**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**
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| **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 wordsTG p. 15: Mark words that reveal narrator’s feelingsTG p. 17: Notice punctuation in the dialogueTG p. 19: Mark examples of repetitionTG p. 20: Mark descriptive wordsTG 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. 27Character and Point of View: Character TraitsMaking inferencesCharacter’s motivesPoint of viewFirst-person point of viewThird-person point of view RL.7.1, RL.7.6 | **Concept Vocabulary and Word Study**TG p. 28Words that relate to the idea of conflict:LamentedIndignityReproachDiscordantSquabblingDevastatedLatin Prefix: in-L.7.4.b | **Conventions**TG p. 29Conventions: Nouns and Pronounscommon nounproper nounpossessive nounpersonal pronounpossessive pronounL.7.2 | **Writing to Sources**TG p. 30Retelling a SceneW.7.3, W.7.3.a. W.7.3.b, W.7.3.d | **Speaking and Listening**TG p. 31Develop a dramatic monologueSL.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 friendTG 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. 39Author’s Point of View: Weighted WordsOmniscient third-personLimited third-personRL.7.1, RL.7.6 | **Concept Vocabulary and Word Study**TG p. 40Words that help to show relationships between people:ConnectsInfluenceEncouragedBondMultiple Meaning wordsL.7.4 | **Conventions**TG p. 41Conventions: AdverbsL.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 soundedTG 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. 47Narrative Point of View: First-person point of viewDirect QuotationsRL.7.6 | **Concept Vocabulary and Word Study**TG p. 48Words that show positive qualities of personality traits:ResiliencePerseveranceGenerosity Latin Suffix: -ityL.7.5, L.7.5.b | **Conventions**TG p. 49Conventions: AdjectivesL.7.2, L.7.2.a | **Writing to Compare**TG p. 50-51Explanatory EssayRI.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. 52-57Write a Nonfiction NarrativePrompt: 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**
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|  **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. 67Development of Central Ideas: Main or Central ideaSkimRead CloselyScan RL.7.1, RL.7.2 | **Concept Vocabulary and Word Study**TG p. 66Context CluesTG p. 66Words that areassociated with feelings and issues one might need to overcome when learning something new:Struggling Impairments FrustratedSuffix: -mentL.7.4.b | **Conventions**TG p. 68ConjunctionsCoordinatingSubordinatingL.7.1, L.7.3, L.7.3.a | **Speaking and Listening**TG p. 69Multimedia PresentationSL.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 affectionTG 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. 78Characterization:Character traitsCharacterizationDirect characterizationIndirect characterizationMake inferencesRI.7.3 | **Concept Vocabulary and Word Study**TG p. 77Words that involve someone giving to fill the need of someone else:CharitablePhilanthropistSupervisionLatin Prefix: super-L.7.4, L.7.4.b | **Conventions**TG p. 79Independent and Dependent ClausesSubordinate clauseL.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. 83SetQuestionsToneL.7.1, L.7.6 | **Writing to Compare**TG p. 84Compare and contrast essayRI.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 backgroundTG 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. 92CompositionLightShadowProportionPerspectiveL.7.4 | **Speaking and Listening**TG p. 93Multimedia SlideshowSL.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 staircaseTG p. 98: Analyze tone by marking details in the poem that signify a change of toneRL.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. 101Figurative Language:SymbolCentral SymbolRL.7.1, RL.7.2, RL.7.4,  | **Concept Vocabulary** TG p. 94, 100Context CluesWords that expressfast, forceful, or sudden movement and create an overall sense of momentum:flungcatapultedlurchedWord Study:TG p. 100Connotations and DenotationL.7.4, L.7.4.a, L.7.5.c, L.7.5.c | **Author’s Style**TG p. 102Rhythm and RepetitionRL.7.4, L.7.5 | **Writing** TG p. 103Write a Narrative PoemW.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. 104-15Present a Nonfiction NarrativePrompt: 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, 108-110Select 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. 110-115Writing to Sources: Nonfiction NarrativePrompt: 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 metaphorsTG p. 128: Analyze character. Mark details that reveal how Harry feels about being on MarsTG p. 129: Look for examples of foreshadowingTG p. 130: Highlight text that appeals to the senses and paints a pictureTG p. 131: Mark details that describe the changes that are starting to happenTG p. 132: Highlight text that tells what people are thinking or feelingTG p. 134: Notice and highlight text that isn’t EnglishTG p. 136: Analyze plotTG p. 137: Highlight text that creates an imageTG p. 138: Highlight text that indicates ways characters have changedTG p. 140: Analyze PlotRL.7.3  | **Analyze the Text**TG p. 142: * Explain
* Examine
* Assess
* Answer the Essential Question
 | **Analyze Craft and Structure**TG p. 143Figurative Language: Figures of speechSimileMetaphorPersonificationRL.7.4, L.7.5, L.7.5.a | **Concept Vocabulary and Word Study**TG p. 144Gives the reader a sense of what people from Earth are seeing, feeling, and experiencing on Mars:submergedforlorncanalsimmenseatmospheremosaicSynonyms and nuanceL.7.4.a, L.7.5 | **Conventions**TG p. 145Conventions: Comparisons Using Adjectives and AdverbsPositiveComparativeSuperlativeL.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 textRL.7.7 | **Analyze the Media**TG p. 149 * Review and discuss
* Discuss
* Answer the Essential Question
 | **Media Vocabulary**TG p. 149Sound EffectsHuman voiceSilenceSL.7.2 | **Writing to Compare**TG: p. 150-151Comparison-and-Contrast essayRL.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 thingsTG p. 155: Track cause and effect noting how serious the problem of boredom can beTG 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. 159Text Structure: Informative writingRI.7.5 | **Concept Vocabulary and Word Study**TG p. 160Words related to boredom:chronic stimulus subconsciously excruciatingly monotony catastrophicLatin prefix: -subL.7.4, L.7.4.b, L.7.4.c, L.7.6 | **Conventions**TG p. 161Conventions: Action Verbs and Linking VerbsL.7.1 | **Writing to Sources**TG p. 162Blog PostW.7.1.a, W.7.1.b, W.7.1.d, W.7.1.e, W.7.7  | **Speaking and Listening**TG p. 163Visual PresentationSL.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. 164-169Write an ArgumentPrompt: 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. 179Development of Ideas: Text StructureRL.7.5 | **Concept Vocabulary and Word Study** TG p. 178Words that relate to space exploration and travel:ColonizePlanetaryInterstellar Latin suffix: -aryL.7.4, L.7.4.b, SL.7.1 | **Conventions**TG p. 180Conventions: Principal Parts of Verbs PresentPresent ParticiplePastPast ParticipleL.7.1 | **Speaking and Listening**TG p. 181Digital Multimedia PresentationSL.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 settingTG p. 185: mark details that describe the internal conflictTG p. 191: mark passages that relate to Brock’s feelings and state of mindTG 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. 197Conflict andResolution:External conflictInternal conflictRL.7.1, RL.7.3  | **Concept Vocabulary and Word Study**TG p. 196Words that all relate to life outside the dome:Threatening Extinct MutationLatin suffix: -tionL.7.4, L.7.4.b | **Conventions**TG p. 198Simple and Compound Subjects and PredicatesL.7.1, L.7.3, L.7.3.a  | **Writing to Sources**TG p. 199Revised EndingW.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. 202AptitudeCalculus Mission ControlL.7.6 | **Speaking and Listening:** TG p. 203Group Biography DiscussionSL.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 claimRI.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. 209Evaluate Argument and ClaimsRI.7.4, RI.7.6, RI.7.8 | **Concept Vocabulary and Word Study**TG p. 208Words having to dowith business ventures:CedeEnterpriseCapitalisticTG p. 208Multiple-meaning wordsL.7.4, L.7.4.c | **Conventions**TG p. 210Sentence Functions and End MarksDeclarativeInterrogativeImperativeExclamatoryL.7.1, L.7.2  | **Writing** Research ReportTG p. 211W.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. 212-213Present an ArgumentPrompt: 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, 216-218Select 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. 220-233Writing to Sources: ArgumentWriting 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 someoneTG p. 238: Look for dialogue where Scrooge says one thing but means anotherTG p. 241: Look for words not used when talking to friendsTG p. 242: Read stage directionsTG p. 245: Highlight text that creates an image of MarleyTG p. 247: Analyze CharacterizationTG p. 248: Notice text that creates image of eyesTG p. 251: Note ellipsesTG p. 252: Analyze characterTG p. 254: Notice words that are not standard EnglishTG p. 257: Words that indirectly refer to the pastTG p. 258: Analyze characterRL.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. 261Dialogue in Drama: Dialogue conflictRL.7.3, RL.7.5 | **Concept Vocabulary and Word Study** TG p. 262Words 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. 263Subject-Verb Agreement  Compound SubjectL.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 wayTG p. 269: Analyze characterizationTG p. 270: Notice unrecognizable phrasesTG p. 272: Find 3 adjectives that describe ScroogeTG p. 274: Notice words spelled differentlyTG p. 277: Read stage directionsTG p. 279: Look for word printed differently from othersTG p. 281: Recognize text as soundsTG p. 283: Look for words in italics and bracketsTG p. 285: Analyze CharacterizationTG p. 286: analyze Figurative LanguageTG p. 288-289: Look for words in italics and bracketsTG p. 290: Analyze ConflictRL.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. 293Stage Directions:ScriptDialogueStage directionRL.7.3, RL.7.5  | **Concept Vocabulary and Word Study**TG p. 294Words relate to Scrooge’s transforming character and personality:ParallelAlteredStriveDispelled EarnestInfinitelyTG p. 294Greek prefix: -para-L.7.4.b, L.7.4.c | **Conventions**TG p. 295Sentence Structures:Simple sentenceCompound sentenceComplex sentenceCompound-complex Independent clausesL.7.1.b  | **Writing to Sources**TG p. 296Explanatory EssayW.7.2.a–f | **Speaking and Listening**TG p. 297Present a Costume PlanW.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. 301ScreenplayDirectorPerformanceEditingL.7.6 | **Writing to Compare**TG p. 302-303Compare-and-Contrast essayRL.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. 304-309Write an Informative EssayPrompt: 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 EssayPrompt: 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 plotTG p. 317: Analyze Character developmentTG p. 318: Infer Point of ViewRL.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. 321Plot: ExpositionRising ActionConflictClimaxFalling ActionResolution RL.7.3 | **Concept Vocabulary and Word Study**TG p. 320Words that are related to the initial meeting between the two characters PermitReleaseContactRL.7.4 | **Conventions**TG p. 322Prepositions and Prepositional PhrasesPrepositionPrepositional phraseObject of the preposition L.7.1.a  | **Writing to Sources**TG p. 323Journal EntryW.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 CharacterizationRL.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. 329Analyze Interactions:Reflective Writing Central IdeasMake InferencesRI.7.3 | **Technical Vocabulary and Word Study**TG p. 328TissueEnlargedAmoeba Prefix: en-L.7.4, L.7.4.b | **Conventions**TG p. 330Appositives andAppositive Phrases L.7.1.a, L.7.2  | **Speaking and Listening**TG p. 331CollaborativeDiscussionSL.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 DetailsTG p. 334: Infer SettingTG p. 336: Analyze CompositionRI.7.1 | **Analyze the Media**TG p. 338 * Present and Discuss
* Review and Synthesize
* Answer the Essential Question
 | **Concept Vocabulary** TG p. 338RuralAgriculturalLocalizingRI.7.4 | **Speaking and Listening:** TG p. 339Research: DigitalMultimedia 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. 340-341Present an Explanatory EssayPrompt: 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, 345-346Select 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. 347-351Writing to Sources: Explanatory EssayWriting 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 someoneTG p. 238: Look for details that describe the town and the area around itTG p. 364: Analyze author viewpointRI.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. 367Author’s Word Choice:Imagery ImagesMoodConnotationsFigurativeMeaningsRL.7.3, RL.7.5  | **Concept Vocabulary and Word Study**TG p. 368Words related tounwelcome change—in this case, to a town’s landscape:BlightMaladiesPuzzledStrickenStillnessDesertedOld English suffix:-nessL.7.4, L.7.5.b | **Conventions**TG p. 369The SubjunctiveIndicative moodSubjunctive moodL.7.1, L.7.3 | **Writing to Sources**TG p. 370Write an ArgumentW.7.1, W.7.1.a-e, W.7.9.b | **Speaking and Listening**TG p. 371MultimediaPresentationW.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 futureTG p. 375: Look for the phrase “web of life”TG p. 376: Analyze word choiceTG p. 378: Look for four ways to emphasize textRI.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. 383Evaluate an argument: Persuasive SpeechRI.7.8 | **Concept Vocabulary and Word Study**TG p. 384Words that describe situations or settings:CrisisPollutionUrgencyUniversalIllusionEnvironmentLatin prefix: uni-L.7.4, L.7.4.b | **Conventions**TG p. 385Infinitive Phrases and Gerund PhrasesInfinitiveInfinitive phraseNoun AdjectiveAdverbSubjectDirect objectPredicate nounObject of a prepositionL.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. 389UnprecedentedRecklesslyImminentUnsustainableEmissionsEfficientlyL.7.6 | **Writing to Compare**TG p. 390-391Write an argumentRI.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. 394-397Write an ArgumentPrompt: 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 similesRL.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. 409The speaker in lyric poetry RL.7.5 | **Concept Vocabulary and Word Study**TG p. 408Words that all relate to the importance of ancestral knowledge: AncestorsWisdomHeedEtymologyRL.7.4, L.7.4, L.7.4.b | **Author’s Style**TG p. 410Author’s Style:Word Choice DictionToneDenotationsConnotationsMake inferences ThemeRL.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. 411OralPresentationSL.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 PointTG p. 415: Analyze Documentary PhotographyTG p. 416: Analyze Vantage PointRL.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. 418DocumentaryPhotographyVantage pointMonochromeSL.7.2, L.7.6 | **Writing: Research**TG p. 419Write a research project in a groupW.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 SettingRL.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. 427Elements of a Short Story:IronyThemeDramatic ironySituational ironyVerbal ironyRL.7.2, RL.7.3, L.7.5, L.7.5.a  | **Concept Vocabulary and Word Study**TG p. 426Words that relateto the outcome of a process:DisposalConsequencesResolvedLatin Roots: -sequ-RI.7.4, L.7.4.b, L.7.4.c | **Conventions**TG p. 428Punctuation Marks:ColonSemicolonHyphenDashBracketsParenthesesL.7.2, PI.11 | **Writing to Sources:** TG p. 429Write Your Own EndingW.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. 430-431Present an ArgumentPrompt: 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, 434-436Select 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. 437-441Writing to Sources: ArgumentPrompt: 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 essayPrompt: 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**
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|  **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. 455Panoramic shotVoiceoverTransition 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 italicsRI.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. 463Setting andCultural Context:SettingCultural and historical contextTheme RL.7.3, PI.3 | **Concept Vocabulary and Word Study**TG p. 464Words that describe how the characters feel as they leave their farms and start over:RuthlessBitternessToilSorrow DoomedFrantically Old English Suffix: -lessL.7.3.a, L.7.4, L.7.4.b | **Language Development**TG p. 465Author’s Style:DescriptionWord choiceImagery  L.7.3.a, L.7.4, L.7.5.a | **Writing to Compare**TG p. 466-467Write a Compare-and-Contrast essayRL.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 contextTG p. 471: Notice descriptive languageTG p. 472: Look for figurative language that relates to the mountainsTG p. 474: Analyze author’s styleRL.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. 477Theme:Stated themesImplied themesRL.7.3 | **Concept Vocabulary and Word Study**TG p. 478Words that escribeways in which characters act or respond:ThoroughlyWearilyInstinctivelyEnthusiasticallyHesitantlyUnderstandinglyOld English Suffix: -lyRL.7.4, RL.7.4.b | **Conventions**TG p. 479CommasL.7.2, L.7.2.a | **Writing to Sources**TG p. 480Write an explanatory essayRL.7.2, W.7.2, W.7.2.b, W.7.9, W.7.9.a  | **Speaking and Listening**TG p. 481Role-play and interviewSL.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. 482-487Write an Informative essayPrompt: 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 ProfilesPrompt: 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: HyperboleTG p. 494: Mark words that show the author’s toneRI.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. 501Author’s Purpose:Word Choice and Humor: HyperboleComic dictionIncongruityRI.7.3, RI.7.4, RI.7.6  | **Concept Vocabulary and Word Study**TG p. 500Words all relate toovercoming obstacles: AccomplishmentsExtraordinaryCelebrateLatin Prefix: extra-L.7.4, L.7.4.b | **Conventions:**TG p. 502Informal GrammarColloquial contractionsInformal transitionsIntroductory conjunctionsRI.7.1, RI.7.2 | **Speaking and Listening**TG p. 503Group DiscussionSL.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 LanguageRI.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. 509Words related tolearning new things/struggling to learn new things:ImitateMysteryBarriersRI.7.4 | **Analyze Craft and Structure**TG p. 510:Determine Author’s Purpose:Autobiographical Writing:First-person point of viewToneRI.7.4, RI.7.6, L.7.1.a  | **Conventions**TG p. 511Types of Dependent Clauses:ClauseIndependent clauseMain clauseDependent / subordinate clauseAdverb clauseRelative/adjective clauseNoun 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 shotsRI.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. 515Long shotMedium shotClose-up shotRI.7.4 | **Writing to Compare**TG p. 516-517Write a Compare-and-Contrast essayRI.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 DescriptionRI.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. 525Analyze Structure:Biographical Writing:Narrative nonfictionBiographical writingDirect quotationsNarrative pacingRI.7.1, RI.7.3  | **Concept Vocabulary and Word Study**TG p. 524Words related to poverty, limited technology, and efforts to relieve it ScarcityDesireAttemptsEtymologyRI.7.4, L.7.4.b | **Conventions**TG p. 526Capitalization:Proper NounsProper AdjectivesL.7.2 | **Writing to Sources:** TG p. 527How-to EssayW.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. 528-529Present Multimedia ProfilesPrompt: 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, 532-535Select 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. 536-539Writing to Sources: Informative EssayPrompt: 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  |