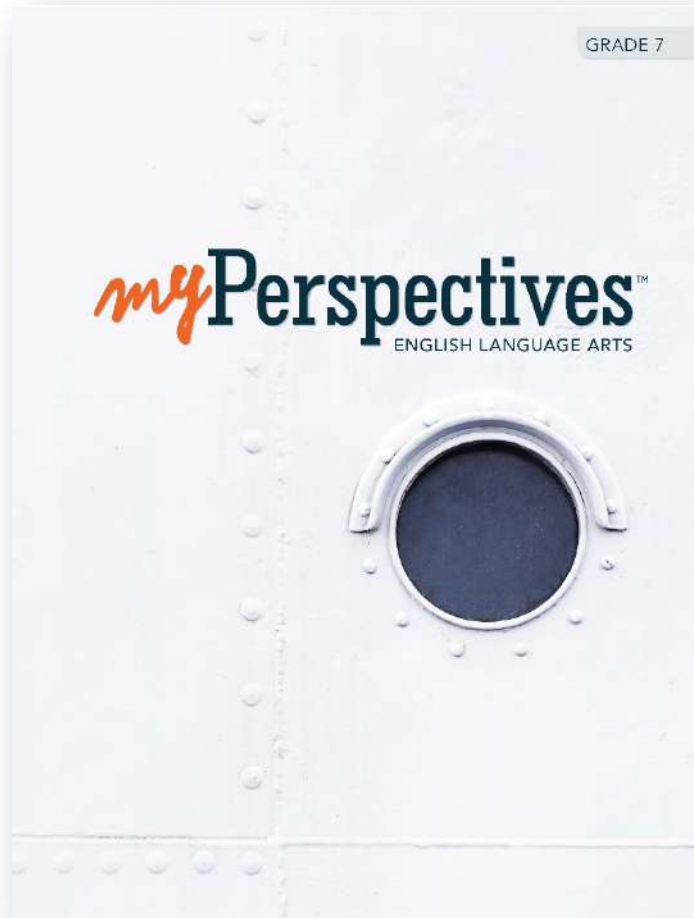




Grade 7 Curriculum Map



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, <i>Two Kinds from The Joy Luck Club</i> by Amy Tan Anchor Text (News Blog): <i>A Simple Act</i> by Tyler Jackson Anchor Text (Memoir): from <i>An Invisible Thread</i> 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: <input type="checkbox"/> Listen Actively <input type="checkbox"/> Clarify by asking questions <input type="checkbox"/> Monitor Understanding <input type="checkbox"/> Interact and Share ideas	Essential Question What can one generation learn from another?	Unit Goals: TG p. 4 <ul style="list-style-type: none">Read and analyze how authors express point of view in nonfiction narrative. RL.7.6Expand Knowledge and use of academic and thematic vocabulary. RL.7.4, RI.7.4Write a nonfiction narrative in which you develop experiences or events using effective technique. W.7.2Develop voice, or style of writing, with word choice and sentence structure to convey meaning and add variety and interest to writing and presentations.L.7.3Collaborate with team to build on the ideas of others, develop consensus, and communicate. SL.7.1	
Standards Covered					
Reading Literary Text RL.7.1, RL.7.6	Reading Informational Text RI.7.9	Speaking & Listening SL.7.4	Language L.7.1, L.7.2, L.7.2.a, L.7.4, L.7.4.b, L.7.5, L.7.5.b	Writing W.7.2, W.7.2.b, W.7.2.c, W.7.3, W.7.3.a, W.7.3.b, W.7.3.d, W.7.9	NOTES:

UNIT 1 Whole-Class Learning				GRADE 7		Generations	
Making Meaning				Language Development		Effective Expression	
Days 4-7							
<i>from Two Kinds:</i> TG p. 13-31	Close Read TG p. 14-15: Mark italicized words TG p. 15: Mark words that reveal narrator’s feelings TG p. 17: Notice punctuation in the dialogue TG p. 19: Mark examples of repetition TG p. 20: Mark descriptive words TG p. 22: Look for words the show the mother’s reaction	Analyze the Text TG p. 26 <input type="checkbox"/> Compare and Contrast <input type="checkbox"/> Analyze Cause and Effect <input type="checkbox"/> Draw Conclusion <input type="checkbox"/> Make a Judgment <input type="checkbox"/> Answer the Essential Question	Analyze Craft and Structure TG p. 27 Character and Point of View: Character Traits Making inferences Character’s motives Point of view First-person point of view Third-person point of view	Concept Vocabulary and Word Study TG p. 28 Words that relate to the idea of conflict: Lamented Indignity Reproach Discordant Squabbling Devastated Latin Prefix: in-	Conventions TG p. 29 Conventions: Nouns and Pronouns common noun proper noun possessive noun personal pronoun possessive pronoun	Writing to Sources TG p. 30 Retelling a Scene	Speaking and Listening TG p. 31 Develop a dramatic monologue
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							
			RL.7.1, RL.7.6	L.7.4.b	L.7.2	W.7.3, W.7.3.a. W.7.3.b, W.7.3.d	SL.7.4

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

Making Meaning			Language Development		Effective Expression	
Days 12-15						
from An Invisible Thread: TG p. 43-51	Close Read TG p. 43, 46: Mark the punctuation that helps you know how the speaker sounded TG p. 46: Notice the vivid language used by the author and why	Analyze the Text TG p. 46 <input type="checkbox"/> Make inferences and support <input type="checkbox"/> Compare and contrast/assess <input type="checkbox"/> Interpret <input type="checkbox"/> Speculate <input type="checkbox"/> Answer the Essential Question	Analyze Craft and Structure TG p. 47 Narrative Point of View: First-person point of view Direct Quotations <			

UNIT 1 Small-Group Learning		GRADE 7		Generations	
Introduction Day 19					
Anchor/Supporting Texts: New Article: <i>Tutors Teach Seniors New High-Tech Tricks</i> by Jennifer Ludden Compare (Memoir): <i>from Mom & Me & Mom</i> by Mayo Angelou Compare (Media Video): <i>Learning to Love my Mother</i> by Maya Angelou Media: Image Gallery <i>Mother-Daughter Drawings</i> by Mica and Myla Hendricks Poetry: <i>Mother to Son</i> by Langston Hughes <i>To James</i> 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: <input type="checkbox"/> Prepare <input type="checkbox"/> Participate Fully <input type="checkbox"/> Support Others <input type="checkbox"/> 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 <ul style="list-style-type: none">Read and analyze how authors express point of view in nonfiction narrative. RL.7.6Expand Knowledge and use of academic and thematic vocabulary. RL.7.4, RI.7.4Write a nonfiction narrative in which you develop experiences or events using effective technique W.7.2Develop voice, or style of writing, with word choice and sentence structure to convey meaning and add variety and interest to writing and presentations. L.7.3Collaborate with team to build on the ideas of others, develop consensus, and communicate. SL.7.1	
Standards Covered					
Reading Literary Text RL.7.1, RL.7.2, RL.7.4	Reading Informational Text RI.7.1, RI.7.2, RI.7.3, RI.7.7	Speaking & Listening SL.7.1, SL.7.1.a, SL.7.1.b, SL.7.1.c, SL.7.1.d, SL.7.2, SL.7.4, SL.7.5	Language L.7.1, L.7.1.a, L.7.2, L.7.3, L.7.3.a, L.7.4, L.7.4.a, L.7.4.b, L.7.4.c, L.7.5, L.7.5.c, L.7.6	Writing W.7.3.a, W.7.3.b, W.7.3.d, W.7.5, W.7.7, W.7.9, W.7.9.a, W.7.9.b	NOTES:

Making Meaning					Language Development	Effective Expression
Days 20-21						
Tutors Teach Seniors New High-Tech Tricks TG p. 62-69 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	Close Read TG p. 63: Mark details in paragraphs that demonstrate the author's tone	Analyze the Text TG p. 66 <input type="checkbox"/> Review and Clarify <input type="checkbox"/> Present and Discuss <input type="checkbox"/> Answer the Essential Question	Analyze Craft and Structure TG p. 67 Development of Central Ideas: Main or Central idea Skim Read Closely Scan RL.7.1, RL.7.2	Concept Vocabulary and Word Study TG p. 66 Context Clues TG p. 66 Words that are associated with feelings and issues one might need to overcome when learning something new: Struggling Impairments Frustrated Suffix: -ment L.7.4.b	Conventions TG p. 68 Conjunctions Coordinating Subordinating L.7.1, L.7.3, L.7.3.a	Speaking and Listening TG p. 69 Multimedia Presentation SL.7.1, SL.7.1.b, SL.7.1.c, SL.7.1.d, SL.7.4, SL.7.5, W.7.7

Making Meaning					Language Development	NOTES:
Days 22-23						
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 what you already know and have read Respond: Complete Comprehension check and writing a brief summary of the selection	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 <input type="checkbox"/> Review and Clarify <input type="checkbox"/> Present and Discuss <input type="checkbox"/> 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	
			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 my Mother: TG p. 80-85 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	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 <input type="checkbox"/> Analyze and interpret <input type="checkbox"/> Distinguish and interpret <input type="checkbox"/> Describe and analyze <input type="checkbox"/> Answer the Essential Question	Media Vocabulary TG p. 83 Set Questions Tone	Writing to Compare TG p. 84 Compare and contrast essay	
		SL.7.2	L.7.1, L.7.6	RI.7.7, W.7.2, W.7.5, 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 <input type="checkbox"/> Present and Discuss <input type="checkbox"/> Review and Synthesize <input type="checkbox"/> Answer the Essential Question		Media Vocabulary TG p. 92 Composition Light Shadow Proportion Perspective	Speaking and Listening TG p. 93 Multimedia Slideshow
		SL.7.2, L.7.6		L.7.4	SL.7.1, SL.7.1.a, SL.7.5, L.7.6

Making Meaning				Language Development	Effective Expression	
Days 28-29						
Mother to Son, To James: TG p. 96-103 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	Close Read TG p. 96: Analyze symbolism by marking details in the poem that describe the staircase TG p. 98: Analyze tone by marking details in the poem that signify a change of tone RL.7.5	Analyze the Text TG p. 100 <input type="checkbox"/> Review and Clarify <input type="checkbox"/> Present and Discuss <input type="checkbox"/> Post your work SL.7.1	Analyze Craft and Structure TG p. 101 Figurative Language: Symbol Central Symbol RL.7.1, RL.7.2, RL.7.4,	Concept Vocabulary TG p. 94, 100 Context Clues Words that express fast, forceful, or sudden movement and create an overall sense of momentum: flung catapulted lurched Word Study: TG p. 100 Connotations and Denotation L.7.4, L.7.4.a, L.7.5.c, L.7.5.c	Author’s Style TG p. 102 Rhythm and Repetition RL.7.4, L.7.5	Writing TG p. 103 Write a Narrative Poem W.7.3.a, W.7.3.b, W.7.3.d, W.7.5, W.7.9, W.7.9.a, SL.7.4
Small-Group Learning Performance Task: Speaking and Listening Focus						
Days 30-32						
TG p. 104-15 Present a Nonfiction Narrative Prompt: What new knowledge or skills can you learn from someone of a different generation?				Standards: SL.7.1, SL.7.1.a, SL.7.1.b, SL.7.2, SL.7.4, SL.7.6		

Overview: Independent Learning

Days 33-34

TG p. 106-107, 108A-108F, 108-110

Select and read a story from selections available online:

- Lineage by Margaret Walker
- Family by Grace Paley
- “Gotcha Day” Isn’t a Cause for Celebration by Sophie Johnson
- The Grandfather and His Little Grandson by Leo Tolstoy
- Bridging the Generational Divide Between a Football Father and a Soccer Son by John McCormick
- Water Names by Lan Samantha Chang
- An Hour With Abuelo by Judith Ortiz Cofer

Standards: RL.7.10, RI.7.10

End-of-Unit Performance-Based Assessment

Days 35-36

TG p. 110-115

Writing to Sources: Nonfiction Narrative

Prompt: In what situations can one generation learn from another?

Speaking and Listening Outcome: Multimedia Presentation

Standards: W.7.3, W.7.3.a-e, W.7.4, W.7.9, W.7.10, SL.7.4, SL.7.5

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): <i>Dark They Were and Golden Eyed</i> by Ray Bradbury Media: Radio Play: <i>Dark They Were and Golden Eyed</i> by Ray Bradbury Anchor Text (News Article): <i>Danger! This Mission to Mars Could Bore You to Death</i> 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: <input type="checkbox"/> Listen Actively <input type="checkbox"/> Clarify by asking questions <input type="checkbox"/> Monitor Understanding <input type="checkbox"/> Interact and Share ideas	Essential Question Should We Make a Home in Space?	Unit Goals: TG p. 118 <ul style="list-style-type: none">Evaluate written arguments by analyzing how authors state and support their claims. RI.7.8Expand Knowledge and use of academic and concept vocabulary. RL.7.4, RI.7.4Write an argumentative essay in which you effectively incorporate the key elements of an argument. W.7.1Conduct research projects of various lengths to explore a topic and clarify meaning. W.7.7Demonstrate command of the proper use of verb tenses. L.7.1Collaborate with your team to build on the ideas of others, develop consensus, and communicate SL.7.1Integrate 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:

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

Making Meaning			Effective Expression	NOTES:
Days 10-12				
Dark They Were, and Golden-Eyed: TG p. 146-151 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	Close Review TG p. 147: Note details in the radio play the present the story differently than the text RL.7.7	Analyze the Media TG p. 149 <input type="checkbox"/> Review and discuss <input type="checkbox"/> Discuss <input type="checkbox"/> Answer the Essential Question	Media Vocabulary TG p. 149 Sound Effects Human voice Silence SL.7.2	Writing to Compare TG: p. 150-151 Comparison-and-Contrast essay RL.7.7, W.7.2.a-e, W.7.9.a

Making Meaning		Language Development		Effective Expression	
Days 13-15					
<i>Danger! This Mission to Mars Could Bore You to Death!</i> TG p. 152-163	Close Read TG p. 154: Notice and highlight text that indicates the behavior of living things TG p. 155: Track cause and effect noting how serious the problem of boredom can be TG p. 156: Note language used with friends	Analyze the Text TG p. 158 <input type="checkbox"/> Connect <input type="checkbox"/> Draw Conclusions <input type="checkbox"/> Answer the Essential Question	Analyze Craft and Structure TG p. 159 Text Structure: Informative writing 		

UNIT 2 Small-Group Learning		GRADE 7		A Starry Home	
Introduction Day 19					
<p>News Article: <i>Future of Space Exploration Could See Humans on Mars, Alien Planets</i> by Nola Taylor Redd</p> <p>Short Story: <i>The Last Dog</i> by Katherine Paterson</p> <p>Media: Video: <i>Ellen Ochoa: Director, Johnson Space Center</i> by Ellen Ochoa, Ph.D.</p> <p>Interview <i>Neil deGrasse Tyson on the Future of U.S. Space Exploration After Curiosity</i> by Keith Wagstaff</p>	<p>Performance-Based Assessment Task</p> <p>Speaking and Listening</p> <p>Focus: Present an Argument</p> <p>Prompt: Should space exploration be a priority for our country?</p> <p>SL.7.4, SL.7.5, SL.7.6</p>	<p>Small-Group Learning Strategies:</p> <ul style="list-style-type: none"><input type="checkbox"/> Prepare<input type="checkbox"/> Participate Fully<input type="checkbox"/> Support Others<input type="checkbox"/> Clarify <p>Working as a Team</p> <ol style="list-style-type: none">1) Discuss the Topic2) List Your Rules3) Apply the Rules4) Name your Group5) Create a Communication Plan <p>Making a Schedule</p> <p>Working on Group Projects</p>	<p>Essential Question</p> <p>What can one generation learn from another?</p>	<p>Unit Goals:</p> <p>TG p. 118</p> <ul style="list-style-type: none">• 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					
<p>Reading Literary Text</p> <p>RI.7.1, RL.7.3, RL.7.5</p>	<p>Reading Informational Text</p> <p>RI.7.1, RI.7.4, RI.7.5, RI.7.6, RI.7.8</p>	<p>Speaking & Listening</p> <p>SL.7.1, SL.7.1.a–d, SL.7.5, SL.7.6</p>	<p>Language</p> <p>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</p>	<p>Writing</p> <p>W.7.2, W.7.3, W.7.3.b, W.7.3.e, W.7.7, W.7.8, W.7.10</p>	<p>NOTES:</p>

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 <input type="checkbox"/> Review and Clarify <input type="checkbox"/> Present and Discuss <input type="checkbox"/> Answer the Essential Question	Analyze Craft and Structure TG p. 179 Development of Ideas: Text Structure <		

Making Meaning					Language Development	Effective Expression
Days 22-26						
The Last Dog: TG p. 182-199 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	Close Read TG p. 183: Mark details that provide clues about the setting TG p. 185: mark details that describe the internal conflict TG p. 191: mark passages that relate to Brock's feelings and state of mind TG p. 193: Analyze plot	Analyze the Text TG p. 196 <input type="checkbox"/> Review and Clarify <input type="checkbox"/> Present and Discuss <input type="checkbox"/> Answer the Essential Question	Analyze Craft and Structure TG p. 197 Conflict and Resolution: External conflict Internal conflict	Concept Vocabulary and Word Study TG p. 196 Words that all relate to life outside the dome: Threatening Extinct Mutation Latin suffix: -tion	Conventions TG p. 198 Simple and Compound Subjects and Predicates	Writing to Sources TG p. 199 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: Director, Johnson Space Center: TG p. 200-203 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	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 <input type="checkbox"/> Describe <input type="checkbox"/> Analyze <input type="checkbox"/> Answer the Essential Question		Concept Vocabulary TG p. 202 Aptitude Calculus Mission Control L.7.6	Speaking and Listening: TG p. 203 Group Biography Discussion SL.7.1, SL.7.1.a–d

[illegible]

Overview: Independent Learning

Days 33-34

TG p. 214-215, 216A-216D, 216-218

Select and read a story from selections available online:

- Science-Fiction Cradlesong by C.S. Lewis
- UFO Sightings and News by Benjamin Radford
- from Packing for Mars by Mary Roach
- Trip to Mars Could Damage Astronauts' Brains by Laura Sanders

Standards: RL.7.10, RI.7.10

End-of-Unit Performance-Based Assessment

Days 35-36

TG p. 220-233

Writing to Sources: Argument

Writing Prompt: Should we spend valuable resources on space exploration?

Speaking and Listening Outcome: Oral Presentation

Standards: W.7.1, W.7.1.a-e, W.7.10, SL.7.4, SL.7.5, SL.7.6

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)
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WHOLE-CLASS LEARNING: Introduce Whole-Class Learning Day 3

Anchor/Supporting Texts: Anchor Text (Drama): <i>A Christmas Carol: Scrooge and Marley, Act I</i> by Israel Horovitz Anchor Text (Drama): <i>Christmas Carol: Scrooge and Marley, Act II</i> by Israel Horovitz Media Film: <i>from Scrooge</i> 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: <ul style="list-style-type: none"> <input type="checkbox"/> Listen Actively <input type="checkbox"/> Clarify by asking questions <input type="checkbox"/> Monitor Understanding <input type="checkbox"/> Interact and Share ideas 	Essential Question What can cause a sudden change in someone's life?	Unit Goals: TG p. 226 <ul style="list-style-type: none"> • 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
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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 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	Close Read TG p. 236: Look for words that describe someone TG p. 238: Look for dialogue where Scrooge says one thing but means another TG p. 241: Look for words not used when talking to friends TG p. 242: Read stage directions TG p. 245: Highlight text that creates an image of Marley TG p. 247: Analyze Characterization TG p. 248: Notice text that creates image of eyes TG p. 251: Note ellipses TG p. 252: Analyze character TG p. 254: Notice words that are not standard English TG p. 257: Words that indirectly refer to the past TG p. 258: Analyze character RL.7.1, RL.7.3, RL.7.4	Analyze the Text TG p. 260: <input type="checkbox"/> Explain <input type="checkbox"/> Examine <input type="checkbox"/> Reconstruct <input type="checkbox"/> Answer the Essential Question	Analyze Craft and Structure TG p. 261 Dialogue in Drama: Dialogue conflict RL.7.3, RL.7.5	Concept Vocabulary and Word Study TG p. 262 Words relate to Scrooge's character and personality: covetous morose resolute impossible malcontent miser Latin prefix: mal- L.7.4.a, L.7.4.b	Conventions TG p. 263 Subject-Verb Agreement Compound Subject L.7.1	

Making Meaning				Language Development		Effective Expression	
Days 10-12							
A Christmas Carol: Scrooge and Marley, Act II: TG p. 264-297	Close Read TG p. 267: Highlight a word that’s no longer used the same way TG p. 269: Analyze characterization TG p. 270: Notice unrecognizable phrases TG p. 272: Find 3 adjectives that describe Scrooge TG p. 274: Notice words spelled differently TG p. 277: Read stage directions TG p. 279: Look for word printed differently from others TG p. 281: Recognize text as sounds TG p. 283: Look for words in italics and brackets TG p. 285: Analyze Characterization TG p. 286: analyze Figurative Language TG p. 288-289: Look for words in italics and brackets TG p. 290: Analyze Conflict	Analyze the Text TG p. 292 <input type="checkbox"/> Explain <input type="checkbox"/> Determine <input type="checkbox"/> Characterize <input type="checkbox"/> Answer the Essential Question	Analyze Craft and Structure TG p. 293 Stage Directions: Script Dialogue Stage direction	Concept Vocabulary and Word Study TG p. 294 Words relate to Scrooge’s transforming character and personality: Parallel Altered Strive Dispelled Earnest Infinitely TG p. 294 Greek prefix: - para-	Conventions TG p. 295 Sentence Structures: Simple sentence Compound sentence Complex sentence Compound-complex Independent clauses	Writing to Sources TG p. 296 Explanatory Essay	Speaking and Listening TG p. 297 Present a Costume Plan
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: lideas within selection to what you already know and have read Respond: Complete Comprehension check and writing a brief summary of the selection	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 Meaning				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 <input type="checkbox"/> Review and discuss <input type="checkbox"/> Answer the Essential Question	Media Vocabulary TG p. 301 Screenplay Director Performance Editing L.7.6	Writing to Compare TG p. 302-303 Compare-and-Contrast essay RL.7.7, W.7.2, W.7.2.a-e	
Performance Task: Writing Focus					
Days 16-18					
TG p. 304-309 Write an Informative Essay Prompt: How does Scrooge's character transform over the course of the play? Language Development: Conventions				Standards: W.7.2, W.7.2.a-f, W.7.5, W.7.6, W.7.10, L.7.1, L.7.1.b, L.7.3, L.7.3.a, L.7.6	

UNIT 3 Small-Group Learning		GRADE 7		Turning Points	
Introduction Day 19					
Short Story: <i>Thank You, M’am</i> by Langston Hughes Memoir: <i>from An American Childhood</i> by Annie Dillard Media: Photo Gallery: <i>Urban Farming Is Growing a Greener Future</i> by Hillary Schwe	Performance-Based Assessment Task Speaking and Listening Focus: Present an Argument Present an Explanatory Essay Prompt: How are the turning points in the selections similar to and different from each other? W.7.2, SL.7.1, SL.7.2, SL.7.4, SL.7.5, SL.7.6	Small-Group Learning Strategies: <div><input type="checkbox"/> Prepare</div> <div><input type="checkbox"/> Participate Fully</div> <div><input type="checkbox"/> Support Others</div> <div><input type="checkbox"/> Clarify</div> Working as a Team <div>1) Discuss the Topic</div> <div>2) List Your Rules</div> <div>3) Apply the Rules</div> <div>4) Name your Group</div> <div>5) Create a Communication Plan</div> Making a Schedule Working on Group Projects	Essential Question What can cause a sudden change in someone’s life?	Unit Goals: TG p. 226 <ul style="list-style-type: none">Read and explain explanatory texts. RI.7.1Expand Knowledge and use of academic and concept vocabulary. RL.7.4, RI.7.4Write an explanatory text to examine a topic and convey ideas. W.7.2Conduct research projects of various lengths to explore a topic and clarify meaning. W.7.7Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy. L.7.3.aCollaborate with your team to build on the ideas of others, develop consensus, and communicate. SL.7.1Integrate 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	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 check	Close Review TG p. 333: Analyze Details TG p. 334: Infer Setting TG p. 336: Analyze Composition RI.7.1	Analyze the Media TG p. 338 <input type="checkbox"/> Present and Discuss <input type="checkbox"/> Review and Synthesize <input type="checkbox"/> Answer the Essential Question	Concept Vocabulary TG p. 338 Rural Agricultural Localizing RI.7.4	Speaking and Listening: TG p. 339 Research: Digital Multimedia Presentation SL.7.1, SL.7.1.a–d, SL.7.4, SL.7.5, SL.7.6, W.7.6, W.7.7, W.7.8	
Small-Group Learning Performance Task: Speaking and Listening Focus					
Days 31-32					
TG p. 340-341 Present an Explanatory Essay Prompt: How are the turning points in the selections similar to and different from each other?				Standards: SL.7.4, SL.7.5, SL.7.6	

Overview: Independent Learning

Days 33-34

TG p. 342-343, 344A-344F, 345-346

Select and read a story from selections available online:

- Little Things Are Big by Jesus Colon
- Profile: Malala Yousafzai from BBC
- Noor Inayat Khan from Women Heroes of WWII by Kathryn J. Atwood
- A Retrieved Reformation by O. Henry

Standards: RL.7.10, RI.7.10

End-of-Unit Performance-Based Assessment

Days 35-36

TG p. 347-351

Writing to Sources: Explanatory Essay

Writing Prompt: What can cause a significant change in someone's life?

Speaking and Listening Outcome: Oral Presentation

Standards: W.7.2, W.7.4, W.7.9, W.7.10, SL.7.4, SL.7.5, SL.7.6

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): <i>from Silent Spring</i> by Rachel Carson Anchor Text (Speech): <i>Nobel Speech</i> by Al Gore Media Video: <i>Nobel Speech</i> 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: <input type="checkbox"/> Listen Actively <input type="checkbox"/> Clarify by asking questions <input type="checkbox"/> Monitor Understanding <input type="checkbox"/> Interact and Share ideas	Essential Question What effects do people have on the environment?	Unit Goals: TG p. 354 <ul style="list-style-type: none">Evaluate written arguments by analyzing how authors state and support their claims. RI.7.8Expand Knowledge and use of academic and thematic vocabulary. RI.7.4Write an argumentative essay in which you effectively incorporate the key elements of an argument. W.7.1Conduct research projects of various lengths to explore a topic and clarify meaning. W.7.7Demonstrate command of the use of participles and participial phrases. L.7.1Collaborate with your team to build on the ideas of others, develop consensus, and communicate. SL.7.1Integrate 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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Making Meaning			Language 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 <input type="checkbox"/> Support <input type="checkbox"/> Compare and Contrast <input type="checkbox"/> Answer the Essential Question	Analyze Craft and Structure TG p. 383 Evaluate an argument: Persuasive Speech	Concept Vocabulary and Word Study TG p. 384 Words that describe situations or settings: Crisis Pollution Urgency Universal Illusion Environment Latin prefix: uni-	Conventions TG p. 385 Infinitive Phrases and Gerund Phrases Infinitive Infinitive phrase Noun Adjective Adverb Subject Direct object Predicate noun Object of a preposition
	RI.7.4	RI.7.1, RI.7.8	RI.7.8	L.7.4, L.7.4.b	L.7.1.b

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 <input type="checkbox"/> Review and discuss <input type="checkbox"/> 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
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			L.7.6	RI.7.7, W.7.1, W.7.1.a-c, SL.7.3
Performance Task: Writing Focus				
Days 16-18				
TG p. 394-397 Write an Argument Prompt: What is the most significant effect that people have on the environment? Language Development: Conventions			Standards: W.7.1, W.7.1.a-e, W.7.6, W.7.8, W.7.10, L.7.1, b, L.7.1.L.7.1.c, L.7.3, L.7.3.c, L.7.6	

UNIT 4 Small-Group Learning		GRADE 7		People and the Planet	
Introduction Day 19					
<p>Poetry Collection: <i>Turtle Watchers</i> by Linda Hogan <i>Nature is What We See</i> by Emily Dickinson <i>The Sparrow</i> by Paul Laurence Dunbar</p> <p>Media: Photo Gallery: <i>Eagle Tracking at Follensby Pond</i> by The Nature Conservancy</p> <p>Short Story: <i>He—y, Come On Ou—t!</i> by Shinichi Hoshi translated by Stanleigh Jones</p>	<p>Performance-Based Assessment Task Speaking and Listening Focus: Present an Argument Prompt: Do people always have a negative impact on the environment?</p> <p>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</p>	<p>Small-Group Learning Strategies:</p> <ul style="list-style-type: none"><input type="checkbox"/> Prepare<input type="checkbox"/> Participate Fully<input type="checkbox"/> Support Others<input type="checkbox"/> Clarify <p>Working as a Team</p> <ol style="list-style-type: none">1) Discuss the Topic2) List Your Rules3) Apply the Rules4) Name your Group5) Create a Communication Plan <p>Making a Schedule</p> <p>Working on Group Projects</p>	<p>Essential Question What effects do people have on the environment?</p>	<p>Unit Goals: TG p. 354</p> <ul style="list-style-type: none">• 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					
<p>Reading Literary Text RL.7.1, RL.7.2, RL.7.3, RL.7.4, RL.7.5, RL.10</p>	<p>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</p>	<p>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</p>	<p>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</p>	<p>NOTES:</p>	

Making Meaning				Language Development	Effective Expression
Days 20-23					
<i>Turtle Watchers</i> <i>Nature is What We See</i> <i>The Sparrow</i> TG p. 402-411	Close Read TG p. 404: Analyze similes 				

Making Meaning				Effective Expression	NOTES:
Days 24-26					
Eagle Tracking at Follensby Pond: TG p. 412-419 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	Close Read TG p. 413: Analyze Vantage Point TG p. 415: Analyze Documentary Photography TG p. 416: Analyze Vantage Point RL.7.3	Analyze the Media TG p. 418 <input type="checkbox"/> Present and Discuss <input type="checkbox"/> Review and Synthesize <input type="checkbox"/> Answer the Essential Question SL.7.1, SL.7.4		Media Vocabulary TG p. 418 Documentary Photography Vantage point Monochrome SL.7.2, L.7.6	Writing: Research TG p. 419 Write a research project in a group W.7.2, W.7.2.a, W.7.2.b, W.7.7, W.7.8, W.7.10, SL.7.1.a-d, SL.7.4, SL.7.5, SL.7.6

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Overview: Independent Learning	
Days 33-34	
<p>TG p. 432-433, 434A-434F, 434-436</p> <p>Select and read a story from selections available online:</p> <ul style="list-style-type: none"> • 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 	<p>Standards: RL.7.10, RI.7.10</p>
End-of-Unit Performance-Based Assessment	
Days 35-36	
<p>TG p. 437-441</p> <p>Writing to Sources: Argument</p> <p>Prompt: Are the needs of people ever more important than the needs of animals and the planet? Explain your position.</p> <p>Speaking and Listening Outcome: Oral Presentation</p>	<p>Standards: W.7.1, W.7.4, W.7.10, SL.7.4, SL.7.5, SL.7.6</p>

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: <i>Surviving the Dust Bowl</i> from American Experience Anchor Text (Novel Excerpt): <i>from The Grapes of Wrath</i> by John Steinbeck Anchor Text (Short Story): <i>The Circuit</i> 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: <input type="checkbox"/> Listen Actively <input type="checkbox"/> Clarify by asking questions <input type="checkbox"/> Monitor Understanding <input type="checkbox"/> Interact and Share ideas	Essential Question How do we overcome obstacles?	Unit Goals TG p. 444 <ul style="list-style-type: none">Read and Analyze informative texts. RI.7.1, RI.7.2, RI.7.3Expand knowledge and use of academic and thematic vocabulary. RL.7.4, RI.7.4Write an Informative essay to examine a topic and convey ideas. W.7.2Conduct research projects of various lengths to explore a topic and clarify meaning. W.7.7Demonstrate command of coordinate adjectives. L.7.1Collaborate with your team to build on the ideas of others, develop consensus, and communicate. SL.7.1Integrate audio, visuals, and text in presentations. SL.7.5	
Standards Covered					
Reading Literary Text RL.7.1, RL.7.2, RL.7.3, RL.7.9, RL.7.10	Reading Informational Text RI.7.1, RI.7.2, RI.7.4	Speaking & Listening SL.7.1, SL.7.1.a, SL.7.2, SL.7.1.c, SL.7.4	Language L.7.1, L.7.2, L.7.2.a, L.7.3.a, L.7.4, L.7.4.a, L.7.4.b, L.7.5.a, L.7.6	Writing W.7.1, W.7.1.a, W.7.1.b, W.7.2, W.7.2.a-e, W.7.7, W.7.9, W.7.9.a, W.7.10	NOTES:

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: <input type="checkbox"/> Review and Discuss <input type="checkbox"/> Answer the Essential Question	Media Vocabulary TG p. 455 Panoramic shot Voiceover Transition			
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						
		RI.7.1, RI.7.2, RI.7.4	L.7.6			

Making Meaning			Language Development		Effective Expression	
Days 6-9						
from The Grapes of Wrath: TG p. 456-467	Close Read TG p. 459: Notice the repeated use of the word "years" TG p. 460: Look for and highlight italics	Analyze the Text TG p. 462 <input type="checkbox"/> Characterize <input type="checkbox"/> Interpret <input type="checkbox"/> Answer the Essential Question	Analyze Craft and Structure TG p. 463 Setting and Cultural Context: Setting Cultural and historical context Theme	Concept Vocabulary and Word Study TG p. 464 Words that describe how the characters feel as they leave their farms and start over: Ruthless Bitterness Toil Sorrow Doomed Frantically Old English Suffix: -less	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
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	RI.7.4, L.7.1	RL.7.1, RL.7.2, RL.7.3	RL.7.3, PI.3	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 Meaning				Language Development		Effective Expression	
Days 10-14							
The Circuit: TG p. 468-481	Close Review TG p. 469: Analyze cultural context TG p. 471: Notice descriptive language TG p. 472: Look for figurative language that relates to the mountains TG p. 474: Analyze author’s style	Analyze the Text TG p. 476 <input type="checkbox"/> Identify <input type="checkbox"/> Conclude <input type="checkbox"/> Answer the Essential Question	Analyze Craft and Structure TG p. 477 Theme: Stated themes Implied themes	Concept Vocabulary and Word Study TG p. 478 Words that escribe ways in which characters act or respond: Thoroughly Wearily Instinctively Enthusiastically Hesitantly Understandingly Old English Suffix: -ly	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
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	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: Writing Focus							
Days 16-18							
TG p. 482-487 Write an Informative essay Prompt: How did the individuals in the selections cope with the obstacles they faced? Language Development: Use of commas				Standards: W.7.2, W.7.2.a-e, W.7.10, L.7.1, L.7.2.a, L.7.2.b			

UNIT 5 Small-Group Learning		GRADE 7		Facing Adversity	
Introduction Day 19					
Personal Narrative: <i>A Work In Progress</i> by Aimee Mullins Autobiography Excerpt: <i>from The Story of My Life</i> by Pond by Helen Keller Media: Film: <i>from The Miracle Worker</i> from MGM News Article: <i>A Young Tinkerer Builds a Windmill, Electrifying a Nation</i> 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: <input type="checkbox"/> Prepare <input type="checkbox"/> Participate Fully <input type="checkbox"/> Support Others <input type="checkbox"/> 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 <ul style="list-style-type: none">• 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:	

UNIT 5 Small-Group Learning				GRADE 7		Facing Adversity	
Making Meaning				Language Development		Effective Expression	
Days 20-23							
A Work In Progress TG p. 492-503		Close Read TG p. 493: Hyperbole TG p. 494: Mark words that show the author's tone	Analyze the Text TG p. 500 <input type="checkbox"/> Review and Clarify <input type="checkbox"/> Present and Discuss <input type="checkbox"/> 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
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		RI.7.4, RI.7.10, L.7.5	RI.7.1, RI.7.4	RI.7.3, RI.7.4, RI.7.6	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, SL.7.2

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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

Writing to Sources: Informative Essay

Prompt: How can people overcome adversity in the face of overwhelming obstacles?

Speaking and Listening Outcome: Oral Presentation

Standards: W.7.2, W.7.4, W.7.5, W.7.6, W.7.9, SL.7.4, SL.7.5, SL.7.6