

2015-2016 SAUSD Curriculum Map: ELA Grade 7 Year at a Glance

Title	Sug. Time	Suggested Big Idea	Suggested Essential Questions	Performance Task	Texts
Unit 1: Plot Structures: Clarifying Meaning	3 weeks	Simple and Complex Structures are comprised of interrelated components	<ul style="list-style-type: none"> How do changes in a structure affect that structure? How does the structure of plot change as one changes, conflict, events, complications, setting, characters, and or the resolution of a story? 	Argumentative Writing: Response to Literature (564-582)	Core Texts <ul style="list-style-type: none"> “Three Skeleton Key” (48-61) (Horror Story) “The Monsters Are Due on Maple Street” (69-77) (science fiction) “The Twilight Zone: The Monsters are Due on Maple Street” https://www.youtube.com/watch?v=u-474NQPXlo “Yeti-like Monster Gives Staid Town in Illinois a Fright” (15-18) (Newspaper Article)
					Suggested Texts <ul style="list-style-type: none"> “The Dinner Party” (96-97) (short story) “Rikki-tikki-tavi” (20-37) (Short Story) “Look Mom, No Cavities” (38-41) (Informational Text)
Unit 2: Characters-Living Many Lives	3 weeks	Character’s change over time	<ul style="list-style-type: none"> In what ways do characters change? How do static and dynamic characters affect a story and why is important to have both? How does a writer develop a character? 	Argumentative Writing: Response to Literature (564-582)	Core Texts <ul style="list-style-type: none"> “Bargain” (237-246) (Historical Fiction) “The Red Girl” (150-151) (Story Excerpt) “The Possibility of Evil” (Short Story) https://teacher.ocps.net/brittany.camp/Media/possibilityofevil.pdf
					Suggested Texts <ul style="list-style-type: none"> “Mother and Daughter” (108-116) (short story) “The Smallest Dragonboy” (118-134) (Fantasy) “The Selfish Giant”(Short Story) “Shark Attack Survivor” (Informational Text) http://www.sps186.org/downloads/basic/489523/Shark%20Attack%20Survivor-Bethany%20Hamilton.pdf “Soul Surfer” Theatrical Movie Clips http://www.online-literature.com/wilde/180/
Unit 2 -“What it Takes to Be Great” *Expository Reading and Writing Course option to replace the unit above.	3 Weeks	When it comes to success, nurture is more important than nature	<ul style="list-style-type: none"> What are the most important characteristics of deliberate practice? What facts and details support the position that deliberate practice is more important than natural skill? What does it take to be great? 	1) Write a summary of Geoff Colvin’s article “What it Takes to Be Great” 2) Prepare and give a speech with another classmate-which gives advice to help someone improve his/her performance in a specific activity.	Core Texts <ul style="list-style-type: none"> “What it Takes to be Great” (Magazine Article)
					Suggested Texts <ul style="list-style-type: none"> Ted talk “Achieving Greatness” Video: http://bit.ly/1KFNNG7 Williams Sisters Video: http://bit.ly/1zYk2jX “For Teenage Girls With Wild ambition and Trembling hearts” by Clementine Von Radics (Poem) http://bit.ly/1LOapSs Video of Clementine Von Radic’s reading of the poem above http://yhoo.it/1SEoGcP

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Unit 3: Themes Across Time	3 weeks	Innovation is built upon structures that previously existed.	<ul style="list-style-type: none"> How do the words and actions of characters affect the theme of a text? How can variations in themes coexist and yet both be true (paradox)? How can grappling with the theme of a text deepen understanding of that text? 	Persuasive Speech (616-622)	<p>Core Texts</p> <ul style="list-style-type: none"> "Echo and Narcissus" (204-207) (Greek Myth) "The Gift of the Magi" (Short Story) http://americanenglish.state.gov/files/ae/resourcefiles/1-the_gift_of_the_magi_0.pdf "The Necklace" (Short Story) http://photos.state.gov/libraries/hochiminh/646441/vant/The%20necklace.pdf "After 20 Years" (225-228) (Short Story) "It Just Keeps Going and Going..." (199-200) (Article) <p>Suggested Texts</p> <ul style="list-style-type: none"> Idle Hands: painting http://www.cavetocanvas.com/post/22777466884/will-barnet-idle-hands-1935 Biography on Will Barnet http://www.nytimes.com/2012/11/14/arts/design/will-barnet-painter-dies-at-101.html?_r=0
Unit 4: The Power of Point of View	3 weeks	Point of view has the power to affect perception.	<ul style="list-style-type: none"> How does a change in point of view affect our perception? How do writers use different points of view to develop a text? How can a certain point of view that a writer chooses influence a reader? How do omniscient, first person, and third person limited points of view differ and what impact do they have on a reader's understanding of the text? How can point of view change the theme of a story? 	Two narratives written from different points of view	<p>Core Texts</p> <ul style="list-style-type: none"> "Point of View: Through Whose Eyes?" by John Leggett (p. 222-223) (Informational) "What's Really in a Name?" (page 233) (Opinion/Informational) "Are Young Athletes Putting Themselves at Risk?" Hyman and Pitcock (<i>Scope Article</i>) "Should 4-Year-Olds Be Beauty Queens?" Justin O'Neill, (<i>Scope Article</i>) "The Blind Men and the Elephant" John Godfrey Saxe (Poem) http://en.wikisource.org/wiki/The_poems_of_John_Godfrey_Saxe/The_Blind_Men_and_the_Elephant "Beauty and the Beast" <i>Holt Interactive Reader</i> pages 122-126 (Short Story) "Yeh-Shen" (Chinese folk tale) retold by Ai-Ling Louie. (pages 251-255)

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Unit 5: Worlds of Words: Prose and Poetry	3 weeks	Knowing form informs the function	<ul style="list-style-type: none"> How does knowing the form of a text, help in understanding it? What are the basic expectations or characteristics of different types of poetry and prose? In prose, how does the purpose of fiction differ from the purpose of non-fiction? 	Multi-genre Research Report	Core Texts <ul style="list-style-type: none"> “The Highwayman” (161-166) (Narrative Poem) https://www.youtube.com/watch?v=ZDu4mddj6RI “Annabel Lee” (175-176) (Lyric Poem) “The Road Not Taken” (Lyric Poem) http://www.poemhunter.com/poem/the-road-not-taken/ “Amigo Brothers” (309-317) (Short Story) “Reading Like a Wolf” (306-307) (Information) “Painting with Words”(380-381) (Info) *Read author biographies after each story in the textbook
Unit 6: Where I Stand: Literary Criticism	3 weeks	The validity of an opinion is determined by the quality of its evidence	<ul style="list-style-type: none"> How do the various types of evidence used to support an argument contribute to validating the claim? What are the necessary questions to ask when evaluating other people’s work? How does the language of the discipline help in the discourse of an argument? How does the evaluation of an author’s treatment of character, plot, theme, language, point of view, and credibility contribute to literary criticism? 	Argumentative Essay of Cited Literary Critics (Teachers will provide students with literary text and two professional literary criticisms of that text. Students will use this text to formulate their own criticism while citing both professional critics within their argumentative essay.)	Core Texts <ul style="list-style-type: none"> “King Arthur: The Sword in the Stone” (415-428) (Legend) “Merlin and the Dragons” (439-447) (Legend) Criticism (412-413) “He’s No King” (464) (Bias) Letter to the Editor (469) (Opinion) Suggested Texts <ul style="list-style-type: none"> “Sir Gawain and the Loathly Lady” (452-458) (Legend)

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Unit 6: The Impact of Celebrities *Expository Reading and Writing Course optional replacement unit	2-3 weeks	The Idolization of celebrities affects the choices people make, the interests they pursue, and the behavior they exhibit.	<ul style="list-style-type: none"> • What influences do celebrities have on our lives? • Why are people so passionate about celebrities? • Why are people drawn to certain types of celebrities? • How does a focus on a particular celebrity affect one's behavior? 	Write an argumentative essay in which you explain Palmer's argument and discuss the extent to which you agree or disagree with his analysis and conclusion.	<div> Core Texts "The Impact Celebrities Have on Our Lives" (Argumentative/Informational) </div> <div> Suggested Texts "Is media coverage of the NFL's problems fair or foul?" by McClatchy (Argumentative) http://bit.ly/1E49quI "Why we worship celebrities" by Dnews (Argumentative) http://bit.ly/1bN96K7 </div>
Unit 7: Change Over Time is Inevitable	3 weeks	Change over Time is inevitable	<ul style="list-style-type: none"> • What can we learn from the past? • Whose story is it? • How do living things adapt to changes in their environment? • How do people or characters shape their environment? How does the environment shape us? • How has our community changed over time and how is that similar or different to the changes in the novel? • How have you changed over time and how is that similar or different to the characters in the novel? 	A Living Essay: Six students create an essay by responding to the essential questions from the unit.	<div> Core Texts <ul style="list-style-type: none"> • <u>The Outsiders</u> • <u>Bridge to Terabithia</u> • <u>Dragonwings</u> </div> <div> Suggested Texts <ul style="list-style-type: none"> • <u>The Pearl</u> • <u>Adventures of Tom Sawyer</u> • <u>The Contender</u> </div>

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Unit 8: The Power of Language	3 weeks	Language has the power to influence others.	<ul style="list-style-type: none"> • In what ways can language influence others? • How can language be used to create positive change in others? • How can language be used to create negative changes in attitudes and belief systems? 	Argumentative Writing: Analytical Response Essay	<p>Core Text</p> <ul style="list-style-type: none"> • Nick Vujicic video: “Are You Going to Finish Strong?” (Biographical/Argumentative) http://www.teachertube.com/viewVideo.php?video_id=75383 • Negative Campaign advertisement and transcript http://en.wikipedia.org/wiki/File:Example_of_negative_attack_ad_mailing.jpg • Pamphlet from the National Association OPPOSED to Woman Suffrage, c. 1910s http://jwa.org/primarysources/orgrec_08.pdf 5-21 • “I’m Nobody” by Emily Dickinson (p. 383) (Poem) • Pamphlet from the National Association OPPOSED to Woman Suffrage, c. 1910s http://jwa.org/primarysources/orgrec_08.pdf <p style="text-align: center;">Suggested Text</p> <ul style="list-style-type: none"> • “Schoolhouse Rock: Sufferin’ ‘til Suffrage” (Video) http://vimeo.com/29858198 [2:59] • <i>America in the 20th Century: The Progressive Era</i>. “Suffrage” from Discovery Education. (Video) http://www.discoveryeducation.com
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SAUSD English Grade 7 Curriculum 2015-2016

Unit 1 Plot- Structures: Clarifying Meaning (3 Weeks)

Suggested Big Idea	Simple and Complex Structures are comprised of interrelated components				
Suggested Essential Questions	<ul style="list-style-type: none"> • How do changes in a structure affect that structure? • How does the structure of plot change as one changes, conflict, events, complications, setting, characters, and or the resolution of a story? 				
End of Unit Performance Task	Argumentative Writing: Response to Literature (564-582)				
CCS Standards	ELD Standards	Complex Texts	Language	Cross-Content Connections	Writing Focus
<p>RL.7.1 Cite Textual Evidence</p> <p>RL.7.3 Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).</p> <p>RL.7.5 Analyze how a drama's or poem's form or structure (e.g., soliloquy, sonnet) contributes to its meaning.</p> <p>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.</p> <p>a. Analyze the use of text features (e.g., graphics, headers, captions) in public documents.</p> <p>RL.7.10 Read complex texts in different genres</p> <p>RI.7.9</p> <p>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.</p>	<p>P.I: Int.7. Evaluating how well writers and speakers use language to support ideas and arguments with details or evidence depending on modality, text type, purpose, audience, topic, and content area</p> <p>P.I: Int. 8. Analyzing how writers and speakers use vocabulary and other language resources for specific purposes (to explain, persuade, entertain, etc.) depending on modality, text type, purpose, audience, topic, and content area</p> <p>P.I: Pro. 10. Writing literary and informational texts to present, describe, and explain ideas and information, using appropriate technology</p> <p>P.II: SCT. 1. Understanding text structure</p> <p>P.II: SCT. 2. Understanding cohesion</p>	<p style="text-align: center;">Core Text</p> <ul style="list-style-type: none"> • “Three Skeleton Key” (48-61) (Horror Story) • “The Monsters Are Due on Maple Street” (69-77) (science fiction) • “The Twilight Zone: The Monsters are Due on Maple Street” https://www.youtube.com/watch?v=u-474NOPXIo • “Yeti-like Monster Gives Staid Town in Illinois a Fright” (15-18) (Newspaper Article) <p style="text-align: center;">Suggested Text</p> <ul style="list-style-type: none"> • “The Dinner Party” (96-97) (short story) • “Rikki-tikki-tavi” (20-37) (Short Story) • “Look Mom, No Cavities” (38-41) (Informational Text) 	<p>L.7.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>a. Explain the function of phrases and clauses in general and their function in specific sentences.</p> <p>b. Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.</p> <p>c. Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.*</p> <p>L.7.6 Acquire and use academic and domain specific words and phrases.</p>	<p>Science: Mongooses</p> <p>Social Science: Gandhi in India</p> <p>Social Science: McCarthyism</p>	<p>W.7.1 Write arguments to support claims with clear reasons and relevant evidence.</p> <p>a. Introduce claim(s), acknowledge and address alternate or opposing claims, and organize the reasons and evidence logically.</p> <p>b. Support claim(s) or counterarguments with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.</p>

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Unit 2 Characters- Living Many Lives (3 Weeks)

Suggested Big Idea	Character's change over time				
Suggested Essential Questions	<ul style="list-style-type: none"> In what ways do characters change? How do static and dynamic characters affect a story and why is important to have both? How does a writer develop a character? 				
End of Unit Performance Task	Argumentative Writing: Response to Literature (564-582)				
CCS Standards	ELD Standards	Complex Texts	Language	Cross-Content Connections	Writing Focus
<p>RL.7.3 Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).</p> <p>RL.7.6 Analyze how an author develops and contrasts the points of view of different characters or narrators in a text</p> <p>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).</p> <p>SL.7.3 Delineate a speaker's argument and specific claims, and attitude toward the subject, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.</p>	<p>P.I: C.2. Interacting with others in written English in various communicative forms (print, communicative technology, and multimedia)</p> <p>P.I: C.8. Analyzing how writers and speakers use vocabulary and other language resources for specific purposes (to explain, persuade, entertain, etc.) depending on modality, text type, purpose, audience, topic, and content area</p> <p>P.I: Pro.10. Writing literary and informational texts to present, describe, and explain ideas and information, using appropriate technology</p> <p>P.II: EEL.3. Using verbs and verb phrases</p> <p>P.II: EEL.4. Using nouns and noun phrases</p> <p>P.II: EEL.5. Modifying to add details</p>	<p style="text-align: center;">Core Texts</p> <ul style="list-style-type: none"> “Bargain” (237-246) (Historical Fiction) “The Red Girl” (150-151) (Story Excerpt) “The Possibility of Evil” (Short Story) https://teacher.ocps.net/brittany.camp/Media/possibilityofevil.pdf <p style="text-align: center;">Suggested Text</p> <ul style="list-style-type: none"> “Mother and Daughter” (108-116) (short story) “The Smallest Dragonboy” (118-134) (Fantasy) “The Selfish Giant”(Short Story) “Shark Attack Survivor” (Informational Text) http://www.sps186.org/downloads/basic/489523/Shark%20Attack%20Survivor-Bethany%20Hamilton.pdf “Soul Surfer” Theatrical Movie Clips http://www.online-literature.com/wilde/180/ 	<p>L.7.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>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>).</p> <p>b. Spell correctly.</p> <p>L.7.6 Acquire and use academic and domain specific words and phrases.</p>	<p>Social Studies: Mexican Americans in California</p> <p>Science: Hatching Eggs</p>	<p>W.7.1 Write arguments to support claims with clear reasons and relevant evidence.</p> <p>d. Establish and maintain a formal style.</p> <p>e. Provide a concluding statement or section that follows from and supports the argument presented.</p>

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Unit 2-“What it Takes to Be Great” *Expository Reading and Writing Course option (ERWC)*(3 wks)

Suggested Big Idea	When it comes to success, nurture is more important than nurture.				
Suggested Essential Questions	<ul style="list-style-type: none"> What are the most important characteristics of deliberate practice? What facts and details support the position that deliberate practice is more important than natural skill? What does it take to be great? 				
End of Unit Performance Task	1) Write a summary of Geoff Colvin’s article “What it Takes to Be Great” 2) Prepare and give a speech with another classmate- which gives advice to help someone improve his/her performance in a specific activity.				
CCS Standards	ELD Standards	Complex Texts	Language	Cross-Content Connections	Writing Focus
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 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.7.5a. Analyze the use of text features in public documents. 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.7.8. 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. SL.7.1. Engage effectively in a range of collaborative discussions with diverse partners on grade 7 topics, texts, and issues, building on others’ ideas and expressing their own clearly. SL.7.4. Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples a. Plan and present an argument that: supports a claim, acknowledges counterarguments, organizes evidence logically, uses words and phrases to create cohesion, and provides a concluding statement SL.7.5 Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points. SL.7.6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated.	P.I: C.2. Interacting with others in written English in various communicative forms (print, communicative technology, and multimedia) P.I: C.8. Analyzing how writers and speakers use vocabulary and other language resources for specific purposes (to explain, persuade, entertain, etc.) depending on modality, text type, purpose, audience, topic, and content area P.I: Pro.10. Writing literary and informational texts to present, describe, and explain ideas and information, using appropriate technology P.II: EEL.3. Using verbs and verb phrases P.II: EEL.4. Using nouns and noun phrases P.II: EEL.5. Modifying to add details	Core Text “What it Takes to be Great” (Magazine Article) Suggested Texts Ted talk “Achieving Greatness” Video: http://bit.ly/1KFNNG7 Williams Sisters Video: http://bit.ly/1zYk2jX “For Teenage Girls With Wild ambition and Trembling hearts” by Clementine Von Radics (Poem) http://bit.ly/1LOapSs Video of Clementine Von Radic’s reading of the poem above http://yhoo.it/1SEoGcP	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. a. Use a comma to separate coordinate adjectives b. Spell correctly. L.7.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases a. Use context b. Greek and Latin affixes and roots c. Consult reference material...or trace the etymology of words d. Verify meaning L.7.6 Acquire and use academic and domain specific words and phrases.	Social Science: psychology	W.7.1 Write arguments to support claims with clear reasons and relevant evidence. c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence. d. Establish and maintain a formal style. e. Provide a concluding statement or section that follows from and supports the argument presented. 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. c. Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts 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 purpose and audience have been addressed.

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Unit 3 Themes Across Time (3 Weeks)

Suggested Big Idea	Innovation is built upon structures that previously existed				
Suggested Essential Questions	<ul style="list-style-type: none"> How do the words and actions of characters affect the theme of a text? How can variations in themes coexist and yet both be true (paradox)? How can grappling with the theme of a text deepen understanding of that text? 				
End of Unit Performance Task	Persuasive Speech (616-622)				
CCS Standards	ELD Standards	Complex Texts	Language	Cross-Content Connections	Writing Focus
RL.7.1 Cite textual evidence RL.7.2 Determine a theme or central idea of a text 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. RI.7.1 Cite Textual Evidence 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). 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.	P.I: C.2. Interacting with others in written English in various communicative forms (print, communicative technology, and multimedia) P.I: Int.8. Analyzing how writers and speakers use vocabulary and other language resources for specific purposes (to explain, persuade, entertain, etc.) depending on modality, text type, purpose, audience, topic, and content area P.I: Pro.10. Writing literary and informational texts to present, describe, and explain ideas and information, using appropriate technology P.II: SCT.1. Understanding text structure P.II: SCT.2. Understanding cohesion	Core Text <ul style="list-style-type: none"> "Echo and Narcissus" (204-207) (Greek Myth) "The Gift of the Magi" (Short Story) http://americanenglish.state.gov/files/ae/resources/1-the_gift_of_the_magi_0.pdf "The Necklace" (Short Story) http://photos.state.gov/libraries/hochiminh/646441/vant/The%20necklace.pdf "After 20 Years" (225-228) (Short Story) "It Just Keeps Going and Going..." (199-200) (Article) Suggested Text <ul style="list-style-type: none"> Idle Hands: painting http://www.cavetocanvas.com/post/22777466884/will-barnet-idle-hands-1935 Biography on Will Barnet http://www.nytimes.com/2012/11/14/arts/design/will-barnet-painter-dies-at-101.html?_r=0 	L7.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening. a. Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.* L.7.6 Acquire and use academic and domain specific words and phrases.	Social Studies: Greek culture	W.7.1 Write arguments to support claims with clear reasons and relevant evidence. a. Introduce claim(s), acknowledge and address alternate or opposing claims, and organize the reasons and evidence logically. b. Support claim(s) or counterarguments with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.

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Unit 4 Point of View: Who's Talking? (3 Weeks)

Suggested Big Idea	Point of view has the power to affect perception.				
Suggested Essential Questions	<ul style="list-style-type: none"> How does a change in point of view affect our perception? How do writers use different points of view to develop a text? How can a certain point of view that a writer chooses influence a reader? How do omniscient, first person, and third person limited points of view differ and what impact do they have on a reader's understanding of the text? How can point of view change the theme of a story? 				
End of Unit Performance Task	Two Narratives written from different points of view				
CCS Standards	ELD Standards	Complex Texts	Language	Cross-Content Connections	Writing Focus
RL.7.1 Cite Textual Evidence RL.7.6 Analyze how an author develops and contrasts the points of view of different characters or narrators in a text. RI.7.1 Cite Textual Evidence 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.7.9 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.	P.I: Int.7. Evaluating how well writers and speakers use language to support ideas and arguments with details or evidence depending on modality, text type, purpose, audience, topic, and content area P.I: Int.8. Analyzing how writers and speakers use vocabulary and other language resources for specific purposes (to explain, persuade, entertain, etc.) depending on modality, text type, purpose, audience, topic, and content area P.II:SCT.1. Understanding text structure P.II:SCT.2. Understanding cohesion P.II:EEL.3. Using verbs and verb phrases P.II:EEL.4. Using nouns and noun phrases P.II:EEL.5. Modifying to add details	Core Text <ul style="list-style-type: none"> "Point of View: Through Whose Eyes?" by John Leggett (p. 222-223) (Informational) "What's Really in a Name?" (page 233) (Opinion/Informational) "Are Young Athletes Putting Themselves at Risk?" Hyman and Pitcock (<i>Scope Article</i>) "Should 4-Year-Olds Be Beauty Queens?" Justin O'Neill, (<i>Scope Article</i>) "The Blind Men and the Elephant" John Godfrey Saxe (Poem) http://en.wikisource.org/wiki/The_poems_of_John_Godfrey_Saxe/The_Blind_Men_and_the_Elephant "Beauty and the Beast" <i>Holt Interactive Reader</i> pages 122-126 (Short Story) "Yeh-Shen" (Chinese folk tale) retold by Ai-Ling Louie. (pages 251-255) 	L.7.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. a. Interpret figures of speech (e.g. literary, biblical, and mythological allusions) in context. b. Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words. c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., <i>refined</i> , <i>respectful</i> , <i>polite</i> , <i>diplomatic</i> , <i>condescending</i>). L.7.6 Acquire and use academic and domain specific words and phrases.	Social Studies: Westward expansion and the Wild West	W.7.3 Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. a. Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically. b. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.

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Unit 5 Worlds of Words: Prose and Poetry (3 Weeks)

Suggested Big Idea	Knowing form informs the function				
Suggested Essential Questions	<ul style="list-style-type: none"> • How does knowing the form of a text, help in understanding it? • What are the basic expectations or characteristics of different types of poetry and prose? • In prose, how does the purpose of fiction differ from the purpose of non-fiction? 				
End of Unit Performance Task	Multi-genre Research Report				
CCS Standards	ELD Standards	Complex Texts	Language	Cross-Content Connections	Writing Focus
<p>RL.7.1 Cite Textual Evidence</p> <p>RL.7.4 Determine the meaning of words and phrases</p> <p>RL.7.5 Analyze how a drama's or poem's form or structure (e.g., soliloquy, sonnet) contributes to its meaning</p> <p>RI.7.1 Cite Textual Evidence</p> <p>RI.7.4 Determine the meaning of words and phrases</p> <p>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.</p> <p>SL.7.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on <i>grade 7 topics, texts, and issues</i>, building on others' ideas and expressing their own clearly.</p> <p>SL.7.1c Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.</p> <p>SL.7.6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.</p>	<p>P.I:C.1. Exchanging information and ideas with others through oral collaborative discussions on a range of social and academic topics</p> <p>P.I:C.3. Offering and justifying opinions, negotiating with and persuading others in communicative exchanges</p> <p>P.I: Int.5. Listening actively to spoken English in a range of social and academic contexts</p> <p>P.I: Int.6. Reading closely literary and informational texts and viewing multimedia to determine how meaning is conveyed explicitly and implicitly through language</p> <p>P.I: Int.7. Evaluating how well writers and speakers use language to support ideas and arguments with details or evidence depending on modality, text type, purpose, audience, topic, and content area</p> <p>P.I: Int.8. Analyzing how writers and speakers use vocabulary and other language resources for specific purposes (to explain, persuade, entertain, etc.) depending on modality, text type, purpose, audience, topic, and content area</p> <p>P.I: Pro.10. Writing literary and informational texts to present, describe, and explain ideas and information, using appropriate technology</p> <p>P.II: SCT.1. Understanding text structure</p> <p>P.II: SCT.2. Understanding cohesion</p>	<p>Core Text</p> <ul style="list-style-type: none"> • “The Highwayman” (161-166) (Narrative Poem) • https://www.youtube.com/watch?v=ZDu4mddj6RI • “Annabel Lee” (175-176) (Lyric Poem) • “The Road Not Taken” (Lyric Poem) http://www.poemhunter.com/poem/the-road-not-taken/ • “Amigo Brothers” (309-317) (Short Story) • “Reading Like a Wolf” (306-307) (Information) • “Painting with Words”(380-381) (Info) <p>*Read author biographies after each story in the textbook</p> <p>Suggested Text</p> <ul style="list-style-type: none"> • “The Sounds of Poetry”(390-391) (Info) • “Madam and the Rent Man” (393) (Poem) 	<p>L.7.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>L.7.1a Explain the function of phrases and clauses in general and their function in specific sentences.</p> <p>L.7.6 Acquire and use academic and domain specific words and phrases.</p>	<p>Social Studies: Revolutionary War</p> <p>Science: Sunlit nights and northern lights</p>	<p>W.7.2 (a-f) Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization,</p> <p>W.7.7 Conduct short research</p> <p>W.7. 8 Gather relevant information from multiple print and digital sources.</p> <p>W.7.9a-b Draw evidence from literary or informational texts to support analysis, reflection, and research.</p>

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Unit 6 Where I Stand: Literary Criticism (3 Weeks)

Suggested Big Idea	The validity of an opinion is determined by the quality of its evidence				
Suggested Essential Questions	<ul style="list-style-type: none"> How do the various types of evidence used to support an argument contribute to validating the claim? What are the necessary questions to ask when evaluating other people's work? How does the language of the discipline help in the discourse of an argument? How does the evaluation of an author's treatment of character, plot, theme, language, point of view, and credibility contribute to literary criticism? 				
End of Unit Performance Task	Argumentative Essay of Cited Literary Critics (Teachers will provide students with literary text and two professional literary criticisms of that text. Students will use this text to formulate their own criticism while citing both professional critics within their argumentative essay.)				
CCS Standards	ELD Standards	Complex Texts	Language	Cross-Content Connections	Writing Focus
RL.7.1 Cite Textual Evidence RL.7.4 Determine the meaning of words and phrases RL.7.7 Compare and contrast a written story, drama, or poem to its audio, filmed, staged, or multimedia version. RL.7.10 Read complex texts in different genres RI.7.6 Determine an author's point of view or purpose RI.7.8 Trace and evaluate the argument and specific claims in a text. RI.7.9 Analyze how two or more authors writing about the same topic shape their presentations of key information SL.7.1 Engage effectively in a range of collaborative discussions SL.7.2 Analyze the main ideas and supporting details presented in diverse media and formats and explain how the ideas clarify. SL.7.4 Present claims and findings, emphasizing salient points with descriptions, facts, details, and examples	P.I: C.1. Exchanging information and ideas with others through oral collaborative discussions P.I: C.2. Interacting with others in written English in various forms (print, communicative technology, and multimedia) P.I: C.3. Offering and justifying opinions, negotiating with and persuading others in communicative exchanges P.I: Int. 5. Listening actively to spoken English in a range of social and academic contexts P.I: Int. 6. Reading closely literary and informational texts and viewing multimedia to determine how meaning is conveyed explicitly and implicitly through language P.I: Int. 8. Analyzing how writers and speakers use vocabulary and other language resources for specific purposes. P.I: Pro.10. Writing literary and informational texts to present, describe, and explain ideas and information, using appropriate technology P.II: EEL3. Using verbs and verb phrases P.II: EEL4. Using nouns and noun phrases P.II: EEL5. Modifying to add details	Core Text <ul style="list-style-type: none"> "King Arthur: The Sword in the Stone" (415-428) (Legend) "Merlin and the Dragons" (439-447) (Legend) Criticism (412-413) "He's No King" (464) (Bias) Letter to the Editor (469) (Opinion) Suggested Text <ul style="list-style-type: none"> "Sir Gawain and the Loathly Lady" (452-458) (Legend) 	L7.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. L7.2a Use a comma to separate coordinate adjectives. L.7.6 Acquire and use academic and domain specific words and phrases.	Social Studies: British History	W.7.1 Write arguments to support claims with clear reasons and relevant evidence. W.7.1a Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically. W.7.1c Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence. 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.

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Unit 6: The Impact of Celebrities ***Expository Reading and Writing Course (ERWC) Optional Replacement Unit *** (2-3 Weeks)

Suggested Big Idea	The Idolization of celebrities affects the choices people make, the interests they pursue, and the behavior they exhibit				
Suggested Essential Questions	<ul style="list-style-type: none"> What influences do celebrities have on our lives? Why are people so passionate about celebrities? Why are people drawn to certain types of celebrities? How does a focus on a particular celebrity affect one's behavior? 				
End of Unit Performance Task	Write an argumentative essay in which you explain Palmer's argument and discuss the extent to which you agree or disagree with his analysis and conclusion.				
CCS Standards	ELD Standards	Complex Texts	Language	Cross-Content Connections	Writing Focus
<p>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.</p> <p>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.</p> <p>RI.7.3. Analyze the interactions between individuals, events, and ideas in a text</p> <p>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.</p> <p>RI.7.5a. Analyze the use of text features in public documents.</p> <p>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.</p> <p>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.</p> <p>SL.7.1. Engage effectively in a range of collaborative discussions with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.</p>	<p>P.I: C.3. Offering and justifying opinions, negotiating with and persuading others in communicative exchanges</p> <p>P.I: Int.6. Reading closely literary and informational texts and viewing multimedia to determine how meaning is conveyed explicitly and implicitly through language</p> <p>P.I: Int.7. Evaluating how well writers and speakers use language to support ideas and arguments with details or evidence depending on modality, text type, purpose, audience, topic, and content area</p> <p>P.I: Int.8. Analyzing how writers and speakers use vocabulary and other language resources for specific purposes</p>	<p>Core Texts</p> <p>"The Impact Celebrities Have on Our Lives" (Argumentative/Informational)</p> <p>Suggested Texts</p> <p>"Is media coverage of the NFL's problems fair or foul?" by MCclatchy (Argumentative) http://bit.ly/1E49quI</p> <p>"Why we worship celebrities" by Dnews (Argumentative) http://bit.ly/1bN96K7</p>	<p>L.7.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>L.7.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>a. Use a comma to separate coordinate adjectives</p> <p>b. Spell correctly.</p> <p>L.7.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p>a. Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.</p> <p>L.7.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases</p> <p>a. Use context</p> <p>b. Greek and Latin affixes and roots</p> <p>c. Consult reference material...or trace the etymology of words</p> <p>d. Verify meaning</p> <p>L.7.6 Acquire and use academic and domain specific words and phrases.</p>	<p>Social Science:</p> <p>Psychology</p>	<p>W.7.1 Write arguments to support claims</p> <p>c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence.</p> <p>d. Establish and maintain a formal style.</p> <p>e. Provide a concluding statement or section that follows from and supports the argument presented.</p> <p>W.7.2. Write informative/explanatory texts</p> <p>c. Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts</p> <p>W.7.4. Produce clear and coherent writing</p> <p>W.7.5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.</p> <p>W.7.6 Use technology, including the Internet, to produce and publish writing</p> <p>W.7.7 Conduct short research projects to answer a question</p> <p>W.7.8 Gather relevant information from multiple print and digital sources</p> <p>W.7.9 Draw evidence from literary or informational texts to support analysis, reflection, and research</p>

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Unit 7 Change Over Time is Inevitable (3 Weeks)

Suggested Big Idea	Change over Time is inevitable				
Suggested Essential Questions	<ul style="list-style-type: none"> • What can we learn from the past? • Whose story is it? • How do living things adapt to changes in their environment? • How do people or characters shape their environment? How does the environment shape us? • How has our community changed over time and how is that similar or different to the changes in the novel? • How have you changed over time and how is that similar or different to the characters in the novel? 				
End of Unit Performance Task	A Living Essay: Six students create an essay by responding to the essential questions from the unit.				
CCS Standards	ELD Standards	Complex Texts	Language	Cross-Content Connections	Writing Focus
<p>RL.7.1 Cite Textual Evidence</p> <p>RL.7.3 Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).</p> <p>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.</p> <p>SL.7.1d Acknowledge new information expressed by others and, when warranted, modify their own views.</p> <p>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.</p> <p>SL.7.3 Delineate a speaker's argument and specific claims, and attitude toward the subject, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.</p>	<p>P.I: C.3. Offering and justifying opinions, negotiating with and persuading others in communicative exchanges</p> <p>P.I: Int.6. Reading closely literary and informational texts and viewing multimedia to determine how meaning is conveyed explicitly and implicitly through language</p> <p>P.I: Int.7. Evaluating how well writers and speakers use language to support ideas and arguments with details or evidence depending on modality, text type, purpose, audience, topic, and content area</p> <p>P.I: Int.8. Analyzing how writers and speakers use vocabulary and other language resources for specific purposes</p>	<p>Core Text- Novels</p> <ul style="list-style-type: none"> • <u>The Outsiders</u> • <u>Bridge to Terabithia</u> • <u>Dragonwings</u> <p>Suggested Text-Novels</p> <ul style="list-style-type: none"> • <u>The Pearl</u> • <u>Adventures of Tom Sawyer</u> • <u>The Contender</u> 	<p>L.7.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p>L.7.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content.</p> <p>L.7.6 Acquire and use academic and domain specific words and phrases.</p>	<p>Social Studies:</p> <p>Inequality</p> <p>Classism</p>	<p>W.7.1 Write arguments to support claims with clear reasons and relevant evidence.</p> <p>a. Introduce claim(s), acknowledge and address alternate or opposing claims, and organize the reasons and evidence logically.</p> <p>b. Support claim(s) or counterarguments with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.</p> <p>c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence.</p> <p>d. Establish and maintain a formal style.</p> <p>e. Provide a concluding statement or section that follows from and supports the argument presented.</p>

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Unit 8 The Power of Language (3 Weeks)

Suggested Big Idea	Language has the power to influence others.				
Suggested Essential Questions	<ul style="list-style-type: none"> In what ways can language influence others? How can language be used to create positive change in others? How can language be used to create negative changes in attitudes and belief systems? 				
End of Unit Performance Task	Argumentative Writing: Analytical Response Essay				
CCS Standards	ELD Standards	Complex Texts	Language	Cross-Content Connections	Writing Focus
RL.7.1 Cite Textual Evidence RL.7.4 Determine the meaning of words and phrases RL.7.9 Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period RL.7.10 Read complex texts in different genres RI.7.4 Determine the meaning of words and phrases SL.7.1 Engage effectively in a range of collaborative discussions with diverse partners SL.7.1a Come to discussions prepared, having read or researched material under study SL.7.1c Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed. SL.7.3. Delineate a speaker's argument and specific claims, and attitude toward the subject, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.	P.I: C.1. Exchanging information and ideas with others through oral collaborative discussions on a range of social and academic topics P.I: C.3. Offering and justifying opinions, negotiating with and persuading others in communicative exchanges P.I: Int.5. Listening actively to spoken English in a range of social and academic contexts P.I: Int.6. Reading closely literary and informational texts and viewing multimedia to determine how meaning is conveyed through language P.I: Int.8. Analyzing how writers and speakers use vocabulary and other language resources for specific purposes (to explain, persuade, entertain, etc.) P.II: SCT.1. Understanding text structure P.II: SCT.2. Understanding cohesion P.II: EEL.3. Using verbs and verb phrases P.II: EEL.4. Using nouns and noun phrases P.II: EEL.5. Modifying to add details	Core Text <ul style="list-style-type: none"> Nick Vujicic video: "Are You Going to Finish Strong?" (Biographical/Argumentative) http://www.teachertube.com/viewVideo.php?video_id=75383 Negative Campaign advertisement and transcript http://en.wikipedia.org/wiki/File:Example_of_negative_attack_ad_mailing.jpg Pamphlet from the National Association OPPOSED to Woman Suffrage, c. 1910s http://jwa.org/primarysources/orgrec_08.pdf 5-21 "I'm Nobody" by Emily Dickinson (p. 383) (Poem) Pamphlet from the National Association OPPOSED to Woman Suffrage, c. 1910s http://jwa.org/primarysources/orgrec_08.pdf Suggested Text <ul style="list-style-type: none"> "Schoolhouse Rock: Sufferin' 'til Suffrage" (Video) http://vimeo.com/29858198 [2:59] <i>America in the 20th Century: The Progressive Era.</i> "Suffrage" from Discovery Education. (Video) http://www.discoveryeducation.com 	L.7.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. L.7.1a Explain the function of phrases and clauses in general and their function L.7.6 Acquire and use academic and domain specific words and phrases.	Science: Nutrition VAPA: <i>Madame Butterfly</i>	W.7.1 Write arguments to support claims with clear reasons and relevant evidence. W.7.1b Support claim(s) with logical reasoning and relevant evidence W.7.1c Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence. W.7.1e Provide a concluding statement or section that follows from and supports the argument presented. 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.

Best Practices for Novel Units

What Good Instruction Looks Like	What Good Instruction Does Not Look Like
<u>Preparing the Learner</u>	Reading without a purpose
KWL	No collaborative activities
Gallery Walk	No introductory/background information
Preview and Predict	No big ideas or essential ques.
Big Ideas and Essential Questions	Mult. Choice ques. only
Author bio and historical background	Novel is the focus instead of the standards
Book Trailers	Lack of planning (winging it)
Anticipation Guides	No accountability
Book Reviews	Random quizzes and assessments with no regard to the novel
	Focusing only on plot
<u>Interacting w/ the Text</u>	Teacher not pre-reading the novel
Vocabulary Notebook	No summative task
Double-entry journal	Not Reading
Text-dependent ques. w/ annotations	
Collaborative annotation chart	
Socratic seminar	
Paired Reading	
Thinking maps	
Collaborative conversations (Placemat)	
Grammar in Context	
Character analysis	
Text-based prompts (writing)	
Pairing current/ historical events with the themes of the novel	
<u>Extending Understanding</u>	
Socratic Seminar	
Response to Literature	
Performance Tasks (PSA, Digital presentation, brochures,	
Sound track for the novel, etc.)	
Selected Response (Exams, quizzes, chapter tests)	