

7th Grade ELA Curriculum Overview

Big Idea: How do conflict and adversity lead to change?

Course Overview:

The 7th grade ELA curriculum focuses on how conflict and adversity leads to change for individuals, groups, self, and society. Using a wide variety of fiction and non-fiction across multiple genres, students will read, write, listen, speak, and develop their language skills throughout the school year. Students will read District-approved novels, *The Giver* by Lois Lowry and *Refugee* by Alan Gratz, which allow exploration of how communication and perspective relate to the overarching theme of conflict and change. In addition, using Pearson Realize, Newsela, District-created materials and Nearpod, students will cover units of study aligned with the New York State Next Generation Learning Standards that center around different essential questions which connect back to the Big Idea of how conflict and adversity lead to change: Does every conflict have a winner? How does our ability or inability to communicate cause a conflict in our relationships? How does perspective shape or alter the way an individual deals with conflict and adversity? Such questions offer opportunities for students to investigate the Big Idea and in turn learn more about themselves and the world they live in. Throughout the year, students will practice writing in various modes by creating argument, informative, and explanatory essays as well as literary analyses in response to literature, poetry, and non-fiction texts. Furthermore, all units contain writing assignments aligned with the Collins Writing Program, which will provide students the opportunity to complete all five types of writing throughout the year. Assessments developed to monitor student achievement such as the RI (Reading Inventory) and Fall/Spring Writing Samples drive instruction allowing teachers and administrators to identify skills in which students need support and find areas where enrichment can be included. To further prepare students for the rigors of high school and beyond, research components are embedded into the units of study to build upon students' ability to evaluate sources, develop a research question, create a thesis statement, and cite information from multiple sources. As a whole, the 7th grade curriculum strives to develop students' academic skills while offering opportunities for social and emotional interaction and growth.

Required Texts	Supplemental Texts
<ol style="list-style-type: none"><li data-bbox="478 1166 840 1198">1. <i>The Giver</i> – Lois Lowry<li data-bbox="478 1206 804 1239">2. <i>Refugee</i>- Allan Gratz<li data-bbox="478 1247 997 1279">3. Pearson Realize, Online Anthology	<ol style="list-style-type: none"><li data-bbox="1096 1166 1650 1239">1. <i>My Brother Sam is Dead</i>- Christopher and James Lincoln Collier<li data-bbox="1096 1247 1535 1320">2. <i>The Witch of Blackbird Pond</i>- Elizabeth George Speare<li data-bbox="1096 1328 1640 1360">3. <i>Freak the Mighty</i>- Rodman Philbrick<li data-bbox="1096 1369 1451 1401">4. Articles from Newsela<li data-bbox="1096 1409 1499 1442">5. District Created Materials

7th Grade Units Relationships and Community Units do not need to be completed in the order shown; sequence is at the teacher's discretion		7th Grade Essential Question: <i>How do conflict and adversity lead to change?</i>	Materials: <i>Pearson Realize Anthology On-line Text</i> <i>The Giver by Lois Lowry, Refugee by Alan Gratz</i> <i>District Created Materials</i> <i>NEWSLA articles</i>
Units	Anchor Texts	Skills	Final Unit Assessment/ Next Gen Standardst
Unit 1 Argument Writing 2 weeks Fall/Spring	<i>FWS/SWS</i> The district will provide materials; topic changes annually.	Argument components: claim, counterclaim, reasons, evidence, rebuttal. Argument text structure: including introduction, body development, and conclusion. Writing Components: In text citations, use of transition words and phrases, comprehension and critical thinking required to support an argument	Argument Essay 7R1/7W1 Collins Type 3
Unit 2 Short Stories 3-4 weeks Pearson Realize Unit 1	Elements of a Short Story Does every conflict have a winner? The Treasure of Lemon Brown Rikki Tikki Tavi Two Kinds Amigo Brothers	Text Analysis: Plot, character and point of view, conflict and resolution, theme, comparing characters, conflict, structure, persuasive techniques, rhetorical devices Comprehension: Make predictions, make inferences Language Study: Latin suffix –tion, Latin root –spir, Latin prefix –mal, Latin suffix –ious, common proper and possessive nouns, adjectives and adverbs, comparison of adjectives and adverbs, using a dictionary and thesaurus vocabulary, diction, connotation, denotation, style, conventions, grammar	Story map 7R3 Response to Literature 7W3/ 7W4
Unit 3 Drama 4-5 weeks Pearson Realize Unit 4	Do others see us more clearly than we see ourselves? Monsters Are Due on Maple Street Sorry, Wrong Number A Christmas Carol	Text Analysis: Dialogue, stage directions, characters' motives, setting, main idea, tone, author's argument Comprehension: Purpose for reading, analyze point of view Language Study: Latin root -grat-, Latin prefix inter, prepositions and prepositional phrases, appositives and appositive phrases	7R6/7R7 Literary Analysis Essay 7W2/7W5
Unit 4 Novel #1 6-7 weeks	How does our ability or inability to communicate cause a conflict in our relationships? <i>The Giver</i> by Lois Lowry	Text Analysis: Inference, flashback, characterization, context Clues, author's perspective, character's point of view, symbolism, irony, euphemism, foreshadowing Language Study: Use knowledge of language and its conventions when writing, speaking, reading, or listening, determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from a range of strategies, acquire and accurately use general academic and content-specific words and phrases; apply vocabulary knowledge when considering a word or phrase important to comprehension or expression	7R5, 7R7 Informative Essay 7W2/7W5 Research brief Collins Type 4

<p>Unit 5 Poetry 3-4 weeks</p> <p>Pearson Realize Unit 3</p>	<p>How does word choice impact the meaning of a poem?</p> <p>Analyzing language, form, and structure in poetry, author study: Pat Mora</p>	<p>Text Analysis: Forms of poetry, figurative language, sound devices, comparing imagery, repetition, structure, diction, primary sources, irony, author’s viewpoint, comprehension, draw conclusions, paraphrase Language Study: Latin root -lum-, Suffix –er, Old English suffix -less, Old English prefix un- with multiple meanings, sentence functions and end marks, independent and dependent clauses, sentence structures, subject-verb agreement</p>	<p>7R2</p> <p>Explanatory Essay 7W4/7W5</p>
<p>Unit 6 Research 2-3 weeks</p> <p>Embedded in units of study</p>	<p>Introductory Unit pp. lxx-lxxx Conducting Research</p>	<p>Short term vs long term research, learning the research process, elements of a research report, evaluate sources for reliability, relevance, accuracy, and how current they are, pre-writing and planning, choosing and narrowing a topic, create a research plan, use multiple sources including digital and print; primary and secondary, develop a research question and create a thesis statement, develop organized note-taking and outlining, cite sources correctly, paraphrase and summarize, integrate information from multiple sources, use in text [parenthetical] citations, check citations, create a “works cited” page, revise work, use student model to guide writing (p. lxxix-lxxx)</p>	<p>7R7/7R9 7W6/7W7</p> <p>Research Assignment or Alternative Assessment demonstrating learned research skills</p>
<p>Unit 7 Novel #2 6-8 weeks</p>	<p>How does perspective shape or alter the way an individual deals with conflict and adversity?</p> <p><i>Refugee</i> by Alan Gratz</p>	<p>Text analysis: Tracking the roles of individual characters by keeping a dialectical journal to organize information, practicing active reading techniques, characterization, finding relevant textual evidence, plot, tone and mood, writing literary responses, vocabulary Language Study: Use knowledge of language and its conventions when writing, speaking, reading, or listening, determine or clarify the meaning of unknown and multiple-meaning words and phrases</p>	<p>7R6</p> <p>Informative/ Explanatory Essay 7W2</p>
<p>Unit 8 YA Night Project 2-3 weeks</p>	<p>District will provide materials; topic changes annually</p>	<p>Dig deeply into a topic to foster a better understanding, reflect upon a topic and to understand its relevance for today’s society, appreciate and respect the contributions and rights of others without regard to the similarities or differences they may present</p>	<p>Independent project of choice based on district guidelines</p>
<p>Unit 9 Non-Fiction 4-5 weeks</p> <p>Pearson Realize Unit 2</p>	<p>Elements of Non-Fiction What should we learn?</p> <p>Freedom Walkers What Makes a Rembrandt a Rembrandt Life Without Gravity I am a Native of North America</p>	<p>Text Analysis: Expository essay, reflective essay, persuasive essay word choice, or diction, comparing fiction and nonfiction, autobiography, expository writing, characters, biography, comprehension, main idea, classifying fact and opinion Language Study: Old English suffix -ness, Latin root -just-, Latin root -leg-, Latin root –sol, action verbs and linking verbs, the principal parts of verbs, conjunctions and interjections, simple and compound subjects and predicates</p>	<p>7R5</p> <p>7W2 Collins Type 5</p>

NEW YORK STATE GRADE 7 NEXT GENERATION ELA STANDARDS

Reading (Literary and Informational Text) | 7R

Key Ideas and Details

7R1: Cite textual evidence to support an analysis of what the text says explicitly/implicitly and make logical inferences.

7R2: Determine a theme or central idea of a text and how it is developed by key supporting details over the course of a text; summarize a text.

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)

Craft and Structure

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.

7R5: In literary texts, analyze how structure, including genre-specific features, contributes to the development of themes or central ideas. (RL) In informational texts, analyze the structure an author uses to organize a text, including how the sections contribute to the whole and to the development of themes or central ideas. (RI)

7R6: In literary texts, analyze how an author develops and contrasts the point of view and the perspectives of different characters or narrators. (RL) In informational texts, analyze how the author distinguishes his or her position from that of others. (RI)

Integration of Knowledge and Ideas

7R7: Compare and contrast a written text with audio, filmed, staged, or digital versions in order to analyze the effects of techniques unique to each media and each format's portrayal of a subject. (RI&RL)

7R8: Trace and evaluate the development of an argument and specific claims in texts, assessing whether the reasoning is valid and the evidence is relevant and sufficient and recognizing when irrelevant evidence is introduced. (RI&RL)

7R9: Use established criteria in order to evaluate the quality of texts. Make connections to other texts, ideas, cultural perspectives, eras, and personal experiences. (RI&RL)

Writing | 7W

Text Types and Purposes

7W1: Write arguments to support claims with clear reasons and relevant evidence.

7W2: Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

7W3: Write narratives to develop real or imagined experiences or events using effective techniques, descriptive details and sequencing.

7W4: Create a poem, story, play, artwork, or other response to a text, author, theme, or personal experience.

Research to Build and Present Knowledge

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.

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.

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.

**Please note sub standards in Writing, Speaking/Listening and the Language categories for progression nuances.*

Speaking and Listening | 7SL

Comprehension and Collaboration

7SL1: Engage effectively in a range of collaborative discussions with diverse partners; express ideas clearly and persuasively, and build on those of others

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.

7SL3: Delineate a speaker's argument and specific claims, evaluating for sound reasoning, and the relevance and sufficiency of the evidence.

Presentation of Knowledge and Ideas

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.

7SL5: Include digital media and/or visual displays in presentations to clarify claims and findings and emphasize salient points.

7SL6: Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

Language | 7L

Knowledge of Language

7L3: Use knowledge of language and its conventions when writing, speaking, reading, or listening.

7L4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from a range of strategies

7L5: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

7L6: Acquire and accurately use general academic and content-specific words and phrases; apply vocabulary knowledge when considering a word or phrase important to comprehension or expression.