



Laying the Foundation: A Pre-AP Initiative
Grade Seven Curriculum Guide

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**Grade 7 PreAP English Curriculum
Reserved Texts
2005-2006**

*Any pieces in the literature anthology for a grade level are reserved for use as a full text at that grade level

*Teachers may use excerpts (<10%) of a reserved text for a higher grade level, but may not use the full text.

Novels

A Wrinkle in Time by Madeleine L'Engle

Out of the Dust by Karen Hesse

The Trojan War by Olivia Coolidge

Woodsong by Gary Paulsen

Touching Spirit Bear by Ben Mikaelson (alternate to **LTF** texts)

Walk Two Moons by Sharon Creech (alternate to **LTF** texts)

Tom Sawyer by Mark Twain (alternate to **LTF** texts)

Collections

The House on Mango Street by Sandra Cisneros

Mythology by Edith Hamilton

Drama

The Monsters Are Due on Maple Street by Rod Serling

Shorts

"*Seventh Grade*" from *Baseball in April* by Gary Soto

"*Being Mean*" from *Living Up the Street* by Gary Soto

"*The Smallest Dragonboy*" by Anne McCaffrey

Non-Fiction

"*Letter from a Birmingham Jail*" by Martin Luther King, Jr.

Poetry

"*Sister*" by Leona Gom

"*Blow, Blow Thou Winter Wind*" by Shakespeare

Film

Clash of the Titans

Jason and the Argonauts

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1st Six Weeks

Week 1

Focus Skill/s	Lesson Title / Page	Texts	Comments	Assessment Suggestion/s	NJWPT Strategy
Close Reading	Ongoing reading of core text for imagery, diction and detail added with the use of annotation	<i>A Wrinkle in Time</i> , Laying the Foundation (LTF) <i>Canyons</i> <i>Roll of Thunder</i> <i>Slake's Limbo</i> <i>Touching Spirit Bear</i>	Literary terms pp. 595-607 for teacher reference—having students memorize lists of definitions is not advocated Linking Literary Terms to Meaning LTF pp. 584-594 is helpful for the understanding of the big picture and ultimate goal Students will need some review of poetic comparisons—simile, metaphor, personification “Best Word for the Job” LTF pp. 78-80 will be used later in the year—but some discussion of connotation of author’s words is necessary for the discussion of diction	Student annotations and class discussion participation	
Close Reading Imagery	Sensory Appeals, pp. 106-107 Foundation Lesson	Excerpt from <i>Midwife's Apprentice</i> , p. 188 Prentice Hall Literature (PHL) “Forgive My Guilt” <i>Appreciating Poetry</i> , p. 27 “Oranges” PHL p. 82 “Patrick Ewing Takes a Foul Shot” <i>Appreciating Poetry</i> , p. 36		Responses to lesson prompts and annotations	

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Week 1 (*continued*)

Focus Skill/s	Lesson Title / Page	Texts	Comments	Assessment Suggestion/s	NJWPT Strategy
Close Reading Alliteration Assonance Consonance Onomatopoeia Mood Tone	Sound Devices pp. 108-113 <i>LTF</i> Foundation Lesson	“Onomatopoeia” <i>PHL</i> p. 783 “Flint” <i>PHL</i> p. 81 “Barter” <i>PHL</i> p. 747 “Patrick Ewing Takes a Foul Shot” <i>Appreciating Poetry</i> , p. 36	To illustrate devices select short passages from poems which are dense with examples	After practicing with the selected short passages, students choose from alternate texts to annotate for sound devices	
Close Reading Theme	Teacher lesson— review use of imagery, diction, and detail to discover tone and theme	“Feelings About Words” <i>PHL</i> , p. 776 “Was Tarzan a Three Bandage Man?” <i>PHL</i> , p. 88 “Oranges” <i>PHL</i> , p. 82 “The Village Blacksmith” <i>PHL</i> , pp. 170-171	“Feelings...” poem especially good for diction Some review of poetic devices employing comparisons (metaphor, simile, personification) is necessary	Annotated pages	
Close Reading Detail Imagery Diction Figures of Speech	Annotation, pp. 82-84 Foundation Lesson for Middle School	use sections/pages from novel selection		Annotated pages and writing (paragraph/one-page essay) using notes	

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Week 2

Focus Skill/s	Lesson Title / Page	Texts	Comments	Assessment Suggestion/s	NJWPT Strategy
Close Reading	Teacher lesson-emotional effect of imagery, detail and diction	Can revisit any previously read text	Students might brainstorm lists of emotions and categorize these emotions as a warm up to this lesson		
Close Reading	Ongoing reading of core text for imagery, diction and detail added with the use of annotation and applying techniques from peeling back the layers	<i>A Wrinkle in Time LTF</i> <i>Canyons</i> <i>Roll of Thunder</i> <i>Slake's Limbo</i> <i>Touching Spirit Bear</i> <i>The Hobbit</i>		Annotation of selected portion of novel after completion of this week's CR lesson on Peeling Back Layers	
Close Reading Connotation Denotation Imagery Theme	Three Layers of Reading, pp. 86-91 Foundation Lesson	"Thumbprint" <i>PHL</i> , p. 137 "The Hummingbird That Lived Through Winter" <i>PHL</i> , p. 172 "Flint" <i>PHL</i> , p. 81		Application of lesson to selected novel	
Close Reading Inference Detail Imagery Theme	Uncovering Layers of Meaning, pp. 96-103 Foundation Lesson	"The Witch" <i>LTF</i> , p. 97 "Sarah Cynthia Sylvia Stout" <i>PHL</i> , p. 405		Student responses in lesson	

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Week 2 (continued)

Focus Skill/s	Lesson Title / Page	Texts	Comments	Assessment Suggestion/s	NJWPT Strategy
Grammar Connotation Denotation Mood Theme	Diction Analysis Through Grammar Study, pp. 256-264 Foundation Lesson	“The Witch” <i>LTF</i> , p. 97 “Sarah Cynthia Sylvia Stout” <i>PHL</i> , p. 405	There is no direct teaching of parts of speech—a quick review may be necessary in the form of a brief labeling of the parts of speech by function	Student responses in lesson	
Close Reading Annotation Detail Diction Figures of Speech	Peeling Back the Layers, pp. 162-170 Grade 7 Lesson	Excerpt from <i>Mossflower LTF</i> , pp. 166-167		Student annotations and responses	
	Multiple choice test, p. 172 Grade 7 Lesson		This test covers areas not taught thus far—may be used in part or as a model for AP style multiple choice tests based on literary piece used in class	Test	
Essay Writing Incorporation of quotes Structural elements	Using Quotations Effectively, p. 346 Essay Prompt and Range Finders, p. 424 Grade 7 Lesson			1-3 paragraph essay using notes from Peeling activity + optional student drawing illustrating visual imagery and details in literary piece	

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Week 3

Focus Skill/s	Lesson Title / Page	Texts	Comments	Assessment Suggestion/s	NJWPT Strategy
Close Reading	Ongoing reading of core text for imagery, diction and detail added with the use of annotation and dialectical journals	<i>A Wrinkle in Time LTF</i> <i>Canyons</i> <i>Roll of Thunder</i> <i>Slake's Limbo</i> <i>Touching Spirit Bear</i> <i>The Hobbit</i>		Journal entries	
Writing/Dialectical Journal Summarizing Questioning Commentary	Dialectical Journals, pp. 328-333 Foundation Lesson	“Father” Gary Soto “In Search of Our Mother’s Garden” <i>PHL</i> p. 111 “Sister” <i>LTF</i> pp. 182-183		Journal entries	
Close Reading Figurative Language Diction Sound devices	Peeling Back the Layers, pp. 178-185 Multiple Choice Test for “Sister” pp. 186-190 Grade 7 Lesson	“The Gymnast” Gary Soto <i>Authors in Depth-Bronze</i> , pp. 10-11 “In Search of Our Mother’s Garden” <i>PHL</i> p. 111 “Sister” <i>LTF</i> pp. 182-183	Covers making statements of theme. Many of the sentence structure references made in this lesson may be unfamiliar to students. Multiple Choice Test may need to be modified.	Completion of analysis of “Sister” and alternate text Test	
Close Reading Inference Prediction Mood Tone	Maybe You Can Judge a Book by Its Cover, pp. 92-93 Foundation Lesson	Pictures of various book covers can be found on Amazon, Barnes and Noble, and Lexile.com	Omitting this lesson would not interfere with the progression of any of the following lessons.	Student presentations to class	
Composition	Story Telling Assignment, p. 497	NJWP strategies should be employed to guide students through this project.	Prompt for assignment will need to be adjusted to selected novel.	Student’s story	

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Week 4

Focus Skill/s	Lesson Title / Page	Texts	Comments	Assessment Suggestion/s	NJWPT Strategy
	Conclude reading of selected novel		Students should have a self-selected or teacher selected novel to read outside of class.		
Composition Introductions Conclusions Generalization	Introductions and Conclusions, pp. 352-357 Foundation Lesson	Children’s non-fiction texts Novels Newspaper articles Lots of sample essays of the type you are asking students to write (see following list of web sites)	Add NJWP strategies as needed. Book reviews found on line might be a good source for the type of writing students are being asked to model.	Student generated introductions and conclusions	
Composition Thesis Organization	Creating Effective Thesis Statements, pp. 334-339 Creating Effective Topic Sentences, pp. 340-345 Foundation Lesson	Responses to Literature, Prentice Hall Writing & Grammar (PH W&G), pp. 248-269 Drafting, PH W&G, pp. 132-136	The topic sentence activities are misleading in that paragraphing and topic sentences do not appear in general publications in the suggested formulaic patterns suggested in the lesson.	Student generated thesis and topic sentences	
Composition Prewriting Structural elements	“Tips for Timed Writing” pp. 378-380 Foundation Lesson				
Composition	Timed writing assignment		Prompt and sample thesis will have to be rewritten for selected novel.	Essay	

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Week 4 (*continued*)

Web sites for sample essays:

<http://www.rscclt.org/owl&writingcenter/OWL/types.html>

http://www.nvcc.edu/home/nleslie/student_samples.htm

http://wps.ablongman.com/long_dodds_rrh_3/0,8521,1038868-,00.html

<http://courses.durhamtech.edu/perkins/samplogs.html>

<http://vccslitonline.cc.va.us/silktent/essays.htm>

http://www.iewlessonshare.com/temp/Myers/Introduction_to_Essay_Structure.pdf#search='essays%20and%20student%20samples

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Week 5

Focus Skill/s	Lesson Title / Page	Texts	Comments	Assessment Suggestion/s	NJWPT Strategy
Composition Writing process	Writing a Multi-Paragraph Essay 6 th Grade Planning Guide, pp. 440-443 Repeat of Grade 6 Composition Lesson		This is a continuation of the writing process.	Progress of student essays through writing stages	
Composition Revision	Using Quotations Effectively, p.346 Foundation Lesson	PH W&G , p. 264	Repeat of lesson from week 2		
Composition Prewriting Drafting	Essay written in response to a prompt	Prompt based on selected novel	NJWP strategies for prewriting and drafting should be used here	Essay	

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Week 6

Focus Skill/s	Lesson Title / Page	Texts	Comments	Assessment Suggestion/s	NJWPT Strategy
Composition	Writing Workshop, pp. 386-389 Foundation Lesson	Student multi paragraph paper Writing Process, PH W&G , pp. 14-31	NJWP Continuation of writing process	Student essays/drafting	
Composition Precise diction Mechanics	Revising and Editing Strategies, pp. 382-385 Foundation Lesson	Student multi-paragraph paper Writing Process, PH W&G , pp. 14-31 Responses to Literature, PH W&G , pp. 248-269	NJWP Continuation of writing process	Student essays/revision/editing	
Composition Sentence variety	Sentence Variations, pp. 248-253 Foundation Lesson	Student multi-paragraph paper Responses to Literature, PH W&G , pp. 248-269	Students could harvest varied sentences from their reading	Student-generated sentences	
Composition	Timed Paragraph, p. 498	Prompt will need to be revised for selected novel.			

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2nd Six Weeks

Week 1

Focus Skill/s	Lesson Title / Page	Texts	Comments	Assessment Suggestion/s	NJWT Strategy
Close Reading inference literary elements prewriting expository analytical writing	“Three Levels of Reading,” p. 86; on-going Foundation Lesson	For weeks 1-3 , any poetry can be selected for study; Some teacher favorites from <i>Prentice Hall Literature (PHL)</i> “Flint,” 81 “Oranges,” 82 “I’m Nobody” 31	Daily Poetry Study Strategy use will be on-going; student activity p. 90 (must be modeled and done with class several times before students work on this individually)	Lessons provide opportunity for timed writings/rewritings, etc.	
Close Reading paraphrase literary elements	“Strategies for Interpreting Poetry,” p. 140; semester-long approach Foundation Lesson	“The Writer,” 80 “The Charge of the Light Brigade,” 230 “Sarah Cynthia Sylvia Stout...” 405 “The Courage My Mother Had,” 169 “The Village Blacksmith,” 170 “Mother to Son” 168	This lesson should be used several times with a different literary elements focus; student activity pp. 146-147; students need to be familiar with tone; would work well as an oral activity and/or with pairs	Have students write their own poetry that includes elements you have discussed, or that follow the style of a poet studied	
Grammar Review parts of speech	“Parts of Speech Review,” p. 506; only use if needed, approx. 1/2 period or less	“If” 138 “Valediction” 252	This is a review for students that need it—if your students have a firm grip on parts of speech, skip this; good as warm-up		

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Week 2

Focus Skill/s	Lesson Title / Page	Texts	Comments	Assessment Suggestion/s	NJWPT Strategy
Grammar punctuation phrases clauses sentence structure & variety	“Sentence Structure Basics,” p. 238; 5 day lesson (1/2 per. each) Foundation Lesson	For weeks 1-3 , any poetry can be selected for study; Some teacher favorites from <i>PHL</i> : “Flint,” 81 “Oranges,” 82 “I’m Nobody” 31	Continue daily poetry study Keep in mind that the goal is to be able to use the structures, not label them	Activities from Day 5 of lesson would be appropriate to assess learning	
Grammar organization sentence variety generalization	“Sentence Strategies,” p. 244; 2 class periods Foundation Lesson	“The Writer,” 80 “The Charge of the Light Brigade,” 230 “Sarah Cynthia Sylvia Stout...” 405	Works well w/pairs; student activity pp. 245-246; necessary that students be able to recognize this in their reading and discuss before producing		
Grammar punctuation sentence variety	“Punctuation—Commas,” p. 296; ½ class period Foundation Lesson	“The Courage My Mother Had,” 169 “The Village Blacksmith,” 170	Student activity pp. 297-298; good to use as part of writing conferences or as whole-group mini-lesson	End of Week 2: Timed Writing Prompt, p. 507 (top of page)	
	“Punctuation—Commas,” p. 296; ½ class period Foundation Lesson	“Mother to Son” 168 “If” 138 “Valediction” 252	Student activity pp. 297-298; good to use as part of writing conferences or as whole-group mini-lesson	End of Week 2: Timed Writing Prompt, p. 507 (top of page)	
Grammar	Foundation Lesson			*End of Week 2: Timed Writing Prompt, p. 507 (top of page)	

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2nd Six Weeks

Week 3

Focus Skill/s	Lesson Title / Page	Texts	Comments	Assessment Suggestion/s	NJWT Strategy
Grammar text analysis voice/style phrases clauses sentence variety	“A Sentence Lesson Based on Kilgallon’s <i>Sentence Composing for Middle School</i> ,” p. 302; approx. 2 class periods Foundation Lesson	<i>Sentence Composing for Middle School</i> by Don Kilgallon, excerpts from <i>Treasure Island</i> (provided with lesson)	Continue poetry study; student activity pp. 308-311; must relate grammar to student reading and writing	Have students revise a previously written draft; rewrite a poem using imitation; useful in peer editing	
Grammar style/voice syntax techniques text analysis syntax techniques sentence structure and variety	“Sentence Variations,” p. 248; on-going Foundation Lesson		Start to build background; student activity pp. 250-255 are good to use as a class chart where students can add their own examples; good for warm-up activities	Focus on sentence revision and variation in a composition; Have students revise a short piece by adding sentence variety ; Have students rewrite poems in prose form using different sentence beginnings and compare effect of different sentence structures	

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Week 4

Focus Skill/s	Lesson Title / Page	Texts	Comments	Assessment Suggestion/s	NJWPT Strategy
Grammar style/voice phrases clauses sentence variety	“The Poetry of Phrases,” p. 266; 1-2 class periods Foundation Lesson	*This Week: Instead of daily poetry study, work on sentence variations from week 3 as warm-up each day; Share with class	Student activity pp. 270-273 (phrase toolbox a must); <i>Sentence Composing for High School</i> is suggested for this lesson, but not totally necessary. Make sure to talk about why a poet/author would use these different types of phrases—don’t just identify and drill (start as a whole-group activity, then move to pairs/individuals)	Students compose original poems using one of the provided patterns (also provide phrase toolbox); analyze a poem from previous 3 weeks	
Grammar text analysis composition style/voice parts of speech phrases clauses	“Parts of Speech, Phrases, & Sentences Using <i>Night</i> ,” p. 278; 1-2 class periods (best started as whole-class activity to teach terminology) Foundation Lesson	None required for initial teaching of lesson, but analysis techniques can be applied to students’ texts	This lesson is best used as a whole-class exercise, with teacher support through the entire activity to help tackle unfamiliar terminology; student activity pp. 280-282 (entire lesson not necessary; could be used to help students identify words that create mood/tone; familiar texts would be a great place to start)	Two assignment options are given at the end of the activity; Lesson format can be followed with classroom text for students to analyze after supported practice	
Theme Point of View	Begin reading “The Monsters Are Due on Maple Street,” <i>PHL</i> pp. 696-710, choosing parts and reading aloud in class; 2-3 class periods	PHL “The Monsters Are Due on Maple Street”	There are some good questions accompanying the illustrations in the text; Look ahead at writing prompts for week 5 (LTF p. 508) to help guide your discussion focus	End of Week 4: Out of class writing prompt, p. 507 (bottom ¼ of page); Could also be an in-class assignment Have students re-write a short piece of text from a different p.o.v	

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Week 5

Focus Skill/s	Lesson Title / Page	Texts	Comments	Assessment Suggestion/s	NJWPT Strategy
	Complete reading of “The Monsters Are Due on Maple Street,” 1-2 class periods		Continue working with Killgallon text	Timed Writing Prompt from p. 508 (top of page)—two choices provided	
Grammar multi-mode composition usage phrases punctuation	“Subject/Verb Agreement,” p. 300; ½ class period	<i>Acts of Teaching</i> by Joyce Carroll and Edward E. Wilson; <i>Sentence Composing for MS</i>	<i>Acts of Teaching</i> recommended, but lesson can be taught without it; student activity p. 301	Apply to student writing (see recommendation, p. 301)	
All skills from this 6 weeks will be a part of “Putting It All Together”	“Putting It All Together—Point of View and Theme Analysis Using <i>Ozymandias</i> ,” Levels of Thinking, p. 48; 2-3 class periods Foundation Lesson	<i>Ozymandius</i> (provided); any short, complex text could be used	Partner, small-group, whole-class approaches can all be used with this end-of-unit assignment; student activity pp. 49-56	The “Putting It All Together” Lesson would be an appropriate assessment piece since there is plenty of material that would allow for modeling and then independent/small group assessment, but is too much to just give to complete as a “test”	

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Week 5 (continued)

Focus Skill/s	Lesson Title / Page	Texts	Comments	Assessment Suggestion/s	NJWPT Strategy
Mood and Tone Point of View Composition Imagery	Video Project or Alternative Assignment (photo essay), p. 508	Video—students would need access to video camera and materials to build props; TV and VCR on presentation days Photo Essay—each group would need access to a camera and film processing and a music source (tapes/CDs/clips from internet), as well as the opportunity to get out of the classroom to look for subjects to photograph; tape/CD player for music on presentation days	Students are expected to complete one of these projects outside of class, but this could easily be handled as an in-class assignment over the course of the next week (materials for props, cameras, etc. would need to be gathered ahead of time)	Projects to be presented in week six	

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Week 6

Focus Skill/s	Lesson Title / Page	Texts	Comments	Assessment Suggestion/s	NJWPT Strategy
Literary Elements Composition Analysis	Show and analyze students' video compositions or photo-essays		Students could work with groups in class and write essay about their own visual composition	Students select one of the visual compositions and write a full-length essay about how the author has used details, lighting, point-of-view and music to create tone	

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3rd Six Weeks

Week 1

Focus Skill/s	Lesson Title / Page	Texts	Comments	Assessment Suggestion/s	NJWPT Strategy
<p>Close Reading Reading Strategies generalizations</p>	<p>“Comparison/Contrast” pp. 104-105 (1 day) Foundation Lesson</p>	<p><i>Prentice Hall Literature (PHL)</i> – “Song of Myself” p.30 “Two Kinds” p. 15, and “King Arthur” p. 57 (use as triplet for idea/theme connections) <i>PHL</i> - “All Together Now” p. 618, “We Are the World” – song lyrics can be pulled from the Internet, and any Public Service Advertisement (use as triplet for idea/theme connections)</p>	<p>Introduction to argumentative writing. Students will be reading and annotating articles from newspapers/magazines on a current news topic throughout this grading period. Weekly, the students should be engaged in a class discussion about their topics, and they should practice composing thesis statements about their topics. They will write short paragraphs practicing cause and effect, classification, and comparison-contrast strategies. In this lesson students practice comparing and contrasting the ideas and themes presented in 3 different pieces of text.</p>	<p>Students compose general statements comparing and contrasting the ideas and themes presented in 3 different pieces of text.</p>	
<p>Close Reading Reading Strategies author’s purpose fact and opinion</p>	<p>“Fact or Opinion & Author’s Purpose” pp. 148-149. (2 days) Foundation Lesson</p>	<p><i>PHL</i>, “Our Finest Hour” pp. 375-377 <i>PHL</i>, “Stepping Out With My Baby” pp. 431-433 <i>Time</i> (available on-line) <i>Newsweek</i> (available on-line) <i>Teen Newsweek</i> <i>Time for Kids</i> <i>Houston Chronicle</i></p>	<p>Discuss how authors use language devices to achieve particular purposes. Present multiple models. Students can use any nonfiction text to analyze how authors use fact and opinion to achieve a purpose.</p> <ul style="list-style-type: none"> • Make sure students have been exposed to plenty of models of nonfiction to analyze author’s use of fact and opinion. • Students may need to work in small groups before working on an analysis independently. 	<p>Students could bring in their own nonfiction piece and accompanying analysis of the author’s use of fact and opinion to achieve a purpose.</p>	

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3rd Six Weeks

Week 1 (continued)

Focus Skill/s	Lesson Title / Page	Texts	Comments	Assessment Suggestion/s	NJWPT Strategy
Composition Descriptive Literary Elements Imagery	“A Moment in Time – Analyzing a Visual Text” p. 326-327 (1 day) Foundation Lesson	<i>Prentice Hall Writing & Grammar (PHL W&G)</i> , “Analyzing Media Images” p. 195 Jennings’ lesson – “The Story in the Picture” found on EDMIN	This lesson serves as sort of “warm-up” for students in several ways. By bringing a personal photograph, students establish that the photo reveals a memory from their own point of view. It also brings an awareness of the many things the photo does not capture about the memory such as sounds, smells, tastes, and emotions.	Students will compose a “story in a picture” from either a personal photo or another visual image.	
Composition Persuasive (argumentation) -challenge -defend Writing Process	Middle School – “Challenge or Defend” p. 370-372 (2 days) Foundation Lesson	<i>Laying the Foundation (LTF)</i> , <i>Tunes for Bears to Dance To</i> by Robert Cormier (excerpt) p. 371 <i>PHL</i> , “Fable” p. 136, “Thumbprint” p. 137, “If” p. 138 – Persuasive Argument, p. 141 “Appearances Are Destructive” pp. 97-99 from <i>Multicultural Voices</i> Advertisements Print Media Editorials	In argumentative writing, students will either defend, or agree with a position, or they will challenge, or disagree with a position. Before asking students to work on a quotation independently from a text they are reading, give them the samples in <i>LTF</i> , p. 371 as models and do a think aloud on the writer’s use of evidence and interpretation. They can then work in small groups with another quotation to practice writing one or both of the paragraph types.	Students will go through the writing process by composing a letter to a congressperson expressing an opinion on a local community issue or problem. Students will practice this argumentative writing by taking a challenge or defend position based on a controversial statement made by a character from a book they are reading. Follow the guidelines on p. 372, <i>LTF</i> .	

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3rd Six Weeks

Week 2

Focus Skill/s	Lesson Title / Page	Texts	Comments	Assessment Suggestion/s	NJWPT Strategy
Close Reading- Literary Techniques -logical appeals -emotional appeals Grammar -Syntax techniques	Grade Level Lesson - “Interpreting Logical and Emotional Appeals – ‘Letter from Birmingham Jail’” pp. 222-226 (2 days)	“Letter from Birmingham Jail” by Dr. Martin Luther King, Jr. (<i>LTF</i>)	Students continue reading, annotating, and discussing the articles they have been reading on a current issue. Students become acquainted with logical and emotional appeals as rhetorical strategies used in building effective arguments. For a more detailed explanation of logical, emotional, and ethical appeals, refer to <i>LTF</i> , pp. 72-77. The “Letter from Birmingham Jail” provides the students with an excellent model of the effective use of both these strategies.	Student responses to <i>LTF</i> student activity, pp. 224-226.	
Close Reading- Literary Elements -style Literary Techniques -allusion Grammar - Syntax Techniques -repetition	“Analysis of Rhetoric – Persuasion and Argumentation” pp. 156-160 (2 days) Foundation Lesson	“I Have a Dream” speech by Dr. Martin Luther King, Jr. (<i>LTF</i>) <i>PHL</i> – Speech to the Army at San Jacinto – Sam Houston p. TX24 “I Am a Native of North America” pp. 615-617. “Our Juvenile Curfew Is Working” pp.190-191 from <i>Daybook of Critical Reading and Writing</i> (great source)	Students will be closely examining the author’s use of language to create an effect, in this case, persuasion. Using the “I Have a Dream” speech by Martin Luther King, Jr., is an excellent model to work through with the students. Students will, however, need to consume and critique multiple models of texts which exemplify an author’s use of language to achieve particular effects. Using any of the other suggested texts will provide valuable practice in this analysis.	Student responses to <i>LTF</i> student activity, pp. 159-160. Students will write a paragraph analyzing how the author of a restaurant review uses language to convey an image of the restaurant’s atmosphere.	

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3rd Six Weeks

Week 2 (continued)

Focus Skill/s	Lesson Title / Page	Texts	Comments	Assessment Suggestion/s	NJWPT Strategy
<i>(continued)</i>		<ul style="list-style-type: none"> - from “The Long Walk to Freedom” by Nelson Mandela, <i>Language of Literature</i> – McDougal Littell (7th) - Selected poems and writings from <i>Messages to Ground Zero – Children Respond to September 11, 2001</i> <p>“Heroes” p. 30, “Heroes” p. 34, “Talia’s Day” p. 93</p>		Compose poems that deal with the selected current issue topic using one of the rhetorical devices to achieve a desired effect.	
Close Reading Literary Techniques -emotional appeals -logical appeals	“Persuasive Appeals” pp. 154-55 (1 day) Foundation Lesson	PHL – “Independence Hall” pp.604-606 “All Together Now” p. 619 “Appearances Are Destructive” pp. 97-99 from <i>Multicultural Voices</i> from “Titanic” (movie review) pp. 195-196 <i>Daybook of Critical Reading and Writing</i> (great source)	This lesson provides the student with the necessary practice in identifying and more concretely understanding appeals used in argumentation.	The chart students complete on p. 155 in LTF would work well for assessment.	

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3rd Six Weeks

Week 2 (continued)

Focus Skill/s	Lesson Title / Page	Texts	Comments	Assessment Suggestion/s	NJWPT Strategy
Close Reading- Literary Techniques -emotional appeals -logical appeals	Grade Level Lesson, “Analyzing an Argument” pp. 228-231 (1 day)	“The Smallest Dragon Boy” by Anne McCaffrey (<i>LTF</i>) “Ain’t I a Woman” by Sojourner Truth pp. 92-93, <i>Daybook of Critical Reading and Writing</i> –7 th (great source) “Silencing the Sound of Music” pp. 93-94 <i>Daybook of Critical Reading and Writing</i> –6 th (great source)	Students need to understand that argumentation is used in many contexts, and not just in a persuasive piece of text. It becomes important then to expose them to other models in which author’s might use argumentation as a literary technique.	Students create a persuasive speech which supports a position that results from a prompt from one of the selected texts.	
Composition- Persuasive appeals -logical -emotional Writing Process Intro/Body/ Conclusion	Grade Level Lesson - “Using Logical and Emotional Appeals” pp. 462-465. (2 days)	“Letter from Birmingham Jail” by Dr. Martin Luther King, Jr. (<i>LTF</i>) “Gettysburg Address” by Abraham Lincoln “The Eternal Frontier” by Louis L’Amour <i>Daybook of Critical Reading and Writing</i> (great source)	In small groups, students should analyze one of the texts not found in <i>LTF</i> as preparation for creating their own arguments. **While this particular week contains lessons that will likely take more than a week to complete, each lesson will be crucial for students to successfully compose an effective argumentative essay.	Timed writing over an editorial students bring in to class. Students will reread the article, analyze and take notes on the arguments in it and then compose an essay. Students should use one of the prompts from <i>LTF</i> , p. 464 or any others that impose argumentation, and then follow the rest of the guide on pp. 464-465 to develop an effective written argument.	

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Week 3

Focus Skill/s	Lesson Title / Page	Texts	Comments	Assessment Suggestion/s	NJWPT Strategy
<p>Close Reading Point of View</p>	<p>“Point of View” pp. 120-128 (2 days) Foundation Lesson</p>	<p><i>LTF</i>: excerpt from <i>The Confessions of Charlotte Doyle</i> by Avi, Excerpts from <i>The Dark is Rising</i> by Susan Cooper; “Baseball in April” from <i>Living Up the Street</i> by Gary Soto and “Baseball in April” from <i>Baseball in April</i> by Gary Soto; “Johnny Reeves,” “Leonora Sutter,” and “Reynard Alexander” from <i>Witness</i> by Karen Hesse <i>PHL</i> – “Justin Lebo” pp. 346-350; “The Amigo Brothers” pp. 352-358 Writing generated from the “Moment in Time” foundation lesson</p>	<p>The activities in the <i>LTF</i> lesson, pp. 122-128 are excellent. Kids could work in small groups with different texts with the accompanying <i>LTF</i> activities.</p>	<p>Compare the two different points of view that Gary Soto uses in “Baseball in April” from his two different texts. Select a news article written from a third person point of view and using all the same facts and details, rewrite it from a first person point of view.</p>	
<p>Close Reading Inference Connotation Figures of Speech Sound Devices Grammar - Phrases Clauses</p>	<p>Grade Level Lesson - “Nonfiction Analysis – ‘Being Mean’” – 7th pp. 206-211 (1 day)</p>	<p><i>LTF</i>: “Being Mean” from <i>Living Up the Street</i> by Gary Soto <i>PHL</i> – “The Chase” p. 576; “Barrio Boy” p. 611; “Four Skinny Trees” p. 261</p>	<p>This lesson allows students to use all the close reading techniques and to practice the levels of thinking in a carefully planned class discussion. Activities on pp. 207-211 (<i>LTF</i>) provide students with a good model. Other texts could be used as guided practice; students would receive practice needed for independent analysis of nonfiction texts.</p>	<p>Compose a paragraph which explains how Soto develops tone through the use of one or more rhetorical devices such as diction, figurative language, repetition, contrast, or parallelism.</p>	

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Week 3 (continued)

Focus Skill/s	Lesson Title / Page	Texts	Comments	Assessment Suggestion/s	NJWPT Strategy
Composition – Persuasive -challenge -defend	“Using Concession and Counterargument,” pp. 374-376 (1 day) Foundation Lesson	“Silencing the Sound of Music” p. 93-94 <i>Daybook of Critical Reading and Writing</i> - 6 th (great source) Op-Ed Section, <i>Houston Chronicle</i> <i>Teen Newsweek</i> <i>Time for Kids</i>	It is important that students understand concession and counter-argument. Be sure to stress the elements of these as presented on pp. 374-375. (<i>LTF</i>)	Students will locate an editorial that they strongly disagree with and write an opposing editorial using counter-argument as part of response. Students should send these off.	
Composition - Writing Process Intro/Body/ Conclusion Organization Revision style and voice	Grade level lesson - “Writing an Argument,” pp. 466-468 (7 th) (1 day)	PHL W&G – Persuasive Essay, pp. 131-133	Students will practice planning and composing an argumentative essay. The guide on pp. 467-468 (<i>LTF</i>) will aid students in the basic construction of the argumentative essay.	Students should participate in creating a rubric to evaluate the effectiveness of their essays, and then self evaluate this practice essay.	
Composition – Persuasive Essay: challenge or defend using persuasive appeals (logical and emotional) Experiment w/: - sentence variety - figures of speech - literary elements - sound devices - repetition	Middle School - “Writing the Argumentative Essay” pp. 366-367 (2 days) Foundation Lesson	<i>Lessons That Change Writers</i> by Nancie Atwell <i>Why We Must Run with Scissors—Voice Lessons in Persuasive Writing</i> by Barry Lane and Gretchen Bernabei <i>Dr. Jac’s Conclusions</i> by Joyce Armstrong Carroll <i>Nonfiction Craft Lessons</i> by Potalupi & Fletcher	By this time, students should have been exposed to plenty of models of persuasive writing that they have analyzed so they are prepared to compose their own argumentative essay. Mini-lessons can be developed on leads, conclusions, voice, style, and coherence from any of the mentioned sources.	Students will compose a thesis statement on the current issue they have been reading about in news and magazine articles. They will then develop an argumentative essay (draft) based on the facts/opinions and details they have read about in these articles.	

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Week 4

Focus Skill/s	Lesson Title / Page	Texts	Comments	Assessment Suggestion/s	NJWPT Strategy
Composition – Appositives Infinitive phrases Clauses	“Filling in the Blanks – Using Modifiers to Provide Detail,” pp. 358-360 (1 day) Foundation Lesson	<i>PHL W&G</i> – pp. 336-337, Recognizing Adjectives; pp. 348-349, Recognizing Adverbs; pp. 352-353, Distinguish between adjectives and adverbs and write with adjectives and adverbs <i>Image Grammar</i> by Harry Noden	It is important that students have practice using language to achieve a particular purpose, in this case, persuasion. Follow student activity on pp. 359-360 (omit participial phrases) for practice in constructing sentences which contain a variety of modifiers which add detail to the sentence. <i>Image Grammar</i> is also an excellent resource for sentence modeling.	Students will find places in their own essays to make revision in sentences with varied modifiers. (Conferences should follow so students can receive feedback on the effectiveness of revisions.)	
Composition - Writing Process - Revision -sentence combining -precise diction -style (figures of speech)	“Writer’s Workshop Using <i>Night</i> ” pp. 362-365 (2 days) Foundation Lesson	<i>PHL W&G</i> – p. 188 – Highlighting for precise verbs; p. 112, Empty Words – revision; p. 86, “Spy Camera” – vary sentence length; pp. 210, 466-467, Vary sentence beginnings; pp. 434-435, Appositives <i>Sentence Composing in the Middle School</i> by Don Killgallon <i>Image Grammar</i> by Harry Noden	It is not possible to focus on every technique in writing workshop; therefore, the teacher will need to decide which techniques should be the focus for mini-lessons.	Students will find places in their own essays to make revisions. (Conferences should follow so students can receive feedback on the effectiveness of revisions.)	

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Week 4 (continued)

Focus Skill/s	Lesson Title / Page	Texts	Comments	Assessment Suggestion/s	NJWPT Strategy
Composition Writing Process - Revision - precise diction Editing - sentence structure - punctuation	“Revision and Editing Strategies,” pp. 382-385 Foundation Lesson	<i>PHL W&G</i> , Analytic Talk, p. 113 Say Back, p. 188 Clocking, p. 63 <i>Acts of Teaching</i> by Joyce Armstrong Carroll and Eddie Wilson <i>PHL W&G</i> , p. 23, Ratiocination	Use a variety of conferencing strategies during the revising stage of writing. See <i>Acts of Teaching</i> for more choices. Depending on the skill of your students, use the student activities on pp. 384-385 (<i>LTF</i>), or ratiocinate for just those areas that have been stressed.	Students make appropriate revisions in their papers.	
Composition Revision of multiple drafts: Sentence variety Figures of speech Sound devices Sentence pattern imitation	“Style and Voice Workshop,” pp. 390-394 Foundation Lesson	<i>PHL W&G</i> , p. 26, (“be” verbs); p. 87, vivid verbs; p. 272, effective figurative language; p. 282, “Show not Tell” Sentence combining: pp. 426-429, prepositional phrases; pp. 439-442, adjective and adverb clauses <i>Image Grammar</i> by Harry Noden	Use the student activity on pp. 391-392 as a model with the whole class. This model will help students go back into their own paper to make further revisions.	Students make appropriate revisions in their papers.	

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Week 5

Focus Skill/s	Lesson Title / Page	Texts	Comments	Assessment Suggestion/s	NJWPT Strategy
Composition - Revising and editing of multiple drafts	(2 days)		Students continue reading, annotating, and discussing their current issue topic. Students should rewrite their drafts based on revisions from previous week.	Argumentative Essay (revised)	
Diction/tone	(1 day)	News/magazine articles Film/book reviews	Closely examine the language authors use to convey their attitude. Small groups could work on different articles. Students should be looking for literary techniques and devices, as well as rhetorical devices. Because students have been exposed to many models and should have practiced using these techniques and devices in their own writing, they should be competent critics of persuasive writing.	Groups share their articles and identify the author's tone and specific language the author used to convey that tone.	
Outlining	(2 days)	<i>PHL W&G</i> , p. 234, "Matching Draft to Outline"	In preparation of making a speech based on the argumentative essay, students will want to outline the major points from their essays.	Outlines from essays.	

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3rd Six Weeks

Week 6

Focus Skill/s	Lesson Title / Page	Texts	Comments	Assessment Suggestion/s	NJWT Strategy
Imagery	(1day)	News/magazine articles Editorials/Opinion pieces Reviews	Students will meet in small groups and examine the way authors use imagery to convey their attitudes toward the subjects they are writing about.	Students will select one of the articles they read during this unit to analyze and present their analysis to the class.	
Research	(1 day)	Internet	Students will locate photos or other images from the Internet to merge into a PowerPoint presentation that will accompany their speech.	PowerPoint slide show.	
Making a speech from your outline.	(several days)		Students will use their outlines to guide them through their speech. Students should practice giving their speeches to various peers multiple times and seek feedback about using their voices effectively. Students should help create a rubric for their presentations.	Speeches and PowerPoint presentation on current interest topic.	

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4th Six Weeks

Week 1

Focus Skill/s	Lesson Title / Page	Texts	Comments	Assessment Suggestion/s	NJWPT Strategy
	Ongoing – Reading first half of novel out loud with discussion of literary devices author uses to convey theme and tone.	<i>Out of the Dust</i> Laying the Foundation (LTF) <i>Esperanza Rising</i> <i>Roll of Thunder Hear My Cry</i> <i>Z for Zachariah</i>	The reading and analyzing of the selected novel will build on skills from the 1 st six weeks. ** <i>Out of the Dust</i> is a fast read and is integral to some of the following lessons. Consider using this book and adding an additional outside reading as well.		
symbolism irony characterization plot tone theme	Dialectical journals – ongoing	<i>Out of the Dust</i> LTF <i>Esperanza Rising</i> <i>Roll of Thunder Hear My Cry</i> <i>Z for Zachariah</i>	These journals are based on learning from the 1 st six weeks (Dialectical Journals pp. 328-333) At least one journal entry should focus on “strength in adversity.”	Journal entries	
	Writing group poems	Selected novel	See student activity for this small group work on p. 500 – week 1	Group poems (establish a rubric to evaluate quality of poems)	

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4th Six Weeks

Week 2

Focus Skill/s	Lesson Title / Page	Texts	Comments	Assessment Suggestion/s	NJWPT Strategy
	Ongoing – Reading/ discussion/ journaling of selected novel	Selected novel	By this time the novel reading should have moved to outside reading. Discussions should focus on figurative language, sound devices, symbolism, allusion, irony.	Journal entries – especially for figurative language, sound devices and irony. Establish rubric for participation in class discussion. Students write original examples of figurative language, sound devices and irony.	
Close Reading diction	<i>The Best Word for the Job</i> , pp. 78-80 Foundation Lesson	Novel in progress (continue with dialectical journal)	Students may have used the words in the lesson at 6 th grade – substitute new words. <i>TBWFTJ</i> should be utilized throughout the year for vocabulary development and revision/word choice. Use <i>TBWFTJ</i> as a mini lesson leading to the revision of students’ original poetry. (Using Models)	Original poetry with literary devices and revised word choice.	
Composition Writing process Style/voice Literary elements & language	<i>Using Models to Write Poetry</i> pp. 450-453 Grade 7 Lesson	<i>Out of the Dust</i>	Refer to dialectical journals for harvested examples of literary devices and techniques. This lesson will continue into the next week.	Original poetry/ poetic essays with literary devices and revised word choice	

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4th Six Weeks

Week 3

Focus Skill/s	Lesson Title / Page	Texts	Comments	Assessment Suggestion/s	NJWPT Strategy
	Ongoing – using models to write poetry				
	Ongoing – reading and journaling selected novel(s)				
	teacher review lesson on paraphrasing and note taking				
Composition cause/effect research documentation	Interdisciplinary Research Project pp. 408-411 Foundation Lesson	<i>Out of the Dust</i> LTF <i>Esperanza Rising</i> : migrant workers/Caesar Chavez <i>Z for Zachariah</i> : radiation <i>Roll of Thunder, Hear My Cry</i> : civil rights	Students are to choose research topics – research and composition will take place over following weeks. Provide newspaper/magazine articles, books, etc. for students to help them decide on topics.		
Close Reading Syntax techniques Analysis of syntax Annotation	<i>Finding Patterns and Contrasts</i> pp. 134-138 Students will study authors’ word choice and how the usage of patterns effects the tone of each piece. Foundation Lesson	“Some Keep the Sabbath” E. Dickinson From “Speech at the Virginia Convention” Patrick Henry Selected poem(s), speech(es) which have strong patterns and contrasts	Students are asked to analyze: <ul style="list-style-type: none"> • periodic sentences • parallel structures • juxtaposition • repetition The teacher should make a decision as to which of these structures 7 th graders are to tackle. Nursery rhymes, song lyrics, children’s poetry may be good places to start for having students identify these syntactical structures.	Compare/contrast essay Original poetry	

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Week 4

Focus Skill/s	Lesson Title / Page	Texts	Comments	Assessment Suggestion/s	NJWPT Strategy
	Ongoing – reading and journaling selected novel				
	Ongoing – research project	Print and Internet sources			
	Review and practice methods of documentation	MLA Guide	Teacher developed lesson		
	Brainstorm product forms for research projects		Possible forms: Pamphlet – Advice for Farmers Original Dust Bowl stories Maps with directions *Allow students to brainstorm additional alternate products.		

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4th Six Weeks

Week 5

Focus Skill/s	Lesson Title / Page	Texts	Comments	Assessment Suggestion/s	NJWPT Strategy
	Finish reading and annotating selected novel				
	Ongoing work on research paper				
	Teacher review lesson on thesis statements, introductions, conclusions, and using quotations.				
	Review <i>Tips for Timed Writing</i> p. 378		Begin with narrowly focused topics, gradually broadening topics and lengths of assignments with time and experience.		
	Timed Writing preparation p. 500 and writing		Allow students pre-access to the time writing prompt (p. 501). Prompt is based on <i>Out of the Dust</i> but could be adapted.	Student thesis statement and notes Timed essay	
Close Reading	Compare and Contrast pp. 104-105 Foundation Lesson	Misc. related short stories, poems, plays, song lyrics, essays, etc.	You may choose to focus on one aspect of the works such as tone, characters, theme, setting, conflict, images, symbolism, etc. Cooperative groups/pairs may generate more ideas. Teacher may opt to assign a composition as an extension of general statements.	Detailed Venn diagram General statements about the similarities and differences of the works Compare/contrast composition	

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4th Six Weeks

Week 5 (continued)

Focus Skill/s	Lesson Title / Page	Texts	Comments	Assessment Suggestion/s	NJWPT Strategy
Close Reading	<i>The Post Mortem of a Protagonist</i> pp. 94-95 Foundation Lesson	Selected novel Selected short stories, plays, etc.	Students should use notes in dialectical journals. Students may work in pairs or small groups. Teacher may allow misc. literary works and student choice.	Completed body outline with quotes, passages, images, connections, etc.	

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Week 6

Focus Skill/s	Lesson Title / Page	Texts	Comments	Assessment Suggestion/s	NJWPT Strategy
	Presentation of Research Products/End of Unit Celebration		This week also serves as a possible overflow week.		

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5th Six Weeks

Week 1

Focus Skill/s	Lesson Title / Page	Texts	Comments	Assessment Suggestion/s	NJWPT Strategy
<p>Close Reading Annotation of Novel</p>	<p>(Reference can be made to the <i>Laying the Foundation (LTF)</i> lesson for Middle School on Annotation)</p>	<p>Begin reading <i>The Trojan War</i> by Olivia Coolidge Consider using <i>The Lightning Thief</i> by Rick Riordan as a read aloud during the entire unit.</p>	<p>This core text is read for five weeks. Students will annotate important plot developments, conflicts, setting descriptions, and character descriptions and motivations. If review is needed, the following texts may be used independently or in small groups. The four Greek myths in <i>Prentice Hall Literature (PHL)</i> provide good resources for each literary element, but consider saving these for the independent reading selections.</p>	<p>Dialectical journals Tripod/Y charts Annotated text Class discussions</p>	
<p>Characterization (for Annotation)</p>	<p>Characterization review <i>LTF</i> pp. 595-596</p>	<p>Flat/round; direct/indirect: “<i>Rikki-tikki-tavi</i>” <i>PHL</i> p. 464 “<i>Rip Van Winkle</i>” <i>PHL</i> p. 144 Protagonist/antagonist: “<i>Rikki-tikki-tavi</i>” <i>PHL</i> p. 464 Motivations: “<i>Suzy and Leah</i>” <i>PHL</i> p. 512</p>	<p>Use these texts to review characterization, if needed.</p>		

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5th Six Weeks

Week 1 (continued)

Focus Skill/s	Lesson Title / Page	Texts	Comments	Assessment Suggestion/s	NJWPT Strategy
Conflict (for Annotation)	Conflict review <i>LTF</i> p. 599	<i>PHL</i> p. 919 “A Man and a Boy” <i>PHL</i> , p. 210 “A Day’s Wait” <i>PHL</i> p. 72	Use these texts to review conflict, if needed.		
Setting (for Annotation)	Setting review <i>LTF</i> p. 600	<i>PHL</i> , p. 924 “All Summer in a Day” <i>PHL</i> , p. 288 “The Third Level” <i>PHL</i> , p. 52	Use these texts to review setting descriptions if needed.		
Independent Reading	Independent reading of self-selected Greek myth	Any myth in <i>PHL</i> or <i>Myths and Legends (PH adoption)</i> . The <i>Elements of Literature</i> textbook is a resource for myths.	Student should become a “specialist” in selected myth in preparation for presentation.	Students create posters or PowerPoint presentations about selected myth. <i>LTF</i> p. 510.	
Plot	Freytag Pyramid of plot development <i>LTF</i> pp. 598-599	<i>PHL</i> pp. 463 and 923	Review the Freytag Pyramid (plot diagram) using any alternate text.		
Close Reading Inference Figures of Speech	“Making the Abstract Concrete” <i>LTF</i> p.204 Grade Level Lesson	Excerpt from <i>Tunes for Bears to Dance To</i> by Robert Cormier, <i>LTF</i> p. 205 Alternate texts with rich figurative language		Students select abstract words and make comparisons to something concrete.	
Close Reading Irony	“Irony Scavenger Hunt” <i>LTF</i> p. 130 Foundation Lesson Middle School	<i>LTF</i> pp. 605-606 (notes) “After Twenty Years” <i>PHL</i> p. 453	Review types of irony. If time permits, complete the scavenger hunt on pp. 132-133.	Timed writing <i>LTF</i> p. 510	

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Week 2

Focus Skill/s	Lesson Title / Page	Texts	Comments	Assessment Suggestion/s	NJWPT Strategy
Close Reading Annotation		Continue reading <i>The Trojan War</i>		Dialectical journals Tripod/Y charts Annotated text Class discussions	
Composition Expository (Analytical) Close Reading Archetypes Theme	“Myths, Legends, and Archetypes” <i>LTF</i> pp. 438-446 Grade Level Lesson	Varied myths and folk tales from <i>PHL</i> or alternate texts	Use student activity page on pp. 443-444 to create anchor chart of films/stories students know which use archetypes listed.	Students will compose a short piece that explores the relationship between an ancient myth or folk tale and real life. Students will interpret setting elements, characters, and the events in the story as something that is still universal to human life,	
Composition Writing Process Imaginative Story Close Reading Inference Story Elements Generalizations	“The Archetypes in Folklore and Mythology” <i>LTF</i> p. 445	“Priscilla and the Wimps” <i>Sixteen</i> Cinderella examples <i>Bitter with Baggage Seeks Same</i> “Noah’s Ark” example <i>The Book of Bunny Suicides</i> <i>Jason and the Argonauts</i> video <i>Clash of the Titans</i> video	Students read/view any five archetypal stories and complete chart. This graphic organizer of the stories the students read provides them with a good foundation in archetypes that they can then carry into their original stories.	Write an original archetypal story <i>LTF</i> p. 446 Use rubric on pp. 441-442	

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Week 2 (continued)

Focus Skill/s	Lesson Title / Page	Texts	Comments	Assessment Suggestion/s	NJWPT Strategy
<i>(continued)</i>		Disney's <i>Hercules/Tall Tale/American Legends</i> videos <i>Helen of Troy</i> video Wishbone's <i>Hercules Unleashed</i> video			
Composition Revision	"Writing Workshop" <i>LTF</i> p. 386 Foundation Lesson		Lesson introduced in 1 st and 2 nd six weeks. Use "Writing Workshop" to revise initial archetypal draft.		
Composition Revision of Multiple Drafts: Sentence Variety Figures of Speech Sound devices Sentence Pattern Imitation	"Style and Voice Workshop" <i>LTF</i> p. 390 Foundation Lesson	<i>Image Grammar</i> by Harry Noden	Lesson introduced in 2 nd six weeks. Use "Style and Voice Workshop" to revise initial archetypal draft.	Assess the progress of the students on the drafts of their original stories.	
Composition Appositives Infinitive Phrases Clauses	"Filling in the Blanks – Using Modifiers to Provide Detail" <i>LTF</i> p. 358	Phrase Toolbox <i>LTF</i> p. 272	Lesson introduced in 2 nd six weeks. Use "Filling in the Blanks" to revise initial archetypal draft.	Final draft of stories	

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Week 3

Focus Skill/s	Lesson Title / Page	Texts	Comments	Assessment Suggestion/s	NJWT Strategy
	Continue reading of <i>The Trojan War</i>			Dialectical journals Tripod/Y charts Annotation of text Class discussions	
Composition Multiple Modes Expressive Imaginative Figures of Speech Close Reading Archetypes Flat/Round Characters	“Personal Archetype (Mandala) Project” <i>LTF</i> pp. 402-406 Foundation Lesson	Using any Greek myth character and a character from <i>The Trojan War</i> will help in completing the connection to literature mandala and poem and will provide better continuity to the Greek unit.	If short on time, consider skipping the actual drawing of the mandala (# 6, 7, 8 on p. 406) for self, but complete all other parts for the literary character.	Use the Personal Archetype Project Rubric in <i>LTF</i> pp. 403-404.	
Characterization	Review characterization: antagonist/protagonist, flat/round characters, and character motivation		In preparation for the writing assignment, review characterization from Week 1.		

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Week 3 (continued)

Focus Skill/s	Lesson Title / Page	Texts	Comments	Assessment Suggestion/s	NJWPT Strategy
Story Elements Literary Techniques	Review elements of plot: conflict, flashback, foreshadowing, suspense, and alternating point of view	<p>Conflict: <i>Prentice Hall Writing & Grammar (PH W&G)</i> p. 56 “A Day’s Wait” <i>PHL</i> p. 72 “A Boy and a Man” <i>PHL</i> p. 210</p> <p>Foreshadowing: “After Twenty Years” <i>PHL</i> p. 453</p> <p>Suspense: “Showing Amanda the Ropes” <i>PH W&G</i> p. 90 “The Highway Man” <i>PHL</i> p. 300 “The Dying Cowboy” <i>PHL</i> p. 306</p> <p>Point of view: <i>PHL</i> p. 345 www.three.org</p>	In preparation for the writing assignment, review listed literary elements, if needed. These texts may be used independently or in small groups. Use fairy tales from alternate points of view like <i>The True Story of the Three Little Pigs</i> .		
	Review use of punctuation and paragraphing to create dialogue	<i>PH W&G</i> pp. 88, 781			
Composition	Writing assignment <i>LTF</i> p. 511				

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Week 4

Focus Skill/s	Lesson Title / Page	Texts	Comments	Assessment Suggestion/s	NJWPT Strategy
	Continue reading of <i>The Trojan War</i>			Dialectical journals Tripod/Y charts Annotated text Class discussions	
Composition Multiple Modes Expressive Imaginative Drafting Figures of Speech Sound Devices Close Reading Point of View Setting Tone	“So You Want to Be an Author? A Lesson in Oral Interpretation and Impromptu Writing” <i>LTF</i> pp. 398-401 Foundation Lesson Middle School	Any fairy tale, tall tale, or myth	Omitting this lesson would not interfere with any of the following lessons. Using any Greek myth, instead of a fairy tale, would provide better continuity to the Greek unit.	<i>LTF</i> p. 399-401	

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Week 4 (continued)

Focus Skill/s	Lesson Title / Page	Texts	Comments	Assessment Suggestion/s	NJWPT Strategy
<p>Composition - Multiple Modes Expressive Imaginative Introduction/ Body/ Conclusion</p> <p>Close Reading Inference Literary Elements Literary Techniques Literary Forms Fiction Drama Research</p>	<p>“Greek Mythology” <i>LTF</i> pp. 456-461 Grade Level Lesson</p>	<p>Level 1: “In the Beginning” <i>Elements of Literature (EOL)</i> pp. 460-464</p> <p>Level 2: <i>EOL</i> p. 459 or <i>Myths & Legends (PH adoption)</i> pp. 3-4</p> <p>Level 4: <i>EOL</i> p. 501 or <i>PHL</i> p. 854 or <i>Myths & Legends</i> p. 21</p> <p>Level 8: Use “After the Earth Appeared” <i>EOL</i> pp. 467-468 or use any Greek myth</p> <p>Level 9: <i>EOL</i> pp. 512-517 or <i>Myths & Legends</i> pp. 47-49 or “Helen of Troy” video or “Troy” video</p>	<p>In order for students to complete this major assignment, it is imperative to surround students with numerous resources! Bring texts from the library into the classroom, have the Internet available, and permit groups to conduct research in the library.</p> <p>On Level 8, students can use any Greek myth. Students can translate the myth into play form, write an original script, and present the play.</p> <p>On Level 9, use various sources and choose one event from The Trojan War to compare.</p>	<p>Status of the class and daily group grades are suggested.</p> <p>Consider having groups present each level as it is completed.</p>	

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Week 5

Focus Skill/s	Lesson Title / Page	Texts	Comments	Assessment Suggestion/s	NJWT Strategy
	Complete reading of <i>The Trojan War</i>			Check final entries in dialectical journal. Check annotation of text. Class discussion.	
Composition (same skills as listed from Week 4)	Continue “Greek Mythology” <i>LTF</i> pp. 456-461 Grade Level Lesson				
Composition Prewriting (Planning)	Complete “Myth-Making Planning Sheet” <i>LTF</i> p. 461		Directions given in <i>LTF</i> are unclear. Better to use the planning sheet when writing the original myth on Level 6 on p. 459.		
Composition Drafting (Timed)	Timed Writing Prompt <i>LTF</i> p. 511	“The Wanderings of Odysseus” <i>Myths and Legends</i> p. 511 Labors of Hercules – Internet information	Prompt may need to be revised if students do not read about Odysseus. Choose another Trojan War character or any mythological character, like Hercules.	Timed Writing Prompt <i>LTF</i> p. 511	

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Week 6

Focus Skill/s	Lesson Title / Page	Texts	Comments	Assessment Suggestion/s	NJWT Strategy
Close Reading Characterization Symbolism	“The Post-Mortem of a Protagonist” <i>LTF</i> p. 94 Foundation Lesson	<i>The Trojan War</i>	Use Achilles, Odysseus, or any major character from <i>The Trojan War</i> text to complete the post-reading autopsy.	Generate a rubric. Possible scoring: 12 parts x 8 points = 96 points + 4 points for presentation.	
Culminating Activity for Greek Mythology Unit	Greek Feast & Celebration <i>LTF</i> p. 458		Celebrate the end of the unit with Greek food and costumes.		

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Week 1

Focus Skill/s	Lesson Title / Page	Texts	Comments	Assessment Suggestion/s	NJWPT Strategy
Annotation of Novel	Begin reading and annotating <i>Woodsong</i> , by Gary Paulsen Annotation introduced 1 st Six Weeks <i>Laying the Foundation (LTF)</i> p. 82 approx. 3 weeks		<i>Woodsong</i> provides good example of collection of narratives. This will be foundation for Personal History Project. Review annotation of a text	Annotation of text Class discussions	
Oral Research Narrative Composition	Personal History Project approx. 4 weeks	“I Am ...” poem	Interview parents/family members. Use tape recorder/notes to collect stories, anecdotes, events, traditions, events, places, etc. about what is important to their family. Students will be making a “collection” of narratives for final product.	Short narrative, retelling a story told by another family member	

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Week 2

Focus Skill/s	Lesson Title / Page	Texts	Comments	Assessment Suggestion/s	NJWPT Strategy
	Continue reading <i>Woodsong</i>		Students will continue to gather family stories, anecdotes for Personal History Project. Discuss Paulsen’s use of figurative language and characterization	Annotation of text Class discussions	
Close Reading Simile Metaphor Personification Inference Paraphrasing Character Denotation/ Connotation	“Analysis of Figurative Language” <i>LTF</i> pp. 196-198	<i>The Year of Impossible Goodbyes</i> Chapter 1—Sook Nyul Choi Selected poems/short stories from <i>Prentice Hall Literature (PHL)</i> to support analysis of figurative language.	Use Student Activity Page to understand author’s use of figurative language <i>LTF</i> pp. 197-198	Students find examples of figurative language (similes, metaphors, personification) in other pieces of writing to analyze author’s meaning	
Close Reading Character Imagery Diction Structural Elements of Composition (Use of Quotes, Evidence)	“Character Analysis” <i>LTF</i> pp.192-195	<i>Tunes for Bears to Dance To</i> —Robert Cormier *Any suitable passage of fiction, nonfiction, poetry, or drama can be adapted to this lesson.	Use Student Activity Page to show author’s use of characterization through diction and imagery <i>LTF</i> pp. 193-195	Continue writing short narratives for Personal History. Have students submit examples of incorporating figurative language/ characterization appropriately.	

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Week 3

Focus Skill/s	Lesson Title / Page	Texts	Comments	Assessment Suggestion/s	NJWPT Strategy
	Complete reading of <i>Woodsong</i>			Annotation of text Class discussions	
Close Reading Inference Author's Purpose Metaphor/ Simile Allusion Use of Internet and Print Sources Text Analysis	"Figurative Language– Seventh Grade" <i>LTF</i> pp. 200-202 2-3 days	<i>"Seventh Grade" PHL</i> p. 122	Use Student Activity Page for analysis of allusion, metaphor, and simile in the text <i>LTF</i> pp. 201-202	Class discussions	
Composition	Editing/Polishing "Personal History" Stories 2 days in-class and out-of-class time		Have students use example from <i>"Seventh Grade"</i> to show lesson(s) learned from different stories collected for their oral history. Have students begin to collect pictures to include in Personal History.	Add a section to Personal History for lesson about life or self from hearing/writing a particular story.	

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Week 4

Focus Skill/s	Lesson Title / Page	Texts	Comments	Assessment Suggestion/s	NJWPT Strategy
	Complete Personal History Project		Students will take home Personal History Project to have parent/ family comment on them in writing. Return with comments as part of overall assessment of project	Parent/Family Comment Sheet (teacher designed); Rubric for Personal History Project should include students incorporating figurative language, imagery for characterization	
	“Reading Day” 1 day		Students will share their books with each other. Students may want to bring a favorite family snack to share with the class.		
	Connection with text— selected short stories 2-3 days	Two Kinds from <i>The Joy Luck Club</i> PHL p. 14 “My Furthest Back Person” PHL p. 38 “Suzy and Leah” PHL p. 512 “The Night the Bed Fell” PHL p. 279 “Papa’s Parrot” PHL p. 480 Any short stories about family and home	Students may need to read short stories selections outside of class due to time constraints.	Class discussions	

(continued)

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Week 4 (continued)

Focus Skill/s	Lesson Title / Page	Texts	Comments	Assessment Suggestion/s	NJWPT Strategy
Close Reading Interpreting a Passage with Multiple Meanings	“Understanding Shakespeare” <i>LTF</i> pp. 212-216 Foundation Lesson 2 days	Any short passage from Shakespeare	Students can work in pairs to paraphrase poem <i>LTF</i> pp. 213-217	Class discussions	
Close Reading Using Context to Interpret Vocabulary	“Pre 19 th Century Nonfiction” <i>LTF</i> pp. 218-220 1 day		If time does not permit this lesson to be completed, it will not have an overall impact on future lessons. Students could complete the lesson independently.	Written response to question <i>LTF</i> p. 220	
Composition	1 day		Write about the similarities between various families read about and own family. What are common elements that make a family work?	Rubric for Timed Writing <i>LTF</i> p. 489 Timed Writing <i>LTF</i> p. 514	

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Week 5

Focus Skill/s	Lesson Title / Page	Texts	Comments	Assessment Suggestion/s	NJWPT Strategy
Levels of Thinking Review of Literary Elements, Figures of Speech, Sound Devices, Literary Techniques, Sentence Structure, Elements of Composition	“Putting It All Together: ‘The Sound of Summer Running’” <i>LTF</i> pp. 58-67 2 days		An all-encompassing lesson reviewing Levels of Thinking, Grammar, and Composition. Use Student Activity Page <i>LTF</i> pp. 59-67 Use only questions that suit your class and time constraints.	Dialectical Journal Composition <i>LTF</i> p. 67	
Composition Composition Process Personal Narrative Style/Voice Inferencing Generalization Literary Elements Symbolism Antithesis	“Origami House Project” <i>LTF</i> pp. 412-423 Foundation Lesson 2-3 days	“Abandoned Farmhouse”— Ted Kooser <i>LTF</i> p. 421 any poems about home Sound bites for songs about home: “Our House” Crosby, Stills and Nash “Take Me Home Country Roads” John Denver “Home Again” Carole King “Homeward Bound” Simon/Garfunkel	Ask students to find music, song lyrics, and/or poems about the theme of home. Use songs as part of prewriting, allowing 2-3 minutes of free-write about “home.”	Poem about self modeled after Kooser’s poem (first stanza) <i>LTF</i> p. 422 Origami House Project <i>LTF</i> p. 422 Rubrics <i>LTF</i> pp. 415-416	

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Week 6

Focus Skill/s	Lesson Title / Page	Texts	Comments	Assessment Suggestion/s	NJWPT Strategy
<p>Levels of Thinking will encompass all skills touched on during this grading period, as well as those previously introduced</p>	<p>“Putting It All Together—Tone Analysis Using ‘<i>By the Waters of Babylon</i>’ or ‘<i>The Tell-Tale Heart</i>’” <i>LTF</i> pp. 40-47 Foundation Lesson 2 days</p>		<p>An all-encompassing lesson to reinforce students’ abilities to form connections with all aspects of language study—close reading, grammar, composition, thinking. Use Student Activity Page <i>LTF</i> pp. 41-47. You do not need to do all the questions; use only those questions that suit your class and time constraints.</p>	<p>“Putting It All Together” can be used in pieces as an assessment tool</p>	
<p>Composition</p>	<p>Writing Workshop Prompts <i>LTF</i> p. 46 2 days</p>		<p>Have students work in partners for Revision Workshop. Use Revision Workshop handout <i>LTF</i> p. 47 Students may need to work on essay outside of class.</p>	<p>Essay—In-class write</p>	