4. Understanding the elements of the Novel in literature
5. Understanding the elements of Nonfiction in literature
6. Reading Greek, Roman, and Norse Mythology
7. Participating in the Writing Process: book reports, essays, and other forms
8. Studying Vocabulary
9. Participating in the Accelerated Reading (AR) Program

Greensburg Community Schools

7th Grade Reading/Literature

Units of Study

	UNITS/AREA OF STUDY	LENGTH OF TIME
1.	Short Stories	6 weeks
2.	Drama	6 weeks
3.	Poetry	6 weeks
4.	The Novel	6 weeks
5.	Nonfiction	6 weeks
6.	Mythology	6 weeks
7.	The Writing Process	ongoing
8.	Vocabulary	ongoing
9.	Accelerated Reader Program	ongoing

7th Grade Reading/Literature

Unit Plan

The Short Story: Unit 1

Individual Learner Objectives

The seventh grade literature student will:

1. select and apply effective strategies for reading developmentally appropriate materials with comprehension.
2. use literary content area information to make critical, logical, and analytical judgments using the appropriate literary terms.
3. recognize the interrelatedness of language, literature, and culture.
4. use literature as a stimulus for writing.
5. understand the elements of the Short Story.

Subject Outline

I. Elements of the Short Story

- A. Character - definition: the person or personality in a short story
- B. Characterization - definition: how the author describes the character to the reader
 1. a direct statement of character
 2. by dialogue - listening to the character speak
 3. hearing the character think
 4. seeing the character act
 5. describing the character's appearance
 6. opinions of other characters in the story
- C. Setting - definition: when and where a story takes place
 1. the setting may be referred to directly by the author
 2. the setting may be inferred from clues in the story or author's life, if autobiographical
- D. Motivation - definition: what makes a character do what he/she does in the story; This may require inferential reasoning on the part of the reader.
- E. Conflict - definition: a struggle between opposing forces
 1. external conflict - a struggle between a character and some outside force, another person, a natural force, society, etc.
 2. internal conflict - a struggle between conflicting emotions or desires inside a character's mind
- F. Suspense - definition: an anxious curiosity about what will happen next
 1. the reader wonders who will prevail in the conflict
 2. the author uses this technique to heighten interest in the story
- G. Plot - definition: what happens in a story; a series of related events

1. Basic Situation
 - a. who the characters are and what they want
 - b. usually established within the first few paragraphs
2. Complications
 - a. problems for the character(s)
 - b. adds to the suspense
3. Climax
 - a. the most emotional or suspenseful point of the story
 - b. the turning point of the story
4. Resolution
 - a. ties up the loose ends of the story
 - b. may in some cases be omitted - requiring the reader to supply the resolution
- H. Foreshadowing - definition: hints or clues about what might happen next
- I. Point of View - definition: who is telling the story
 1. Omniscient - all knowing, unlimited point of view
 2. Limited third person - the reader only knows what one character in the story knows
 3. First Person - the writer is telling the story using "I, me, my" etc.
- J. Theme - definition: the basic meaning of the story; the lesson or moral
- K. Mood - definition: the emotional situation that the story tries to establish
- L. Irony - definition: the contrast between what is expected and what actually happens

Learner Activities

Introductory Activities:

1. Class discussion of the background and relative importance of the short story's author is done before each story read.
2. Interest in the story is encouraged by making predictions based on the title and first paragraphs, pictures, captions, etc.
3. Literary terms are related to current TV shows, cartoons, movies, etc.

Developmental Activities:

1. The story is read orally, silently, or both. The students' response is encouraged by the following Guidelines for Close Reading.
2. Students read for both understanding and enjoyment.
3. Students actively question the author's purpose and methods.
4. Students question unfamiliar words and references, checking context clues, reference books as needed.

5. Students draw inferences from characters and events.
6. Students make predictions about the plot and characters as they read.
7. Students relate the story to their own lives and experiences.
8. Teacher leads a class discussion of the literary terms and how they apply to each story.

Culminating Activities:

1. Students use their analysis of the story as a model for their own creative writing.
2. Students writing assignments are added to their portfolios.

Evaluation

1. Objective "book" quizzes evaluate how well the students have read and comprehended the story.
2. Mastery quizzes over the literary terms definitions are cumulative and retaken until they are passed.
3. Chapter tests require students to define the literary terms and to apply those terms to the stories currently being read and future stories assigned.
4. Student writing is evaluated according to specified format, the stated purpose of the writing, and the Writing Checklist current in Grammar Class.

Drama: Unit 2

Individual Learner Objectives

The seventh grade literature student will:

1. select and apply effective strategies for reading developmentally appropriate materials with comprehension.
2. use literary content area information to make critical judgments using the appropriate literary terms.
3. recognize the interrelatedness of language, literature, and culture.
4. use literature as a stimulus for writing.
5. be introduced to the history of drama, its types, and its terms through

the reading and performing of selected plays.

Outline

- A. The History of Drama
 - 1. Ancient Greece and Rome: harvest and religious festivals
 - 2. Middle Ages: Mystery, Miracle, and Morality Plays
 - 3. Renaissance England: Elizabethan Drama and Shakespeare
 - 4. Modern Theatre: 19th, 20th, and 21st century plays, opera, and musicals
- B. Tragedies - definition: serious plays with themes of suffering and/or death
- C. Comedies - definition: funny, humorous plays
- D. Plot - definition: a series of related events that reveal the story line
- E. Conflict - definition: a problem, struggle, or battle characters face
 - 1. internal conflict: an inner crisis
 - 2. external conflict: an outside force attacking the main character
- F. Dialogue - definition: conversation between two or more characters; critical to the Play's plot, mood, action, and character motivation
- G. Stage Directions
 - 1. set off with italicized print and enclosed in parentheses or brackets
 - 2. used to instruct actors in movement, emotion, facial expressions, and prop use
- H. Sets
 - 1. the play's environment (time and place) recreated on the stage
 - a. furniture
 - b. backdrops
 - c. walls, buildings
- I. Props/Costumes
 - 1. objects needed to enhance the dialogue and setting
- J. Lighting/Sound
 - 1. used within the confines of the stage to create a realistic or surrealistic effect
- K. Climax
 - 1. the plot's point of crisis; the turning point of the play's action
- L. Resolution
 - 1. the plot's outcome or explanation; the final unraveling of the plot; the ending

Learner Activities

Introductory Activities:

1. Teacher initiates discussion of what makes a play a visual, engaging art form. Who has been to a play or musical? What theatre? Name of the play or musical? What did you witness? How was the story told? Special effect used? Talk about your experience.
2. Give a brief overview of the origin of drama and its historical development.
3. Discuss and explain the unique format of a script: dialogue without quotation marks, stage directions, props, etc.
4. Choose students to "perform" a one-act play as an example of how to effectively read a script.

Developmental Activities:

1. Students read a traditional play with attention to plot, setting, and character accent.
2. Students read a comic play with attention to irony and the plot's climax.
3. Students read an historical, biographical play with attention to dialect, and historical accuracy of setting and main character's life.
4. Students read a fourth play with attention to theme, main character's conflict, setting, and special effects.

Culminating Activities:

1. Students will attend a performance given by the Drama Club, the school's music department, and/or a professional theatre group.
2. Students will view a videotape/dvd performance of one of the assigned plays.

Evaluation:

1. Students write a one-act play as a cooperative learning experience. Correct use of dialogue and stage directions will be stressed. Students submit a written copy and also have the option to perform the play.
2. Students will be tested over the elements of drama, its origins, and comprehension of plot, theme, and character motivation as related to the plays read in class.

Poetry: Unit 3

Individual Learner Objectives

The seventh grade literature student will:

1. - 4. (See objectives listed under Units 1 and 2.)
5. read poetry for enjoyment and knowledge of figurative language terms.

Outline

A. Imagery

1. Definition: word pictures
 - a. can appeal to the reader's senses
 - b. convey a poet's personal view
2. Imagery uses figures of speech
 - a. definition: unusual poetic comparisons or connections between seemingly dissimilar things

B. Figures of Speech

1. Metaphor - an implied comparison when a poet says one thing "IS" another
2. Simile - an implied comparison when a poet says one thing is like another by
3. Personification - when a poet talks about something not human as if it were human

C. Rhyme - definition: when end syllables of words sound the same

1. End Rhyme - occurs at the end of lines of poetry
2. Internal Rhyme - occurs in the middle of lines of poetry

D. Rhythm - definition: the "beat" of a poem

1. Meter - a regular, repeated beat in a poem
2. Scanning - marking the meter in a poem
 - a. scanning marks the stressed and unstressed syllables in a poem
 - b. free verse - has no regular rhyme or rhythm

E. Poetic Sounds

1. Alliteration - the repetition of beginning sounds in adjacent words
2. Onomatopoeia - words that sound like what they mean

F. Miscellaneous Terms

1. Stanza - a paragraph of poetry
2. Refrain - a repeated portion of poetry
3. Denotation - the literal meaning of a word
4. Connotation - the emotional associations of a word
5. Ballad - a story told in verse and usually meant to be sung
6. Haiku - a three-line poem, with five syllables in the first line, seven syllables in the second line, and five syllables in the third line
7. Limerick - a comic verse, a five-line poem, with the rhyming pattern, "a-a-b-b-a"

Learner Activities

Introductory Activities:

1. Teacher gives a pep talk - any student who likes to listen to the words of popular songs already likes poetry.
2. Teacher assigns in class readings of poems to illustrate the use of the different poetic terms.

Developmental Activities:

1. Students select poems to read aloud from the textbook and supplementary books. Use of poetic terms is stressed, but the reading is students' choice.
2. Poetic terms are practiced on a computer program. Students will use the Computer Lab for this activity.
3. Students listen to poems being read aloud from taped recordings. They also listen to popular songs as examples of the poetic devices.

Culminating Activities:

1. Students use auxiliary poetry books or internet Poetry Sites to write their own poems, which are added to their portfolios.

Evaluation:

1. Students complete teacher made spelling/definition test over the poetry terms.
2. Students receive credit for following directions and writing original poems.
3. Essay test requires enriched students to explicate poems of choice using the poetry terms learned.

The Novel: Unit 4

Individual Learner Objectives

The seventh grade student will:

1. - 4. (See objectives listed under Units 1 and 2.)
5. read a novel for story detail and attention to its literary elements.

Outline

- A. Characters - definition: persons or personalities in the story
 - 1. Characterization - definition: how the author describes the character to the reader
 - a. a direct statement of character
 - b. by dialogue - listening to the character speak
 - c. hearing the character think
 - d. seeing the character act
 - e. describing the character's appearance
 - f. opinions of other characters in the story
- B. Setting - definition: when and where the story takes place
 - 1. directly stated within the story
 - 2. inferred by using clues in the story or author's life, if the book is autobiographical
- C. Plot - definition: what happens in a story; a series of related events
 - 1. Basic Situation
 - a. who the characters are and what they want
 - 2. Complications
 - a. problems for the character(s)
 - b. add to the suspense
 - 3. Climax
 - a. the most emotional or suspenseful point of the story
 - b. the turning point of the story
 - 4. Resolution
 - a. ties up the loose ends of the story; its ending
 - b. may in some cases be omitted; reader supplies the ending
- D. Conflict - definition: a struggle, battle, or fight between two opposing forces
 - 1. external conflict: a struggle between a character and some outside force (another person, nature, society, etc.)
 - 2. internal conflict: a struggle between conflicting emotions or desires inside a character's mind
- E. Suspense - definition: an anxious curiosity about what will happen next
 - 1. the reader wonders who will prevail in the conflict
 - 2. used to heighten interest in the story
- F. Foreshadowing - definition: hints or clues about what might happen next
- G. Flashback - definition: an interruption in the chronological telling of the story
To relate an action that happened at an earlier point of time
- H. Point of View - definition: who is telling the story
 - 1. Omniscient: an all knowing, unlimited point of view
 - 2. Limited third person: the reader only knows what one character in the story knows
 - 3. First person: the writer is telling the story using the pronouns "I," "me," and "my"
- I. Irony - definition: a contrast between what is said and what is really meant, or
Between what is expected to happen and what actually happens; an opposite effect

J. Theme - definition: the basic meaning of the story; the lesson or moral

K. Fiction vs. Nonfiction

1. a book whose story was created by the author; an imaginative account
2. a book whose story is based on fact and truth; an autobiography, biography, or topic related book

Learner Activities

Introductory Activities

1. A brief, informative lecture concerning the author is given.
2. The teacher elicits student reaction to the story's title, possible topic, and setting. What do you think this story might be about? What was life like during that particular time period? Why do you suppose the author chose to tell such a story?
3. Difficult or unusual vocabulary will be highlighted and defined.
4. Artifacts of the time period might be brought into the classroom and used as visual aids. Class discussion of the objects would follow.
5. A clip from a videotape illustrating and/or enhancing the book's topic or time period might be viewed by the class. Discussion would follow.

Developmental Activities

1. Students read the story both orally and silently in manageable sections. Better readers are encouraged to read ahead if they desire.
2. Teacher reviews each section daily and discusses the story using the framework of the literary elements.
3. As students discover the answers to each literary element, these answers are recorded on a large bulletin board. This display will be used to review for the section quizzes and final exam over the novel.

Culminating Activities

1. Students complete a writing assignment focusing on a critical analysis of some aspect of the novel.
2. Students might view a movie version of the novel if one is available.
3. Students might choose to do a project:
 - a. Draw a book cover.
 - b. Make a diorama illustrating a key scene from the novel.

- c. Draw a portrait of one of the characters to capture his/her personality.
- d. Make a mobile highlighting the main characters or key scenes.

Evaluation

1. Students are quizzed after reading each section. Most questions are RECALL of factual information with a few INFERENTIAL questions added.
2. Students will take a test with a majority of objective questions including a final section that is essay.
3. Student writing is evaluated according to specified format, the stated purpose of the writing, and the Writing Checklist current in Grammar/English class.
4. Projects are graded using a list of "fair" criteria organized in rubric form.

Nonfiction: Unit 5

Individual Learner Objectives

The seventh grade literature student will:

1. - 4. (See objectives listed under Units 1 and 2.)
5. read and appreciate nonfiction.
6. become familiar with types of nonfiction.

Outline

- A. Biographies - definition: an author's factual account of another person's life, story, or memorable incident.
- B. Autobiographies - definition: a personal account of someone's life, story, or memorable incident told by that particular person; a life story written by oneself
- C. Essays - definition: a short piece of prose centered on a restricted topic
 1. humorous - essay's tone is comic, witty, or satirical
 2. narrative - essay tells a story
 3. descriptive - essay contains figurative language
 4. expository - essay explains the nature of an object, idea, or theme
 5. persuasive - essay argues a point, thought, idea, or plan of action
 6. content area - essay might classify, define, critique, or factually observe and theorize the topic

Learner Activities

Introductory Activities

1. Students experience a reading motivation statement, activity, or discussion before each selection is read.
2. Students are directed to photos, graphs, and charts that may accompany the selections. Their importance is discussed.
3. The selection's nonfiction type is mentioned and defined, along with the listing of its characteristics.
4. Difficult vocabulary is highlighted and defined.

Developmental Activities

1. Students read assigned selections.
2. Students participate in guided discussion:
 - a. What is the main idea? Supporting details?
 - b. What conclusions can be made concerning the characters?
 - c. Identify the subjective details and objective details. Separate fact from opinion.
 - d. How was comparison/contrast used in the essay?
 - e. List the sequence of events in a narrative.
 - f. Identify the figurative language used. How was imagery present in the essay?
 - g. What makes a valid argument? What are the "key" ingredients in persuasive writing?
 - h. Make a critical judgment about a work of art and support the opinion.
 - i. Recognize and identify cause and effect in an essay.

Culminating Activities

1. Students will write their own essay patterned after one of the reading selections.
2. Students will list the kinds of nonfiction they have read or are currently reading. What kinds might you read in the future? What subject, other than language arts, requires the reading of nonfiction? Where is this material found?

Evaluation

1. After reading each selection, students answer four to five reading check questions for comprehension.

2. Students take a test over the Nonfiction Unit.
3. Student writing is evaluated according to specified format, the stated purpose of the writing, and the Writing Checklist current in Grammar/English class.

Mythology: Unit 6

Individual Learner Objectives

The seventh grade literature student will:

1. - 4. (See objectives listed under Units 1 and 2.)
5. relate Greek, Roman, Native American, Hispanic, and other types of mythology to modern language, literature, and culture.

Outline

- A. Greek and Roman Myths are a part of our collective Western cultural history.
 1. Architecture and Art
 - a. classical buildings are based on Greek temples, columns - used in local, state, and national government buildings
 - b. classical myths have been the inspiration for great works of art
 2. Language - word origins
 - a. names of planet, stars, etc.
 - b. everyday words such as cereal, chaos, etc
 - c. Greek/Latin root words, prefixes, suffixes
 3. Nature myths - attempted to explain why natural phenomena occur for a people without objective science
 4. Religion - gods and goddesses were the objects of worship for these peoples; myths taught moral lessons
 5. Story value - the plots of the classical myths are interesting stories
 - a. classic plots and characters are still used today in movies, TV shows, cartoons, etc.
 - b. myths have fascinating and scary monsters
- B. Other types of mythology - provides an interesting contrast to Classic Mythology
 1. Language/word origins
 2. Nature myths
 3. Religion
 4. Family

Learner Activities

Introductory Activities

1. Class discusses, "Why study myths?" with reference to current TV shows, movies, word origins, etc.
2. Students view current movies and TV shows with mythological plots.

Developmental Activities

1. Students learn the names and jobs of the twelve (12) major Classical gods and goddesses. Reinforcement and review of these names and titles can be done either through a computer program or flashcards.
2. Students read Classical and other cultural myths that explain natural phenomena, teach moral lessons, and explain history and pre-history.
3. Alternatively, myths can be read using the "Odyssey" series of activities and stories. These activities are more appropriate for the LD students.

Culminating Activities

1. Students write their own creative myths to explain natural phenomena.
2. Students research a mythical monster from any cultural background they choose and write a brief report. This assignment is added to their writing portfolios.

Evaluation

1. Teacher evaluated mastery quizzes over the names/jobs of the twelve major gods and goddesses are given.
2. Any myths read silently by the students may be evaluated by "book" objective quizzes.
3. A Unit Test containing both objective questions and an essay question(s) will be given.

Modifications For Special Education, Gifted, and ESL Students

The teacher may employ any or all methods listed below to accommodate students with special needs.

- use of Resource Staff to administer tests/quizzes and one-on-one help as needed
- compliance with IEP recommendations
- revised, condensed, and/or enlarged lists of concepts, terms, vocabulary, spelling words, etc.
- modified tests and quizzes – either shorter and easier or more challenging- whatever the need might be
- contact with parent/guardian as to student's progress
- use of modified textbook materials and internet sites
- guidance when choosing AR books; matching student's reading ability with appropriate library book