

Southern Cayuga Central School District – Curriculum Map

Subject: ELA 7

School Year: 2021-2022

Title or Topics w/ NYS Standards	Essential Questions & Vocabulary		Content Skills (Activities to cover Essential Questions)	Major Assessments (Tests, Project, etc.)	Time Frame
<p>Module 1: Journeys and Survival - Reading Closely and Writing to Learn</p> <p><u>NYS Standards Covered:</u> RL.7.1, 7.2, 7.6, 7.9 RI.7.17.5, 7.6, 7.8, 7.9, 7.10 SL.7.1, 7.4 L.7.1, 7.2, 7.4, 7.6</p>	<ul style="list-style-type: none"> • How do individuals survive in challenging environments? • How do culture, time, and place influence the development of identity? • How does reading from different texts about the same topic build our understanding? • What are the ways that an author can juxtapose two characters? <ul style="list-style-type: none"> ★ Survival ★ Conflict ★ Perspective ★ Identity ★ Character ★ Culture ★ Time ★ Place ★ Juxtapose ★ Point of View ★ Setting ★ Context ★ Close Reading ★ Textual Evidence 		<p><u>Central Texts</u></p> <ol style="list-style-type: none"> 1. Linda Sue Park, “Author’s Note,” from <i>A Long Walk to Water</i> (Boston: Sandpiper by Houghton Mifflin Harcourt, 2010), ISBN: 978-0-547-57731-9. 2. Linda Sue Park, <i>A Long Walk to Water</i> (Boston: Sandpiper by Houghton Mifflin Harcourt, 2010), ISBN: 978-0-547-57731-9. 3. “Life and Death in Darfur: Sudan’s Refugee Crisis Continues,” Current Events, April 7, 2006, 2. Excerpted section: “Time Trip, Sudan’s Civil War”. 4. Karl Vick, “Sudanese Tribes Confront Modern War,” Washington Post Foreign Service, July 7, 1999, A1 (excerpts). 5. Stephen Buckley, “Loss of Culturally Vital Cattle Leaves Dinka Tribe Adrift in Refugee Camps,” Washington Post Foreign Service, August 24, 1997, A1 (excerpts) <p><u>Unit 1: Perspectives in Southern Sudan</u></p> <ul style="list-style-type: none"> • Building background knowledge about physical environment and reading maps • Gathering evidence about point of view in a literary text 	<ol style="list-style-type: none"> 1. <u>Mid-Unit 1 Assessment:</u> Identifying Perspective and Using Evidence from <i>A Long Walk to Water</i> (RL.7.1 and RL.7.6) 2. <u>End of Unit 1 Assessment:</u> Identifying Perspective and Using Evidence from Informational Texts about the Dinka and Nuer Tribes (RI.7.1, W.7.4, and W.7.9) 	<p>September-November</p>

	<ul style="list-style-type: none"> ★ Theme ★ Summarize ★ Prefix/Suffix ★ Transitions ★ Citation 		<p>Gathering evidence about point of view in a literary text</p> <ul style="list-style-type: none"> • Connecting information with literature: building background knowledge about the Dinka and Nuer tribes of Southern Sudan • Gathering evidence about point of view in a literary text <p>Unit 2: Surviving in Sudan Continue <i>A Long Walk to Water</i>, introduce concept of “theme” and focus on one theme: How people survive in challenging environments</p> <ul style="list-style-type: none"> • Start Reader’s Dictionary and anchor charts • What factors help people survive challenging environments? • How does the author develop and contrast the two characters’ point of view? • What happens to Salva and Nya? • Introducing refugee accounts and reading informational text. Continue working with refugee texts and finish novel • Introduce End of Unit 2 essay prompt • Start scaffolding for essay by searching Reader’s Notes and Graphic Organizers to collect details for essay • Share a model essay and rubric • Instruction: how to analyze and incorporate quotes • Write essay draft Read more informational text about Sudan; summarize and build 	<p>3. Mid-Unit 2 Assessment: Comparing “Water for Sudan” and A Long Walk to Water (RI.7.1, RL.7.1, and RL.7.9)</p> <p>4. End of Unit Assessment: Part 1: On-Demand Draft Writing about the Theme of Survival (RL.7.1, RL.7.2, W.7.2, W.7.4, W.7.9, and L.7.6). Part 2: Final Draft Writing about the Theme of Survival (RL.7.1, RL.7.2, W.7.2, W.7.4, W.7.8, W.7.9, L.7.1, L7.2, and L.7.6)</p>	
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			<p>concept map to gather information for the research-based two-voice poem</p> <ul style="list-style-type: none"> • Revise draft based on teacher feedback • Finalize essay <p>Unit 3: Two-Voice Poem: Two Voices from Southern Sudan</p> <p>Reconnect with the content of the informational texts and novel by discussing the author’s use of juxtaposition in the novel.</p> <ul style="list-style-type: none"> • Read models of two-voice poems, analyze structure. <p>Students identify criteria and a rubric</p> <ul style="list-style-type: none"> • Selecting evidence and planning to create a research-based two-voice poem • Draft, critique, and revise two-voice poem • Share poems 	<p><u>Mid-Unit 3 Assessment:</u></p> <p>Author’s Craft: Juxtaposition in A Long Walk to Water (RL.7.1, RL.7.2, and RL.7.6) <u>End of Unit 3 Assessment:</u></p> <p>Using Strong Evidence (RL.7.1, RI.7.1, L.7.2, W.7.9) 8. Final Performance Task: Research-based Two-Voice Poem (RL.7.6, RL.7.11, W.7.3a, d, W.7.4, W.7.5, W.7.8, W.7.9, L.7.1, and L.7.2).</p>	
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<p><u>Narrative Writing</u> <i>Personal Narratives that Pop!</i> <u>NYS Standards Covered</u> W.7.3, 7.4, 7.5, 7.6</p>	<ul style="list-style-type: none"> •What is the writing process? •What is my story? <p>What is a personal narrative?</p> <ul style="list-style-type: none"> •How does dialogue create the scene for the reader? •How do sensory details create the scene for the reader? •How do topic sentences help frame my paper for the reader? •How does an effectively written personal narrative help me reflect on my experiences? <ul style="list-style-type: none"> ★ Personal narrative ★ Tone ★ Sensory details ★ Dialogue 		<p><u>Central Texts</u></p> <p>1. Sample Narratives - excerpts from <i>My Life in Dog Years</i> by Gary Paulsen <i>Crunchtime</i> by Gretchen Bernabei</p> <p>2. “The Introductory Paragraph” by Grace Fleming, About.com</p> <p><u>Skills</u></p> <p>Students will...</p> <ul style="list-style-type: none"> -Write a personal narrative using the writing process. -Compose topic sentences. 3. Use colons and hyphens correctly. -Use transition words, coordinating conjunctions, and semicolons to combine sentences. -Use capitalization rules consistently. -Reflect on their life experiences. 	<p>Quickwrites Graphic Organizers Drafted/Published Personal Narrative Essay (W.7.3, 7.4, 7.5, 7.6)</p>	<p>December</p>
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<p>Module 2: Working with Evidence - Working Conditions Then and Now</p> <p><u>NYS Standards Covered:</u> RL.7.1, 7.3, 7.10, 7.11 RI.7.1, 7.2, 7.3, 7.5, 7.10 W.7.1, 7.2, 7.4, 7.5, 7.6, 7.7, 7.8, 7.9, 7.10 SL7.1 L.7.1, 7.2, 7.3, 7.4, 7.6</p>	<ul style="list-style-type: none"> • What are working conditions, and why do they matter? • How do workers, the government, business, and consumers bring about change in working conditions? • How does reading one section of a text closely help me understand it better? • How can you tell the difference between a useful and a non useful research question? • How does a speaker develop and organize his central claim? <ul style="list-style-type: none"> ★ Working conditions ★ Consumers ★ Central Claim ★ Close Reading ★ Textual Evidence ★ Theme ★ Summarize ★ Prefix/Suffix ★ Transitions ★ Cite 		<p><u>Central Texts</u></p> <ol style="list-style-type: none"> 1. Katherine Paterson, <i>Lyddie</i> (New York: Penguin Group, 1991), ISBN 978-0-14-034981-8. 2. Mill Times, David Macaulay (PBS) 2001. (Recommended, not required). 3. César Chávez, “Commonwealth Club Address,” speech given on November 9, 1984. 4. César Chávez, “Statement at Pacific Lutheran University,” speech given in March 1989. (Alternative to Commonwealth Club Address) 5. Cesar Chavez, “The Wrath of Grapes,” speech given in May 1986 <p><u>Unit 1: Lyddie: Working Conditions in Industrializing America</u></p> <p>Launching the module</p> <ul style="list-style-type: none"> • Launching <i>Lyddie</i> • Analyzing setting, character, and plot <p>Read informational article about “the hero’s journey.”</p> <ul style="list-style-type: none"> • Analyze the stages of the hero’s journey. •Evaluating Lyddie’s Decision • Planning Lyddie Essay <p>Writing and revising Lyddie essay</p> <ul style="list-style-type: none"> • Discussing end of book • Launch independent reading (see Launching Independent Reading in Grades 6-8: Sample 	<p>1. <u>Mid-Unit 1 Assessment:</u> How Working Conditions Affected Lyddie (RL.7.1 and RL.7.3)</p> <p>2. <u>End of Unit 1 Assessment:</u> Argument Essay about Lyddie (RL.7.1, RL.7.3, W.7.1, W.7.9a; W.7.5, L.7.1, L.7.2)</p> <p>3. <u>Mid-Unit 2</u></p>	<p>January-March</p>
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			<p>Plan— stand alone document on EngageNY.org</p> <p>Unit 2: How Working Conditions Change: Chávez and the UFW</p> <ul style="list-style-type: none"> • Introducing Agents of Change for working conditions; Analyzing the development of claims in the Commonwealth Club Address • Analyzing the structure of the Commonwealth Club Address 	<p>Assessment: How Chavez Develops His Claims in the Commonwealth Club Address (RI.7.1, RI.7.2, RI.7.3, and RI.7.5)</p> <p>4. End-of-Unit 2 Assessment: Analyzing the Structure of Chávez’s “Wrath of Grapes” Speech (RI.7.1, RI.7.2, RI.7.3, and RI.7.5)</p>	
<p><i>Stella By Starlight</i></p> <p><u>NYS Standards:</u> R.L.8.1, 8.2, 8.3, 8.5, 8.6, 8.9, 8.10 S.L.8.1, 8.4</p>			<p><u>Central Texts</u> <i>Stella By Starlight</i> by Sharon M. Draper</p> <p>SKILLS <i>Students will:</i></p> <ul style="list-style-type: none"> -Read closely to determine what the text says explicitly as well as make logical inferences. -Determine central ideas/themes and analyze development over the course of the text. -Analyze how the text structure or form contributes to meaning. -Analyze how particular elements of the story interact. -Analyze how an author develops and contrasts the perspectives of different characters or narrators in the text. -Engage effectively in a range of collaborative discussions surrounding text with other students. 	<p><u>1. Mid- Unit Assessments</u></p> <p>2. End-of-Unit Assessment</p>	April-June

