

Grade 7 Curriculum Map 2018 - 2019

	Unit 1	Unit 2	Unit 3	Unit 4
Title	Close Reading and Responding to Literature	Analyzing Author’s Purpose and Literary Criticism	Understanding How the Individual Voice Can Impact Both the World and Oneself.	Understanding Character Development through Conflict
Essential Questions/Essential Understandings	<p><u>Thematic Essential Question</u> How can societal fear or stress precipitate conflict, a search for a scapegoat, or a full blown “witch hunt”?</p> <p>From <i>Collections</i>: EQ1: What does it mean to face challenges fearlessly, even if it means failing in the attempt? EQ2: What character traits must one possess in order to overcome challenges?</p> <p><u>Thematic Understandings</u> Students will understand that: -Stress can bring to the surface irrational fears based on superficial differences, i.e. religious, racial, etc. -Fear can cause people to search against all reason for a scapegoat. -Fear has led to tragedy throughout history, like the witch trials of the 1600’s or similar “witch hunts” held during the 20th century.</p> <p><u>Reading and Writing Understandings</u> Students will understand that: -Close reading includes multiple readings of a text. -Annotation promotes better 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.</p>	<p><u>Thematic Essential Question</u> How do authors use their writing to comment on their society? What techniques do writers use to accomplish this?</p> <p>From <i>Collections/Homeless Bird</i>: EQ1: Why are things in life not always how we perceive them to be? EQ2: How can a single action dramatically change a person’s perception?</p> <p><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 like Dickens and Hughes gave voice to social plight and sought to reform the wrongs of society through their words.</p> <p><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 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</p>	<p><u>Thematic Essential Question</u> How can one person make a difference in the world?</p> <p>From <i>Collections</i>: EQ1: In what ways does nature demand respect? EQ2: How does nature inspire you?</p> <p><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. -It takes great bravery to speak out against those in power. -Children can have a big impact on the world in which they live; their voices can also be powerful. -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. -The impact of education on a society.</p> <p><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. -Students can use multiple sources from multiple genres to learn about the world around them and historical events.</p>	<p><u>Thematic Essential Question</u> How does conflict shape or promote character development?</p> <p>From <i>Collections</i>: EQ1: Considering the risks involved in new adventures, why do some people choose to be trailblazers? EQ2: What makes an exploration worth the risk?</p> <p><u>Literary 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. -Achieving maturity can be a difficult and challenging journey. -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><u>Understandings Pertaining to <i>The Adventures of Tom Sawyer</i>:</u> Students will understand: -The author's purpose is to satirize hypocrisy, small mindedness and conventionality. - It is Tom’s conflicts and adventures that push him to mature. -Twain structures his story to express the development of Tom as a character and the deeper themes of the novel. <u>Understandings Pertaining to <i>Roll of Thunder, Hear My Cry</i>:</u> Students will understand that: -The author's purpose is to help students</p>

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	<p>-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).</p> <p>- Authors use their writing to help people learn about and understand the social issues of different time periods.</p>	<p>poem to reach an accurate interpretation and thorough understanding.</p> <p>-Evidence is crucial to creating a strong literary essay.</p> <p>- Selected evidence in essays should be given careful consideration. Essays should include the strongest examples, not simply any example.</p> <p>-In essays, evidence from the text requires context and explanation to successfully support a writer’s argument.</p>	<p>-Research papers should reflect a balance of sources.</p> <p>-Research papers, albeit factual, can also tell a story, contain a theme and central idea, and contain many of the same elements of a fictional story.</p>	<p>today appreciate the struggles their forefathers endured.</p> <p>-Cassie grows when she is forced to come to terms with the realities of living as an African-American in a racist society.</p> <p><u>Reading and Writing Understandings:</u></p> <p>-In coming-of-age novels, a character is often pushed to develop through the conflicts he or she faces.</p> <p>-Character and conflict are crucial to the development of a theme in a coming-of-age novel.</p> <p>-The formation of a strong argument requires many things: a strong, clear thesis, relevant context, relevant and strong examples, and clear explanation of examples.</p> <p>- A strong argument also may include dissenting opinions or ideas that the writer argues against or disproves in the light of his or her evidence.</p>
<p>End of Unit Performance Task(s)</p>	<p><u>Narrative</u></p> <p>As people grow, their points-of-view change. Students will write a first-person narrative about a “life-changing” moment.</p> <p>OR</p> <p><u>Response to Literature</u></p> <p>Students will write about a connection between the protagonist’s growth and maturity and their own experiences.</p> <p>OR</p> <p><u>Short Story (Collections Performance Task A)</u></p> <p>Write a short story in which the main character or characters take bold actions in the face of a seemingly overwhelming challenge.</p> <p>OR</p> <p>Performance Task B: Argumentative essay: “Do People Have the Right to Rescue Services when they put themselves at risk?” from <i>Performance Assessment</i> p. 21</p>	<p><u>Literary Essay</u></p> <p>Using the works of Hughes and Dickens, write an essay explaining how authors use their writing to express criticism of society in an effort to make a positive change.</p> <p>OR</p> <p><u>Expository Essay (Collections Performance Task B)</u></p> <p>Students will write an essay explaining how a single action or event can dramatically change a person's perspective/perception.</p> <p>OR</p> <p>Informational Essay: “Why does scientific knowledge change over time?”</p> <p><i>Performance Assessment</i> p. 55-66</p>	<p><u>Nonfiction, Research Oriented Paper</u></p> <p>Students will research an influential person. They will synthesize information from a variety of sources in MLA format, demonstrating their understanding of this individual's impact on and contribution to the world.</p> <p>Performance Task A: Write a Memoir p.175</p> <p>Performance Task B: Write a Poetry Analysis</p> <p>OR</p> <p><u>Vignette</u></p> <p>Students will write a vignette modeled after the ones in <i>Seedfolks</i>. Characterization, voice, use of dialogue will be assessed.</p> <p><u>OR</u></p> <p><u>Journal Entry</u></p> <p>Students will write a journal entry from the perspective of a character in <i>Nothing But the Truth</i> written in the future to show self-reflection and maturity.</p>	<p><u>Argument</u></p> <p>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> <p>AND/OR</p> <p><u>Persuasive Essay (Collections 4 Task A)</u>Students will consider the risks of exploration in extreme conditions and write a persuasive speech on whether or not it is worth the costs.</p>

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Reading Standards Across Units	<p>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.</p> <p>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.</p> <p>CCSS.ELA-Literacy.CCRA.R.3 Analyze how and why individuals, events, or ideas develop and interact over the course of a text.</p> <p>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.</p> <p>CCSS.ELA-Literacy.CCRA.R.10 Read and comprehend complex literary and informational texts independently and proficiently.</p>			
Reading Standards Central to Unit	<p>CCSS.ELA-Literacy.CCRA.R.6 Assess how point of view or purpose shapes the content and style of a text.</p> <p>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.</p> <p>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.</p>	<p>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.</p> <p>CCSS.ELA-Literacy.CCRA.R.6 Assess how point of view or purpose shapes the content and style of a text.</p> <p>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.</p> <p>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.</p>	<p>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.</p> <p>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.</p>	<p>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.</p>
Writing Standards Across Units	<p>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.</p> <p>CCSS.ELA-Literacy.CCRA.W.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</p> <p>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.</p> <p>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.</p> <p>CCSS.ELA-Literacy.CCRA.W.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>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.</p>			
Writing Standards Central to Unit	<p>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.</p>	<p>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.</p>	<p>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.</p>	<p>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.</p>

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	Cite Evidence Kyrene Beers Discussion Terms HMH Writing Resources		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.	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, 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.7.1.b Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas. 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	CCSS.ELA-Literacy.W.7.8 Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.	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 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>).

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		(definitions) (e.g., <i>refined, respectful, polite, diplomatic, condescending</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	<ul style="list-style-type: none"> Parts of Speech Plurals Possessives Apostrophes Subject and Predicate Quotations and Titles Simple, Compound & Complex Sentence Types 	<ul style="list-style-type: none"> Conjunctions (FANBOYS and AWHITEBUS) Run-on sentences Subordinate clauses Independent clauses 	<ul style="list-style-type: none"> Research related In-text citations Creating a work cited page 	<ul style="list-style-type: none"> Subject and verb agreement Pronoun-antecedent agreement
Texts	<p><u>MAIN TEXT</u> <i>The Witch of Blackbird Pond</i> by Elizabeth Speare (novel) 850L AND/OR</p> <p><i>Collections</i> Unit 1 Short Story: “Rogue Wave” by Theodore Taylor 980L, p. 3 LG: Online News Article: “Parents of Rescued Teenage Sailor Abby Sunderland Accused of Risking Her Life” by Paul Harris 1110L, p. 19 LG: “Ship of Fools” by Joanna Weiss 1120L, p. 24 LG: TV News Interview: “Was Abby Too Young to Sail?” by CBS News, p.28 LG:</p> <p>Anchor Text: Greek Myth: retold by Sally Benson “The Flight of Icarus” 1110L, p. 31</p> <p>Poem: “Icarus’s Flight” by Stephen Dobyns , p. 39</p> <p>Informational Text: “Women in Aviation” by Patricia and Fredrick McKissack 1150L, p. 43</p>	<p><u>MAIN TEXTS</u> <i>A Christmas Carol</i> by Charles Dickens (1080L) “Christmas Day in the Workhouse” by George R. Sims (poem) "America” by Whitman (poem) “I Too” by Hughes (poem) AND/OR</p> <p><i>Collections</i> Unit 2 : Text: Folk Tale: “The People Could Fly” retold by Virginia Hamilton 430 L, p. 63</p> <p>Poem: “The Song of Wandering Aengus” by W.B. Yeats p.71</p> <p>“Sonnet 43” by William Shakespeare p.71</p> <p>Magazine Article: “Magic and the Brain” by Susana Martinez-Conde and Stephen L. Macknik 1340L, p. 77</p> <p>Public Art: Pavement Chalk Art by Julian Beever, p. 89.</p> <p>Short Story: “Another Place, Another Time” by Cory Doctorow 1060L, p. 93</p>	<p><u>MAIN TEXTS</u> <i>Seedfolks</i> by Paul Fleischman (710L) OR <i>Nothing But the Truth</i> by Avi(600L) OR <i>I am Malala</i> Young Reader’s Version (830L) AND/OR</p> <p><u><i>Collections</i> Unit 3</u> Text: Memoir: from Mississippi Solo by Eddy Harris 830L, p. 137</p> <p>Soliloquy: from The Tempest by William Shakespeare p. 145</p> <p>Short Story: “Allied with Green” by Naomi Shihab Nye 900L, p. 149</p> <p>Expository Essay: “Big Rocks’ Balancing Act” by Douglas Fox 1060L, p. 157</p> <p>Anchor Text: Poem: “Ode to Enchanted Light” by Pablo Neruda p. 169</p>	<p><u>MAIN TEXTS:</u> <i>The Adventures of Tom Sawyer</i> by Mark Twain (970L) OR <i>Roll of Thunder, Hear My Cry</i> by Mildred Taylor (920L) AND/OR</p> <p><u><i>Collections</i> Unit 4</u> Text: Speech: “Remarks at the Dedication of the Aerospace Medical Health Center” by John F. Kennedy 1380L, p. 185</p> <p>Commentary: “Why Exploring the Ocean is mankind’s Next Giant Leap” by Philippe Cousteau 1360L, p.193</p> <p>Science Article: “Living in the Dark” by Cheryl Bardoe 1200L, p.201</p> <p>Poem: “Your World” by Georgia Douglas Johnson p.213</p> <p>Comparing Media: Covering Issues in the News from <i>Collections</i> page 19-30</p>

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	<p><u>ADDITIONAL RESOURCES</u></p> <p>“The Monsters are Due on Maple Street” by Rod Serling (drama)</p> <p>“Button, Button” by Richard Matheson</p> <p>“The Kid Nobody Could Handle” by Kurt Vonnegut, Jr. (short story)</p> <p>“All Summer in a Day” by Ray Bradbury (short Story)</p> <p>“Harrison Bergeron” by Kurt Vonnegut, Jr. (short Story)</p> <p>“Choices” Nikki Giovanni (poetry)</p> <p>“The Road Not Taken” Robert Frost</p> <p>“Identity” Julio Noboa Polanco</p> <p>From <i>Collections</i>:</p> <p>Close Reader: Short Story: “Big Things Come in Small Packages” by Eleanora Tate, p.18c</p> <p>Close Reader: Essay: “Finding Your Everest” by Robert Medina, p. 30c</p> <p>Close Reader: Greek Myth: “Arachne” retold by Olivia Coolidge, p.38c</p> <p>YouTube: “Arachne” (3:29)</p> <p>Youtube</p> <p>Discovery Education Video 32 min.</p> <p><i>The Salem Witch Trials</i> (history and 5 theories + the politics)</p>	<p>Anchor Text: Drama: “Sorry, Wrong Number” by Lucille Fletcher, p. 111</p> <p>From <i>Collections</i> <i>Close Reader</i>:</p> <p><i>Close Reader</i>: Short Story: “Heartbeat” by David Yoo p. 70c</p> <p>Close Reader: Science Writing: “Saving the Lost” by Reynaldo Vasquez, p. 88c</p> <p>Close Reader: Novel Excerpt: from A Christmas Carol by Charles Dickens</p> <p>Drama Excerpt by Israel Horovitz</p> <p>Graphic Story by Marvel Comics</p> <p><u>ADDITIONAL RESOURCES</u></p> <p>Triangle Factory fire resources (from 7th grade <i>Collections</i> textbook)</p> <p>Discovery Education Video: <i>Famous Authors: Charles Dickens 1812-1870</i></p> <p>Segments: 1, 2, 3, 6, 7</p> <p><i>The Victorian Web</i></p> <p><i>Homeless Bird</i> by Gloria Whelan(800L)</p>	<p><u>ADDITIONAL RESOURCES</u></p> <p>From <i>Collections</i></p> <ul style="list-style-type: none">Poem: “Sleeping in the Forest” by Mary Oliver p.169 .Close Reader: Memoir: Polar Dream by Helen Thayer p. 144cClose Reader: Informational Text: “The Hidden Southwest: The Arch Hunters” by James Vlahos p. 168cClose Reader: Poems: from Poems About Nature by Leslie Marmon Silko, Victory Hernandez Cruz, and Gwendolyn Brooks p. 174c <p><i>RF Kennedy Center for Justice & Human Rights Website</i></p> <p>PBS Frontline: “Children of the Taliban” (journalist interviews school girls in Swat -- same area as Malala --and young boys recently recruited by Taliban):</p> <p>http://video.pbs.org/video/1134781691/ -- first ten minutes especially (55 minutes total)</p>	<p><u>ADDITIONAL RESOURCES</u></p> <p>From <i>Collections</i></p> <ul style="list-style-type: none">Close Reader: Online Essay: “Is Space Exploration Worth the Cost?” by Joan Vernikos p. 192cClose Reader: Science Article: “Stinging Tentacles Offer Hint to Oceans’ Decline” by Elisabeth Rosenthal p. 212c <p>“The ADHD – Ventures of Tom Sawyer,” by Anne Applebaum</p> <p>"Advice to Youth" by Mark Twain (satirical speech)</p> <p>“People & Events: Sharecropping in Mississippi,” PBS.org</p> <p>“Jim Crow,” amistadresource.org</p>
<p>Increasing Text Complexity (Lexile Bands)</p>	<p><i>The Witch of Blackbird Pond</i> by Elizabeth Speare- 850L,</p> <p>“The Kid Nobody Could Handle” by Kurt Vonnegut, Jr. – 810L</p> <p>“All Summer in a Day” by Ray Bradbury - 910L</p> <p>“Harrison Bergeron” by Kurt Vonnegut, Jr.-800L</p>	<p><i>A Christmas Carol</i>, by Charles Dickens – (1080L)</p> <p><i>Homeless Bird</i> by Gloria Whelan(800L)</p>	<p><i>I am Malala</i> Young Reader’s Edition (830L)</p> <p>NY Times Article “Malala Yousafzai, Youngest Nobel Peace Prize Winner, Adds to Her Achievements and Expectations” (1340L)</p>	<p><i>The Adventures of Tom Sawyer</i>, by Mark Twain – 970L</p> <p><i>Roll of Thunder, Hear My Cry</i> – 920L</p> <p>“Jim Crow,” amistadresource.org – 1290</p> <p>“People & Events: Sharecropping in Mississippi,” pbs.org – 1260L</p> <p>“The ADHD – Adventures of Tom Sawyer,” by Anne Applebaum – 1140L</p> <p>“Advice to Youth,” by Mark Twain – 1030L</p>
<p>ENL/ESE Resources (Refers to Collections Text Resources)</p>	<ul style="list-style-type: none"><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>	<ul style="list-style-type: none"><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>	<ul style="list-style-type: none"><i>Analyze Text: Memoir: Interactive Graphic Organizer: Spider Map</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;</i>	<ul style="list-style-type: none"><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>

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		<ul style="list-style-type: none">• <i>Character: Level Up Tutorial: Methods of Characterization</i>• <i>Analyze Form: Drama: Level Up Tutorial: Elements of Drama</i>	<i>Comparison-Contrast Organization</i> <ul style="list-style-type: none">• <i>Determine Meanings of Words and Phrases: Level Up Tutorial: Figurative Language</i>	
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