



GRADE 7

Unit overviews



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Progression of content and skills

The following unit overviews illustrate how the Amplify ELA curriculum has been carefully designed around sets and sequences of compelling texts that support deep engagement with the three instructional shifts called out by the English Language Arts standards. Each unit targets what is most powerful about each text, engaging students in a variety of reading, writing, and speaking and listening activities that put the text at the center of instruction.

Over the year, students explore text structures and elements across a broad range of genres—including plays, poetry, memoirs, visual documents, primary and secondary sources, and audio and video performances. Equally important, students develop a broad vocabulary and knowledge of a wide range of subject areas—from classic literature to contemporary literature; from neuroscience to key American thinkers; from modern, seminal drama to Greek mythology.

Integrated ELD support

With Amplify ELA's integrated ELD support, every student is given a chance to shine. Embedded supports within for English language learners (ELLs) enable all students to engage with and participate in discussions of the same grade-level texts.

Embedded ELD support within each unit includes:

- **Text previews** in English and Spanish.
- **Unit Background and Context summaries** in English and Spanish.
- **Differentiated writing prompts** with simplified language, guiding questions, and sentence starters.
- **Spanish translations of key texts** in research-based Collections units.
- **Personalized Vocab App instruction** featuring ELL-appropriate word lists, unique games, and additional visual supports.
- **Multi-Language Glossaries** in Arabic, Chinese, French, Haitian-Creole, Portuguese, Russian, Spanish, Tagalog, Urdu, and Vietnamese.

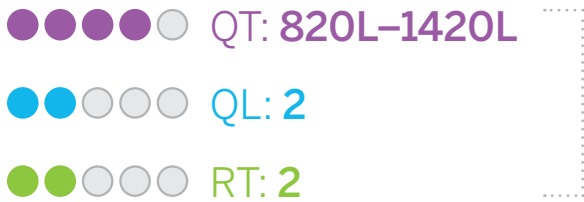


Path of text complexity

Amplify carefully selects and curates texts with the goal that all students work with increasing independence and proficiency with texts at their grade band level of complexity. To accomplish this goal, Amplify carefully considers three factors in determining the placement of texts within a grade and unit: qualitative measures, quantitative measures, and reader and task considerations.



i = Informational texts
L = Literary texts



QT = Quantitative measure
QL = Qualitative measure
RT = Reader and task measure



PROGRESSION OF CONTENT AND SKILLS

Quantitative measure ●●●●● QT: 820L–1420L

The **quantitative** measure in purple reflects the Lexile band, based on the Lexile scores of the range of texts within the unit. Lexile scores are based on a measurement of vocabulary word frequency and sentence complexity.

Band 1—Lexile 450–790
 Band 2—Lexile 770–980
 Band 3—Lexile 955–1155
 Band 4—Lexile 1080–1305
 Band 5—Lexile 1215–1355

Qualitative measure ●●●●● QL: 2

The **qualitative** measure in blue reflects the texts' structural and stylistic complexity (TS); the levels of meaning (LM) or purpose (P); the clarity and complexity of language and sentences (LCC); and the knowledge demands required of the reader to understand the text (KD). At a unit level, this measure also takes into account the inter-textual complexity. The scale is from 0–5, with 5 indicating the highest level of complexity.

	Accessible ●	Moderate ●●●	Complex ●●●●●
TS (L)	Organized clearly and/or chronologically; plot is linear; poetry has explicit and predictable structural elements	Prose includes multiple storylines or a plot that is somewhat difficult to predict; poetry has some implicit or unpredictable structural elements	Includes more intricate elements such as subplots, shifts in point-of-view or time, or non-standard text structures
(i)	Connections are explicit and clear; organization is linear; text features help readers but are not essential to understanding	Connections are implicit or subtle; organization is generally evident and sequential; text features help facilitate comprehension	Connections are often implicit, subtle, or ambiguous; organization exhibits discipline-specific traits; any text features are essential to comprehension
LCC	Language is explicit and literal, with mostly familiar vocabulary; mostly simple sentences	Language is often explicit and literal but includes some academic or archaic words, or words with complex meaning; some complex sentences with subordinate phrases or clauses	Abstract, ironic, and/or figurative language; archaic and academic vocabulary and domain-specific words; complex sentences with subordinate phrases and clauses
KD	The text explores a single theme; the subject matter relies on little or no discipline-specific knowledge; any references or allusions are fully explained in the text	The text explores several themes; the subject matter involves some discipline-specific knowledge; some references or allusions; the meaning of references or allusions are partially explained	Text explores complex or abstract themes; the subject matter relies on discipline-specific knowledge; text is dependent on allusions or references that require inference and evaluation
LM	One level of meaning; theme is obvious and revealed early in the text	Multiple levels of meaning that are relatively easy to identify; theme is clear but may be conveyed with some subtlety	Multiple levels of meaning that may be difficult to identify and interpret; theme is implicit, subtle, or ambiguous and may be revealed over the entirety of the text
P	Primary purpose is narrowly focused, and explicitly stated; the text has a singular perspective	Primary purpose is not explicit but is easily inferred; the text may include multiple perspectives	Text contains multiple purposes, and the primary purpose is subtle, intricate, and/or abstract

PROGRESSION OF CONTENT AND SKILLS

Reader and task measure ●●●●● RL: 2

The **reader and task measure** in green considers the complexity of the tasks that accompany the texts and the demands that these tasks place on readers. In determining this measure, Amplify considers the placement of texts within a unit, grade, or program; the knowledge demands and the supports put in place to scaffold this knowledge; the complexity of the key tasks and sequence of steps leading up to those tasks.

Accessible ●

Tasks and activities are typically straightforward or highly engaging and do not require abstract inferencing or substantial external knowledge or experience.

Moderate ●●●

Tasks and activities may contain some complexity, balanced with engaging topics; activities often require inferencing; students benefit from the knowledge they have built throughout the unit.

Complex ●●●●●

Tasks and activities contain nuance and complexity and require students to be persistent, make high level inferences, and draw on the knowledge they have built throughout Amplify. Areas of high complexity balanced by scaffolds and engaging activities.

A variety of genres

The Amplify units expose students to a wide variety of text genres and types, identified in this document with the following abbreviations:

LITERATURE

L/S - Story
L/D - Drama
L/P - Poetry

INFORMATIONAL

I/LN - Literary Nonfiction
I/H - Historical
I/S&T - Scientific and Technical



Grade 7 units



7A: *Red Scarf Girl* & Narrative

BIG IDEA

The impact of social and political forces on individual experiences

READING

Examine the differences between a character's thoughts and actions

WRITING

Use revision to strengthen elaboration

ACTIVITY HIGHLIGHTS

Narrative writing: Use dialogue, details, and description to bring a moment to life

Writing workshops: Respond with constructive comments to peers' writing

Author-led discussion: Watch videos of Ji-li Jiang, author of *Red Scarf Girl*, and discuss the role of propaganda in her world

TEXT FEATURES

Memoir of the Chinese Cultural Revolution, historical propaganda images



●●●●● QT: 780L

●●●●● QL: 3

●●●●● RT: 2



7B: Character & Conflict

BIG IDEA

The impact of societal restrictions and racism on individual dreams and family dynamics

READING

Analyze a character's unconscious motivations

WRITING

Make thematic connections across genres

ACTIVITY HIGHLIGHTS

Performance: Interpret text details by acting out scenes from *A Raisin in the Sun*

Integrate media formats: Compare and contrast film versions of a play with the original script

Quest: Explore the world of mid-20th century Chicago through photographs, speeches, and documents

TEXT FEATURES

Memoir, poetry, mid-20th-century drama about a Black family



●●●●● QT: 870L–1400L

●●●●● QL: 3

●●●●● RT: 3



7C: Brain Science

BIG IDEA

Brain development and brain disorders

READING

Synthesize central ideas developed throughout text sections and across text features

WRITING

Describe facts, explain concepts, and use logical reasoning to support claims

ACTIVITY HIGHLIGHTS

Quest: Move through a school day with one of the brain disorders described in Oliver Sacks's book *The Man Who Mistook His Wife For a Hat* to learn how these disorders affect perception

TEXT FEATURES

Narrative and informational nonfiction about discoveries in brain science



●●●●● QT: 970L–1420L

●●●●● QL: 4

●●●●● RT: 4



7D: Poetry & Poe

BIG IDEA
Visual storytelling and the art of suspense

READING
Analyze the influence of unreliable narrators

WRITING
Compare and contrast characters' perspectives

ACTIVITY HIGHLIGHTS
Storyboard app: Use a digital storyboard to visualize different perspectives in "The Tell-Tale Heart"

Debate: Apply a legal definition and argue a narrator's sanity

Integrate media formats: Write a movie review that compares and contrasts an animated adaptation with the original text

TEXT FEATURES
American poetry and Gothic literature with unreliable narrators

L

●●●●● QT: 800L–1530L

●●●●● QL: 4

●●●●● RT: 3



7E: The Frida & Diego Collection

BIG IDEA
Art as personal, cultural, and political expression

READING
Analyze how figurative language conveys an author's tone and perspective

WRITING
Synthesize information from several sources to develop an argument

ACTIVITY HIGHLIGHTS
Creative writing: Compare Frida and Diego's writing to a Shakespearean sonnet and create your own

Socratic seminar: Engage in student-led discussions about research topics

Multimedia presentation: Create a digital collage to present individual insights to the class

TEXT FEATURES
Paintings, memoirs, articles, letters portraying unconventional artists

i L

●●●●● QT: 910L–1430L

●●●●● QL: 5

●●●●● RT: 4



7F: The Gold Rush Collection

BIG IDEA
The diverse characters and disparate conditions of the California gold rush

READING
Compare and contrast how authors with differing perspectives address related topics

WRITING
Develop a question, conduct research, and create a multimedia project

ACTIVITY HIGHLIGHTS
Role-play: Assume the identity of a gold rush participant and write a diary from their point of view

Develop information literacy: Evaluate the reliability and credibility of online informational sources

Multimedia presentation: Create an interactive timeline to illustrate research findings

TEXT FEATURES
Primary and secondary source documents, poems, lyrics, maps, and images

i L

●●●●● QT: 1020L–1600L

●●●●● QL: 4

●●●●● RT: 4

Grade 7 curriculum map

7A: Red Scarf Girl & Narrative

Unit summary

Students begin with narrative writing to quickly boost their writing production and to learn the foundational skill of Focus. Teachers use this focus on narrative to establish a strong, targeted feedback cycle and to create a vibrant classroom community of readers and writers where diverse experiences and perspectives are at the center of instruction. After exploring the details of how they describe their own experiences and emotions, students pay the same kind of close attention to analyzing the details presented in the unit's core text: Ji-li Jiang's *Red Scarf Girl*, her memoir of growing up during China's Cultural Revolution.

Set against a vast landscape of dramatic events, Ji-li's story makes these society-shaking upheavals feel human-sized by tracing their impact on the experiences of an ordinary young woman. This memoir broadens student awareness of a key moment in Chinese and world history, while connecting this history to relatable themes like adolescents' relationships to authority figures and clashing family and peer loyalties. Students explore how Ji-li Jiang feels increasingly drawn in different directions by a range of conflicting forces: her desire to join the revolution and replace the corrupt old world with a pure new one, her empathy for the people who are damaged and destroyed by this cleansing, her longing to escape the shadow cast by her family's history, and her love for her family. Lessons emphasize Jiang's use of first-person narrative point of view and narrative techniques like dialogue and detail to convey her central ideas. At the end of the unit, students write an essay tracing one way Ji-li changes over the course of her story.

Sub-units and # of lessons

Core lessons

- SU1: Welcome! (1 lesson)
- SU2: Get Started (12 lessons)
- SU3: *Red Scarf Girl: A Memoir of the Cultural Revolution* by Ji-li Jiang (12 lessons)

Summative assessments

- SU4: Write an Essay: Informative (5 lessons)
- *Red Scarf Girl* & Narrative Unit Reading Assessment

Essay prompt

What is one way Ji-li changes over the course of her story?



QT: 780L



QL: 3



RT: 2



Rationale(s) for QL

- The subject matter requires some discipline-specific knowledge but references are largely explained.
- Primary purpose of texts is clearly stated.

Rationale(s) for RT

- Tasks and activities are typically straightforward or highly engaging; activities often require inferencing; activities do not require substantial external knowledge or experience.

Vocabulary module

Context Clues

Focus Standards

- CCSS.ELA-Literacy.RI.7.1
- CCSS.ELA-Literacy.RI.7.2
- CCSS.ELA-Literacy.RI.7.4
- CCSS.ELA-Literacy.RI.7.5
- CCSS.ELA-Literacy.RI.7.6
- CCSS.ELA-Literacy.RI.7.7
- CCSS.ELA-Literacy.W.7.1
- CCSS.ELA-Literacy.W.7.1.B
- CCSS.ELA-Literacy.W.7.2
- CCSS.ELA-Literacy.W.7.2.A
- CCSS.ELA-Literacy.W.7.2.B
- CCSS.ELA-Literacy.W.7.2.C
- CCSS.ELA-Literacy.W.7.2.E
- CCSS.ELA-Literacy.W.7.3
- CCSS.ELA-Literacy.W.7.3.A
- CCSS.ELA-Literacy.W.7.3.B
- CCSS.ELA-Literacy.W.7.3.D
- CCSS.ELA-Literacy.W.7.5
- CCSS.ELA-Literacy.W.7.6
- CCSS.ELA-Literacy.W.7.9.B
- CCSS.ELA-Literacy.SL.7.1
- CCSS.ELA-Literacy.SL.7.2
- CCSS.ELA-Literacy.SL.7.6
- CCSS.ELA-Literacy.L.7.5

7B: Mysteries & Investigations

Unit summary

Students analyze characters' responses to conflict and examine how authors use the interactions between characters and events to develop theme and perspective. Students read "Sucker," a short story by Carson McCullers, and *A Raisin in the Sun*, a play by Lorraine Hansberry. Both texts are grounded in a nuanced, deeply compassionate understanding of how families facing hardships can both support and inflict harm on each other, and both provide students with rich opportunities to observe the growth and change of characters whose motivations are often hidden, even from themselves. In addition, the complexity of the characters and dynamics in Lorraine Hansberry's groundbreaking play provides students multiple ways to discuss and analyze issues of individual and cultural identity, familial obligations, and differing notions of success—all through the eyes of family members who pull together in spite of the challenges society places upon them and their own distinct aspirations.

Throughout the unit, students focus on what motivates and challenges different characters, trace literary elements and themes, and analyze how characters use figurative language to convince others of their perspectives. Students also compare the characters' experiences in Lorraine Hansberry's play to Langston Hughes's poem "Harlem" and an excerpt from Hansberry's memoir, *To Be Young, Gifted and Black*. Finally, the immersive Quest—*Black, White and Blues in Chicago*—allows students to explore the lives and characters from *A Raisin in the Sun*, while gaining a deeper knowledge of Black history with an emphasis on Civil Rights-era thinkers and ideas.

Essay prompt

People—like scientists, detectives, and health workers—take many approaches to solving problems. They may take bold and brave action, work methodically, think carefully and logically, collaborate with others, or try new approaches.

Based on the texts you have read, what stands out to you as one important characteristic to have as a problem solver or investigator?

Include two examples of individuals demonstrating this characteristic in your response.

Texts in the unit

Core texts

- *The Secret of the Yellow Death: A True Story of Medical Sleuthing* by Suzanne Jurmain I/H, 1010L*
- Excerpt from *Fever 1793* by Laurie Halse Anderson L/S, 750L
- Letter from Mabel H. Lazear to Dr. James Carroll I/H*
- "Yellow Fever Circles Brazil's Huge Cities" by Shasta Darlington and Donald G. McNeil Jr. I/H, 1170L
- The Hippocratic Oath I/S&T, 990L
- "The Speckled Band" by Sir Arthur Conan Doyle L/S, 1090L*
- "The Red-Headed League" by Sir Arthur Conan Doyle L/S, 1070L*

Extra texts

- "See It Through" by Edgar Guest L/P
- Excerpt from "Outwitting Nature's Greatest Killer" by Mark Johnson, Mark Hoffman, & Devi Shastri I/S&T
- Excerpt from "Young Goodman Brown" by Nathaniel Hawthorne L/S
- Excerpt from "A Mysterious Visit" by Mark Twain L/S



QT: 870L–1400L



QL: 3



RT: 3



Rationale(s) for QL

- Levels of meanings and/or theme may be conveyed with some subtlety.
- The subject matter requires some literary/cultural knowledge but references are largely explained.

Rationale(s) for RT

- Tasks and activities contain nuance and complexity, balanced with engaging topics; activities often require inferencing; students benefit from the knowledge they have built throughout the unit.

Sub-units and # of lessons

Core lessons

- SU1: Fever (1 lesson)
- SU2: *The Secret of the Yellow Death: A True Story of Medical Sleuthing* by Suzanne Jurmain (15 lessons)
- SU3: "The Speckled Band" by Sir Arthur Conan Doyle (6 lessons)
- SU4: "The Red-Headed League" by Sir Arthur Conan Doyle (4 lessons)

Summative assessments

- SU5: Write an Essay (5 lessons)
- SU6: Mysteries & Investigations Reading Assessment

7C: Brain Science

Unit summary

Students explore a series of narrative nonfiction and informational texts that expose the intricate workings of the brain, challenge their concept of what it means to be human, and allow them to consider how their own growing brains are impacted by daily experiences. This unit supports students as they build awareness of their unique cognitive strengths and challenges, and of the ways in which they can exert control over their own learning.

Lessons emphasize the analysis of informational text structures and scientific arguments. In *Phineas Gage: A Gruesome but True Story About Brain Science*, students trace the immediate and long-term impact of Phineas’s extraordinary brain injury, the remarkable efforts of doctors and scientists to learn from his survival, and the early understanding of brain structure and function that grew from that knowledge. Through readings from *Inventing Ourselves: The Secret Life of the Teenage Brain*, students add information to their working model of the brain and consider whether and how adolescent behavior may or may not be shaped by their developing brains. In excerpts from Oliver Sacks’s book *The Man Who Mistook His Wife for a Hat*, students apply their growing understanding of how the brain functions to modern brain injury cases. Finally, the *Perception Academy* Quest lets students experience daily life with a brain injury and diagnose the region of their brain that is injured based on their symptoms.

Sub-units and # of lessons

Core lessons

- SU1: *Phineas Gage: A Gruesome but True Story About Brain Science* by John Fleischman (11 lessons)
- SU2: *Inventing Ourselves: The Secret Life of the Teenage Brain* by Sarah-Jayne Blakemore (5 lessons)
- SU3: *The Man Who Mistook His Wife for a Hat* by Oliver Sacks (3 lessons)

Summative assessments

- SU4: Write an Essay: Informative (5 lessons)
- Brain Science Unit Reading Assessment

Quest

- *Perception Academy*

Essay prompt

Compare and contrast Phineas’s behavior and brain to those of an adolescent.



QT: 970L–1420L



QL: 4



RT: 4



Rationale(s) for QL

- The subject matter requires discipline-specific knowledge or references to other texts.
- Texts may include multiple purposes or be stated implicitly.

Rationale(s) for RT

- Tasks and activities contain nuance and complexity and require students to be persistent, make high level inferences, and benefit from the knowledge they have built throughout the unit.

Vocabulary module

Greek and Latin Roots

Focus Standards

- CCSS.ELA-Literacy.RI.7.2
- CCSS.ELA-Literacy.RI.7.3
- CCSS.ELA-Literacy.RI.7.4
- CCSS.ELA-Literacy.RI.7.5
- CCSS.ELA-Literacy.RI.7.8
- CCSS.ELA-Literacy.RI.7.9
- CCSS.ELA-Literacy.W.7.1
- CCSS.ELA-Literacy.W.7.2
- CCSS.ELA-Literacy.W.7.2.A
- CCSS.ELA-Literacy.W.7.2.B
- CCSS.ELA-Literacy.W.7.2.C
- CCSS.ELA-Literacy.W.7.2.D
- CCSS.ELA-Literacy.W.7.2.E
- CCSS.ELA-Literacy.W.7.2.F
- CCSS.ELA-Literacy.W.7.3
- CCSS.ELA-Literacy.W.7.4
- CCSS.ELA-Literacy.W.7.5
- CCSS.ELA-Literacy.W.7.6
- CCSS.ELA-Literacy.W.7.9.B
- CCSS.ELA-Literacy.SL.7.1
- CCSS.ELA-Literacy.SL.7.1.D
- CCSS.ELA-Literacy.SL.7.2
- CCSS.ELA-Literacy.SL.7.4
- CCSS.ELA-Literacy.L.7.3.A

7D: Poetry & Poe

Unit summary

In this unit, students learn a set of visualization techniques to read like a movie director. First, they read poems by D. H. Lawrence, Federico García Lorca, and Emily Dickinson to learn to form mental images while reading. Then, they read three texts by Edgar Allan Poe—"The Tell-Tale Heart," "The Cask of Amontillado," and "The Raven"—and use Poe's meticulous narrative and visual details to create storyboards that help them make their mental images concrete and discover the unreliability of first-person narrators. Students analyze point of view, characters, settings, sounds/soundtracks, and mood to explain the reason for their choices. They also watch thoughtful, animated adaptations of "The Raven" and "The Cask of Amontillado" and compare the movie adaptations to the original texts. After reading these stories, students participate in the murder mystery Quest *Who Killed Edgar Allan Poe?*, where they investigate the crime scene and interrogate characters to find and interpret clues and ultimately solve the mystery. At the end of the unit, students write an essay arguing whether they can trust the narrator of one of the unit's texts.



QT: 800L–1530L



QL: 4



RT: 3



Rationale(s) for QL

- Levels of meaning and theme are multiple, ambiguous, and/or revealed over the course of the text.
- Language is generally complex in word usage, level of abstraction and sentence complexity.

Rationale(s) for RT

- Tasks and activities may contain some complexity, balanced with engaging topics; activities often require inferencing; students benefit from the knowledge they have built throughout the unit.

Sub-units and # of lessons

Core lessons

- SU1: Poetry (4 lessons)
- SU2: "The Tell-Tale Heart" by Edgar Allan Poe (7 lessons)
- SU3: "The Cask of Amontillado" by Edgar Allan Poe (6 lessons)
- SU4: "The Raven" by Edgar Allan Poe (6 lessons)

Summative assessments

- SU5: Write an Essay: Argumentative (5 lessons)
- Poetry & Poe Unit Reading Assessment

Quest

- *Who Killed Edgar Allan Poe?*

Essay prompt

Can you trust that the narrator is accurately describing what's happening in the story or poem? Why or why not?

Vocabulary module

Figurative Language

Focus Standards

- | | |
|-----------------------------|------------------------------|
| • CCSS.ELA-Literacy.RL.7.1 | • CCSS.ELA-Literacy.W.7.1.E |
| • CCSS.ELA-Literacy.RL.7.2 | • CCSS.ELA-Literacy.W.7.2 |
| • CCSS.ELA-Literacy.RL.7.3 | • CCSS.ELA-Literacy.W.7.6 |
| • CCSS.ELA-Literacy.RL.7.4 | • CCSS.ELA-Literacy.W.7.9 |
| • CCSS.ELA-Literacy.RL.7.6 | • CCSS.ELA-Literacy.W.7.9.A |
| • CCSS.ELA-Literacy.RL.7.7 | • CCSS.ELA-Literacy.SL.7.1.A |
| • CCSS.ELA-Literacy.W.7.1 | • CCSS.ELA-Literacy.SL.7.1.D |
| • CCSS.ELA-Literacy.W.7.1.A | • CCSS.ELA-Literacy.SL.7.3 |
| • CCSS.ELA-Literacy.W.7.1.B | • CCSS.ELA-Literacy.SL.7.4 |
| • CCSS.ELA-Literacy.W.7.1.C | • CCSS.ELA-Literacy.SL.7.6 |
| • CCSS.ELA-Literacy.W.7.1.D | • CCSS.ELA-Literacy.L.7.3.A |

7E: The Frida & Diego Collection

Unit summary

In this Collection, students explore primary source documents and conduct independent research to learn about two of Mexico’s most famous and provocative artists, Diego Rivera and Frida Kahlo, an extraordinary couple who lived in extraordinary times. Students learn how this iconic couple drew inspiration from Latin American folklore, politics, imagery, and customs.

In each sub-unit, students analyze primary source materials with a goal of building their ability to independently research a topic, generate a question, select and analyze reliable sources, and write using those sources. Students build information literacy skills and use their visual analytic skills to “close read” key paintings. Students learn to determine if a source is reliable and understand the ethical uses of information; construct their own research questions and explore the Internet for answers; compare Frida and Diego’s use of descriptive writing to Shakespeare’s; analyze the use of figurative language; and participate in a Socratic seminar about the complicated issues inherent in the work of Frida and Diego. As summative assignments, students can synthesize all of the skills they’ve developed to tackle a culminating research assignment, and/or they can design and plan their own digital collage to showcase and present their unique researched interpretation of the work and legacy of Frida and Diego.



QT: 910L–1430L



QL: 5



RT: 4



Rationale(s) for QL

- Texts include multiple or intricate purposes.
- Language is generally complex in word usage, level of abstraction and sentence complexity.
- The subject matter requires knowledge of discipline or of other texts.

Rationale(s) for RT

- Tasks and activities contain nuance and complexity and require students to be persistent, make high level inferences, and benefit from the knowledge they have built throughout the unit.

Sub-units and # of lessons

Core lessons

- SU1: Information Literacy (4 lessons)
- SU2: Scavenger Hunt and Internet Research (4 lessons)
- SU3: Descriptive Writing and Collection Research (4 lessons)
- SU4: Socratic Seminar and Internet Research (4 lessons)

Summative assessments

- SU5: Write an Essay : Research-based Informative or Argumentative (6 lessons); Multimedia Project (2 lessons)
- The Frida & Diego Collection Unit Reading Assessment

Essay prompt

Research Option 1: Informative Essay Frida Kahlo: The Early Years

Why did Frida Kahlo begin painting? How did this circumstance affect the type of paintings that she did? What did that mean for her long-term career? Write an informative essay about the beginning and development of Frida’s artistic work.

Research Option 2: Argumentative Essay, Who has the right to decide what public art should be: the artist or the public?

There was controversy surrounding Diego Rivera’s mural “Detroit Industry.” Why did many people object to this work of art? What role does the public play when a work of art is being commissioned for a public space? What role does the artist play? Should Rivera have followed the demands of the public or was he right to follow his artistic instincts?

Vocabulary module

Prefixes and Suffixes

Focus Standards

- CCSS.ELA-Literacy.RI.7.1
- CCSS.ELA-Literacy.RI.7.7
- CCSS.ELA-Literacy.RI.7.9
- CCSS.ELA-Literacy.RL.7.5
- CCSS.ELA-Literacy.W.7.1.A
- CCSS.ELA-Literacy.W.7.1.B
- CCSS.ELA-Literacy.W.7.1.D
- CCSS.ELA-Literacy.W.7.1.E
- CCSS.ELA-Literacy.W.7.2
- CCSS.ELA-Literacy.W.7.2.A
- CCSS.ELA-Literacy.W.7.2.B
- CCSS.ELA-Literacy.W.7.2.E
- CCSS.ELA-Literacy.W.7.2.F
- CCSS.ELA-Literacy.W.7.3.D
- CCSS.ELA-Literacy.W.7.5
- CCSS.ELA-Literacy.W.7.6
- CCSS.ELA-Literacy.W.7.7
- CCSS.ELA-Literacy.W.7.8
- CCSS.ELA-Literacy.SL.7.1.A
- CCSS.ELA-Literacy.SL.7.1.B
- CCSS.ELA-Literacy.SL.7.1.C
- CCSS.ELA-Literacy.SL.7.2
- CCSS.ELA-Literacy.SL.7.5

7F: The Gold Rush Collection

Unit summary

In this Collection, students explore primary documents and conduct independent research to better understand the complex story of the California gold rush. Students build information literacy skills and learn how to construct their own research questions and explore the Internet for answers. They also participate in a Socratic seminar in which they rely on their research to examine the complicated issues inherent in the gold rush story.

Throughout these activities, students conduct research to learn about the wide diversity of people who took part in the California gold rush. They compare and contrast a fictional portrayal with historical accounts and use the information they gather to write narrative accounts from the point of view of a specific person living through this complex and dynamic era. As students reach the end of the unit, they synthesize all of the skills they've developed to tackle a culminating research assignment—part essay, part media project.



QT: 1020L-1600L

QL: 4

RT: 4

Rationale(s) for QL

- Texts include multiple or intricate purposes.
- Language includes some complex words or usage and/or sentence complexity.
- The subject matter requires knowledge of discipline or of other texts.

Rationale(s) for RT

- Tasks and activities contain nuance and complexity and require students to be persistent, make high level inferences, and benefit from the knowledge they have built throughout the unit.

Sub-units and # of lessons

Core lessons

- SU1: Information Literacy (4 lessons)
- SU2: Scavenger Hunt and Internet Research (4 lessons)
- SU3: Dear Diary and Collection Research (4 lessons)
- SU4: Socratic Seminar and Internet Research (4 lessons)

Summative assessments

- SU5: Write an Essay: Research-based Informative or Argumentative (6 lessons); Multimedia Project (2 lessons)
- The Gold Rush Collection Unit Reading Assessment

Essay prompt

Research Option 1: Was the gold rush good for the state of California?

Like all things, it depends on how you look at it. Who benefited from the gold rush (remember to consider different populations such as Native Americans and immigrants)? How and why? How did the gold rush affect California in the short term? How did it shape the California we know today? Conduct research and write an argumentative essay that persuades the reader toward your point of view.

Research Option 2: Who was John Sutter? Who was Elsa Jane Guerin?

Choose one of these two famous figures from the gold rush era and start digging. Where did this person come from? Did he or she strike it rich? Has his or her legacy had a lasting impact on the state of California? Conduct research and write an informative essay on one of these fascinating characters from the Old West.

Vocabulary module

Synonyms and Antonyms

Focus Standards

- CCSS.ELA-Literacy.RL.7.5
- CCSS.ELA-Literacy.RI.7.1
- CCSS.ELA-Literacy.RI.7.7
- CCSS.ELA-Literacy.RI.7.9
- CCSS.ELA-Literacy.W.7.1.A
- CCSS.ELA-Literacy.W.7.1.B
- CCSS.ELA-Literacy.W.7.1.D
- CCSS.ELA-Literacy.W.7.1.E
- CCSS.ELA-Literacy.W.7.2
- CCSS.ELA-Literacy.W.7.2.A
- CCSS.ELA-Literacy.W.7.2.B
- CCSS.ELA-Literacy.W.7.2.E
- CCSS.ELA-Literacy.W.7.2.F
- CCSS.ELA-Literacy.W.7.3.D
- CCSS.ELA-Literacy.W.7.5
- CCSS.ELA-Literacy.W.7.6
- CCSS.ELA-Literacy.W.7.7
- CCSS.ELA-Literacy.W.7.8
- CCSS.ELA-Literacy.SL.7.1.A
- CCSS.ELA-Literacy.SL.7.1.B
- CCSS.ELA-Literacy.SL.7.1.C
- CCSS.ELA-Literacy.SL.7.2
- CCSS.ELA-Literacy.SL.7.5

Grade 7 Poetry in America

Amplify partnered with Poetry in America, whose mission is to bring poetry into classrooms and living rooms around the world, to design lessons that combine PIA's "Four Pillar" approach with Amplify's close reading pedagogy to build students' engagement and knowledge about poetry. Each three-lesson sub-unit allows students to fully explore a poet's choices around form and language, both in conversation with each other and with the poets, celebrities, academics, and citizens who appear in embedded videos discussing each poem. Then, students have the opportunity to try on the poet's use of language, craft, and structure in creative writing assignments tailored to the targeted poem.

In Sub-unit 1, Kay Ryan's poem "Carrying a Ladder" conjures up the hilarity, frustrations, and rewards of hauling around a real ladder. Students have fun with these concrete scenarios before diving into the poem's possible figurative meanings, including common adolescent feelings of ambition and self-doubt. Students end by composing their own extended metaphor poem to express something they "carry" with them.

In Sub-unit 2, Emma Lazarus's iconic poem "The New Colossus" allows students to analyze visual symbol, form, and allusion as they consider the different values of the Old World and the New World, and what it means to be an immigrant and an American.

In Sub-unit 3, students consider the personal and cultural background that African American poet Richard Hayden drew on for his iconic poem "Those Winter Sundays," and how those influences are reflected in his language and his adaptation of the sonnet form for this poem about his father. They use his poem as an inspiration for writing their own ode to an unsung hero in their life. (This sub-unit is made available across grades 6–8.)

Poetry in America activity highlights:

Discussions with annotated guides

Explore each poet's use of sensory details, figurative language, form, and structure.

Video explorations

Watch and discuss videos where poets, celebrities, and academics share their interpretations and analyses of each poem.

Creative responses

Compose poems by experimenting with theme and mimicking each poet's style.

Core texts

- "Carrying a Ladder" by Kay Ryan, L/P
- "The New Colossus" by Emma Lazarus, L/P
- "Those Winter Sundays" by Robert Hayden, L/P



QL: 3



RT: 2



Rationale(s) for QL

- Level meanings and/or theme may be conveyed with some subtlety.
- The subject matter requires some literary/cultural knowledge but references are largely explained.

Rationale(s) for RT

- Tasks and activities may contain some complexity, balanced with engaging topics; activities do not require substantial external knowledge or experience.

Sub-units and # of lessons

- SU1: "Carrying a Ladder" (3 lessons)
- SU2: "The New Colossus" (3 lessons)
- SU3: "Those Winter Sundays" (3 lessons)

Standards

- | | |
|-----------------------------|-----------------------------|
| • CCSS.ELA-Literacy.RL.7.1 | • CCSS.ELA-Literacy.W.7.5 |
| • CCSS.ELA-Literacy.RL.7.10 | • CCSS.ELA-Literacy.W.7.6 |
| • CCSS.ELA-Literacy.RL.7.2 | • CCSS.ELA-Literacy.SL.7.1 |
| • CCSS.ELA-Literacy.RL.7.3 | • CCSS.ELA-Literacy.SL.7.2 |
| • CCSS.ELA-Literacy.RL.7.4 | • CCSS.ELA-Literacy.SL.7.4 |
| • CCSS.ELA-Literacy.RL.7.5 | • CCSS.ELA-Literacy.L.7.3 |
| • CCSS.ELA-Literacy.RL.7.6 | • CCSS.ELA-Literacy.L.7.3.A |
| • CCSS.ELA-Literacy.RL.7.9 | • CCSS.ELA-Literacy.L.7.4.A |
| • CCSS.ELA-Literacy.W.7.10 | • CCSS.ELA-Literacy.L.7.5 |
| • CCSS.ELA-Literacy.W.7.3.B | • CCSS.ELA-Literacy.L.7.5.A |
| • CCSS.ELA-Literacy.W.7.3.D | • CCSS.ELA-Literacy.L.7.5.C |

Amplify Grammar

The Amplify digital Grammar unit enables teachers to assign students self-guided grammar instruction and practice. Sub-units are paired by topic: one covers foundational material on the topic and one contains more advanced and “stretch” material. Middle grade teachers and students share access to the full range of topics and lessons within the Grammar unit, so teachers select the content that best meets their students’ needs while exposing students to key grammar topics for the middle grades. Teachers integrate this instruction into their core instructional pathway using the Amplify Flex Days within the core units. To introduce or review topics with students, teachers use the related lessons or drills on the topic found in Amplify’s *Mastering Conventions* PDFs, also available within this unit.



Core lessons

- Sub-unit 1: What Is a Complete Sentence? (8 Lessons)
- Sub-unit 2: Expanding the Complete Sentence (8 Lessons)
- Sub-unit 3: Understanding the Pronoun (5 Lessons)
- Sub-unit 4: Pronoun Usage: Agreement and Reference (5 Lessons)
- Sub-unit 5: Verb Tense (4 Lessons)
- Sub-unit 6: Verb Moods, Modals, and Voice (4 Lessons)
- Sub-unit 7: Punctuation (2 Lessons)

Printable instructional resources

- *Mastering Conventions One: Grammar and Punctuation*
- *Mastering Conventions Two: Grammar and Punctuation*
- *Mastering Conventions Three: Grammar and Punctuation*
- *Mastering Conventions Four: Spelling*

Standards

- CCSS.ELA-Literacy.L.6.1.C
- CCSS.ELA-Literacy.L.6.1.D
- CCSS.ELA-Literacy.L.6.2.A
- CCSS.ELA-Literacy.L.7.2
- CCSS.ELA-Literacy.L.7.2.A
- CCSS.ELA-Literacy.L.7.1.A
- CCSS.ELA-Literacy.L.7.1.C
- CCSS.ELA-Literacy.L.7.1.B
- CCSS.ELA-Literacy.L.7.3.A

Intermediate story writing

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In Sub-unit 2, Emma Lazarus’s iconic poem “The New Colossus” allows students to analyze visual symbol, form, and allusion as they consider the different values of the Old World and the New World, and what it means to be an immigrant and an American.

In Sub-unit 3, students consider the personal and cultural background that African American poet Richard Hayden drew on for his iconic poem “Those Winter Sundays,” and how those influences are reflected in his language and his adaptation of the sonnet form for this poem about his father. They use his poem as an inspiration for writing their own ode to an unsung hero in their life. (This sub-unit is made available across grades 6–8.)

Sub-units

- Sub-unit 1: Creating a Believable Character (10 Lessons)
- Sub-unit 2: Experimenting With a Second Character (7 Lessons)
- Sub-unit 3: Writing a Short Story (6 Lessons)

Standards

- CCSS.ELA-Literacy.W.7.1.B
- CCSS.ELA-Literacy.W.7.3.A
- CCSS.ELA-Literacy.W.7.3.B
- CCSS.ELA-Literacy.W.7.3.C
- CCSS.ELA-Literacy.W.7.3.D
- CCSS.ELA-Literacy.W.7.3.E
- CCSS.ELA-Literacy.W.7.4
- CCSS.ELA-Literacy.W.7.5
- CCSS.ELA-Literacy.W.7.6
- CCSS.ELA-Literacy.SL.7.1.B
- CCSS.ELA-Literacy.SL.7.1.C
- CCSS.ELA-Literacy.L.7.1.A
- CCSS.ELA-Literacy.L.7.1.B
- CCSS.ELA-Literacy.L.7.3.A

Novel guides

Amplify ELA Novel Guides provide middle school teachers with flexible study guides for the books they most want to teach and provide students with lean, targeted instruction that follows the pedagogy in core units. The diverse selection of books in this series presents a range of genres and themes, from mystery to non-fiction and from social justice to identity and courage.

The Novel Guides—housed in the Amplify Library—are designed to be used flexibly and offer suggestions for implementation. Here are two titles that align to the grade 7 topics and skills:

7B: *The Watsons Go to Birmingham—1963* by Christopher Paul Curtis

As students consider how characters struggle both together and against each other when faced with challenges, this story of a family trip to visit relatives down South in the summer of 1963 provides a funny, poignant, and complex portrait of two siblings coming of age against the backdrop of the Civil Rights struggle.

7E: *When I Was Puerto Rican* by Esmeralda Santiago

As students study how Frida and Diego used their art to celebrate their people and culture, Esmeralda Santiago’s richly evocative depictions of her childhood island showcase the equal power of writing to evoke time, place, and people.

Notes

For more information on Amplify ELA,
visit amplify.com/ela-oregon-review.

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