

Seymour Public Schools Curriculum

Grade: 7 Subject: Journeys in Literature

Module 1 – Students explore the experiences of people of Southern Sudan during and after the Second Sudanese Civil War. They build proficiency in using textual evidence to support ideas in their writing, both in shorter responses and in an extended essay. They read *A Long Walk to Water*, analyzing the points of view of the central characters, Salva and Nya. Students focus on one key theme: how individuals survive in challenging environments. The novel is paired with complex informational texts on Sudan. Students then combine research about Sudan with quotes the novel and craft a research-based two-voice poem.

Module 2 – Students explore the issue of working conditions, historical and modern-day. They analyze how people, settings, and events interact in literary and informational texts. Students first focus on Lyddie (about a girl who works in the Lowell mills); they write an argument essay about Lyddie’s choices around joining a protest over working conditions. Then they read a speech by César Chávez (tracing how the sections of the text combine to build central claims) as they consider the role that workers, the government, and consumers play in improving working conditions. Finally, a short research project explores how businesses can affect working conditions. As a final performance task, students create a guide to working conditions in the garment industry.

Module 3 – This unit focuses on the autobiography of Frederick Douglass, with specific attention to understanding how he uses language in powerful ways and how he tells his story in order to serve his purpose of working to abolish slavery. Students begin by building background knowledge about Douglass and his historical context. They then read closely key excerpts from his Narrative, focusing on his message as well as the author’s craft. Finally, they select one episode from the Narrative and rewrite it as a children’s story, using *Frederick Douglass: The Last Day of Slavery* as a mentor text.

Module 4- Students explore adolescent brain development and the effects of entertainment screen time on the brain. Students read informational texts to build background knowledge about adolescent brain development in general. Then they begin to focus on the issue of screen time and how it may affect teenagers. Students evaluate the soundness of reasoning and the sufficiency and relevancy of evidence in argument texts and media. They dive deeper into first the potential benefits and then the potential risks of screen time by participating in a robust research project. Students finish the unit by writing a position paper, and creating a visual representation of their paper.

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MODULE 1- Students will use textual evidence to support ideas in their writing, both in shorter responses and in an extended essay. They will analyze the points of view of the central characters. Student will focus on one key theme: how individuals survive in challenging environments.

Subject: ELA Grade: 7 Time Frame: 8 weeks	Each module provides eight weeks of instruction, broken into three shorter sections. Each unit includes seven assessments: – Six section-level assessments that almost always are on-demand: students’ independent work on a reading, writing, speaking, or listening task. – One final performance task that is a more supported project, often involving research.
CCSS Overarching Standards	RL.7.2. Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text. RI.7.1. Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. W.7.2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. W.7.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience W.7.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.
Enduring Understanding	<ul style="list-style-type: none">Personal identity is a function of an individual’s culture, time, place, geography, interaction with groups, influences from institutions, and lived experiences.Where you live influences/determines who you are.
Essential Questions	<ul style="list-style-type: none">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?
Priority Standards	RL.7.2. Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text. RL.7.3. Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot). RL.7.6. Analyze how an author develops and contrasts the points of view of different characters or narrators in a text. RL.7.9. Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history RI.7.1. Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. W.7.2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. W.7.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience W.7.8. Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation. W.7.9. Draw evidence from literary or informational texts to support analysis, reflection, and research. L.7.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

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Performance Expectations (Student outcomes: what will students will know/understand and be able to do)	<p>I can cite several pieces of text-based evidence to support an analysis of literary and informational text. (RL.7.1) I can analyze how an author develops/contrasts the points of view of characters and narrators in a literary text. (RL.7.6) I can analyze the development of a theme or central idea throughout a literary text. (RL.7.2) I can write informative/ explanatory texts that convey ideas and concepts using relevant information that is carefully selected and organized. (W.7.2) I can produce clear and coherent writing that is appropriate to task, purpose and audience. (W.7.4) I can select evidence from literary or informational texts to support analysis, reflection, and research. (W.7.9) I can accurately use seventh-grade academic vocabulary to express my ideas. (L.7.6) I can write informative/ explanatory texts that convey ideas and concepts using relevant information that is carefully selected and organized. (W.7.2) I can gather relevant information from a variety of sources. (W.7.8) I can quote or paraphrase others' work while avoiding plagiarism. (W.7.8)</p>	
Strategies (examples) <ul style="list-style-type: none"> Establishing structures for reading (teacher modeling) <ul style="list-style-type: none"> -getting the gist strategy -gathering evidence strategy & graphic organizer Analyzing point of view (character)-making inferences Building background knowledge (social studies content Sudan conflict) World Café strategy- discussing points of view Active reader' notes- graphic organizer (first thoughts, new ideas after reading) 	Materials/Resources (examples) <ul style="list-style-type: none"> Daily posted learning targets Anchor chart: Things Close Readers Do Anchor chart: What Makes a Literary Analysis Essay Effective? Getting the gist organizer/exit slip Modeled examples of readers' notes notetaking sheet Completed examples of gathering evidence organizer Engage NY ELA Grade 7 units Related articles such as: "Time Trip: Sudan's Civil War" 	Assessments (examples) <p><u>Summative Assessments</u></p> <p>Performance Task: A research-based two-voice poem that includes quotes from the novel and from the informational texts. Format of poem will be based on study of model two-voice poems. Quotes will be cited in a following page labeled "Works Cited." The rough draft of the poem will be assessed and then edited for revision. Final poem will be presented to the class or other audience.</p> <p><u>Formative Assessments</u></p> <ul style="list-style-type: none"> ✓ I notice, I wonder slips ✓ Exit tickets ✓ Reader's Notes ✓ Text annotations ✓ Fist to Five (multiple response technique) <p>Section 1-Identifying Perspective and Using Evidence from A Long Walk to Water -Students will complete a</p>

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		<p>graphic organizer in which they gather and make inferences from textual evidence about the differences in perspective of Nya and Salva. Students will also respond to an Evidence-Based Selected Response item to further demonstrate their progress with analyzing text</p> <p>ection 1 Assessment Identifying Perspective and Using Evidence from Informational Texts about the Dinka and Nuer Tribes. Students will complete a graphic organizer in which they gather and make inferences from textual evidence about the differences in perspective of the Dinka and the Nuer in Sudan from informational text. Students will then respond to a short constructed-response question, “What is one important way that place shapes the identity of the Dinka and/or Nuer tribes?”</p> <p>ec 2 Assessment Comparing “Water for Sudan” and A Long Walk to Water. For this assessment, students will analyze how the author of A Long Walk to Water uses and elaborates on historical facts to convey her ideas about how people survive in South Sudan.</p> <p>Sec 2 Assessment Literary Analysis—Writing about the Theme of Survival This assessment has two parts</p> <p>ec 3 Assessment Author’s Craft: Juxtaposition in A Long Walk to Water. Students will reread short sections of the novel and explain how the author of A Long Walk to Water develops and compares Salva’s and Nya’s point of view to convey her ideas about how people survive in South Sudan.</p>
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		<p>Sec 3 Assessment Using Strong Evidence. After practicing the skill of locating evidence from informational texts to support the main ideas in their two-voice poems, students will complete the End of Unit 3 Assessment, which evaluates their ability to do this independently. Students will revisit an excerpt from A Long Walk to Water and encounter a new informational text about Sudan and will complete selected- and constructed-response items that ask them to select evidence from the informational text that would best support specific themes or ideas, and to justify their choice.</p>
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MODULE 2A-In this module, students explore the issue of working conditions, both historical and modern day. As they read and discuss both literary and informational text, students analyze how people, settings, and events interact in a text and how an author develops a central claim.

Subject: ELA Grade: 7 Time Frame: 8 weeks	Each module provides eight weeks of instruction, broken into three shorter sections. Each unit includes seven assessments: – Six section-level assessments that almost always are on-demand: students’ independent work on a reading, writing, speaking, or listening task. – One final performance task that is a more supported project, often involving research.
CCSS Overarching Standards	RL.7.2. Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text. RL.7.3. Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot). RL.7.10. By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range. RL.7.11. Recognize, interpret, and make connections in narratives, poetry, and drama, ethically and artistically to other texts, ideas, cultural perspectives, eras, personal events, and situations. RI.7.1. Cite several pieces of textual evidence to support an analysis of what the text says explicitly as well as inferences drawn from the text. W.7.1. Write arguments to support claims with clear reasons and relevant evidence. W.7.2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. W.7.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience SL.7.1. Engage effectively 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. SL.7.2. Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.
Enduring Understanding	<ul style="list-style-type: none">• 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.
Essential Questions	<ul style="list-style-type: none">• 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?

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	<ul style="list-style-type: none">• 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?
Priority Standards	<p>RL.7.1. Cite several pieces of textual evidence to support an analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>RL.7.3. Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).</p> <p>RL.7.10. By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p> <p>RL.7.11. Recognize, interpret, and make connections in narratives, poetry, and drama, ethically and artistically to other texts, ideas, cultural perspectives, eras, personal events, and situations.</p> <p>RI.7.1. Cite several pieces of textual evidence to support an analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>RI.7.2. Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.</p> <p>RI.7.3. Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).</p> <p>RI.7.5. Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas.</p> <p>W.7.1. Write arguments to support claims with clear reasons and relevant evidence.</p> <p>W.7.2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</p> <p>W.7.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience</p> <p>W.7.5. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.</p> <p>W.7.6. Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.</p> <p>W.7.7. Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.</p> <p>W.7.8. Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.</p> <p>W.7.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>W.7.10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p> <p>SL.7.1. Engage effectively 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.</p>

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	<p>SL.7.2. Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.</p> <p>L.7.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking</p> <p>L.7.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies.</p> <p>L.7.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>L.7.6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p>
Performance Expectations (Student outcomes: what will students will know/understand and be able to do)	<p>I can cite several pieces of text-based evidence to support an analysis of literary and informational text. (RL.7.1)</p> <p>I can analyze the interaction of literary elements of a story or drama.(RL.7.3)</p> <p>I can read grade-level literary texts proficiently and independently.</p> <p>I can read above-grade-level texts with scaffolding and support.(RL7.10)</p> <p>I can interpret and make connections between literature and other texts, ideas, or perspectives.(RL.7.11)</p> <p>I can cite several pieces of text-based evidence to support an analysis of informational text.(RI.7.1)</p> <p>I can analyze the development of a theme or central idea throughout the text.(RI.7.2)</p> <p>I can analyze the organization of an informational text (including how the major sections contribute to the whole and to the development of the ideas. (RI.7.5)</p> <p>I can write arguments to support claims with clear reasons and relevant evidence.(W.7.1)</p> <p>I can write informative/ explanatory texts that convey ideas and concepts using relevant information that is carefully selected and organized. (W.7.2)</p> <p>I can produce clear and coherent writing that is appropriate to task, purpose and audience. (W.7.4)</p> <p>I can use technology to collaborate with others while producing a piece of writing, linking to cited sources.(W.7.6)</p> <p>I can quote or paraphrase others' work while avoiding plagiarism, and I can use a standard format for citation.(W.7.8)</p> <p>I can express my own ideas clearly during discussions, and I can build on others' ideas during discussions. (L.7.1)</p>

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Strategies (examples)	Materials/Resources (examples)	Assessments (examples)
Gallery walks	Daily posted learning targets	
Dependent questions	Anchor chart: working conditions	
Analyzing Evidence in Model Essay handout	Forming Evidence-Based Claims graphic organizers	
Analyzing Structure of the Model Essay handout	World Café protocol	
Using Quotes in Essays	World Café charts	
Peer critique protocol	Engage NY ELA Grade 7 units	
World Café protocol	Mill Times, David Macaulay (PBS) 2001. (Recommended, not required).	
Active reader' notes- graphic organizer	Research notebook	
		<p><u>Summative Assessments</u></p> <p>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.</p> <p><u>Formative Assessments</u></p> <ul style="list-style-type: none"> ✓ entry task ✓ Acrostic poem with text evidence ✓ Reader's Notes ✓ Working Conditions in Lyddie: Textual Evidence note-catcher ✓ Exit ticket ✓ Essay plan ✓ Essay draft ✓ Revised essay

Section 1-How Working Conditions Affected Lyddie

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MODULE 3- Students will analyze how writers use figurative language and word choice to convey meaning. They will learn how to read and analyze a poem. Students will analyze how separate excerpts from one piece served the author's purpose, while considering how the author used language to convey meaning. Overall, students will focus on the questions of what makes stories powerful and on understanding an author's purpose.

Subject: ELA Grade: 7 Time Frame: 8 weeks	Each module provides eight weeks of instruction, broken into three shorter sections. Each unit includes seven assessments: – Six section-level assessments that almost always are on-demand: students' independent work on a reading, writing, speaking, or listening task. – One final performance task that is a more supported project, often involving research.
CCSS Overarching Standards	RL.7.1. Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. RL.7.2. Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text. RL.7.5. Analyze how a drama's or poem's form or structure (e.g., soliloquy, sonnet) contributes to its meaning. RI.7.2. Determine two or more central ideas in a text and analyze their development over RI.7.6. Determine an author's point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others. W.7.2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. W.7.3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
Enduring Understanding	<ul style="list-style-type: none">• Stories and poems have enduring power because they tell about important or interesting events, people, and places.• Stories have themes that help readers understand the world and often empower people; and they use powerful language and powerful images.
Essential Questions	<ul style="list-style-type: none">• What gives stories and poems their enduring power?• 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?
Priority Standards	RL.7.1. Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. RL.7.2. Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective

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summary of the text. RL.7.4. Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama. RL.7.5. Analyze how a drama's or poem's form or structure (e.g., soliloquy, sonnet) contributes to its meaning. RL.7.7. Compare and contrast a written story, drama, or poem to its audio, filmed, staged, or multimedia version, analyzing the effects of techniques unique to each medium (e.g., lighting, sound, color, or camera focus and angles in a film). RL.7.10. By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range. RI.7.1. Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. RI.7.2. Determine two or more central ideas in a text and analyze their development over W.7.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.the course of the text; provide an objective summary of the text. RI.7.4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone. RI.7.6. Determine an author's point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others. RI.7.10. By the end of the year, read and comprehend literary nonfiction in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range. W.7.2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. W.7.3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. W.7.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. W.7.5. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. W.7.9. Draw evidence from literary or informational texts to support analysis, reflection, and research. W.7.10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. SL.7.1. Engage effectively 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.

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	<p>L.7.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>L.7.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>L.7.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p>L.7.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies.</p> <p>L.7.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>L.7.6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p>
Performance Expectations (Student outcomes: what will students will know/understand and be able to do)	<p>I can cite several pieces of text-based evidence to support an analysis of literary and informational text. (RL.7.1)</p> <p>I can analyze the development of a theme or central idea throughout a literary text. (RL.7.2)</p> <p>I can determine the meaning of words and phrases in literary text (figurative, connotative, and technical meanings). (RL.7.4)</p> <p>I can analyze the impact of rhymes and repetitions of sound on a specific section of poetry, story, or drama. (RL.7.4)</p> <p>I can analyze how a drama's or poem's form or structure contributes to its meaning. (RL.7.5)</p> <p>I can read grade-level literary texts proficiently and independently. (RL.7.10)</p> <p>I can read above-grade-level texts with scaffolding and support. (RL.7.10)</p> <p>I can determine the meaning of words and phrases in text (figurative, connotative, and technical meanings). (RI.7.4)</p> <p>I can determine an author's point of view or purpose in informational text. (RI.7.6)</p> <p>I can write informative/ explanatory texts that convey ideas and concepts using relevant information that is carefully selected and organized. (W.7.2)</p> <p>I can write narrative texts about real or imagined experiences using relevant details and event sequences that make sense. (W.7.3)</p> <p>I can produce clear and coherent writing that is appropriate to task, purpose and audience. (W.7.4)</p> <p>I can select evidence from literary or informational texts to support analysis, reflection, and research. (W.7.9)</p> <p>I can analyze figurative language, word relationships, and nuances in word meanings. (L.7.5)</p> <p>I can accurately use seventh-grade academic vocabulary to express my ideas. (L.7.6)</p>

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Strategies (examples)	Materials/Resources (examples)	Assessments (examples)
Establishing the module	Daily posted learning targets	
Building background knowledge (historical context of the narrative)	Anchor chart: Powerful Stories Anchor chart: Shining a Light	
Determining author's purpose	Powerful Stories Notecatcher	
Analyzing purpose and word choice	Gallery Walk items	
Comparing written and spoken stories and poems	Close Reading Guide	
Analyzing the mentor children's book	Engage NY ELA Grade 7 units	
Mini lessons -narrative technique -work time -editing/revising -reflection	Related articles such as: “Frederick Douglass: The Last Day of Slavery”	<u>Summative Assessments</u> Performance Task: A children's book to re-tell an episode from the life of Frederick Douglass is created. Students will plan their books, present their plan to groups, draft, and peer edit before turning in a draft to teacher to check. A final draft is then completed for the book and added to the illustration pages, which were being created as teacher checked first draft.
		<u>Formative Assessments</u> <ul style="list-style-type: none"> ✓ Text Dependent Questions ✓ Student Observation Gallery Walks ✓ Reader's Notes (Note Catchers) ✓ Text annotations ✓ Exit Tickets <p>Section 1-Using Evidence to Support Analysis: “Frederick Douglass”. Students read a text about Douglass, then answer selected and constructed response questions in which they analyze the text and support their conclusions with evidence from the text.</p> <p>Section 1- Analyzing Structure and Language in poetry. Students read “We Wear the Mask” and answer constructed and selected response questions about structure, figurative language, sound and form.</p> <p>Section 2- Comparing Written and Oral Stories, and Analyzing Purpose and Craft in Douglass's Narrative. In Part 1, students reread a poem from Unit 1 (“Harriet Tubman”), and then watch that poem</p>

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		<p>performed live. They analyze how a storyteller uses her body and voice to convey meaning. In Part 2, students read a new excerpt from Narrative of the Life of Frederick Douglass and answer constructed and selected response questions about the meaning of specific words, Douglass's word choice and use of figurative language, and how this excerpt serves his overall purpose.</p> <p>Section 2- Analyzing Douglass's Position in the Narrative-Students write in response to this prompt: "In his Narrative, Frederick Douglass explains that his purpose is to throw 'light on the American slave system.' Which aspects of slavery does his Narrative bring to light? How does his position differ from that of those who defended slavery? How does he use his story to support his position?"</p> <p>Section 3- Writer's Roundtable- In preparation to write the first draft of their story, students create a planning guide and bring that work and several questions to a focused small group discussion at which each author presents his or her work and gets feedback on key questions such as: How well does my storyboard capture the significant events of the story? I'm thinking of "zooming in" on these moments—are they critical to the story? Which events should I illustrate? What might those illustrations convey? Is my thematic statement appropriate to the story? Students revise their work based on peer commentary.</p> <p>Section 3- Sentence Structure Quiz- Students complete a quiz about conventions.</p>
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MODULE 4B- Students will read a variety of informational text focusing on a “science and society” topic and how to make evidence-based decisions. They also trace arguments and evaluate the soundness of reasoning and the sufficiency and relevancy of evidence in the texts and media.

Subject: ELA Grade: 7 Time Frame: 8 weeks	Each module provides eight weeks of instruction, broken into three shorter sections. Each unit includes seven assessments: – Six section-level assessments that almost always are on-demand: students’ independent work on a reading, writing, speaking, or listening task. – One final performance task that is a more supported project, often involving research.
CCSS Overarching Standards	RI.7.1. Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. RI.7.8. Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims. RI.7.9. Analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts. W.7.1. Write arguments to support claims with clear reasons and relevant evidence. W.7.7. Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation. W.7.8. Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation. SL.7.2. Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study. SL.7.3. Delineate a speaker’s argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence. SL.7.5. Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.
Enduring Understanding	<ul style="list-style-type: none">● Human activity can affect the availability of useable, fresh water● Humans use water for many things and manage water in a variety of ways.● Sustainable water management is important in order to ensure that the needs of people and the environment will continue to be met.● Making an evidence-based decision relies on research and an analysis of consequences and stakeholders.
Essential Questions	<ul style="list-style-type: none">● How can we balance the needs of people and the environment?● How does human activity influence the availability of our water resources?● How should humans manage water resources in a way that is sustainable?
Priority Standards	RI.7.1. Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the

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	<p>text.</p> <p>RI.7.8. Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims.</p> <p>RI.7.9. Analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts.</p> <p>W.7.1. Write arguments to support claims with clear reasons and relevant evidence.</p> <p>W.7.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>W.7.7. Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.</p> <p>W.7.8. Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.</p> <p>SL.7.2. Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.</p> <p>SL.7.3. Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.</p> <p>SL.7.4. Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.</p> <p>SL.7.5. Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.</p> <p>SL.7.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.</p> <p>L.7.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies.</p>
Performance Expectations (Student outcomes: what will students will know/understand and be able to do)	<p>I can cite several pieces of text-based evidence to support an analysis of informational text. (RI.7.1)</p> <p>I can identify the argument and specific claims in a text using sound reasoning and relevant, sufficient evidence. (RL.7.8)</p> <p>I can contrast how multiple authors emphasize evidence or interpret facts differently when presenting information on the same topic. (RL.7.9)</p> <p>I can write arguments to support claims with clear reasons and relevant evidence.(W.7.1)</p> <p>I can produce clear and coherent writing that is appropriate to task, purpose, and audience.(W.7.7)</p> <p>I can conduct short research projects to answer a question, use several sources in my research and generate additional questions for further research.(W.7.7)</p> <p>I can gather relevant information from a variety of sources, use search terms effectively. evaluate the credibility and accuracy of each</p>

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	<p>source, quote or paraphrase others' work while avoiding plagiarism, and use a standard format for citation.(W.7.8)</p> <p>I can analyze the main ideas and supporting details presented in different media and formats and explain how ideas presented in different media and formats clarify a topic, text, or issue.(SL.7.2)</p> <p>I can outline a speaker's argument and specific claims; as well as, evaluate the reasoning and evidence presented for soundness, relevance, and sufficiency.(SL.7.3)</p> <p>I can use effective speaking techniques to present claims and findings with descriptions, facts, details, and examples.(SL.7.4)</p> <p>I can include multimedia components and visual displays in a presentation to clarify claims and to add emphasis.(SL.7.5)</p> <p>I can adapt my speech for a variety of contexts and tasks, using formal English when indicated or appropriate.(SL.7.6)</p> <p>I can use a variety of strategies to determine the meaning of unknown words or phrases.(L.7.4)</p>	
Strategies (examples)	Materials/Resources (examples)	Assessments (examples)
<p>Gallery Walk I to preview and connect the learning that will follow in future lessons.</p> <p>Thinking Log, which is used as a way for students to track and reflect on their understanding of the issues of water sustainability and water management.</p> <p>Decision-making process will help students understand the implications of various choices.</p> <p>Fishbowl discussion</p> <p>Model MLA works cited paper Modeled examples of readers' notes note taking sheet</p> <p>Establishing structures for reading Launching Independent Reading: provide the rationale and practical guidance for a robust independent reading program.</p>	<p>Daily posted learning targets</p> <p>Anchor charts:</p> <ul style="list-style-type: none"> ● Things Close Readers Do ● Domain specific vocabulary ● Building an Argument Essay ● Research ● Stakeholder ● Cascading Consequences ● Decision-Making Process ● Writing Position Paper <p>Four Types of Evidence/Identify the Evidence note-catcher.</p> <p>Works cited paper Readers' notes note taking sheet</p> <p>Completed examples of gathering evidence organizer</p>	<p><u>Summative Assessments</u></p> <p>Performance Task: Visual Representation of Position Paper: This performance task gives students a chance to demonstrate the ideas and evidence of their sustainable water management 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.</p> <p><u>Formative Assessments</u></p> <ul style="list-style-type: none"> ● Thinking Log ● Tracing an Argument note-catcher ● Text-dependent questions ● Analyzing Juxtaposition recording form ● Getting the gist of the model position paper ● Sharing Visual Representations of Position Papers ● Exit tickets ● Reader's Notes <p>Section 1 Assessment: Listening for Main Ideas and</p>

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<p>support students in setting and meeting independent reading goals</p> <p>Talk through-peer feedback</p> <p>Examining a Model Position Paper: Analyze Model Paper Using Argument Rubric</p> <p>Analyzing point of view (character)-making inferences</p> <p>Building background knowledge (social studies content Sudan conflict)</p> <p>World Café strategy- discussing points of view</p> <p>Active reader' notes- graphic organizer (first thoughts, new ideas after reading)</p>	<p>Engage NY ELA Grade 7 units</p> <p>Related articles such as: "Time Trip: Sudan's Civil War"</p> <p>Domain-Specific Vocabulary • Quiz-Quiz Trade protocol • Gallery Walk protocol Thinking Log Readers Notes</p>	<p>Supporting Details "The Water Crisis Isn't Global. It's Local." For this assessment, students will analyze the main idea and details in the video "The Water Crisis Isn't Global. It's Local," which features Charles Fishman, the author of The Big Thirst.</p> <p>Section 1 Assessment: This assessment has two parts. Students first watch the video "Corporations Need to Pay More Attention to Water: Charles Fishman" to trace and evaluate Fishman's argument. Then students read the article "Agriculture and Environment: Cotton" to trace and evaluate its argument.</p> <p>Section 2 Assessment: Simulated Research Task: Water Management Strategies. For this assessment, students will read an excerpt of The Big Thirst before the assessment and the article "Get the Salt Out" during the assessment itself as part of a simulated research task. Then students will answer selected response and short constructed response questions about the two texts and the research process.</p> <p>Section 2 Assessment: Making a Claim about Water Management This assessment has two parts. In the first part, students engage in a Fishbowl discussion of the two possible answers to the question: Which category of water management would be a good place to begin to make the way we manage water more sustainable?</p> <p>Section 3 Assessment: First Draft of Position Paper for this assessment, students will write their best first draft of their position paper in response to the question Which category of water management would be a good place to begin to make the way we manage water more sustainable? In the</p>
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	<p>position paper, students craft a claim based on their research and using reasons, evidence, and sound reasoning to form an argument.</p> <p>Section 3 Assessment:: Final Draft of Position Paper and Reflection on the Writing Process This assessment has two parts. First, students turn in their final revised, edited position paper. In the second part, students reflect on the ways in which the steps of writing their position paper helped improve and strengthen their writing. They do this by responding to questions and using evidence from their own work including the essay planner, feedback forms, first draft, and final draft of their paper.</p>
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