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| 7th Grade ELA and Advanced ELA Curriculum and Unit Guides2014 - 2015 |

**This is a *suggested* curriculum guide with supplementary unit guides**

**to teach 7th Grade ELA Common Core Standards.**

**This document is not intended as a mandated curriculum**

**but as a starting point for planning a year’s instruction.**

[**Access to Holt McDougal OnlineTextbook**](https://docs.google.com/a/bcsemail.org/document/d/1whhjAuItwHsbLKwcV6x3qPAQMwhaOrNuFpSKTOzB4tU/edit)

*Created by BCS Teachers*

*Rev. Summer 2014*

BCS 7th Grade ELA Curriculum Guide

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| **Unit 1 – Identity: Who Am I?** (7 Weeks)* RL 7.1 Inference/Evidence
* RL 7.2 Central ideas/themes/summary
* RL 7.3 Individuals/events/ideas
* RI 7.1 Inference/Evidence
* RI 7.2 Central ideas/themes/summary
* RI 7.5 Text structure/organization
* W 7.3 Write Narrative
* W 7.4 Clear/coherent writing
* W 7.5 Plan/revise/edit
 | **Unit 2 – Fear: What do I fear?**  (6 Weeks)* RL 7.4 Vocabulary/word choice
* RL 7.6 Point of View/Purpose
* RI 7.3 Individuals/Events/Ideas
* RI 7.7 Content and Diverse Media
* RI 7.9 Comparison of texts/authors
* W 7.2 Write to inform/explain
* W 7.6 Use technology
* W 7.8 Gather/synthesize information
* SL 7.4 Present findings
* L 7.3 Style/Effective Language Choices
 |
| **Unit 3 – Determination: How can I persevere?** (4 Weeks)* RL 7.5 Text Structure and Organization
* RL 7.8 Arguments/evidence
* W 7.9 Write to Sources (Draw Evidence)
* SL 7.5 Use Media
* L 7.5 Figurative language/word relationships
 | **Unit 4 – Social Justice: Fairness, Tolerance,**  **Stereotypes** (9 Weeks)* RL 7.9 Comparison of texts/authors
* RI 7.6 Point of view/purpose
* RI 7.8 Arguments/evidence
* W 7.1 Write arguments
* W 7.7 Conduct research
 |
| **Unit 5 – Community: What is community?**  **How am I connected to my**  **community?** (5 weeks)* RL 7.7 Content in diverse media
* RI 7.4 Vocabulary/word choice
* SL 7.2 Content in diverse media
 | **Unit 6 – World: How am I connected to the world?**(5 weeks)* SL 7.3 Point of View
* L 7.6 Academic/domain-specific vocabulary
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Key to Common Core Strand Abbreviations RL – Reading Literature RI – Reading Informational Text W – Writing L – Language SL – Speaking and Listening

BCS 7th Grade ELA Curriculum Guide

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| Foundation Standards**Foundation Standards are designated** **Common Core State Standards** **to be taught continually, in all units of study,** **throughout the year.** |

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| 7th Grade Foundation Standards**RL 7.10 Complex Text****RI 7.10 Complex Text****W 7.10 Write Routinely****SL 7.1 Academic Discourse/Collaboration****L 7.1 Standard English Grammar****L 7.2 Standard English Mechanics****L 7.4 Vocabulary Strategies** |

BCS 7th Grade ELA Curriculum and Unit Guides

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| Anchor WordsContent-Wide Academic Vocabularyto be used throughout the year* Explain
* Contrast
* Compare
* Predict
* Support
* Conclude
* Describe
* Infer
* Analyze
* Signify
* Trace
* Evaluate
* Formulate
* Summarize

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Learning Targets are Located on bcsela.weebly.com and the ELA Moodle Page

BCS 7th Grade ELA Unit Guide

Unit 1– **Identity: Who Am I?** (7 Weeks)

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| **Unit Overview/ Questions:**  In this unit, students will come to better understand themselves by looking at both fiction and non- fiction characters’ search for self. |

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| Focus Standards * RL 7.1 Inference/Evidence
* RL 7.2 Central ideas/themes/summary
* RL 7.3 Individuals/events/ideas
* RI 7.1 Inference/Evidence
* RI 7.2 Central ideas/themes/summary
* RI 7.5 Text structure/organization
* W 7.3 Write Narrative
* W 7.4 Clear/coherent writing
* W 7.5 Plan/revise/edit
 | Skill Focus* Get to Know you (“I Am Poem/Narrative Writing)
* Foundations (Introduce vocabulary/grammar/routines, SSR, how to do a summary, etc)
* Plot/Plot Structure
* Genre
* Theme
 |
| Content/Academic Vocab. (RI)* Text features (subtitle, caption, graphics, etc)
* Text structure(compare/contrast, cause/effect, etc.)
* Organization
* Chronological order
* Annotate
* Cite
* Main idea/central idea
* Summary
* Nonfiction
 | Content/Academic Vocab. (RL)* Identity
* Genre
* Plot
* Plot structure (exposition, rising action, climax, falling action, resolution)
* Characters (Major, minor)
* Setting
* Conflict (Internal, External)
* Theme
* Author’s Purpose
* Fiction
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BCS 7th Grade ELA Unit Guide

Unit 1– **Identity: Who Am I?** (7 Weeks)

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| Content/Academic Vocab. (SL)* Collaboration
* Eye contact
* Volume
* Distracting habits
* Active Listening
* determine my writing task
 | Content/Academic Vocab. (W)* Narrative
* Style
* Sequence
* Task/prompt
* Introduction
* Conclusion
* Dialogue
* Details
* Point of view
* Edit/Revise
* Brainstorm
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BCS 7th Grade ELA Unit Guide

Unit 1– **Identity: Who Am I?** (7 Weeks)

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| Suggested Text (Examples of text)[Lesson Link](https://docs.google.com/a/bcsemail.org/document/d/1GqpHdd0odcdsYTqbdnUNIW1UgvFUIed9sCM71wgeEZM/edit) contains lessons using these and other textsNon-Fiction* Kelly Gallagher’s article of the week <http://kellygallagher.org/resources/articles.html>
* “It’s Not About the Bike” by Lance Armstrong (Autobiography – Textbook \*)
* “Growing Up, Growing Apart” by Tamar Lewin, <http://www.nytimes.com/2000/06/25/us/growing-up-growing-apart.html>? (NY Times Article)

 Short Story* “Seventh Grade” by Gary Soto (Textbook \*+)
* “Rikki-Tikki-Tavi” by Rudyard Kipling (Textbook \*+)
* “Thank You M’am” by Langston Hughes (Textbook \*+)
* “Charles” by Shirley Jackson (Textbook \*)
* *Names/Nombres* by Julia Alvarez
* http://www.humble.k12.tx.us/cms/lib2/TX01001414/Centricity/Domain/2400/Names%20Nombres.pdf

Paideia Seminar Text* “Little Red Hen” Folk Tale <http://www.storybus.org/stories_and_activities/the_little_red_hen/story>

 Picture Books* *Mysteries of Harris Burdick”*  by Chris Van Allsburg (Pictures/Captions for narrative writings)

 Other Media* Multiple Intelligences Test <http://www.literacyworks.org/mi/assessment/findyourstrengths.html>
* Remake of “Seventh Grade” on Viddler  <http://www.viddler.com/v/217cc1ce>
* “Man in the Mirror” by  [Glen Ballard](http://en.wikipedia.org/wiki/Glen_Ballard) and [Siedah Garrett](http://en.wikipedia.org/wiki/Siedah_Garrett%22%20%5Co%20%22Siedah%20Garrett) and performed by Michael Jackson (Song)
* “You are Beautiful” by Linda Perry and performed by Christina Aguilera (Song)
* Five Plot Elements – YouTube Video <https://www.youtube.com/watch?v=c6I24S72Jps>

 Poetry* “I Am” Poem – Examples: <http://www.readwritethink.org/files/resources/lesson_images/lesson391/I-am-poem.pdf>
* “I’m Nobody! Who Are You” by Emily Dickinson <http://www.poets.org/viewmedia.php/prmMID/15392>
* “The Road Not Taken” by Robert Frost <http://www.poemhunter.com/poem/the-road-not-taken/>
* “Identity” by Julio Noboa Polanca
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Textbooks Referenced: \* *Literature* Grade 7, Holt McDougal, 2012 + *The Language of Literature* Grade 7, McDougal Littell , 2006

BCS 7th Grade ELA Unit Guide

Unit 1– **Identity: Who Am I?** (7 Weeks)

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| Suggested Additional Text for Advanced ELA (Examples of text)[Lesson Link](https://docs.google.com/a/bcsemail.org/document/d/1GqpHdd0odcdsYTqbdnUNIW1UgvFUIed9sCM71wgeEZM/edit) contains lessons using these and other textsNon-Fiction* Article on Technology Artificial Intelligence
* Article on human genome
* Article on cloning *“Animal Clones: Double Trouble”*  by Emily Sohn for Student Science

 <https://student.societyforscience.org/article/animal-clones-double-trouble>* Article on cloning*, “Cloning: How . . . Why . . and Why not”*  by Alan Boyle for NBC News

 http://www.nbcnews.com/id/3076911/ns/health-cloning/t/cloning-how-why-why-not/#.UzQgPz9dW8A* Information on Butterfly Effect (Allusion - *The Sound of Thunder)*

 http://www.wisegeek.org/what-is-the-butterfly-effect.htmPoetryDrama* “Geometry” – David Henderson (7th Grade Junior Great Books)
* “Snake” by DH Lawrence (7th Grade Junior Great Books)
* “Phenomenal Woman” by Maya Angelou

 Short Story* “Harrison Bergeron” by Kurt Vonnegut (7th Grade Junior Great Books – Short Story)
* *The Three-Century Woman* by Richard Peck

 *http://www.livingston.org/cms/lib4/NJ01000562/Centricity/Domain/631/three\_century.pdf** *The Veldt* by Ray Bradbury

 http://www.veddma.com/veddma/Veldt.htm* *The Sound of Thunder* by Ray Bradbury

 [*http://www.lasalle.edu/~didio/courses/hon462/hon462\_assets/sound\_of\_thunder.htm*](http://www.lasalle.edu/~didio/courses/hon462/hon462_assets/sound_of_thunder.htm)* *Cub Pilot on the Mississippi* by Mark Twain

Drama* “Allegory of the Cave” by Plato <http://classicalastrologer.files.wordpress.com/2012/12/plato-allegory-of-the-cave.pdf>

Author Study* Mark Twain
* Langston Hughes
* Ray Bradbury
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BCS 7th Grade ELA Unit Guide

Unit 1– **Identity: Who Am I?** (7 Weeks)

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| Suggested Writing TasksNarrative Writing – *Mysteries of Harris Burdick* by Chris Van AllsburgThe premise of this “picture book” is that the author goes to the home of a retired book publisher who has a box of pictures with titles and captions only . . . no story. These intriguing pictures ignite students’ curiosity and creativity. Great for students who have a difficult time “getting started” with an idea for narrative writing. The final drafts can be compiled into an anthology for sharing within the classroom.“I Am” Poems A form poem which gives students a format for describing personal attributes Basic form and examples can be found at: <http://www.readwritethink.org/files/resources/lesson_images/lesson391/I-am-poem.pdf>Identity poem: Write a poem using the poem Identity by Julio Noboa Polanca. Link to the cloze format here.**Suggested Writing Tasks – Advanced ELA**“Names” research / Narrative EssayStudents research the history of their name or another name of interest. Students express their opinions  about the researched names and how the names have impacted their or others’ personality.Rewrite “*Seventh Grade”*  by Gary Soto  Students rewrite short story as if they were the main character. |

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| **Suggested Technology/ Multi-media:** | Teachers, please contribute to this section as you engage your students in the use of technology and multi-media tools. |

BCS 7th Grade ELA Unit Guide

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| **Unit Overview/ Questions:**  In this unit, students will explore the darker side of literature through the works of Edgar Allen Poe, Emily  Dickenson, and others. They will understand how writers build suspense in their works. |

Unit 2– **Fear: What Do I Fear?** (6 Weeks)

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| Focus Standards * RL 7.4 Vocabulary/word choice
* RL 7.6 Point of View/Purpose
* RL 7.7 Content and Diverse Media
* RL 7.9 Comparison of texts/authors
* RI 7.3 Individuals/Events/Ideas
* RI 7.7 Content and Diverse Media
* RI 7.9 Comparison of texts/authors
* W 7.2 Write to inform/explain
* W 7.6 Use technology
* W 7.8 Gather/synthesize information
* SL 7.4 Present findings
* SL 7.5 Use Media
* L 7.3 Style/Effective Language Choices
* L 7.5 Figurative language/word choice
 | Skill Focus* Characterization / Character Traits
* Tone/Mood
* Response to Reading (Writing Standards)
* Write your own scary story
* Suspense
* Figurative Language
* Irony
* Foreshadowing
 |
| Content/Academic Vocab. (RI)* Biography
* Autobiography
* Primary document
 | Content/Academic Vocab. (RL)* Figurative language (types)
* Literal language
* Tone
* Mood
* Conflict
* Characterization (Direct vs. indirect)
* Character traits
* Suspense
* Foreshadowing
* Symbolism
* Irony
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BCS 7th Grade ELA Unit Guide

 Unit 2– **Fear: What Do I Fear?** (6 Weeks)

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| Learning Targets (RI) I can . . . * analyze how events/ideas affect one another
* compare and contrast various text formats (Multimedia)
* compare and contrast two or more authors’ works multiple sources.
 | Content/Academic Vocab. (W)* Persuade
* Evaluate
* Evidence
* Audience
* Purpose
* Style
 |
| Content/Academic Vocab. (L)   | Content/Academic Vocab. (SL) |

BCS 7th Grade ELA Unit Guide

 Unit 2– **Fear: What Do I Fear?** (6 Weeks)

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| Suggested Text (Examples of text)[Lesson Link](https://docs.google.com/a/bcsemail.org/document/d/1GqpHdd0odcdsYTqbdnUNIW1UgvFUIed9sCM71wgeEZM/edit) contains lessons using these and other textsNon-Fiction* Biography of Emily Dickinson [http://www.biography.com/people/emily-dickinson-9274190\](http://www.biography.com/people/emily-dickinson-9274190%5C)
* Article about fears/phobias [http://kidshealth.org/teen/your\_mind/mental\_health/phobias.html#](http://kidshealth.org/teen/your_mind/mental_health/phobias.html)
* Article about fears/phobias – Difference between normal fear and phobia <http://www.helpguide.org/mental/phobia_symptoms_types_treatment.htm>

Short Story* “Dark They Were, and Golden-Eyed” by Ray Bradbury (Textbook \*+)
* “The Landlady” by Roald Dahl
* Works of Edgar Allan Poe (Note -“The Tell Tale Heart” is in the 8th Grade anthology, so perhaps select a different short story by Poe to analyze)
* “The Pit and the Pendulum” by Edgar Allan Poe (Focuses on the senses with main character a prisoner of the Spanish Inquisition-correlates with 7th Gr. SS Essential Standards time period) <http://www.eastoftheweb.com/short-stories/UBooks/PitPen.shtml> (For Text)
* “The White Circle” by John Bell Clayton (7th Grade Junior Great Books)
* “A Day’s Wait” by Hemmingway

Poetry* “Because I Could Not Stop for Death” by Emily Dickinson <http://academic.brooklyn.cuny.edu/english/melani/cs6/stop.html> (Text)
* “The Raven” by Edgar Allan Poe <http://www.poets.org/viewmedia.php/prmMID/15638> (Text)
* “The Raven” *The Simpsons* You Tube Video <https://www.youtube.com/watch?v=Q32y-0zNUtM>
* “Annabel Lee” by Edgar Allan Poe (Textbook \*)

 <https://www.youtube.com/watch?v=ecfVIt641n0&list=PLC07221D0DF8D4A4E>* “El Dorado” by Edgar Allan Poe <http://www.poetryfoundation.org/poem/178360>
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Textbooks Referenced

\* *Literature* Grade 7, Holt McDougal, 2012

+ *The Language of Literature* Grade 7, McDougal Littell , 2006

BCS 7th Grade ELA Unit Guide

 Unit 2– **Fear: What Do I Fear?** (6 Weeks)

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| More Suggested Text (Examples of text)[Lesson Link](https://docs.google.com/a/bcsemail.org/document/d/1GqpHdd0odcdsYTqbdnUNIW1UgvFUIed9sCM71wgeEZM/edit) contains lessons using these and other textsDrama* “The Monsters are Due on Maple Street” by Rod Serling (Textbook \*+)

Picture Books* *“Emily”* by Michael Bedard (Biography of Emily Dickinson)

Other Media* *Twilight Zone,* “The Monsters are Due on Maple Street” (vimeo video) <http://vimeo.com/63670863>
* “Pit and the Pendulum” Rap – Flocabulary- YouTube <https://www.youtube.com/watch?v=xmn79SoZ4-k>
* “Jaws” Theme Music – Mood and Tone <https://www.youtube.com/watch?v=A9QTSyLwd4w>
* “Scary Mary” vs “Mary Poppins” video “Trailers to teach mood vs tone

Scary: <https://www.youtube.com/watch?v=SEAhBCqzzLc> <https://www.youtube.com/watch?v=7OShSOQnKk4> <https://www.youtube.com/watch?v=CGmmiMbflc4&NR=1&feature=endscreen> Original: <https://www.youtube.com/watch?v=fuWf9fP-A-U>* McCarthyism video – <http://www.history.com/topics/joseph-mccarthy/videos>
* McCarthyism video – http://classroomclips.org/video/4364
* The Landlady video youtube-- https://www.youtube.com/watch?v=fEz39MfsLXQ
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Textbooks Referenced

\* *Literature* Grade 7, Holt McDougal, 2012

+ *The Language of Literature* Grade 7, McDougal Littell , 2006

BCS 7th Grade ELA Unit Guide

 Unit 2– **Fear: What Do I Fear?** (6 Weeks)

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| Suggested Additional Text for Advanced ELA (Examples of text)[Lesson Link](https://docs.google.com/a/bcsemail.org/document/d/1GqpHdd0odcdsYTqbdnUNIW1UgvFUIed9sCM71wgeEZM/edit) contains lessons using these and other textsNon-Fiction* Current events of what is fearful – students bring in
* “Eek! Why We Love to Scare Ourselves Silly” <http://bodyodd.nbcnews.com/_news/2010/08/23/4956425-eek-why-we-love-to-scare-ourselves-silly>

Short Story* *Gaston* by William Saroyan - teachers.sumnersd.org/shs/mdiemer/documents/download/**gaston**.doc
* “The Masque of the Red Death” by Edgar Allan Poe (Describes the horror of the plaque which correlates with 7th Gr. SS Essential Standards time period)
* “The Rocking Horse Winner” by DH Lawrence <http://www.classicshorts.com/stories/rockwinr.html>
* “I Just Kept Smiling” by Simon Burt

Poetry* Poetry of Poe <http://www.poetryloverspage.com/poets/poe/poe_ind.html>
* “An Irish Airman Foresees his Death” by W.B. Yeats

Other Media* Poe Author Study <http://www.readwritethink.org/files/resources/lesson_images/lesson411/AuthorStudy.pdf>
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BCS 7th Grade ELA Unit Guide

 Unit 2– **Fear: What Do I Fear?** (6 Weeks)

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| Suggested Writing TasksNarrative Writing – Point of View – Good vs. EvilUsing the “Scary Mary vs. Mary Poppins” as an example, students write an original or retelling of a short narrative story using a positive mood/tone. Students then rewrite story using a negative mood/tone. Students may choose to write the stories from two points of view with one character having a positive point of view and a second character having a negative point of view Reference: Scary Mary” vs “Mary Poppins” video “Trailers to teach mood vs tone Scary: <https://www.youtube.com/watch?v=SEAhBCqzzLc> <https://www.youtube.com/watch?v=7OShSOQnKk4> <https://www.youtube.com/watch?v=CGmmiMbflc4&NR=1&feature=endscreen> Original:<https://www.youtube.com/watch?v=fuWf9fP-A-U> Informational/Explanatory Writing – Option One: Given one or multiple texts, videos or art, explain how the author develops suspense/mood/etc.Option Two: In one or multiple texts, explain how the author(s) explores various types of fear.Option Three: Write a book/movie review of a scary book or movie of your choice. Explain the book/movie’s plot and how the book/movie creates suspense.Suggested Writing Tasks for Advanced ELAIf this unit is being done in November, involve students in the National Novel Writing Monthhttp://nanowrimo.org/ |

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| **Suggested Technology/ Multi-media:** | Teachers, please contribute to this section as you engage your students in the use of technology and multi-media tools. |

BCS 7th Grade ELA Unit Guide

Unit 3– **Determination: How Can I Persevere?** (4 Weeks)

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| **Unit Overview/ Questions:**  In this unit, students will explore the will to succeed, both in themselves and in the literature that  they study. |

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| Focus Standards * RL 7.5 Text Structure and Organization
* RL 7.8 Arguments/evidence
* W 7.9 Write to Source (Draw Evidence)
* SL 7.5 Use Media
* L 7,5 Figurative language/word relationships
 | Skill Focus* Poetry
* Creative Writing
* Novel Study
* Reader’s Theatre
 |
|  | Content/Academic Vocab.* Plan
* Revise
* Edit
* Text Structure
* Rhyme
* Repetition
* Rhythm
* Imagery
* Stanza
* Line
* Figurative Language
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| Suggested Text (Examples of text)[Lesson Link](https://docs.google.com/a/bcsemail.org/document/d/1GqpHdd0odcdsYTqbdnUNIW1UgvFUIed9sCM71wgeEZM/edit) contains lessons using these and other textsNon-Fiction* Biography of Muhammad Ali <http://www.biographyonline.net/sport/muhammad_ali.html>
* “Eleanor Roosevelt” by William Jay Jacobs (Biography - Textbook \*+)
* “Exploring the Titanic” excerpt by Robert Ballard (Textbook \* +)
* TED Talks “Determination” <http://www.youtube.com/watch?v=nLeeTVmVrtA>
* “Malcolm X” autobiography (Textbook +)
* “Malcolm X: By Any Means Necessary” biography excerpt by Walter Dean Myers (Textbook \*)

Short Story* “Amigo Brothers” by Piri Thomas (Textbook \* +)
* “Through the Tunnel” by Doris Lessing

Novel* *Adventures of Tom Sawyer* by Mark Twain
* *Freak the Mighty* by Rodman Philbrick (Not on BCS Middle School Approved Novel List)
* *The Breadwinner*  by Deborah Ellis
* *Ender’s Game* by Orson Scott Card
* *Hatchet* by Gary Paulsen
* *The Outsiders* by S.E. Hinton
* *Chains* by Laurie Halse Anderson
* *Harry Potter and the Sorcerer’s Stone* by J.K. Rowling

Paideia Seminar Text* *“*If” by Rudyard Kipling (Poem) <http://www.poetryfoundation.org/poem/175772>

Poetry* “The Highwayman” by Alfred Noyes (Textbook \* +)

Other Media* “Trailer” for *The Breadwinner* by Deborah Ellis - <http://www.youtube.com/watch?v=FpW1bbJfhXk>
* “A Night to Remember” Titanic Movie clip (Textbook CD+) Movie Trailer: <http://www.youtube.com/watch?v=Fi9F5bvcyJY>
* “Stuck on the Escalator” video <http://www.youtube.com/watch?v=VrSUe_m19FY>
* “Try” song written by Busbee and Ben West performed by Pink
* Reader’s Theatre Muhammad Ali v. the U.S. Draft (This is only downloaded with a subscription) <http://www.teacherfilebox.com/Unit/Detail.aspx?F=6380&L=8&A=6>
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BCS 7th Grade ELA Unit Guide

Unit 3– **Determination: How Can I Persevere?** (4 Weeks)

Textbooks Referenced: \* *Literature* Grade 7, Holt McDougal, 2012 + *The Language of Literature* Grade 7, McDougal Littell , 2006

BCS 7th Grade ELA Unit Guide

Unit 3– **Determination: How Can I Persevere?** (4 Weeks)

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| Suggested Additional Text for Advanced ELA (Examples of text)[Lesson Link](https://docs.google.com/a/bcsemail.org/document/d/1GqpHdd0odcdsYTqbdnUNIW1UgvFUIed9sCM71wgeEZM/edit) contains lessons using these and other textsNon-Fiction* Ted Talks – Emmanuel Jal <http://www.ted.com/talks/emmanuel_jal_the_music_of_a_war_child>
* NY Times Articles on Child Soldiers <http://articles.latimes.com/keyword/child-soldiers>
* Chicago Tribune Articles on Child Soldiers <http://articles.chicagotribune.com/keyword/child-soldiers>
* NY Times Articles on Child Labor <http://topics.nytimes.com/top/reference/timestopics/subjects/c/child_labor/>
* Discovery Education – Videos – *American History: The Rise of the 20th Century – Segment 6 of 6 The Korean War* (if you are going to teach *So Far from the Bamboo Grove)*

Song* “Warchild” by Emmanuel Jal
* [https://www.youtube.com/watch Man in the Iron Mask by Alexandre Dumas](https://www.youtube.com/watch%20Man%20in%20the%20Iron%20Mask%20by%20Alexandre%20Dumas%20%20%20)

Poetry* “Still I Rise” by Maya Angelou
* “Do Not Go Gentle Into That Good Night” Dylan Thomas
* “The Chart of the Light Brigade” by Alfred Lord Tennyson

Novels* *Beneath My Mother’s Feet* by Suzannes Fisher Staples
* *Titanic: Voices from the Disaster* by Deborah Hopkinson
* *Man in the Iron Mask* by Alexandre Dumas
* *Three Musketeers* by Alexandre Dumas
* *House of the Scorpion* by Nancy Farmer
* *The Hunger Games* by Suzanne Collins
* *The Fault in Our Stars* by John Green
* *So Far From the Bamboo Grove* by Yoko Kawashima Watkins
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BCS 7th Grade ELA Unit Guide

Unit 3– **Determination: How Can I Persevere?** (4 Weeks)

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| Suggested Writing TasksInformational Writing:* Students can produce a short biographical essay about a person in their lives who have shown perseverance.
* “Something I’d Like to Learn” Assignment where students explain what they would want to work hard to learn and why it would improve their life.

Suggested Writing Tasks for Advanced ELA* Rewrite “The Highwayman” by Alfred Noyes into Modern times-language
* National Novel Writing Month - - <http://nanowrimo.org/forums/beyond-50k/threads/157211>
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| **Suggested Technology/ Multi-media:** | Teachers, please contribute to this section as you engage your students in the use of technology and multi-media tools. |

BCS 7th Grade ELA Unit Guide

Unit 4– **Social Justice: A study of Fairness, Tolerance, and Stereotypes** (9 Weeks)

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| **Unit Overview/ Questions:**  Why is it important to discuss fairness, tolerance, and stereotypes? |

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| Focus Standards * RL 7.9 Comparison of texts/authors
* RI 7.6 Point of view/purpose
* RI 7.8 Arguments/evidence
* W 7.1 Write arguments
* W 7.2 Write to inform/explain
* W 7.7 Conduct research
 | Skill Focus* Debate
* Argumentative/Persuasive/Evaluative writing
* Research-based writing
* Bias
* Point of View
 |
|  | **rRLlnn**Content/Academic Vocab. * Sources
* Thesis
* Support
* Text structure
* Rhetorical question
* Transition
* Anecdote
* Statistic
* Quote
* Fairness
* Hook
* Tolerance
* Stereotype
* Bias
* Discrimination
* Justice
* Morality
* Individuality
* Ethics
* Pros & Cons
* Research
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BCS 7th Grade ELA Unit Guide

Unit 4– **Social Justice: Fairness, Tolerance, Stereotypes** (9 Weeks)

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| Suggested Text (Examples of text)[Lesson Link](https://docs.google.com/a/bcsemail.org/document/d/1GqpHdd0odcdsYTqbdnUNIW1UgvFUIed9sCM71wgeEZM/edit) contains lessons using these and other textsNon-Fiction* “Homeless” by Kathleen Quinlen (Textbook \*+)
* Ruby Bridges Biography <http://www.biography.com/people/ruby-bridges-475426>
* Excerpt from “The Noble Experiment” Jackie Robinson Autobiography (Textbook \*+)
* Title IX-Legislation that Leveled the Playing Field – article by Beth Ann Baldry

http://golfweek.com/news/2012/jun/23/title-ix-legislation-leveled-playing-field/Short Story* “What Do Fish Have to Do With Anything?” by Avi (Textbook \* +)
* “In the Group” by Eve Shalen https://www.facinghistory.org/for-educators/educator-resources/readings/group

Paideia Seminar Text* Compare and contrast the following:

 “I Dream a World” (Poem) by Langston Hughes <http://www.learningfromlyrics.org/langston.html> “The Negro Speaks of Rivers” by Langston Hughes <http://www.poetryfoundation.org/poem/173693>Poetry* “The Cold Within” by James Patrick Kinney (Paideia Possibility) <http://www.allthingsif.org/archives/1405#cold_within> (text found toward bottom of site)
* “A Dream Deferred” by Langston Hughes <http://www.cswnet.com/~menamc/langston.htm>

Other Media * Political Cartoon Analysis Guide: <http://www.loc.gov/teachers/classroommaterials/presentationsandactivities/activities/political-cartoon/lm_cart_analysis_guide.pdf>
* Background information on political cartoons - <http://www.loc.gov/rr/print/swann/herblock/cartoon.html>
* Dr. Seuss political Cartoons <http://thegraph.com/2010/12/dr-seuss-political-cartoons/>
* Artwork – Norman Rockwell – “The Golden Rule” for use in Paideia seminar or for analysis (Google Images)
* Artwork – Norman Rockwell “The Problem We All Live With” – Ruby Bridges - for use in a Paideia seminar or for analysis (Google Images ) Video of adult Ruby Bridges with President Obama <http://www.biography.com/people/ruby-bridges-475426/videos>
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Textbooks Referenced: \* *Literature* Grade 7, Holt McDougal, 2012 + *The Language of Literature* Grade 7, McDougal Littell , 2006

BCS 7th Grade ELA Unit Guide

Unit 4– **Social Justice: Fairness, Tolerance, Stereotypes** (9 Weeks)

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| Suggested Additional Text for Advanced ELA (Examples of text)[Lesson Link](https://docs.google.com/a/bcsemail.org/document/d/1GqpHdd0odcdsYTqbdnUNIW1UgvFUIed9sCM71wgeEZM/edit) contains lessons using these and other textsNovel* *I Am Malala: The Girl Who Stood Up for Education and Was Shot by the Taliban* by Malala Yousafzai and Christina Lamb
* *Under the Persimmon Tree* by Suzanne Fisher Staples
* *Wonder* by R. J. Palacio
* *Autobiography of a Face* by Lucy Grealy
* *Out of My Mind* by Sharon Draper
* *A Long Walk to Water: Based on a True Story* by Linda Sue Park
* *Inside Out and Back Again* by Thanhha Lai (told in verse)
* *Wednesday Wars*

Picture Books* *The Day the Crayons Quit* by Drew Daywal – Deals with Stereotypes/Fitting into Society

Paideia Seminar Text* Quotes of Malala Yousafzai <http://www.brainyquote.com/quotes/authors/m/malala_yousafzai.html>

Non-Fiction* ABC News Video / Transcipt on Malala Yousafzai <http://abcnews.go.com/International/malala-yousafzai-death-kill/story?id=20489800>
* Discovery Education Video – *Israel and Palestine: The Fight for Peace – Segment One Background* (if you are teaching “For Muhammad”)

Other Media * Satire Project – PBS <http://www-tc.pbs.org/now/classroom/satireoutline.PDF>

Poetry * **Selections from Brave New Voices Poetry Competition** [**http://youthspeaks.org/bravenewvoices/**](http://youthspeaks.org/bravenewvoices/)
* **“For Mohammed Zeid of Gaza, Age 15” by Naomi Shihab Nye** [**http://www.smith.edu/poetrycenter/poets/formohammedzeid.html**](http://www.smith.edu/poetrycenter/poets/formohammedzeid.html)
* **“Justice Stands Still” by Tinashe Severa** [**http://www.poemhunter.com/best-poems/tinashe-severa/justice-stands-still/**](http://www.poemhunter.com/best-poems/tinashe-severa/justice-stands-still/)
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BCS 7th Grade ELA Unit Guide

Unit 4– **Social Justice: A study of Fairness, Tolerance, and Stereotypes** (9 Weeks)

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| Suggested Writing Tasks* Argument Writing – Development of thesis statement and short argumentative essay

Research writing: OPTION ONE: Develop a research essay analyzing an aspect or figure connected to social injustice (Historical or Current). Students share findings on a class website. OPTION TWO: Choose a culture you know little about and want to learn more about. Research and create a presentation about different aspects of that culture. Suggested Writing Tasks for Advanced ELA* Satire Research Project – Research a current event / social issue that is controversial. Write an unbiased research paper with annotated bibliography. Create a satirical piece about the topic.
* Create a class book explaining when perseverance was important (Use this website to create books <http://www.flipsnack.com/>).
* After reading Carl Sanburg Poems, students could enter the Carl Sanburg Student Poetry Contest http://www.nps.gov/carl/parknews/student-poetry-contest.htm
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| **Suggested Technology/ Multi-media:** | Teachers, please contribute to this section as you engage your students in the use of technology and multi-media tools. |

BCS 7th Grade ELA Unit Guide

Unit 5– **Community: What is Community? (**5 Weeks)

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| **Unit Overview/ Questions:**  How am I connected to my community? |

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| Focus Standards * RL 7.7 Content in diverse media
* RI 7.4 Vocabulary/word choice
* SL 7.2 Content in diverse media
* SL 7.6 Adapt speech/command of formal English
* L 7.3 Style/effective language choices
 | Skill Focus* Speeches/Public Speaking
* Research
* Debate
* Focus on Nonfiction
 |
|  | * Research
* Gesture
* Prop/Visual Aid
* Good listening skills
* Voice projection
* Elaboration
* Presentation
* Oral
* Audience

Content/Academic Vocab. * Community
* Debate
* Public speaking
* Formal language
* Informal language
* Audience
* Speech
* Volume

Clarity |

BCS 7th Grade ELA Unit Guide

Unit 5– **Community: What is Community?**

**How am I connected to my community?** (5 Weeks)

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| Suggested Text (Examples of text)[Lesson Link](https://docs.google.com/a/bcsemail.org/document/d/1GqpHdd0odcdsYTqbdnUNIW1UgvFUIed9sCM71wgeEZM/edit) contains lessons using these and other textsNon-Fiction* “Community Emerging as Theme After Newton, CT Shooting” by Pat Eaton-Robb <http://www.newsnet5.com/dpp/news/national/community-emerging-as-theme-after-newtown-connecticut-shooting>
* “Emotional Effects of Natural Disasters” by Nadine Brozan <http://www.nytimes.com/1983/06/27/style/emotional-effects-of-natural-disasters.html>
* "The Key to Disaster Survival? Friends and Neighbors” by Shankar Vedantam NPR, <http://www.npr.org/2011/07/04/137526401/the-key-to-disaster-survival-friends-and-neighbors>
* “Pledge of Allegiance” <http://www.ushistory.org/documents/pledge.htm>
* “Fundraiser Benefits Eclectic West Asheville Garden” by Sabian Warren <http://www.citizen-times.com/article/20130603/NEWS/306030019/Fundraiser-benefits-eclectic-W-Asheville-garden>
* Other local articles dealing with community – Asheville-Citizen Times

Short Story* “War of the Wall” by Toni Cade Bambara (Textbook \* +)
* Excerpt from “The House on Mango Street” by Sandra Cisneros (Junior Great Books, “Getting Started” Series)
* “Day of the Butterly” by Alice Munro

Novel* *Bronx Masquerade* by Nikki Grimes
* *American Born Chinese* by Gene Luen Yang (Graphic Novel)
* Dystopian Fiction—Imperfect Communities (*The Giver, Ender’s Game*)

Other Media* iDebate.org
* MiddleSchoolDebate.com
* “This Land is Your Land” by Woodie Guthrie
* “What Makes a Community” by Roger Kitchen - TedTalks – YouTube <https://www.youtube.com/watch?v=bjVq_Dlrflk>
* “Inalienable Rights: Life, Liberty, and the Pursuit of Belonging” by Terrell Strayhorn - TedTalks-YouTube

<https://www.youtube.com/watch?v=Ak6T9kw0H28>  |

Textbooks Referenced: \* *Literature* Grade 7, Holt McDougal, 2012 + *The Language of Literature* Grade 7, McDougal Littell , 2006

BCS 7th Grade ELA Unit Guide

Unit 5– **Community: What is Community?**

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| Suggested Additional Text for Advanced ELA (Examples of text)[Lesson Link](https://docs.google.com/a/bcsemail.org/document/d/1GqpHdd0odcdsYTqbdnUNIW1UgvFUIed9sCM71wgeEZM/edit) contains lessons using these and other textsNon-Fiction* Study various political ads and weigh strengths and arguments
* Study historical speeches
* If you are reading *Outcasts United* – “Refugees Find Hostility and Hope on a Soccer Field” <http://www.nytimes.com/2007/01/21/us/21fugees.html?pagewanted=all&_r=0>

Short Story* “The White Umbrella” by Gish Jen
* “The Zodiacs” by Jay Neugeboren
* “The Cat and the Coffee Drinkers” by Max Steele

Novels* *The Boy in the Striped Pajamas* by John Boyne (Who is a member of the community? How do we treat others?)
* Dystopian Fiction—Imperfect Communities (*The Hunger Games* by Suzanne Collins, *The House of the Scorpion* by Nancy Farmer, *Maze Runner* by James Dashner)
* *A Separate Peace* by John Knowles
* *Outcasts United: A Refugee Team, an American Town* by Warren St. John

Paideia Langston Hughes – analysis of community* Mother”
* “Cora”
* “I Too, Sing America”
* “Let America be America Again” <http://www.poets.org/poetsorg/poem/let-america-be-america-again>
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BCS 7th Grade ELA Unit Guide

Unit 5– **Community: What is Community?**

**How am I connected to my community?** (5 Weeks)

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| Suggested Writing TasksPublic Service Announcement – How to make our community better?Students develop scripts, film, edit, shareA letter, speech, presentation arguing for one important change that should be made to our school community.Suggested Writing Tasks for Advanced ELA* Students create speeches for taking part in community service suggestions and justification
* 7 by 7 projects (VSMS)
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| **Suggested Technology/ Multi-media:** | Teachers, please contribute to this section as you engage your students in the use of technology and multi-media tools. |

BCS 7th Grade ELA Unit Guide

Unit 6– **World: How Am I Connected to the World?** (5 Weeks)

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| **Unit Overview/ Questions:** In this unit, students will explore their connection to the greater world by looking at various  forms of non-fiction and fiction, including science fictions selections.  |

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| Focus Standards * RL 7.1 Inferences/evidence
* RL 7.2 Central ideas/themes/summary
* RI 7.2 Central ideas/themes summary
* L 7.6 Academic/domain-specific vocabulary
* Review previously studied standards for Final Exam
 | Skill Focus* Myths
* Legends
* Folktales
* Science Fiction
 |
|  | Content/Academic Vocab. * Myth
* Folktale
* Legend
* Region
* Dialect
* Fantasy
* Science Fiction
* Parable
* Hero
* Epic
* Strategy
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BCS 7th Grade ELA Unit Guide

Unit 6– **World Perspectives: Are we so different?** (5 Weeks)

 (This unit is still a work in progress…any help is appreciated. The focus is on global/historical connections between cultures)

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| Suggested Text (Examples of text)[Lesson Link](https://docs.google.com/a/bcsemail.org/document/d/1GqpHdd0odcdsYTqbdnUNIW1UgvFUIed9sCM71wgeEZM/edit) contains lessons using these and other textsNon-Fiction* “Like Black Smoke: The Black Death’s Journey” by Diana Childress (Textbook \*)
* “A World Turned Upside Down: How the Black Death Affected Europe” by Mary Morton Cowan (Textbook \*)
* “Why We Shouldn’t Go to Mars” by Gregg Easterbrook (Textbook \*)
* “Blood, Toil, Tears and Sweat: Address to Parliament on May 13th, 1940” – Speech by Winston Churchill

(ELA Common Core State Standards-Appendix B) Short Story* “Young Arthur” by Robert D. San Souchi (Textbook \* +)
* “Prometheus” by Bernard Evslin (Textbook \* +)
* “Orpheus and Eurydice” by Olivia Coolidge (Textbook \*)

Poetry* *“*Southbound on the Highway” by May Swenson http://www.rose-hulman.edu/~williams/poem/Favpoem/html/southbound.htm

Other Media* “The Eye of the Beholder” by Rod Serling *Twilight Zone*  <http://vimeo.com/55231270>
* “The After Hours” by Rod Serling *Twilight Zone*  <https://www.youtube.com/watch?v=2eJm7ioOrHE>
* “Waiting on the World to Change” written and performed by John Mayer <http://www.azlyrics.com/lyrics/johnmayer/waitingontheworldtochange.html>
* “We Didn’t Start the Fire” written and performed by Billy Joel <http://www.azlyrics.com/lyrics/billyjoel/wedidntstartthefire.html>

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 Textbooks Referenced:

 \* *Literature* Grade 7, Holt McDougal, 2012 + *The Language of Literature* Grade 7, McDougal Littell , 2006

BCS 7th Grade ELA Unit Guide

Unit 6– **World: How Am I Connected to the World?** (5 Weeks)

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| Suggested Additional Text for Advanced ELA (Examples of text)[Lesson Link](https://docs.google.com/a/bcsemail.org/document/d/1GqpHdd0odcdsYTqbdnUNIW1UgvFUIed9sCM71wgeEZM/edit) contains lessons using these and other textsNon-Fiction* Political Cartoons

 Myths/Legends* Nordic: <http://norse-mythology.org/tales/> (Read over these, some would be questionable to use in class)

YouTube overview - https://www.youtube.com/watch?v=-PVhFy4cmS8* Native American - <http://www.native-languages.org/legend-archives.htm>
* Asian - http://www.topics-mag.com/folk-tales/page.htm
* Mayan - http://www.kstrom.net/isk/maya/mayastor.html
* Ghana and West Africa – Anansi the Spider Tales
* <http://myths.e2bn.org/mythsandlegends/textonly11717-anansi-brings-stories-to-the-world.html>
* http://www.wilderutopia.com/traditions/myth/ashanti-of-ghana-how-spider-obtained-the-sky-gods-stories/
* Appalachia – Jack Tales
* <http://www.ibiblio.org/bawdy/folklore/tales.html>

PoetryOther Media |

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| Suggested Writing Tasks* Students create a myth, folktale or science fiction story.
* Students write short, structured responses to a variety of prompts.

Suggested Writing Tasks for Advanced ELA* “The Uninvention” - Write a speech describing an invention in the world and argue why it should be “uninvented.”
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Unit 6– **World: How Am I Connected to the World?** (5 Weeks)

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| **Suggested Technology/ Multi-media:** | Teachers, please contribute to this section as you engage your students in the use of technology and multi-media tools. |