# 7TH GRADE ELA CURRICULUM MAP

| Unit/Topic: | Time Frame/Pacing: |
| --- | --- |
| The Outsiders | 6-12 weeks |
| **Standards and Evidence of Learning (Learning Targets/I Can Statements)** | **Instructional Resources** |
| **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.<br>**RL.7.2** Analyze literary text development.<br>**RL.7.3** Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).<br>**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 specific language choices, such as sensory words or phrases, on meaning and tone, including 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.<br>**RL.7.6** Analyze how an author uses the point of view to develop and contrast the perspectives of different characters or narrators in a text.<br>**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.<br>**RI.7.2** Analyze informational text development.<br>**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.<br>**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. | Modeling of writing<br>Explicit writing templates<br>The Outsiders novel<br>The Outsiders movie |

**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.

1. I can determine the theme.
2. I can make inferences and provide textual evidence to support my inferences.
3. I can analyze a piece of text and know the author's purpose and text structure.
4. I can identify the author's claims along with the textual evidence used to support the claim.
5. I can actively read a piece of literature and then construct a well written response analyzing literary devices within the piece.

## Unit/Topic:

The Holocaust

## Time Frame/Pacing:

6-9 weeks

## Standards and Evidence of Learning (Learning Targets/I Can Statements)

**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** Analyze literary text development.
**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 specific language choices, such as sensory words or phrases, on meaning and

## Instructional Resources

Brainpop WW2 and Adolf Hitler
The Greenies
Junior Great Books - Voices of the Holocaust
Documentary on youtube A Day at Auschwitz https://youtu.be/FaHLFwh-fuM
Speakers

tone, including 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.
**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** Analyze informational text development.
**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.7.6** Determine an author's perspective or purpose in a text and analyze how the author distinguishes his or her position from that of others.

1. I can determine the theme or central idea.
2. I can make inferences and provide textual evidence to support my inferences.
3. I can analyze a piece of text and know the author's purpose and text structure.
4. I can identify the author's claims along with the textual evidence used to support the claim.
5. I can actively read a piece of literature and then construct a well written response analyzing literary devices within the piece.

| Unit/Topic: | Time Frame/Pacing: |
| --- | --- |
| Poetry | 5 weeks |
| **Standards and Evidence of Learning (Learning Targets/I Can Statements)** | **Instructional Resources** |
| **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.<br>**RL.7.2** Analyze literary text development.<br>**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 specific language choices, such as sensory words or phrases, on meaning and tone, including 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.<br>**W.7.3** Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.<br>**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.<br><br>1. I can determine the theme or central idea of a poem.<br>2. I can analyze a piece of poetry and understand how connotation influences the tone, mood, and theme.<br>3. I can analyze a piece of poetry and understand how figurative language affects the tone, mood, and theme.<br>4. I can construct a well written poem that resonates with the reader. | https://www.youtube.com/watch?v=aS1esgRV4Rc - Robin Williams on why we read and write poetry.<br>*This is Me from The Greatest Showman*<br>*Black Magic* - Dudley Randall<br>*Harlem* - Langston Hughes<br>*City* - Langston Hughes<br>*Casey at Bat* - Ernest Thayer<br>*Do Not Go Gentle into that Good Night* - Dylan Thomas<br>Nancy Atwell<br>*Nothing Gold Can Stay*- Robert Frost |

| Unit/Topic: | Time Frame/Pacing: |
| --- | --- |
| Argumentative Writing | 4-9 weeks |
| **Standards and Evidence of Learning (Learning Targets/I Can Statements)** | **Instructional Resources** |
| **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.<br>**RI.7.2** Analyze informational text development.<br>**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.<br>**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.<br>**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. | "Food Date Labels May Not Mean What You Think They Mean"<br>"The Dating Game: Demystifying Food Expiration Dates to Reduce Food Waste"<br><br>Timely Argumentative Articles<br><u>Examples from various years:</u><br>"Food Date Labels May Not Mean What You Think They Mean"<br>"The Dating Game: Demystifying Food Expiration Dates to Reduce Food Waste"<br><br>News ELA Resources on Video Gaming<br><br>'Should Americans Eat Bugs?"<br>"Would You Eat This? Grose, Yuck, Ew"<br>"Amazing History of Shopping in America" |