

Yearly Curriculum Map

Grade 7

Standards	Materials and Instructional Focus	Assessments
<p><b>ENY Module 1, Unit 1:</b>            RL 7.1            RL 7.6            W 7.4            W 7.9            RI 7.1</p> <p><b>ENY Module 1, Unit 2:</b>            RL 7.1            RL 7.2            RL 7.6            RL 7.9            W 7.4            W 7.8            W 7.9            L 7.1            L7.2            L 7.6            RI 7.1</p>	<ul style="list-style-type: none"> <li>● <i>A Long Walk to Water</i></li> <li>● “Sudanese Tribes Confront Modern War”</li> <li>● “Loss of Culturally Vital Cattle Leaves Dinka Tribe Adrift in Refugee Camps”</li> <li>● Instructional Texts</li> <li>● Perspective</li> <li>● Selecting/Using Evidence</li>   <li>● Literary Analysis</li> <li>● Development of Theme</li> <li>● Context Clues</li> <li>● Take A Stand Protocol</li> <li>● Survival Anchor Chart</li> <li>● Reader’s Notes</li> <li>● Reader’s Dictionary</li> <li>● Selecting/Using Evidence</li> <li>● Quote Sandwich</li> <li>● Essay Planner</li> </ul>	<ul style="list-style-type: none"> <li>● Mid-Unit: Identifying Perspective and Using Evidence from <i>A Long Walk to Water</i></li>   <li>● Identifying Perspective and Using Evidence from Informational Texts about Dinka and Nuer Tribes</li>   <li>● End of Unit Literary Analysis-Writing about the Theme of Survival</li>   <li>● Narrative Essay: Continuing Nya’s story</li> </ul>
<p><b>ENY Module 2, Unit 1:</b>            RI 7.1            RI 7.2            RI 7.3</p>	<ul style="list-style-type: none"> <li>● <i>Lyddie</i></li> <li>● “Mills Times”</li> <li>● Reader’s Notes</li> <li>● Text-Dependent Questions</li> </ul>	<ul style="list-style-type: none"> <li>● Mid-Unit: How Working Conditions Affected Lyddie</li> </ul>

<p>RI 7.5 W 7.1 W 7.5 W 7.9 L 7.1 L 7.2 RL 7.3</p> <p><b>ENY Module 2, Unit 2:</b> RI 7.1 RI 7.2 RI 7.3 RI 7.5</p>	<ul style="list-style-type: none"> <li>● Working Conditions Chart</li> <li>● Evidence-Based Claims</li>   <li>● “Commonwealth Club Address,”</li> <li>● “Wrath of Grapes”</li> <li>● Building Background Knowledge</li> <li>● Annotating</li> <li>● Evidence-Based Claims</li> <li>● Commonwealth Speech Structure Anchor Chart</li> <li>● Text-Dependent Questions</li> </ul>	<ul style="list-style-type: none"> <li>● End of Unit Argument Essay: Should Lyddie sign the 10 Hour Petition?</li>   <li>● Mid-Unit: Text-Dependent about Theme: How do Individuals Survive in Challenging Environments?</li>   <li>● End of Unit: Analyzing the Structure of Chavez’s “Wrath of Grapes” Speech</li>   <li>● Narrative Essay: Continuing Lyddie’s journey</li> </ul>
<p><b>Module 3</b> <b>Unit 1:</b> RL 7.1 RL 7.2 RL 7.4 RL 7.5 RI 7.6 RI 7.10 W 7.2 W 7.3 W 7.4 W 7.5 W 7.9 SL 7.1 L 7.2 L 7.3 L 7.4</p>	<ul style="list-style-type: none"> <li>● <i>The Giver</i></li> <li>● What aspects of utopias and dystopias do we have in our own community? Country? World?</li> <li>● How do we stand out from the crowd?</li> <li>● Supplemental readings: <ul style="list-style-type: none"> <li>○ “Harrison Bergeron”</li> <li>○ “The Lottery”</li> <li>○ <i>The Hunger Games</i> excerpt</li> <li>○ “Gaza: The Making of a</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>● Job Fair Resume</li> <li>● Gathering Evidence Organizers</li> <li>● Discussion Questions</li> <li>● Literary Circle Jobs</li>   <li>● Mid-Unit: Identifying Utopian/Dystopian qualities within a community</li>   <li>● End of Unit: Literary Analysis</li> </ul>

<p>L 7.5 L 7.6</p>	<p>Modern Day Dystopia”</p> <ul style="list-style-type: none"> <li>○ “National Socialism”</li> <li>○ “China as Digital Totalitarian”</li> </ul> <ul style="list-style-type: none"> <li>● Gathering Textual Evidence</li> <li>● Discussion-based Comprehension Questions</li> <li>● Annotating fictional/non-fictional texts toward guiding question</li> <li>● Vocabulary Acquisition: Vocabulary Four Squares</li> </ul>	<p>Comparing Utopian/Dystopian qualities within the unit’s readings</p> <ul style="list-style-type: none"> <li>● Creative Writing: Create your own Dystopia</li> </ul>
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