



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.7.6 • Expand Knowledge and use of academic and thematic vocabulary. RL.7.4, RI.7.4 • Write a nonfiction narrative in which you develop experiences or events using effective technique. W.7.2 • Develop voice, or style of writing, with word choice and sentence structure to convey meaning and add variety and interest to writing and presentations. L.7.3 • Collaborate with team to build on the ideas of others, develop consensus, and communicate. SL.7.1 	
Standards Covered					
Reading Literary Text RL.7.1, RL.7.6	Reading Informational Text RI.7.9	Speaking & Listening SL.7.4	Language L.7.1, L.7.2, L.7.2.a, L.7.4, L.7.4.b, L.7.5, L.7.5.b	Writing W.7.2, W.7.2.b, W.7.2.c, W.7.3, W.7.3.a, W.7.3.b, W.7.3.d, W.7.9	NOTES:

UNIT 1 Whole-Class Learning				GRADE 7		Generations	
Making Meaning			Language Development			Effective Expression	
Days 4-7							
<p><i>from Two Kinds:</i> TG p. 13-31</p> <p>First Read Notice: Who the story is about, what happens, where and when it happens and why those involved react</p> <p>Annotate: Mark vocabulary and key passages to revisit</p> <p>Connect: Ideas within selection to what you already know and have read</p> <p>Respond: Complete Comprehension check and write a storyboard of the selection</p>	<p>Close Read TG p. 14-15: Mark italicized words</p> <p>TG p. 15: Mark words that reveal narrator’s feelings</p> <p>TG p. 17: Notice punctuation in the dialogue</p> <p>TG p. 19: Mark examples of repetition</p> <p>TG p. 20: Mark descriptive words</p> <p>TG p. 22: Look for words the show the mother’s reaction</p>	<p>Analyze the Text TG p. 26</p> <ul style="list-style-type: none"> <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 	<p>Analyze Craft and Structure TG p. 27</p> <p>Character and Point of View:</p> <p>Character Traits</p> <p>Making inferences</p> <p>Character’s motives</p> <p>Point of view</p> <p>First-person point of view</p> <p>Third-person point of view</p>	<p>Concept Vocabulary and Word Study TG p. 28</p> <p>Words that relate to the idea of conflict:</p> <p>Lamented</p> <p>Indignity</p> <p>Reproach</p> <p>Discordant</p> <p>Squabbling</p> <p>Devastated</p> <p>Latin Prefix: in-</p>	<p>Conventions TG p. 29</p> <p>Conventions:</p> <p>Nouns and Pronouns</p> <p>common noun</p> <p>proper noun</p> <p>possessive noun</p> <p>personal pronoun</p> <p>possessive pronoun</p>	<p>Writing to Sources TG p. 30</p> <p>Retelling a Scene</p>	<p>Speaking and Listening TG p. 31</p> <p>Develop a dramatic monologue</p>
			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						
<p>A Simple Act: TG p. 32-41</p> <p>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</p>	<p>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</p>	<p>Analyze the Text TG p. 38</p> <ul style="list-style-type: none"> <input type="checkbox"/> Analyze and Evaluate <input type="checkbox"/> Draw Conclusions <input type="checkbox"/> Interpret <input type="checkbox"/> Answer the Essential Question 	<p>Analyze Craft and Structure TG p. 39 Author’s Point of View: Weighted Words Omniscient third-person Limited third-person</p>	<p>Concept Vocabulary and Word Study TG p. 40</p> <p>Words that help to show relationships between people:</p> <p>Connects Influence Encouraged Bond</p> <p>Multiple Meaning words</p>	<p>Conventions TG p. 41 Conventions: Adverbs</p>	
			RL.7.1, RL.7.6	L.7.4	L.7.1	

Making Meaning			Language Development		Effective Expression	
Days 12-15						
<p>from An Invisible Thread: TG p. 43-51</p> <p>First Read Notice: Who the memoir is about, what happens, where and when it happen, and why those involved react as they do Annotate: By marking vocabulary and key passages you want to revisit Connect: Ideas within selection to what you already know and have read Respond: Complete Comprehension check and write a storyboard of the selection</p>	<p>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</p>	<p>Analyze the Text TG p. 46</p> <ul style="list-style-type: none"> <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 	<p>Analyze Craft and Structure TG p. 47 Narrative Point of View: First-person point of view Direct Quotations</p> <p style="text-align: right;">RL.7.6</p>	<p>Concept Vocabulary and Word Study TG p. 48</p> <p>Words that show positive qualities of personality traits:</p> <p>Resilience Perseverance Generosity</p> <p>Latin Suffix: -ity</p> <p style="text-align: center;">L.7.5, L.7.5.b</p>	<p>Conventions TG p. 49 Conventions: Adjectives</p> <p style="text-align: center;">L.7.2, L.7.2.a</p>	<p>Writing to Compare TG p. 50-51 Explanatory Essay</p> <p style="text-align: center;">RI.7.9, W.7.2, W.7.2.b, W.7.2.c, W.7.9</p>
Performance Task: Writing Focus						
Days 16-18						
<p>TG p. 52-57 Write a Nonfiction Narrative Prompt: What unexpected event shows how a person can influence someone from a different generation? Language Development: Finding Your Voice</p>				<p>Standards: W.7.3, W.7.3.a-e, W.7.4, W.7.5, W.7.10</p>		

UNIT 1 Small-Group Learning		GRADE 7		Generations		
Introduction Day 19						
<p>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</p>	<p>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</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 Topic 2) List Your Rules 3) Apply the Rules 4) Name your Group 5) Create a Communication Plan <p>Making a Schedule</p> <p>Working on Group Projects</p>	<p>Essential Question What can one generation learn from another?</p>	<p>Unit Goals: TG p. 4</p> <ul style="list-style-type: none"> • Read and analyze how authors express point of view in nonfiction narrative. RL.7.6 • Expand Knowledge and use of academic and thematic vocabulary. RL.7.4, RI.7.4 • Write a nonfiction narrative in which you develop experiences or events using effective technique W.7.2 • Develop voice, or style of writing, with word choice and sentence structure to convey meaning and add variety and interest to writing and presentations. L.7.3 • Collaborate with team to build on the ideas of others, develop consensus, and communicate. SL.7.1 		
Standards Covered						
<p>Reading Literary Text RL.7.1, RL.7.2, RL.7.4</p>	<p>Reading Informational Text RI.7.1, RI.7.2, RI.7.3, RI.7.7</p>	<p>Speaking & Listening SL.7.1, SL.7.1.a, SL.7.1.b, SL.7.1.c, SL.7.1.d, SL.7.2, SL.7.4, SL.7.5</p>	<p>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</p>	<p>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</p>	<p>NOTES:</p>	

Making Meaning				Language Development	Effective Expression	
Days 20-21						
<p>Tutors Teach Seniors New High-Tech Tricks TG p. 62-69</p> <p>First Read Notice: The general ideas of the text. What is it about? Who is it about?</p> <p>Annotate: Mark vocabulary and key passages to revisit</p> <p>Connect: Ideas within selection to what you already know and have read</p> <p>Respond: Complete Comprehension check by writing a brief summary of the selection</p>	<p>Close Read TG p. 63: Mark details in paragraphs that demonstrate the author's tone</p>	<p>Analyze the Text TG p. 66</p> <ul style="list-style-type: none"> <input type="checkbox"/> Review and Clarify <input type="checkbox"/> Present and Discuss <input type="checkbox"/> Answer the Essential Question 	<p>Analyze Craft and Structure TG p. 67</p> <p>Development of Central Ideas: Main or Central idea Skim Read Closely Scan</p>	<p>Concept Vocabulary and Word Study TG p. 66</p> <p>Context Clues</p> <p>TG p. 66</p> <p>Words that are associated with feelings and issues one might need to overcome when learning something new:</p> <p>Struggling Impairments Frustrated</p> <p>Suffix: -ment</p>	<p>Conventions TG p. 68</p> <p>Conjunctions Coordinating Subordinating</p>	<p>Speaking and Listening TG p. 69</p> <p>Multimedia Presentation</p>
			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.d, SL.7.4, SL.7.5, W.7.7

Making Meaning				Language Development	NOTES:	
Days 22-23						
<p>from Mom & Me & Mom: TG p. 70-79</p> <p>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</p>	<p>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</p>	<p>Analyze the Text TG p. 77</p> <ul style="list-style-type: none"> <input type="checkbox"/> Review and Clarify <input type="checkbox"/> Present and Discuss <input type="checkbox"/> Answer the Essential Question 	<p>Analyze Craft and Structure TG p. 78 Characterization:</p> <p>Character traits Characterization Direct characterization Indirect characterization Make inferences</p>	<p>Concept Vocabulary and Word Study TG p. 77</p> <p>Words that involve someone giving to fill the need of someone else:</p> <p>Charitable Philanthropist Supervision</p> <p>Latin Prefix: super-</p>	<p>Conventions TG p. 79 Independent and Dependent Clauses Subordinate clause</p>	
			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				
<p>Learning to Love my Mother: TG p. 80-85</p> <p>First Review Watch: Who speaks, what they say, and how they say it</p> <p>Note: Elements that you find interesting and want to revisit</p> <p>Connect: Details in the interview to other texts you've read or images you've seen</p> <p>Respond: Complete Comprehension check</p>	<p>Close Review TG p. 82: Note details in the video that support Angelou's claim that "Love heals-not sentimentality, but love"</p>	<p>Analyze the Media TG p. 83</p> <ul style="list-style-type: none"> <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 	<p>Media Vocabulary TG p. 83</p> <p>Set Questions Tone</p>	<p>Writing to Compare TG p. 84 Compare and contrast essay</p>
		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						
<p>Mother-Daughter Drawing: TG p. 86-93</p> <p>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</p>	<p>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</p>	<p>Analyze the Media TG p. 92</p> <ul style="list-style-type: none"> <input type="checkbox"/> Present and Discuss <input type="checkbox"/> Review and Synthesize <input type="checkbox"/> Answer the Essential Question 		<p>Media Vocabulary TG p. 92</p> <p>Composition Light Shadow Proportion Perspective</p>	<p>Speaking and Listening TG p. 93 Multimedia Slideshow</p>	
		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						
<p>Mother to Son, To James: TG p. 96-103</p> <p>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</p>	<p>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</p> <p>RL.7.5</p>	<p>Analyze the Text TG p. 100</p> <ul style="list-style-type: none"> <input type="checkbox"/> Review and Clarify <input type="checkbox"/> Present and Discuss <input type="checkbox"/> Post your work <p>SL.7.1</p>	<p>Analyze Craft and Structure TG p. 101</p> <p>Figurative Language: Symbol Central Symbol</p> <p>RL.7.1, RL.7.2, RL.7.4,</p>	<p>Concept Vocabulary TG p. 94, 100</p> <p>Context Clues</p> <p>Words that express fast, forceful, or sudden movement and create an overall sense of momentum:</p> <p>flung catapulted lurched</p> <p>Word Study: TG p. 100 Connotations and Denotation</p> <p>L.7.4, L.7.4.a, L.7.5.c, L.7.5.c</p>	<p>Author's Style TG p. 102 Rhythm and Repetition</p> <p>RL.7.4, L.7.5</p>	<p>Writing TG p. 103 Write a Narrative Poem</p> <p>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</p>
Small-Group Learning Performance Task: Speaking and Listening Focus						
Days 30-32						
<p>TG p. 104-15 Present a Nonfiction Narrative Prompt: What new knowledge or skills can you learn from someone of a different generation?</p>				<p>Standards: SL.7.1, SL.7.1.a, SL.7.1.b, SL.7.2, SL.7.4, SL.7.6</p>		

Overview: Independent Learning

Days 33-34

<p>TG p. 106-107, 108A-108F, 108-110 Select and read a story from selections available online:</p> <ul style="list-style-type: none"> • 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 	<p>Standards: RL.7.10, RI.7.10</p>
--	------------------------------------

End-of-Unit Performance-Based Assessment

Days 35-36

<p>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</p>	<p>Standards: W.7.3, W.7.3.a-e, W.7.4, W.7.9, W.7.10, SL.7.4, SL.7.5</p>
--	--

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: <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 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.7.8 • Expand Knowledge and use of academic and concept vocabulary. RL.7.4, RI.7.4 • Write an argumentative essay in which you effectively incorporate the key elements of an argument. W.7.1 • Conduct research projects of various lengths to explore a topic and clarify meaning. W.7.7 • Demonstrate command of the proper use of verb tenses. L.7.1 • Collaborate with your team to build on the ideas of others, develop consensus, and communicate SL.7.1 • Integrate audio, visuals, and text in presentations SL.7.5 	
Standards Covered					
Reading Literary Text RL.7.1, RL.7.4, RL.7.7, RL.7.10	Reading Informational Text	Speaking & Listening SL.7.1, SL.7.1.a, SL.7.1.b, SL.7.1.c, SL.7.1.d, SL.7.4	Language L.7.1, L.7.4, L.7.4.a, L.7.4.b, L.7.5, L.7.5.a	Writing W.7.1, W.7.1.a-e, W.7.10	NOTES:

UNIT 2 Whole-Class Learning		GRADE 7		A Starry Home		
Making Meaning		Language Development		NOTES:		
Days 4-9						
<p>Dark They Were, and Golden-eyed: TG p. 126-145</p> <p>First Read Notice: Who the story is about, what happens, where and when it happens and why those involved react</p> <p>Annotate: Mark vocabulary and key passages to revisit</p> <p>Connect: Ideas within selection to what you already know and have read</p> <p>Respond: Complete Comprehension check and writing a brief summary of the selection</p>	<p>Close Read TG p. 127: Look for similes and metaphors</p> <p>TG p. 128: Analyze character. Mark details that reveal how Harry feels about being on Mars</p> <p>TG p. 129: Look for examples of foreshadowing</p> <p>TG p. 130: Highlight text that appeals to the senses and paints a picture</p> <p>TG p. 131: Mark details that describe the changes that are starting to happen</p> <p>TG p. 132: Highlight text that tells what people are thinking or feeling</p> <p>TG p. 134: Notice and highlight text that isn't English</p> <p>TG p. 136: Analyze plot</p> <p>TG p. 137: Highlight text that creates an image</p> <p>TG p. 138: Highlight text that indicates ways characters have changed</p> <p>TG p. 140: Analyze Plot</p> <p>RL.7.3</p>	<p>Analyze the Text TG p. 142:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Explain <input type="checkbox"/> Examine <input type="checkbox"/> Assess <input type="checkbox"/> Answer the Essential Question 	<p>Analyze Craft and Structure TG p. 143</p> <p>Figurative Language: Figures of speech Simile Metaphor Personification</p> <p>RL.7.4, L.7.5, L.7.5.a</p>	<p>Concept Vocabulary and Word Study TG p. 144</p> <p>Gives the reader a sense of what people from Earth are seeing, feeling, and experiencing on Mars:</p> <p>submerged forlorn canals immense atmosphere mosaic</p> <p>Synonyms and nuance</p> <p>L.7.4.a, L.7.5</p>	<p>Conventions TG p. 145</p> <p>Conventions: Comparisons Using Adjectives and Adverbs</p> <p>Positive Comparative Superlative</p> <p>L.7.1</p>	

Making Meaning			Effective Expression	NOTES:
Days 10-12				
<p>Dark They Were, and Golden-Eyed: TG p. 146-151</p> <p>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</p>	<p>Close Review TG p. 147: Note details in the radio play the present the story differently than the text</p>	<p>Analyze the Media TG p. 149</p> <ul style="list-style-type: none"> <input type="checkbox"/> Review and discuss <input type="checkbox"/> Discuss <input type="checkbox"/> Answer the Essential Question 	<p>Media Vocabulary TG p. 149 Sound Effects Human voice Silence</p>	<p>Writing to Compare TG: p. 150-151 Comparison-and-Contrast essay</p>
	RL.7.7		SL.7.2	RL.7.7, W.7.2.a-e, W.7.9.a

Making Meaning			Language Development			Effective Expression	
Days 13-15							
<p><i>Danger! This Mission to Mars Could Bore You to Death!</i> TG p. 152-163</p> <p>First Read Notice: The general ideas about the text Annotate: By marking vocabulary and key passages you want to revisit Connect: Ideas within selection to what you already know and have read Respond: Complete Comprehension check and writing a brief summary of the selection</p>	<p>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</p>	<p>Analyze the Text TG p. 158</p> <ul style="list-style-type: none"> <input type="checkbox"/> Connect <input type="checkbox"/> Draw Conclusions <input type="checkbox"/> Answer the Essential Question 	<p>Analyze Craft and Structure TG p. 159 Text Structure: Informative writing</p> <p style="text-align: right;">RI.7.5</p>	<p>Concept Vocabulary and Word Study TG p. 160</p> <p>Words related to boredom: chronic subconsciously excruciatingly monotony catastrophic</p> <p>Latin prefix: -sub</p> <p style="text-align: center;">L.7.4, L.7.4.b, L.7.4.c, L.7.6</p>	<p>Conventions TG p. 161 Conventions: Action Verbs and Linking Verbs</p> <p style="text-align: center;">L.7.1</p>	<p>Writing to Sources TG p. 162 Blog Post</p> <p style="text-align: center;">W.7.1.a, W.7.1.b, W.7.1.d, W.7.1.e, W.7.7</p>	<p>Speaking and Listening TG p. 163 Visual Presentation</p> <p style="text-align: center;">SL.7.4, SL.7.5</p>
Performance Task: Writing Focus							
Days 16-18							
<p>TG p. 164-169 Write an Argument Prompt: Do the benefits of exploring Mars outweigh the risks? Language Development: Conventions</p>				<p>Standards: W.7.1, W.7.1.a-e, W.7.5, W.7.10, L.7.1, L.7.2, L.7.3, L.7.3a</p>			

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 Topic 2) List Your Rules 3) Apply the Rules 4) Name your Group 5) 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						
<p>Future of Space Exploration Could See Humans on Mars, Alien Planets: TG p. 174-181</p> <p>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</p>	<p>Close Read TG p. 178: Revisit sections marked during first read</p>	<p>Analyze the Text TG p. 178</p> <ul style="list-style-type: none"> <input type="checkbox"/> Review and Clarify <input type="checkbox"/> Present and Discuss <input type="checkbox"/> Answer the Essential Question 	<p>Analyze Craft and Structure TG p. 179 Development of Ideas: Text Structure</p>	<p>Concept Vocabulary and Word Study TG p. 178 Words that relate to space exploration and travel:</p> <p>Colonize Planetary Interstellar</p> <p>Latin suffix: -ary</p>	<p>Conventions TG p. 180 Conventions: Principal Parts of Verbs Present Present Participle Past Past Participle</p>	<p>Speaking and Listening TG p. 181 Digital Multimedia Presentation</p>
			RL.7.5	L.7.1	SL.7.1, SL.7.1.b, SL.7.1.c, SL.7.1.d, SL.7.4, SL.7.5, W.7.7, W.7.8	

Making Meaning				Language Development	Effective Expression	
Days 22-26						
<p>The Last Dog: TG p. 182-199</p> <p>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</p>	<p>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</p>	<p>Analyze the Text TG p. 196</p> <ul style="list-style-type: none"> <input type="checkbox"/> Review and Clarify <input type="checkbox"/> Present and Discuss <input type="checkbox"/> Answer the Essential Question 	<p>Analyze Craft and Structure TG p. 197 Conflict and Resolution: External conflict Internal conflict</p>	<p>Concept Vocabulary and Word Study TG p. 196 Words that all relate to life outside the dome:</p> <p>Threatening Extinct Mutation</p> <p>Latin suffix: -tion</p>	<p>Conventions TG p. 198 Simple and Compound Subjects and Predicates</p>	<p>Writing to Sources TG p. 199 Revised Ending</p>
		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						
<p>Ellen Ochoa: Director, Johnson Space Center: TG p. 200-203</p> <p>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</p>	<p>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</p>	<p>Analyze the Media TG p. 202</p> <ul style="list-style-type: none"> <input type="checkbox"/> Describe <input type="checkbox"/> Analyze <input type="checkbox"/> Answer the Essential Question 		<p>Concept Vocabulary TG p. 202</p> <p>Aptitude Calculus Mission Control</p> <p>L.7.6</p>	<p>Speaking and Listening: TG p. 203</p> <p>Group Biography Discussion</p> <p>SL.7.1, SL.7.1.a-d</p>	

Making Meaning				Language Development	Effective Expression	
Days 29-30						
<p>Neil deGrasse Tyson on the Future of U.S. Space Exploration After Curiosity: TG p. 204-211</p> <p>First Read Notice: The general ideas of the interview. What is it about? Who is involved? Annotate: Mark vocabulary and key passages to revisit Connect: Ideas within selection to what you already know and have read Respond: Complete Comprehension check and writing a comparison using a Venn diagram</p>	<p>Close Read TG p. 206: Mark details that identify the speaker’s claim</p>	<p>Analyze the Text TG p. 208</p> <ul style="list-style-type: none"> <input type="checkbox"/> Review and Clarify <input type="checkbox"/> Present and Discuss <input type="checkbox"/> Answer the Essential Question 	<p>Analyze Craft and Structure TG p. 209 Evaluate Argument and Claims</p>	<p>Concept Vocabulary and Word Study TG p. 208</p> <p>Words having to do with business ventures: Cede Enterprise Capitalistic</p> <p>TG p. 208 Multiple-meaning words</p>	<p>Conventions TG p. 210 Sentence Functions and End Marks</p> <p>Declarative Interrogative Imperative Exclamatory</p>	<p>Writing Research Report TG p. 211</p>
	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 Learning Performance Task: Speaking and Listening Focus						
Days 31-32						
<p>TG p. 212-213 Present an Argument Prompt: Should space exploration be a priority for our country?</p>				<p>Standards: SL.7.4, SL.7.5, SL.7.6</p>		

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)	
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 	
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:	

UNIT 3 Whole-Class Learning			GRADE 7		Turning Points	
Making Meaning			Language Development		NOTES:	
Days 4-9						
<p>A Christmas Carol: Scrooge and Marley, Act I: TG p. 234-263</p> <p>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</p>	<p>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</p>	<p>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</p>	<p>Analyze Craft and Structure TG p. 261 Dialogue in Drama: Dialogue conflict</p>	<p>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-</p>	<p>Conventions TG p. 263 Subject-Verb Agreement Compound Subject</p>	
	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 Meaning			Language Development			Effective Expression	
Days 10-12							
<p>A Christmas Carol: Scrooge and Marley, Act II: TG p. 264-297</p> <p>Close Read TG p. 267: Highlight a word that's no longer used the same way</p> <p>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</p>	<p>Analyze the Text TG p. 292</p> <ul style="list-style-type: none"> <input type="checkbox"/> Explain <input type="checkbox"/> Determine <input type="checkbox"/> Characterize <input type="checkbox"/> Answer the Essential Question 	<p>Analyze Craft and Structure TG p. 293</p> <p>Stage Directions: Script Dialogue Stage direction</p>	<p>Concept Vocabulary and Word Study TG p. 294</p> <p>Words relate to Scrooge's transforming character and personality:</p> <p>Parallel Altered Strive Dispelled Earnest Infinitely</p> <p>TG p. 294 Greek prefix: -para-</p>	<p>Conventions TG p. 295</p> <p>Sentence Structures:</p> <p>Simple sentence Compound sentence Complex sentence Compound-complex Independent clauses</p>	<p>Writing to Sources TG p. 296</p> <p>Explanatory Essay</p>	<p>Speaking and Listening TG p. 297</p> <p>Present a Costume Plan</p>	
	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				
<p>from Scrooge: TG p. 298-303</p> <p>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</p>	<p>Close Review TG p. 301: Watch Video again and write any new observations that seem important</p>	<p>Analyze the Media TG p. 301</p> <ul style="list-style-type: none"> <input type="checkbox"/> Review and discuss <input type="checkbox"/> Answer the Essential Question 	<p>Media Vocabulary TG p. 301 Screenplay Director Performance Editing</p> <p style="text-align: center;">L.7.6</p>	<p>Writing to Compare TG p. 302-303 Compare-and-Contrast essay</p> <p style="text-align: center;">RL.7.7, W.7.2, W.7.2.a-e</p>
Performance Task: Writing Focus				
Days 16-18				
<p>TG p. 304-309 Write an Informative Essay Prompt: How does Scrooge’s character transform over the course of the play? Language Development: Conventions</p>			<p>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</p>	

UNIT 3 Small-Group Learning		GRADE 7		Turning Points	
Introduction Day 19					
<p>Short Story: <i>Thank You, M'am</i> by Langston Hughes</p> <p>Memoir: <i>from An American Childhood</i> by Annie Dillard</p> <p>Media: Photo Gallery: <i>Urban Farming Is Growing a Greener Future</i> by Hillary Schwei</p>	<p>Performance-Based Assessment Task</p> <p>Speaking and Listening Focus: Present an Argument</p> <p>Present an Explanatory Essay</p> <p>Prompt: How are the turning points in the selections similar to and different from each other?</p> <p>W.7.2, SL.7.1, SL.7.2, 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 Topic 2) List Your Rules 3) Apply the Rules 4) Name your Group 5) Create a Communication Plan <p>Making a Schedule</p> <p>Working on Group Projects</p>	<p>Essential Question</p> <p>What can cause a sudden change in someone's life?</p>	<p>Unit Goals:</p> <p>TG p. 226</p> <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 	
Standards Covered					
<p>Reading Literary Text</p> <p>RL.7.3, RL.7.4</p>	<p>Reading Informational Text</p> <p>RI.7.1, RI.7.3</p>	<p>Speaking & Listening</p> <p>SL.7.1, SL.7.1.b, SL.7.1.c, SL.7.1.d, SL.7.4, SL.7.5, SL.7.6</p>	<p>Language</p> <p>L.7.1.a, L.7.2, L.7.4, L.7.4.c, L.7.5</p>	<p>Writing</p> <p>W.7.3, W.7.3.b, W.7.3.d, W.7.6, W.7.7, W.7.8</p>	<p>NOTES:</p>

Making Meaning				Language Development	Effective Expression	
Days 20-24						
<p>Thank You, M'am: TG p. 314-323</p> <p>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</p>	<p>Close Read TG p. 315: Analyze plot TG p. 317: Analyze Character development TG p. 318: Infer Point of View</p>	<p>Analyze the Text TG p. 320</p> <ul style="list-style-type: none"> <input type="checkbox"/> Review and Clarify <input type="checkbox"/> Present and Discuss <input type="checkbox"/> Answer the Essential Question 	<p>Analyze Craft and Structure TG p. 321 Plot: Exposition Rising Action Conflict Climax Falling Action Resolution</p>	<p>Concept Vocabulary and Word Study TG p. 320 Words that are related to the initial meeting between the two characters</p> <p>Permit Release Contact</p>	<p>Conventions TG p. 322 Prepositions and Prepositional Phrases</p> <p>Preposition Prepositional phrase Object of the preposition</p>	<p>Writing to Sources TG p. 323 Journal Entry</p>
	RL.7.1, RI.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						
<p>from An American Childhood: TG p. 324-331</p> <p>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</p>	<p>Close Read TG p. 326: Analyze Characterization</p>	<p>Analyze the Text TG p. 328</p> <ul style="list-style-type: none"> <input type="checkbox"/> Review and Clarify <input type="checkbox"/> Present and Discuss <input type="checkbox"/> Answer the Essential Question 	<p>Analyze Craft and Structure TG p. 329</p> <p>Analyze Interactions:</p> <p>Reflective Writing Central Ideas Make Inferences</p>	<p>Technical Vocabulary and Word Study TG p. 328</p> <p>Tissue Enlarged Amoeba</p> <p>Prefix: en-</p>	<p>Conventions TG p. 330</p> <p>Appositives and Appositive Phrases</p>	<p>Speaking and Listening TG p. 331</p> <p>Collaborative Discussion</p>
	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

Making Meaning			Language Development	NOTES:
Days 29-30				
<p>Urban Farming Is Growing a Greener Future: TG p. 332-339</p> <p>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</p>	<p>Close Review TG p. 333: Analyze Details TG p. 334: Infer Setting TG p. 336: Analyze Composition</p> <p>RI.7.1</p>	<p>Analyze the Media TG p. 338</p> <ul style="list-style-type: none"> <input type="checkbox"/> Present and Discuss <input type="checkbox"/> Review and Synthesize <input type="checkbox"/> Answer the Essential Question 	<p>Concept Vocabulary TG p. 338</p> <p>Rural Agricultural Localizing</p> <p>RI.7.4</p>	<p>Speaking and Listening: TG p. 339</p> <p>Research: Digital Multimedia Presentation</p> <p>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</p>
Small-Group Learning Performance Task: Speaking and Listening Focus				
Days 31-32				
<p>TG p. 340-341 Present an Explanatory Essay Prompt: How are the turning points in the selections similar to and different from each other?</p>			<p>Standards: SL.7.4, SL.7.5, SL.7.6</p>	

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: <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 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.7.8 • Expand Knowledge and use of academic and thematic vocabulary. RI.7.4 • Write an argumentative essay in which you effectively incorporate the key elements of an argument. W.7.1 • Conduct research projects of various lengths to explore a topic and clarify meaning. W.7.7 • Demonstrate command of the use of participles and participial phrases. L.7.1 • Collaborate with your team to build on the ideas of others, develop consensus, and communicate. SL.7.1 • Integrate audio, visuals, and text in presentations. SL.7.5 	
Standards Covered					
Reading Literary Text RI.7.6, RL.7.3, RI.7.4, RL.7.5	Reading Informational Text RI.7.1, RI.7.2, RI.7.4, RI.7.7, RI.7.8	Speaking & Listening SL.7.1.a, SL.7.2, SL.7.5, SL.7.5, SL.7.6	Language L.7.1, L.7.1.a, L.7.3, L.7.4, L.7.4.b, L.7.5.a, L.7.5.b	Writing W.7.1, W.7.1.a-e, W.7.7, W.7.8, W.7.9.b, W.7.10	NOTES:

UNIT 4 Whole-Class Learning		GRADE 7		People and the Planets			
Making Meaning		Language Development		Effective Expression			
Days 4-5							
<p>from Silent Spring: TG p. 362-371</p> <p>First Read Notice: The general ideas of the text. What is it about? Who is involved? Annotate: Mark vocabulary and key passages to revisit Connect: Ideas within selection to what you already know and have read Respond: Complete Comprehension check and writing a brief summary of the selection</p>	<p>Close Read TG p. 363: Look for words that describe someone TG p. 238: Look for details that describe the town and the area around it TG p. 364: Analyze author viewpoint</p>	<p>Analyze the Text TG p. 366</p> <ul style="list-style-type: none"> <input type="checkbox"/> Interpret <input type="checkbox"/> Make inferences <input type="checkbox"/> Answer the Essential Question 	<p>Analyze Craft and Structure TG p. 367 Author's Word Choice:</p> <p>Imagery Images Mood Connotations Figurative Meanings</p>	<p>Concept Vocabulary and Word Study TG p. 368 Words related to unwelcome change—in this case, to a town's landscape:</p> <p>Blight Maladies Puzzled Stricken Stillness Deserted</p> <p>Old English suffix: -ness</p>	<p>Conventions TG p. 369 The Subjunctive Indicative mood Subjunctive mood</p>	<p>Writing to Sources TG p. 370</p> <p>Write an Argument</p>	<p>Speaking and Listening TG p. 371 Multimedia Presentation</p>
	RI.7.4, RI.7.6	RI.7.1, RI.7.2, RI.7.4	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.7.9.b	W.7.7, W.7.8, SL.7.4, SL.7.5, SL.7.6

Making Meaning			Language Development			NOTES:
Days 6-10						
<p>Nobel Speech: TG p. 372-385</p> <p>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</p>	<p>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</p>	<p>Analyze the Text TG p. 382</p> <ul style="list-style-type: none"> <input type="checkbox"/> Support <input type="checkbox"/> Compare and Contrast <input type="checkbox"/> Answer the Essential Question 	<p>Analyze Craft and Structure TG p. 383 Evaluate an argument: Persuasive Speech</p>	<p>Concept Vocabulary and Word Study TG p. 384 Words that describe situations or settings:</p> <p>Crisis Pollution Urgency Universal Illusion Environment</p> <p>Latin prefix: uni-</p>	<p>Conventions TG p. 385 Infinitive Phrases and Gerund Phrases</p> <p>Infinitive Infinitive phrase Noun Adjective Adverb Subject Direct object Predicate noun Object of a preposition</p>	
	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					
<p>Al Gore’s Nobel Acceptance Speech: TG p. 386-391</p> <p>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</p>	<p>Close Review TG p. 389: Watch Video again and write any new observations that seem important</p>	<p>Analyze the Media TG p. 389</p> <ul style="list-style-type: none"> <input type="checkbox"/> Review and discuss <input type="checkbox"/> Answer the Essential Question 	<p>Concept Vocabulary TG p. 389</p> <p>Unprecedented Recklessly Imminent Unsustainable Emissions Efficiently</p> <p style="text-align: center;">L.7.6</p>	<p>Writing to Compare TG p. 390-391 Write an argument</p> <p style="text-align: center;">RI.7.7, W.7.1, W.7.1.a-c, SL.7.3</p>	
Performance Task: Writing Focus					
Days 16-18					
<p>TG p. 394-397 Write an Argument Prompt: What is the most significant effect that people have on the environment? Language Development: Conventions</p>				<p>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</p>	

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? 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 Topic 2) List Your Rules 3) Apply the Rules 4) Name your Group 5) 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. RI.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						
<p><i>Turtle Watchers</i> <i>Nature is What We See</i> <i>The Sparrow</i> TG p. 402-411</p> <p>First Read Notice: Who or what is “speaking” the poem and whether the poem tells a story or describes a single moment Annotate: Mark vocabulary and key passages to revisit Connect: Ideas within selection to what you already know and have read Respond: Complete Comprehension check by writing a brief summary of the selection</p>	<p>Close Read TG p. 404: Analyze similes</p>	<p>Analyze the Text TG p. 408</p> <ul style="list-style-type: none"> <input type="checkbox"/> Review and Clarify <input type="checkbox"/> Present and Discuss <input type="checkbox"/> Answer the Essential Question 	<p>Analyze Craft and Structure TG p. 409 The speaker in lyric poetry</p>	<p>Concept Vocabulary and Word Study TG p. 408 Words that all relate to the importance of ancestral knowledge:</p> <p>Ancestors Wisdom Heed</p> <p>Etymology</p>	<p>Author’s Style TG p. 410 Author’s Style: Word Choice</p> <p>Diction Tone Denotations Connotations Make inferences Theme</p>	<p>Speaking and Listening TG p. 411 Oral Presentation</p>
	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						
<p>Eagle Tracking at Follensby Pond: TG p. 412-419</p> <p>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</p>	<p>Close Read TG p. 413: Analyze Vantage Point TG p. 415: Analyze Documentary Photography TG p. 416: Analyze Vantage Point</p> <p>RL.7.3</p>	<p>Analyze the Media TG p. 418</p> <ul style="list-style-type: none"> <input type="checkbox"/> Present and Discuss <input type="checkbox"/> Review and Synthesize <input type="checkbox"/> Answer the Essential Question <p>SL.7.1, SL.7.4</p>		<p>Media Vocabulary TG p. 418 Documentary Photography Vantage point Monochrome</p> <p>SL.7.2, L.7.6</p>	<p>Writing: Research TG p. 419 Write a research project in a group</p> <p>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</p>	

Making Meaning				Language Development	Effective Expression	
Days 27-30						
<p>He—y, Come On Ou—t!: TG p. 420-429</p> <p>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</p>	<p>Close Read TG p. 421: Analyze Setting</p>	<p>Analyze the Text TG p. 426</p> <ul style="list-style-type: none"> <input type="checkbox"/> Review and Clarify <input type="checkbox"/> Present and Discuss <input type="checkbox"/> Answer the Essential Question 	<p>Analyze Craft and Structure TG p. 427 Elements of a Short Story:</p> <p>Irony Theme Dramatic irony Situational irony Verbal irony</p>	<p>Concept Vocabulary and Word Study TG p. 426 Words that relate to the outcome of a process: Disposal Consequences Resolved</p> <p>Latin Roots: -sequ-</p>	<p>Conventions TG p. 428 Punctuation Marks:</p> <p>Colon Semicolon Hyphen Dash Brackets Parentheses</p>	<p>Writing to Sources: TG p. 429 Write Your Own Ending</p>
	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, PI.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 Performance Task: Speaking and Listening Focus						
Days 31-32						
<p>TG p. 430-431 Present an Argument Prompt: Do people always have a negative impact on the environment?</p>				<p>Standards: Standards: SL.7.1, SL.7.1.a, SL.7.1.b, SL.7.2, SL.7.3, SL.7.4, SL.7.5, SL.7.6</p>		

Overview: Independent Learning	
Days 33-34	
<p>TG p. 432-433, 434A-434F, 434-436 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 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</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): from <i>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: <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 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 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				
<p>Surviving the Dust Bowl: TG p. 452-455</p> <p>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</p>	<p>Close Review TG p. 453: Analyze cinematic technique</p>	<p>Analyze the Media TG p. 455:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Review and Discuss <input type="checkbox"/> Answer the Essential Question <p>RI.7.1, RI.7.2, RI.7.4</p>	<p>Media Vocabulary TG p. 455 Panoramic shot Voiceover Transition</p> <p>L.7.6</p>	

Making Meaning			Language Development		Effective Expression
Days 6-9					
<p>from The Grapes of Wrath: TG p. 456-467</p> <p>Close Read TG p. 459: Notice the repeated use of the word "years" TG p. 460: Look for and highlight italics</p> <p>Analyze the Text TG p. 462 <input type="checkbox"/> Characterize <input type="checkbox"/> Interpret <input type="checkbox"/> Answer the Essential Question</p> <p>Analyze Craft and Structure TG p. 463 Setting and Cultural Context: Setting Cultural and historical context Theme</p> <p>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</p> <p>Language Development TG p. 465 Author's Style: Description Word choice Imagery</p> <p>Writing to Compare TG p. 466-467 Write a Compare-and-Contrast essay</p>	<p>RL.7.4, L.7.1</p>	<p>RL.7.1, RL.7.2, RL.7.3</p>	<p>RL.7.3, PI.3</p>	<p>L.7.3.a, L.7.4, L.7.4.b</p>	<p>L.7.3.a, L.7.4, L.7.5.a</p>
<p>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</p>					<p>RL.7.9, W.7.1.a-b, W.7.2.b, W.7.2.d, W.7.9, W.7.9.a</p>

Making Meaning			Language Development			Effective Expression	
Days 10-14							
<p>The Circuit: TG p. 468-481</p> <p>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</p>	<p>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</p>	<p>Analyze the Text TG p. 476</p> <ul style="list-style-type: none"> <input type="checkbox"/> Identify <input type="checkbox"/> Conclude <input type="checkbox"/> Answer the Essential Question 	<p>Analyze Craft and Structure TG p. 477 Theme: Stated themes Implied themes</p>	<p>Concept Vocabulary and Word Study TG p. 478 Words that describe ways in which characters act or respond:</p> <p>Thoroughly Wearily Instinctively Enthusiastically Hesitantly Understandingly</p> <p>Old English Suffix: -ly</p>	<p>Conventions TG p. 479 Commas</p>	<p>Writing to Sources TG p. 480 Write an explanatory essay</p>	<p>Speaking and Listening TG p. 481 Role-play and interview</p>
	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							
<p>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</p>				<p>Standards: W.7.2, W.7.2.a-e, W.7.10, L.7.1, L.7.2.a, L.7.2.b</p>			

UNIT 5 Small-Group Learning		GRADE 7		Facing Adversity	
Introduction Day 19					
<p>Personal Narrative: <i>A Work In Progress</i> by Aimee Mullins</p> <p>Autobiography Excerpt: <i>from The Story of My Life</i> by Pond by Helen Keller</p> <p>Media: Film: <i>from The Miracle Worker</i> from MGM</p> <p>News Article: <i>A Young Tinkerer Builds a Windmill, Electrifying a Nation</i> by Sarah Childress</p>	<p>Performance-Based Assessment Task</p> <p>Speaking and Listening</p> <p>Focus: Present an Explanatory Text</p> <p>Present Multimedia Profiles</p> <p>Prompt: How do people overcome enormous challenges?</p> <p>W.7.2, W.7.4, W.7.9, W.7.10, SL.7.1, SL.7.1, SL.7.4, SL.7.56</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 Topic 2) List Your Rules 3) Apply the Rules 4) Name your Group 5) Create a Communication Plan <p>Making a Schedule</p> <p>Working on Group Projects</p>	<p>Essential Question</p> <p>How do we overcome obstacles?</p>	<p>Unit Goals</p> <p>TG p. 444</p> <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					
<p>Reading Informational Text</p> <p>RI.7.1, RI.7.3, RI.7.4, RI.7.5, RI.7.6, RI.7.7, RI.7.10</p>		<p>Speaking & Listening</p> <p>SL.7.1, SL.7.1.a-d, SL.7.2</p>		<p>Language</p> <p>L.7.1, L.7.1.a, L.7.2, L.7.4, L.7.4.b, L.7.6</p>	
				<p>Writing</p> <p>W.7.2.a, W.7.2.b, W.7.7, W.7.9.b, W.7.8</p>	<p>NOTES:</p>

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 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	Close Read TG p. 493: Hyperbole TG p. 494: Mark words that show the author's tone RI.7.4, RI.7.10, L.7.5	Analyze the Text TG p. 500 <input type="checkbox"/> Review and Clarify <input type="checkbox"/> Present and Discuss <input type="checkbox"/> Answer the Essential Question RI.7.1, RI.7.4	Analyze Craft and Structure TG p. 501 Author's Purpose: Word Choice and Humor: Hyperbole Comic diction Incongruity RI.7.3, RI.7.4, RI.7.6	Concept Vocabulary and Word Study TG p. 500 Words all relate to overcoming obstacles: Accomplishments Extraordinary Celebrate Latin Prefix: extra- L.7.4, L.7.4.b	Conventions: TG p. 502 Informal Grammar Colloquial contractions Informal transitions Introductory conjunctions RI.7.1, RI.7.2	Speaking and Listening TG p. 503 Group Discussion SL.7.1, SL.7.1.a, SL.7.1.b, SL.7.1.c, SL.7.2

Making Meaning			Language Development			NOTES:
Days 24-25						
<p>from The Story of My Life: TG p. 504-511</p> <p>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</p>	<p>Close Read TG p. 507: Analyze Figurative Language</p>	<p>Analyze the Text TG p. 509</p> <ul style="list-style-type: none"> <input type="checkbox"/> Review and Clarify <input type="checkbox"/> Present and Discuss <input type="checkbox"/> Answer the Essential Question 	<p>Concept Vocabulary and Word Study TG p. 509</p> <p>Words related to learning new things/struggling to learn new things:</p> <p>Imitate Mystery Barriers</p>	<p>Analyze Craft and Structure TG p. 510: Determine Author's Purpose: Autobiographical Writing: First-person point of view Tone</p>	<p>Conventions TG p. 511</p> <p>Types of Dependent Clauses:</p> <p>Clause Independent clause Main clause Dependent / subordinate clause Adverb clause Relative/adjective clause Noun clause</p>	
	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				
<p>How Helen Keller Learned to Talk: TG p. 512-517</p> <p>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</p>	<p>Close Review TG p. 513: Analyze Close-up shots</p>	<p>Analyze the Media TG p. 515</p> <ul style="list-style-type: none"> <input type="checkbox"/> Present and Discuss <input type="checkbox"/> Review and Synthesize <input type="checkbox"/> Answer the Essential Question 	<p>Media Vocabulary TG p. 515</p> <p>Long shot Medium shot Close-up shot</p>	<p>Writing to Compare TG p. 516-517</p> <p>Write a Compare-and-Contrast essay</p>
	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						
<p>A Young Tinkerer Builds a Windmill, Electrifying a Nation: TG p. 518-527</p> <p>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</p>	<p>Close Read TG p. 519: Analyze Description</p> <p style="text-align: right;">RI.7.10</p>	<p>Analyze the Text TG p. 524</p> <ul style="list-style-type: none"> <input type="checkbox"/> Review and Clarify <input type="checkbox"/> Present and Discuss <input type="checkbox"/> Answer the Essential Question <p style="text-align: right;">RI.7.1, RI.7.3, RI.7.5, L.7.4</p>	<p>Analyze Craft and Structure TG p. 525</p> <p>Analyze Structure: Biographical Writing:</p> <p>Narrative nonfiction Biographical writing Direct quotations Narrative pacing</p> <p style="text-align: right;">RI.7.1, RI.7.3</p>	<p>Concept Vocabulary and Word Study TG p. 524</p> <p>Words related to poverty, limited technology, and efforts to relieve it</p> <p>Scarcity Desire Attempts</p> <p>Etymology</p> <p style="text-align: right;">RI.7.4, L.7.4.b</p>	<p>Conventions TG p. 526</p> <p>Capitalization: Proper Nouns Proper Adjectives</p> <p style="text-align: right;">L.7.2</p>	<p>Writing to Sources: TG p. 527 How-to Essay</p> <p style="text-align: right;">W.7.2.a, W.7.2.b, W.7.7, W.7.8</p>
Small-Group Learning Performance Task: Speaking and Listening Focus						
Days 31-32						
<p>TG p. 528-529 Present Multimedia Profiles Prompt: How do people overcome enormous challenges?</p>				<p>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</p>		

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