

**Grade 7 Curriculum Map
2023 - 2024**

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>Narrative 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>Literary Essay 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>Nonfiction, Research Oriented Paper 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>Argument 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>Thematic Essential Question 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 fearlessly face challenges, and what character traits must one possess in order to overcome challenges? (<i>Witch of Blackbird Pond</i>)</p> <p>Thematic Understandings: Students will understand that: - By examining different cultures, readers gain a greater understanding of the world in which they live.</p> <p>Reading and Writing Understandings Students will understand that: -Close reading includes multiple readings of a text. -Annotation promotes 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, 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</p>	<p>Thematic Essential Question How do authors use their writing to comment on their society?</p> <p>Thematic Understandings: Students will understand that: -Personal experiences inform a writer's perspective on his/her society. -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>Reading and Writing Understandings: 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 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 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.</p>	<p>Thematic Essential Question How can people make a difference in the world?</p> <p>Thematic Understandings: 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>Reading and Writing Understandings: 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>Thematic Essential Question How does conflict shape or promote character development?</p> <p>Thematic Understandings: 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>Reading and Writing Understandings: -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 strong examples, and clear explanation of examples.</p>

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	<p>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.</p>	<p>-Evidence is crucial to creating a strong literary essay. - Give selected evidence in essays careful consideration. Essays should include the strongest examples, not simply any example. -In essays, evidence from the text requires context and explanation in order to support a writer’s argument.</p>		
Texts	<p>MAIN TEXT (REQUIRED): <i>American-Born Chinese</i> 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>MAIN TEXT (REQUIRED): <i>House on Mango Street</i> by Sandra Cisneros--870L or <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>MAIN TEXT (REQUIRED): Non-Fiction articles related to research assignments and current event topics</p> <p>AND/OR <i>Amal Unbound</i> by Aisha Saeed–600L</p> <p>AND/OR <i>I Am Malala</i> (young readers edition) by Malala Yousafzai 830L</p>	<p>MAIN TEXT (REQUIRED): <i>Roll of Thunder, Hear My Cry</i> by Mildred Taylor (920L) or</p> <p><i>The Secret Life of Bees</i> by Sue Monk Kidd 840L</p>
Supplemental Texts	<p>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</p>	<p>Supplemental <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</p>	<p>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</p>	<p>Supplemental <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</p>
Increasing Text Complexity (Lexile Bands)	<p><i>American Born Chinese</i> by Gene Luen Yang GN530L <i>The Witch of Blackbird Pond</i> by Elizabeth Speare- 850L</p>	<p><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)</p>	<p><i>I Never Had It Made</i> by Jackie Robinson 1130L</p>	<p><i>Roll of Thunder, Hear My Cry</i> – 920L <i>The Secret Life of Bees</i> by Sue Monk Kidd 840L</p>
Reading Standards Across Units	<p>NGLS 7R1: Cite textual evidence to support an analysis of what the text says explicitly/implicitly and make logical inferences. (RI&RL)</p> <p>NGLS 7R2: Determine a theme or central idea of a text and analyze its development over the course of the text; summarize a text. (RI&RL)</p> <p>NGLS 7R3: In literary texts, analyze how elements of plot are related, affect one another, and contribute to meaning. (RL) In informational texts, analyze how individuals, events, and ideas are introduced, relate to each other, and are developed. (RI)</p> <p>NGLS 7R4: Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings. Analyze the impact of specific word choices on meaning, tone, and mood, including words with multiple meanings. (RI&RL)</p>			

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<p>Reading Standards Central to Unit</p>	<p>NGLS ANCHOR STANDARD 6: Assess how point of view or purpose shapes the content and style of a text, drawing on a wide range of global and diverse texts.</p> <p>NGLS ANCHOR STANDARD 9: Analyze and evaluate texts using knowledge of literary forms, elements, and devices through a variety of lenses and perspectives.</p>	<p>NGLS ANCHOR STANDARD 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>NGLS ANCHOR STANDARD 6: Assess how point of view or purpose shapes the content and style of a text, drawing on a wide range of global and diverse texts.</p> <p>NGLS ANCHOR STANDARD 9: Analyze and evaluate texts using knowledge of literary forms, elements, and devices through a variety of lenses and perspectives.</p>	<p>NGLS ANCHOR STANDARD 7: Integrate and evaluate content presented in diverse media and formats.</p> <p>NGLS ANCHOR STANDARD 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>NGLS ANCHOR STANDARD 6: Assess how point of view or purpose shapes the content and style of a text, drawing on a wide range of global and diverse texts.</p> <p>NGLS ANCHOR STANDARD 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>NGLS ANCHOR STANDARD 4: Develop personal, cultural, textual, and thematic connections within and across genres through written responses to texts and personal experiences.</p> <p>NGLS ANCHOR STANDARD 5: Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>NGLS ANCHOR STANDARD 7: Gather relevant information from multiple sources, assess the credibility and accuracy of each source, and integrate the information in writing while avoiding plagiarism</p>			
<p>Writing Standards Central to Unit</p> <p>Cite Evidence Kyrene Beers Discussion Terms HMH Writing Resources</p>	<p>NGLS 7W3: Write narratives to develop real or imagined experiences or events using effective techniques, descriptive details and clear sequencing.</p> <p>-NGLS 7W3a: Engage the reader by establishing a point of view and introducing a narrator and/or characters.</p> <p>-NGLS 7W3b: Use narrative techniques, such as dialogue and description, to develop experiences, events, and/or characters.</p> <p>-NGLS 7W3c: Use a variety of transitional words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.</p> <p>-NGLS 7W3d: Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.</p> <p>-NGLS 7W3e: Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.</p> <p>NGLS 7W4: Create a poem, story, play, artwork, or other response to a text, author, theme, or personal experience.</p>	<p>NGLS 7W2: Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</p> <p>-NGLS7W2a: Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast and cause/effect.</p> <p>-NGLS 7W2b: Develop a topic with relevant facts, definitions, concrete details, quotations, or other information and examples; include formatting, graphics, and multimedia.</p> <p>-NGLS 7W2c: Use precise language and content-specific vocabulary to explain a topic.</p> <p>-NGLS 7W2d: Use transitions to create cohesion and clarify the relationships among ideas and concepts.</p> <p>-NGLS 7W2e: Provide a concluding statement or section that explains the significance of the information presented.</p>	<p>NGLS 7W5: Draw evidence from literary or informational texts to support analysis, reflection, and research. Apply the grade 7 Reading Standards to both literary and informational text, where applicable.</p> <p>NGLS 7W6: Conduct research to answer questions, including self-generated questions, drawing on multiple sources and refocusing the inquiry when appropriate. Generate additional related questions for further research and investigation.</p> <p>NGLS 7W7: Gather relevant information from multiple sources; assess the credibility and accuracy of each source; quote or paraphrase the data and conclusions of others; avoid plagiarism and follow a standard format for citation.</p>	<p>NGLS 7W1: Write arguments to support claims with clear reasons and relevant evidence.</p> <p>-NGLS 7W1a: Introduce a precise claim, acknowledge and distinguish the claim from a counterclaim, and organize the reasons and evidence logically.</p> <p>-NGLS 7W1b: Support claim(s) with logical reasoning and relevant evidence, using credible sources while demonstrating an understanding of the topic or text.</p> <p>-NGLS 7W1c: Use precise language and content-specific vocabulary to argue a claim.</p> <p>-NGLS 7W1d: Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.</p> <p>-NGLS 7W1e: Provide a concluding statement or section that explains the significance of the argument presented.</p>

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<p>Speaking/Listening Standards Across Units</p>	<p>NGLS ANCHOR STANDARD 1: Prepare for and participate effectively in a range of conversations and collaborations with diverse partners; express ideas clearly and persuasively, and build on those of others.</p> <p>NGLS ANCHOR STANDARD 2: Integrate and evaluate information presented in diverse media and formats (including visual, quantitative, and oral).</p> <p>NGLS ANCHOR STANDARD 3: Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric.</p> <p>NGLS ANCHOR STANDARD 4: Present information, findings, and supporting evidence so that listeners can follow the line of reasoning. Ensure that the organization, development, and style are appropriate to task, purpose, and audience.</p> <p>NGLS ANCHORSTANDARD 5: Make strategic use of digital media and visual displays to express information and enhance understanding of presentations.</p> <p>NGLS ANCHOR STANDARD 6: Adapt speech to a variety of contexts and communicative tasks, demonstrating command of academic English when indicated or appropriate.</p>			
<p>Speaking/Listening Standards Central to Unit</p>	<p>NGLS 7SL1: Engage effectively in a range of collaborative discussions with diverse partners; express ideas clearly and persuasively, and build on those of others.</p>	<p>NGLS 7SL2: Analyze the central ideas and supporting details presented in diverse formats (e.g., including visual, quantitative, and oral) and explain how the ideas clarify and/or contribute to a topic, text, or issue under study</p>	<p>NGLS 7SL4: Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear enunciation.</p>	<p>NGLS 7SL3: Delineate a speaker’s argument and specific claims, evaluating for sound reasoning, and the relevance and sufficiency of the evidence.</p> <p>NGLS 7SL5: Include digital media and/or visual displays in presentations to clarify claims and findings and emphasize salient points.</p>
<p>Language Standards Across Units</p>	<p>NGLS ANCHOR STANDARD 1: Demonstrate command of the conventions of academic English grammar and usage when writing or speaking.</p> <p>NGLS ANCHOR STANDARD 2: Demonstrate command of the conventions of academic English capitalization, punctuation, and spelling when writing.</p> <p>NGLS ANCHOR STANDARD 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.</p> <p>NGLS ANCHOR STANDARD 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.</p> <p>NGLS ANCHOR STANDARD 5: Demonstrate understanding of figurative language, word relationships and nuances in word meanings.</p> <p>NGLS ANCHOR STANDARD 6: Acquire and accurately use general academic and content-specific words and phrases sufficient for reading, writing, speaking, and listening; demonstrate independence in gathering and applying vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p>			
<p>Language Standards Central to Unit</p> <p>*While building proficiency in English, ELLs/MLLs in English as a New Language and Bilingual Education programs may demonstrate skills bilingually or transfer linguistic knowledge across languages.</p> <p>-Appendix A NGLS</p>	<p>Core Punctuation and Spelling Skills for Grades 6→8:</p> <ul style="list-style-type: none"> • Use punctuation (commas, parentheses, dashes, hyphens) to clarify and enhance writing. • Use punctuation (comma, ellipsis, dash) to indicate a pause or break. • Use an ellipsis to indicate an omission. 	<p>Core Conventions Skills for Grades 6→8:</p> <ul style="list-style-type: none"> • Ensure that pronouns are in the proper case (subjective, objective, and possessive). • Recognize and correct inappropriate shifts in pronoun number and person. • Recognize and correct pronouns that have unclear or ambiguous antecedents. • Explain the function of phrases and clauses in general, as well as in specific sentences. 	<p>Core Conventions Skills for Grades 6→8:</p> <ul style="list-style-type: none"> • Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers. • Use simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas. 	<p>Core Conventions Skills for Grades 6→8:</p> <ul style="list-style-type: none"> • Explain the function of verbals (gerunds, participles, infinitives). • Form and use verbs in the active and passive voice. • Recognize and correct inappropriate verb shifts.

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<p>Grammar Focus</p>	<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
<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</i> • <i>Analyze Structure: Text Features: Level Up Tutorial: Informational Text Analyze Diverse Media</i> • <i>Analyze Story Elements: 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>