

**Grade 7 Curriculum Map
2020 - 2021**

	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><u>Narrative</u> As people grow, their points-of-view change. Students will write a first-person narrative about a “life-changing” moment.</p>	<p><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.</p>	<p><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.</p>	<p><u>Argument</u> Formulate an argument about how children mature. Did the character’s choices have a positive or negative influence? Support your claims with relevant evidence from the text and include both sides of the argument.</p>
Essential Questions/Essential Understandings	<p><u>Thematic Essential Question</u> What does it mean to face challenges fearlessly, and what character traits must one possess in order to overcome challenges?</p> <p><u>Thematic Understandings:</u> Students will understand that: - By examining different cultures, readers gain a greater understanding of the world in which they live.</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. -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><u>Thematic Essential Question</u> How do authors use their writing to comment on society?</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 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 people make a difference in the world?</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><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. -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. -The author's purpose is to help students today appreciate the struggles their forefathers endured.</p> <p><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 thesis, relevant context, relevant and</p>

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	- Authors use their writing to help people learn about and understand the social issues of different time periods.	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.	-Research papers should reflect a balance of sources. -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.	strong examples, and clear explanation of examples. - 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.
Texts	MAIN TEXT (REQUIRED): <i>Chinese Cinderella</i> by Adeline Yen Mah 960L or <i>American-Born Chinese</i> by Gene Luen Yang GN530L “Choices” Nikki Giovanni (poetry) “Identity” Julio Noboa Polanco (poetry)	MAIN TEXT (REQUIRED): <i>House on Mango Street</i> by Sandra Cisneros--870L "I Hear America Singing” by Whitman (poem) “I Too” by Hughes (poem)	MAIN TEXT (REQUIRED): Non-Fiction articles related to research paper and current event topics <i>I Am Malala</i> (young readers edition) by Malala Yousafzai 830L or	MAIN TEXT (REQUIRED): <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	Supplemental <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	Supplemental <i>A Christmas Carol</i> by Charles Dickens (1080L) <i>Collections</i> Unit 2: Perception & Reality or <i>My Perspectives</i> Unit 3: Turning Points	Supplemental <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	Supplemental <i>Collections</i> Unit 4: Risk and Exploration or <i>My Perspectives</i> Unit 5: Facing Adversity
Increasing Text Complexity (Lexile Bands)	<i>American Born Chinese</i> by Gene Luen Yang GN530L <i>Chinese Cinderella</i> by Adeline Yen Mah 960L <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.			

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<p>Reading Standards Central to Unit</p>	<p>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.</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. 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.</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.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.</p>
<p>Writing Standards Across Units</p>	<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. 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.</p>			
<p>Writing Standards Central to Unit</p>	<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. Cite Evidence Kylen Beers Discussion Terms HMH Writing Resources</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. CCSS.ELA-Literacy.CCRA.W.6 Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.</p>
<p>Speaking/Listening Standards Across Units</p>	<p>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.</p>			

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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.	CCSS.ELA-LITERACY.SL.7.5 Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.
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 (definitions) (e.g., <i>refined, respectful, polite, diplomatic, condescending</i>).	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, bellicose, 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	<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

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ENL/ESE Resources (Refers to Collections Text Resources)	<ul style="list-style-type: none">• <i>Analyze Text: Memoir: Interactive Graphic Organizer: Spider Map</i>• <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>• <i>Character: Level Up Tutorial: Methods of Characterization</i>	<ul style="list-style-type: none">• <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>	<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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