

Grade 7
Literacy Units at a Glance

September-November	December-February	February-March		
<p>L i t e r a c y</p> <p>Unit 1: Decisions</p> <p>Genre: Reading-realistic fiction, Writing-narrative</p> <p>Class Texts: Independent Reading/Book Clubs: <i>Of Mice and Men</i> by John Steinbeck, <i>Tears of a Tiger</i> by Sharon Draper, <i>The Skin I'm In</i> by Sharon Flake, <i>The Pigman</i> by Paul Zindel; <i>Make Lemonade</i> by Virginia Euqer Wolffe</p> <p>"Call Me Maria" excerpt, <i>The Pigman</i>, <i>Lunch Box Dreams</i>, "The Road Not Taken", "My Beloved World", "The Tell-Tale Heart" by Edgar Allen Poe, "The Lady or the Tiger?" by Stockton; "The Necklace" by Guy de Maupassant; "The Scholarship Jacket;" "The Story-teller" by Saki Key to Making Wise Decisions", selected poems</p> <p>Essential Question: What are the factors that influence characters' decisions and how do their choices impact events and other characters?</p> <p style="text-align: center;">Skills</p> <ul style="list-style-type: none"> Determine theme and how the author conveys it Read narratives & identify narrative elements such as characters (protagonist & antagonist), setting, problem & resolution Write narratives including narrative techniques such as dialogue, description, and sensory language, figurative language Engage in meaningful class dialogue regarding literary elements presented in the texts through partnership talks, group discussions, Socratic Seminars, etc. Develop critical thinking skills when analyzing texts Work collaboratively with peers to revise and edit Read and analyze poetry Identify poetic structures and their purposes <p>Portfolio Piece: Publish a story, real or imagined, where a character makes a difficult</p>	<p>Unit 2: Stolen Childhood</p> <p>Genre: Reading-historical fiction, nonfiction narrative, drama, Writing-argument</p> <p>Class Texts:, "from <i>The Diary of Anne Frank</i>" excerpt, "from <i>Behind the Beautiful Forevers</i>" excerpt by Katherine Boo, "First Day in a Sweatshop" excerpt, "Invisible Child", "Stolen Childhoods" documentary film</p> <p><i>Optional Reading:</i></p> <p><i>Nightjohn</i> by Gary Paulsen</p> <p><i>Red Scarf Girl, By: Ji-Li Jiang</i></p> <p><i>Sing Down the Moon</i> By: Scott O'Dell</p> <p><i>War Comes to Willy Freeman,</i></p> <p><i>BY: James Lincoln Collier</i></p> <p>Essential Question: How can challenging experiences affect children as they grow up?</p> <p style="text-align: center;">Skills/Concepts</p> <ul style="list-style-type: none"> Formulate claims Use relevant text evidence from multiple sources to support claims Use transitions to connect ideas Engage in academic class dialogue analyzing shared texts through partnership talks, group discussions, Socratic Seminars, etc. Gather evidence while reading a text or watching a film Conduct research to build knowledge & answer questions Work collaboratively with peers to revise and edit Present claims and rebuttals while participating in debates Organize information to create coherent arguments Apply knowledge of history to analyze events and characters in texts Compare and contrast historical settings to modern day 	<p>Unit 3: Natural Disasters</p> <p>Genre: Reading-informational texts, nonfiction narrative, Writing-informational</p> <p>*We will be using a variety of texts including some from Into Literature and Codex</p> <p>Supplemental Texts: "from <i>Super Disasters of the 21st Century</i>" excerpt from Code-X, "from <i>The Perfect Storm</i>" excerpt</p> <p>"Submerged City", various documentaries and news reports on natural disasters</p> <p>Essential Question: How do writers use structural elements to provide information about their topics?</p> <p style="text-align: center;">Skills/Concepts</p> <ul style="list-style-type: none"> Identify central idea and supporting details of nonfiction text Gather evidence and take notes while reading a text or watching a documentary or news video Use transitions to connect ideas Engage in academic class dialogue analyzing shared texts through partnership talks, group discussions, Socratic Seminars, etc. Engage the audience with visuals in presentation including nonfiction text features in powerpoint Practice oral presentation skills such as making eye contact, speaking clearly, focusing on tone and body language, etc. Conduct research to build knowledge & answer questions Work collaboratively with peers to revise and edit analyze use of structural elements compare narrative and informational structural elements 	<p>Unit 4: Democracy</p> <p>Genre: Reading-fiction, drama, poetry, Writing-argument</p> <p>Class Texts: "Ain't I A Woman? By Sojourner Truth, "Telling Americans to Vote, or Else?", "Walter Dean Myers"</p> <p>Essential Question: How do characters' sociocultural experiences shape their opinions and contribute to their behavior?</p> <p style="text-align: center;">Skills/Concepts</p> <ul style="list-style-type: none"> Formulate claims Use relevant text evidence from multiple sources to support claims Use transitions to connect ideas Engage in academic class dialogue analyzing shared texts through partnership talks, group discussions, Socratic Seminars, etc. Gather evidence while reading a text Work collaboratively with peers to revise and edit <p>Portfolio Piece: Publish a critical lens argument essay using a minimum of three sources.</p> <p>Performance Task: Reading Comprehension Assessment</p> <p style="text-align: center;">Common Core Learning Standards</p> <p>Reading Informational Text: RI 7.1-7.9</p> <p>Reading Literature: RL: 7.1-7.7</p> <p>Writing: W7.1 a-e (Argument), W7.4-7.6 (Production & Distribution)</p> <p>Speaking & Listening: SL 7.1 a-d</p> <p>Language: L7.1 a & c, L7.2 a & b</p>	<p>Unit 5: The Arts</p> <p>Genre: Reading-fiction, drama, poetry, Writing-fiction, nonfiction, poetry</p> <p>Class Texts: "Othello" by William Shakespeare, "Raisin in the Sun", selected poems, spoken word performances (digital)</p> <p>Essential Question: How does language create a relationship between the performer and the writer?</p> <p style="text-align: center;">Skills/Concepts</p> <ul style="list-style-type: none"> Compare the different types of poems Write poems in various structures Identify and include symbolism and imagery in poems read and created Use mentor texts as models for poems Visualizing the author's words to build comprehension Analyze the use of dramatic elements of a play Use voice and body movements during a performance or a presentation <p>Portfolio Piece: Produce a creative project or a presentation</p> <p>Performance Task: N/A</p> <p style="text-align: center;">Common Core Learning Standards</p> <p>Reading Literature: RL: 7.1-7.7</p> <p>Writing: W7.2 a-f (Narrative), W7.4-7.6 (Production & Distribution)</p> <p>Speaking & Listening: SL 7.1 a-d</p> <p>Language: L7.1 a & c, L7.2 a & b</p>

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<p>choice.</p> <p>Performance Task: Complete narrative assessment identifying and explaining elements of a narrative and answering questions related to a narrative.</p> <p style="text-align: center;">Common Core Learning Standards</p> <p>Reading Informational Text: RI 7.1-7.6 & 7.8</p> <p>Reading Literature: RL: 7.1-7.9</p> <p>Writing: W7.2 a-f (Narrative), W7.4-7.6 (Production & Distribution)</p> <p>Speaking & Listening: SL 7.1 a-d</p> <p>Language: L7.1 a & c, L7.2</p>	<p>Portfolio Piece: Publish a research-based argument essay using a minimum of three sources.</p> <p>Performance Task: Write an argument essay on demand.</p> <p style="text-align: center;">Common Core Learning Standards</p> <p>Reading Informational Text: RI 7.1-7.9</p> <p>Reading Literature: RL: 7.1-7.7</p> <p>Writing: W7.1 a-e (Argument), W7.4-7.6 (Production & Distribution)</p> <p>Speaking & Listening: SL 7.1 a-d</p> <p>Language: L7.1 a & c, L7.2</p>	<p>Portfolio Piece: Create an informational presentation (digital & written piece) on a topic of your choice (parameters to be set at a later date)</p> <p>Performance Task: Analyzing an informational text</p> <p style="text-align: center;">Common Core Learning Standards</p> <p>Reading Informational Text: RI 7.1-7.9</p> <p>Reading Literature: RL: 7.1-7.7</p> <p>Writing: W7.3 a-e (Informational), W7.4-7.6 (Production & Distribution)</p> <p>Speaking & Listening: SL 7.1 a-d</p> <p>Language: L7.1 a & c, L7.2</p>		
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- . Class texts and resources will be used at teacher discretion, including additional texts not listed.
- . Preparation for standardized assessments is incorporated into all units of study.
- . Students are held accountable for, and time is dedicated to, self-selected novels throughout the year.

7 th Grade Math Scope & Sequence			
Title:	Time:	CCSS:	Lessons:
Integers	15 days	7.NS.1 7.NS.2 7.NS.3	Add Integers Subtract Integers Multiply Integers Divide Integers Absolute Value Add, Subtract, Multiply, Divide Rational Numbers Order of operations Evaluating expressions
Fractions	10 days	6 th grade Standards	Concept of Fractions Add Fractions Subtract Fractions Multiply Fractions Divide Fractions
Equations & Inequalities	30 days	7.EE.B.4	Combining Like Terms One Step Equations: Addition, Subtraction, Multiplication & Division Two Step Equations Distributive Property Multi-Step Equations (with distributive property, combining like terms, & fractions) Write algebraic expressions & equations One Step Inequalities Two Step Inequalities Graph the solution set of inequalities Write an algebraic inequality
Proportions	25 days	7.RP.A.1 7.RP.A.2	Unit Rates Proportional Relationships Identifying the Constant of Proportionality Representing Proportional Relationships with Equations Proportional Relationships with Tables & Graphs
Percents	20 days	7.RP.A.3	Percents in Real Life Situations: tax, tip, commission, markup, markdown, Percent of Change Percent Error Simple interest, fees
Geometry	15 days	7.G.A.1 <i>7.G.A.3</i> 7.G.B.4 <i>7.G.B.6</i>	Scale Drawings Area & Perimeter of Rectangles and Triangles Area of Parallelograms and Trapezoids <i>Volume of Rectangular Prisms</i> <i>Surface Area of Prisms</i> Circumference of a Circle (Know formula) Area of a Circle (Know formula) Composite Figures <i>Three-Dimensional Figures from Various Views</i>
Angles & Figures	<i>10 days</i>	<i>7.G.A.2</i> <i>7.G.B.5</i>	<i>Finding the Missing Angle in Triangles & Quadrilaterals</i> <i>Four Major Types of Angles (Complementary, Supplementary, vertical & adjacent)</i>
Probability	15 days	7.SP.C.5 7.SP.C.6 7.SP.C.7 7.SP.C.8	Introduction to Probability Relative Frequency Uniform & Non-Uniform Probability Models Compound Probability
Statistics	20 days	7.SP.A.1 7.SP.A.2 7.SP.A.3 7.SP.A.4	Populations & Random Sampling Measures of Center and Variability with Dot Plots Measures of Center and Variability with Box Plots Comparison of Measures of Center & Variability

Key: Red Italicized indicates a Post Standard