

# 7th GRADE ENGLISH LANGUAGE ARTS CURRICULUM



**Grade Level(s):** 7th Grade

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Content of the curriculum comes from OpenUp Resources - EL Education

**Course Description:** The 7th grade English Language Arts (ELA) curriculum integrates reading, writing, and speaking standards with the skills of researching, analyzing, interpreting, and evaluating texts through the study of historical and scientific topics. The course is divided into four modules with each module containing three units. A truly interdisciplinary approach to ELA, the four module topics are the lost children of The Sudan, epidemics, The Harlem Renaissance, and plastic pollution. Fiction and non-fiction texts as well as audio and video components ensure that students further their understanding of how different genres require distinct reading and interpreting skills. The curriculum includes the following essential aspects to the development of literacy skills: frequent use of grade-level texts for all students; intentional vocabulary building; teacher-led close reading of content-based texts; carefully developed text dependent questions; multiple reads for deepening comprehension; accountable independent reading at individual students' level; reading to deepen and expand content knowledge and vocabulary; writing skills (e.g., use of introductions, transitions) and approaches (e.g., gathering evidence to support a statement) scaffolded specifically for particular writing types in each module; collaborative protocols; small group discussion; Socratic seminars; frequent opportunities for students to orally rehearse ideas and thinking before writing, including structured conversations and Language Dives; Short and fully developed writing; and embedded grammar and usage instruction within tasks.

## Year At A Glance

Unit Title	Overarching Essential Question	Overarching Enduring Understanding	<a href="#">Vision of A Learner “I Can” Statements</a>
<a href="#">The Lost Children of The Sudan</a>	Who are the Lost Children of Sudan, and what is their story?	The second Sudanese civil war displaced millions of people, including hundreds of thousands of Lost Boys and thousands of Lost Girls who walked through Southern Sudan, Ethiopia, and Kenya in search of a safe haven.	CCE2(6-8); CCE3(6-8); CCE4(6-8); DE1(6-8); TI2(6-8); P3(6-8)
<a href="#">Epidemics</a>	How do human responses help or hinder during trying times?	People’s response to epidemics affects their overall impact. When people respond with positive character traits and logic, epidemics can be contained. When people respond with fear and selfishness, epidemics often spread.	TCC1(6-8); TCC2(6-8); TCC3(6-8); CCE2(6-8); CCE4(6-8); DE1(6-8); TI2(6-8); TI4(6-8)
<a href="#">The Harlem Renaissance</a>	How does collaboration influence an artistic renaissance?	Innovation occurs through collaboration and community. The academic mindset of belonging is a critical aspect to creating a common identity and strong community during the Harlem Renaissance.	TI4(6-8); P2(6-8); DE1(6-8); CCE4(6-8); CCE2(6-8); TCC2(6-8); TCC1(6-8)
<a href="#">Plastic Pollution</a>	Where and how does plastic pollute?	Plastic that is not properly disposed of ends up in the environment, with much of it polluting oceans and even ending up in the food chain via animals who consume it	TCC1(6-8); TCC2(6-8); TCC3(6-8); TCC4(6-8); CCE2(6-8); CCE3(6-8); CCE4(6-8); DE1(6-8); DE4(6-8); TI1(6-8); TI3(6-8); TI4(6-8); P3(6-8)



## Unit 1 - The Lost Children of The Sudan

### Desired Results - Goals, Transfer, Meaning, Acquisition

#### Established Goals:

- RL.7.1: Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
- RL.7.2: Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text
- RL.7.3: Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).
- RL.7.4: Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama.
- RL.7.6: Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.
- RL.7.7: Compare and contrast a written story, drama, or poem to its audio, filmed, staged, or multimedia version, analyzing the effects of techniques unique to each medium (e.g., lighting, sound, color, or camera focus and angles in a film)
- RL.7.9: Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history
- RL.7.10: By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.
- RI.7.1: Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
- RI.7.2: Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.
- W.7.2: Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
- W.7.3: Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
- W.7.4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- W.7.6: Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.
- W.7.7: Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.
- 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.
- W.7.9: Draw evidence from literary or informational texts to support analysis, reflection, and research.

- W.7.10: 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 discipline-specific tasks, purposes, and audiences.
- SL.7.1a: 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.
- SL.7.2: Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.
- L.7.4: Determine or clarify the meaning of unknown and multiple meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies.
- L.7.6: Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

**College, Career, and Civic Life (C3) Framework for Social Studies State Standards** (This module is designed to address English Language Arts standards and to be taught during the literacy block. But the module intentionally incorporates Social Studies content that may align to additional teaching during other parts of the day. These intentional connections are described below)

- D1.5.6–8. Determine the kinds of sources that will be helpful in answering compelling and supporting questions, taking into consideration multiple points of views represented in the sources.
- D2.Civ.6.6–8. Describe the roles of political, civil, and economic organizations in shaping people’s lives.
- D2.Geo.2.6–8. Use maps, satellite images, photographs, and other representations to explain relationships between the locations of places and regions, and changes in their environmental characteristics.
- D2.Geo.4.6–8. Explain how cultural patterns and economic decisions influence environments and the daily lives of people in both nearby and distant places.
- D2.Geo.6.6–8. Explain how the physical and human characteristics of places and regions are connected to human identities and cultures.
- D2.His.1.6–8. Analyze connections among events and developments in broader historical contexts.
- D3.1.6–8. Gather relevant information from multiple sources while using the origin, authority, structure, context, and corroborative value of the sources to guide the selection.
- D3.2.6–8. Evaluate the credibility of a source by determining its relevance and intended use.
- D4.2.6–8. Construct explanations using reasoning, correct sequence, examples, and details with relevant information and data, while acknowledging the strengths and weaknesses of the explanations.
- D4.3.6–8. Present adaptations of arguments and explanations on topics of interest to others to reach audiences and venues outside the classroom using print and oral technologies (e.g., posters, essays, letters, debates, speeches, reports, and maps) and digital technologies (e.g., internet, social media, and digital documentary).
- D4.5.6–8. Critique the structure of explanations.
- D4.6.6–8. Draw on multiple disciplinary lenses to analyze how a specific problem can manifest itself at local, regional, and global levels over time, identifying its characteristics and causes, and the challenges and opportunities faced by those trying to address the problem.
- D4.7.6–8. Assess their individual and collective capacities to take action to address local, regional, and global problems, taking into account a range of possible levers of power, strategies, and potential outcomes.

**Vision of A Learner Attributes:** Students will be able to independently use their learning to... (“I can” statements to be demonstrated)

- CCE2(6-8): I can use rubrics, peer editing, conferences, and other feedback to revise my work and increase my learning.
- CCE3(6-8): I can participate in collaborative conversations by actively listening, formulating questions, making connected comments and providing various types of feedback to my peers.
- CCE4(6-8): I can express my thoughts and ideas, both verbally and in writing, in order to defend my perspective. I can do this via essays, performance-based projects, whole group, and/or small group discussions.
- DE1(6-8): I can search for multiple perspectives and compare and contrast those perspectives.
- TI2(6-8): I can identify my objectives and apply the best resources to my learning.
- P3(6-8): I can receive and provide constructive feedback and understand the need to adjust my goals/learning journey.

**Understandings:** Students will understand that...

- The second Sudanese civil war displaced millions of people, including hundreds of thousands of Lost Boys and thousands of Lost Girls who walked through Southern Sudan, Ethiopia, and Kenya in search of a safe haven.
- The Lost Children persevered to overcome the hardships of war, starvation, thirst, displacement, and threats by wild animals. Many of them show respect, empathy, and integrity as they help each other survive these same hardships. Some of them have also become leaders in the United States or in their home country (like Salva and his organization Water for South Sudan), using their strengths to help others grow, helping care for their environment and shared spaces, and using their learning to do so.

**Essential Questions:**

- Who are the Lost Children of Sudan, and what is their story?
- What are the habits of character the Lost Children used to survive?

**Students will know...**

- Some of the Lost Boys were sent to the United States to begin new lives in safety.
- Most of the Lost Girls remained in the refugee camps, many of them working as unpaid servants for refugee families and/or being married off against their will.
- In Sudan there are water scarcity issues, which means many people do not have easy access to clean water. As a result, most girls and women persevere to walk all day to get water.

**Students will be able to...**

- Describe how the setting shapes the characters and plot, and how an author develops and contrasts the points of view of different characters in the text.
- analyze how themes develop throughout a story
- read informational texts to identify central ideas and answer questions



<p>They also show empathy and respect as they care for others as many people get sick from dirty water, which is the only water readily available.</p>	
<p><b>Key Vocabulary:</b> haven, infer, habits of character, academic, domain-specific, empathy, ethical people, respect, gist, analyze, contrast, develop, identify, shapes, strategies, point of view, contrasts, develops, protested, gourdful, displaced, harrowing, objective, stumbled, central idea, connotation, summarize, research, stunted, luscious, occurred, sluggishly, stumbled, analyze, assessment, determine, antelope, gnu, wildebeest, effective, over the course of, theme, objective, subjective, impressive, generate, norms, productive, discussion, text-based, effective, norms, quote, support, central ideas, commodity, dominated, summarize, human rights violations, main ideas, supporting details, credibility, relevance, research, analyze, central, development, objective, over the course, main ideas, research, supporting details, analyze, model, purpose, structure, Painted Essay®, compare and contrast, staggered, focus statement, introduction, elaborated, evidence, proof paragraph, conclusion, reflection, domain-specific vocabulary, precise, specific, feedback, transitions, audio, effect, techniques, version, widened, mood, criteria, effective, generate, haze, narrative, profile, character, setting, mirror, plot, engage, description, dialogue, pacing, transitions, ebook, author's note</p>	
<p style="text-align: center;"><b>Assessment Evidence</b></p>	
<p><b>Performance Tasks:</b>  <b>Illustrated Ebook: Lost Boys and Girls of Sudan</b> - Students plan, write, and revise a narrative for third-grade, elementary school students telling the story of a Lost Boy or Girl of Sudan. For the performance task, students create an illustrated ebook for their narrative with an informative foreword explaining the context of the story (the second Sudanese civil war) and the habits of character evident in the story they have written.</p>	<p><b>Other Evidence:</b></p> <ul style="list-style-type: none"> <li>● Analyze Setting, Plot, and Point of View: A Long Walk to Water</li> <li>● Analyze Development of Theme: A Long Walk to Water</li> <li>● Text-Based Discussion: Themes: A Long Walk to Water</li> <li>● Research to Answer a Question</li> <li>● Compare and Contrast A Long Walk to Water and “The ‘Lost Girls’ of Sudan”</li> <li>● Compare Audio to Text: A Long Walk to Water</li> <li>● Write a Narrative about a Lost Boy or Girl of Sudan</li> </ul>
<p style="text-align: center;"><b>Learning Plan</b></p>	
<ul style="list-style-type: none"> <li>● CCE3(6-8): I can participate in collaborative conversations by actively listening, formulating questions, making connected comments and providing various types of feedback to my peers. <ul style="list-style-type: none"> <li>○ Text-based discussion</li> </ul> </li> <li>● CCE4(6-8): I can express my thoughts and ideas, both verbally and in writing, in order to defend my perspective. I can do this via essays, performance-based projects, whole group, and/or small group discussions. <ul style="list-style-type: none"> <li>○ Write a narrative</li> </ul> </li> <li>● DE1(6-8): I can search for multiple perspectives and compare and contrast those perspectives. <ul style="list-style-type: none"> <li>○ Research to answer a question</li> </ul> </li> <li>● TI2(6-8): I can identify my objectives and apply the best resources to my learning. <ul style="list-style-type: none"> <li>○ Illustrated eBook</li> </ul> </li> </ul>	

- P3(6-8): I can receive and provide constructive feedback and understand the need to adjust my goals/learning journey.
- CCE2(6-8): I can use rubrics, peer editing, conferences, and other feedback to revise my work and increase my learning.
  - With each writing assignment, students have the opportunity to self-assess utilizing the rubric and peer-assess to provide feedback and make revisions.

**Teacher Resources:** A Long Walk to Water, Linda Sue Park (RL 720Lt); “The Lost Boys of the Sudan,” The State of the World’s Children 1996; God Grew Tired of Us, Dir. Christopher Quinn; Nasreen’s Secret School: A True Story of Afghanistan, Jeanette Winter (RI ebook AD630L); Brothers in Hope: The Story of the Lost Boys of Sudan, Mary Williams (RL 610L); “The ‘Lost Girls’ of Sudan,” Ishbel Matheson. BBC News; “One Day I Had to Run,” John Deng Langbany; A Long Walk to Water, Brilliance Audio (RL audiobook); “The Need,” Water for South Sudan

## Unit 2 - Epidemics

### Desired Results - Goals, Transfer, Meaning, Acquisition

#### Established Goals:

- RI.7.1: Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
- RI.7.2: Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.
- RI.7.3: Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).
- RI.7.4: Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.
- RI.7.5: Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas.
- RI.7.8: Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims.
- RI.7.10: By the end of the year, read and comprehend literary nonfiction in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.
- W.7.2: Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
- W.7.4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- W.7.5: With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well the purpose and audience have been addressed.
- W.7.6: Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.
- W.7.7: Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.
- 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.
- W.7.10: 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 discipline-specific tasks, purposes, and audiences.
- 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.
- SL.7.1a: 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.



- SL.7.4: Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.
- L.7.1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- L.7.2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- L.7.3: Use knowledge of language and its conventions when writing, speaking, reading, or listening.
- L.7.4: Determine or clarify the meaning of unknown and multiple meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies.
- L.7.6: Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

(This module is designed to address English Language Arts standards and to be taught during the literacy block. But the module intentionally incorporates Science and Social Studies content that may align to additional teaching during other parts of the day. These intentional connections are described below)

### **Next-Generation Science Standards**

#### **Life Science Performance Expectation**

- MS-LS2-4: Construct an argument supported by empirical evidence that changes to physical or biological components of an ecosystem affect populations.
- MS-LS1-5: Construct a scientific explanation based on evidence for how environmental and genetic factors influence the growth of organisms.

### **College, Career, and Civic Life (C3) Framework for Social Studies State Standards**

- D2.Civ.13.6-8. Analyze the purposes, implementation, and consequences of public policies in multiple settings.
- D2.His.14.6-8. Explain multiple causes and effects of events and developments in the past

**Vision of A Learner Attributes:** Students will be able to independently use their learning to... (“I can” statements to be demonstrated)

- TCC1(6-8): I can ask relevant questions to evaluate possible solutions.
- TCC2(6-8): I can evaluate data gathered from multiple perspectives and draw conclusions.
- TCC3(6-8): I can combine new information with my own ideas to generate solutions.
- CCE2(6-8): I can use rubrics, peer editing, conferences, and other feedback to revise my work and increase my learning.
- CCE4(6-8): I can express my thoughts and ideas, both verbally and in writing, in order to defend my perspective. I can do this via essays, performance-based projects, whole group, and/or small group discussions.
- DE1(6-8): I can search for multiple perspectives and compare and contrast those perspectives.
- TI2(6-8): I can identify my objectives and apply the best resources to my learning.
- TI4(6-8): I can identify my strengths and areas for growth, set goals toward improvement, and seek support as needed.

<p><b>Understandings:</b> Students will understand that...</p> <ul style="list-style-type: none"> <li>• Epidemics can be medical or social. There are similarities and differences to epidemics, depending on whether they are social or medical in nature.</li> <li>• Social epidemics can be positive or negative.</li> <li>• People's response to epidemics affects their overall impact. When people respond with positive character traits and logic, epidemics can be contained. When people respond with fear and selfishness, epidemics often spread.</li> <li>• Epidemiologists can respond to epidemics with integrity, initiative, responsibility, and perseverance. Doctors or caregivers can respond to patients with compassion, respect, and empathy.</li> <li>• People use logic, the scientific method, and innovation to solve mysterious epidemics.</li> </ul>	<p><b>Essential Questions:</b></p> <ul style="list-style-type: none"> <li>• How do epidemics begin and spread?</li> <li>• How do human responses help or hinder during trying times?</li> <li>• Can the way we think about medical outbreaks tell us anything about how we should think about human behavior?</li> <li>• What is the role of character and mindset in solving epidemic crises?</li> <li>• What methods and tools help people to solve epidemics?</li> </ul>
<p><b>Students will know...</b></p> <ul style="list-style-type: none"> <li>• Epidemics spread through contagion as well as social networks</li> <li>• The meanings of words and phrases, especially technical terms associated with epidemiology</li> <li>• The impact of word choice on meaning and tone</li> </ul>	<p><b>Students will be able to...</b></p> <ul style="list-style-type: none"> <li>• Examine the wide variety of text features and structures incorporated into each chapter of Patient Zero, as well as how major sections contribute to the whole text and the development of ideas.</li> <li>• Discuss the interactions between the individual epidemiologists or scientists, the events during the epidemics, and the ideas about disease at the time, as well as consider the mindsets, tools, and character traits that enabled the scientists to solve these medical mysteries</li> <li>• Summarize the central ideas of articles as well as delineate and evaluate their claims</li> <li>• Engage in the full writing process, from planning to drafting to peer critique to revision</li> <li>• Analyze model podcasts and podcasts scripts</li> </ul>
<p><b>Key Vocabulary:</b> character, infer, mindset, cracking, epidemic, epidemiologist, determine, gist, structure, contribute, proclamation, speculating, intravenously, pestilence, victuals, inconsistencies, ingested, abounded, impact, interact, poring over, tone, gets a foothold, discreetly, discussion, norms, text-based, bad rap, cascade, inhibit, largesse, transcend, argument, claim, evidence, point, reasoning, relevant, sound, sufficient, analogies, insubstantial, nebulous, marketers, pollsters, analogy, behemoth, piggybacking, rigorous, epidemiology, social contagion, analyze, context, criteria, informative, structure, context, evidence, Proof Paragraphs, elaboration, evidence, podcast, narrative nonfiction, script, accuracy, cite, credibility, relevance, research, search terms, main ideas, research, supporting details, narrative nonfiction, concisely, eliminating, precisely,</p>	

redundancy, wordiness, coherent, emphasize, findings, salient, clarify, emphasize, multimedia components, sound effects

### Assessment Evidence

#### Performance Tasks:

##### **Write an Informative Essay: Social and Medical Epidemics -**

Students write informative essays about how social scientists use epidemics to explain human behavior. Students examine the topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

**A Podcast of an Epidemic** - Students create a podcast with sound effects, music, and other podcast features (such as a variety of voices; a charismatic, engaging tone; interviews; description, etc.) utilizing the script that they developed throughout the last portion of the unit.

#### Other Evidence:

- Analyze Structure: Patient Zero
- Analyze Individuals, Events, and Ideas: Patient Zero
- Read and Analyze Argument: “Are Social Epidemics Real?”
- Text-Based Discussion: Analyze Argument: “Are Social Epidemics Real?”
- Tuning Protocol and Revision
- Research to Answer a Question

### Learning Plan

- TCC1(6-8): I can ask relevant questions to evaluate possible solutions.
- TCC2(6-8): I can evaluate data gathered from multiple perspectives and draw conclusions.
- TCC3(6-8): I can combine new information with my own ideas to generate solutions.
- DE1(6-8): I can search for multiple perspectives and compare and contrast those perspectives.
  - Analyze Individuals, Events, and Ideas: Patient Zero
  - Research to Answer a Question
- CCE2(6-8): I can use rubrics, peer editing, conferences, and other feedback to revise my work and increase my learning.
- TI4(6-8): I can identify my strengths and areas for growth, set goals toward improvement, and seek support as needed.
  - Tuning Protocol and Revision
- CCE4(6-8): I can express my thoughts and ideas, both verbally and in writing, in order to defend my perspective. I can do this via essays, performance-based projects, whole group, and/or small group discussions.
- TI2(6-8): I can identify my objectives and apply the best resources to my learning.
  - Research to Answer a Question
  - A Podcast of an Epidemic

**Teacher Resources:** Patient Zero, Marilee Peters (RI 1010L); “Kindness Contagion,” Jamil Zaki. Scientific American; “Social Contagion:

Conflicting Ideas,” The Economist Magazine; “Are Social Epidemics Real?” EL Education (RI 960L); “Disease Detective,” Marylou Tousignant. National Geographic Extreme Explorer.



## Unit 3 - The Harlem Renaissance

### Desired Results - Goals, Transfer, Meaning, Acquisition

#### Established Goals:

- RL.7.1: Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
- RL.7.2: Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text
- RL.7.3: Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).
- RL.7.4: Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama.
- RL.7.5: Analyze how a drama's or poem's form or structure (e.g., soliloquy, sonnet) contributes to its meaning
- RL.7.6: Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.
- RL.7.7: Compare and contrast a written story, drama, or poem to its audio, filmed, staged, or multimedia version, analyzing the effects of techniques unique to each medium (e.g., lighting, sound, color, or camera focus and angles in a film)
- RL.7.10: By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.
- RI.7.2: Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.
- W.7.1: Write arguments to support claims with clear reasons and relevant evidence.
- W.7.5: With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well the purpose and audience have been addressed.
- W.7.6: Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.
- W.7.10: 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 discipline-specific tasks, purposes, and audiences.
- SL.7.4: Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.
- L.7.1a: Explain the function of phrases and clauses in general and their function in specific sentences.
- L.7.1b: Choose among simple, compound, complex, and compound complex sentences to signal differing relationships among ideas.
- L.7.6: Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

**College, Career, and Civic Life (C3) Framework for Social Studies State Standards** (This module is designed to address English Language Arts standards and to be taught during the literacy block. But the module intentionally incorporates Science and Social Studies content that may

align to additional teaching during other parts of the day. These intentional connections are described below)

- D2.Civ.14.6-8. Compare historical and contemporary means of changing societies, and promoting the common good.
- D2.His.4.6-8. Analyze multiple factors that influenced the perspectives of people during different historical eras.
- D2.His.14.6-8. Explain multiple causes and effects of events and developments in the past.

**Vision of A Learner Attributes:** Students will be able to independently use their learning to... (“I can” statements to be demonstrated)

- TI4(6-8): I can identify my strengths and areas for growth, set goals toward improvement, and seek support as needed.
- P2(6-8): I can identify my relative strengths as well as areas for improvement. I can set goals, use strategies for improvement, and monitor my own learning through various means of self-assessment in order to experience growth.
- DE1(6-8): I can search for multiple perspectives and compare and contrast those perspectives.
- CCE4(6-8): I can express my thoughts and ideas, both verbally and in writing, in order to defend my perspective. I can do this via essays, performance-based projects, whole group, and/or small group discussions.
- CCE2(6-8): I can use rubrics, peer editing, conferences, and other feedback to revise my work and increase my learning.
- TCC2(6-8): I can evaluate data gathered from multiple perspectives and draw conclusions.
- TCC1(6-8): I can ask relevant questions to evaluate possible solutions.

**Understandings:** Students will understand that...

- Innovation occurs through collaboration and community.
- The academic mindset of belonging is a critical aspect to creating a common identity and strong community during the Harlem Renaissance.
- There are common themes, practices, and structures across the art, music, and literature of the Harlem Renaissance.
- The Harlem Renaissance has contributed to contemporary art, music, literature, and politics.

**Essential Questions:**

- How does collaboration influence an artistic renaissance?
- What are some of the historical factors surrounding and contributing to the Harlem Renaissance?
- What are some of the lasting legacies of the Harlem Renaissance?

**Students will know...**

- Some societal factors that contributed to the movement and its art are the Great Migration, Jim Crow laws, and the racial violence of post-Civil War America. This migration, struggle, and oppression create urgency and frustration, out of which comes an expression of culture and identity. Out of the migration came a new freedom to create.

**Students will be able to...**

- Compare and contrast versions of a song
- Analyze structure, language and theme
- Analyze story elements and point of view
- Write, revise, and edit a literary essay

**Key Vocabulary:** collaboration, contributing, legacies, Harlem Renaissance, medium, techniques, version, tempo, tone, volume, allusion, figurative language, metaphor, catalyst, Abraham Lincoln, form, New Orleans, speaker, stanza, structure, the Congo, the Euphrates, the Mississippi, the Nile, contraband, countermand, impede, connotation, rhyming couplets, frail, dethroned, hue, omnipotent, loiter, sapphire, wafting,



fiddle, fife, runes, prognostications, compensation, pecuniary, admonitory, adherent, blunderer, consolation, disconsolately, executed, impulsive, oblique, redeemed, relevant, comrades, volley, argument, evidence, main claim, point, reasoning, relevant, context, dependent clause, independent clause, phrase, evidence, logical, Proof Paragraph, reasoning, relevant, compound sentence, complex sentence, compound-complex sentence, simple sentence, legacy, acting, choreographer, choreography, formations, musicality, reproaches, cerebrum, curator's statement

### Assessment Evidence

#### Performance Tasks:

**Harlem Renaissance Museum Collection** - Throughout the unit, students have read poems and stories, listened to songs, and viewed visual and performing art from the Harlem Renaissance. Students will share these works with an audience beyond their classroom in a Harlem Renaissance Museum. Sharing this museum with others is important because these are seminal works and yet there are so few middle school resources on the Harlem Renaissance. Throughout the unit, students have curated a set of texts, songs, and artwork connected by a theme from the Harlem Renaissance. Additionally, they have curated a contemporary piece that they either found or made themselves. Together with their classmates, students will present their set to a wider audience in a Harlem Renaissance Museum. Both their written and oral presentation of their curator's statement, labels, and the works themselves are part of their museum exhibit.

#### Other Evidence:

- Compare and Contrast Versions of "Lift Every Voice and Sing"
- Analyze Structure, Language, and Theme: "I Shall Return"
- Analyze Story Elements and Point of View: "The Boy and the Bayonet"
- Write a Literary Argument Essay
- Revise and Edit a Literary Argument Essay
- Analyze Structure, Language, and Theme: "The Sculptor"

### Learning Plan

- TI4(6-8): I can identify my strengths and areas for growth, set goals toward improvement, and seek support as needed.
- P2(6-8): I can identify my relative strengths as well as areas for improvement. I can set goals, use strategies for improvement, and monitor my own learning through various means of self-assessment in order to experience growth.
- CCE2(6-8): I can use rubrics, peer editing, conferences, and other feedback to revise my work and increase my learning.
- TCC1(6-8): I can ask relevant questions to evaluate possible solutions.
  - Revise and Edit a Literary Argument Essay
- DE1(6-8): I can search for multiple perspectives and compare and contrast those perspectives.
- TCC2(6-8): I can evaluate data gathered from multiple perspectives and draw conclusions.
  - Compare and Contrast Versions of "Lift Every Voice and Sing"
- CCE4(6-8): I can express my thoughts and ideas, both verbally and in writing, in order to defend my perspective. I can do this via essays, performance-based projects, whole group, and/or small group discussions.

- Harlem Renaissance Museum Collection
- Write a Literary Argument Essay

**Teacher Resources:** One Last Word: Wisdom from the Harlem Renaissance, Nikki Grimes; “Harlem Renaissance Packet,” EL Education (RI 940L–1070L); Shuffle Along, Flourney Miller and Aubrey Lyles; Shuffle Along, Eubie Blake; “National Hymn (Lift Every Voice and Sing),” James Johnson Weldon; “I Shall Return,” Claude McKay; “His Motto,” Lottie Burrell Dixon. The Upward Path. (RL 970L); “The Boy and the Bayonet,” Paul Laurence Dunbar. The Upward Path. (RL 1110L)

## Unit 4 - Plastic Pollution

### Desired Results - Goals, Transfer, Meaning, Acquisition

#### Established Goals:

- RI.7.1: Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
- RI.7.4: Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.
- RI.7.6: Determine an author's point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others.
- RI.7.7: Compare and contrast a text to an audio, video, or multimedia version of the text, analyzing each medium's portrayal of the subject (e.g., how the delivery of a speech affects the impact of the words).
- RI.7.9: Analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts.
- RI.7.10: By the end of the year, read and comprehend literary nonfiction in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.
- W.7.1: Write arguments to support claims with clear reasons and relevant evidence.
- W.7.5: With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well the purpose and audience have been addressed.
- W.7.6: Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.
- W.7.10: 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 discipline-specific tasks, purposes, and audiences.
- SL.7.2: Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.
- SL.7.3: Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.
- SL.7.4: Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.
- L.7.1c: Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.\*
- L.7.2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

(This module is designed to address English Language Arts standards and to be taught during the literacy block. But the module intentionally incorporates Science and Social Studies content that may align to additional teaching during other parts of the day. These intentional connections are described below.)

#### Next Generation Science Standards

Life Science Performance Expectation

- MS-LS2-4: Construct an argument supported by empirical evidence that changes to physical or biological components of an ecosystem affect populations.

**College, Career, and Civic Life (C3) Framework for Social Studies State Standards**

- D2.Civ.13.6-8. Analyze the purposes, implementation, and consequences of public policies in multiple settings.
- D2.His.14.6-8. Explain multiple causes and effects of events and developments in the past.

**Vision of A Learner Attributes:** Students will be able to independently use their learning to... (“I can” statements to be demonstrated)

TCC1(6-8): I can ask relevant questions to evaluate possible solutions.

TCC2(6-8): I can evaluate data gathered from multiple perspectives and draw conclusions.

TCC3(6-8): I can combine new information with my own ideas to generate solutions.

TCC4(6-8): I can apply my learning to new experiences, determine if it works, and adjust in the future.

CCE2(6-8): I can use rubrics, peer editing, conferences, and other feedback to revise my work and increase my learning.

CCE3(6-8): I can participate in collaborative conversations by actively listening, formulating questions, making connected comments and providing various types of feedback to my peers.

CCE4(6-8): I can express my thoughts and ideas, both verbally and in writing, in order to defend my perspective. I can do this via essays, performance-based projects, whole group, and/or small group discussions.

DE1(6-8): I can search for multiple perspectives and compare and contrast those perspectives.

DE4(6-8): I can be respectful and responsible and build positive relationships with all members of the school community.

TI1(6-8): I can create a plan with manageable steps to reach my goals.

TI3(6-8): I can compose specific questions that are relevant to a task to support my learning.

TI4(6-8): I can identify my strengths and areas for growth, set goals toward improvement, and seek support as needed.

P3(6-8): I can receive and provide constructive feedback and understand the need to adjust my goals/learning journey.

**Understandings:** Students will understand that...

- Plastic that is not properly disposed of ends up in the environment, with much of it polluting oceans and even ending up in the food chain via animals who consume it
- From banning single-use plastic to organizing cleanup efforts of existing pollution, there are many ways to reduce plastic pollution.
- Various groups and individuals are making efforts to reduce plastic pollution, from creating alternative materials to inventing novel ways to clean up plastic from the environment

**Essential Questions:**

- Where and how does plastic pollute?
- What can be done about plastic pollution?
- What is being done about plastic pollution?
- What can I do about plastic pollution?

<ul style="list-style-type: none"> <li>Individuals can take various actions to reduce plastic pollution, from using less plastic to contacting elected officials to ask for changes to policy</li> </ul>	
<p><b>Students will know...</b></p> <ul style="list-style-type: none"> <li>What interventions can be taken at each stage of the plastic life cycle: beginning, middle, and end</li> <li>How authors distinguish their position from that of others</li> </ul>	<p><b>Students will be able to...</b></p> <ul style="list-style-type: none"> <li>Study the documentary A Plastic Ocean, noting the transcript's portrayal of a subject as compared to the film's portrayal.</li> <li>Analyze the film's main ideas and supporting details, as well as how the ideas in the video introduce the issue of plastic pollution</li> <li>Identify and analyze the speakers' arguments by evaluating their claims as well as the soundness of their reasoning and the relevance and sufficiency of their evidence</li> <li>Analyze the anchor text Trash Vortex for the author's purpose and central ideas</li> <li>Find the meanings of words using relationships between words</li> </ul>
<p><b>Key Vocabulary:</b> plankton, scavenger hunt, single-use plastic, durable, portrayal, transcript, insidious, gyre, argument, claim, delineate, evaluate, evidence, point, reasoning, relevance, soundness, sufficiency, hyperbole, brittle, jostle, author's purpose, buoyant, cargo, benign, distinguish, inert, point of view, position, distinguish, gauging, infrastructure, insecticide, position, zooplankton, expedition, malleable, analogy, antonym, cross-examine, debate, synonym, the life cycle of plastic, counterclaim, rebuttal, refute, argument, evidence, main claim, point, reasoning, relevant, context, evidence, logical, Proof Paragraph, reasoning, relevant, coordinate adjectives, narrative nonfiction, concisely, eliminating, precisely, redundancy, wordiness, captions, panels, storyboard, clarify, emphasize, multimedia components</p>	
<p style="text-align: center;"><b>Assessment Evidence</b></p>	
<p><b>Performance Tasks:</b>  <b>Plastic Pollution Documentary Clip</b> - Students have read texts, watched videos, and conducted research into the problem of plastic pollution and the possible solutions. Students will share their learning with an audience beyond their classroom by creating a brief documentary clip. Creating this clip is important because plastic pollution presents an urgent and real problem, and the ability to think through solutions, act on them, and share progress with others will be crucial in addressing it. Students have worked with groups to write a documentary script and create a storyboard to plan their documentary clips. For the performance task, students work in their triads to film and edit their documentary clips with the purpose of sharing their message</p>	<p><b>Other Evidence:</b></p> <ul style="list-style-type: none"> <li>Analyze Techniques and Argument in a Video</li> <li>Analyze Author's Point of View and Purpose: Trash Vortex</li> <li>Analyze How Authors Present Evidence Differently</li> <li>Write and Revise an Argument Essay</li> <li>Revise and Edit a Documentary Script</li> </ul>

with their peers and a larger audience.

### Learning Plan

- TCC1(6-8): I can ask relevant questions to evaluate possible solutions.
- TCC2(6-8): I can evaluate data gathered from multiple perspectives and draw conclusions.
- TCC3(6-8): I can combine new information with my own ideas to generate solutions.
- TCC4(6-8): I can apply my learning to new experiences, determine if it works, and adjust in the future.
- CCE2(6-8): I can use rubrics, peer editing, conferences, and other feedback to revise my work and increase my learning.
- CCE3(6-8): I can participate in collaborative conversations by actively listening, formulating questions, making connected comments and providing various types of feedback to my peers.
- CCE4(6-8): I can express my thoughts and ideas, both verbally and in writing, in order to defend my perspective. I can do this via essays, performance-based projects, whole group, and/or small group discussions.
- DE1(6-8): I can search for multiple perspectives and compare and contrast those perspectives.
- DE4(6-8): I can be respectful and responsible and build positive relationships with all members of the school community.
- TI1(6-8): I can create a plan with manageable steps to reach my goals.
- TI3(6-8): I can compose specific questions that are relevant to a task to support my learning.
- TI4(6-8): I can identify my strengths and areas for growth, set goals toward improvement, and seek support as needed.
- P3(6-8): I can receive and provide constructive feedback and understand the need to adjust my goals/learning journey.
  - Write and revise an argument essay
  - Revise and edit a documentary script
  - Plastic Pollution Documentary Clip

**Teacher Resources:** Trash Vortex, Danielle Smith-Llera (RI 1120L); A Plastic Ocean, Craig Leeson (film); “Five Weird Materials That Could Replace Plastic,” Jessica Hullinger. The Week. (RI 1010L); “Five Things You Can Do to End Plastic Pollution,” Anjali Acharya. World Bank. (RI 1240L); “Boyan Slat: The Great Pacific Garbage Patch Kid,” Pat Betteley. Faces Magazine. (RI 1070L)