

**Link Community Charter School  
Grade 7 ELA Scope and Sequence**

<b>Timeline</b>	<b>Unit Description/ Topic</b>	<b>Standards: CCCS</b>	<b>Essential Questions</b>	<b>Content: What will students know?</b>	<b>Skills: What will students be able to do?</b>	<b>Resources</b>
Q1	RL—The Lightning Thief, Rick Riordan/ Close Reading and Writing to Learn	RL.6.2, W.6.2, 6.9)	How does the past affect our future?? What are the relationships between the Greek mythological creatures in The Lightning Thief?	The names, relationships, and significance of the Greek mythological creatures in The Lightning Thief. The purpose, essential components, and format of an informative piece of writing. The basics of logical and effective organization.	Write an informative piece of writing to examine a Greek mythological creature from the book, The Lightning Thief, and present the information in a PowerPoint or virtual poster board in a logical way. Create a concept web of the relationships between the Greek mythological creatures in The Lightning Thief, conveying each's significance graphically.	Engage NY <a href="http://zunal.com/webquest.php?w=143263">http://zunal.com/webquest.php?w=143263</a>
Q2	Research, Decision Making, and Forming Positions	W.7.7, 7.8, 7.9)(RI.7.1, W.7.1, 7.4, and 7.5)	Should the American Academy of Pediatrics raise its recommended daily entertainment screen time from two hours to four hours?	Read various texts that will build their background knowledge about adolescent brain development. Understand the implications of various choices. How to engage in conversation to synthesize and clarify learning.	Conduct internet based inquiry. Determine main ideas and evidence in diverse media. Plan, draft, and write a position paper.	Engage NY articles about the adolescent brain and the effects of technology . Article links in EngageNY

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Q3	Module 2B Working with Evidence	(RL.7.3, W.7.1) (W.7.2, 7.6, 7.7)	<p>How do individuals define themselves?</p> <p>When people change their external appearance, do they necessarily change on the inside too?</p> <p>How are ideas about gender communicated in today's society?</p> <p>How can I be a savvy consumer of media and create a strong sense of self despite media messages about my gender?</p>	<p>How to research the use and impact of gender stereotypes in advertisements.</p> <p>How to write a formal advertisement. How to write an analysis.</p>	<p>Analyze the interaction of literary elements of a story or drama.</p> <p>Write arguments to support claims with clear reasons and relevant evidence.</p> <p>Engage in discussions with diverse partners about seventh-grade topics, texts, and issues</p>	Engage NY
Q 4	RI—Narrative of the Life of Frederick Douglass (excerpts)/Understanding Perspectives	(RI.7.2, 7.6, W.7.2, 7.9)(W.7.3, 7.9)	<p>What does it mean to be free?</p> <p>How did Douglass's purpose and audience shape how he told his story?</p> <p>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?</p>	<p>Understand the historical context of this text as well as the tools and processes they will use as they read and analyze it.</p> <p>Build their understanding of slavery.</p> <p>How to read poems that deepen their understanding of slavery, and build their ability to recognize and interpret figurative language—</p>	<p>Cite several pieces of text-based evidence to support an analysis of literary text. Analyze how the author distinguishes his/her position from others'.</p> <p>Write informative/explanatory texts that convey ideas and concepts using relevant information that is carefully selected and organized.</p>	Engage NY