



Cumberland County Schools
ELA Pacing Guide
Grade 7

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Cumberland County Schools ELA Pacing

Grade 7

In seventh grade, students read literature from and about the Middle Ages in order to gain insight into character. They consider themes of perseverance and determination in a wide variety of fictional and historical texts. In one unit, Yeats's "Song of Wandering Aengus" leads into a study of the theme of survival in the wild; at the end of the unit, students return to the poem with new understanding. In another, students read science fiction. The units are not limited to their central themes; there are side topics and excursions into related subjects. As in sixth grade, students study morphology, etymology, and word history throughout the units, building their own dictionaries of words that they have investigated. Students write in a variety of genres, including responses to literature, reflective essays, and stories. In addition, they create multimedia presentations. Students also write research essays about an author whose work they have read and develop their skills of argumentation. They use graphic organizers to lay out their ideas and plan their essays. They participate in class discussion and learn more about art; practice reading literature expressively; and deliver presentations. By the end of seventh grade, they are ready to begin studying complex aspects of literature.

Cumberland County Schools ELA Pacing

Pacing Guide Expectations:

The seventh grade guide is divided into six themed units of study. An approximate time frame is given for each unit of study.

The teacher will find a list of standards that are to be addressed throughout the year at the beginning of the pacing guide. Specific standards have been identified within each unit. **Selections from the current textbook are included where applicable.** The **Suggested Supplemental Works** are **options** provided for teaching each unit of study.

Obviously, there will be resources not listed that the teacher will want to use with each unit. It is suggested that teachers download the pacing guide to their desktop, and add an additional page of resources as they complete each unit. This pacing guide is a living, breathing document that will be revised as needed.

Unit Overviews & Suggested Pacing

Unit One—“Characters with Character”

This first six-week unit of seventh grade starts the year off with reflections on characters from literature and historical time periods.

Unit Two—“Perseverance”

This second six-week unit of seventh grade builds upon the study of character by examining those who persevered in a variety of challenging circumstances.

Unit Three—“Courage in Life and in Literature”

This third eight-week unit of seventh grade delves more deeply into character analysis, focusing on determined and courageous people in both informational texts and literature.

Unit Four—“Survival in the Wild”

This four-week unit of seventh grade continues the close examination of characters and examines how setting plays a role in their development.

Unit 5—“Science or Fiction?”

In this four-week unit of seventh grade examines the genre of science fiction and related science.

Unit 6—“Literature Reflects Life: Making Sense of Our World”

In this final six-week unit of seventh grade, students conclude their year-long study of the human condition by examining how a variety of genres can address the human condition: fantasy, comedy, tragedy, the short story, and poetry.

Standards addressed throughout the year:

Use the following key for assistance in understanding the standards:

RL: Reading—Literature, RI: Reading—Informational Text, W: Writing, SL: Speaking and Listening, L: Language, and RF: Reading Foundations

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.7.6: Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.

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.7.4: 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.7.7: Compare and contrast a text to an audio, video, or multimedia version of the text, analyzing each medium's portrayal of the subject (e.g., how the delivery of a speech affects the impact of the words).

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.7.10: By the end of the year, read and comprehend literary nonfiction in the grade 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.

SL.7.6: Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

L.7.1.a: Explain the function of phrases and clauses in general and their function in specific sentences.

L.7.1.b: Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.

L.7.1.c: Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.

L.7.2: Demonstrate command of the conventions of Standard English: capitalization, punctuation, and spelling when writing.

L.7.2.a: Use a comma to separate coordinate adjectives (e.g., It was a fascinating, enjoyable movie, but not he wore an old[,] green shirt).

L.7.2.b: Spell Correctly.

L.7.5.a: Interpret figures of speech (e.g., literary, biblical, and mythological allusions) in context.

L.7.5.b: Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words.

L.7.5.c: Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., refined, respectful, polite, diplomatic, condescending).

W.7.1.a: Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically.

W.7.1.b: Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.

W.7.1.c: Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence.

W.7.1.d: Establish and maintain a formal style.

W.7.1.e: Provide a concluding statement or section that follows from and supports the argument presented.

W.7.2.a: Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.

W.7.2.b: Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.

W.7.2.c: Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.

W.7.2.d: Use precise language and domain-specific vocabulary to inform about or explain the topic.

W.7.2.e: Establish and maintain a formal style.

W.7.2.f: Provide a concluding statement or section that follows from and supports the information or explanation presented.

W.7.3.a: Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.

W.7.3.b: Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.

W.7.3.c: Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.

W.7.3.d: Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.

W.7.3.e: Provide a conclusion that follows from and reflects on the narrated experiences or events.

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.7.6: 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.

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.

W.7.9.a: Apply grade 7 Reading standards to literature (e.g., “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”).

W.7.9.b: Apply grade 7 Reading standards to literary nonfiction (e.g., “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”).

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.

Unit One: “Characters with Character”

Essential Question: What makes characters in historical fiction believable?

Standards Specific to this Unit:

RL.7.1: Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inference 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.7.9: 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.7.3: Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

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.7.1(a): Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.

SL.7.1(b): Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.

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.

L.7.4(a): Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.

L.7.4(c): Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.

Unit One—“Characters with Character”

Essential Question: What makes characters in historical fiction believable?

Suggested Student Objectives

- Describe the relationship between characterization techniques and the development of themes in a story.
- Cite textual evidence, especially as it relates to characterization.
- Explain the importance of balancing historical accuracy with “creative license” when writing historical fiction; evaluate the ways in which authors achieve that balance.
- Explain the historical context of a story and how authors make historical fiction believable.
- Compare and contrast characters and settings across stories from different countries about the Middle Ages.
- Write “Character with Character” narratives that use effective technique, relevant descriptive details, and well-structured event sequences.
- Perform a monologue for classmates.

Key Vocabulary

Content-Specific

Characterization
Dialogue
Monologue Plot
Protagonist
Setting (historical)

Unit One—“Characters with Character”

Essential Question: What makes characters in historical fiction believable?

Prentice Hall Literature Grade Seven

Short Stories

“The Treasure of Lemon Brown” (Walter Dean Meyers) p. 175

“Two Kinds” from The Joy Luck Club (Amy Tan) p. 231

“Papa’s Parrot” (Cynthia Rylant) p. 26

“After Twenty Years” (O. Henry) p. 324

“Amigo Brothers” (Piri Thomas) p. 283

“Seventh Grade” (Gary Soto) p. 250

“Stolen Day” (Sherwood Anderson) p. 256

Suggested Supplemental Works

Literary Texts:

Stories

Medieval Europe:

- *The True Confessions of Charlotte Doyle* (Avi)
- *Favorite Medieval Tales* (Mary Pope Osborne)
- *Good Masters! Sweet Ladies! Voices from a Medieval Village* (Laura Amy Schlitz)
- *The World of King Arthur and His Court: People, Places, Legend, and Lore* (Kevin Crossley-Holland)
- *Anna of Byzantium* (Tracy Barrett)
- *Castle Diary: The Journal of Tobias Burgess* (Richard Platt and Chris Riddell)
- *The Seeing Stone* (Arthur Trilogy, Book One) (Kevin Crossley-Holland)
- *Crispin: The Cross of Lead* (Avi)
- *Old English Riddles: From the Exeter Book* (Michael Alexander)
- *Adam of the Road* (Elizabeth Janet Gray)
- *The Midwife's Apprentice* (Karen Cushman)

Medieval Korea:

- *A Single Shard* (Linda Sue Park)

Medieval Africa:

- *Sundiata: Lion King of Mali* (David Wisniewski)
- *Traveling Man: The Journey of Ibn Battuta 1325-1354* (James Rumford)
- *Sundiata: An Epic of Old Mali* (Djibril Tamsir Niane)

Informational Texts: Nonfiction

Medieval Europe:

- *Cathedral: The Story of Its Construction* (David Macaulay)
- *The Medieval World* (Philip Steele)
- *Manners and Customs in the Middle Ages* (Marsha Groves)
- *Joan of Arc* (Diane Stanley)
- *Personal Recollections of Joan of Arc* (Mark Twain)
- *Outrageous Women of the Middle Ages* (Vicki Leon)

- ❑ *The Horrible, Miserable Middle Ages: The Disgusting Details About Life During Medieval Times* (Fact Finders: Disgusting History Series) (Kathy Allen)
- ❑ *The Middle Ages: An Illustrated History* (Oxford Illustrated Histories) (Barbara Hanawalt)
- ❑ *How Would You Survive in the Middle Ages* (How Would You Survive...Series) (Fiona MacDonald, David Salariya, and Mark Peppe)

Medieval Africa:

- ❑ *The Royal Kingdoms of Ghana, Mali, and Songhay: Life in Medieval Africa* (Patricia and Frederick McKissack)

Art, Music, and Media:

Art

Armor:

- ❑ *Child's Suit of Armor*, French or German (sixteenth century) (Walters Art Museum)

Byzantine Art

- ❑ Mosaics at Hagia Sophia, Istanbul, Turkey (562-1204)
- ❑ Mosaics at Chora Church, Istanbul, Turkey (1315-1321)

Islamic Art

- ❑ Textile Art of the Caucasus, Persia
- ❑ The Islamic Art Collection at the Los Angeles County Museum of Art

Western European Medieval Art

- ❑ Giotto, *Madonna di Ognissanti*, 1306-1310
- ❑ Simone Martini and Lippo Memmi, *Annunciation* (1330)

Gothic Art and Architecture

- ❑ Chartres Cathedral, Chartres, France
- ❑ Notre Dame de Paris, Paris, France
- ❑ Westminster Abbey, London, England

Illuminated Manuscripts

- ❑ Herman, Paul, and Jean de Limbourg, *The Belles Heures of Jean de France, Duc de Berry* (1405-1408/1409)

Music:

- ❑ Gregorian chants and madrigals

Unit Two—“Perseverance”

Essential Question: How do individuals, real and fictional, use words and actions to demonstrate perseverance?

Standards Specific to this Unit:

RL.7.3: Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).

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.

W.7.7: Conduct short research projects 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.7.1: 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.7.1.c: Pose questions that elicit elaboration and respond to others’ questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.

SL.7.1.d: Acknowledge new information expressed by others and, when warranted, modify their own views.

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.

L.7.4.b: Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., *belligerent*, *bellicose*, *rebel*).

L.7.4.d: Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

Unit Two—“Perseverance”

Essential Question: How do individuals, real and fictional, use words and actions to demonstrate perseverance?

Suggested Student Objectives

- Define *perseverance*.
- Read and discuss fictional and informational texts featuring real people or characters that demonstrate perseverance.
- Analyze how the setting (historical context) of a story or biography affects character development.
- Explain authors' use of literary techniques such as diction and imagery.
- Compare and contrast the play *The Miracle Worker* to film and other print versions.
- Conduct research on a person of interest who demonstrated perseverance, such as Martin Luther King Jr. or Geronimo.
- Create a persuasive multimedia presentation.
- Write a bio-poem and memorize and/or recite it for the class.

Key Vocabulary

Content-Specific

Biography

Character's conflict:

external and internal

Diction

Imagery

Graphical autobiography

Photobiography

Tone

Unit Two—“Perseverance”

Essential Question: How do individuals, real and fictional, use words and actions to demonstrate perseverance?

Prentice Hall Literature Grade Seven

Poems

“Martin Luther King” (Raymond Patterson) p. 600

“How I Learned English” (Gregory Djanikian) p. 567

Informational Text

“All Together Now” (Barbara Jordan) p. 443

“Bernie Williams: Yankee Doodle Dandy” (Joey Poiley) p. 412

From An American Childhood (Annie Dillard) p. 52

Suggested Supplemental Works

Literary Texts:

Stories:

- The Mostly True Adventures of Homer P. Figg* (Rodman Philbrick)
- The Voyage of Patience Goodspeed* (Heather Vogel Frederick)
- Jesse* (Gary Soto)
- Lizzie Bright and the Buckminster Boy* (Gary D. Schmidt)
- I Rode a Horse of Milk White Jade* (Diane Lee Wilson)
- Treasure Island* (Robert Louis Stevenson)
- Ties That Bind, Ties That Break* (Lensey Namioka)
- The Miracle Worker (and Related Readings)* (William Gibson)

Poetry:

- "Oranges" (Gary Soto)

Drama:

- The Miracle Worker: A Play* (William Gibson)

Informational Texts:

Biographies:

- Dare to Dream! 25 Extraordinary Lives* (Sandra McLeod Humphrey)
- African American Firsts: Famous Little-Known and Unsung Triumphs of Blacks in America* (Joan Potter)
- The World at her Fingertips: The Story of Helen Keller* (Joan Dash)
- Geronimo* (Joseph Bruchac)
- The Civil Rights Movement in America* (Cornerstones of Freedom Series, Second Series) (Elaine Landau)
- Dare to Dream: Coretta Scott King and the Civil Rights Movement* (Angela Shelf Medearis)

Photobiographies:

- *Inventing the Future: A Photobiography of Thomas Alva Edison* (Marfe Ferguson Delano)
- *Helen Keller: A Photographic Story of a Life* (Leslie Garrett)
- *Helen's Eyes: A Photobiography of Annie Sullivan, Helen Keller's Teacher* (Marfe Ferguson Delano)

Graphical Autobiography:

- *Persepolis: The Story of a Childhood* (Marjane Satrapi)

Art, Music, and**Media: Art:**

- N. C. Wyeth, "Captain Bill Bones" *All day he hung round the cove, or upon the cliffs, with a brass telescope* (1911)
- N. C. Wyeth, *For all the world, I was led like a dancing bear* (1911)
- N. C. Wyeth, *Treasure Island*, title page illustration (1911)

Film:

- Arthur Penn, dir., *The Miracle Worker* (1962)

Unit Three—“Courage in Life and in Literature”

Essential Question: How can reading about the courage of real people inform our understanding of determined literary characters?

Standards Specific to this Unit:

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).

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).

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.7.2: Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

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.

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.

Unit Three—“Courage in Life and in Literature

Essential Question: How can reading about the courage of real people inform our understanding of determined literary characters?

Key Vocabulary

Content-Specific

Connotation

Denotation

Dialogue Diction

Documentary

Point of view

Screenplay

Suggested Student Objectives

- Define *courage*.
- Read and discuss fictional and informational texts about people, real and fictional, that face conflict.
- Explain how knowing the historical context of a story may enhance your understanding of a story.
- Analyze two accounts of the same event and describe important similarities and differences in the details they provide.
- Explain how an author’s style can help convey the theme of their stories, poems, or speeches.
- Compare and contrast *Anne Frank: The Diary of a Young Girl* to dramatic interpretations for stage and screen.

Unit Three—“Courage in Life and in Literature”

Essential Question: How can reading about the courage of real people inform our understanding of determined literary characters?

Prentice Hall Literature Grade Seven

Poems

“The Courage That My Mother Had” (Edna St. Vincent Millay) p. 537

“Mother to Son” (Langston Hughes) p. 543

Short Stories

From *Letters from Rifka* (Karen Hesse) p. 224

Informational Text

“In Search of Our Mother’s Gardens” (Alice Walker)

“Hey Come On Out” (Shinichi Hoshi) p. 328

From *Barrio Boy* (Ernesto Galarza) p. 70

Drama

“Dragon Wings” (Laurence Yep) p. 649

Suggested Supplemental Works

Literary Texts:

Stories:

- The Giver* (Lois Lowry)
- I Am David* (Anne Holm)
- Milkweed* (Jerry Spinelli)
- The Devil's Arithmetic* (Jane Yolen)
- When Hitler Stole Pink Rabbit* (Judith Kerr)
- Summer of My German Soldier* (Bette Greene)
- Daniel's Story* (Carol Matas)
- A Pocket Full of Seeds* (Marilyn Sachs)

Poetry:

- War and the Pity of War* (Neil Philip and Michael McCurdy)

Drama:

- The Diary of Anne Frank: A Play* (Frances Goodrich and Albert Hackett)
- 101 Monologues for Middle School Actors: Including Duologues and Triologues* (Rebecca Young)

Informational Texts:

Nonfiction

- A History of US: War, Peace, and All that Jazz* (Joy Hakim)
- Ghost Stories: The Epic Account of World War II's Greatest Rescue Mission* (Hampton Sides)
- True Stories of D-Day (True Adventure Stories)* (Henry Brook)
- Dear Miss Breed: True Stories of the Japanese American Incarceration During World War II and a Librarian Who Made a Difference* (Joanne Oppenheim)
- Hiroshima* (John Hersey)
- Fighting For Honor: Japanese Americans and World War II* (Michael L. Cooper)
- Never to Forget: The Jews of the Holocaust* (Milton Meltzer)
- Six Million Paper Clips: The Making of a Children's Holocaust Memorial* (Peter W. Schroeder and Dagmar Schroeder-Hildebrand)
- Atomic Structure and Chemical Reactions: Middle Grades and High School* (Nevin Katz)
- The Making of the Atomic Bomb* (Richard Rhodes)

Biographies:

- Anne Frank: The Diary of a Young Girl* (Anne Frank)
- Anne Frank: Beyond the Diary: A Photographic Remembrance* (Ruud van der Rol and Rian Verhoeven)
- The Journal of Scott Pendleton Collins: A World War II Soldier, Normandy, France 1944* (Walter Dean Myers)
- Zlata's Diary: A Child's Life in Wartime Sarajevo* (Zlata Filipovic)
- I Have Lived a Thousand Years: Growing Up in the Holocaust* (Livia Bitton-Jackson)

Memoir:

- A Friend Called Anne: One Girl's Story of War, Peace, and a Unique Friendship with Anne Frank* (Jacqueline van Maarsen)
- Four Perfect Pebbles* (Lila Perl)
- Children of Willesden Lane: Beyond the Kindertransport—A Memoir of Music, Love, and Survival* (Mona Golabek)

Speeches:

- "Blood, Toil, Tears, and Sweat: Address to Parliament on May 13th, 1940 (Winston Churchill)
- "Declaration of War on Japan" (Franklin D. Roosevelt)

Art, Music, and Media:

Film:

- George Stevens, dir., *The Diary of Anne Frank* (Screenplay by Frances Goodrich and Albert Hackett) (1959)
- Robert Dornhelm, dir., *Anne Frank: The Whole Story* (2001)
- Elliot Berlin and Joe Fab, dir., *Paper Clips* (HBO documentary) (2004)
- Peter Jones, dir., *Bataan Rescue: The Most Daring Rescue Mission of World War II* (PBS documentary) (2005)

Unit Four—“Survival in the Wild”

Essential Question: What similarities and differences exist among characters who survive in the wild?

Standards Specific to this Unit:

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.7.5: 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.

W.7.1: Write arguments to support claims with clear reasons and relevant evidence.

SL.7.1: 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.

L.7.5: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

Unit Four—“Survival in the Wild”

Essential Question: What similarities and differences exist among characters who survive in the wild?

Suggested Student Objectives

- Analyze the development of characters and themes in texts about survival.
- Discuss how the authors’ use of literary techniques in narration, such as flashback and point of view, engage the reader.
- Write an argument about the importance of reading original versions of stories, such as *The Call of the Wild*.
- Conduct research on authors who write about survival in the wild and present findings to the class.
- Compare and contrast *The Call of the Wild* in written form to the film version.
- Take comprehensible notes on important content, ideas, and details in texts (e.g., about character development).
- Write a survival-in-the-wild story using figurative language and exploiting nuances in word meaning for effect.

Key Vocabulary

Content-Specific

Abridged
Anthropomorphism
Flashbacks
Foreshadowing
Point of view

Unit Four—“Survival in the Wild”

Essential Question: What similarities and differences exist among characters who survive in the wild?

Prentice Hall Literature Grade Seven

Poems

“The Cremation of Sam McGhee” (Robert Service) p. 563

Short Stories

“The Bear Boy” (Joseph Bruchac) p. 192

Informational Text

“How to Recognize Venomous Snakes in North America” p. 469

Suggested Supplemental Works

Literary Texts:

Stories:

- The Call of the Wild* (Jack London)
- Hatchet* (Gary Paulsen)
- Woodson* (Gary Paulsen)
- Far North* (Will Hobbs)
- Incident at Hawk's Hill* (Allan W. Eckert)
- Black Hearts in Battersea* (Allan W. Eckert)

Comparisons to *The Call of the Wild*:

- Touching Spirit Bear* (Ben Mikaelson)
- The Higher Power of Lucky* (Susan Patron)
- Call It Courage* (Armstrong Sperry)
- Hatchet* (Gary Paulsen)
- Other Will Hobbs survival tales, such as *Beardance*

Graphic Novel:

- The Call of the Wild* (Puffin Graphics, Jack London)

Poetry:

- "The Song of Wandering Aengus" (William Butler Yeats)

Informational Texts:

Nonfiction

- *Into the Ice: The Story of Arctic Exploration* (Lynn Curlee)
- *SAS Survival Handbook, Revised Edition: For Any Climate, in Any Situation* (John “Lofty” Wiseman)

Biographies:

- *Jack London: A Biography* (Daniel Dyer)
- *Guts* (Gary Paulsen)
- *Will Hobbs* (My Favorite Writer Series) (Megan Lappi)

Art, Music, and Media:

Art and Architecture

- Winslow Homer, *The Gulf Stream* (1899)
- Frederic Edwin Church, *The Heart of the Andes* (1859)
- Albert Bierstadt, *The Rocky Mountains, Lander’s Peak* (1863)
- Thomas Cole, *View from Mount Holyoke, Northampton, Massachusetts, after a Thunderstorm—The Oxbow* (1836)

Film

- Richard Gabai, dir., *Call of the Wild* (2009)
- Peter Svatek, dir., *The Call of the Wild: Dog of the Yukon* (1997)
- Mark Griffiths, dir., *A Cry in the Wild* (Based on *Hatchet*) (1990)

Unit Five—“Science or Fiction?”

Essential Question: What makes science fiction believable?

Standards Specific to this Unit:

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.

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.7.2: Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

SL.7.5: Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.

L.7.1: Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.

Unit Five—“Science or Fiction?”

Essential Question: What makes science fiction believable?

Suggested Student Objectives

- Compare and contrast the settings, characters, and unusual circumstances among science fiction stories and describe the unique nature of this genre.
- Analyze how a science fiction story evolves over the course of a text, and discuss how this is similar to and different from other novels read.
- Compare and contrast the ways in which two authors present information on the same topic (e.g., astronomy in *Beyond Jupiter* and *Summer Stargazing*).
- Conduct research on an astronaut or science fiction author of choice and present findings to the class in a multimedia format.
- Write a science fiction story.

Key Vocabulary

Content-Specific

Common settings for science fiction:

in the future,
alternate timelines,
in outer space

Common themes for science fiction:

time travel,
alternate histories/societies
body and mind alterations

Fantasy versus science fiction

Unit Five—“Science or Fiction?”

Essential Question: What makes science fiction believable?

Prentice Hall Literature Grade Seven

Short Stories

“Zoo” (Edward Koch) p. 302

“All Summer in a Day” (Ray Bradbury) p. 92

“A Day’s Wait” (Ernest Hemingway) p. 75

“Rikki Tikki Tavi” (Rudyard Kipling) p. 199

Teleplay

“The Monsters are Due on Maple Street” (Rod Serling) p. 754

Informational Text

“Life Without Gravity” (Robert Zimmerman) p.

372 “The Eternal Frontier” (Louis L’Amour) p.

438 “Zoos: Joys or Jails” from Teen Ink p. 909

“Volar: To Fly” (Judith Ortiz Cofer) p. 952

“The Legacy of Snowflake Bentley” (Barbara Eaglesham) p. 164

“Mongoose on the Loose” (Larry Luxner) p. 219

Suggested Supplemental Works

Literary Texts: “Classic”

Science Fiction

- A Wrinkle in Time* (Madeleine L’Engle)
- Dune* (Frank Herbert)
- The War of the Worlds* (H. G. Wells)
- The Invisible Man* (H. G. Wells)
- I, Robot* (Isaac Asimov)
- Journey to the Center of the Earth* (Enriched Classics) (Jules Verne)

“Modern” Science Fiction

- The Ear, the Eye, and the Arm* (Nancy Farmer)
- My Favorite Science Fiction Story* (Martin H. Greenberg)
- Eva* (Peter Dickinson)
- The House of the Scorpion* (Nancy Farmer)
- Fly by Night* (Frances Hardinge)
- George’s Cosmic Treasure Hunt* (Lucy and Stephen Hawking)
- Among the Hidden* (Shadow Children Series, #1) (Margaret Peterson Haddix)
- George’s Secret Key to the Universe* (Lucy and Stephen Hawking)
- The Hitchhiker’s Guide to the Galaxy* (Douglas Adams)
- Ender’s Game* (Orson Scott Card)

Audiobooks:

- *A Wrinkle in Time* (Madeleine L'Engle)

Informational Texts:

- "Elementary Particles" from the *New Book of Popular Science*
- "Space Probe" from *Astronomy & Space: From the Big Bang to the Big Crunch* (Phillis Engelbert)
- *Almost Astronauts: 13 Women Who Dared to Dream* (Tanya Lee Stone)
- *Robo World: The Story of Robot Designer Cynthia Breazeal* (Women's Adventures in Science Series) (Jordan D. Brown)

Planets/Stars

- *Beyond Jupiter: The Story of Planetary Astronomer Heidi Hammel* (Women's Adventures in Science Series) (Jordan D. Brown)
- *Summer Stargazing: A Practical Guide for Recreational Astronomers* (Terence Dickinson)
- *Stephen Hawking: Cosmologist Who Gets a Big Bang Out of the Universe* (Mike Venezia)
- *Stars & Planets* (Carole Stott)
- *The Physics of Star Trek* (Lawrence M. Krauss)

Art, Music, and Media:**Music:**

- Gustav Holst, *The Planets* (1914-1916)

Media:

- *War of the Worlds* (Orson Wells, *The Mercury Theater on Air*, October 30, 1938)

Unit Six—“Literature Reflects Life: Making Sense of Our World”

Essential Question: Is literature always a reflection of life?

Standards Specific to this Unit:

RL.7.6: Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.

W.7.1: Write arguments to support claims with clear reasons and relevant evidence.

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.

L.7.3: Use knowledge of language and its conventions when writing, speaking, reading, or listening.

Unit Six—“Literature Reflects Life: Making Sense of Our World”

Essential Question: Is literature always a reflection of life?

Suggested Student Objectives

- Describe how point of view is developed in a variety of genres-drama, short stories, and poetry.
- Explain the basic characteristics of comedy and tragedy.
- Compare novels with their theatrical and film versions.
- Identify a common theme in different novels and advance an argument about that theme.

Key Vocabulary

Content-Specific

Comedy

Fantasy

Hyperbole

Irony: verbal, situational, dramatic

Oxymoron

Parody

Plot

Point of view

Theme

Tragedy

Unit Six—“Literature Reflects Life: Making Sense of Our World”

Essential Question: Is literature always a reflection of life?

Prentice Hall Literature Grade Seven

Poems

“Annabel Lee” (Edgar Allen Poe) p. 598

“The Highwayman” (Alfred Noyes) p. 558

Short Stories

“The Luckiest Time of All” (Lucille Clifton) p. 61

Informational Text

“I am a Native of North America” (Chief Dan George) p. 390

“What Makes a Rembrandt a Rembrandt” (Richard Muhlberger) p. 359

From *Locomotion—How I Got My Name* (Jacqueline Woodson) p. 348

“Ribbons” (Laurence Yep) p. 307

“The Real Story of a Cowboy’s Life” (Geoffrey C. Ward) p. 452

“Conversational Ballgames” (Nancy Masterson Sakamoto) p. 379

Suggested Supplemental Works

Literary Texts:

Stories

- Home of the Brave* (Katherine Applegate)
- A Girl Named Disaster* (Nancy Farmer)
- Diary of a Wimpy Kid: The Last Straw* (Jeff Kinney)
- Letters from a Nut* (Ted L. Nancy)
- Cyrano* (Geraldine McCaughrean)
- The Prince and the Pauper* (Mark Twain)
- Dr. Jekyll and Mr. Hyde and Other Stories of the Supernatural* (Robert Lous Stevenson)

Fantasy

- The Dark is Rising* (Susan Cooper)
- The Grey King* (Susan Cooper)
- Peter Pan in Scarlet* (Geraldine McCaughrean)

Short Stories

- Woman Hollering Creek: And Other Stories* (Sandra Cisneros)
- Best Shorts: Favorite for Sharing* (Avi)
- Little Worlds: A Collection of Short Stories for the Middle School* (Peter Guthrie)
- American Dragons: Twenty-Five Asian American Voices* (Lawrence Yep)

Poetry:

- Feel a Little Jumpy Around You: Paired Poems by Men & Women* (Naomi Shihab Nye and Paul B. Janeczko)

Drama:

- Cyrano de Bergerac* (Edmond Rostand)

Art, Music, and Media:

Art:

- Honore Daumier, *Andre-Marie-Jean-Jacques Dupin Aine* (1929/1930)
- Honore Daumier, *Antoine-Mauric--Apollinaire, Come D'Argout* (1929)
- Honore Daumier, *Antoine Odier* (1929)
- Honore Daumier, *Auguste Gady* (1929)
- Honore Daumier, *August--Hilarion, Comte de Keratry* (1929)

Film:

- Fred Schepisi, dir., *Roxanne* (1987)

7th Grade Exemplar Texts

Stories:

- Dragonwings* (Laurence Yep) (MG, BL 5.3, Quiz #111)
- A Wrinkle in Time* (Madeline L'Engle) (MG, BL 4.7, Quiz #150)
- The Dark is Rising* (Susan Cooper) (MG, BL 6.2, Quiz # 109; Book #2)

Drama:

- The Diary of Anne Frank: A Play* (Frances Goodrich and Albert Hackett)(MG, BL 3.1, Quiz #48123)

Poetry:

- "The Song of Wandering Aengus" (William Butler Yeats)
- "Oranges" (Gary Soto)

Informational Texts: Science, Mathematics, and Technical Subjects

- Cathedral: The Story of Its Construction* (David Macaulay) (MG, BL 7.3, Quiz #47219)
- Astronomy & Space: From the Big Bang to the Big Crunch* ("Space Probe")
- New Book of Popular Science* ("Elementary Particles")