

Young Scholars of Western Pennsylvania Charter School

7th Grade ELA

- Topics

Reader's Journey 7th Grade Curriculum Book

Big Idea(s)

Unit 1: What is the best way to find the truth? (Genre Focus- Fiction & Non-Fiction)

Estimated Duration

Approximately 5 weeks

Materials

The Reader's Journey Student Handbook. Various worksheets, student's class novel, and a student notebook.

PA Common Core Standards

CC.1.3.7.A

CC.1.3.7.B

CC.1.3.7.C

E07.A-K.1.1.1-3

CC.1.3.7.E

CC.1.2.7.A

CC.1.2.7.B

CC.1.2.7.C

E07.B-K.1.1.1-3

CC.1.2.7.E

E07.B-C2.1.2E07.C.1.2.1-6

Vocabulary

clarify, verify, context, palled, glutinous, laconcially, harrowing, integration, concentration, beckoned, liberation, establish, convince, interpret, protagonist, antagonist, solemn, presently, pitch, solitude, translucent, mazy

Reading Skills

elements of nonfiction and fiction (conflict, plot, characters, setting, theme), context clues, narrative texts, types of conflict (external and internal), authors purpose (inform, persuade, entertain, reflect), major and minor characters, protagonist and antagonist, dynamic character and static character, round and flat characters, point of view, setting, mood, imagery

Grammar Skills

suffixes, showing vs telling, transtitions, point of view, subject-verb agreement, singular verbs, singular subject, plural verb, plural subject, singular and plural pronouns, possessive pronouns, pronoun-antecedent agreement, indefinite pronoun, who and whom,

Writing

Descriptive Essay: choose a time, place, event or person that is important to you to write a descriptive essay. Make sure to include sensory details

How-To Essay: choose a topic to write a how to essay, outlining thee steps to complete a task.

Map It Out: create a travel brochure to attract people to visit a location in your novel. Make sure to include a map and all the places that important events occured in your book.

- ## Topics

Reader's Journey 7th Grade Curriculum Book

Big Idea(s)

Unit 2: Does every conflict have a winner? (Genre Focus- Novel Study)

Estimated Duration

Approximately 5 weeks

Materials

Reader's Journey Student Handbook, various worksheets and handouts, class novel, student notebook

PA Common Core Standards

CC.1.3.7.A

CC.1.3.7.B

CC.1.3.7.C

E07.A-K.1.1.1-3

CC.1.3.7.D

CC.1.3.7.E

CC.1.3.7.F

E07.A-C.2.1.1-3

E07.A-V.4.1.1-2

CC.1.4.7.H

CC.1.4.7.I

CC.1.4.7.J

CC.1.4.7.K

E07.C.1.1.1-5

CC.1.4.7.N

E07.C.1.3.1-5

E07.D.2.1.1

Vocabulary

modify, verify, formulate, benefactor, ancestral, adversaries, obscured, flashback, foreshadowing, commercial, nonchalant, colander, infer, assume, conclude, inference, verbal irony, situational irony, dramatic irony, parchment, ammunition, plaited, acquainted,

Reading Skills

story elements, making predictions, analyzing plot (pyramid), flashback, foreshadowing, making inferences (conclusions and assumptions), indirect and direct characterization, types of irony (verbal, situational, dramatic), theme (direct and implied)

Grammar Skills

prefix, active and passive voice, regular and irregular verbs, present, past, future tense, adjective clause, articles, adverb phrase, adverb clause, positive form, comparative form, superlative form of adjectives and adverbs

Writing

Narrative: Short Story, using a "What if?" questioning strategy choose a situation where you decide on a plot for a short story, including all of the story elements.

Business Letter: write a 1 page business letter requesting information from an organization.

Hold a Debate: Using the class novel students will be broken into groups. They will choose a character who is involved in a conflict. The groups will then divide into 2 teams, 1 team will support the characters decision, 1 team will oppose the characters decision.

- Topics

Reader's Journey 7th Grade Curriculum Book

Big Idea(s)

Unit 3: What should we learn? (Genre Focus- Types of Nonfiction)

Estimated Duration

Approximately 5 weeks

Materials

Reader's Journey Student Handbook, various worksheets and handouts, class novel, student notebook

PA Common Core Standards

CC.1.2.7.A

CC.1.2.7.B

CC.1.2.7.C

E07.B-K.1.1-3

CC.1.2.7.D

CC.1.2.7.E

CC.1.2.7.F

E07.B-C.2.1.1-3

E07.B-C.3.1.1-2

E07.C.1.1.1-5

CC.1.4.7.H

CC.1.4.7.E

E07.E.1.1.1-6

Vocabulary

evaluate, investigate, credible, diction, tone, fluent, bigots, demolition, wince, succession, incentive, disheveled, dispel, wielding, obstinately, luster, condemning, imply, specify, indicate, anecdotes, evolved, diverse, irrational, propaganda, legislation, tolerant, fundamental, optimist,

Reading Skills

types of nonfiction (narrative, expository, persuasive, reflective), organizing nonfiction (chronological, cause and effect, compare and contrast), fact vs opinion, style, voice, biography, autobiography, memoir, autobiographical narrative, main idea and supporting details, persuasion and propaganda

Grammar Skills

word origins, four types of sentences, sentence fragment, run-on sentence, semicolons, simple and compound sentences, simple sentence, independent clause, complex sentences, compound-complex sentences,

Writing

Narration: Autobiographical narrative- choose an important event in your life to write about

Persuasion Essay: write a persuasive essay that identifies a problem in your school or community and suggests a possible solution.

• Topics

Reader's Journey 7th Grade Curriculum Book

Big Idea(s)

Unit 4: What is the best way to communicate? (Genre Focus-Poetry)

Estimated Duration

Approximately 5 weeks

Materials

Reader's Journey Student Handbook, various worksheets and handouts, class novel, student notebook

PA Common Core Standards

CC.1.4.7.K

CC.1.3.7.F

CC.1.4.7.L

E07.D.1.2.1-4

E07.C.1.3.4

CC.1.2.7.F

CC.1.2.7.J

CC.1.2.7.K

E07.B-V.4.1.1-2

CC.1.3.7.F

CC.1.3.7.I

CC.1.3.7.J

E07.A-V.4.1

Vocabulary

emphasize, identify, restate, diluted, collision, prospect, sluggish, squabbled, incredulous, resolutely, radiant, haunches, detect, illustrate, refer, dispersed, murmurs, massive, penetrates, procession, barren, symbol, symbolism, allusion, harness, downy, coveted, tomb,

Reading Skills

prose and poetry, imagery and sensory language, paraphrasing, mood, tone, drawing conclusions, sound devices, rhythm, meter (poetry), stanza and rhyme scheme, symbolism, forms of poetry

Grammar Skills

denotation, connotation, idioms, figurative language (simile, metaphor, personification, hyperbole), coordinating conjunctions, subordinating conjunction, incomplete and complete sentences, correlative conjunctions, interjections, literary terms (poetry), preposition, prepositional phrases, infinitive, infinitive phrase, split infinitive,

Writing

Response to Literature: Literary Review- choose a story or poem from this unit to write a review of it. Discuss what you liked and did not like about the story or poem. Create a judgement about the value of the work.

Exposition: Writing for Assessment- Compare and Contrast how various poems address the same theme.

Email an Author: Choose a selection in your novel that you loved, strongly disliked, or that confused you in some way. Jot down your questions, concerns, or comments. Create a friendly email to the author.

- Topics

Reader's Journey 7th Grade Curriculum Book

Big Idea(s)

Unit 5: Do others see us more clearly than we see ourselves? (Genre Focus-Drama)

Estimated Duration

Approximately 5 weeks

Materials

Reader's Journey Student Handbook, various worksheets and handouts, class novel, student notebook

PA Common Core Standards

CC.1.3.7.F

CC.11.3.7.I

CC.1.3.7.J

CC.1.3.7.H

E07.A-C.3.1.1

E07.A-C.2.1.2

E07.A.C.2.1.3

CC.1.4.7.D

E07.C.1.2

CC.1.4.7.F

CC.1.4.7.L

CC.1.4.7.R

E07.D.1.1.1-9

Vocabulary

critique, acquire, skim, philosophizing, sarcastically, dilemma, affect, effect, enable, audible, discreet, credibility, revelation, toiling, coils, abominable, haul, extension, contraption, propeller,

Reading Skills

types of drama, tragedy, comedy, tragic hero, tragic flaws, setting a purpose for reading, dialogue and dialect, drama (staging, sets, props), cause and effect, character motivation (internal and external), characterization (dynamic and static)

Grammar Skills

synonyms, antonyms, homonyms, homophones, analogy, formal and informal language, participle (present & past), participle phrase, dangling modifier,

Writing

Research: Interview- choose a person in your life that you would like to interview. Develop a list of questions to ask your person. Conduct your interview and then type it up in an interview format.

Exposition: Cause and Effect Essay- choose a topic using one of the following statements "What causes..." or "Why does..."

Rewrite the Ending: Decide if your novel is a comedy or tragedy. Rewrite the ending to reflect the opposite of how your novel actually ends.

• Topics

Reader's Journey 7th Grade Curriculum Book

Big Idea(s)

Unit 6: Community or Individual: Which is more important? (Genre Focus- Research Process)

Estimated Duration

Approximately 5 weeks

Materials

Reader's Journey Student Handbook, various worksheets and handouts, class novel, student notebook

PA Common Core Standards

E07.C.1.2.1-6

CC.1.4.7.E

CC.1.4.7.B

CC.1.4.7.C

CC.1.4.7.D

CC.1.4.7.J

CC.1.4.7.I

CC.1.4.7.C

E07.E.1.1.1-6

Vocabulary

contrast, reveal, characteristic, plagiarism, prominence, assassinated, exploitation, trite, summarize, focus, sequence,

Reading Skills

steps in the research process, compare and contrast, tools for conducting research, finding reliable sources, plagiarism, note-taking, primary sources and secondary sources, analyzing an informational text, summarizing

Grammar Skills

hyphens, dashes, colons, capitalization, word choice, using resources (thesaurus, dictionary, glossary),

Writing

Exposition: Compare and Contrast Essay- choose a section of your novel, compare and contrast how it relates with your own life, values, beliefs, traditions, or experiences. Make sure to include both similarities and differences.

Research: Choose a mythology topic to create a research report

Multigenre Project: using your novel, you will choose 4 different genres to respond to your experience with your book. Some possibilities include a poem, a recipe, a song, an advertisement, a Wanted Poster, an essay, a short story, a newspaper interview, a t-shirt, a contract, a computer game, a comic book, a picture book, a travel brochure, a personal ad, a monologue, an action figure ad, a restaurant menu or a will.

• Topics

Dystopian Novel Unit: The Maze Runner and/or The Bar Code Tattoo

Big Idea(s)

Students will be able to understand the concepts of a Dystopia and be able to create a Dystopian society themselves. Students will also determine the theme of the dystopia and analyze the criticisms of the society vs the society they currently live in. Students will compare and contrast the elements of society through different time periods. Students will determine their own opinions, views and beliefs on society.

Estimated Duration

Students will complete this novel unit in the 1st trimester of the school year. Approximately 8-12 weeks, lessons will be interspersed between grammar lessons and the Reader's Journey Handbook.

Materials

Copies of the book (one for each student). Teacher created materials, tests, quizzes, study guides, worksheets and handouts.

PA Common Core Standards

E07.A-K.1.1.1-3

E07.A-C.2.1.1-3

CC.1.3.7.E

CC.1.3.7.D

CC.1.3.7.C

E07.C.1.3.1-5

E07.D.1.1.1-9

CC.1.4.7.D

E07.E.1.1.1-6

Vocabulary

TBD- Teacher Decision

Reading Skills

story elements (character, setting, plot, etc.), character development, theme, comprehension, decoding, summarizing, prediction, text structure, inferencing, sensory language for visualizing, making connections, identifying main ideas, indentifying text structure, story mapping, drawing conclusions

Grammar Skills

N/A

Writing

Create a Novel Soundtrack: Choose between 10-15 songs that represent the characters, setting, themes, motifs, plotlines, etc. of the novel. Notes should be completed for each song detailing the song information (title, artist, who or what the song represents, an explanation of why the song was chosen and how it is representative of an element of the story. Students will also need to create the cover art for the front and back of the cd case.

- Topics

Mystery Novel Unit: The Westing Game and/or The Ruby in the Smoke

Big Idea(s)

1) What makes a mystery story/novel more interactive than any other type of literatrue?

- 2) How are characters in a mystery story/novel the same as and different from characters in other types of literature?
- 3) Why is the writing process and editing process so critical for a novel/story?
- 4) What is the point and how do we find the evidence in a story?
- 5) What makes a good mystery?
- 6) Why is suspense so important in a mystery?

Estimated Duration

Students should complete this novel unit during the 2nd trimester (approximately 8-12 weeks). This novel study will be interspersed with grammar lessons, writing lessons and the Reader's Handbook.

Materials

Copies of the book (one book for each student, with extra copies to keep in the classroom). Teacher made tests, quizzes, handouts, study guides, worksheets.

PA Common Core Standards

CC.1.3.7.E

CC.1.3.7.C

CC.1.3.7.D

CC.07.1.3.1-5

EO7.A-C.2.11-3

E07.A.-K.1.1.1-3

E07.C.1.4.7.D

Vocabulary

TBD- teacher decision

Reading Skills

story elements (character, setting, plot, etc.), character development, theme, comprehension, decoding, summarizing, prediction, text structure, inferencing, sensory language for visualizing, making connections, identifying main ideas, indentifying text structure, story mapping, drawing conclusions

Grammar Skills

N/A

Writing

Book Trailer: Students will work in groups of 2-4 to create a book trailer about the mystery that they read. Students will then post their book trailers to youtube.

• Topics

Mythology Novel Unit: The Red Pyramid and/or The Egypt Game

Big Idea(s)

Students will study and understand the symbolism in Egyptian Mythology. They will also explore how the Egyptians strove to answer ethical issues and explain the natural events in the world around them.

- 1) Why study mythology?
- 2) What are the common patterns and motifs found in myths?
- 3) How does the Egyptian culture explain the beginning of the world, the origin of man, or natural phenomenon? How is it explained that each continues to function?
- 4) How do different peoples explain how man was created?
- 5) What are the similarities and differences in creation myths from around the world?
- 6) What unique cultural traits are revealed in myths?

Estimated Duration

Students should complete this novel unit in the 3rd trimester (approximately 8-12 weeks). This novel unit will be interspersed with grammar activities, writing activities, and the Reader's Handbook.

Materials

Copies of the book (one for each student with extras to keep in the classroom). Teacher created materials for tests, quizzes, worksheets, study guides and handouts.

PA Common Core Standards

cc.1.3.7.E

CC.1.3.7.C

CC.1.3.7.D

CC.07.1.3.1-5

E07.A-C.2.1.1-3

E07.A-K.1.1.1-3

E07.C.1.4.7.D

CC.1.2.7.H

CC.1.2.7.I

E07.B-C.3.1.1-2

E07.B-K.A.A.3

Vocabulary

TBD- teacher decision

Reading Skills

story elements (character, setting, plot, etc.), character development, theme, comprehension, decoding, summarizing, prediction, text structure, inferencing, sensory language for visualizing, making connections, identifying main ideas, indentifying text structure, story mapping, drawing conclusions

Grammar Skills

N/A

Writing

Egyptian Mythology Research Project.