**Grade 7 Curriculum Map**

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| **GRADE 7, UNIT 1 : Generations** | | | | | |
| **UNIT INTRODUCTION** | **Days 1 & 2** | **Unit Video**: Grizzly Bear Teaches Her Cubs  **Discuss It:** What can one generation learn from another? | | **Unit Goals:** Reading, Writing & Research, Language, Speaking & Listening  **Academic Vocabulary:** NonFiction Narrative  **Launch Text:** Grounded (Lexile 640) | |
| **WHOLE-CLASS LEARNING: Introduce Whole-Class Learning Day 3** | | | | | |
| **Anchor/Supporting Texts:**  **Anchor Text (Novel Excerpt):** Literary Text, *Two Kinds from The*  *Joy Luck Club* by Amy Tan  **Anchor Text (News Blog)**: *A Simple Act* by Tyler Jackson  **Anchor Text (Memoir)**: from *An Invisible Thread* by Laura Scroff & Alex Tresniowski | **Performance-Based Assessment Task**  **Narrative Task: Write A Nonfiction Narrative**  Prompt: What unexpected event shows how a person can influence someone from a different generation?  Language Development: Finding Your Voice  **W.7.3, W.7.3.a-e, W.7.4, W.7.5, W.7.10** | **Whole-Class Learning Strategies:**   * Listen Actively * Clarify by asking questions * Monitor Understanding * Interact and Share ideas | **Essential Question**  What can one generation learn from another? | **Unit Goals:**  TG p. 4   * Read and analyze how authors express point of view in nonfiction narrative. **RL.7.6** * Expand Knowledge and use of academic and thematic vocabulary. **RL.7.4, RI.7.4** * Write a nonfiction narrative in which you develop experiences or events using effective technique. **W.7.2** * Develop voice, or style of writing, with word choice and sentence structure to convey meaning and add variety and interest to writing and presentations.**L.7.3** * Collaborate with team to build on the ideas of others, develop consensus, and communicate. **SL.7.1** | |
| **Standards Covered** | | | | | |
| **Reading Literary Text**  RL.7.1, RL.7.6 | **Reading Informational Text**  RI.7.9 | **Speaking & Listening**  SL.7.4 | **Language**  L.7.1, L.7.2, L.7.2.a, L.7.4, L.7.4.b, L.7.5, L.7.5.b | **Writing**  W.7.2, W.7.2.b, W.7.2.c, W.7.3, W.7.3.a, W.7.3.b, W.7.3.d, W.7.9 | **NOTES:** |

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| **UNIT 1 Whole-Class Learning GRADE 7 Generations** | | | | | | | |
| **Making Meaning** | | | | **Language Development** | | **Effective Expression** | |
| **Days 4-7** | | | | | | | |
| ***from* Two Kinds: TG p. 13-31** | **Close Read**  TG p. 14-15: Mark italicized words  TG p. 15: Mark words that reveal narrator’s feelings  TG p. 17: Notice punctuation in the dialogue  TG p. 19: Mark examples of repetition  TG p. 20: Mark descriptive words  TG p. 22: Look for words the show the mother’s reaction | **Analyze the Text**  TG p. 26   * Compare and Contrast * Analyze Cause and Effect * Draw Conclusion * Make a Judgment * Answer the Essential Question | **Analyze Craft and Structure**  TG p. 27  Character and Point of View:  Character Traits  Making inferences  Character’s motives  Point of view  First-person point of view  Third-person point of view  RL.7.1, RL.7.6 | **Concept Vocabulary and Word Study**  TG p. 28  Words that relate to the idea of conflict:  Lamented  Indignity  Reproach  Discordant  Squabbling  Devastated  Latin Prefix: in-  L.7.4.b | **Conventions**  TG p. 29  Conventions:  Nouns and  Pronouns  common noun  proper noun  possessive noun  personal pronoun  possessive pronoun  L.7.2 | **Writing to Sources**  TG p. 30  Retelling a Scene  W.7.3, W.7.3.a.  W.7.3.b, W.7.3.d | **Speaking and Listening**  TG p. 31  Develop a dramatic monologue  SL.7.4 |
| **First Read**  **Notice:** Who the story is about, what happens, where and when it happens and why those involved react  **Annotate:** Mark vocabulary and key passages to revisit  **Connect:** Ideas within selection to what you already know and have read  **Respond:** Complete Comprehension check and write a storyboard of the selection |

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| **Making Meaning** | | | | **Language Development** | | **NOTES:** |
| **Days 8-10** | | | | | | |
| **A Simple Act:**  **TG p. 32-41** | **Close Read**  TG p. 34-35: Mark words that refer to Laura’s new friend  TG p. 38: Notice why author repeats the word “amazed” and what is being emphasized | **Analyze the Text**  TG p. 38   * Analyze and Evaluate * Draw Conclusions * Interpret * Answer the Essential Question | **Analyze Craft and Structure**  TG p. 39  Author’s Point of View:  Weighted Words  Omniscient third-person  Limited third-person  RL.7.1, RL.7.6 | **Concept Vocabulary and Word Study**  TG p. 40  Words that help to  show relationships  between people:  Connects  Influence  Encouraged  Bond  Multiple Meaning words  L.7.4 | **Conventions**  TG p. 41  Conventions:  Adverbs  L.7.1 |  |
| **First Read**  **Notice:** Details in the text that present and support a claim  **Annotate:** Mark vocabulary and key passages to revisit  **Connect:** Ideas within selection to what you already know and have read  **Respond:** Complete Comprehension check and write a storyboard of the selection |

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| **Making Meaning** | | | | **Language Development** | | **Effective Expression** |
| **Days 12-15** | | | | | | |
| ***from* An Invisible Thread:**  **TG p. 43-51** | **Close Read**  TG p. 43, 46: Mark the punctuation that helps you know how the speaker sounded  TG p. 46: Notice the vivid language used by the author and why | **Analyze the Text**  TG p. 46   * Make inferences and support * Compare and contrast/assess * Interpret * Speculate * Answer the Essential Question | **Analyze Craft and Structure**  TG p. 47  Narrative Point of View:  First-person point of view  Direct Quotations  RL.7.6 | **Concept Vocabulary and Word Study**  TG p. 48  Words that show positive qualities of personality traits:  Resilience  Perseverance  Generosity  Latin Suffix: -ity  L.7.5, L.7.5.b | **Conventions**  TG p. 49  Conventions:  Adjectives  L.7.2, L.7.2.a | **Writing to Compare**  TG p. 50-51  Explanatory Essay  RI.7.9, W.7.2, W.7.2.b, W.7.2.c, W.7.9 |
| **First Read**  **Notice:** Who the memoir is about, what happens, where and when it happen, and why those involved react as they do  **Annotate:** By marking vocabulary and key passages you want to revisit  **Connect:** Ideas within selection to what you already know and have read  **Respond:** Complete Comprehension check and write a storyboard of the selection |
| **Performance Task: Writing Focus** | | | | | | |
| **Days 16-18** | | | | | | |
| TG p. 52-57  Write a Nonfiction Narrative  Prompt: What unexpected event shows how a person can influence someone from a different generation?  Language Development: Finding Your Voice | | | | Standards: W.7.3, W.7.3.a-e, W.7.4, W.7.5, W.7.10 | | |

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| **UNIT 1 Small-Group Learning GRADE 7 Generations** | | | | | | |
| **Introduction Day 19** | | | | | | |
| **Anchor/Supporting Texts:**  **New Article:** *Tutors Teach Seniors New High-Tech Tri*cks by Jennifer Ludden  **Compare (Memoir)**: *from Mom & Me & Mom* by Mayo Angelou  **Compare (Media Video)**: *Learning to Love my Mother* by Maya Angelou  **Media: Image Gallery**  *Mother-Daughter Drawings* by Mica and Myla Hendricks  **Poetry:**  *Mother to Son* by Langston Hughes  *To James* by Frank Home | **Performance-Based Assessment Task**  **Speaking and Listening Focus: Present a Nonfiction Narrative**  Prompt: What unexpected event shows how a person can influence someone from a different generation?  Language Development: Finding Your Voice  **SL.7.1, SL.7.1.a, SL.7.1.b, SL.7.2, SL.7.4, SL.7.6** | | **Small-Group Learning Strategies:**   * Prepare * Participate Fully * Support Others * Clarify   **Working as a Team**   1. Discuss the Topic 2. List Your Rules 3. Apply the Rules 4. Name your Group 5. Create a Communication Plan   **Making a Schedule**  **Working on Group Projects** | **Essential Question**  What can one generation learn from another? | **Unit Goals:**  TG p. 4   * Read and analyze how authors express point of view in nonfiction narrative. **RL.7.6** * Expand Knowledge and use of academic and thematic vocabulary. **RL.7.4, RI.7.4** * Write a nonfiction narrative in which you develop experiences or events using effective technique **W.7.2** * Develop voice, or style of writing, with word choice and sente3nce structure to convey meaning and add variety and interest to writing and presentations. **L.7.3** * Collaborate with team to build on the ideas of others, develop consensus, and communicate. **SL.7.1** | |
| **Standards Covered** | | | | | | |
| **Reading Literary Text**  RL.7.1, RL.7.2, RL.7.4 | **Reading Informational Text**  RI.7.1, RI.7.2, RI.7.3, RI.7.7 | **Speaking & Listening**  SL.7.1, SL.7.1.a, SL.7.1.b, SL.7.1.c, SL.7.1.d, SL.7.2, SL.7.4, SL.7.5 | | **Language**  L.7.1, L.7.1.a, L.7.2, L.7.3, L.7.3.a, L.7.4, L.7.4.a, L.7.4.b, L.7.4.c, L.7.5, L.7.5.c, L.7.6 | **Writing**  W.7.3.a, W.7.3.b, W.7.3.d, W.7.5, W.7.7, W.7.9, W.7.9.a, W.7.9.b | **NOTES:** |

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| **Making Meaning** | | | | | **Language Development** | **Effective Expression** |
| **Days 20-21** | | | | | | |
| ***Tutors Teach Seniors New High-Tech Tricks***  **TG p. 62-69** | **Close Read**  TG p. 63: Mark details in paragraphs that demonstrate the author’s tone | **Analyze the Text**  TG p. 66   * Review and Clarify * Present and Discuss * Answer the Essential Question | **Analyze Craft and Structure**  TG p. 67  Development of Central Ideas:  Main or Central idea  Skim  Read Closely  Scan    RL.7.1, RL.7.2 | **Concept Vocabulary and Word Study**  TG p. 66  Context Clues  TG p. 66  Words that are  associated with  feelings and issues  one might need to  overcome when  learning something  new:  Struggling  Impairments  Frustrated  Suffix: -ment  L.7.4.b | **Conventions**  TG p. 68  Conjunctions  Coordinating  Subordinating  L.7.1, L.7.3, L.7.3.a | **Speaking and Listening**  TG p. 69  Multimedia Presentation  SL.7.1, SL.7.1.b,SL.7.1.c, SL.7.1.d, SL.7.4, SL.7.5, W.7.7 |
| **First Read**  **Notice:** The general ideas of the text. What is it about? Who is it about?  **Annotate:** Mark vocabulary and key passages to revisit  **Connect:** Ideas within selection to what you already know and have read  **Respond:** Complete Comprehension check by writing a brief summary of the selection |

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| **Making Meaning** | | | | | **Language Development** | **NOTES:** |
| **Days 22-23** | | | | | | |
| **from Mom & Me & Mom:**  **TG p. 70-79** | **Close Read**  TG p. 72: Mark details that contrast the different ways the two generations of women in Maya’s life express affection  TG p. 74: Mark details that show the author’s attitude to the past as she remembers and reports this conversation to her grandmother | **Analyze the Text**  TG p. 77   * Review and Clarify * Present and Discuss * Answer the Essential Question | **Analyze Craft and Structure**  TG p. 78  Characterization:  Character traits  Characterization  Direct  characterization  Indirect  characterization  Make inferences  RI.7.3 | **Concept Vocabulary and Word Study**  TG p. 77  Words that involve  someone giving to  fill the need of  someone else:  Charitable  Philanthropist  Supervision  Latin Prefix: super-  L.7.4, L.7.4.b | **Conventions**  TG p. 79  Independent  and Dependent  Clauses  Subordinate  clause  L.7.1, L.7.1.a |  |
| **First Read**  **Notice:** Details in the text that analyze the connections between individuals, ideas, or events  **Annotate:** Mark vocabulary and key passages to revisit  **Connect:** ideas within selection to what you already know and have read  **Respond:** Complete Comprehension check and writing a brief summary of the selection |

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| **Making Meaning** | | | | **Effective Expression** | | **NOTES:** |
| **Days 24-25** | | | | | | |
| **Learning to Love my Mother:**  **TG p. 80-85** | **Close Review**  TG p. 82: Note details in the video that support Angelou’s claim that “Love heals-not sentimentality, but love” | **Analyze the Media**  TG p. 83   * Analyze and interpret * Distinguish and interpret * Describe and analyze * Answer the Essential Question   SL.7.2 | **Media Vocabulary**  TG p. 83  Set  Questions  Tone  L.7.1, L.7.6 | **Writing to Compare**  TG p. 84  Compare and contrast essay  RI.7.7, W.7.2, W.7.5, W.7.9, W.7.9.b |  | |
| **First Review**  **Watch:** Who speaks, what they say, and how they say it  **Note:** Elements that you find interesting and want to revisit  **Connect:** Details in the interview to other texts you’ve read or images you’ve seen  **Respond:** Complete Comprehension check |

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| **Making Meaning** | | | | | **Effective Expression** | | **NOTES:** |
| **Days 26-27** | | | | | | | |
| **Mother-Daughter Drawing:**  **TG p. 86-93** | **Close Review**  TG p. 87: Analyze composition by noting details that demonstrate composition such as the arrangement of hands and the background  TG p. 88: Analyze proportion or the relative sized of different elements within the composition | **Analyze the Media**  TG p. 92   * Present and Discuss * Review and Synthesize * Answer the Essential Question     SL.7.2, L.7.6 |  | **Media Vocabulary**  TG p. 92  Composition  Light  Shadow  Proportion  Perspective  L.7.4 | **Speaking and Listening**  TG p. 93  Multimedia Slideshow  SL.7.1, SL.7.1.a, SL.7.5, L.7.6 |  | |
| **First Review**  **Look:** At each drawing and determine who or what it portrays  **Note:** Elements in each drawing that you find interesting and want to revisit  **Connect:** Details in the drawing to other texts you’ve read or images you’ve seen  **Respond:** Complete Comprehension check |

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| **Making Meaning** | | | | | **Language Development** | | **Effective Expression** |
| **Days 28-29** | | | | | | | |
| **Mother to Son,**  **To James:**  **TG p. 96-103** | **Close Read**  TG p. 96: Analyze symbolism by marking details in the poem that describe the staircase  TG p. 98: Analyze tone by marking details in the poem that signify a change of tone  RL.7.5 | **Analyze the Text**  TG p. 100     * Review and Clarify * Present and Discuss * Post your work   SL.7.1 | **Analyze Craft and Structure**  TG p. 101  Figurative Language:  Symbol  Central Symbol  RL.7.1, RL.7.2, RL.7.4, | **Concept Vocabulary**  TG p. 94, 100  Context Clues  Words that express  fast, forceful, or  sudden movement  and create an  overall sense of  momentum:  flung  catapulted  lurched  Word Study:  TG p. 100  Connotations and Denotation  L.7.4, L.7.4.a, L.7.5.c, L.7.5.c | **Author’s Style**  TG p. 102  Rhythm and Repetition  RL.7.4, L.7.5 | **Writing**  TG p. 103  Write a Narrative Poem  W.7.3.a, W.7.3.b, W.7.3.d, W.7.5, W.7.9, W.7.9.a, SL.7.4 | |
| **First Read**  **Notice:** The speaker in the poem and whether the poem tells a story or describes something  **Annotate:** Mark vocabulary and key passages to revisit  **Connect:** Ideas within selection to what you already know and have read  **Respond:** Complete Comprehension check and writing a brief summary of each poem |
| **Small-Group Learning Performance Task: Speaking and Listening Focus** | | | | | | | |
| **Days 30-32** | | | | | | | |
| TG p. 104-15  Present a Nonfiction Narrative  Prompt: What new knowledge or skills can you learn from someone of a different generation? | | | | Standards: SL.7.1, SL.7.1.a, SL.7.1.b, SL.7.2, SL.7.4, SL.7.6 | | | |
| **Overview: Independent Learning** | | | | | | | |
| **Days 33-34** | | | | | | | |
| TG p. 106-107, 108A-108F, 108-110  Select and read a story from selections available online:   * Lineage by Margaret Walker * Family by Grace Paley * “Gotcha Day” Isn’t a Cause for Celebration by Sophie Johnson * The Grandfather and His Little Grandson by Leo Tolstoy * Bridging the Generational Divide Between a Football Father and a Soccer Son by John McCormick * Water Names by Lan Samantha Chang * An Hour With Abuelo by Judith Ortiz Cofer | | | | Standards: RL.7.10, RI.7.10 | | | |

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| **End-of-Unit Performance-Based Assessment** | |
| **Days 35-36** | |
| TG p. 110-115  Writing to Sources: Nonfiction Narrative  Prompt: In what situations can one generation learn from another?  Speaking and Listening Outcome: Multimedia Presentation | Standards: W.7.3, W.7.3.a-e, W.7.4, W.7.9, W.7.10, SL.7.4, SL.7.5 |

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| **Grade 7, UNIT 2 : A Starry Home** | | | | | |
| **UNIT INTRODUCTION** | **Days 1 & 2** | **Unit Video**: Earth Views  **Discuss It:** Why are people curious about our galaxy and beyond? | | **Unit Goals:** Reading, Writing & Research, Language, Speaking & Listening  **Academic Vocabulary:** Argument  **Launch Text:** Leaving Main Street (Lexile 1060) | |
| **WHOLE-CLASS LEARNING: Introduce Whole-Class Learning Day 3** | | | | | |
| **Anchor/Supporting Texts:**  **Anchor Text (Short Story):** *Dark They Were and Golden Eyed* by Ray Bradbury  **Media: Radio Play**: *Dark They Were and Golden Eyed* by Ray Bradbury  **Anchor Text (News Article)**: *Danger! This Mission to Mars Could Bore You to Death* by Maggie Koerth-Baker | **Performance-Based Assessment Task**  **Write an Argument**  Prompt: Do the benefits of exploring Mars outweigh the risks?  Language Development: Conventions | **Whole-Class Learning Strategies:**   * Listen Actively * Clarify by asking questions * Monitor Understanding * Interact and Share ideas | **Essential Question**  Should We Make a Home in Space? | **Unit Goals:**  TG p. 118   * Evaluate written arguments by analyzing how authors state and support their claims. **RI.7.8** * Expand Knowledge and use of academic and concept vocabulary. **RL.7.4, RI.7.4** * Write an argumentative essay in which you effectively incorporate the key elements of an argument. **W.7.1** * Conduct research projects of various lengths to explore a topic and clarify meaning. **W.7.7** * Demonstrate command of the proper use of verb tenses. **L.7.1** * Collaborate with your team to build on the ideas of others, develop consensus, and communicate **SL.7.1** * Integrate audio, visuals, and text in presentations **SL.7.5** | |
| **Standards Covered** | | | | | |
| **Reading Literary Text**  RL.7.1, RL.7.4, RL.7.7, RL.7.10 | **Reading Informational Text** | **Speaking & Listening**  SL.7.1, SL.7.1.a, SL.7.1.b, SL.7.1.c, SL.7.1.d, SL.7.4 | **Language**  L.7.1, L.7.4, L.7.4.a, L.7.4.b, L.7.5, L.7.5.a | **Writing**  W.7.1, W.7.1.a-e, W.7.10 | **NOTES:** |

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| **UNIT 2 Whole-Class Learning GRADE 7 A Starry Home** | | | | | | |
| **Making Meaning** | | | | **Language Development** | | **NOTES:** |
| **Days 4-9** | | | | | | |
| **Dark They Were, and Golden-eyed: TG p. 126-145** | **Close Read**  TG p. 127: Look for similes and metaphors  TG p. 128: Analyze character. Mark details that reveal how Harry feels about being on Mars  TG p. 129: Look for examples of foreshadowing  TG p. 130: Highlight text that appeals to the senses and paints a picture  TG p. 131: Mark details that describe the changes that are starting to happen  TG p. 132: Highlight text that tells what people are thinking or feeling  TG p. 134: Notice and highlight text that isn’t English  TG p. 136: Analyze plot  TG p. 137: Highlight text that creates an image  TG p. 138: Highlight text that indicates ways characters have changed  TG p. 140: Analyze Plot  RL.7.3 | **Analyze the Text**  TG p. 142:   * Explain * Examine * Assess * Answer the Essential Question | **Analyze Craft and Structure**  TG p. 143  Figurative Language:  Figures of speech  Simile  Metaphor  Personification  RL.7.4, L.7.5, L.7.5.a | **Concept Vocabulary and Word Study**  TG p. 144  Gives the reader  a sense of what  people from  Earth are seeing,  feeling, and  experiencing on  Mars:  submerged  forlorn  canals  immense  atmosphere  mosaic  Synonyms and nuance  L.7.4.a, L.7.5 | **Conventions**  TG p. 145  Conventions:  Comparisons  Using Adjectives  and Adverbs  Positive  Comparative  Superlative  L.7.1 |  |
| **First Read**  **Notice:** Who the story is about, what happens, where and when it happens and why those involved react  **Annotate:** Mark vocabulary and key passages to revisit  **Connect:** Ideas within selection to what you already know and have read  **Respond:** Complete Comprehension check and writing a brief summary of the selection |

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| **Making Meaning** | | | | **Effective Expression** | **NOTES:** |
| **Days 10-12** | | | | | |
| **Dark They Were, and Golden-Eyed:**  **TG p. 146-151** | **Close Review**  TG p. 147: Note details in the radio play the present the story differently than the text  RL.7.7 | **Analyze the Media**  TG p. 149   * Review and discuss * Discuss * Answer the Essential Question | **Media Vocabulary**  TG p. 149  Sound Effects  Human voice  Silence  SL.7.2 | **Writing to Compare**  TG: p. 150-151  Comparison-and-  Contrast essay  RL.7.7, W.7.2.a-e, W.7.9.a |  |
| **First Review**  **Listen:** Note who is speaking, what they’re saying, and how they’re saying it  **Note:** Elements in the radio play that you find interesting and want to revisit  **Connect:** Ideas in the radio play to other media you’ve experienced, texts you’ve read, or images you’ve seen  **Respond:** Complete Comprehension check |

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| **Making Meaning** | | | | | | **Language Development** | | | | **Effective Expression** | | |
| **Days 13-15** | | | | | | | | | | | | |
| ***Danger! This Mission to Mars Could Bore You to Death!*:**  **TG p. 152-163** | **Close Read**  TG p. 154: Notice and highlight text that indicates the behavior of living things  TG p. 155: Track cause and effect noting how serious the problem of boredom can be  TG p. 156: Note language used with friends | | **Analyze the Text**  TG p. 158   * Connect * Draw Conclusions * Answer the Essential Question | | **Analyze Craft and Structure**  TG p. 159  Text Structure: Informative writing  RI.7.5 | **Concept Vocabulary and Word Study**  TG p. 160  Words related to boredom:  chronic  stimulus  subconsciously  excruciatingly  monotony  catastrophic  Latin prefix: -sub  L.7.4, L.7.4.b, L.7.4.c, L.7.6 | | **Conventions**  TG p. 161  Conventions:  Action Verbs and Linking Verbs  L.7.1 | | **Writing to Sources**  TG p. 162  Blog Post  W.7.1.a, W.7.1.b,  W.7.1.d, W.7.1.e,  W.7.7 | | **Speaking and Listening**  TG p. 163  Visual Presentation  SL.7.4, SL.7.5 |
| **First Read**  **Notice:** The general ideas about the text  **Annotate:** By marking vocabulary and key passages you want to revisit  **Connect:** Ideas within selection to what you already know and have read  **Respond:** Complete Comprehension check and writing a brief summary of the selection |
| **Performance Task: Writing Focus** | | | | | | | | | | | | |
| **Days 16-18** | | | | | | | | | | | | |
| TG p. 164-169  Write an Argument  Prompt: Do the benefits of exploring Mars outweigh the risks?  Language Development: Conventions | | | | | | Standards: W.7.1, W.7.1.a-e, W.7.5, W.7.10, L.7.1, L.7.2, L.7.3, L.7.3a | | | | | | |
| **UNIT 2 Small-Group Learning GRADE 7 A Starry Home** | | | | | | | | | | | | | |
| **Introduction Day 19** | | | | | | | | | | | | | |
| **News Article:** *Future of Space*  *Exploration Could See Humans on Mars, Alien Planets* by  Nola Taylor Redd  **Short Story**: *The Last Dog* by Katherine Paterson  **Media: Video**: *Ellen Ochoa: Director, Johnson Space Center* by Ellen Ochoa, Ph.D.  **Interview**  *Neil deGrasse Tyson on the Future of U.S. Space Exploration After Curiosity* by Keith Wagstaff | | | **Performance-Based Assessment Task**  **Speaking and Listening Focus: Present an Argument**  Prompt: Should space exploration be a priority for our country?  **SL.7.4, SL.7.5, SL.7.6** | | **Small-Group Learning Strategies:**   * Prepare * Participate Fully * Support Others * Clarify   **Working as a Team**   1. Discuss the Topic 2. List Your Rules 3. Apply the Rules 4. Name your Group 5. Create a Communication Plan   **Making a Schedule**  **Working on Group Projects** | | | **Essential Question**  What can one generation learn from another? | | **Unit Goals:**  TG p. 118   * Evaluate written arguments by analyzing how authors state and support their claims. **RI.7.8** * Expand Knowledge and use of academic and concept vocabulary. **RL.7.4,** **RI.7.4** * Write an argumentative essay in which you effectively incorporate the key elements of an argument. **W.7.1** * Conduct research projects of various lengths to explore a topic and clarify meaning. **W.7.7** * Demonstrate command of the proper use of verb tenses. **L.7.1** * Collaborate with your team to build on the ideas of others, develop consensus, and communicate. **SL.7.1** * Integrate audio, visuals, and text in presentations. **SL.7.5** | | | |
| **Standards Covered** | | | | | | | | | | | | | |
| **Reading Literary Text**  Rl.7.1, RL.7.3, RL.7.5 | | | **Reading Informational Text**  RI.7.1, RI.7.4, RI.7.5, RI.7.6, RI.7.8 | | **Speaking & Listening**  SL.7.1, SL.7.1.a–d, SL.7.5, SL.7.6 | | | **Language**  L.7.1, L.7.1.b, L.7.2, L.7.3, L.7.3.a, L.7.4, L.7.4.a, L.7.4.b, L.7.4.c, L.7.4.d | | **Writing**  W.7.2, W.7.3, W.7.3.b, W.7.3.e, W.7.7, W.7.8, W.7.10 | | **NOTES:** | |

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| **Making Meaning** | | | | | **Language Development** | **Effective Expression** |
| **Days 20-21** | | | | | | |
| **Future of Space**  **Exploration Could See Humans on Mars, Alien Planets: TG p. 174-181** | **Close Read**  TG p. 178: Revisit sections marked during first read | **Analyze the Text**  TG p. 178   * Review and Clarify * Present and Discuss * Answer the Essential Question | **Analyze Craft and Structure**  TG p. 179  Development of Ideas:  Text Structure  RL.7.5 | **Concept Vocabulary and Word Study**  TG p. 178  Words that relate to space exploration and travel:  Colonize  Planetary  Interstellar  Latin suffix: -ary  L.7.4, L.7.4.b,  SL.7.1 | **Conventions**  TG p. 180  Conventions:  Principal Parts of  Verbs  Present  Present Participle  Past  Past Participle  L.7.1 | **Speaking and Listening**  TG p. 181  Digital Multimedia Presentation  SL.7.1, SL.7.1.b, SL.7.1.c, SL.7.1.d, SL.7.4, SL.7.5, W.7.7, W.7.8 |
| **First Read**  **Notice:** Who the story is about, what happens, where and when it happens, and why those involved react as they do  **Annotate:** Mark vocabulary and key passages to revisit  **Connect:** Ideas within selection to what you already know and have read  **Respond:** Complete Comprehension check by writing a brief summary of the selection |

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| **Making Meaning** | | | | | **Language Development** | **Effective Expression** |
| **Days 22-26** | | | | | | |
| **The Last Dog: TG p. 182-199** | **Close Read**  TG p. 183: Mark details that provide clues about the setting  TG p. 185: mark details that describe the internal conflict  TG p. 191: mark passages that relate to Brock’s feelings and state of mind  TG p. 193: Analyze plot | **Analyze the Text**  TG p. 196   * Review and Clarify * Present and Discuss * Answer the Essential Question   SL.7.1, SL.7.4 | **Analyze Craft and Structure**  TG p. 197  Conflict and  Resolution:  External conflict  Internal conflict  RL.7.1, RL.7.3 | **Concept Vocabulary and Word Study**  TG p. 196  Words that all  relate to life outside the dome:  Threatening  Extinct  Mutation  Latin suffix: -tion  L.7.4, L.7.4.b | **Conventions**  TG p. 198  Simple and  Compound Subjects and Predicates  L.7.1, L.7.3, L.7.3.a | **Writing to Sources**  TG p. 199  Revised Ending  W.7.3, W.7.3.b, W.7.3.e, W.7.10 |
| **First Read**  **Notice:** Details in the text that analyze the connections between individuals, ideas, or events  **Annotate:** Mark vocabulary and key passages to revisit  **Connect:** Ideas within selection to what you already know and have read  **Respond:** Complete Comprehension check and writing a brief summary of the selection |

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| **Making Meaning** | | | | | **Effective Expression** | | **NOTES:** |
| **Days 27-28** | | | | | | | |
| **Ellen Ochoa: Director, Johnson Space Center:**  **TG p. 200-203** | **Close Review**  TG p. 201: Note details at the beginning of the video about the effect Ms. Ochoa’s voice and body language have as she tells stories | **Analyze the Media**  TG p. 202   * Describe * Analyze * Answer the Essential Question |  | **Concept Vocabulary**  TG p. 202  Aptitude  Calculus  Mission Control  L.7.6 | **Speaking and Listening:**  TG p. 203  Group Biography Discussion  SL.7.1, SL.7.1.a–d |  | |
| **First Review**  **Watch:** All the video and determine who or what it portrays  **Note:** Elements that you find interesting and want to revisit  **Connect:** In the interview to other texts you’ve read or images you’ve seen  **Respond:** Complete Comprehension check |

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| **Making Meaning** | | | | | | **Language Development** | | **Effective Expression** |
| **Days 29-30** | | | | | | | | |
| **Neil deGrasse Tyson on the Future of U.S. Space Exploration After Curiosity:**  **TG p. 204-211** | **Close Read**  TG p. 206: Mark details that identify the speaker’s claim  RI.7.8 | **Analyze the Text**  TG p. 208   * Review and Clarify * Present and Discuss * Answer the Essential Question     SL.7.2, SL.7.4 | **Analyze Craft and Structure**  TG p. 209  Evaluate Argument and Claims  RI.7.4, RI.7.6,  RI.7.8 | **Concept Vocabulary and Word Study**  TG p. 208  Words having to do  with business  ventures:  Cede  Enterprise  Capitalistic  TG p. 208  Multiple-meaning words  L.7.4, L.7.4.c | | **Conventions**  TG p. 210  Sentence Functions  and End Marks  Declarative  Interrogative  Imperative  Exclamatory  L.7.1, L.7.2 | **Writing**  Research Report  TG p. 211  W.7.2, W.7.7 | |
| **First Read**  **Notice:** The general ideas of the interview. What is it about? Who is involved?  **Annotate:** Mark vocabulary and key passages to revisit  **Connect:** Ideas within selection to what you already know and have read  **Respond:** Complete Comprehension check and writing a comparison using a Venn diagram |
| **Small-Group Learning Performance Task: Speaking and Listening Focus** | | | | | | | | |
| **Days 31-32** | | | | | | | | |
| TG p. 212-213  Present an Argument  Prompt: Should space exploration be a priority for our country? | | | | | Standards: SL.7.4, SL.7.5, SL.7.6 | | | |

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| **Overview: Independent Learning** | |
| **Days 33-34** | |
| TG p. 214-215, 216A-216D, 216-218  Select and read a story from selections available online:   * Science-Fiction Cradlesong by C.S. Lewis * UFO Sightings and News by Benjamin Radford * from Packing for Mars by Mary Roach * Trip to Mars Could Damage Astronauts' Brains by Laura Sanders | Standards: RL.7.10, RI.7.10 |

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| **End-of-Unit Performance-Based Assessment** | |
| **Days 35-36** | |
| TG p. 220-233  Writing to Sources: Argument  Writing Prompt: Should we spend valuable resources on space exploration?  Speaking and Listening Outcome: Oral Presentation | Standards: W.7.1, W.7.1.a-e, W.7.10, SL.7.4, SL.7.5, SL.7.6 |

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| **GRADE 7, UNIT 3 : Turning Points** | | | | | |
| **UNIT INTRODUCTION** | **Days 1 & 2** | **Unit Video**: A Transformation  **Discuss It:** Discuss It What sorts of turning points occur in nature and in the human experience? | | **Unit Goals:** Reading, Writing & Research, Language, Speaking & Listening  **Academic Vocabulary:** Explanatory  **Launch Text:** At the Crossroads (Lexile 930) | |
| **WHOLE-CLASS LEARNING: Introduce Whole-Class Learning Day 3** | | | | | |
| **Anchor/Supporting Texts:**  **Anchor Text (Drama):** *A Christmas Carol: Scrooge and Marley, Act I* by Israel Horovitz  **Anchor Text (Drama):** *Christmas Carol: Scrooge and Marley, Act II* by Israel Horovitz  **Media Film:** *from Scrooge* directed by Henry Edwards | **Performance-Based Assessment Task**  **Write an Informative Essay**  Prompt: How does Scrooge’s character transform over the course of the play?  Language Development: Conventions | **Whole-Class Learning Strategies:**   * Listen Actively * Clarify by asking questions * Monitor Understanding * Interact and Share ideas | **Essential Question**  What can cause a sudden change in someone’s life? | **Unit Goals:**  TG p. 226   * Read and explain explanatory texts. **RI.7.1** * Expand Knowledge and use of academic and concept vocabulary. **RL.7.4,** **RI.7.4** * Write an explanatory text to examine a topic and convey ideas. **W.7.2** * Conduct research projects of various lengths to explore a topic and clarify meaning. **W.7.7** * Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy. **L.7.3.a** * Collaborate with your team to build on the ideas of others, develop consensus, and communicate. **SL.7.1** * Integrate audio, visuals, and text in presentations. **SL.7.5** | |
| **Standards Covered** | | | | | |
| **Reading Literary Text**  RL.7.1, RL.7.2, RL.7.3, RL.7.5, RL.7.7 | | **Speaking & Listening**  SL.7.1.a–d, SL.7.2, SL.7.4, SL.7.5 | **Language**  L.7.1.a, L.7.1.b, L.7.3, L.7.3.a, L.7.4.b, L.7.4.c, L.7.6 | **Writing**  W.7.1.a-e, W.7.2.a–f, W.7.5, W.7.6, W.7.7, W.7.10 | **NOTES:** |

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| **UNIT 3 Whole-Class Learning GRADE 7 Turning Points** | | | | | | |
| **Making Meaning** | | | | **Language Development** | | **NOTES:** |
| **Days 4-9** | | | | | | |
| **A Christmas Carol: Scrooge and Marley, Act I: TG p. 234-263** | **Close Read**  TG p. 236: Look for words that describe someone  TG p. 238: Look for dialogue where Scrooge says one thing but means another  TG p. 241: Look for words not used when talking to friends  TG p. 242: Read stage directions  TG p. 245: Highlight text that creates an image of Marley  TG p. 247: Analyze Characterization  TG p. 248: Notice text that creates image of eyes  TG p. 251: Note ellipses  TG p. 252: Analyze character  TG p. 254: Notice words that are not standard English  TG p. 257: Words that indirectly refer to the past  TG p. 258: Analyze character  RL.7.1, RL.7.3, RL.7.4 | **Analyze the Text**  TG p. 260:   * Explain * Examine * Reconstruct * Answer the Essential Question | **Analyze Craft and Structure**  TG p. 261  Dialogue in Drama:  Dialogue conflict  RL.7.3, RL.7.5 | **Concept Vocabulary and Word Study**  TG p. 262  Words relate  to Scrooge’s  character and  personality:  covetous  morose  resolute  impossible  malcontent  miser  Latin prefix: mal-  L.7.4.a, L.7.4.b | **Conventions**  TG p. 263  Subject-Verb Agreement    Compound Subject  L.7.1 |  |
| **First Read**  **Notice:** Who the play is about, what happens, where and when it happens and why those involved react as they do  **Annotate:** Mark vocabulary and key passages to revisit  **Connect:** Ideas within selection to what you already know and have read  **Respond:** Complete Comprehension check and writing a brief summary of the selection |

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| **Making Meaning** | | | | **Language Development** | | **Effective Expression** | |
| **Days 10-12** | | | | | | | |
| **A Christmas Carol: Scrooge**  **and Marley, Act II: TG p. 264-297** | **Close Read**  TG p. 267: Highlight a word that’s no longer used the same way  TG p. 269: Analyze characterization  TG p. 270: Notice unrecognizable phrases  TG p. 272: Find 3 adjectives that describe Scrooge  TG p. 274: Notice words spelled differently  TG p. 277: Read stage directions  TG p. 279: Look for word printed differently from others  TG p. 281: Recognize text as sounds  TG p. 283: Look for words in italics and brackets  TG p. 285: Analyze Characterization  TG p. 286: analyze Figurative Language  TG p. 288-289: Look for words in italics and brackets  TG p. 290: Analyze Conflict  RL.7.3, RL.7.5 | **Analyze the Text**  TG p. 292   * Explain * Determine * Characterize * Answer the Essential Question   RL.7.1, RL.7.2, RL.7.3, RL.7.5 | **Analyze Craft and Structure**  TG p. 293  Stage Directions:  Script  Dialogue  Stage direction  RL.7.3, RL.7.5 | **Concept Vocabulary and Word Study**  TG p. 294  Words relate  to Scrooge’s  transforming  character and  personality:  Parallel  Altered  Strive  Dispelled  Earnest  Infinitely  TG p. 294  Greek prefix: -para-  L.7.4.b, L.7.4.c | **Conventions**  TG p. 295  Sentence Structures:  Simple sentence  Compound sentence  Complex sentence  Compound-complex  Independent clauses  L.7.1.b | **Writing to Sources**  TG p. 296  Explanatory Essay  W.7.2.a–f | **Speaking and Listening**  TG p. 297  Present a Costume Plan  W.7.7, SL.7.4, SL.7.5 |
| **First Read**  **Notice:** Who the story is about, what happens, where and when it happens and why those involved react as they do  **Annotate:** Mark vocabulary and key passages to revisit  **Connect:** Iideas within selection to what you already know and have read  **Respond:** Complete Comprehension check and writing a brief summary of the selection |

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| **Making Meaning** | | | | | **Effective Expression** | **NOTES:** |
| **Days 13-15** | | | | | | |
| ***from Scrooge:***  **TG p. 298-303** | **Close Review**  TG p. 301: Watch Video again and write any new observations that seem important | **Analyze the Media**  TG p. 301   * Review and discuss * Answer the Essential Question | **Media Vocabulary**  TG p. 301  Screenplay  Director  Performance  Editing  L.7.6 | | **Writing to Compare**  TG p. 302-303  Compare-and-Contrast essay  RL.7.7, W.7.2, W.7.2.a-e |  |
| **First Review**  **Watch:** Who the video is about, what happens, where and when it happens, and why those involved react as they do  **Note:** Elements that you find interesting and want to revisit  **Connect:** Details in the video to other videos or texts  **Respond:** By completing the Comprehension Check at the end |
| **Performance Task: Writing Focus** | | | | | | |
| **Days 16-18** | | | | | | |
| TG p. 304-309  Write an Informative Essay  Prompt: How does Scrooge’s character transform over the course of the play?  Language Development: Conventions | | | | Standards: W.7.2, W.7.2.a-f, W.7.5, W.7.6, W.7.10, L.7.1, L.7.1.b, L.7.3, L.7.3.a, L.7.6 | | |

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| **UNIT 3 Small-Group Learning GRADE 7 Turning Points** | | | | | |
| **Introduction Day 19** | | | | | |
| **Short Story:** *Thank You, M’am* by  Langston Hughes  **Memoir**: *from An American*  *Childhood* by Annie Dillard  **Media: Photo Gallery**: *Urban Farming Is Growing a Greener*  *Future* by Hillary Schwei | **Performance-Based Assessment Task**  **Speaking and Listening Focus: Present an Argument**  Present an Explanatory Essay  Prompt: How are the turning points in the selections similar to and different from each other?  **W.7.2, SL.7.1, SL.7.2, SL.7.4, SL.7.5, SL.7.6** | **Small-Group Learning Strategies:**   * Prepare * Participate Fully * Support Others * Clarify   **Working as a Team**   1. Discuss the Topic 2. List Your Rules 3. Apply the Rules 4. Name your Group 5. Create a Communication Plan   **Making a Schedule**  **Working on Group Projects** | **Essential Question**  What can cause a sudden change in someone’s life? | **Unit Goals:**  TG p. 226   * Read and explain explanatory texts. **RI.7.1** * Expand Knowledge and use of academic and concept vocabulary. **RL.7.4,** **RI.7.4** * Write an explanatory text to examine a topic and convey ideas. **W.7.2** * Conduct research projects of various lengths to explore a topic and clarify meaning. **W.7.7** * Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy. **L.7.3.a** * Collaborate with your team to build on the ideas of others, develop consensus, and communicate. **SL.7.1** * Integrate audio, visuals, and text in presentations. **SL.7.5** | |
| **Standards Covered** | | | | | |
| **Reading Literary Text**  RL.7.3, RL.7.4 | **Reading Informational Text**  RI.7.1, RI.7.3 | **Speaking & Listening**  SL.7.1, SL.7.1.b, SL.7.1.c, SL.7.1.d, SL.7.4, SL.7.5, SL.7.6 | **Language**  L.7.1.a, L.7.2, L.7.4, L.7.4.c, L.7.5 | **Writing**  W.7.3, W.7.3.b, W.7.3.d, W.7.6, W.7.7, W.7.8 | **NOTES:** |

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| **Making Meaning** | | | | | **Language Development** | **Effective Expression** |
| **Days 20-24** | | | | | | |
| **Thank You, M’am*:* TG p. 314-323** | **Close Read**  TG p. 315: Analyze plot  TG p. 317: Analyze Character development  TG p. 318: Infer Point of View  RL.7.1, Rl.7.3 | **Analyze the Text**  TG p. 320   * Review and Clarify * Present and Discuss * Answer the Essential Question | **Analyze Craft and Structure**  TG p. 321  Plot:  Exposition  Rising Action  Conflict  Climax  Falling Action  Resolution    RL.7.3 | **Concept Vocabulary and Word Study**  TG p. 320  Words that are  related to the initial meeting between the two characters  Permit  Release  Contact  RL.7.4 | **Conventions**  TG p. 322  Prepositions and Prepositional Phrases  Preposition  Prepositional  phrase  Object of the  preposition  L.7.1.a | **Writing to Sources**  TG p. 323  Journal Entry  W.7.3, W.7.3.b, W.7.3.d |
| **First Read**  **Notice:** Who the story is about, what happens, where and when it happens, and why those involved react as they do  **Annotate:** Mark vocabulary and key passages to revisit  **Connect:** Ideas within selection to what you already know and have read  **Respond:** Complete Comprehension check by writing a brief summary of the selection |
| **Making Meaning** | | | | | **Language Development** | **Effective Expression** |
| **Days 25-28** | | | | | | |
| **from An American**  **Childhood:**  **TG p. 324-331** | **Close Read**  TG p. 326: Analyze Characterization  RL.7.3 | **Analyze the Text**  TG p. 328   * Review and Clarify * Present and Discuss * Answer the Essential Question   SL.7.1, SL.7.4 | **Analyze Craft and Structure**  TG p. 329  Analyze Interactions:  Reflective Writing  Central Ideas  Make Inferences  RI.7.3 | **Technical Vocabulary and Word Study**  TG p. 328  Tissue  Enlarged  Amoeba  Prefix: en-  L.7.4, L.7.4.b | **Conventions**  TG p. 330  Appositives and  Appositive Phrases  L.7.1.a, L.7.2 | **Speaking and Listening**  TG p. 331  Collaborative  Discussion  SL.7.1.a–d |
| **First Read**  **Notice:** General ideas of the text. What is it about? Who is involved?  **Annotate:** Mark vocabulary and key passages to revisit  **Connect:** Ideas within selection to what you already know and have read  **Respond:** Complete Comprehension check and writing a brief summary of the selection |

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| **Making Meaning** | | | | | **Language Development** | | **NOTES:** |
| **Days 29-30** | | | | | | | |
| **Urban Farming Is**  **Growing a Greener Future:**  **TG p. 332-339** | **Close Review**  TG p. 333: Analyze Details  TG p. 334: Infer Setting  TG p. 336: Analyze Composition  RI.7.1 | **Analyze the Media**  TG p. 338   * Present and Discuss * Review and Synthesize * Answer the Essential Question | **Concept Vocabulary**  TG p. 338  Rural  Agricultural  Localizing  RI.7.4 | | **Speaking and Listening:**  TG p. 339  Research: Digital  Multimedia  Presentation  SL.7.1, SL.7.1.a–d, SL.7.4, SL.7.5, SL.7.6, W.7.6,  W.7.7, W.7.8 |  | |
| **First Review**  **Look:** At each photograph. What is it about? Who is involved?  **Note:** Elements in each photo that you find interesting and want to revisit  **Connect:** Details in the photos to texts you’ve read or other images you’ve seen  **Respond:** Complete Comprehension check |
| **Small-Group Learning Performance Task: Speaking and Listening Focus** | | | | | | | |
| **Days 31-32** | | | | | | | |
| TG p. 340-341  Present an Explanatory Essay  Prompt: How are the turning points in the selections similar to and different from each other? | | | | Standards: SL.7.4, SL.7.5, SL.7.6 | | | |

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| **Overview: Independent Learning** | |
| **Days 33-34** | |
| TG p. 342-343, 344A-344F, 345-346  Select and read a story from selections available online:   * Little Things Are Big by Jesus Colon * Profile: Malala Yousafzai from BBC * Noor Inayat Khan from Women Heroes of WWII by Kathryn J. Atwood * A Retrieved Reformation by O. Henry | Standards: RL.7.10, RI.7.10 |

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| **End-of-Unit Performance-Based Assessment** | |
| **Days 35-36** | |
| TG p. 347-351  Writing to Sources: Explanatory Essay  Writing Prompt: What can cause a significant change in someone’s life?  Speaking and Listening Outcome: Oral Presentation | Standards: W.7.2, W.7.4, W.7.9, W.7.10, SL.7.4, SL.7.5, SL.7.6 |

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| **GRADE 7, UNIT 4 : People and the Planet** | | | | | |
| **UNIT INTRODUCTION** | **Days 1 & 2** | **Unit Video**: Arctic Ice  **Discuss It:** In what way are people and animals dependent on our planet? | | **Unit Goals:** Reading, Writing & Research, Language, Speaking & Listening  **Academic Vocabulary:** Argument  **Launch Text:** Rethinking the Wild (Lexile 1040) | |
| **WHOLE-CLASS LEARNING: Introduce Whole-Class Learning Day 3** | | | | | |
| **Anchor Text (Essay):** *from Silent Spring* by Rachel Carson  **Anchor Text (Speech):** *Nobel Speech* by Al Gore  **Media Video:** *Nobel Speech* by Al Gore | **Performance-Based Assessment Task**  **Write an Argument**  Prompt: What is the most significant effect that people have on the environment?  Language Development: Conventions  **W.7.1, W.7.1.a-e, W.7.6, W.7.8, W.7.10, L.7.1, b, L.7.1.L.7.1.c, L.7.3, L.7.3.c** | **Whole-Class Learning Strategies**:   * Listen Actively * Clarify by asking questions * Monitor Understanding * Interact and Share ideas | **Essential Question**  What effects do people have on the environment? | **Unit Goals:**  TG p. 354   * Evaluate written arguments by analyzing how authors state and support their claims. **RI.7.8** * Expand Knowledge and use of academic and thematic vocabulary. **RI.7.4** * Write an argumentative essay in which you effectively incorporate the key elements of an argument. **W.7.1** * Conduct research projects of various lengths to explore a topic and clarify meaning. **W.7.7** * Demonstrate command of the use of participles and participial phrases. **L.7.1** * Collaborate with your team to build on the ideas of others, develop consensus, and communicate. **SL.7.1** * Integrate audio, visuals, and text in presentations. **SL.7.5** | |
| **Standards Covered** | | | | | |
| **Reading Literary Text**  RI.7.6, RL.7.3, RI.7.4, RL.7.5 | **Reading Informational Text**  RI.7.1, RI.7.2, RI.7.4, RI.7.7, RI.7.8 | **Speaking & Listening**  SL.7.1.a, SL.7.2, SL.7.5, SL.7.5, SL.7.6 | **Language**  L.7.1, L.7.1.a, L.7.3, L.7.4, L.7.4.b, L.7.5.a, L.7.5.b | **Writing**  W.7.1, W.7.1.a-e, W.7.7, W.7.8, W.7.9.b, W.7.10 | **NOTES:** |

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| **UNIT 4 Whole-Class Learning GRADE 7 People and the Planets** | | | | | | | |
| **Making Meaning** | | | | **Language Development** | | **Effective Expression** | |
| **Days 4-5** | | | | | | | |
| **from Silent Spring: TG p. 362-371** | **Close Read**  TG p. 363: Look for words that describe someone  TG p. 238: Look for details that describe the town and the area around it  TG p. 364: Analyze author viewpoint  RI.7.4, RI.7.6 | **Analyze the Text**  TG p. 366   * Interpret * Make inferences * Answer the Essential Question   RI.7.1, RI.7.2, RI.7.4 | **Analyze Craft and Structure**  TG p. 367  Author’s Word Choice:  Imagery  Images  Mood  Connotations  Figurative  Meanings  RL.7.3, RL.7.5 | **Concept Vocabulary and Word Study**  TG p. 368  Words related to  unwelcome change—in  this case, to a town’s landscape:  Blight  Maladies  Puzzled  Stricken  Stillness  Deserted  Old English suffix:  -ness  L.7.4, L.7.5.b | **Conventions**  TG p. 369  The Subjunctive  Indicative mood  Subjunctive mood  L.7.1, L.7.3 | **Writing to Sources**  TG p. 370  Write an Argument  W.7.1, W.7.1.a-e, W.7.9.b | **Speaking and Listening**  TG p. 371  Multimedia  Presentation  W.7.7, W.7.8,  SL.7.4, SL.7.5, SL.7.6 |
| **First Read**  **Notice:** The general ideas of the text. What is it about? Who is involved?  **Annotate:** Mark vocabulary and key passages to revisit  **Connect:** Ideas within selection to what you already know and have read  **Respond:** Complete Comprehension check and writing a brief summary of the selection |

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| **Making Meaning** | | | | **Language Development** | | **NOTES:** |
| **Days 6-10** | | | | | | |
| **Nobel Speech:**  **TG p. 372-385** | **Close Read**  TG p. 374: Highlight choices about the future  TG p. 375: Look for the phrase “web of life”  TG p. 376: Analyze word choice  TG p. 378: Look for four ways to emphasize text  RI.7.4 | **Analyze the Text**  TG p. 382   * Support * Compare and Contrast * Answer the Essential Question   RI.7.1, RI.7.8 | **Analyze Craft and Structure**  TG p. 383  Evaluate an argument: Persuasive Speech  RI.7.8 | **Concept Vocabulary and Word Study**  TG p. 384  Words that describe situations or settings:  Crisis  Pollution  Urgency  Universal  Illusion  Environment  Latin prefix: uni-  L.7.4, L.7.4.b | **Conventions**  TG p. 385  Infinitive Phrases  and Gerund Phrases  Infinitive  Infinitive phrase  Noun  Adjective  Adverb  Subject  Direct object  Predicate noun  Object of a  preposition  L.7.1.b |  |
| **First Read**  **Notice:** The general idea of the text. What is it about? Who is involved?  **Annotate:** Mark vocabulary and key passages to revisit  **Connect:** Ideas within selection to what you already know and have read  **Respond:** Complete Comprehension check and writing a brief summary of the selection |

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| **Making Meaning** | | | | **Effective Expression** | **NOTES:** |
| **Days 11-15** | | | | | |
| **Al Gore’s Nobel Acceptance Speech:**  **TG p. 386-391** | **Close Review**  TG p. 389: Watch Video again and write any new observations that seem important | **Analyze the Media**  TG p. 389   * Review and discuss * Answer the Essential Question | **Concept Vocabulary**  TG p. 389  Unprecedented  Recklessly  Imminent  Unsustainable  Emissions  Efficiently  L.7.6 | **Writing to Compare**  TG p. 390-391  Write an argument  RI.7.7, W.7.1, W.7.1.a-c, SL.7.3 |  |
| **First Review**  **Watch:** Who speaks, what they say, and how they say it  **Note:** Elements that you find interesting and want to revisit  **Connect:** Details in the video to other videos or texts  **Respond:** By completing the Comprehension Check at the end |
| **Performance Task: Writing Focus** | | | | | |
| **Days 16-18** | | | | | |
| TG p. 394-397  Write an Argument  Prompt: What is the most significant effect that people have on the environment?  Language Development: Conventions | | | | Standards: W.7.1, W.7.1.a-e, W.7.6, W.7.8, W.7.10, L.7.1, b, L.7.1.L.7.1.c, L.7.3, L.7.3.c, L.7.6 | |

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| **UNIT 4 Small-Group Learning GRADE 7 People and the Planet** | | | | | |
| **Introduction Day 19** | | | | | |
| **Poetry Collection:** *Turtle Watchers* by Linda Hogan  *Nature is What We See* by Emily Dickinson  *The Sparrow* by Paul Laurence Dunbar  **Media: Photo Gallery**: *Eagle Tracking at Follensby Pond* by The Nature Conservancy  **Short Story**: *He—y, Come On*  *Ou—t!* by Shinichi Hoshi  translated by Stanleigh Jones | **Performance-Based Assessment Task**  **Speaking and Listening Focus: Present an Argument**  Prompt: Do people always have a negative impact on the environment?  **SL.7.1, SL.7.1.a, SL.7.1.b, SL.7.2, SL.7.3, SL.7.4, SL.7.5, SL.7.6** | **Small-Group Learning Strategies:**   * Prepare * Participate Fully * Support Others * Clarify   **Working as a Team**   1. Discuss the Topic 2. List Your Rules 3. Apply the Rules 4. Name your Group 5. Create a Communication Plan   **Making a Schedule**  **Working on Group Projects** | **Essential Question**  What effects do people have on the environment? | **Unit Goals:**  TG p. 354   * Evaluate written arguments by analyzing how authors state and support their claims. **RI.7.8** * Expand Knowledge and use of academic and thematic vocabulary. **RL.7.4,** **RI.7.4** * Write an argumentative essay in which you effectively incorporate the key elements of an argument. **W.7.1** * Conduct research projects of various lengths to explore a topic and clarify meaning. **W.7.7** * Demonstrate command of the use of participles and participial phrases. **L.7.1** * Collaborate with your team to build on the ideas of others, develop consensus, and communicate. **SL.7.1** * Integrate audio, visuals, and text in presentations. **SL.7.5** | |
| **Standards Covered** | | | | | |
| **Reading Literary Text**  RL.7.1, RL.7.2, RL.7.3, RL.7.4, RL.7.5, RL.10 | | **Speaking & Listening**  SL.7.1, SL.7.1.a, SL.7.1.b, SL.7.1.c, SL.7.1.d, SL.7.4, SL.7.5, SL.7.6 | **Language**  L.7.2, L.7.4, L.7.4.a, L.7.4.b, L.7.4.c, L.7.5, L.7.5.a, L.7.5.c, L.7.6 | **Writing**  W.7.1,W.7.2, W.7.2.a, W.7.2.b, W.7.3, W.7.3.a, W.7.3.e, W.7.4, W.7.7, W.7.8, W.7.10 | **NOTES:** |

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| **Making Meaning** | | | | | **Language Development** | **Effective Expression** |
| **Days 20-23** | | | | | | |
| ***Turtle Watchers Nature is What We See***  ***The Sparrow***  **TG p. 402-411** | **Close Read**  TG p. 404: Analyze similes  RL.7.3, RL.7.4, L.7.4.c, L.7.5, L.7.5.a | **Analyze the Text**  TG p. 408   * Review and Clarify * Present and Discuss * Answer the Essential Question | **Analyze Craft and Structure**  TG p. 409  The speaker in lyric poetry    RL.7.5 | **Concept Vocabulary and Word Study**  TG p. 408  Words that all  relate to the  importance of  ancestral knowledge:    Ancestors  Wisdom  Heed  Etymology  RL.7.4, L.7.4, L.7.4.b | **Author’s Style**  TG p. 410  Author’s Style:  Word Choice  Diction  Tone  Denotations  Connotations  Make inferences  Theme  RL.7.1, RL.7.2, RL.7.4, L.7.4, L.7.5, L.7.5.c, L.7.6 | **Speaking and Listening**  TG p. 411  Oral  Presentation  SL.7.4, SL.7.5, SL.7.6 |
| **First Read**  **Notice:** Who or what is “speaking” the poem and whether the poem tells a story or describes a single moment  **Annotate:** Mark vocabulary and key passages to revisit  **Connect:** Ideas within selection to what you already know and have read  **Respond:** Complete Comprehension check by writing a brief summary of the selection |

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| **Making Meaning** | | | | | **Effective Expression** | **NOTES:** |
| **Days 24-26** | | | | | | |
| **Eagle Tracking at**  **Follensby Pond:**  **TG p. 412-419** | **Close Read**  TG p. 413: Analyze Vantage Point  TG p. 415: Analyze Documentary Photography  TG p. 416: Analyze Vantage Point  RL.7.3 | **Analyze the Media**  TG p. 418     * Present and Discuss * Review and Synthesize * Answer the Essential Question   SL.7.1, SL.7.4 |  | **Media Vocabulary**  TG p. 418  Documentary  Photography  Vantage point  Monochrome  SL.7.2, L.7.6 | **Writing: Research**  TG p. 419  Write a research project in a group  W.7.2, W.7.2.a, W.7.2.b, W.7.7, W.7.8, W.7.10, SL.7.1.a-d, SL.7.4, SL.7.5, SL.7.6 |  |
| **First Review**  **Look:** At each photo and determine who or what it portrays  **Note:** Elements in each photo that you find interesting  **Connect:** Details in the photos to texts you’ve read or other images you have seen  **Respond:** Complete Comprehension check |

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| **Making Meaning** | | | | | **Language Development** | | **Effective Expression** |
| **Days 27-30** | | | | | | | |
| **He—y, Come On**  **Ou—t!:**  **TG p. 420-429** | **Close Read**  TG p. 421: Analyze Setting  RL.7.3 | **Analyze the Text**  TG p. 426   * Review and Clarify * Present and Discuss * Answer the Essential Question   RL.7.1, SL.7.1, SL.7.4 | **Analyze Craft and Structure**  TG p. 427  Elements of a Short Story:  Irony  Theme  Dramatic irony  Situational irony  Verbal irony  RL.7.2, RL.7.3, L.7.5, L.7.5.a | **Concept Vocabulary and Word Study**  TG p. 426  Words that relate  to the outcome of a process:  Disposal  Consequences  Resolved  Latin Roots: -sequ-  RI.7.4, L.7.4.b, L.7.4.c | **Conventions**  TG p. 428  Punctuation Marks:  Colon  Semicolon  Hyphen  Dash  Brackets  Parentheses  L.7.2, PI.11 | **Writing to Sources:**  TG p. 429  Write Your Own  Ending  W.7.3, W.7.3.d, L.7.4.c, W.7.3.d,  W.7.3.e, W.7.5, SL.7.4 | |
| **First Read**  **Notice:** Who the story is about, what happens, where and when it happens, and why those involved react they do  **Annotate:** Mark vocabulary and key passages to revisit  **Connect:** Ideas within selection to what you already know and have read  **Respond:** Complete Comprehension check by writing and creating a storyboard of the selection |
| **Small-Group Learning Performance Task: Speaking and Listening Focus** | | | | | | | |
| **Days 31-32** | | | | | | | |
| TG p. 430-431  Present an Argument  Prompt: Do people always have a negative impact on the environment? | | | | Standards: Standards: SL.7.1, SL.7.1.a, SL.7.1.b, SL.7.2, SL.7.3, SL.7.4, SL.7.5, SL.7.6 | | | |

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| **Overview: Independent Learning** | |
| **Days 33-34** | |
| TG p. 432-433, 434A-434F, 434-436  Select and read a story from selections available online:   * The Old, Old Tree from My Side of the Mountain by Jean Craighead George * How Grandmother Spider Stole the Sun by Michael J. Caduto and Joseph Bruchac * The Story of Victor d’Aveyron, the Wild Child by Eloise Montalban * from Of Wolves and Men by Barry Lopez | Standards: RL.7.10, RI.7.10 |

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| **End-of-Unit Performance-Based Assessment** | |
| **Days 35-36** | |
| TG p. 437-441  Writing to Sources: Argument  Prompt: Are the needs of people ever more important than the needs of animals and the planet? Explain your position.  Speaking and Listening Outcome: Oral Presentation | Standards: W.7.1, W.7.4, W.7.10, SL.7.4, SL.7.5, SL.7.6 |

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| **GRADE 7, UNIT 5 : Facing Adversity** | | | | | |
| **UNIT INTRODUCTION** | **Days 1 & 2** | **Unit Video**: Exclusive: Bethany Hamilton  **Discuss It:** How do we overcome obstacles? | | **Unit Goals:** Reading, Writing & Research, Language, Speaking & Listening  **Academic Vocabulary:** Informative text  **Launch Text:** Against the Odds (Lexile 800) | |
| **WHOLE-CLASS LEARNING: Introduce Whole-Class Learning Day 3** | | | | | |  |  |
| **Media Video:** *Surviving the Dust Bowl* from American Experience  **Anchor Text (Novel Excerpt):** *from The Grapes of Wrath* by John Steinbeck  **Anchor Text (Short Story):** *The Circuit* by Francisco Jiménez | **Performance-Based Assessment Task**  **Write an Argument**  Write an Informative essay  Prompt: How did the individuals in the selections cope with the obstacles they faced?  Language Development: Use of commas  **W.7.2, W.7.2.a-e, W.7.10, L.7.1, L.7.2.a, L.7.2.b** | **Whole-Class Learning Strategies:**   * Listen Actively * Clarify by asking questions * Monitor Understanding * Interact and Share ideas | **Essential Question**  How do we overcome obstacles? | **Unit Goals**  TG p. 444   * Read and Analyze informative texts. **RI.7.1, RI.7.2, RI.7.3** * Expand knowledge and use of academic and thematic vocabulary. **RL.7.4,** **RI.7.4** * Write an Informative essay to examine a topic and convey ideas. **W.7.2** * Conduct research projects of various lengths to explore a topic and clarify meaning. **W.7.7** * Demonstrate command of coordinate adjectives. **L.7.1** * Collaborate with your team to build on the ideas of others, develop consensus, and communicate. **SL.7.1** * Integrate audio, visuals, and text in presentations. **SL.7.5** | |
| **Standards Covered** | | | | | |
| **Reading Literary Text**  RL.7.1, RL.7.2, RL.7.3, RL.7.9, RL.7.10 | **Reading Informational Text**  RI.7.1, RI.7.2, RI.7.4 | **Speaking & Listening**  SL.7.1, SL.7.1.a, SL.7.2, SL.7.1.c, SL.7.4 | **Language**  L.7.1, L.7.2, L.7.2.a, L.7.3.a, L.7.4, L.7.4.a, L.7.4.b, L.7.5.a, L.7.6 | **Writing**  W.7.1, W.7.1.a, W.7.1.b, W.7.2, W.7.2.a-e, W.7.7, W.7.9, W.7.9.a, W.7.10 | **NOTES:** |

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| **UNIT 5 Whole-Class Learning GRADE 7 Facing Adversity** | | | | |
| **Making Meaning** | | | | **NOTES:** |
| **Days 4-5** | | | | |
| **Surviving the Dust Bowl:**  **TG p. 452-455** | **Close Review**  TG p. 453: Analyze cinematic technique | **Analyze the Media**  TG p. 455:   * Review and Discuss * Answer the Essential Question   RI.7.1, RI.7.2, RI.7.4 | **Media Vocabulary**  TG p. 455  Panoramic shot  Voiceover  Transition  L.7.6 |  |
| **First Review**  **Watch:** Who speaks, what they say, and how they say it  **Note:** Elements in each photo that you find interesting  **Connect:** Details in the photos to texts you’ve read or other images you have seen  **Respond:** Complete Comprehension check |

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| **Making Meaning** | | | | **Language Development** | | **Effective Expression** |
| **Days 6-9** | | | | | | |
| **from The Grapes of Wrath:**  **TG p. 456-467** | **Close Read**  TG p. 459: Notice the repeated use of the word ”years”  TG p. 460: Look for and highlight italics  RI.7.4, L.7.1 | **Analyze the Text**  TG p. 462   * Characterize * Interpret * Answer the Essential Question   RL.7.1, RL.7.2, RL.7.3 | **Analyze Craft and Structure**  TG p. 463  Setting and  Cultural Context:  Setting  Cultural and  historical context  Theme  RL.7.3, PI.3 | **Concept Vocabulary and Word Study**  TG p. 464  Words that describe how the characters feel as they leave their farms and start over:  Ruthless  Bitterness  Toil  Sorrow  Doomed  Frantically  Old English Suffix:  -less  L.7.3.a, L.7.4, L.7.4.b | **Language Development**  TG p. 465  Author’s Style:  Description  Word choice  Imagery  L.7.3.a, L.7.4, L.7.5.a | **Writing to Compare**  TG p. 466-467  Write a Compare-and-Contrast essay  RL.7.9, W.7.1.a-b, W.7.2.b, W.7.2.d, W.7.9, W.7.9.a |
| **First Read**  **Notice:** Who the story is about, what happens, where and when it happens, and why those involved react as they do  **Annotate:** Mark vocabulary and key passages to revisit  **Connect:** Ideas within selection to what you already know and have read  **Respond:** Complete Comprehension check and writing a brief summary of the selection |

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| **Making Meaning** | | | | **Language Development** | | **Effective Expression** | |
| **Days 10-14** | | | | | | | |
| ***The Circuit:***  **TG p. 468-481** | **Close Review**  TG p. 469: Analyze cultural context  TG p. 471: Notice descriptive language  TG p. 472: Look for figurative language that relates to the mountains  TG p. 474: Analyze author’s style  RL.7.4, RL.7.10 | **Analyze the Text**  TG p. 476   * Identify * Conclude * Answer the Essential Question   RL.7.1 | **Analyze Craft and Structure**  TG p. 477  Theme:  Stated themes  Implied themes  RL.7.3 | **Concept Vocabulary and Word Study**  TG p. 478  Words that escribe  ways in which  characters act or  respond:  Thoroughly  Wearily  Instinctively  Enthusiastically  Hesitantly  Understandingly  Old English Suffix:  -ly  RL.7.4, RL.7.4.b | **Conventions**  TG p. 479  Commas  L.7.2, L.7.2.a | **Writing to Sources**  TG p. 480  Write an explanatory essay  RL.7.2, W.7.2, W.7.2.b, W.7.9, W.7.9.a | **Speaking and Listening**  TG p. 481  Role-play and interview  SL.7.1, SL.7.1.a, SL.7.1.c, SL.7.4, W.7.7 |
| **First Read**  **Notice:** Who the story is about, what happens, where and when it happens, and why those involved react as they do  **Annotate:** Mark vocabulary and key passages to revisit  **Connect:** Ideas within selection to what you already know and have read  **Respond:** Complete Comprehension check and writing a brief summary of the selection |
| **Performance Task: Writing Focus** | | | | | | | |
| **Days 16-18** | | | | | | | |
| TG p. 482-487  Write an Informative essay  Prompt: How did the individuals in the selections cope with the obstacles they faced?  Language Development: Use of commas | | | | Standards: W.7.2, W.7.2.a-e, W.7.10, L.7.1, L.7.2.a, L.7.2.b | | | |

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| **UNIT 5 Small-Group Learning GRADE 7 Facing Adversity** | | | | | | |
| **Introduction Day 19** | | | | | | |
| **Personal Narrative:** *A Work In Progress* by Aimee Mullins  **Autobiography Excerpt**: *from The Story of My Life* by Pondby Helen Keller  **Media: Film**: *from The Miracle Worker* from MGM  **News Article:** *A Young Tinkerer Builds a Windmill, Electrifying a*  *Nation* by Sarah Childress | **Performance-Based Assessment Task**  **Speaking and Listening Focus: Present an Explanatory Text**  Present Multimedia Profiles  Prompt: How do people overcome enormous challenges?  **W.7.2, W.7.4, W.7.9, W.7.10, SL.7.1, SL.7.1, SL.7.4, Sl.7.56** | **Small-Group Learning Strategies:**   * Prepare * Participate Fully * Support Others * Clarify   **Working as a Team**   1. Discuss the Topic 2. List Your Rules 3. Apply the Rules 4. Name your Group 5. Create a Communication Plan   **Making a Schedule**  **Working on Group Projects** | | **Essential Question**  How do we overcome obstacles? | **Unit Goals**  TG p. 444   * Read and Analyze informative texts. **RI.7.1, RI.7.2, RI.7.3** * Expand knowledge and use of academic and thematic vocabulary. **RL.7.4,** **RI.7.4** * Write an Informative essay to examine a topic and convey ideas. **W.7.2** * Conduct research projects of various lengths to explore a topic and clarify meaning. **W.7.7** * Demonstrate command of coordinate adjectives. **L.7.1** * Collaborate with your team to build on the ideas of others, develop consensus, and communicate. **SL.7.1** * Integrate audio, visuals, and text in presentations. **SL.7.5** | |
| **Standards Covered** | | | | | | |
| **Reading Informational Text**  RI.7.1, RI.7.3, RI.7.4, RI.7.5, RI.7.6, RI.7.7, RI.7.10 | | **Speaking & Listening**  SL.7.1, SL.7.1.a-d, SL.7.2 | **Language**  L.7.1, L.7.1.a, L.7.2, L.7.4, L.7.4.b, L.7.6 | | **Writing**  W.7.2.a, W.7.2.b, W.7.7, W.7.9.b, W.7.8 | **NOTES:** |

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| **UNIT 5 Small-Group Learning GRADE 7 Facing Adversity** | | | | | | |
| **Making Meaning** | | | | | **Language Development** | **Effective Expression** |
| **Days 20-23** | | | | | | |
| ***A Work In Progress***  **TG p. 492-503** | **Close Read**  TG p. 493: Hyperbole  TG p. 494: Mark words that show the author’s tone  RI.7.4, RI.7.10, L.7.5 | **Analyze the Text**  TG p. 500   * Review and Clarify * Present and Discuss * Answer the Essential Question   RI.7.1, RI.7.4 | **Analyze Craft and Structure**  TG p. 501  Author’s Purpose:  Word Choice and  Humor:  Hyperbole  Comic diction  Incongruity  RI.7.3, RI.7.4, RI.7.6 | **Concept Vocabulary and Word Study**  TG p. 500  Words all relate to  overcoming  obstacles:  Accomplishments  Extraordinary  Celebrate  Latin Prefix: extra-  L.7.4, L.7.4.b | **Conventions:**  TG p. 502  Informal Grammar  Colloquial contractions  Informal transitions  Introductory  conjunctions  RI.7.1, RI.7.2 | **Speaking and Listening**  TG p. 503  Group Discussion  SL.7.1, SL.7.1.a, SL.7.1.b, SL.7.1.c, SL.7.2 |
| **First Read**  **Notice:** The General ideas of the text. What is it about? Who is involved?  **Annotate:** Mark vocabulary and key passages to revisit  **Connect:** Ideas within selection to what you already know and have read  **Respond:** Complete Comprehension check by writing a brief summary of the selection |

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| **Making Meaning** | | | | **Language Development** | | | **NOTES:** |
| **Days 24-25** | | | | | | | |
| **from The Story of My Life:**  **TG p. 504-511** | **Close Read**  TG p. 507: Analyze Figurative Language  RI.7.4, L.7.5, PII.3 | **Analyze the Text**  TG p. 509   * Review and Clarify * Present and Discuss * Answer the Essential Question   RI.7.1, SL.7.4 | **Concept Vocabulary and Word Study**  TG p. 509  Words related to  learning new  things/struggling to  learn new things:  Imitate  Mystery  Barriers  RI.7.4 | **Analyze Craft and Structure**  TG p. 510:  Determine Author’s Purpose:  Autobiographical  Writing:  First-person point of view  Tone  RI.7.4, RI.7.6, L.7.1.a | **Conventions**  TG p. 511  Types of Dependent  Clauses:  Clause  Independent clause  Main clause  Dependent /  subordinate clause  Adverb clause  Relative/adjective  clause  Noun clause  L.7.1, L.7.1.a |  | |
| **First Read**  **Notice:** The General ideas of the text. What is it about? Who is involved?  **Annotate:** Mark vocabulary and key passages to revisit  **Connect:** Ideas within selection to what you already know and have read  **Respond:** Complete Comprehension check by writing a brief summary of the selection |

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| **Making Meaning** | | | | **Effective Expression** | **NOTES:** |
| **Days 26-27** | | | | | |
| **How Helen Keller Learned to Talk:**  **TG p. 512-517** | **Close Review**  TG p. 513: Analyze Close-up shots  RI.7.4, RI.7.7 | **Analyze the Media**  TG p. 515   * Present and Discuss * Review and Synthesize * Answer the Essential Question   SL.7.1 | **Media Vocabulary**  TG p. 515  Long shot  Medium shot  Close-up shot  RI.7.4 | **Writing to Compare**  TG p. 516-517  Write a Compare-and-Contrast essay  RI.7.7, W.7.2, W.7.2.a-e, SL.7.1, SL.7.2, SL.7.5 |  |
| **First Review**  **Watch:** Who speaks, what they say, and how they say it  **Note:** Elements that you find interesting  **Connect:** Details in the video to other media you’ve experienced or other images you have seen  **Respond:** Complete Comprehension check |

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| **Making Meaning** | | | | | **Language Development** | | **Effective Expression** |
| **Days 28-30** | | | | | | | |
| **A Young Tinkerer Builds a Windmill, Electrifying a Nation:**  **TG p. 518-527** | **Close Read**  TG p. 519: Analyze Description  RI.7.10 | **Analyze the Text**  TG p. 524   * Review and Clarify * Present and Discuss * Answer the Essential Question   RI.7.1, RI.7.3, RI.7.5, L.7.4 | **Analyze Craft and Structure**  TG p. 525  Analyze Structure:  Biographical Writing:  Narrative nonfiction  Biographical writing  Direct quotations  Narrative pacing  RI.7.1, RI.7.3 | **Concept Vocabulary and Word Study**  TG p. 524  Words related to  poverty, limited  technology, and  efforts to relieve it  Scarcity  Desire  Attempts  Etymology  RI.7.4, L.7.4.b | **Conventions**  TG p. 526  Capitalization:  Proper Nouns  Proper Adjectives  L.7.2 | **Writing to Sources:**  TG p. 527  How-to Essay  W.7.2.a, W.7.2.b, W.7.7, W.7.8 | |
| **First Read**  **Notice:** The general ideas of the text. What is it about? Who is involved?  **Annotate:** Mark vocabulary and key passages to revisit  **Connect:** Ideas within selection to what you already know and have read  **Respond:** Complete Comprehension check by writing a brief summary of the selection |
| **Small-Group Learning Performance Task: Speaking and Listening Focus** | | | | | | | |
| **Days 31-32** | | | | | | | |
| TG p. 528-529  Present Multimedia Profiles  Prompt: How do people overcome enormous challenges? | | | | Standards: W.7.2, W.7.4, W.7.9, W.7.10, SL.7.1, SL.7.1, SL.7.4, SL7.5, SL.7.6 | | | |
| **Overview: Independent Learning** | | | | | | | |
| **Days 33-34** | | | | | | | |
| TG p. 530-531, 532A-532D, 532-535  Select and read a story from selections available online:   * The Girl Who Fell From the Sky by Juliane Koepcke * Four Skinny Trees from The House on Mango Street by Sandra Cisneros * Rikki-tikki-tavi by Rudyard Kipling * from Facing the Lion: Growing Up Maasai on the African Savanna by Joseph Lemasolai Lekuton | | | | Standards: RL.7.10, RI.7.10 | | | |

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| **End-of-Unit Performance-Based Assessment** | |
| **Days 35-36** | |
| TG p. 536-539  Writing to Sources: Informative Essay  Prompt: How can people overcome adversity in the face of overwhelming obstacles?  Speaking and Listening Outcome: Oral Presentation | Standards: W.7.2, W.7.4, W.7.5, W.7.6, W.7.9, SL.7.4, SL.7.5, SL.7.6 |