

Grade 7 Curriculum Map







GRADE 7, UNIT 1	: Generations				
UNIT INTRODUCTION Anchor/Supporting Texts:	Days 1 & 2	Unit Video: Grizzly Bear Teaches Her Cubs Discuss It: What can one generation learn from another? Unit Goals: Reading, Writing & Research, Speaking & Listening Academic Vocabulary: NonFiction Narrat Launch Text: Grounded (Lexile 640) HOLE-CLASS LEARNING: Introduce Whole-Class Learning Day 3 Whole-Class Learning Strategies: Unit Goals: Reading, Writing & Research, Speaking & Listening Academic Vocabulary: NonFiction Narrat Launch Text: Grounded (Lexile 640) Unit Goals: Reading, Writing & Research, Speaking & Listening Academic Vocabulary: NonFiction Narrat Launch Text: Grounded (Lexile 640) HOLE-CLASS LEARNING: Introduce Whole-Class Learning Day 3 Whole-Class Learning Strategies: Unit Goals: Reading, Writing & Research, Speaking & Listening Academic Vocabulary: NonFiction Narrat Launch Text: Grounded (Lexile 640)			Fiction Narrative
Anchor Text (Novel Excerpt): Literary Text, Two Kinds from The Joy Luck Club by Amy Tan Anchor Text (News Blog): A Simple Act by Tyler Jackson Anchor Text (Memoir): from An Invisible Thread by Laura Scroff & Alex Tresniowski	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	Listen Actively Clarify by asking questions Monitor Understanding Interact and Share ideas	generation learn from another?	 Read and analyze head of view in nonfiction Expand Knowledge thematic vocabular Write a nonfiction develop experience technique. W.7.2 Develop voice, or sechoice and sentend meaning and add weriting and present 	narrative in which you es or events using effective tyle of writing, with word es structure to convey rariety and interest to tations. L.7.3 eam to build on the ideas consensus, and
		Standards Co		1	
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-C	Class Learning	OII/A	DE 7		Generations	
	Making M	eaning	Language	Development	Effective Ex	oression	
			Days 4	l-7			
from Two Kinds:	Close Read	Analyze the Text	Analyze Craft and	Concept	Conventions	Writing to Sources	Speaking and
TG p. 13-31	TG p. 14-15: Mark	TG p. 26	Structure	Vocabulary and	TG p. 29	TG p. 30	Listening
First Read	italicized words	Compare and	TG p. 27	Word Study	Conventions:	Retelling a Scene	TG p. 31
Notice: Who the	TG p. 15: Mark words	Contrast	Character and	TG p. 28	Nouns and		Develop a
story is about,	that reveal narrator's	Analyze	Point of View:		Pronouns		dramatic
what happens,	feelings	Cause and	Character Traits	Words that relate	common noun		monologue
where and when it	TG p. 17: Notice	Effect	Making inferences	to the idea of	proper noun		
happens and why	punctuation in the	Draw	Character's	conflict:	possessive noun		
those involved	dialogue	Conclusion	motives	Lamented	personal pronoun		
react	TG p. 19: Mark	Make a	Point of view	Indignity	possessive pronoun		
Annotate: Mark	examples of	Judgment	First-person point	Reproach			
vocabulary and key	repetition	Answer the	of view	Discordant			
passages to revisit	TG p. 20: Mark	Essential	Third-person point	Squabbling			
Connect: Ideas	descriptive words	Question	of view	Devastated			
within selection to	TG p. 22: Look for						
what you already	words the show the			Latin Prefix: in-			
know and have	mother's reaction						
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.	SL.7.4
						W.7.3.b, W.7.3.d	





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





	Making Me	aning		Language De	evelopment	Effective Expression
			Days 12-1	.5		
from An Invisible Thread: TG p. 43-51 First Read Notice: Who the memoir is about, what happens, where and when it happen, and why those involved react as they do Annotate: By marking vocabulary and key passages you want to revisit Connect: Ideas within selection to what you already know and have read Respond: Complete	Close Read TG p. 43, 46: Mark the punctuation that helps you know how the speaker sounded TG p. 46: Notice the vivid language used by the author and why	Analyze the Text TG p. 46 Make inferences and support Compare and contrast/asse ss Interpret Speculate Answer the Essential Question	Days 12-1 Analyze Craft and Structure TG p. 47 Narrative Point of View: First-person point of view Direct Quotations		Conventions TG p. 49 Conventions: Adjectives	Writing to Compare TG p. 50-51 Explanatory Essay
Comprehension check and write a storyboard of the selection			RL.7.6	L.7.5, L.7.5.b	L.7.2, L.7.2.a	RI.7.9, W.7.2, W.7.2.b, W.7.2.c, W.7.9
Performance Task: Writing	Focus		Days 16-1	.8		
TG p. 52-57 Write a Nonfiction Narrativ Prompt: What unexpected different generation? Language Development: Fir	event shows how a	person can influence		Standards: W.7.3, W	.7.3.a-e, W.7.4, W.	7.5, W.7.10





UNIT 1	Small-Group Learning	GI	RADE 7	Gene	rations
		Introduction D	ay 19		
Anchor/Supporting Texts: New Article: Tutors Teach Seniors New High- Tech Tricks by Jennifer Ludden Compare (Memoir): from Mom & Me & Mom by Mayo Angelou Compare (Media Video): Learning to Love my Mother by Maya Angelou Media: Image Gallery Mother-Daughter Drawings by Mica and Myla Hendricks Poetry: Mother to Son by Langston Hughes To James by Frank Home	Performance-Based Assessment Task Speaking and Listening Focus: Present a Nonfiction Narrative Prompt: What unexpected event shows how a person can influence someone from a different generation? Language Development: Finding Your Voice SL.7.1, SL.7.1.a, SL.7.1.b, SL.7.2, SL.7.4, SL.7.6	Small-Group Learning Strategies: Prepare Participate Fully Support Others Clarify Working as a Team 1) Discuss the Topic 2) List Your Rules 3) Apply the Rules 4) Name your Group 5) Create a Communication Plan Making a Schedule Working on Group Projects	Essential Question What can one generation learn from another?	of view in nonfictio Expand Knowledge thematic vocabular Write a nonfiction of develop experience technique W.7.2 Develop voice, or so choice and sente3n meaning and add wwriting and present Collaborate with te	and use of academic and cy. RL.7.4, RI.7.4 narrative in which you es or events using effective tyle of writing, with word accestructure to convey ariety and interest to
		Standards Cov	vered		
Reading Literary Text RL.7.1, RL.7.2, RL.7.4	Reading Informational Text RI.7.1, RI.7.2, RI.7.3, RI.7.7	Speaking & Listening SL.7.1, SL.7.1.a, SL.7.1.b, SL.7.1.c, SL.7.1.d, SL.7.2, SL.7.4, SL.7.5	Language L.7.1, L.7.1.a, L.7.2, L.7.3, L.7.3.a, L.7.4, L.7.4.a, L.7.4.b, L.7.4.c, L.7.5, L.7.5.c, L.7.6	Writing W.7.3.a, W.7.3.b, W.7.3.d, W.7.5, W.7.7, W.7.9, W.7.9.a, W.7.9.b	NOTES:





		Making Meaning			Language Development	Effective Expression			
Days 20-21									
Tutors Teach Seniors New High-	Close Read TG p. 63: Mark details	Analyze the Text TG p. 66	Analyze Craft and Structure	Concept Vocabulary and	Conventions TG p. 68	Speaking and Listening TG p. 69			
Tech Tricks	in paragraphs that	Review and	TG p. 67	Word Study	Conjunctions	Multimedia Presentation			
TG p. 62-69	demonstrate the	Clarify	Development of	TG p. 66	Coordinating	Wattimedia Frescritation			
First Read	author's tone	Present and	Central Ideas:	Context Clues	Subordinating				
Notice: The		Discuss	Main or Central	Someone ordina					
general ideas of		Answer the	idea	TG p. 66					
the text. What is it		Essential	Skim	Words that are					
about? Who is it		Question	Read Closely	associated with					
about?			Scan	feelings and issues					
Annotate: Mark				one might need to					
vocabulary and key				overcome when					
passages to revisit				learning					
Connect: Ideas				something					
within selection to				new:					
what you already									
know and have				Struggling					
read				Impairments					
Respond:				Frustrated					
Complete Comprehension				Suffix: -ment					
check by writing a				JuliaIllelit					
brief summary of									
the selection									
3.1.2.3.3.3.1.			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									
from Mom & Me &	Close Read	Analyze the Text	Analyze Craft and	Concept	Conventions				
Mom:	TG p. 72: Mark details	TG p. 77	Structure	Vocabulary and	TG p. 79				
TG p. 70-79	that contrast the	Review and	TG p. 78	Word Study	Independent				
First Read	different ways the	Clarify	Characterization:	TG p. 77	and Dependent				
Notice: Details in	two generations of	Present and			Clauses				
the text that	women in Maya's life	Discuss	Character traits	Words that involve	Subordinate				
analyze the	express affection	Answer the	Characterization	someone giving to	clause				
connections	TG p. 74: Mark details	Essential	Direct	fill the need of					
between	that show the	Question	characterization	someone else:					
individuals, ideas,	author's attitude to		Indirect						
or events	the past as she		characterization	Charitable					
Annotate: Mark	remembers and		Make inferences	Philanthropist					
vocabulary and key	reports this			Supervision					
passages to revisit	conversation to her								
Connect: ideas	grandmother			Latin Prefix: super-					
within selection to									
what you already									
know and have									
read									
Respond:									
Complete									
Comprehension									
check and writing a									
brief summary of									
the selection									
			RI.7.3	L.7.4, L.7.4.b	L.7.1, L.7.1.a				





		Making Meaning		Effective Expression	NOTES:					
	Days 24-25									
Learning to Love	Close Review	Analyze the Media	Media Vocabulary	Writing to Compare						
my Mother:	TG p. 82: Note details	TG p. 83	TG p. 83	TG p. 84						
TG p. 80-85	in the video that	Analyze and interpret		Compare and contrast						
First Review	support Angelou's	Distinguish and interpret	Set	essay						
Watch: Who	claim that "Love	Describe and analyze	Questions							
speaks, what	heals-not	Answer the Essential Question	Tone							
they say, and	sentimentality, but									
how they say it	love"									
Note: Elements										
that you find										
interesting and										
want to revisit										
Connect: Details										
in the interview										
to other texts										
you've read or										
images you've										
seen										
Respond:										
Complete										
Comprehension										
check			174176	DI 7 7 M 7 2 M 7 5						
		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	Close Review TG p. 87: Analyze composition by noting details that demonstrate composition such as the arrangement of hands and the background TG p. 88: Analyze proportion or the relative sized of different elements within the composition	Analyze the Media TG p. 92 Present and Discuss Review and Synthesize Answer the Essential Question	Days 26-27 Media Vocabulary TG p. 92 Composition Light Shadow Proportion Perspective	Speaking and Listening TG p. 93 Multimedia Slideshow	NOTES:
Comprehension check		SL.7.2, L.7.6	L.7.4	SL.7.1, SL.7.1.a, SL.7.5, L.7.6	





		Making Meaning	g		Language Development	Effective Expression
			Days 28-	29		
Mother to Son,	Close Read	Analyze the Text	Analyze Craft and	Concept Vocabulary	Author's Style	Writing
To James:	TG p. 96: Analyze	TG p. 100	Structure	TG p. 94, 100	TG p. 102	TG p. 103
TG p. 96-103	symbolism by		TG p. 101		Rhythm and	Write a Narrative Poem
First Read	marking details in	Review and	Figurative Language:	Context Clues	Repetition	
Notice: The speaker	the poem that	Clarify	Symbol			
in the poem and	describe the	Present and	Central Symbol	Words that express		
whether the poem	staircase	Discuss		fast, forceful, or		
tells a story or	TG p. 98: Analyze	Post your		sudden movement		
describes something	tone by marking	work		and create an		
Annotate: Mark	details in the			overall sense of		
vocabulary and key	poem that signify			momentum:		
passages to revisit	a change of tone					
Connect: Ideas				flung		
within selection to				catapulted		
what you already				lurched		
know and have read						
Respond: Complete				Word Study:		
Comprehension				TG p. 100		
check and writing a				Connotations and		
brief summary of				Denotation		
each poem				Denotation		
cach poem						
	RL.7.5	SL.7.1	RL.7.1, RL.7.2, RL.7.4,	L.7.4, L.7.4.a,	RL.7.4, L.7.5	W.7.3.a, W.7.3.b, W.7.3.d,
				L.7.5.c, L.7.5.c		W.7.5, W.7.9, W.7.9.a, SL.7.4
Small-Group Learning	Performance Task: S	peaking and Listeni		22		
TG p. 104-15			Days 30-		7.1.a, SL.7.1.b, SL.7.2, S	174 \$176
Present a Nonfiction N	arrativo			Jianuarus. JL.7.1, JL.7	.1.0, 31.7.1.0, 31.7.2, 3	L. / . T , JL. / . U
Prompt: What new kno		vou learn from come	one of a different			
generation?	Swieuge of Skills Call	you icarii iroiii soiile	cone of a uniterent			
generations						





Overview: Independent Learning								
Days 33-34								
TG p. 106-107, 108A-108F, 108-110	Standards: RL.7.10, RI.7.10							
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								

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





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





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





	Maki	ng Meaning		Effective Expression	NOTES:					
	Days 10-12									
Dark They Were,	Close Review	Analyze the Media	Media	Writing to Compare						
and Golden-Eyed:	TG p. 147: Note	TG p. 149	Vocabulary	TG: p. 150-151						
TG p. 146-151	details in the radio	Review and discuss	TG p. 149	Comparison-and-						
First Review	play the present the	Discuss	Sound Effects	Contrast essay						
Listen: Note who is	story differently	Answer the Essential	Human voice							
speaking, what	than the text	Question	Silence							
they're saying, and										
how they're saying										
it										
Note: Elements in										
the radio play that										
you find										
interesting and										
want to revisit										
Connect: Ideas in										
the radio play to										
other media										
you've										
experienced, texts										
you've read, or										
images you've										
seen										
Respond:										
Complete Comprehension										
·	RL.7.7		SL.7.2	RL.7.7, W.7.2.a-e, W.7.9.a						
check	NL././		3L./.2	NL././, VV./.2.a-e, VV./.9.d						





	Making N	1eaning		Language	Development	Effective Ex	Effective Expression	
	<u>_</u>		Days 1		·			
Danger! This Mission to Mars Could Bore You to Death!: TG p. 152-163 First Read Notice: The general ideas about the text Annotate: By marking vocabulary and key passages you want to revisit Connect: Ideas within selection to what you already know and have read Respond: Complete Comprehension check and writing a brief summary of the selection	Close Read TG p. 154: Notice and highlight text that indicates the behavior of living things TG p. 155: Track cause and effect noting how serious the problem of boredom can be TG p. 156: Note language used with friends	Analyze the Text TG p. 158 Connect Draw Conclusions Answer the Essential Question	Analyze Craft and Structure TG p. 159 Text Structure: Informative writing	Concept Vocabulary and Word Study TG p. 160 Words related to boredom: chronic stimulus subconsciously excruciatingly monotony catastrophic Latin prefix: -sub	Conventions TG p. 161 Conventions: Action Verbs and Linking Verbs	Writing to Sources TG p. 162 Blog Post W.7.1.a, W.7.1.b, W.7.1.d, W.7.1.e, W.7.7	Speaking and Listening TG p. 163 Visual Presentation	
Performance Task	: Writing Focus							
			Days 1	16-18				
TG p. 164-169 Write an Argumen Prompt: Do the be Language Develop	nefits of exploring Mars o	outweigh the risks?		Standards: W.7.1, V	W.7.1.a-e, W.7.5, W.7.10,	L.7.1, L.7.2, L.7.3, L.7.	3a	





UNIT 2 Sm	all-Group Learning		GRADE 7	AS	Starry Home
		Introduction	Day 19		
News Article: Future of Space Exploration Could See Humans on Mars, Alien Planets by Nola Taylor Redd Short Story: The Last Dog by Katherine Paterson Media: Video: Ellen Ochoa: Director, Johnson Space Center by Ellen Ochoa, Ph.D. Interview Neil deGrasse Tyson on the Future of U.S. Space Exploration After Curiosity by Keith Wagstaff	Performance-Based Assessment Task Speaking and Listening Focus: Present an Argument Prompt: Should space exploration be a priority for our country? SL.7.4, SL.7.5, SL.7.6	Small-Group Learning Strategies: Prepare Participate Fully Support Others Clarify Working as a Team 1) Discuss the Topic 2) List Your Rules 3) Apply the Rules 4) Name your Group 5) Create a Communication Plan Making a Schedule Working on Group Projects	Essential Question What can one generation learn from another?	how authors state RI.7.8 Expand Knowledg concept vocabula Write an argumer effectively incorp an argument. W.7. Conduct research to explore a topic W.7.7 Demonstrate com verb tenses. L.7.1 Collaborate with	ntative essay in which you orate the key elements of 7.1 projects of various lengths and clarify meaning. mand of the proper use of your team to build on the evelop consensus, and 7.1 risuals, and text in
		Standards C	Covered		
Reading Literary Text	Reading Informational	Speaking & Listening	Language	Writing	NOTES:
RI.7.1, RL.7.3, RL.7.5	Text RI.7.1, RI.7.4, RI.7.5, RI.7.6, RI.7.8	SL.7.1, SL.7.1.a–d, SL.7.5, SL.7.6	L.7.1, L.7.1.b, L.7.2, L.7.3, L.7.3.a, L.7.4, L.7.4.a, L.7.4.b, L.7.4.c, L.7.4.d	W.7.2, W.7.3, W.7.3.b, W.7.3.e, W.7.7, W.7.8, W.7.10	





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





		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	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	Analyze the Text TG p. 196 Review and Clarify Present and Discuss 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	Conventions TG p. 198 Simple and Compound Subjects and Predicates	Writing to Sources TG p. 199 Revised Ending			
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	TG p. 193: Analyze plot			Latin suffix: -tion					
		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:	Close Review TG p. 201: Note details at the	Analyze the Media TG p. 202	Concept Vocabulary TG p. 202	Speaking and Listening: TG p. 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	beginning of the video about the effect Ms. Ochoa's voice and body language have as she tells stories	Describe Analyze Answer the Essential Question	Aptitude Calculus Mission Control	Group Biography Discussion					
			L.7.6	SL.7.1, SL.7.1.a-d					





Making Meaning					Language Development	Effective Expression
			Days	29-30		
Neil deGrasse	Close Read	Analyze the Text	Analyze Craft	Concept	Conventions	Writing
Tyson on the	TG p. 206: Mark	TG p. 208	and Structure	Vocabulary and	TG p. 210	Research Report
Future of U.S.	details that identify	Review and	TG p. 209	Word Study	Sentence Functions	TG p. 211
Space Exploration	the speaker's claim	Clarify	Evaluate	TG p. 208	and End Marks	
After Curiosity:		Present and	Argument and			
TG p. 204-211		Discuss	Claims	Words having to do	Declarative	
First Read		Answer the		with business	Interrogative	
Notice: The		Essential		ventures:	Imperative	
general ideas of		Question		Cede	Exclamatory	
the interview.		-		Enterprise		
What is it about?				Capitalistic		
Who is involved?						
Annotate: Mark				TG p. 208		
vocabulary and key				Multiple-meaning		
passages to revisit				words		
Connect: Ideas						
within selection to						
what you already						
know and have						
read						
Respond:						
Complete						
Comprehension						
check and writing a						
comparison using a						
Venn diagram	RI.7.8	SL.7.2, SL.7.4	RI.7.4, RI.7.6,	L.7.4, L.7.4.c	L.7.1, L.7.2	W.7.2, W.7.7
		•	RI.7.8			
Small-Group Learnin	g Performance Task: Spo	eaking and Listening	Focus			
			Days	31-32		
TG p. 212-213				Standards: SL.7.4, SL.	7.5, SL.7.6	
Present an Argumen	t					
Prompt: Should spac	e exploration be a priorit	ty for our country?				





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

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





GRADE 7, UNIT 3	GRADE 7, UNIT 3: Turning Points								
UNIT INTRODUCTION	Days 1 & 2	Unit Video: A Transformation Discuss It: Discuss It What sorts of nature and in the human experient	nce?	Unit Goals: Reading, Writin Speaking & Listening Academic Vocabulary: Expl Launch Text: At the Crossro	anatory				
Anchor/Supporting Texts:	Performance-Based	OLE-CLASS LEARNING: Introd Whole-Class Learning	Essential Question	Unit Goals:					
Anchor Text (Drama): A Christmas Carol: Scrooge and Marley, Act I by Israel Horovitz Anchor Text (Drama): Christmas Carol: Scrooge and Marley, Act II by Israel Horovitz Media Film: from Scrooge directed by Henry Edwards	Assessment Task Write an Informative Essay Prompt: How does Scrooge's character transform over the course of the play? Language Development: Conventions	Strategies: Listen Actively Clarify by asking questions Monitor Understanding Interact and Share ideas	What can cause a sudden change in someone's life?	 Expand Knowledge concept vocabula Write an explanate and convey ideas. Conduct research to explore a topic of the concept of the con	pry text to examine a topic W.7.2 projects of various lengths and clarify meaning. W.7.7 hat expresses ideas isely, recognizing and ness and redundancy. our team to build on the evelop consensus, and 7.1 suals, and text in				
_ "		Standards C		l	NOTES				
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:				





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





	Making Meanir	ng		Language Development		Effective Expression	
			Days 10-12		<u>.</u>		
A Christmas Carol: Scrooge	Close Read TG p. 267: Highlight a word	Analyze the Text TG p. 292	Analyze Craft and Structure	Concept Vocabulary	Conventions TG p. 295	Writing to Sources TG p. 296	Speaking and Listening
Scrooge and Marley, Act II: TG p. 264-297 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	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	=	-	-	TG p. 295 Sentence Structures: Simple sentence Compound sentence Complex sentence Compound-complex Independent clauses	_	
brief summary of the selection	Language TG p. 288-289: Look for words in italics and brackets TG p. 290: Analyze Conflict						
	RL.7.3, RL.7.5	RL.7.1, RL.7.2, RL.7.3, RL.7.5	RL.7.3, RL.7.5	L.7.4.b, L.7.4.c	L.7.1.b	W.7.2.a–f	W.7.7, SL.7.4, SL.7.5





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





Assessment Task Speaking and Listening Focus: Present an Argument Childhood by Annie Dillard Media: Photo Gallery: Urban Farming Is Growing a Greener Future by Hillary Schwei Future by Hillary Schwei Media: Photo Gallery: Wr.2, SL.7.1, SL.7.2, SL.7.4, SL.7.5, SL.7.6 Making a Schedule Working on Group Projects Prepare Participate Fully Support Others Clarify Working as a Team 1) Discuss the Topic 2) List Your Rules 3) Apply the Rules 4) Name your Group Plan Making a Schedule Working on Group Projects Standards Covered Reading Literary Text Reading Literary Text Reading Informational Assessment Task Speaking and Listening Prepare Participate Fully Supdort Others Sudden change in sudden	UNIT 3	Small-Group Learning	g (GRADE 7	Turni	ing Points							
Assessment Task Jepaking and Listening Focus: Present an Argument Childhood by Annie Dillard Media: Photo Gallery: Urban Farming Is Growing a Greener Future by Hillary Schwei My.7.2, SL.7.1, SL.7.2, SL.7.4, SL.7.5, SL.7.6 Making a Schedule Morking on Group Projects Reading Literary Text RL.7.3, RL.7.4 Reading Literary Text RL.7.3, RL.7.4 Assessment Task Speaking and Listening Pocus: Present an Argument Support Others Clarify Working as a Team 1) Discuss the Topic 2) List Your Rules 3) Apply the Rules 3) Apply the Rules 4) Name your Group 5) Create a Communication Plan Making a Schedule Working on Group Projects Standards Covered Reading Literary Text RL.7.4, RL.7.4, SL.7.5, SL.7.16 Reading Literary Text RL.7.4, SL.7.1, S		Introduction Day 19											
Reading Literary Text Reading Informational Text St.7.1, St.7.1.b, St.7.1.c, St.7.1.d,	Short Story: Thank You, M'am by Langston Hughes Memoir: from An American Childhood by Annie Dillard Media: Photo Gallery: Urban Farming Is Growing a Greener Future by Hillary Schwei Performance-Based Assessment Task Speaking and Listening Focus: Present an Argument Present an Explanatory Essay Prompt: How are the turning points in the selections similar to and different from each other? W.7.2, SL.7.1, SL.7.2, SL.7.4, SL.7.5, SL.7.6 Making a Schedule Working on Group Projects		What can cause a sudden change in	TG p. 226 Read and explain e Expand Knowledge concept vocabulary Write an explanato and convey ideas. V Conduct research processed to explore a topic a concept and concine eliminating wordin Collaborate with you ideas of others, descommunicate. SL.7 Integrate audio, vision explain explain explains a concine eliminating wordin eliminating wordin eliminating wordin explains a communicate explains a communicate. SL.7	rand use of academic and y. RL.7.4, RI.7.4 bry text to examine a topic w.7.2 brojects of various lengths and clarify meaning. w.7.7 hat expresses ideas sely, recognizing and ess and redundancy. L.7.3.a bur team to build on the velop consensus, and c.1 suals, and text in								
RL.7.3, RL.7.4 Text SL.7.1, SL.7.1.b, SL.7.1.c, SL.7.1.d, L.7.1.a, L.7.2, L.7.4, W.7.3, W.7.3.b, W.7.3.d,		<u>'</u>	Standards C	overed									
	Reading Literary Text RL.7.3, RL.7.4	Text	SL.7.1, SL.7.1.b, SL.7.1.c, SL.7.1.d,	L.7.1.a, L.7.2, L.7.4,	W.7.3, W.7.3.b, W.7.3.d,	NOTES:							





		Making Meaning			Language Development	Effective Expression					
Days 20-24											
Thank You, M'am: TG p. 314-323 First Read Notice: Who the story is about, what happens, where and when it happens, and why those involved react as they do Annotate: Mark vocabulary and key passages to revisit Connect: Ideas within selection to what you already know and have read Respond: Complete Comprehension check by writing a brief summary of the selection	Close Read TG p. 315: Analyze plot TG p. 317: Analyze Character development TG p. 318: Infer Point of View	Analyze the Text TG p. 320 Review and Clarify Present and Discuss Answer the Essential Question	Analyze Craft and Structure TG p. 321 Plot: Exposition Rising Action Conflict Climax Falling Action Resolution	Concept Vocabulary and Word Study TG p. 320 Words that are related to the initial meeting between the two characters Permit Release Contact	Conventions TG p. 322 Prepositions and Prepositional Phrases Preposition Prepositional phrase Object of the preposition	Writing to Sources TG p. 323 Journal Entry					
	RL.7.1, Rl.7.3		RL.7.3	RL.7.4	L.7.1.a	W.7.3, W.7.3.b, W.7.3.d					





		Making Meaning			Language Development	Effective Expression						
	Days 25-28											
from An American	Close Read	Analyze the Text	Analyze Craft and	Technical	Conventions	Speaking and Listening						
Childhood:	TG p. 326: Analyze	TG p. 328	Structure	Vocabulary and	TG p. 330	TG p. 331						
TG p. 324-331	Characterization	Review and	TG p. 329	Word Study	Appositives and	Collaborative						
First Read		Clarify	Analyze	TG p. 328	Appositive Phrases	Discussion						
Notice: General		Present and	Interactions:	Tissue								
ideas of the text.		Discuss		Enlarged								
What is it about?		Answer the	Reflective Writing	Amoeba								
Who is involved?		Essential	Central Ideas									
Annotate: Mark		Question	Make Inferences	Prefix: en-								
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.7.3	CL 7.4 CL 7.4	RI.7.3	L.7.4, L.7.4.b	L.7.1.a, L.7.2	SL.7.1.a–d						
	NL.7.3	SL.7.1, SL.7.4	Ni./.3	L. / .4, L. / .4.U	L./.1.a, L./.2	JL./.1.a—u						





	Mal	ing Meaning		Language Deve	elopment	NOTES:
			Days 29-30			
Urban Farming Is	Close Review	Analyze the	Concept Vocabulary	Speaking and Liste	ening:	
Growing a Greener	TG p. 333: Analyze	Media	TG p. 338	TG p. 339		
Future:	Details	TG p. 338				
TG p. 332-339	TG p. 334: Infer	Present and	Rural	Research: Digital		
First Review	Setting	Discuss	Agricultural	Multimedia		
Look: At each	TG p. 336: Analyze	Review and	Localizing	Presentation		
photograph. What	Composition	Synthesize				
is it about? Who is		Answer the				
involved?		Essential				
Note: Elements in		Question				
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	RI.7.1		RI.7.4	SL.7.1, SL.7.1.a-d,	SL.7.4,	
				SL.7.5, SL.7.6, W.7	.6,	
				W.7.7, W.7.8		
Small-Group Learnin	g Performance Task: Sp	eaking and Listening	Focus			
Small-Group Learning	ig i chlorinance rask. 3p	caking and Listering	Days 31-32			
TG p. 340-341			-	andards: SL.7.4, SL.7.5, SL.7.0	6	
Present an Explanato	ory Essay			. ,		
	turning points in the se	lections similar to and	d different from each			
other?						





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

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





GRADE 7, UNIT 4	1: People and th	e Planet			
UNIT INTRODUCTION	Days 1 & 2	Unit Video: Arctic Ice Discuss It: In what way are people and animals dependent on our planet?		Unit Goals: Reading, Writing & Research, Languag Speaking & Listening Academic Vocabulary: Argument Launch Text: Rethinking the Wild (Lexile 1040)	
	W	HOLE-CLASS LEARNING: Intro	duce Whole-Class Learning	Day 3	
Anchor Text (Essay): from Silent Spring by Rachel Carson Anchor Text (Speech): Nobel Speech by Al Gore Media Video: Nobel Speech by Al Gore	Performance-Based Assessment Task Write an Argument Prompt: What is the most significant effect that people have on the environment? Language Development: Conventions W.7.1, W.7.1.a-e, W.7.6, W.7.8, W.7.10, L.7.1, b, L.7.1.L.7.1.c, L.7.3, L.7.3.c	Whole-Class Learning Strategies: Listen Actively Clarify by asking questions Monitor Understanding Interact and Share ideas	Essential Question What effects do people have on the environment?	 authors state and s Expand Knowledge thematic vocabula Write an argument effectively incorpo an argument. W.7. Conduct research p to explore a topic a Demonstrate comparticiples and par Collaborate with year 	tative essay in which you rate the key elements of 1 projects of various lengths and clarify meaning. W.7.7 mand of the use of ticipial phrases. L.7.1 pur team to build on the velop consensus, and 7.1 suals, and text in
	_	Standards (Covered		
Reading Literary Text RI.7.6, RL.7.3, RI.7.4, RL.7.5	Reading Informational Text RI.7.1, RI.7.2, RI.7.4, RI.7.7, RI.7.8	Speaking & Listening SL.7.1.a, SL.7.2, SL.7.5, SL.7.5, SL.7.6	Language L.7.1, L.7.1.a, L.7.3, L.7.4, L.7.4.b, L.7.5.a, L.7.5.b	Writing W.7.1, W.7.1.a-e, W.7.7, W.7.8, W.7.9.b, W.7.10	NOTES:





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





	Making M	eaning		Language I	Development	NOTES:
			Days 6	-10		
Nobel Speech: TG p. 372-385 First Read Notice: The general idea of the text. What is it about? Who is involved? Annotate: Mark vocabulary and key passages to revisit Connect: Ideas within selection to what you already know and have read Respond: Complete Comprehension check and writing a brief summary of the selection	Close Read TG p. 374: Highlight choices about the future TG p. 375: Look for the phrase "web of life" TG p. 376: Analyze word choice TG p. 378: Look for four ways to emphasize text	Analyze the Text TG p. 382 Support Compare and Contrast Answer the Essential Question	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 M	eaning		Effective Expression	NOTES:				
Days 11-15									
Al Gore's Nobel Acceptance Speech: TG p. 386-391 First Review Watch: Who speaks, what they say, and how they say it Note: Elements that you find interesting and want to revisit Connect: Details in the video to other videos or texts Respond: By completing the Comprehension Check at the end	Close Review TG p. 389: Watch Video again and write any new observations that seem important	Analyze the Media TG p. 389 Review and discuss Answer the Essential Question	Concept Vocabulary TG p. 389 Unprecedented Recklessly Imminent Unsustainable Emissions Efficiently	Writing to Compare TG p. 390-391 Write an argument					
			L.7.6	RI.7.7, W.7.1, W.7.1.a-c, SL.7.3					
Performance Task: \	Writing Focus								
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	G	RADE 7	Peopl	e and the Planet					
Introduction Day 19										
Poetry Collection: Turtle Watchers by Linda Hogan Nature is What We See by Emily Dickinson The Sparrow by Paul Laurence Dunbar Media: Photo Gallery: Eagle Tracking at Follensby Pond by The Nature Conservancy Short Story: He—y, Come On Ou—t! by Shinichi Hoshi translated by Stanleigh Jones Performance-Based Assessment Task Speaking and Listening Focus: Present an Argument Prompt: Do people always have a negative impact on the environment? SL.7.1, SL.7.1.a, SL.7.1.b, SL.7.5, SL.7.6		Small-Group Learning Strategies: Prepare Participate Fully Support Others Clarify Working as a Team 1) Discuss the Topic 2) List Your Rules 3) Apply the Rules 4) Name your Group 5) Create a Communication Plan Making a Schedule Working on Group Projects	Essential Question What effects do people have on the environment?	 Unit Goals: TG p. 354 Evaluate written arguments by analyzing how authors state and support their claims. RI.7.8 Expand Knowledge and use of academic and thematic vocabulary. RL.7.4, RI.7.4 Write an argumentative essay in which you effectively incorporate the key elements of an argument. W.7.1 Conduct research projects of various lengths to explore a topic and clarify meaning. W.7.7 Demonstrate command of the use of participles and participial phrases. L.7.1 Collaborate with your team to build on the ideas of others, develop consensus, and communicate. SL.7.1 Integrate audio, visuals, and text in presentations. SL.7.5 						
		Standards C	overed							
Reading Literary Text RL.7.1, RL.7.2, RL.7.3, RL.7.4, RL.7.5, RL.10		Speaking & Listening SL.7.1, SL.7.1.a, SL.7.1.b, SL.7.1.c, SL.7.1.d, SL.7.4, SL.7.5, SL.7.6	Language L.7.2, L.7.4, L.7.4.a, L.7.4.b, L.7.4.c, L.7.5, L.7.5.a, L.7.5.c, L.7.6	Writing W.7.1,W.7.2, W.7.2.a, W.7.2.b, W.7.3, W.7.3.a, W.7.3.e, W.7.4, W.7.7, W.7.8, W.7.10	NOTES:					





		Language Development	Effective Expression								
	Days 20-23										
Turtle Watchers	Close Read	Analyze the Text	Analyze Craft and	Concept	Author's Style	Speaking and Listening					
Nature is What We	TG p. 404: Analyze	TG p. 408	Structure	Vocabulary and	TG p. 410	TG p. 411					
See	similes	Review and	TG p. 409	Word Study	Author's Style:	Oral					
The Sparrow		Clarify	The speaker in	TG p. 408	Word Choice	Presentation					
TG p. 402-411		Present and	lyric poetry	Words that all							
First Read		Discuss		relate to the	Diction						
Notice: Who or		Answer the		importance of	Tone						
what is "speaking"		Essential		ancestral	Denotations						
the poem and		Question		knowledge:	Connotations						
whether the poem		·			Make inferences						
tells a story or				Ancestors	Theme						
describes a single				Wisdom							
moment				Heed							
Annotate: Mark											
vocabulary and key				Etymology							
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	RL.7.3, RL.7.4, L.7.4.c,		RL.7.5	RL.7.4, L.7.4,	RL.7.1, RL.7.2, RL.7.4,	SL.7.4, SL.7.5, SL.7.6					
the selection	L.7.5, L.7.5.a			L.7.4.b	L.7.4, L.7.5, L.7.5.c, L.7.6						





		Making Meaning			Effective Expression	NOTES:
			Days 24	-26		
Eagle Tracking at	Close Read	Analyze the		Media Vocabulary	Writing: Research	
Follensby Pond:	TG p. 413: Analyze	Media		TG p. 418	TG p. 419	
TG p. 412-419	Vantage Point	TG p. 418		Documentary	Write a research	
First Review	TG p. 415: Analyze			Photography	project in a group	
Look: At each	Documentary	Present and		Vantage point		
photo and	Photography	Discuss		Monochrome		
determine who or	TG p. 416: Analyze	Review and				
what it portrays	Vantage Point	Synthesize				
Note: Elements in		Answer the				
each photo that		Essential				
you find interesting		Question				
Connect: Details in						
the photos to texts						
you've read or						
other images you						
have seen						
Respond:						
Complete						
Comprehension						
check						
	RL.7.3	CL 7.4 CL 7.4		SL.7.2, L.7.6	W.7.2, W.7.2.a,	
	NL.7.3	SL.7.1, SL.7.4		JL./.Z, L./.0	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	
					JEI.7.13, JEI.7.13	





Making Meaning					Language Development	Effective Expression
			Days 2	7-30		
He—y, Come On Ou—t!: TG p. 420-429 First Read Notice: Who the story is about, what happens, where and when it happens, and why those involved react they do Annotate: Mark vocabulary and key passages to revisit Connect: Ideas within selection to what you already know and have read Respond: Complete Comprehension check by writing and	Close Read TG p. 421: Analyze Setting	Analyze the Text TG p. 426 Review and Clarify Present and Discuss Answer the Essential Question	Analyze Craft and Structure TG p. 427 Elements of a Short Story: Irony Theme Dramatic irony Situational irony Verbal irony	Concept Vocabulary and Word Study TG p. 426 Words that relate to the outcome of a process: Disposal Consequences Resolved Latin Roots: -sequ-	Conventions TG p. 428 Punctuation Marks: Colon Semicolon Hyphen Dash Brackets Parentheses	Writing to Sources: TG p. 429 Write Your Own Ending
of the selection	RL.7.3	RL.7.1, SL.7.1, SL.7.4	RL.7.2, RL.7.3, L.7.5, L.7.5.a	RI.7.4, L.7.4.b, L.7.4.c	L.7.2, Pl.11	W.7.3, W.7.3.d, L.7.4.c, W.7.3.d, W.7.3.e, W.7.5, SL.7.4
Small-Group Learning F	ertormance Task: S	peaking and Listenin	g Focus Days 3	1_22		
TG p. 430-431 Present an Argument Prompt: Do people alwa	ays have a negative	impact on the enviror			ls: SL.7.1, SL.7.1.a, SL.7.1	b, SL.7.2, SL.7.3, SL.7.4, SL.7.5, SL.7.6





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

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





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





	UNIT 5 Whole-Cl	ass Learning	GRADE	DE 7 Facing Adversity
	Making N	1eaning		NOTES:
			Days 4	rs 4-5
Surviving the Dust Bowl: TG p. 452-455 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	Close Review TG p. 453: Analyze cinematic technique	Analyze the Media TG p. 455: Review and Discuss Answer the Essential Question	Media Vocabulary TG p. 455 Panoramic shot Voiceover Transition	vs 4-5
		RI.7.1, RI.7.2, RI.7.4	L.7.6	





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





	Making N	/leaning		Language	Development	Effective E	Expression
	<u> </u>	<u> </u>	Days 1	0-14			
The Circuit:	Close Review	Analyze the Text	Analyze Craft and	Concept	Conventions	Writing to	Speaking and
TG p. 468-481	TG p. 469: Analyze	TG p. 476	Structure	Vocabulary and	TG p. 479	Sources	Listening
First Read	cultural context	Identify	TG p. 477	Word Study	Commas	TG p. 480	TG p. 481
Notice: Who the	TG p. 471: Notice	Conclude	Theme:	TG p. 478		Write an	Role-play and
story is about,	descriptive	Answer the	Stated themes	Words that escribe		explanatory	interview
what happens,	language	Essential	Implied themes	ways in which		essay	
where and when it	TG p. 472: Look for	Question		characters act or			
happens, and why	figurative language			respond:			
those involved	that relates to the						
react as they do	mountains			Thoroughly			
Annotate: Mark	TG p. 474: Analyze			Wearily			
vocabulary and key	author's style			Instinctively			
passages to revisit				Enthusiastically			
Connect: Ideas				Hesitantly			
within selection to				Understandingly			
what you already							
know and have				Old English Suffix:			
read				-ly			
Respond:							
Complete							
Comprehension							
check and writing a							
brief summary of							
the selection	DI 7.4 DI 7.40		RL.7.3	DI 7.4 DI 7.4 b		RL.7.2, W.7.2,	SL.7.1, SL.7.1.a,
	RL.7.4, RL.7.10	RL.7.1	KL.7.3	RL.7.4, RL.7.4.b	L.7.2, L.7.2.a	W.7.2.b, W.7.9, W.7.9.a	SL.7.1.c, SL.7.4, W.7.7
Performance Task: V	Writing Focus						
			Days 1	l6-18			
TG p. 482-487			•		/.7.2.a-e, W.7.10, L.7.1, l	7.2.a, L.7.2.b	
Write an Informative	e essav			<u>'</u>	, , ,	,	
	e individuals in the sele	ctions cope with the	obstacles they				
faced?							
Language Developm	ent: Use of commas						





UNIT 5 Sm	all-Group Learning		GRADE 7	Facir	ng Adversity				
Introduction Day 19									
Personal Narrative: A Work In Progress by Aimee Mullins Autobiography Excerpt: from The Story of My Life by Pond by Helen Keller Media: Film: from The Miracle Worker from MGM News Article: A Young Tinkerer Builds a Windmill, Electrifying a Nation by Sarah Childress	Performance-Based Assessment Task Speaking and Listening Focus: Present an Explanatory Text Present Multimedia Profiles Prompt: How do people overcome enormous challenges? W.7.2, W.7.4, W.7.9, W.7.10, SL.7.1, SL.7.1, SL.7.4, SI.7.56	Small-Group Learning Strategies: Prepare Participate Fully Support Others Clarify Working as a Team 1) Discuss the Topic 2) List Your Rules 3) Apply the Rules 4) Name your Group 5) Create a Communication Plan Making a Schedule Working on Group Projects	Essential Question How do we overcome obstacles?	 RI.7.2, RI.7.3 Expand knowledge thematic vocabula Write an Informati topic and convey in Conduct research processes to explore a topic and explore a topic adjectives. L.7.1 Collaborate with year 	ve essay to examine a deas. W.7.2 projects of various lengths and clarify meaning. W.7.7 mand of coordinate our team to build on the velop consensus, and 7.1 suals, and text in				
		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 Lear	ning		GRADE 7		Facing Adversity
		Language	Effective Expression			
		Development				
			Days 20)-23		
A Work In Progress	Close Read	Analyze the Text	Analyze Craft and	Concept	Conventions:	Speaking and Listening
TG p. 492-503	TG p. 493: Hyperbole	TG p. 500	Structure	Vocabulary and	TG p. 502	TG p. 503
First Read	TG p. 494: Mark	Review and	TG p. 501	Word Study	Informal Grammar	Group Discussion
Notice: The	words that show the	Clarify	Author's Purpose:	TG p. 500		
General ideas of	author's tone	Present and	Word Choice and	Words all relate to	Colloquial	
the text. What is it		Discuss	Humor:	overcoming	contractions	
about? Who is		Answer the		obstacles:		
involved?		Essential	Hyperbole		Informal transitions	
Annotate: Mark		Question	Comic diction	Accomplishments		
vocabulary and key			Incongruity	Extraordinary	Introductory	
passages to revisit				Celebrate	conjunctions	
Connect: Ideas						
within selection to						
what you already				Latin Prefix: extra-		
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





	Making Meaning				Development	NOTES:
			Days 2	4-25		
from The Story of	Close Read	Analyze the Text	Concept	Analyze Craft and	Conventions	
My Life:	TG p. 507: Analyze	TG p. 509	Vocabulary and	Structure	TG p. 511	
TG p. 504-511	Figurative Language	Review and	Word Study	TG p. 510:	Types of Dependent	
First Read		Clarify	TG p. 509	Determine	Clauses:	
Notice: The		Present and	Words related to	Author's Purpose:		
General ideas of		Discuss	learning new	Autobiographical	Clause	
the text. What is it		Answer the	things/struggling	Writing:	Independent clause	
about? Who is		Essential	to		Main clause	
involved?		Question	learn new things:	First-person point	Dependent /	
Annotate: Mark				of view	subordinate clause	
vocabulary and key			Imitate	Tone	Adverb clause	
passages to revisit			Mystery		Relative/adjective	
Connect: Ideas			Barriers		clause	
within selection to					Noun clause	
what you already						
know and have						
read						
Respond:						
Complete						
Comprehension						
check by writing a						
brief summary of						
the selection						
	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, L.7.1.a	
		M./.1, JL./.4		L.7.1.a		





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





		Making Meaning			Language Development	Effective Expression		
Days 28-30								
A Young Tinkerer Builds a Windmill, Electrifying a Nation: TG p. 518-527 First Read Notice: The general ideas of the text. What is it about? Who is involved? Annotate: Mark vocabulary and key passages to revisit Connect: Ideas within selection to what you already know and have read Respond: Complete Comprehension check by writing a brief summary of	Close Read TG p. 519: Analyze Description	Analyze the Text TG p. 524 Review and Clarify Present and Discuss Answer the Essential Question	Analyze Craft and Structure TG p. 525 Analyze Structure: Biographical Writing: Narrative nonfiction Biographical writing Direct quotations Narrative pacing	Concept Vocabulary and Word Study TG p. 524 Words related to poverty, limited technology, and efforts to relieve it Scarcity Desire Attempts Etymology	Conventions TG p. 526 Capitalization: Proper Nouns Proper Adjectives	Writing to Sources: TG p. 527 How-to Essay		
the selection	KI.7.10	RI.7.1, RI.7.3, RI.7.5, L.7.4	RI.7.1, RI.7.3	RI.7.4, L.7.4.b	L.7.Z	W.7.2.a, W.7.2.b, W.7.7, W.7.8		
Small-Group Learnin	ng Performance Task: Sp	peaking and Listening	Focus		•	•		
			Days 31	1-32				
TG p. 528-529 Present Multimedia Prompt: How do pec	Profiles ople overcome enormou	s challenges?		Standards: W.7.2, W	7.7.4, W.7.9, W.7.10, SL.	7.1, SL.7.1, SL.7.4, SL7.5, SL.7.6		





Overview: Independent Learning						
Days 33-34						
TG p. 530-531, 532A-532D, 532-535 Select and read a story from selections available online: • The Girl Who Fell From the Sky by Juliane Koepcke • Four Skinny Trees from The House on Mango Street by Sandra Cisneros • Rikki-tikki-tavi by Rudyard Kipling • from Facing the Lion: Growing Up Maasai on the African Savanna by Joseph Lemasolai Lekuton	Standards: RL.7.10, RI.7.10					

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

