

## Grade 7 Curriculum Map 2022 - 2023

Yearlong Focus	What can we do to minimize prejudice and stereotypes within our society?			
	Unit 1	Unit 2	Unit 3	Unit 4
Title	Exploring Perspective	Confronting Societal Conflict	Understanding How the Individual Voice Can Impact Both the World and Oneself.	Understanding Character Development through Conflict
End of Unit Performance Task(s)	<p><b><u>Narrative</u></b> Students will write a well developed paragraph addressing what might motivate a person to reject aspects of their identity, and what are the risks of doing so.</p>	<p><b><u>Literary Essay</u></b> Using the texts, write an essay explaining how authors use their writing to express criticism of society in an effort to make a positive change.</p>	<p><b><u>Nonfiction, Research Oriented Paper</u></b> Students will research a contribution by an underrepresented person. Students will synthesize information from a variety of sources in MLA format, demonstrating their understanding of the contribution and its impact on society.</p>	<p><b><u>Argument</u></b> Formulate an argument about how children mature. Did the character's choices have a positive or negative influence on the children in the literature read? Support your claims with relevant evidence from the text and include both sides of the argument.</p>
Essential Questions/Essential Understandings	<p><b><u>Thematic Essential Question</u></b> Where do stereotypes come from and how do they affect people?</p> <p>What might motivate a person to reject aspects of their identity, and what are the risks of doing so?</p> <p>What does it mean to face challenges fearlessly, and what character traits must one possess in order to overcome challenges? (Witch of Blackbird Pond)</p> <p><b><u>Thematic Understandings:</u></b> Students will understand that: - By examining different cultures, readers gain a greater understanding of the world in which they live.</p> <p><b><u>Reading and Writing Understandings</u></b> Students will understand that: -Close reading includes multiple readings of a text. -Annotation promotes better</p>	<p><b><u>Thematic Essential Question</u></b> How do authors use their writing to comment on their society?</p> <p><b><u>Thematic Understandings:</u></b> Students will understand that: -A writer's perspective on his/her society is informed by his/her personal life experiences. -Some writers use their writing to express their criticisms of society. -Writers gave voice to social plight and sought to reform the wrongs of society through their words.</p> <p><b><u>Reading and Writing Understandings:</u></b> Students will understand that: -The structure of a literary piece can help express the meaning of it. -Like other forms of fiction, plays rely on character and conflict to convey theme/s. -A poet uses poetic devices to form and convey meaning. -Word choice is of paramount</p>	<p><b><u>Thematic Essential Question</u></b> How can people make a difference in the world?</p> <p><b><u>Thematic Understandings:</u></b> Students will understand that: -Speaking out against injustice may come with both great personal loss/sacrifice and personal rewards. -Speaking truth to power means taking a stand against those who are powerful in a nonviolent/peaceful way. -Individuals can have an impact on the world no matter how small the contribution. Every voice counts. -Education is the key to power and the prevention of violence.</p> <p><b><u>Reading and Writing Understandings:</u></b> Students will understand that: -Memoirs can be both narrative and tell a story, but also be a primary source for historical events. -Research papers should reflect a balance of sources.</p>	<p><b><u>Thematic Essential Question</u></b> How does conflict shape or promote character development?</p> <p><b><u>Thematic Understandings:</u></b> Students will understand that: -Bildungsroman is a literary genre that focuses on the psychological and moral growth of the protagonist from youth to adulthood. -Dynamic characters transform from the beginning of the novel to the end. -Dialect serves an important purpose: it conveys the character's attitude, education, and society.</p> <p><b><u>Reading and Writing Understandings:</u></b> -In coming-of-age novels, a character is often pushed to develop through the conflicts he or she faces. -Character and conflict are crucial to the development of a theme in a coming-of-age novel. -The formation of a strong argument requires many things: a strong, clear</p>

## Grade 7 Curriculum Map 2022 - 2023

	<p>comprehension by increasing engagement with the text.</p> <ul style="list-style-type: none"> <li>-Conflict and tragedy are common topics of fiction and nonfiction.</li> <li>-Conflict is essential for story development; without it plot, character development, and theme are lacking.</li> <li>-Character and conflict develop the theme in a story.</li> <li>-People learn from historic or fictionalized conflicts and tragedies, expanding their own wisdom and understanding of the world (This is largely why we study literature, history, and current events).</li> <li>- Authors use their writing to help people learn about and understand the social issues of different time periods.</li> </ul>	<p>importance in poetry, because poets need to say a great deal with few words.</p> <ul style="list-style-type: none"> <li>-Poets must give careful consideration to the words they select for their poems, and readers of poetry must give careful consideration to each word they read in a poem to reach an accurate interpretation and thorough understanding.</li> <li>-Evidence is crucial to creating a strong literary essay.</li> <li>- Selected evidence in essays should be given careful consideration. Essays should include the strongest examples, not simply any example.</li> <li>-In essays, evidence from the text requires context and explanation to successfully support a writer’s argument.</li> </ul>		<p>thesis, relevant context, relevant and strong examples, and clear explanation of examples.</p>
<b>Texts</b>	<p><b><u>MAIN TEXT (REQUIRED):</u></b>  <a href="#"><i>American-Born Chinese</i></a> by Gene Luen Yang GN530L</p> <p>“Choices” Nikki Giovanni (poetry)</p> <p>“Identity” Julio Noboa Polanco (poetry)</p> <p>TedTalk: The Danger of a Single Story</p>	<p><b><u>MAIN TEXT (REQUIRED):</u></b>  <a href="#"><i>House on Mango Street</i></a> by Sandra Cisneros--870L</p> <p>Or</p> <p><i>Seedfolks</i> by Paul Fleischman--710L</p> <p>"I Hear America Singing” by Whitman (poem)</p> <p>“I, Too” by Hughes (poem)</p>	<p><b><u>MAIN TEXT (REQUIRED):</u></b>  Non-Fiction articles related to research assignments and current event topics</p> <p>AND/OR</p> <p><i>Amal Unbound</i> by Aisha Saeed--600L</p> <p>AND/OR</p> <p><a href="#"><i>I Am Malala</i></a> (young readers edition) by Malala Yousafzai 830L or</p>	<p><b><u>MAIN TEXT (REQUIRED):</u></b>  <a href="#"><i>Roll of Thunder, Hear My Cry</i></a> by Mildred Taylor (920L) or</p> <p><a href="#"><i>The Secret Life of Bees</i></a> by Sue Monk Kidd 840L</p>
<b>Supplemental Texts</b>	<p><b><u>Supplemental</u></b>  <i>The Witch of Blackbird Pond</i> by Elizabeth Speare (novel) 850L  <i>Collections</i> Unit 1: <b>Bold Actions</b> or  <i>My Perspectives</i> Unit 1: <b>Generations</b></p>	<p><b><u>Supplemental</u></b>  <i>A Christmas Carol</i> by Charles Dickens (1080L)  <i>The Outsiders</i> by S.E. Hinton 750L  <i>Collections</i> Unit 2: <b>Perception &amp; Reality</b> or  <i>My Perspectives</i> Unit 3: <b>Turning Points</b></p>	<p><b><u>Supplemental</u></b>  <i>I Never Had It Made</i> by Jackie Robinson 1130L  <i>Collections</i> Unit 3: <b>Nature at Work</b> or  <i>My Perspectives</i> Unit 4: <b>People and the Planet</b></p>	<p><b><u>Supplemental</u></b>  <i>Collections</i> Unit 4: <b>Risk and Exploration</b> or  <i>My Perspectives</i> Unit 5: <b>Facing Adversity</b>  <i>New Kid</i> by Jerry Craft GN320L</p>

## Grade 7 Curriculum Map 2022 - 2023

<b>Increasing Text Complexity (Lexile Bands)</b>	<i>American Born Chinese</i> by Gene Luen Yang GN530L <i>The Witch of Blackbird Pond</i> by Elizabeth Speare- 850L	<i>A Christmas Carol</i> by Charles Dickens (1080L) <i>House on Mango Street</i> by Sandra Cisneros--870L “I Hear America Singing” by Whitman (poem) “I Too” by Hughes (poem)	<i>I Never Had It Made</i> by Jackie Robinson 1130L	<i>Roll of Thunder, Hear My Cry</i> – 920L <i>The Secret Life of Bees</i> by Sue Monk Kidd 840L
<b>Reading Standards Across Units</b>	<a href="#">CCSS.ELA-Literacy.CCRA.R.1</a> Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. <a href="#">CCSS.ELA-Literacy.CCRA.R.2</a> Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas. <a href="#">CCSS.ELA-Literacy.CCRA.R.3</a> Analyze how and why individuals, events, or ideas develop and interact over the course of a text. <a href="#">CCSS.ELA-Literacy.CCRA.R.4</a> Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone. <a href="#">CCSS.ELA-Literacy.CCRA.R.10</a> Read and comprehend complex literary and informational texts independently and proficiently.			
<b>Reading Standards Central to Unit</b>	<a href="#">CCSS.ELA-Literacy.CCRA.R.6</a> Assess how point of view or purpose shapes the content and style of a text. <a href="#">CCSS.ELA-Literacy.CCRA.R.9</a> Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.	<a href="#">CCSS.ELA-Literacy.CCRA.R.5</a> Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole. <a href="#">CCSS.ELA-Literacy.CCRA.R.6</a> Assess how point of view or purpose shapes the content and style of a text. <a href="#">CCSS.ELA-Literacy.CCRA.R.7</a> Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words. <a href="#">CCSS.ELA-Literacy.CCRA.R.9</a> Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.	<a href="#">CCSS.ELA-Literacy.CCRA.R.7</a> Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.	<a href="#">CCSS.ELA-Literacy.CCRA.R.6</a> Assess how point of view or purpose shapes the content and style of a text.  <a href="#">CCSS.ELA-Literacy.CCRA.R.8</a> Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.
<b>Writing Standards Across Units</b>	<a href="#">CCSS.ELA-Literacy.CCRA.W.4</a> Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. <a href="#">CCSS.ELA-Literacy.CCRA.W.5</a> Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. <a href="#">CCSS.ELA-Literacy.CCRA.W.8</a> Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism. <a href="#">CCSS.ELA-Literacy.CCRA.W.7</a> Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation. <a href="#">CCSS.ELA-Literacy.CCRA.W.9</a> Draw evidence from literary or informational texts to support analysis, reflection, and research. <a href="#">CCSS.ELA-Literacy.CCRA.W.10</a> Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.			

## Grade 7 Curriculum Map 2022 - 2023

<b>Writing Standards Central to Unit</b>	<a href="#">CCSS.ELA-Literacy.CCRA.W.3</a> Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details and well-structured event sequences.  Cite Evidence Kylene Beers Discussion <a href="#">Terms HMH Writing Resources</a>	<a href="#">CCSS.ELA-Literacy.CCRA.W.2</a> Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.	<a href="#">CCSS.ELA-Literacy.CCRA.W.7</a> Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.	<a href="#">CCSS.ELA-Literacy.CCRA.W.1</a> Write arguments to support claims in an analysis of substantive topics or texts using valid reasoning and relevant and sufficient evidence.  <a href="#">CCSS.ELA-Literacy.CCRA.W.6</a> Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
<b>Speaking/Listening Standards Across Units</b>	<a href="#">CCSS.ELA-Literacy.CCRA.SL.1</a> Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively. <a href="#">CCSS.ELA-Literacy.CCRA.SL.2</a> Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally. <a href="#">CCSS.ELA-Literacy.CCRA.SL.3</a> Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric. <a href="#">CCSS.ELA-Literacy.CCRA.SL.4</a> Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience. <a href="#">CCSS.ELA-Literacy.CCRA.SL.6</a> Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.			
<b>Speaking/Listening Standards Central to Unit</b>	<a href="#">CCSS.ELA-Literacy.SL.7.1</a> Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly. <a href="#">CCSS.ELA-Literacy.SL.7.1.a</a> Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.	<a href="#">CCSS.ELA-Literacy.SL.7.1.a</a> Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.	<a href="#">CCSS.ELA-Literacy.CCRA.SL.5</a> Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.	
<b>Language Standards Across Units</b>	<a href="#">CCSS.ELA-Literacy.CCRA.L.1</a> Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. <a href="#">CCSS.ELA-Literacy.CCRA.L.2</a> Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. <a href="#">CCSS.ELA-Literacy.CCRA.L.3</a> Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening. <a href="#">CCSS.ELA-Literacy.CCRA.L.4</a> Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.			
<b>Language Standards Central to Unit</b>	<a href="#">CCSS.ELA-Literacy.L.7.2.a</a> Use a comma to separate coordinate adjectives (e.g., <i>It was a fascinating, surprising discovery</i> ).	<a href="#">CCSS.ELA-Literacy.L.7.1.b</a> Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.	<a href="#">CCSS.ELA-Literacy.W.7.8</a> Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy	<a href="#">CCSS.ELA-Literacy.L.7.4.a</a> Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function



## Grade 7 Curriculum Map 2022 - 2023

	<p><i>enjoyable movie</i>, but not <i>He wore an old[,] green shirt</i>).</p> <p><a href="#">CCSS.ELA-Literacy.L.7.2.b</a> Spell correctly.</p> <p><a href="#">CCSS.ELA-Literacy.L.7.4.d</a> Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).</p>	<p><a href="#">CCSS.ELA-Literacy.L.7.5.a</a> Interpret figures of speech (e.g., literary, biblical, and mythological allusions) in context.</p> <p><a href="#">CCSS.ELA-Literacy.L.7.5.c</a> Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., <i>refined</i>, <i>respectful</i>, <i>polite</i>, <i>diplomatic</i>, <i>condescending</i>).</p>	<p>of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.</p>	<p>in a sentence) as a clue to the meaning of a word or phrase.</p> <p><a href="#">CCSS.ELA-Literacy.L.7.4.b</a> Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., <i>belligerent</i>, <i>bellicose</i>, <i>rebel</i>).</p> <p><a href="#">CCSS.ELA-Literacy.L.7.4.c</a> Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.</p>
<b>Grammar Focus</b>	<ul style="list-style-type: none"> <li>• Parts of Speech</li> <li>• Plurals</li> <li>• Possessives</li> <li>• Apostrophes</li> <li>• Subject and Predicate</li> <li>• Quotations and Titles</li> <li>• Simple, Compound &amp; Complex Sentence Types</li> </ul>	<ul style="list-style-type: none"> <li>• Conjunctions (FANBOYS and AWHITEBUS)</li> <li>• Run-on sentences</li> <li>• Subordinate clauses</li> <li>• Independent clauses</li> </ul>	<ul style="list-style-type: none"> <li>• Research related</li> <li>• In-text citations</li> <li>• Creating a work cited page</li> </ul>	<ul style="list-style-type: none"> <li>• Subject and verb agreement</li> <li>• Pronoun-antecedent agreement</li> </ul>
<b>ENL/ESE Resources (Refers to Collections Text Resources)</b>	<ul style="list-style-type: none"> <li>• <i>Analyze Story Elements: Plot &amp; Setting: Level Up Tutorial</i></li> <li>• <i>Analyze Presentation of Information Determine Theme: Level Up Tutorial</i></li> <li>• <i>Comparison-Contrast Chart</i></li> <li>• <i>Determine Author's Purpose: Level Up Tutorials</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>Analyze Story Elements: Folk Tale: Interactive Graphic Organizers: Comparison-Contrast Chart</i></li> <li>• <i>Determine Meanings: Level Up Tutorial: Figurative Language Analyze Structure: Text Features: Level Up Tutorial: Informational Text Analyze Diverse Media Analyze Story Elements:</i></li> <li>• <i>Character: Level Up Tutorial: Methods of Characterization</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>Determine Meaning of Words and Phrases</i></li> <li>• <i>Determine Theme: Level Up Tutorial: Theme</i></li> <li>• <i>Analyze Structure: Essay: Level up Tutorial: Chronological Order; Cause-and-Effect Organization; Comparison-Contrast Organization</i></li> <li>• <i>Determine Meanings of Words and Phrases: Level Up Tutorial: Figurative Language</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>Trace and Evaluate an Argument: Level Up Tutorial: Elements of an Argument</i></li> <li>• <i>Determine Meanings: Level Up Tutorial: Tone</i></li> <li>• <i>Analyze Structure: Cause and Effect Relationships: Level Up Tutorial: Cause and Effect Organization, Cause and Effect Chain</i></li> </ul>