Year Overview
East High School
English 7 Curriculum
2016-2017

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SEPT	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY	JUNE
Module 1 Reading Closely and Writing to Learn: Journeys and Survival *Long Walk to Water* by Linda Sue Park		**Module 2A** Working with Evidence: Working Conditions *Lyddie* by Katherine Patterson			**Module 3** Understanding Perspectives—Slavery: The People Could Fly *The Narrative of the Life of Frederick Douglass*		**Module 4B** Reading and Research: Water is Life *Various informational texts and videos*		

Module 1	Understandings	Essential Questions
RL 7.6, 7.11 W 7.3a, 7.3d, 7.4, 7.5 W 7.8, 7.9 L 7.1, 7.2	• Individual survival in challenging environments requires both physical and emotional resources. • Authors of fiction both draw on and elaborate on historical facts in order to convey their ideas about what it was like to be alive during that time.	• How do individuals survive in challenging environments? • How do culture, time, and place influence the development of identity? • How does reading from different texts about the same topic build our understanding? • How does juxtaposing multiple characters help an author develop and

		contrast their points of view?

Common Formative Assessments:
1. M1, U1, L4—Choosing Evidence and Making Inferences Graphic Organizer and Short Response (RL.7.1 and W.7.1)
2. M1, U2, L13—Forming Evidence Based Claims Graphic Organizer and Short Response (RL.7.1 and W.7.1)

Module 2A	Understanding	Essential Question
W 7.2a, 7.2b, 7.2d, 7.2f, 7.4, 7.6, 7.7, 7.8 L 7.3, 7.6	• Working conditions include multiple factors and have significant impacts on the lives of workers. • Workers, the government, businesses, and consumers can all bring about change in working conditions. • Closely reading and discussing one excerpt of a longer text helps to deepen your understanding of the text as a whole. • Effective researchers ask relevant questions, gather information from several sources, keep track of their findings and sources, and synthesize their findings into coherent products.	• What are working conditions, and why do they matter? • How do workers, the government, business, and consumers bring about change in working conditions? • How does reading one section of a text closely help me understand it better? • How can you tell the difference between a useful and a not useful research question? • How does a speaker develop and organize his central claim?

Performance Task: Consumer's Guide to Working Conditions in the Garment Industry

Building on their focus on working conditions in the mills from Unit 1, students research working conditions in the modern-day garment industry in order to create a "Consumer's Guide to Working Conditions in the Garment Industry." First, students individually complete a Researcher's Notebook in which they track their questions and take notes. As the end of Unit 3 Assessment, they write a synthesis of their research findings. For the performance task, students work with a partner to create a teenage consumer's guide that draws on their research. They publish this document in a printed or electronic format selected by the teacher. As an extension to this performance task, students will survey peers within their classes to determine popular clothing brands. Students will then research which countries produce these clothing brands, find and record facts of the working conditions in those factories, and compare today's conditions with working conditions outlined in *Lyddie*. Students will then work together to synthesize their discovered information and create handouts for a field study. The field study will consist of two parts: in the first part, students will interview shoppers and gather information about their awareness regarding the manufacturing of the clothing they wear. Next, students will present

handouts to the interviewees and record their reactions/responses; in the second part, students will tour the Hickey Freeman plant to witness present-day working conditions in an American clothing factory, record their visual findings, and give short surveys to willing workers/managers about their working conditions. Students will reconvene and combine all the information gathered to create the Consumer's Guide (target audience=LS & US peers). They will distribute the Consumer's Guides via Family Groups and solicit feedback, which they will then discuss in classes. (This extension adds standard SL 7.1)

 This task centers on NYS ELA CCLA W.7.2a, b, d, f, W.7.4, W.7.6, W.7.7, W.7.8, L.7.3, and L.7.6.

Common Formative Assessments:
3. M2A, U2—Forming Evidence Based Claims Graphic Organizer and Short Response (RL.7.1 and W.7.1)
4. M2A, U3—Argumentative Essay—Should *Lyddie* sign the petition? (RL.7.1 and W.7.1)

Module 3	Understanding	Essential Question
W 7.3, 7.4, 7.5, 7.9, 7.11 L 7.1, 7.2, 7.3, 7.6	• Stories and poems have enduring power because they tell about important or interesting events, people, and places; they have themes that help readers understand the world and often empower people; and they use powerful language and powerful images. • Douglass wrote the Narrative to convince his audience that slavery should be abolished. He responded to the reasons that some people gave to justify slavery, and showed why they were mistaken.	• What gives stories and poems their enduring power? • How did Douglass's purpose and audience shape how he told his story? • When you write a story, how do your purpose and audience shape how you tell that story? How can you use language, images, and theme to give the story you write enduring power?

Performance Task: Children's Book

Students write and illustrate a children's book based on an episode from Douglass's life, selecting the episode from the excerpts of *Narrative of the Life of Frederick Douglass* they read closely in Unit 2. First they revisit *Frederick Douglass: The Last Day of Slavery* (see footnote 1 on page of this document), which serves as the mentor text. After closely examining the model, students plan their children's book. Before they begin writing, they present and critique their plans in small groups. Then the class transitions into workshop mode and the students use class time to draft their pages on storyboards. Students have several days to write. Within these workshop lessons, the teacher presents focused instruction on narrative writing techniques. The students also peer edit and revise portions of their storyboards. Toward the end of the workshop lessons, students evaluate their first drafts against the rubric and revise accordingly. They turn in the second draft of their storyboards for the End of Unit 3 assessment. While they wait for feedback from the teacher, the students begin working on their illustrations using some basic artistic techniques. Finally, based on the feedback they receive from the teacher, the students write a final draft of the text, which they

add to the illustrated pages of their books. This task centers on NYSP12 ELA CCLS W.7.3, W.7.4, W.7.5, W.7.9, W.7.11, L.7.1, L.7.2, L.7.3, and L.7.6.

Common Formative Assessments:

5. M3, U2, L8—Excerpt 4 Note Catcher: Using Evidence to Determine Douglass's position --(RI.7.1 and RI.7.6)
6. M3, U3, L3—Sharpening Your Tools Entry Ticket—Planning for the Storybook (W.7.5)

Module 4B	Understanding	Essential Question
RI 7.1, 7.8 W.7.1, 7.5, 7.8 SL.7.1	- The teenage brain is in a period of dynamic growth and change that is unique to this stage of life. - Researchers wonder how screen time affects the development of adolescents. - Effective arguments include sound, relevant, and sufficient evidence.	- How is the adolescent brain changing? - Should screen time be limited? Why or why not? - How can I make an informed decision about an issue and then effectively argue my position?

Performance Task: Visual Representation of Position Paper

This performance task gives students a chance to demonstrate the ideas and evidence of their AAP recommendation position papers in a multimedia format. Students will be crafting and sharing a visual representation of their position papers, including their claim, reasons, and evidence based on their research and the decision-making process in Unit 2. This task addresses NYSP12 ELA CCLS RI.7.1, W.7.1, W.7.4, and L.7.6.

Common Formative Assessments:

7. M4B, U2, L9—Gathering Relevant Sources from Multiple Sources— (W.7.8)
8. M4B, U3, L3—Position Paper Planner (W.7.5 and W.7.8)