



Course Description

Grade 7 English incorporates four different thematic units, each with an emphasis on a specific genre. Each unit offers students the opportunity to engage with Reading, Writing, Speaking, and Listening standards. Units of study are focused on the four overarching essential questions: *When do differences become conflicts? What do we learn from love and loss? What makes a dream worth pursuing? and How can one event change everything?* As a way to engage with the texts on a deeper level, students will complete a variety of formal and informal writing pieces. Literary analysis, expository, narrative, and argumentative writings will connect with particular readings in each unit. This will allow students to engage with the text, cite textual evidence, and work towards a mastery of the writing process.

Students will study vocabulary drawn from the literature they read. Grammar lessons are embedded into the reading and writing units as a way to improve speaking and writing skills. Daily activities provide students with the opportunity to encounter different modes of instruction, thus meeting the levels and needs of all students. Students will work in independent settings as well as within small, collaborative groups with the teacher(s) as facilitator(s). A variety of formal and informal assessments will be used to measure student learning.

Content Standards

[Grade 7 Massachusetts Curriculum Framework - ELA](#)



Subject: Grade 7 English

Unit	Essential Questions
<p>TERM 1</p> <p>Unit 1: Conflicts and Clashes</p> <p>MA Standards: Reading Literature 7.1, 7.2, 7.3, 7.4, 7.10</p> <p>Reading Informational 7.1, 7.2, 7.3, 7.4, 7.10</p> <p>Writing 7.1, 7.3, 7.4, 7.5, 7.7, 7.9</p> <p>Language 7.1, 7.2, 7.4, 7.6</p> <p>Speaking and Listening 7.1, 7.3, 7.4</p>	<ul style="list-style-type: none"> ▪ When do differences become conflicts? ▪ How do characters’ responses change or develop over the course of the story? ▪ How does the setting of a story shape or contribute to choices characters make? ▪ How do the events of the plot affect the characters? ▪ How does an objective summary of a story differ from one’s opinion or analysis of a story? <p>Key Activities May Include</p> <p>Reading short stories, novels or excerpts from novels:</p> <ul style="list-style-type: none"> ▪ <i>Rikki-Tikki-Tavi</i> from <i>The Jungle Book</i> by Rudyard Kipling ▪ <i>The Wise Old Woman</i> by Yoshiko Uchida ▪ Excerpt from <i>Nimona</i> by Noelle Stevenson ▪ Excerpt from <i>Stargirl</i> by Jerry Spinelli ▪ <i>Seventh Grade</i> by Gary Soto ▪ Novel: <i>The Cay</i> by Theodore Taylor <p>Students will:</p> <ul style="list-style-type: none"> ▪ Annotate text to ask questions, track information, and analyze the text. ▪ Use context clues to define new vocabulary and demonstrate comprehension by responding to questions using textual evidence. ▪ Cite several pieces of textual evidence to support analysis of characterization, plot and setting as stated explicitly and as inferences drawn from the text. ▪ Analyze how characters interact with other elements in the story. ▪ Engage in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others’ ideas and expressing their own clearly. ▪ Identify and describe character traits and setting details as well as articulate the conflict that is integral to the story’s plot and lesson. ▪ Objectively summarize the events over the course of the text. ▪ Determine a theme or central idea of a text and analyze its development over the course of the text in a short, written response . ▪ Write a narrative that continues and concludes a short story. ▪ Write a literary analysis that compares the theme in two different texts.



Unit	Essential Questions
<p>TERM 2</p> <p>Unit 2: Highs and Lows</p> <p>MA Standards: Reading Literature 7.4, 7.5, 7.7, 7.9</p> <p>Reading Informational 7.1, 7.2, 7.3, 7.4, 7.5, 7.6</p> <p>Writing 7.1, 7.2, 7.4, 7.5, 7.7, 7.8</p> <p>Language 7.1, 7.2, 7.3, 7.4, 7.5</p> <p>Speaking and Listening 7.1, 7.4</p>	<ul style="list-style-type: none"> ▪ What do we learn from love and loss? ▪ How does your understanding of figurative language change your understanding of the thing or person being described? ▪ How can the speakers of two different texts convey similar themes as they draw upon their family history? ▪ How do individuals prioritize their love and passion for one aspect of their life and strike a balance with other aspects of their life? ▪ How do poetic devices contribute to the reader’s understanding of the poem? ▪ What lessons does the story of the Titanic have to offer current and future generations? ▪ In what ways do we experience the influence of the Titanic in our lives today? <p>Key Activities May Include</p> <p>Reading poetry, short stories, informational text, or excerpts from novels:</p> <ul style="list-style-type: none"> ▪ <i>Annabel Lee</i> by Edgar Allan Poe ▪ <i>My Mother Pieced Quilts</i> by Teresa Polomo Acosta ▪ <i>Second Estrangement</i> by Arcelis Girmay ▪ <i>The Highwayman</i> by Alfred Noyes ▪ Excerpt from <i>A Christmas Carol</i> by Charles Dickens ▪ Excerpt from <i>Tangerine</i> by Edward Boor ▪ <i>My Mother Really Knew</i> by Wing Tek Lum ▪ <i>Museum Indians</i> by Susan Power ▪ <i>No Dream Too High: Simone Biles</i> by Alex Shultz ▪ <i>Flesh and Blood So Cheap: The Triangle Fire and Its Legacy</i> by Albert Marrin ▪ Nonfiction Full Text: <i>A Night to Remember</i> by Walter Lord <p>Students will:</p> <ul style="list-style-type: none"> ▪ Identify and describe characters, setting details, and central events. ▪ Determine the figurative meanings of words and phrases as they are used in the text, including figures of speech. ▪ Compare and contrast relationships of things or characters demonstrating their understanding of figurative language in a short, written response. ▪ Analyze how the plot interacts with other story elements, including the characters and setting in a short, written response. ▪ Analyze how the poetic structure contributes to the poem’s meaning. ▪ Determine two or more central ideas in a text and analyze their development. ▪ Identify and describe character traits, setting details, and central conflict. ▪ Analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem. ▪ Write a structured narrative that demonstrates understanding of conflict. ▪ Write a short personal response demonstrating their understanding of how characters are shaped by plot and setting. ▪ Write a literary analysis that shows the types of lessons learned about love and loss ▪ Research a historical figure and provide details of their background and travels.



Unit	Essential Questions
<p>TERM 2</p> <p>Unit 3: Chasing the Impossible</p> <p>MA Standards: Reading Literature 7.1, 7.2, 7.4, 7.5, 7.7, 7.9</p> <p>Reading Informational 7.1, 7.2, 7.3</p> <p>Writing 7.4, 7.5, 7.7, 7.8</p> <p>Language 7.1, 7.2, 7.3, 7.4, 7.6</p> <p>Speaking and Listening 7.1, 7.4</p>	<ul style="list-style-type: none"> ▪ What makes a dream worth pursuing? ▪ What can we learn from those who came before us? ▪ How does oral tradition speak to historical culture? ▪ What must an author consider when crafting a biographical account of a historical figure? ▪ How does the setting of a real or fictional event impact the choices a character or person makes? ▪ How do people collaborate to solve problems within their community? <hr/> <p>Key Activities May Include</p> <p>Using letters, informational texts, folktales, speeches, biographies, excerpts from novels:</p> <ul style="list-style-type: none"> ▪ Excerpt from <i>We Beat the Street</i> by Sharon Draper, Sampson Davis, Rameck Hunt, and George Jenkins ▪ <i>The First Americans</i> by The Grand Council Fire of American Indians ▪ Biography: <i>Harriet Tubman: Conductor on the Underground Railroad</i> by Ann Petry ▪ <i>The People Could Fly</i> by Virginia Hamilton ▪ <i>All Together Now</i> by Barbara Jordan ▪ <i>Promises to Keep: How Jackie Robinson Changed America</i> ▪ Excerpt: <i>Before We Were Free</i> by Julia Alvarez ▪ <i>Machines, not People, Should be Exploring the Stars for Now</i> by Don Lincoln ▪ Reader responses to <i>Machines, not People, Should be Exploring the Stars for Now</i> <p>Students will:</p> <ul style="list-style-type: none"> ▪ Identify and restate the key ideas and details of a nonfiction text. ▪ Analyze the impact of language and style on meaning and tone when writing to a specific audience. ▪ Write a response in which they compare and contrast a fictional portrayal of time and place and a historical account of the same period as a means of understanding how authors of fiction use or alter history. ▪ Analyze how particular elements of a story or drama interact. ▪ Compare and contrast a written speech to its audio version, analyzing the effects of techniques unique to each medium. ▪ Analyze and evaluate evidence and reasons in an argumentative informational text. ▪ Analyze how two or more authors writing about a topic shape their presentations of key information. ▪ Write an argumentative essay detailing what club, class, or activity should be added to school in order to pursue a dream using a variety of resources from research.



Unit	Essential Questions
<p>TERM 3</p> <p>Unit 4: Moment of Truth</p> <p>MA Standards: Reading Literature 7.1, 7.3, 7.4, 7.6, 7.9, 7.10</p> <p>Reading Informational 7.1, 7.2, 7.3, 7.4, 7.7, 7.10</p> <p>Writing 7.1.e, 7.2, 7.4, 7.5, 7.6</p> <p>Language 7.2, 7.2.a, 7.5, 7.6</p> <p>Speaking and Listening 7.2</p>	<ul style="list-style-type: none"> ▪ How can one event change everything? ▪ Why are freedom and choice important in a society? ▪ Can there ever be a “utopia?” ▪ How can a theme be presented in multiple genres for the same or different topics? <p>Key Activities May Include</p> <p>Using poetry, short stories, informational text, or excerpts from novels:</p> <ul style="list-style-type: none"> ▪ <i>Casey at the Bat</i> by Ernest Lawrence Thayer ▪ <i>Hitting Big League Fastball ‘Clearly Impossible’</i> by Paul Recer ▪ Excerpt from <i>The Boy Who Harnessed the Wind: Creating Currents of Electricity and Hope</i> by William Kamkwamba and Bryan Mealer ▪ Excerpt from <i>An American Plague: The True and Terrifying Story of the Yellow Fever Epidemic of 1793</i> by Jim Murphy ▪ Excerpt from <i>Fever 1793</i> ▪ <i>Harrison Bergeron</i> by Kurt Vonnegut ▪ <i>The Last Human Light</i> (from ‘What If?’) by Randall Munroe ▪ <i>The Power of Student Peer Leaders</i> by David Bornstein ▪ <i>The Three Questions</i> by Leo Tolstoy ▪ Excerpt from <i>Barrio Boy</i> by Ernesto Galarza ▪ <i>The Giver</i> by Lois Lowry <p>Students will:</p> <ul style="list-style-type: none"> ▪ Identify and describe characters and setting details as well as articulate events central to a poem’s plot. ▪ Analyze figurative language in a written response. ▪ Analyze and explain how print, audio, and video work together to present and clarify a topic, text, or issue in a written response. ▪ Identify and analyze informational text elements used in a text. ▪ Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period in a written response. ▪ Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. ▪ Analyze how point of view is used to develop and contrast characters and to suggest a message of equality in a written response. ▪ Explain how text structures and illustrations contribute to and clarify the author’s argument in a written response. ▪ Write a poetry response that demonstrates comprehension of the text’s meaning. ▪ Determine two or more central ideas in a text and analyze their development over the course of the text. ▪ Write an informative essay that explains how a moment or event had a significant impact on a character, an individual, or other events within the text.



Textbook

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