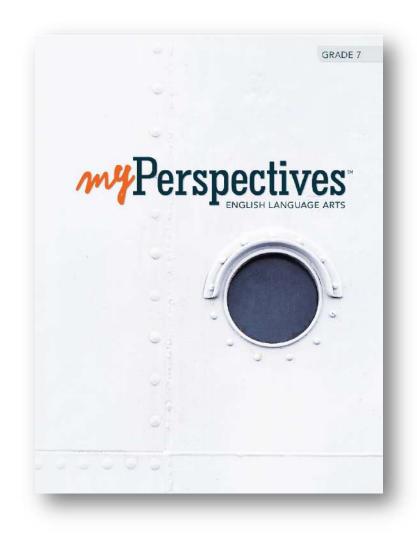


Grade 7 Curriculum Map







GRADE 7, UNIT 1	: Generations				
UNIT INTRODUCTION	Days 1 & 2	Unit Video: Grizzly Bear Teaches I Discuss It: What can one generati	ion learn from another?	Unit Goals: Reading, Writing Speaking & Listening Academic Vocabulary: Non Launch Text: Grounded (Lex	Fiction Narrative
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 hof view in nonfiction Expand Knowledge thematic vocabular Write a nonfiction develop experience technique. W.7.2 Develop voice, or so choice and sentend meaning and add wwriting and present	narrative in which you es or events using effective tyle of writing, with word estructure to convey ariety and interest to tations. L.7.3 eam to build on the ideas consensus, and
		Standards Co	overed		
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:





	UNIT 1 Whole-0	Class Learning	GRA	DE 7	G	ienerations	
	Making M	eaning		Language	Development	Effective Ex	pression
			Days 4	1 -7			
from Two Kinds:	Close Read	Analyze the Text	Analyze Craft and	Concept	Conventions	Writing to Sources	Speaking and
TG p. 13-31	TG p. 14-15: Mark	TG p. 26	Structure	Vocabulary and	TG p. 29	TG p. 30	Listening
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	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	□ Compare and Contrast □ Analyze Cause and Effect □ Draw Conclusion □ Make a Judgment □ Answer the Essential Question	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	Word Study TG p. 28 Words that relate to the idea of conflict: Lamented Indignity Reproach Discordant Squabbling Devastated Latin Prefix: in-	Conventions: Nouns and Pronouns common noun proper noun possessive noun personal pronoun possessive pronoun	W.7.3, W.7.3.a. W.7.3.b, W.7.3.d	TG p. 31 Develop a dramatic monologue





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





	Making Me	aning		Language De	evelopment	Effective Expression
			Days 12-1	.5		
from An Invisible Thread: TG p. 43-51 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	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/asse ss Interpret Speculate Answer the Essential Question	Days 12-1 Analyze Craft and Structure TG p. 47 Narrative Point of View: First-person point of view Direct Quotations	Concept Vocabulary and Word Study TG p. 48 Words that show positive qualities of personality traits: Resilience Perseverance Generosity	Conventions TG p. 49 Conventions: Adjectives	Writing to Compare TG p. 50-51 Explanatory Essay
selection to what you already know and have read Respond: Complete Comprehension check and write a storyboard of the selection			RL.7.6	Latin Suffix: -ity	L.7.2, L.7.2.a	RI.7.9, W.7.2, W.7.2.b, W.7.2.c,
Performance Task: Writing	Focus		Days 16-1	8		W.7.9
TG p. 52-57			20,3101	Standards: W.7.3, W	.7.3.a-e. W 7.4 W 7	5. W.7.10
Write a Nonfiction Narrativ	νο.			Staridards. VV.7.5, VV		, **
Prompt: What unexpected different generation?	event shows how a	person can influence	someone from a			
Language Development: Fir	nding Your Voice					





UNIT 1	Small-Group Learning	GI	RADE 7	Gene	rations
		Introduction D	ay 19		
Anchor/Supporting Texts: New Article: Tutors Teach Seniors New High- Tech Tricks 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:	Essential Question What can one generation learn from another?	of view in nonfiction Expand Knowledge thematic vocabular Write a nonfiction develop experience technique W.7.2 Develop voice, or so choice and sente3r meaning and add v writing and present Collaborate with te	and use of academic and ry. RL.7.4, RI.7.4 narrative in which you es or events using effective tyle of writing, with word nice structure to convey ariety and interest to
		Standards Cov	vered		
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:





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





		Making Meaning			Language Development	NOTES:
			Days 22	2-23	·	
from Mom & Me & Mom: TG p. 70-79 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	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	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-	Conventions TG p. 79 Independent and Dependent Clauses Subordinate clause	
what you already know and have read Respond: Complete Comprehension check and writing a brief summary of the selection			RI.7.3	L.7.4, L.7.4.b	L.7.1, L.7.1.a	





		Making Meaning		Effective Expression	NOTES:			
	Days 24-25							
Learning to Love	Close Review	Analyze the Media	Media Vocabulary	Writing to Compare				
my Mother:	TG p. 82: Note details	TG p. 83	TG p. 83	TG p. 84				
TG p. 80-85	in the video that	☐ Analyze and interpret		Compare and contrast				
First Review	support Angelou's	□ Distinguish and interpret	Set	essay				
Watch: Who	claim that "Love	□ Describe and analyze	Questions					
speaks, what	heals-not	☐ Answer the Essential Question	Tone					
they say, and	sentimentality, but							
how they say it	love"							
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				5.77				
		SL.7.2	L.7.1, L.7.6	RI.7.7, W.7.2, W.7.5,				
I				W.7.9, W.7.9.b				





		Making Meaning		Effective Expression	NOTES:
			Days 26-27		
Mother- Daughter Drawing: TG p. 86-93 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	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	Media Vocabulary TG p. 92 Composition Light Shadow Proportion Perspective	Speaking and Listening TG p. 93 Multimedia Slideshow	
		,		L.7.6	





		Making Meaning	3		Language Development	Effective Expression
			Days 28-	29		
Mother to Son,	Close Read	Analyze the Text	Analyze Craft and	Concept Vocabulary	Author's Style	Writing
To James:	TG p. 96: Analyze	TG p. 100	Structure	TG p. 94, 100	TG p. 102	TG p. 103
TG p. 96-103	symbolism by		TG p. 101		Rhythm and	Write a Narrative Poem
First Read	marking details in	□ Review and	Figurative Language:	Context Clues	Repetition	
Notice: The speaker	the poem that	Clarify	Symbol			
in the poem and	describe the	□ Present and	Central Symbol	Words that express		
whether the poem	staircase	Discuss		fast, forceful, or		
tells a story or	TG p. 98: Analyze	□ Post your		sudden movement		
describes something	tone by marking	work		and create an		
Annotate: Mark	details in the			overall sense of		
vocabulary and key	poem that signify			momentum:		
passages to revisit	a change of tone					
Connect: Ideas				flung		
within selection to				catapulted		
what you already				lurched		
know and have read						
Respond: Complete				Word Study:		
Comprehension				TG p. 100		
check and writing a				Connotations and		
brief summary of				Denotation		
each poem						
	RL.7.5	SL.7.1	RL.7.1, RL.7.2, RL.7.4,	L.7.4, L.7.4.a, L.7.5.c, L.7.5.c	RL.7.4, L.7.5	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
Small-Group Learning	Performance Task: S	peaking and Listenir				
			Days 30-			
TG p. 104-15				Standards: SL.7.1, SL.7	'.1.a, SL.7.1.b, SL.7.2, S	L.7.4, SL.7.6
Present a Nonfiction N						
Prompt: What new kno	owledge or skills can	you learn from some	one of a different			
generation?						





End-of-Unit Performance-Based Assessment							
D	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						





Grade 7, UNIT 2	Grade 7, UNIT 2 : A Starry Home							
UNIT	Days 1 & 2	Unit Video: Earth Views Discuss It: Why are people curious about our galaxy and beyond?		Unit Goals: Reading, Writin Speaking & Listening Academic Vocabulary: Arg Launch Text: Leaving Main	ument			
	W	HOLE-CLASS LEARNING: Introd	luce 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?	 authors state and Expand Knowledge concept vocabular Write an argumen effectively incorporan argument. W.7 Conduct research to explore a topic Demonstrate com verb tenses. L.7.1 Collaborate with y 	tative essay in which you brate the key elements of 7.1 projects of various lengths and clarify meaning. W.7.7 mand of the proper use of cour team to build on the evelop consensus, and 2.1 suals, and text in			
		Standards C	overed	1				
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:			





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





	Maki	ng Meaning		Effective Expression NOTES:	
			Days 10-12		
Dark They Were,	Close Review	Analyze the Media	Media	Writing to Compare	
and Golden-Eyed:	TG p. 147: Note	TG p. 149	Vocabulary	TG: p. 150-151	
TG p. 146-151	details in the radio	☐ Review and discuss	TG p. 149	Comparison-and-	
First Review	play the present the	□ Discuss	Sound Effects	Contrast essay	
Listen: Note who is	story differently	 Answer the Essential 	Human voice		
speaking, what	than the text	Question	Silence		
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	RL.7.7		SL.7.2	RL.7.7, W.7.2.a-e, W.7.9.a	





	Making N	/leaning		Language	Development	Effective Ex	Effective Expression	
			Days 1	13-15				
Danger! This Mission to Mars Could Bore You to Death!: TG p. 152-163 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	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	Concept Vocabulary and Word Study TG p. 160 Words related to boredom: chronic stimulus subconsciously excruciatingly monotony catastrophic Latin prefix: -sub	Conventions TG p. 161 Conventions: Action Verbs and Linking Verbs	Writing to Sources TG p. 162 Blog Post W.7.1.a, W.7.1.b,	Speaking and Listening TG p. 163 Visual Presentation	
summary of the selection Performance Task:	: Writing Focus		M.7.3	L.7.4.c, L.7.6	L./.1	W.7.1.d, W.7.1.e, W.7.7	JL.7.4, JL.7.J	
			Days 1	16-18				
TG p. 164-169 Write an Argumen Prompt: Do the be Language Develop	nefits of exploring Mars	outweigh the risks?			W.7.1.a-e, W.7.5, W.7.1	0, L.7.1, L.7.2, L.7.3, L.7.	3a	





UNIT 2 Sma	all-Group Learning		GRADE 7	AS	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:	Essential Question What can one generation learn from another?	how authors state RI.7.8 Expand Knowledg concept vocabula Write an argumer effectively incorpe an argument. W.7 Conduct research to explore a topic W.7.7 Demonstrate com verb tenses. L.7.1 Collaborate with y	ntative essay in which you brate the key elements of 7.1 projects of various lengths and clarify meaning. Immand of the proper use of your team to build on the evelop consensus, and 7.1 isuals, and text in
		Standards (Covered		
Reading Literary Text	Reading Informational	Speaking & Listening	Language	Writing	NOTES:
RI.7.1, RL.7.3, RL.7.5	Text RI.7.1, RI.7.4, RI.7.5, RI.7.6, RI.7.8	SL.7.1, SL.7.1.a-d, SL.7.5, SL.7.6	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	W.7.2, W.7.3, W.7.3.b, W.7.3.e, W.7.7, W.7.8, W.7.10	





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





		Language Development	Effective Expression								
	Days 22-26										
The Last Dog: TG p. 182-199	Close Read TG p. 183: Mark	Analyze the Text TG p. 196	Analyze Craft and Structure	Concept Vocabulary and	Conventions TG p. 198	Writing to Sources TG p. 199					
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	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	Review and Clarify Present and Discuss Answer the Essential Question	TG p. 197 Conflict and Resolution: External conflict Internal conflict	Word Study TG p. 196 Words that all relate to life outside the dome: Threatening Extinct Mutation Latin suffix: -tion	Simple and Compound Subjects and Predicates	Revised Ending					
		SL.7.1, SL.7.4	RL.7.1, RL.7.3	L.7.4, L.7.4.b	L.7.1, L.7.3, L.7.3.a	W.7.3, W.7.3.b, W.7.3.e, W.7.10					





		Making Meaning		Effective Expression NOTES:					
	Days 27-28								
Ellen Ochoa:	Close Review	Analyze the	Concept	Speaking and Listening:					
Director, Johnson	TG p. 201: Note	Media	Vocabulary	TG p. 203					
Space Center:	details at the	TG p. 202	TG p. 202						
TG p. 200-203	beginning of the	☐ Describe		Group Biography					
First Review	video about the	□ Analyze	Aptitude	Discussion					
Watch: All the	effect Ms. Ochoa's	☐ Answer the	Calculus						
video and	voice and body	Essential	Mission Control						
determine who or	language have as she	Question							
what it portrays	tells stories								
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									
			L.7.6	SL.7.1, SL.7.1.a–d					





		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 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	Close Read TG p. 206: Mark details that identify the speaker's claim	Analyze the Text TG p. 208 Review and Clarify Present and Discuss Answer the Essential Question	Analyze Craft and Structure TG p. 209 Evaluate Argument and Claims	Concept Vocabulary and Word Study TG p. 208 Words having to do with business ventures: Cede Enterprise Capitalistic TG p. 208 Multiple-meaning words	Conventions TG p. 210 Sentence Functions and End Marks Declarative Interrogative Imperative Exclamatory	Writing Research Report TG p. 211
comparison using a Venn diagram	RI.7.8	SL.7.2, SL.7.4	RI.7.4, RI.7.6, RI.7.8	L.7.4, L.7.4.c	L.7.1, L.7.2	W.7.2, W.7.7
Small-Group Learnin	g Performance Task: Sp	peaking and Listening	Focus			
			Days	31-32		
TG p. 212-213 Present an Argumen Prompt: Should space	t e exploration be a prior	ity for our country?		Standards: SL.7.4, SL.	7.5, SL.7.6	





Overview: Independent Learning								
Days 33-34								
TG p. 214-215, 216A-216D, 216-218	Standards: RL.7.10, RI.7.10							
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 								

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						





GRADE 7, UNIT 3	: Turning Points				
UNIT INTRODUCTION	Days 1 & 2	Unit Video: A Transformation Discuss It: Discuss It What sorts of nature and in the human experie	nce?	Unit Goals: Reading, Writin Speaking & Listening Academic Vocabulary: Expl Launch Text: At the Crossro	anatory
Anchor/Supporting Texts:	Performance-Based	IOLE-CLASS LEARNING: Introd Whole-Class Learning	Essential Question	Unit Goals:	
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	Assessment Task Write an Informative Essay Prompt: How does Scrooge's character transform over the course of the play? Language Development: Conventions	Strategies: Listen Actively Clarify by asking questions Monitor Understanding Interact and Share ideas	What can cause a sudden change in someone's life?	 Expand Knowledge concept vocabula Write an explanate and convey ideas. Conduct research to explore a topic of the concept of the con	pry text to examine a topic W.7.2 projects of various lengths and clarify meaning. W.7.7 hat expresses ideas isely, recognizing and ness and redundancy. our team to build on the evelop consensus, and 7.1 suals, and text in
		Standards Co		T	
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:





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





	Making Meanir	ng		Languag	ge Development	Effective Expression	
	5		Days 10-12				
A Christmas Carol: Scrooge and Marley, Act II: TG p. 264-297 First Read	Close Read TG p. 267: Highlight a word that's no longer used the same way TG p. 269: Analyze	Analyze the Text TG p. 292 Explain Determine Characterize	Analyze Craft and Structure TG p. 293 Stage Directions: Script	Concept Vocabulary and Word Study TG p. 294	Conventions TG p. 295 Sentence Structures: Simple sentence	Writing to Sources TG p. 296 Explanatory Essay	Speaking and Listening TG p. 297 Present a Costume Plan
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	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	☐ Answer the Essential Question	Dialogue Stage direction	Words relate to Scrooge's transforming character and personality: Parallel Altered Strive	Compound sentence Complex sentence Compound-complex Independent clauses		
passages to revisit Connect: lideas within selection to what you already know and have read Respond: Complete Comprehension check and writing a brief summary of the selection	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			Dispelled Earnest Infinitely TG p. 294 Greek prefix: - para-			
	words in italics and brackets TG p. 290: Analyze Conflict RL.7.3, RL.7.5	RL.7.1, RL.7.2, RL.7.3, RL.7.5	RL.7.3, RL.7.5	L.7.4.b, L.7.4.c	L.7.1.b	W.7.2.a–f	W.7.7, SL.7.4, SL.7.5





	Making Mear	ning		Effective Expression	NOTES:	
			Days 13-15			
from Scrooge: TG p. 298-303 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	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	Writing to Compare TG p. 302-303 Compare-and-Contrast essay RL.7.7, W.7.2, W.7.2.a-e		
Performance Task: V	Writing Focus					
			Days 16-18			
TG p. 304-309 Write an Informative Prompt: How does S Language Developme	crooge's character transform o	over the course of the	L.	andards: W.7.2, W.7.2.a-f, W.7.5, W.7.6, V 7.6	V.7.10, L.7.1, L.7.1.b, L.7.3, L.7.3.a,	





UNIT 3	Small-Group Learning	g (GRADE 7							
	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 Short Story: Thank You, Assessment Task 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.7.1, SL.7.2, SL.7.4, SL.7.5, SL.7.6 Making a Schedule Working on Group Projects		Essential Question What can cause a sudden change in someone's life?	 Expand Knowledge concept vocabular Write an explanate and convey ideas. Conduct research processes to explore a topic at the concept of the concept	ory text to examine a topic W.7.2 projects of various lengths and clarify meaning. W.7.7 hat expresses ideas isely, recognizing and less and redundancy. L.7.3.a pur team to build on the velop consensus, and Y.1 suals, and text in						
		Standards C	overed							
Reading Literary Text	Reading Informational	Speaking & Listening	Language	Writing	NOTES:					
RL.7.3, RL.7.4	Text RI.7.1, RI.7.3	SL.7.1, SL.7.1.b, SL.7.1.c, SL.7.1.d, SL.7.4, SL.7.5, SL.7.6	L.7.1.a, L.7.2, L.7.4, L.7.4.c, L.7.5	W.7.3, W.7.3.b, W.7.3.d, W.7.6, W.7.7, W.7.8						





		Making Meaning			Language Development	Effective Expression					
Days 20-24											
Thank You, M'am: TG p. 314-323 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	Close Read TG p. 315: Analyze plot TG p. 317: Analyze Character development TG p. 318: Infer Point of View	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	Concept Vocabulary and Word Study TG p. 320 Words that are related to the initial meeting between the two characters Permit Release Contact	Conventions TG p. 322 Prepositions and Prepositional Phrases Prepositional Prepositional phrase Object of the preposition	Writing to Sources TG p. 323 Journal Entry					
	RL.7.1, Rl.7.3		RL.7.3	RL.7.4	L.7.1.a	W.7.3, W.7.3.b, W.7.3.d					





		Making Meaning			Language Development	Effective Expression				
Days 25-28										
from An American Childhood: TG p. 324-331 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	Close Read TG p. 326: Analyze Characterization	Analyze the Text TG p. 328 Review and Clarify Present and Discuss Answer the Essential Question	Analyze Craft and Structure TG p. 329 Analyze Interactions: Reflective Writing Central Ideas Make Inferences	Technical Vocabulary and Word Study TG p. 328 Tissue Enlarged Amoeba Prefix: en-	Conventions TG p. 330 Appositives and Appositive Phrases	Speaking and Listening TG p. 331 Collaborative Discussion				
	RL.7.3	SL.7.1, SL.7.4	RI.7.3	L.7.4, L.7.4.b	L.7.1.a, L.7.2	SL.7.1.a-d				





	Ma	king Meaning		Language Development	NOTES:
			Days 29-30		
Urban Farming Is Growing a Greener Future: TG p. 332-339 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	Close Review TG p. 333: Analyze Details TG p. 334: Infer Setting TG p. 336: Analyze Composition	Analyze the Media TG p. 338 Present and Discuss Review and Synthesize Answer the Essential Question	Concept Vocabulary TG p. 338 Rural Agricultural Localizing	Speaking and Listening: TG p. 339 Research: Digital Multimedia Presentation	
check				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	
Small-Group Learnin	ng Performance Task: Sp	peaking and Listening			
			Days 31-32		
TG p. 340-341 Present an Explanato Prompt: How are the other?	ory Essay e turning points in the se	elections similar to an		dards: SL.7.4, SL.7.5, SL.7.6	





Overview: Independent Learning									
Days 33-34									
TG p. 342-343, 344A-344F, 345-346	Standards: RL.7.10, RI.7.10								
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									

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						





GRADE 7, UNIT 4	4 : People and the	e 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, Languag Speaking & Listening Academic Vocabulary: Argument Launch Text: Rethinking the Wild (Lexile 1040)	
	W	HOLE-CLASS LEARNING: Introd	duce 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?	 authors state and s Expand Knowledge thematic vocabular Write an argument effectively incorpor an argument. W.7. Conduct research p to explore a topic a Demonstrate comparticiples and part Collaborate with your constraints. 	ative essay in which you rate the key elements of 1 projects of various lengths and clarify meaning. W.7.7 mand of the use of cicipial phrases. L.7.1 pur team to build on the velop consensus, and .1 uals, and text in
		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:





U	NIT 4 Whole-Class	Learning	GRADE 7		People	and the Planets	
	Making N	/leaning		Language Development Effective Expression			
			Days 4	1-5			
from Silent Spring:	Close Read	Analyze the Text	Analyze Craft and	Concept	Conventions	Writing to Sources	Speaking and
TG p. 362-371	TG p. 363: Look for	TG p. 366	Structure	Vocabulary and	TG p. 369	TG p. 370	Listening
First Read	words that describe	□ Interpret	TG p. 367	Word Study	The Subjunctive		TG p. 371
Notice: The	someone	□ Make	Author's Word	TG p. 368	Indicative mood	Write an	Multimedia
general ideas of	TG p. 238: Look for	inferences	Choice:	Words related to	Subjunctive mood	Argument	Presentation
the text. What is it	details that describe	☐ Answer the		unwelcome			
about? Who is	the town and the	Essential	Imagery	change—in			
involved?	area around it	Question	Images	this case, to a			
Annotate: Mark	TG p. 364: Analyze		Mood	town's landscape:			
vocabulary and key	author viewpoint		Connotations				
passages to revisit			Figurative	Blight			
Connect: Ideas			Meanings	Maladies			
within selection to				Puzzled			
what you already				Stricken			
know and have				Stillness			
read				Deserted			
Respond:							
Complete				Old English suffix:			
Comprehension				-ness			
check and writing a							
brief summary of							
the selection							
	RI.7.4, RI.7.6	RI.7.1, RI.7.2,	RL.7.3, RL.7.5	L.7.4, L.7.5.b	L.7.1, L.7.3	W.7.1, W.7.1.a-e,	W.7.7, W.7.8,
		RI.7.4				W.7.9.b	SL.7.4, SL.7.5,
							SL.7.6





	Making M	eaning		Language I	Development	NOTES:
			Days 6	-10		
Nobel Speech: TG p. 372-385 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	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	Analyze the Text TG p. 382 Support Compare and Contrast Answer the Essential Question	Days 6- Analyze Craft and Structure TG p. 383 Evaluate an argument: Persuasive Speech		Conventions TG p. 385 Infinitive Phrases and Gerund Phrases Infinitive Infinitive phrase Noun Adjective Adverb Subject Direct object Predicate noun Object of a preposition	NOTES:
	RI.7.4	RI.7.1, RI.7.8	RI.7.8	L.7.4, L.7.4.b	L.7.1.b	





	Making M	eaning		Effective Expression	NOTES:				
Days 11-15									
Al Gore's Nobel Acceptance Speech: TG p. 386-391 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	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	Writing to Compare TG p. 390-391 Write an argument					
			L.7.6	RI.7.7, W.7.1, W.7.1.a-c, SL.7.3					
Performance Task: Writing Focus									
TC = 204 207	Days 16-18								
TG p. 394-397 Write an Argument Prompt: What is the Language Developm	most significant effect th ent: Conventions	at people have on th	ne environment?	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					





UNIT 4	Small-Group Learning	G	RADE 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 authors state and support their claims. R Expand Knowledge and use of academic thematic vocabulary. RL.7.4, RI.7.4 Write an argumentative essay in which ye effectively incorporate the key elements argument. W.7.1 Conduct research projects of various leng to explore a topic and clarify meaning. W 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 C	overed		
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:





		Language Development	Effective Expression						
Days 20-23									
Turtle Watchers Nature is What We See The Sparrow TG p. 402-411 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	Close Read TG p. 404: Analyze similes	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	Concept Vocabulary and Word Study TG p. 408 Words that all relate to the importance of ancestral knowledge: Ancestors Wisdom Heed Etymology	Author's Style TG p. 410 Author's Style: Word Choice Diction Tone Denotations Connotations Make inferences Theme	Speaking and Listening TG p. 411 Oral Presentation			
comprehension check by writing a brief summary of the selection	RL.7.3, RL.7.4, L.7.4.c, L.7.5, L.7.5.a		RL.7.5	RL.7.4, L.7.4, L.7.4.b	RL.7.1, RL.7.2, RL.7.4, L.7.4, L.7.5, L.7.5.c, L.7.6	SL.7.4, SL.7.5, SL.7.6			





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





		Making Meaning			Language Development	Effective Expression			
Days 27-30									
He—y, Come On Ou—t!: TG p. 420-429 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	Close Read TG p. 421: Analyze Setting	Analyze the Text TG p. 426 Review and Clarify Present and Discuss Answer the Essential Question	Analyze Craft and Structure TG p. 427 Elements of a Short Story: Irony Theme Dramatic irony Situational irony Verbal irony	Concept Vocabulary and Word Study TG p. 426 Words that relate to the outcome of a process: Disposal Consequences Resolved Latin Roots: -sequ-	Conventions TG p. 428 Punctuation Marks: Colon Semicolon Hyphen Dash Brackets Parentheses	Writing to Sources: TG p. 429 Write Your Own Ending			
	RL.7.3	RL.7.1, SL.7.1, SL.7.4	RL.7.2, RL.7.3, L.7.5, L.7.5.a	RI.7.4, L.7.4.b, L.7.4.c	L.7.2, Pl.11	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			
Small-Group Learning P	erformance Task: S	peaking and Listening	Focus						
			Days 3	1-32					
TG p. 430-431 Present an Argument Prompt: Do people always have a negative impact on the environment?				Standards: Standard	s: 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			





Overview: Independent Learning									
Days 3	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								

Days 35-36						
TG p. 437-441	Standards: W.7.1, W.7.4, W.7.10, SL.7.4, SL.7.5, SL.7.6					
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						





GRADE 7, UNIT 5	5 : Facing Adversi	ity			
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)	
	W	HOLE-CLASS LEARNING: Intro	duce Whole-Class Learnin	g 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	How do we overcome obstacles? How do we overcome obstacles? Read and Analyze in RI.7.2, RI.7.3 Expand knowledge thematic vocabular. Write an Informative and convey ideas. V Conduct research performed to explore a topic and adjectives. L.7.1 Collaborate with your constraints of the constraint		we essay to examine a topic N.7.2 projects of various lengths and clarify meaning. W.7.7 mand of coordinate our team to build on the velop consensus, and .1 uals, and text in
		1	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:





g Adversity





	Making N	/leaning		Language	Development	Effective Expression
			Days			
from The Grapes of Wrath: TG p. 456-467 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	Close Read TG p. 459: Notice the repeated use of the word "years" TG p. 460: Look for and highlight italics	Analyze the Text TG p. 462 Characterize Interpret Answer the Essential Question	Days Analyze Craft and Structure TG p. 463 Setting and Cultural Context: Setting Cultural and historical context Theme		Language Development TG p. 465 Author's Style: Description Word choice Imagery	Writing to Compare TG p. 466-467 Write a Compare-and-Contrast essay
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	RI.7.4, L.7.1	RL.7.1, RL.7.2, RL.7.3	RL.7.3, Pl.3	Toil Sorrow Doomed Frantically Old English Suffix: -less L.7.3.a, L.7.4, L.7.4.b	L.7.3.a, L.7.4, L.7.5.a	RL.7.9, W.7.1.a-b, W.7.2.b, W.7.2.d, W.7.9, W.7.9.a





	Making N	/leaning		Language	Development	Effective	Expression
			Days 1	l0-14			
The Circuit: TG p. 468-481 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	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	Analyze the Text TG p. 476 Identify Conclude Answer the Essential Question	Analyze Craft and Structure TG p. 477 Theme: Stated themes Implied themes		Conventions TG p. 479 Commas	Writing to Sources TG p. 480 Write an explanatory essay	Speaking and Listening TG p. 481 Role-play and interview
Respond: Complete Comprehension check and writing a brief summary of the selection	RL.7.4, RL.7.10	RL.7.1	RL.7.3	RL.7.4, RL.7.4.b	L.7.2, L.7.2.a	RL.7.2, W.7.2, W.7.2.b, W.7.9, W.7.9.a	SL.7.1, SL.7.1.a, SL.7.1.c, SL.7.4, W.7.7
Performance Task: V	Writing Focus						
			Days 1	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	L.7.2.a, L.7.2.b	





UNIT 5 Sm	all-Group Learning		GRADE 7	Facir	ng Adversity				
Introduction Day 19									
Personal Narrative: A Work In Progress by Aimee Mullins Autobiography Excerpt: from The Story of My Life by Pond by 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:	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 length to explore a topic and clarify meaning. W.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:				





	5 Small-Group Lear	0		GRADE 7		Facing Adversity
Making Meaning					Language Development	Effective Expression
			Days 20)-23		
A Work In Progress TG p. 492-503 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	Close Read TG p. 493: Hyperbole TG p. 494: Mark words that show the author's tone	Analyze the Text TG p. 500 Review and Clarify Present and Discuss Answer the Essential Question	Analyze Craft and Structure TG p. 501 Author's Purpose: Word Choice and Humor: Hyperbole Comic diction Incongruity	Concept Vocabulary and Word Study TG p. 500 Words all relate to overcoming obstacles: Accomplishments Extraordinary Celebrate Latin Prefix: extra-	Conventions: TG p. 502 Informal Grammar Colloquial contractions Informal transitions Introductory conjunctions	Speaking and Listening TG p. 503 Group Discussion
brief summary of the selection	RI.7.4, RI.7.10, L.7.5	RI.7.1, RI.7.4	RI.7.3, RI.7.4,	L.7.4, L.7.4.b	RI.7.1, RI.7.2	SL.7.1, SL.7.1.a, SL.7.1.b, SL.7.1.c





	Making M	eaning		Language Development		NOTES:			
	Days 24-25								
from The Story of	Close Read	Analyze the Text	Concept	Analyze Craft and	Conventions				
My Life:	TG p. 507: Analyze	TG p. 509	Vocabulary and	Structure	TG p. 511				
TG p. 504-511	Figurative Language	Review and	Word Study	TG p. 510:	Types of Dependent				
First Read		Clarify	TG p. 509	Determine	Clauses:				
Notice: The		Present and	Words related to	Author's Purpose:					
General ideas of		Discuss	learning new	Autobiographical	Clause				
the text. What is it		☐ Answer the	things/struggling	Writing:	Independent clause				
about? Who is		Essential	to		Main clause				
involved?		Question	learn new things:	First-person point	Dependent /				
Annotate: Mark				of view	subordinate clause				
vocabulary and key			Imitate	Tone	Adverb clause				
passages to revisit			Mystery		Relative/adjective				
Connect: Ideas			Barriers		clause				
within selection to					Noun clause				
what you already									
know and have									
read									
Respond:									
Complete									
Comprehension									
check by writing a									
brief summary of									
the selection									
	D. 7.4 . 7.5 DU 3		D. 7.4	DI 7 4 DI 7 6					
	KI. 7.4, L. 7.5, PII.3	RI.7.1, SL.7.4	KI.7.4	· · · · · · · · · · · · · · · · · · ·	L./.1, L./.1.a				
				L./.1.a					
the selection	RI.7.4, L.7.5, PII.3	RI.7.1, SL.7.4	RI.7.4	RI.7.4, RI.7.6, L.7.1.a	L.7.1, L.7.1.a				





		Making Meaning		Effective Expression	NOTES:		
Days 26-27							
How Helen Keller Learned to Talk: TG p. 512-517 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	Close Review TG p. 513: Analyze Close-up shots	Analyze the Media TG p. 515 Present and Discuss Review and Synthesize Answer the Essential Question	Media Vocabulary TG p. 515 Long shot Medium shot Close-up shot	Writing to Compare TG p. 516-517 Write a Compare- and-Contrast essay			
	RI.7.4, RI.7.7	SL.7.1	RI.7.4	RI.7.7, W.7.2, W.7.2.a-e, SL.7.1, SL.7.2, SL.7.5			





		Making Meaning			Language Development	Effective Expression			
Days 28-30									
A Young Tinkerer Builds a Windmill, Electrifying a Nation: TG p. 518-527 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	Close Read TG p. 519: Analyze Description	Analyze the Text TG p. 524 Review and Clarify Present and Discuss Answer the Essential Question	Analyze Craft and Structure TG p. 525 Analyze Structure: Biographical Writing: Narrative nonfiction Biographical writing Direct quotations Narrative pacing	Concept Vocabulary and Word Study TG p. 524 Words related to poverty, limited technology, and efforts to relieve it Scarcity Desire Attempts Etymology	Conventions TG p. 526 Capitalization: Proper Nouns Proper Adjectives	Writing to Sources: TG p. 527 How-to Essay			
Respond: Complete Comprehension check by writing a brief summary of the selection	RI.7.10	RI.7.1, RI.7.3, RI.7.5, L.7.4	RI.7.1, RI.7.3	RI.7.4, L.7.4.b	L.7.2	W.7.2.a, W.7.2.b, W.7.7, W.7.8			
Small-Group Learnin	ng Performance Task: Sp	peaking and Listening	Focus						
			Days 31	1-32					
TG p. 528-529 Present Multimedia Prompt: How do ped	Profiles ople overcome enormou	s 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						

End-of-Unit Performance-Based Assessment							
Days 35-36							
TG p. 536-539	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						
Writing to Sources: Informative Essay							
Prompt: How can people overcome adversity in the face of overwhelming obstacles?							
Speaking and Listening Outcome: Oral Presentation							

