

DEPARTMENT: ESL	COURSE TITLE: ESL LITERATURE AND COMPOSITION 7
GRADE(S): 7	PRE-REQUISITES (IF ANY):

UNIT	LENGTH	CONTENT	SKILLS	METHODS OF ASSESSMENT	FRAMEWORK STRAND(S) & STANDARD(S)
Selected Readings/Reports	1 week	<ul style="list-style-type: none"> • Student-selected readings • Introductory teacher-prepared worksheet outlining questions re: author, title, characters, meaning 	Students will: <ul style="list-style-type: none"> • Demonstrate SSR skills • Transfer reading skills to written format • Read for meaning 	<ul style="list-style-type: none"> • Teacher prepared worksheet measuring level/depth of understanding • Completion of homework/reading per schedule 	
Peer Interviews	2 days	<ul style="list-style-type: none"> • Teacher-prepared interview sheets about student interests (sports, music, computers, languages spoken, home culture, future goals) 	Students will: <ul style="list-style-type: none"> • Demonstrate oral and social/interpersonal skills 	<ul style="list-style-type: none"> • Teacher-prepared interview sheet 	Language 2
Folktales	4 weeks	<ul style="list-style-type: none"> • What is a folktale? • Peter and the Wolf • The Woodsman and the Lion • Original folktales 	Students will: <ul style="list-style-type: none"> • Summarize a folktale in an oral presentation. • Create a visual depicting elements of a folktale. • Participate in class discussion. • Respond to readings orally and in writing. • Work collaboratively. • Role play folktales. • Create a story, identifying key elements of plot and character development. • Take notes, identifying main ideas. • Use notecards effectively. 	<ul style="list-style-type: none"> • Oral presentation • Homework • Teacher assessment of originality/creativity as per assignment 	Language 2
Literary gift exchange	2 days	<ul style="list-style-type: none"> • Draw on some aspect of readings and exchange/share with other students as a “gift” 	Students will: <ul style="list-style-type: none"> • Focus on personally significant parts of story and present to class • Reflect on readings/develop opinions • Work independently 	<ul style="list-style-type: none"> • Use of guidelines to complete task as homework • Following guidelines for presentations 	

Introduction to Fiction	6 weeks	<ul style="list-style-type: none"> The Victorian Era <i>Little Women</i> <i>A Christmas Carol</i> 	<p>Students will:</p> <ul style="list-style-type: none"> Understand Victorian era America/lives of women Identify elements of plot, characters, setting Demonstrate increased English vocabulary skills Draw/reflect on previous knowledge of folktales or family/culturally relevant stories and holiday traditions Compare/contrast main reading with other holiday traditions Work in groups/individually 	<ul style="list-style-type: none"> Completion of homework Teacher-prepared worksheets/quiz Oral reading Written/interpretive assignments Visuals/skits/role plays Group presentations Posters 	Literature 17
Introduction to Drama	6 weeks	<ul style="list-style-type: none"> Short plays and skits Scenes from <i>Tom Sawyer</i> and <i>The Call of the Wild</i>. 	<p>Students will:</p> <ul style="list-style-type: none"> Read orally Write creative “survival” and adventure stories Develop plot, characters, and setting Identify and prioritize key elements/ideas from readings in their own writings 	<ul style="list-style-type: none"> Homework completion Drafts of creative writings Visuals/drawings 	
“Something New”	1 week	<ul style="list-style-type: none"> Student-created writing/artwork based/drawn from previous readings 	<p>Students will:</p> <ul style="list-style-type: none"> Demonstrate reflective thinking skills 	<ul style="list-style-type: none"> Content/creativity of artwork Homework completion 	
Grammar	on-going	<ul style="list-style-type: none"> Mini-lessons connected /drawn from readings and/or students’ needs, questions, writing 	<p>Students will:</p> <ul style="list-style-type: none"> Apply/build on existing language knowledge 	<ul style="list-style-type: none"> Periodic quizzes (examples: synonyms/antonyms, etc.) 	Language 4/5
Vocabulary/ Spelling	weekly	<ul style="list-style-type: none"> New vocabulary drawn from readings 	<p>Students will:</p> <ul style="list-style-type: none"> Apply/build on existing knowledge 	<ul style="list-style-type: none"> Weekly quizzes— use new vocabulary in complete sentences 	Language 4/5; Composition 22
Drama/Fiction Cambodia	6 weeks	<ul style="list-style-type: none"> Cambodian stories: interdisciplinary study connected with Social Studies, Science, Tech. Ed. (Includes: oral history of Cambodia, proverbs, folktales, poetry, guest speakers/student interviews, role plays) 	<p>Students will:</p> <ul style="list-style-type: none"> Demonstrate value of oral traditions as a means of learning Create visuals Interpret meaning Analyze information 	<ul style="list-style-type: none"> Demonstration Day Class participation Depth of interviews Homework completion 	L.S. 2, 3, 8,9,10, 11,15, 16, 18, 23

Introduction to poetry	6 weeks	<ul style="list-style-type: none"> • <i>Voices in Literature:</i> (Selections include: “The way to start the day”; ‘Here come the sun”; [with music]; “Prospective immigrants please note”; Bridge over troubled water” (and music); selections from Langston Hughes) 	<p>Students will:</p> <ul style="list-style-type: none"> • Identify imagery, mood, setting, purpose, rhythm, rhyme, metaphor, simile, personification • Learn/practice literary form of writing (first draft, rethink, revise, improve) 	<ul style="list-style-type: none"> • Homework/group completion of prepared worksheets including end-of-chapter activities • Written poems catalogued in portfolios 	Literature 14, 15, 17
Author’s/Editor’s Circle	as needed per writing unit	<ul style="list-style-type: none"> • Shared student work 	<p>Students will:</p> <ul style="list-style-type: none"> • Learn/practice the art of constructive criticism • Demonstrate improved communication/listening skills • Reflect on their own writing through that of others 		Language 1 Literature 15