

Southern Cayuga Central School District – Curriculum Map

Subject: ELA 7

School Year: 2023-2024

Unit & NYS Standards	Essential Questions & Vocabulary	Content Skills (Activities to cover Essential Questions)	Assessments	Time Frame
Unit I: Instructional Nonfiction <u>NYS Standards</u> 7R3* 7W1*, 7W2 7SL 4, 7SL5, 7SL6 7L3, 7L4, 7L6	Why do we need to carefully evaluate what we read? How does assessment help us learn? <hr/> <u>Tier II.</u> Analyze, Consider, Establish, Prioritize, Evaluate, Rationale, Apply, Examine, Context, Assess, Sequence, Clarify, Comprehend, Prefix, Suffix, Root	<u>Central Texts</u> Recipes Previous State Tests <u>Skills</u> “How To” Unit will create opportunities for students to: Read Instructions Closely -Analyze how events, and ideas are introduced, relate to each other, and are developed. Write Purposefully to Convey Sequential Ideas -Use precise language and content-specific vocabulary to argue a claim. -Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts. -Maintain a style and tone appropriate to the writing task -Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. Present Ideas Clearly -Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast and cause/effect. -Develop a topic with relevant facts, definitions, concrete details, quotations, or other information and examples; include formatting, graphics, and multimedia when useful to aid comprehension. -Use precise language and content-specific vocabulary to explain a topic. -Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts. -Provide a concluding statement or section that explains the significance of	<u>Formative</u> PBJ Lesson Reflection Test Strategies Kahoot Mind Map Notes <u>Summative</u> Check In/ Out Affixes Quiz Mid-Unit Assessment: “How To” Project End of Unit Assessment: Common Assessment Benchmark 1 AIMSweb Fall Benchmark	September

		<p>the information presented.</p> <ul style="list-style-type: none"> -Establish and maintain a style appropriate to the writing task. -Include digital media and/or visual displays in presentations to clarify claims and findings and emphasize salient points. -Use knowledge of language and its conventions when writing, speaking, reading, or listening. -Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy. <p>Develop Linguistic Practices</p> <ul style="list-style-type: none"> -Use context as a clue to the meaning of a word or phrase. -Use common affixes and roots as clues to the meaning of a word -Consult general and specialized reference materials to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech. -Verify the preliminary determination of the meaning of a word or phrase. 		
<p>Unit II: Poetry & Short Stories</p> <p><u>NYS Standards</u> 7R1*, 7R2*, 7R3*, 7R6, 7R7</p> <p>7W3, 7W4, 7W5</p> <p>7SL6</p> <p>7L4, 7L5, 7L6</p>	<p>Why do we tell stories?</p> <p>How does structure support poetry and prose?</p> <p>_____</p> <p><u>Tier II.</u> Central Idea, Contrast, Develop, Gist, Inference, Reflection, Represent, Describe, Perspective, Summarize, Theme, Writing Process, Predict</p> <p><u>Tier III.</u></p>	<p><u>Central Texts</u> "Nothing Gold Can Stay" by Robert Frost "Annabelle Lee" by Edgar Allen Poe "The Tell Tale Heart" by Edgar Allen Poe "Button, Button" by Richard Matheson</p> <p><u>Skills</u> This unit will create opportunities for students to:</p> <p>Read Analytically for Structure and Meaning</p> <ul style="list-style-type: none"> -Cite textual evidence to support an analysis of what the text says explicitly/implicitly and make logical inferences. -Determine a theme or central idea of a text and analyze its development over the course of the text; summarize a text. -In literary texts, analyze how elements of plot are related, affect one another, and contribute to meaning. -In literary texts, analyze how an author develops and contrasts the point of view and the perspectives of different characters or narrators. -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. <p>Write Creatively</p> <ul style="list-style-type: none"> -Write narratives to develop real or imagined experiences or events using effective techniques, descriptive details and clear sequencing. 	<p><u>Formative</u> Mind Map Notes</p> <p>Long Answer Responses</p> <p>Poem Draft</p> <p>Short Story Draft</p> <p><u>Summative</u> Check In/ Out</p> <p>Affixes Quiz</p> <p>Mid-Unit Assessment: Poem</p> <p>End of Unit Assessment: Personal Narrative Short</p>	October - November

	<p>Acute, Audacity, Demure, Demoralized, Derision, Dissever, Dissimulation, Gesticulation, Highborn, Hue, Sardonic, Tribulation, Monetarily, Eccentric, Profound, Proposition, Incredulous, Vague, Vexed, Stanza</p>	<p>-Engage the reader by establishing a point of view and introducing a narrator and/or characters. -Use narrative techniques, such as dialogue and description, to develop experiences, events, and/or characters. -Use a variety of transitional words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another. -Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events. -Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative. -Create a poem, story, play, artwork, or other response to a text, author, theme, or personal experience.</p> <p>Develop Linguistic Practices</p> <p>-Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. -Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from a range of strategies. -Use context as a clue to the meaning of a word or phrase. -Use common affixes and roots as clues to the meaning of a word. -Verify the preliminary determination of the meaning of a word or phrase. -Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. -Interpret figurative language, including allusions, in context. -Use the relationship between particular words to better understand each of the words. -Distinguish among the connotations of words with similar denotations. -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.</p>	Story	
<p>Unit III: Bildungsroman & Dystopian Fiction</p> <p><u>NYS Standards</u> 7R1*, 7R2*,</p>	<p>What can fiction reveal about society and ourselves?</p> <p>Can a perfect world exist? _____</p>	<p><u>Central Texts</u> The Giver by Lois Lowery</p> <p><u>Skills</u> This unit will create opportunities for students to: Read Closely for Comprehension and Connection -Cite textual evidence to support an analysis of what the text says explicitly/implicitly and make logical inferences. -Determine a theme or central idea of a text and analyze its development</p>	<p><u>Formative</u> Cornell Notes</p> <p>Long Answer Responses</p> <p>Reading Comprehension MC Quiz/Game</p>	December - January

7R4*, 7R5 7W1* 7SL1 7L4, 7L5, 7L6	<u>Tier II.</u> Articulate, Incorporate, Convey, Explain, Generate, Justify, Paraphrase <u>Tier III.</u> Adherence, Admonition, Assuage, Exasperate, Indolence, Interdependence, Meticulous, Ominous, Palpable, Scrupulous, Transgression	over the course of the text; summarize a text. -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. -In literary texts, analyze how an author develops and contrasts the point of view and the perspectives of different characters or narrators. Write Academically -Write arguments to support claims with clear reasons and relevant evidence. -Introduce a precise claim, acknowledge and distinguish the claim from a counterclaim, and organize the reasons and evidence logically. -Support claims with logical reasoning and relevant evidence, using credible sources while demonstrating an understanding of the topic or text. -Use precise language and content-specific vocabulary to argue a claim. -Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts. -Provide a concluding statement or section that explains the significance of the argument presented. Maintain a style and tone appropriate to the writing task Discuss Collaboratively (Lit. Circles) -Engage effectively in a range of collaborative discussions with diverse partners; express ideas clearly and persuasively, and build on others. -Come to discussions prepared, having read or researched material under study; draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. -Follow norms for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed. -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. -Acknowledge new information expressed by others and, when warranted, modify personal views. Develop Linguistic Practices -Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from a range of strategies. -Use context as a clue to the meaning of a word or phrase. -Use common affixes and roots as clues to the meaning of a word -Interpret figurative language, including allusions, in context.	<u>Summative</u> Check In/ Out Affixes Quiz End of Unit Assessment: Reading Comprehension Test Midterm (Common Assessment 2) AIMSweb Winter Benchmark	
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		-Use the relationship between particular words to better understand each of the words. -Distinguish among the connotations of words with similar denotations		
Unit IV: Investigative & Reference Nonfiction <u>NYS Standards</u> 7R1*, 7R2*, 7R3*, 7R4*, 7R5, 7R6, 7R8, 7R9 7W1*, 7W7 7SL3 7L4, 7L5, 7L6	How does reading nonfiction of a past event help us to understand our current world? <hr/> <u>Tier II.</u> Argument, Expand, Correlate, Speculate, Investigate, Claim, Cite, Credibility, Verify, Support <u>Tier III.</u> Abolitionist, Captive, Fugitive, Liberator, Moderation, Slave	<u>Central Texts</u> Excerpts from History Smashers: The Underground Railroads by Kate Messner and Gwendolyn Hooks Excerpts from Stamped (Y.A. version) by Jason Reynolds and Ibram Kennedy Letter from Fredrick Douglas to Harriet Tubman (1868) Excerpts from US History Textbook <u>Skills</u> This unit will create opportunities for students to: Read Closely to Determine Rhetoric Practices -Cite textual evidence to support an analysis of what the text says explicitly/implicitly and make logical inferences. -Determine a theme or central idea of a text and analyze its development over the course of the text; summarize a text. -In informational texts, analyze how individuals, events, and ideas are introduced, relate to each other, and are developed. -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 -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. -In informational texts, analyze how the author distinguishes his or her position from that of others. -Trace and evaluate the development of an argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient and recognizing when irrelevant evidence is introduced. -Use established criteria in order to evaluate the quality of texts. Make connections to other texts, ideas, cultural perspectives, eras, and personal experiences. Write Academically and with Perspective -Write arguments to support claims with clear reasons and relevant evidence. -Introduce a precise claim, acknowledge and distinguish the claim from a	<u>Formative</u> Notes (choice) Long Answer Responses Reading Comprehension MC Quiz/Game Essay Organizer Essay Draft <u>Summative</u> Check In/ Out Affixes Quiz Mid-Unit Assessment: Reading Comprehension Quiz End of Unit Assessment: Argumentative Essay	February - March

		<p>counterclaim, and organize the reasons and evidence logically.</p> <ul style="list-style-type: none"> -Support claim(s) with logical reasoning and relevant evidence, using credible sources while demonstrating an understanding of the topic or text. -Use precise language and content-specific vocabulary to argue a claim. -Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts. -Provide a concluding statement or section that explains the significance of the argument presented. Maintain a style and tone appropriate to the writing task. -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. -Delineate a speaker's argument and specific claims, evaluating for sound reasoning, and the relevance and sufficiency of the evidence. <p>Develop Linguistic Practices</p> <ul style="list-style-type: none"> -Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from a range of strategies. -Use context as a clue to the meaning of a word or phrase. -Use common, affixes and roots as clues to the meaning of a word -Consult general and specialized reference materials , both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech. -Verify the preliminary determination of the meaning of a word or phrase -Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. -Interpret figurative language, including allusions, in context. -Use the relationship between particular words to better understand each of the words. -Distinguish among the connotations of words with similar denotations -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. 		
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<p>Unit V: Satire Fiction</p> <p><u>NYS Standards</u> 7R1*, 7R2*, 7R4*, 7R5, 7R8, 7R9</p> <p>7W1*, 7W2, 7W6, 7W7</p> <p>7SL1, 7SL4, 7SL5, 7SL6</p> <p>7L4, 7L6</p>	<p>How can novels inspire real world curiosity?</p> <p>Is our justice system just?</p> <hr/> <p><u>Tier II.</u> Collaborate, Constant, Criteria, Determine, Interpret, Valid</p> <p><u>Tier III.</u> Defiance, Deftly, Desolate, just, Incarcerate, Grotesque, Satire, Scarcity, Stagecoach, Testify, Parched, Perimeter, Wharf</p>	<p><u>Central Texts</u> Holes by Louis Sachar</p> <p><u>Skills</u> This unit will create opportunities for students to: Read Closely for Comprehension and Connection -Cite textual evidence to support an analysis of what the text says explicitly/implicitly and make logical inferences. -Determine a theme or central idea of a text and analyze its development over the course of the text; summarize a text. -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 -In literary texts, analyze how structure, including genre-specific features, contributes to the development of themes or central ideas. -Trace and evaluate the development of an argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient and recognizing when irrelevant evidence is introduced. -Use established criteria in order to evaluate the quality of texts. Make connections to other texts, ideas, cultural perspectives, eras, and personal experiences. Engage with Self-Directed Curiosity & Write Investigative Findings -Write arguments to support claims with clear reasons and relevant evidence. -Introduce a precise claim, acknowledge and distinguish the claim from a counterclaim, and organize the reasons and evidence logically. -Support claim(s) with logical reasoning and relevant evidence, using credible sources while demonstrating an understanding of the topic or text. -Use precise language and content-specific vocabulary to argue a claim. -Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts. -Provide a concluding statement or section that explains the significance of the argument presented. Maintain a style and tone appropriate to the writing task. -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 -Gather relevant information from multiple sources; assess the credibility</p>	<p><u>Formative</u> Mind Map Notes & Cornell Notes</p> <p>Long Answer Responses</p> <p>Reading Comprehension MC Quiz/Game</p> <p>Research Question</p> <p><u>Summative</u> Check In/ Out</p> <p>Affixes Quiz</p> <p>Mid-Unit Assessment: Reading Comprehension Quiz</p> <p>End of Unit Assessment: Research Project</p> <p>AIMSweb Spring Benchmark</p>	<p>April-May</p>
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		<p>and accuracy of each source; quote or paraphrase the data and conclusions of others; avoid plagiarism and follow a standard format for citation.</p> <p>Discuss Collaboratively (Lit. Circles)</p> <ul style="list-style-type: none"> -Engage effectively in a range of collaborative discussions with diverse partners; express ideas clearly and persuasively, and build on others. -Come to discussions prepared, having read or researched material under study; draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. -Follow norms for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed. -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. -Acknowledge new information expressed by others and, when warranted, modify personal views. <p>Present Clearly</p> <ul style="list-style-type: none"> -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. -Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. <p>Develop Linguistic Practices</p> <ul style="list-style-type: none"> -Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from a range of strategies. -Use context as a clue to the meaning of a word or phrase. -Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word -Consult general and specialized reference materials , both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech. -Verify the preliminary determination of the meaning of a word or phrase 		
<p>Unit VI: Video Game Narrative</p> <p><u>NYS Standards</u> 7R1* ,7R4* ,</p>	<p>Why is “story” vital to gaming?</p> <p>What role do video games play in our society?</p>	<p><u>Central Texts</u> Minecraft EDU</p> <p><u>Skills</u> This unit will create opportunities for students to:</p> <p>Interpret Multimedia Storylines</p> <p>-Cite textual evidence to support an analysis of what the text says</p>	<p><u>Formative</u> Notes (Choice)</p> <p>Long Answer Responses</p> <p>Comprehension</p>	June

<p>7R7</p> <p>7W2, 7W3</p> <p>7L3</p>	<p><u>Tier II.</u> Demonstrate, Depict, Design, Simplify</p> <p><u>Tier III.</u> Code, Notch, Ore, Nether, Portal, Cavernous, Smelt, Ecosystem, Infinite, Void</p>	<p>explicitly/implicitly and make logical inferences. -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.</p> <p>Write Creatively -Write narratives to develop real or imagined experiences or events using effective techniques, descriptive details and clear sequencing. -Engage the reader by establishing a point of view and introducing a narrator and/or characters. -Use narrative techniques, such as dialogue and description, to develop experiences, events, and/or characters. -Use a variety of transitional words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another. -Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.</p> <p>Present Confidently -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. -Use knowledge of language and its conventions when writing, speaking, reading, or listening. -Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.</p>	<p>MC Quiz/Game</p> <p><u>Summative</u> Check In/ Out</p> <p>End of Unit Assessment: Video Game Project</p> <p>Final (Common Assessment 3)</p>	
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**Denotes Priority Standard*