

ARTS IN MOTION CHARTER SCHOOL | 7th Grade ELA CURRICULUM MAP

Projects	Essential Questions	Enduring Understandings	Cognitive Skills	CCSS	Final Product
Cultural Narratives Project	<ul style="list-style-type: none"> Why is it important to tell my story? What has influenced my culture and who have I become? 	<ul style="list-style-type: none"> Authors use specific tools and devices to make their writing engaging and meaningful. Each individual is a unique combination of their past, their culture, and their environment. By telling our own stories and hearing other people's stories, we create a more diverse and open-minded community. 	<ul style="list-style-type: none"> Conventions Development Narrative Norms / Active Listening Theme/Central Idea Word Choice 	<ul style="list-style-type: none"> CCSS.ELA-LITERACY.L.7.1 CCSS.ELA-LITERACY.L.7.2 CCSS.ELA-LITERACY.L.7.3 CCSS.ELA-LITERACY.RL.7.1 CCSS.ELA-LITERACY.RL.7.2 CCSS.ELA-LITERACY.RL.7.3 CCSS.ELA-LITERACY.RL.7.4 CCSS.ELA-LITERACY.W.7.3 CCSS.ELA-LITERACY.W.7.5 	<ul style="list-style-type: none"> Two Narratives Dialectical Journal
Roman Society Debate	<ul style="list-style-type: none"> How did the government of the Roman Republic solve problems of the empire? What makes a society like Rome just? How can one constructively debate with my peers? 	<ul style="list-style-type: none"> Democracy is the most popular form of government today. Different countries have varying degrees of democracy, and many countries still struggle with ensuring that as many people as possible participate in government. The government of Ancient Rome is often referred to as the first "democracy" in the world, and in comparison to other governments at the time, the Roman government, particularly its Senate, is considered revolutionary by many historians. 	<ul style="list-style-type: none"> Discussion / Contribution Explanation of Evidence Norms / Active Listening Preparation Selection of Evidence 	<ul style="list-style-type: none"> CCSS.ELA-LITERACY.L.7.1 CCSS.ELA-LITERACY.L.7.2 CCSS.ELA-LITERACY.L.7.3 CCSS.ELA-LITERACY.RI.7.1 CCSS.ELA-LITERACY.RI.7.2 CCSS.ELA-LITERACY.RI.7.6 CCSS.ELA-LITERACY.SL.7.1 CCSS.ELA-LITERACY.W.7.1 	<ul style="list-style-type: none"> Roman Debate Talking Points
Middle Ages Project	<ul style="list-style-type: none"> How can I learn about the world at the time of the middle ages and share my learning with others? 	<ul style="list-style-type: none"> Every region of the world is constantly changing and making meaningful contributions to the world. Regions of the world influence one another and always have a range of similarities and differences to one another. 	<ul style="list-style-type: none"> Explanation of Evidence Informational/Explanatory Thesis Integration of Evidence Introduction and Conclusion Multimedia in Written Production Norms / Active Listening Selection of Evidence 	<ul style="list-style-type: none"> CCSS.ELA-LITERACY.L.7.1 CCSS.ELA-LITERACY.L.7.2 CCSS.ELA-LITERACY.L.7.3 CCSS.ELA-LITERACY.RI.7.1 CCSS.ELA-LITERACY.RI.7.2 CCSS.ELA-LITERACY.RI.7.8 CCSS.ELA-LITERACY.W.7.1 CCSS.ELA-LITERACY.W.7.6 CCSS.ELA-LITERACY.W.7.8 	<ul style="list-style-type: none"> Five Paragraph Essay (Middle Ages in __) Group Portal Website
¿Quien Soy?: Through the Eyes of the Aztecs & Conquistadors	<ul style="list-style-type: none"> How is history written? How do we know which version of a story to believe? What really happened during the Spanish conquest of the Aztecs? 	<ul style="list-style-type: none"> History is a STORY told from various perspectives, not a set of unchanging facts in a textbook. The stories we tell about our past are often written by the victors and other perspectives get lost or forgotten. When we read conflicting accounts of a historical event, we need to keep in mind what makes each account believable or biased. 	<ul style="list-style-type: none"> Conventions Narrative Oral Presentation Point of View/Purpose Theme/Central Idea Word Choice 	<ul style="list-style-type: none"> CCSS.ELA-LITERACY.RI.7.3 CCSS.ELA-LITERACY.W.7.3 CCSS.ELA-LITERACY.W.7.5 CCSS.ELA-LITERACY.W.7.9 	<ul style="list-style-type: none"> Primary Source Analysis Narrative Narrative Presentation

		<ul style="list-style-type: none"> The Aztec perspective of the Spanish conquest is vastly different from the Spanish perspective. We must carefully read BOTH accounts and acknowledge BOTH perspectives to get a balanced idea of what really happened! 			
From Book to Screen	<ul style="list-style-type: none"> How do people form artistic opinions when they see a story presented two different ways? 	<ul style="list-style-type: none"> Everyone has different opinions about works of art, such as novels and films, and in order to have meaningful conversations about such art, critics must be able and willing to examine works analytically, finding common language to describe how the artists tell their stories, whether on the page or on the screen. 	<ul style="list-style-type: none"> Comparing/ Contrasting Conventions Development Norms / Active Listening Preparation Theme/Central Idea Word Choice 	<ul style="list-style-type: none"> CCSS.ELA-LITERACY.L.7.1 CCSS.ELA-LITERACY.L.7.2 CCSS.ELA-LITERACY.L.7.3 CCSS.ELA-LITERACY.RL.7.1 CCSS.ELA-LITERACY.RL.7.2 CCSS.ELA-LITERACY.RL.7.3 CCSS.ELA-LITERACY.W.7.1 	<ul style="list-style-type: none"> Dialectical Journal Book to Screen Comparative review Literature Circle
Justice & Injustice In Our Community	<ul style="list-style-type: none"> What is justice? How do we know something is unjust? What is the most effective way to address acts of injustice in our society today? 	<ul style="list-style-type: none"> The concepts of justice and injustice are complex. People in different time periods and countries across the world have had different ideas of what a just and unjust act are. Our worldview and morals are often defined by what we think is just or "fair." However, in many situations, it can be hard to determine exactly what is "fair" or "just." Addressing acts of injustice in the past has historically been difficult but has resulted in progress in our society. 	<ul style="list-style-type: none"> Argumentative Claim Introduction and Conclusion Making Connections & Inferences Multimedia in Oral Presentation Organization (Transitions, Cohesion, Structure) Point of View/Purpose Selection of Evidence 	<ul style="list-style-type: none"> CCSS.ELA-LITERACY.L.7.1 CCSS.ELA-LITERACY.L.7.2 CCSS.ELA-LITERACY.L.7.3 CCSS.ELA-LITERACY.RI.7.1 CCSS.ELA-LITERACY.RI.7.2 CCSS.ELA-LITERACY.RI.7.5 CCSS.ELA-LITERACY.RI.7.6 CCSS.ELA-LITERACY.SL.7.1 CCSS.ELA-LITERACY.W.7.1 CCSS.ELA-LITERACY.W.7.7 	<ul style="list-style-type: none"> Research Point of View Graphic Organizer Making Connections and Inferences Task Civic Action Letter Final Draft Presentation
Exploring the Arguments of the Scientific Revolution	<ul style="list-style-type: none"> How did the discoveries during the Scientific Revolution create tensions with the Catholic Church? 	<ul style="list-style-type: none"> The knowledge gained during the Scientific Revolution was challenged by the Catholic Church due to conflicting beliefs about the natural world, but has since changed how people view the world. 	<ul style="list-style-type: none"> Informational/Explanatory Thesis Oral Presentation Point of View/Purpose Selection of Evidence 	<ul style="list-style-type: none"> CCSS.ELA-LITERACY.L.7.1 CCSS.ELA-LITERACY.L.7.2 CCSS.ELA-LITERACY.L.7.3 CCSS.ELA-LITERACY.RI.7.1 CCSS.ELA-LITERACY.RI.7.2 CCSS.ELA-LITERACY.RI.7.5 CCSS.ELA-LITERACY.RI.7.6 CCSS.ELA-LITERACY.W.7.2 	<ul style="list-style-type: none"> Written Screenplay Screenplay Performance
Humanities Capstone	<ul style="list-style-type: none"> How can understanding the story of someone from the past help you understand your own? 	<ul style="list-style-type: none"> Stories do many things for us: they help us understand and relate to each other, as well as explain and understand the past and how it impacts the present. By the end of this project you should understand the power stories have to share information and how we use them to share ourselves with the world 	<ul style="list-style-type: none"> Conventions Introduction and Conclusion Making Connections & Inferences Multimedia in Oral Presentation Organization (Transitions, Cohesion, Structure) 	<ul style="list-style-type: none"> CCSS.ELA-LITERACY.L.7.1 CCSS.ELA-LITERACY.L.7.2 CCSS.ELA-LITERACY.L.7.3 CCSS.ELA-LITERACY.RL.7.1 CCSS.ELA-LITERACY.RL.7.2 CCSS.ELA-LITERACY.RL.7.3 CCSS.ELA-LITERACY.RL.7.6 CCSS.ELA-LITERACY.W.7.5 	<ul style="list-style-type: none"> Connections Essay Visual Representation

ARTS IN MOTION CHARTER SCHOOL | 7th Grade ELA UNIT PLAN

Project	Cultural Narrative Project
Suggested Time	<ul style="list-style-type: none"> ● 5 WEEKS
Essential Questions	<ul style="list-style-type: none"> ● Why is it important to tell my story? ● What has influenced my culture and who have I become?
Enduring Understandings	<ul style="list-style-type: none"> ● Authors use specific tools and devices to make their writing engaging and meaningful. ● Each individual is a unique combination of their past, their culture, and their environment. ● By telling our own stories and hearing other people's stories, we create a more diverse and open-minded community.
Cognitive Skills	<ul style="list-style-type: none"> ● Conventions ● Development ● Narrative ● Norms / Active Listening ● Theme/Central Idea ● Word Choice
Focus Areas	<ul style="list-style-type: none"> ● Audience & purpose 1
	<ul style="list-style-type: none"> ● CCSS.ELA-LITERACY.L.7.1 ● CCSS.ELA-LITERACY.L.7.2 ● CCSS.ELA-LITERACY.L.7.3

CCSS	<ul style="list-style-type: none"> ● CCSS.ELA-LITERACY.RL.7. ● CCSS.ELA-LITERACY.RL.7. ● CCSS.ELA-LITERACY.RL.7.3 ● CCSS.ELA-LITERACY.RL.7.4 ● CCSS.ELA-LITERACY.W.7.3 ● CCSS.ELA-LITERACY.W.7.5
Checkpoints	<ul style="list-style-type: none"> ● Literature Circles ● Narrative #1 Outline ● Narrative #2 Outline ● Theme Practice
Final Product	<ul style="list-style-type: none"> ● Two Narratives ● Dialectical Journal

ARTS IN MOTION CHARTER SCHOOL | 7th Grade ELA LESSON PLAN

Project	Cultural Narrative Project	Essential Questions	<ul style="list-style-type: none"> ● Why is it important to tell my story? ● What has influenced my culture and who have I become? 	Final Product	<ul style="list-style-type: none"> ● Two Narratives ● Dialectical Journal
----------------	----------------------------	----------------------------	--	----------------------	---

Checkpoint	Literature Circles
Cognitive Skills	<ul style="list-style-type: none"> ● Development ● Norms / Active Listening ● Theme/Central Idea ● Word Choice
Objective	<ul style="list-style-type: none"> ● Participate in literature circles to practice the cognitive skills of word choice, theme, and development. Ensure you are an active group member.
Activities	<ul style="list-style-type: none"> ● Literature Circle 1(see attached sample) ● Literature Circle 2 ● Literature Circle 3
Resources	<ul style="list-style-type: none"> ● Theme information sheet

	<ul style="list-style-type: none">● Audio book- House on Mango Street● PDF- House on Mango Street
Assessment	<ul style="list-style-type: none">● Performance task assessment using cognitive skills (See attached Sample)

Directions:

- Choose a facilitator for each category and a recorder
- Have the Recorder share this document with all members of Literature Circle and teachers:
- (Individually) Go to the category that you are facilitating.
- Highlight **TWO** of the questions you would like to ask the group.
- Share these with your group. Make sure everyone **highlights** the questions you shared.
- Then, individually, answer **ONE highlighted** question from the PLOT, SETTING, & CHARACTER categories. (*You do NOT need to answer Word Choice or Theme - just use your journals!*)

CATEGORY	SUGGESTED DISCUSSION QUESTIONS
PLOT	<ol style="list-style-type: none"> 1. What are the most important events so far? 2. Have there been any surprises or significant changes in the plot? 3. How have these events influenced characters or theme? 4. What do you predict will happen next?
SETTING	<ol style="list-style-type: none"> 1. Where does the book take place? In what time period? 2. What are some characteristics of the time period? (<i>think social class, race, etc.</i>) 3. How does the setting influence how the characters think? 4. What connections can we make to our own communities?
CHARACTER	<ol style="list-style-type: none"> 1. What do we know (factually) about the main character? 2. What are their personality traits? 3. What motivates them? 4. What are their primary opportunities and challenges?
WORD CHOICE	<ol style="list-style-type: none"> 1. What are some significant words in the book? 2. What does this word tell us about the main character(s)? 3. How does it connect to other characters or a theme? 4. What do we think the title means?
THEME	<ol style="list-style-type: none"> 1. What are the main themes - repeated words, phrases, or ideas - so far? 2. What message or moral is linked to each theme? 3. What do these themes tell us about the characters? 4. How does each theme contribute to our understanding of how people react and respond to one another?

Discuss and record (Recorder)

Chapter: Laughter

1. Summarize this section in **2 sentences**.

TYPE HERE

2. What is the main issue/problem/conflict that the main character is dealing with? How do you know?

TYPE HERE

3. Choose a word that is powerful or impactful. What does this word reveal to you about the character, tone, or theme?

TYPE HERE

Chapter: Louie, His Cousin & His Other Cousin

1. Summarize this section in **2 sentences**.

TYPE HERE

2. What is the main issue/problem/conflict that the main character is dealing with? How do you know?

TYPE HERE

3. Choose a word that is powerful or impactful. What does this word reveal to you about the character, tone, or theme?

TYPE HERE

Chapter: Those Who Don't

1. Summarize this section in **2 sentences**.

TYPE HERE

2. What is the main issue/problem/conflict that the main character is dealing with? How do you know?

TYPE HERE

3. Choose a word that is powerful or impactful. What does this word reveal to you about the character, tone, or theme?

TYPE HERE

Chapter: There Was an Old Woman She Had So Many Children She Didn't Know What to Do

1. Summarize this section in **2 sentences**.

TYPE HERE

2. What is the main issue/problem/conflict that the main character is dealing with? How do you know?

TYPE HERE

3. Choose a word that is powerful or impactful. What does this word reveal to you about the character, tone, or theme?

TYPE HERE

During your literature circles, your teacher will assess you and your peers on the following skills:

- Theme/Central Idea
- Development
- Word Choice
- Norms/Active Listening

As you discuss in Literature Circles with your group, your teacher will give you written and/or spoken feedback on these scores.

[First Name Last Name]

Humanities - Cultural Narratives Project

STORY #1:

PUT YOUR TITLE HERE

[Paste Story #1 HERE - Erase this text after putting your story in]

*Make sure to add photos, decorations, and whatever else you need to add in order to make your story collection represent you!

STORY #2:
PUT YOUR TITLE HERE

[Paste Story #2 HERE - Erase this text after putting your story in]

Cultural Narrative Rubric

Cog Skill: Narrative

<u>1</u> Incomplete	<u>2</u> Not Passing	<u>3</u> Passing	<u>4</u> Strong Performance for 7th Grade	<u>5</u> Above Grade
Orientation, storyline, and/or organization of experiences, events, and/or steps is unclear or missing . (Work is missing)	Orientation, storyline, and/or organization of experiences, events, and/or steps are loosely established ; experience/event/step sequence may not be logical or unfolds awkwardly ; conclusion may be missing .	Orientation (including point of view), storyline, and/or organization of experiences, events, and/or steps are clearly established ; organizational sequence is logical or unfolds naturally ; narrative techniques are primarily limited to description and/or dialogue ; conclusion may be weak .	Orientation (including point of view), storyline, and/or organization of experiences, events, and/or steps are clearly established; organizational sequence is logical, coherent , and/or unfolds naturally; where appropriate, multiple narrative techniques are used (e.g., description, dialogue, pacing, or reflection); description includes some precise vocabulary and some details and/or sensory language ; conclusion generally follows from the narrated experiences/events/steps .	Same as 4, plus...where appropriate, vivid details and sensory language; conclusion clearly follows from the narrated experiences/events/steps.

Cog Skill: Conventions (*Use of Punctuation to Manage Sentence Structure*)

<u>1</u> Incomplete	<u>2</u> Not Passing	<u>3</u> Passing	<u>4</u> Strong Performance for 7th Grade	<u>5</u> Above Grade
No evidence of using the conventions of the discipline.	Uses the conventions of the discipline with major errors that severely impede understanding .	Uses the conventions of the discipline with a cumulative pattern of minor errors that impede understanding.	Uses the conventions of the discipline with some minor errors that occasionally impede understanding.	Uses the conventions of the discipline appropriately ; some minor errors, while noticeable, do not impede understanding.
This means: We were unable to assess your knowledge of punctuation in sentence structures, because we did not see it happening one way or another.	This means: You clearly attempt to punctuate your sentence structures, but you make mistakes that often obscure the meaning of your sentences.	This means: You make mistakes with your punctuation here and there, but we also see generally that you understand how to do it.	This means: Your sentence structures, whether simple, compound, or complex, are accurately punctuated and demonstrate - only a few problems.	This means: Your use of punctuation is accurate within a variety of sentence structures and helps them flow with logic and clarity.

Insert your Author's Note from the Project Reflection Step here:

<p>When you finish this activity, in order to be ON TRACK, you must:</p> <ul style="list-style-type: none">● have a finished Exposition that introduces the topic/situation● a clear theme statement for the narrative	<p>Example:</p> <p>The theme of <i>Roll of Thunder</i> is that a person's growth is influenced by his/her experiences.</p>
--	--

Explanation:

1. A theme is a message about a topic, this is the core reason for sharing the story.
2. The theme should be SHOW, not TELL
3. The theme should be shown throughout the narrative
4. The best way to show theme is by showing the thoughts and feelings of the main character:
 - a. Use Interior Monologue: an expression of the character's thoughts and feelings
 - b. Use Dialogue: two or more characters having a conversation
 - c. Think about what you character *wants* from the situation: for the enemy to be defeated, for family to return, revenge, change, etc.

