



Manhattan Center for Science and Math High School

English Department Curriculum

English 7

<http://mcsmportal.net>

Marking Period 1

Topic and Essential Question:

Good and Evil

- Is humankind inherently good or evil?
- Have the forces of good and evil changed over time and if so, how?
- How do different cultures shape the definitions of good and evil?
- Is there a universal understanding of good and evil?

**Unit/Topics:** Good and evil - Humanity  
Cultural perspectives on good and bad  
Universal perceptions of morality and immorality

**Writing Components:** College Essay/Personal Statement Essays  
Short writing assignments  
Reflections  
Research Papers

SWBAT/Objectives:

**Vocabulary/Key Terms:**  
**(Literary Terms/Devices)** Theme  
Characterization  
Paradox  
Flashback  
MLA Format  
Satire  
Tone  
Irony

**Assessments:** Unit Exams, Quizzes, Vocabulary use, Group work, Small group discussion, Questioning, Projects, Essays, Short writing assignments, Paragraph reflections, Research projects, Exit Slips

**Common Core Standards:** **Reading Literature**  
CCSS.ELA-LITERACY.RL.11-12.1  
CCSS.ELA-LITERACY.RL.11-12.2  
CCSS.ELA-LITERACY.RL.11-12.3  
CCSS.ELA-LITERACY.RL.11-12.4  
CCSS.ELA-LITERACY.RL.11-12.5

CCSS.ELA-LITERACY.RL.11-12.6  
CCSS.ELA-LITERACY.RL.11-12.9  
CCSS.ELA-LITERACY.RL.11-12.10  
CCSS.ELA-LITERACY.RI.11-12.1  
CCSS.ELA-LITERACY.RI.11-12.2  
CCSS.ELA-LITERACY.RI.11-12.3  
CCSS.ELA-LITERACY.RI.11-12.4  
CCSS.ELA-LITERACY.RI.11-12.5  
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CCSS.ELA-LITERACY.RI.11-12.7  
CCSS.ELA-LITERACY.RI.11-12.9  
CCSS.ELA-LITERACY.RI.11-12.10

**Reading Informational Text**

CCSS.ELA-LITERACY.SL.11-12.1  
CCSS.ELA-LITERACY.SL.11-12.1.A  
CCSS.ELA-LITERACY.SL.11-12.1.B  
CCSS.ELA-LITERACY.SL.11-12.1.D  
CCSS.ELA-LITERACY.SL.11-12.2  
CCSS.ELA-LITERACY.SL.11-12.3  
CCSS.ELA-LITERACY.SL.11-12.4  
CCSS.ELA-LITERACY.SL.11-12.5  
CCSS.ELA-LITERACY.SL.11-12.6

**Writing Standards**

CCSS.ELA-LITERACY.W.11-12.1.D  
CCSS.ELA-LITERACY.W.11-12.2  
CCSS.ELA-LITERACY.W.11-12.2.A  
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CCSS.ELA-LITERACY.W.11-12.2.C  
CCSS.ELA-LITERACY.W.11-12.2.D  
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CCSS.ELA-LITERACY.W.11-12.2.F  
CCSS.ELA-LITERACY.W.11-12.3.A  
CCSS.ELA-LITERACY.W.11-12.3.B  
CCSS.ELA-LITERACY.W.11-12.3.C  
CCSS.ELA-LITERACY.W.11-12.3.D  
CCSS.ELA-LITERACY.W.11-12.3.E  
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CCSS.ELA-LITERACY.W.11-12.8  
CCSS.ELA-LITERACY.W.11-12.9.A  
CCSS.ELA-LITERACY.W.11-12.10

**Differentiated**

**Instruction:**

Use visuals/graphic organizer that reinforce spoken or written words.  
Employ gestures for added emphasis  
Read Aloud  
Adjust your speech: Speak slowly; enunciate; use longer natural pauses; repeat words or phrases; include shorter sentences, fewer pronouns, and simpler syntax  
Partner Work  
Stress high-frequency vocabulary words.  
Use fewer idioms and clarify the meaning of words or phrases in context.  
Dictionaries available  
Thesaurus available  
Small group work (Heterogeneous groupings)  
Video and audio assistance (readings)

**ELLs:**

Use visuals/graphic organizer that reinforce spoken or written words.  
Employ gestures for added emphasis  
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Stress high-frequency vocabulary words.  
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Dictionaries available  
Thesaurus available  
Small group work (Heterogeneous groupings)  
Video and audio assistance (readings)

**SWDs:**

Mnemonic strategies  
Spatial Organizers  
Classroom Learning Strategies (e.g., study skills instruction, note-taking strategies)  
Computer-Assisted Instruction  
Peer Mediation  
Differentiated Assessments  
Extended time  
Graphic organizers  
Small group work (Heterogeneous groupings)  
Video and audio assistance (readings)

**High-Achievers:** Accelerate Pacing – allow more time for student investigations and in-depth work  
Eliminate-repetition  
Flexible timelines – allow for greater independence enabling students to go beyond or deeper into their work  
Research assignments  
Independent reading assignments  
Flexibility with creative assignments  
Small Group work/Discussion  
Socratic Seminar

**Resources/Books:** Various – Per Teacher

**Novels:** The Picture of Dorian Gray  
The Stranger  
Henry V  
Hamlet  
Frankenstein  
The Tempest  
Jekyll and Hyde  
Candide  
Beloved  
Breath, Eyes, Memory

**Poetry:** “To a Mouse,” Robert Burns  
“Dulce et Decorum Est,” Wilfred Owen  
“Did I Miss Anything?,” Tom Wayman  
“The Tiger,” William Blake  
“Fire and Ice,” Robert Frost  
“Mirror,” Sylvia Plath

**Non-fiction:** Biography of the Author(s)  
“Leasing the Rain,” William Finnegan, Frontline  
Leviathan, Thomas Hobbes

**Short Stories:** “The Cask of Amontillado,” Edgar Allan Poe  
“The Masque of the Red Death,” Edgar Allan Poe  
“The Black Cat,” Edgar Allan Poe  
“The Interlopers,” Sake

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Homework:

Per Teacher



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Marking Period 2

Topic and Essential Question:

- The purpose of Life
- In the face of adversity, what causes some individuals to prevail while others fail?
- What is the meaning of life?
- What is the meaning of life and does that shape our beliefs regarding death?
- Are we governed/guided by fate, free will, a greater power, or do we fall somewhere on the spectrum between?

**Unit/Topics:** Finding purpose and meaning in Life  
Success and failure  
Fate/Free Will/Greater Power

**Writing Components:** Personal Statement Essays  
Short writing assignments  
Reflections  
Research Papers

SWBAT/Objectives

Vocabulary/Key

**Terms:** Theme  
**(Literary Terms/Devices)** Characterization  
Paradox  
Flashback  
Making Inferences  
Satire

**Assessments:** Unit Exams, Quizzes ,Vocabulary use , Group work, Small group discussion, Questioning, Projects, Essays, Short writing assignments, Paragraph reflections, Research projects, Exit Slips

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**Differentiated Instruction:**

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Dictionaries available  
Thesaurus available  
Small group work (Heterogeneous groupings)  
Video and audio assistance (readings)

**ELLs:**

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Flexible timelines – allow for greater independence enabling students to go beyond or deeper into their work  
Research assignments  
Independent reading assignments  
Flexibility with creative assignments  
Small Group work/ Discussion  
Socratic Seminar

**Resources/Books:** Various – Per Teacher

**Novels:** The Stranger  
Macbeth  
Waiting for Godot  
The Picture of Dorian Gray  
Frankenstein  
Slaughterhouse-Five  
Gulliver's Travels  
Beloved  
Great Expectations  
Beowulf  
The Stranger

**Poetry:** This is Just to Say,” William  
Carlos Williams  
“Ode to a Grecian Urn,” John Keats  
“Workshop,” Billy Collins  
“Nothing Gold Can Stay,” Robert  
Frost  
“The Purpose of Time is to Prevent

**Non-fiction:** Biography of the Author(s)  
“The Data Driven Life,” Gary  
Wolf, The NY Times  
The Social Contract, Jean-Jacques  
Rousseau  
“I Am Very Real,” Kurt Vonnegut  
“The Most Annoying  
Facebookers,” Brandon Griggs  
“The Myth of Sisyphus,” Albert  
Camus

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**Short Stories:**

“The Bet,” Anton Chekhov

“The Falcon,” Giovanni Boccaccio

“The Pedestrian,” Ray Bradbury

“A Perfect Day for Bananafish,”

J.D. Salinger

“Who’s There,” Arthur C. Clarke

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Marking Period 3

Topic and Essential Question:

- Are there certain truths that can be considered universal or absolute?
- How does perspective shape or alter truth?
- How do our personal experiences shape our view of others?
- What is reality and how is it constructed?
- What tools can the individual use to judge the difference, or draw a line between, illusion and reality?

Unit/Topics:

Writing

Components:

Personal Statement Essays  
Short writing assignments  
Reflections  
Research Papers

SWBAT/Objectives

Vocabulary/Key

Terms:  
(Literary  
Terms/Devices)

Theme  
Characterization  
Paradox  
Flashback  
Syntax  
Tone  
Claim/Counterclaim  
In Text Citations  
Satire  
MLA Format  
Revision  
Point of View

Assessments:

Unit Exams, Quizzes ,Vocabulary use , Group work, Small group discussion, Questioning, Projects, Essays, Short writing assignments, Paragraph reflections, Research projects, Exit Slips

**Common Core  
Standards:**

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Partner Work

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Dictionaries available

Thesaurus available

Small group work (Heterogeneous groupings)

Video and audio assistance (readings)

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**SWDs:**

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Spatial Organizers

Classroom Learning Strategies (e.g., study skills instruction, note-taking strategies)

**High-Achievers:**

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Peer Mediation  
Differentiated Assessments  
Extended time  
Graphic organizers  
Small group work (Heterogeneous groupings)  
Video and audio assistance (readings)

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Eliminate-repetition  
Flexible timelines – allow for greater independence enabling students to go beyond or deeper into their work  
Research assignments  
Independent reading assignments  
Flexibility with creative assignments  
Small Group work/Discussion  
Socratic Seminar

**Resources/Books:**

Various – Per Teacher

**Novels:**

Like Water for Chocolate  
In the Time of the Butterflies  
The Picture of Dorian Gray  
The Tempest  
Frankenstein  
Jekyll and Hyde  
Beloved  
Macbeth  
Dreaming in Cuban  
The Bluest Eye  
A Lesson Before Dying  
The Importance of Being Ernest  
Breath, Eyes, Memory  
Slaughterhouse-Five

**Poetry:**

This is Just to Say,” William  
Carlos Williams  
“Ode to a Grecian Urn,” John Keats  
“Workshop,” Billy Collins  
“Nothing Gold Can Stay,” Robert  
Frost  
“The Purpose of Time is to Prevent

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**Non-fiction:**

Biography of the Author(s)  
“Rich and Poor People Cheat for Different Reasons,” Matthew Hutson, NY Magazine  
“On Covers of Many Magazines, a Full Racial Palette is Still Rare,” David Carr, NY Times  
“We’ll Have Digital Twins in Five Years,” John Smart, Metro News  
The Allegory of the Cave, Plato  
“I Am Very Real,” Kurt Vonnegut  
“Pretend You’re Count Dracula,” Kurt Vonnegut

**Short Stories:**

“How to Date a Brown Girl, Black Girls, White Girl or Halfie” Junot Diaz  
“The Cask of Amontillado,” Edgar Allan Poe  
“Who’s There,” Arthur C. Clarke  
“All Summer in a Day,” Ray Bradbury  
“A Clean Well-Lighted Place,” Ernest Hemingway  
“The Open Window,” Saki  
“War,” Luigi Pirandello

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