

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)	<u>Narrative</u> 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.	<u>Literary Essay</u> 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.	<u>Nonfiction, Research Oriented Paper</u> 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.	<u>Argument</u> 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.
Essential Questions/Essential Understandings	<u>Thematic Essential Question</u> Where do stereotypes come from and how do they affect people? What might motivate a person to reject aspects of their identity, and what are the risks of doing so? What does it mean to face challenges fearlessly, and what character traits must one possess in order to overcome challenges? (Witch of Blackbird Pond) <u>Thematic Understandings:</u> Students will understand that: - By examining different cultures, readers gain a greater understanding of the world in which they live. <u>Reading and Writing Understandings</u> Students will understand that: -Close reading includes multiple readings of a text. -Annotation promotes better	<u>Thematic Essential Question</u> How do authors use their writing to comment on their society? <u>Thematic Understandings:</u> 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. <u>Reading and Writing Understandings:</u> 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	<u>Thematic Essential Question</u> How can people make a difference in the world? <u>Thematic Understandings:</u> 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. <u>Reading and Writing Understandings:</u> 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.	<u>Thematic Essential Question</u> How does conflict shape or promote character development? <u>Thematic Understandings:</u> 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. <u>Reading and Writing Understandings:</u> -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

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	comprehension by increasing engagement with the text. -Conflict and tragedy are common topics of fiction and nonfiction. -Conflict is essential for story development; without it plot, character development, and theme are lacking. -Character and conflict develop the theme in a story. -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). - Authors use their writing to help people learn about and understand the social issues of different time periods.	importance in poetry, because poets need to say a great deal with few words. -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. -Evidence is crucial to creating a strong literary essay. - Selected evidence in essays should be given careful consideration. Essays should include the strongest examples, not simply any example. -In essays, evidence from the text requires context and explanation to successfully support a writer’s argument.		thesis, relevant context, relevant and strong examples, and clear explanation of examples.
Texts	<u>MAIN TEXT (REQUIRED):</u> <i>American-Born Chinese</i> by Gene Luen Yang GN530L “Choices” Nikki Giovanni (poetry) “Identity” Julio Noboa Polanco (poetry) TedTalk: The Danger of a Single Story	<u>MAIN TEXT (REQUIRED):</u> <i>House on Mango Street</i> by Sandra Cisneros--870L Or <i>Seedfolks</i> by Paul Fleischman--710L "I Hear America Singing” by Whitman (poem) “I, Too” by Hughes (poem)	<u>MAIN TEXT (REQUIRED):</u> Non-Fiction articles related to research assignments and current event topics AND/OR <i>Amal Unbound</i> by Aisha Saeed--600L AND/OR <i>I Am Malala</i> (young readers edition) by Malala Yousafzai 830L or	<u>MAIN TEXT (REQUIRED):</u> <i>Roll of Thunder, Hear My Cry</i> by Mildred Taylor (920L) or <i>The Secret Life of Bees</i> by Sue Monk Kidd 840L
Supplemental Texts	<u>Supplemental</u> <i>The Witch of Blackbird Pond</i> by Elizabeth Speare (novel) 850L <i>Collections</i> Unit 1: Bold Actions or <i>My Perspectives</i> Unit 1: Generations	<u>Supplemental</u> <i>A Christmas Carol</i> by Charles Dickens (1080L) <i>The Outsiders</i> by S.E. Hinton 750L <i>Collections</i> Unit 2: Perception & Reality or <i>My Perspectives</i> Unit 3: Turning Points	<u>Supplemental</u> <i>I Never Had It Made</i> by Jackie Robinson 1130L <i>Collections</i> Unit 3: Nature at Work or <i>My Perspectives</i> Unit 4: People and the Planet	<u>Supplemental</u> <i>Collections</i> Unit 4: Risk and Exploration or <i>My Perspectives</i> Unit 5: Facing Adversity <i>New Kid</i> by Jerry Craft GN320L

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Increasing Text Complexity (Lexile Bands)	<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
Reading Standards Across Units	CCSS.ELA-Literacy.CCRA.R.1 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. CCSS.ELA-Literacy.CCRA.R.2 Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas. CCSS.ELA-Literacy.CCRA.R.3 Analyze how and why individuals, events, or ideas develop and interact over the course of a text. CCSS.ELA-Literacy.CCRA.R.4 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. CCSS.ELA-Literacy.CCRA.R.10 Read and comprehend complex literary and informational texts independently and proficiently.			
Reading Standards Central to Unit	CCSS.ELA-Literacy.CCRA.R.6 Assess how point of view or purpose shapes the content and style of a text. CCSS.ELA-Literacy.CCRA.R.9 Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.	CCSS.ELA-Literacy.CCRA.R.5 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. CCSS.ELA-Literacy.CCRA.R.6 Assess how point of view or purpose shapes the content and style of a text. CCSS.ELA-Literacy.CCRA.R.7 Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words. CCSS.ELA-Literacy.CCRA.R.9 Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.	CCSS.ELA-Literacy.CCRA.R.7 Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.	CCSS.ELA-Literacy.CCRA.R.6 Assess how point of view or purpose shapes the content and style of a text. CCSS.ELA-Literacy.CCRA.R.8 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.
Writing Standards Across Units	CCSS.ELA-Literacy.CCRA.W.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. CCSS.ELA-Literacy.CCRA.W.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. CCSS.ELA-Literacy.CCRA.W.8 Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism. CCSS.ELA-Literacy.CCRA.W.7 Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation. CCSS.ELA-Literacy.CCRA.W.9 Draw evidence from literary or informational texts to support analysis, reflection, and research. CCSS.ELA-Literacy.CCRA.W.10 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.			

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Writing Standards Central to Unit	CCSS.ELA-Literacy.CCRA.W.3 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 Terms HMH Writing Resources	CCSS.ELA-Literacy.CCRA.W.2 Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.	CCSS.ELA-Literacy.CCRA.W.7 Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.	CCSS.ELA-Literacy.CCRA.W.1 Write arguments to support claims in an analysis of substantive topics or texts using valid reasoning and relevant and sufficient evidence. CCSS.ELA-Literacy.CCRA.W.6 Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
Speaking/Listening Standards Across Units	CCSS.ELA-Literacy.CCRA.SL.1 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. CCSS.ELA-Literacy.CCRA.SL.2 Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally. CCSS.ELA-Literacy.CCRA.SL.3 Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric. CCSS.ELA-Literacy.CCRA.SL.4 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. CCSS.ELA-Literacy.CCRA.SL.6 Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.			
Speaking/Listening Standards Central to Unit	CCSS.ELA-Literacy.SL.7.1 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. CCSS.ELA-Literacy.SL.7.1.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.	CCSS.ELA-Literacy.SL.7.1.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.	CCSS.ELA-Literacy.CCRA.SL.5 Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.	
Language Standards Across Units	CCSS.ELA-Literacy.CCRA.L.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. CCSS.ELA-Literacy.CCRA.L.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. CCSS.ELA-Literacy.CCRA.L.3 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. CCSS.ELA-Literacy.CCRA.L.4 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.			
Language Standards Central to Unit	CCSS.ELA-Literacy.L.7.2.a Use a comma to separate coordinate adjectives (e.g., <i>It was a fascinating, surprising story</i>).	CCSS.ELA-Literacy.L.7.1.b Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.	CCSS.ELA-Literacy.W.7.8 Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy	CCSS.ELA-Literacy.L.7.4.a Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function

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	<i>enjoyable movie</i>, but not <i>He wore an old[,] green shirt</i>). CCSS.ELA-Literacy.L.7.2.b Spell correctly. CCSS.ELA-Literacy.L.7.4.d 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).	CCSS.ELA-Literacy.L.7.5.a Interpret figures of speech (e.g., literary, biblical, and mythological allusions) in context. CCSS.ELA-Literacy.L.7.5.c 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>).	of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.	in a sentence) as a clue to the meaning of a word or phrase. CCSS.ELA-Literacy.L.7.4.b 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>). CCSS.ELA-Literacy.L.7.4.c 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.
Grammar Focus	- Parts of Speech - Plurals - Possessives - Apostrophes - Subject and Predicate - Quotations and Titles - Simple, Compound & Complex Sentence Types	- Conjunctions (FANBOYS and AWHITEBUS) - Run-on sentences - Subordinate clauses - Independent clauses	- Research related - In-text citations - Creating a work cited page	- Subject and verb agreement - Pronoun-antecedent agreement
ENL/ESE Resources (Refers to Collections Text Resources)	<i>Analyze Story Elements: Plot & Setting: Level Up Tutorial</i> <i>Analyze Presentation of Information Determine Theme: Level Up Tutorial</i> <i>Comparison-Contrast Chart</i> <i>Determine Author's Purpose: Level Up Tutorials</i>	<i>Analyze Story Elements: Folk Tale: Interactive Graphic Organizers: Comparison-Contrast Chart</i> <i>Determine Meanings: Level Up Tutorial: Figurative Language Analyze Structure: Text Features: Level Up Tutorial: Informational Text Analyze Diverse Media Analyze Story Elements:</i> <i>Character: Level Up Tutorial: Methods of Characterization</i>	<i>Determine Meaning of Words and Phrases</i> <i>Determine Theme: Level Up Tutorial: Theme</i> <i>Analyze Structure: Essay: Level up Tutorial: Chronological Order; Cause-and-Effect Organization; Comparison-Contrast Organization</i> <i>Determine Meanings of Words and Phrases: Level Up Tutorial: Figurative Language</i>	<i>Trace and Evaluate an Argument: Level Up Tutorial: Elements of an Argument</i> <i>Determine Meanings: Level Up Tutorial: Tone</i> <i>Analyze Structure: Cause and Effect Relationships: Level Up Tutorial: Cause and Effect Organization, Cause and Effect Chain</i>