Seventh Grade
📖 ELA Core Standards Overview 📖

- ➢ Citing several sources of specific evidence from a piece when offering an oral or written analysis of a book, essay, article, or play

- ➢ Analyzing works of fiction to see how events advance the plot and how setting shapes the characters

- ➢ Determining an author's point of view or purpose in a nonfiction work and analyzing how the author takes a position different from other authors

- ➢ Organizing and focusing his or her own writing, including supporting statements and conclusions with evidence and showing that the evidence is accurate and reliable

- ➢ Conducting research in response to a specific question by drawing on evidence from several credible literary or informational sources to support an analysis or reflection

- ➢ Avoiding plagiarism and following a standard format for citations (e.g., footnotes, bibliography)

- ➢ Evaluating a speaker's key points and reasoning, asking questions, and stating his or her own well supported ideas in discussions

- ➢ Presenting claims and findings to others emphasizing main points, making eye contact, speaking loudly enough, pronouncing words clearly, and using formal English when the situation calls for it

- ➢ Using common, grade-appropriate Greek or Latin affixes and roots as clues to defining the meaning of a word (e.g., semi-, semiannual, semicircle).

Seventh Grade ✎ English Language Arts ✎
Year at a Glance 📖 2016-17 📖

	8 weeks Aug. 24-Oct. 19	6 weeks Oct. 24-Dec. 2	7 weeks Dec. 5-Jan. 27	7 weeks Jan. 30-March 17	6 weeks March 20-May 5	4 weeks May 8-June 7
Unit Theme	**Characters with Character**	**Perseverance**	**Challenges and Choices**	**Adaptation and Survival**	**Innovation**	**Making Sense of Our World**
Essential Question	How do the elements of a story interact?	What is needed to persevere?	How do challenges affect choices?	What adaptations are needed to survive?	How does innovation influence progress?	How do we make sense of our world?
Writing Focus	Narrative	Informative/ Explanatory	Argument	Informative/ Explanatory	Argument	Narrative
Key Terms	**ELA:** characterization, plot (exposition, conflict, rising action, climax, falling action, denouement), internal conflict, external conflict, setting, point of view, protagonist, antagonist, dialogue, theme, narrative **Morphemes: Roots** • Multilingual English Words & Invaders of the English Language • Compound Words and Review Parts of Speech • Introduction to morphemes and intro to prefixes, suffixes, & roots • astro/bio & geo/therm • aut/auto, hom/homo, & hydro • Review (Morph Mastery) & Roots Quiz Part 1	**ELA:** plagiarism, cite, citation, source, reliable/credible, perseverance, text features (heading, caption, sidebar, main text, subheading), informational text **Morphemes: Roots** • phon/phone sco/scope and micro/macro • graph/gram, photo and tele/meter • path/psych and pan, zoo/zo • chron and phobia • Review all roots and Roots Quiz • Prefixes intro and re-, un-	**ELA:** introduction, thesis, claim, topic sentence, transition, counterclaim, refutation, conclusion, argument, evidence, influence **Morphemes: Prefixes** • in-, and non/contra/counter- • anti/dis- and de- • Review (Morph Master 121) and Prefixes part 1 quiz • Sub/sur- and trans/dia- • Ex- and inter/intra- • Ad- and co/com- • Morph Mastery, Review all Prefxes and Prefixes test	**ELA:** cause/effect, compare/contrast, problem/solution, descriptive, sequence, multimedia **Morphemes: Prefixes** • Parts of speech review and Suffixes introduction • -y and –er/est • -ly and –hood • -ful and –less • -able/ible and –some • Review and Suffixes 1 Quiz • -ish and -ness	**ELA:** connotation, denotation, figurative, literal, simile, metaphor, personification, hyperbole, rhythm, alliteration **Morphemes: Suffixes** • -cide and -ment • -ic and -al • -ist/ian/or and -ology/ologist • -ship • Review all suffixes and suffixes final test	**ELA:** Redundant, precise, reflection **Morphemes: Suffixes** • None

Language Focus	Parts of a Sentence, Sentences vs. Fragments, Nouns, Verbs, Adjectives, Adverbs	Capitalization, Commonly Confused Words, Contractions, Possessives	Identify redundant words, Rewrite verbose phrases, Identify negative forms/Create positive forms, Use concrete and specific language, Out of Order Adjectives, Sentence Combining	Phrases (noun, prepositional, infinitive, participial), Misplaced and Dangling Modifiers, Dashes	Independent Clauses, Dependent Clauses, Types of Sentences (simple, compound, complex, compound-complex)	Punctuating Dialogue, Sentence Fragments Purposefully

Seventh Grade
📖 English Language Arts 📖
Connections

	8 weeks Aug. 24-Oct. 19	6 weeks Oct. 24-Dec. 2	7 weeks Dec. 5-Jan. 27	7 weeks Jan. 30-March 17	6 weeks March 20-May 5	4 weeks May 8-June 7
Unit Theme	**Characters with Character**	**Perseverance**	**Challenges and Choices**	**Adaptation and Survival**	**Innovation**	**Making Sense of Our World**
Social Studies Connections	Geography and the environment of Utah	Early settlers and explorers (Native Americans, Explorers and Pioneers)	Statehood and Government Rights and Responsibilities of Citizenship	Economics: How people make a living, Components of Utah's economy.	Utah in the Modern Age	Utah's Cultural Diversity
Science Connections	Properties of Matter	Earth's Structure	Cells and Organ Systems	Inherited Traits and Forensic Science	Natural Selection Genetically Modified Organisms	Classification
PE Connections	Mental Health Physical Fitness Sportsmanship	Stress Management Body Image Goal Setting Decision Making	Peer Pressure and Refusal Skills Addiction	Nutrition First Aid Abstinence Infection Disease	Teamwork Abstinence Human Development	Communication Puberty
Math Connections	Operations with Integers and Rational Numbers	Expressions, Equations and Inequalities	Ratios and Proportional Relationships	Similarities and Percents	Geometry and Surface Area. Volume of Solids	Data Analysis and Probability

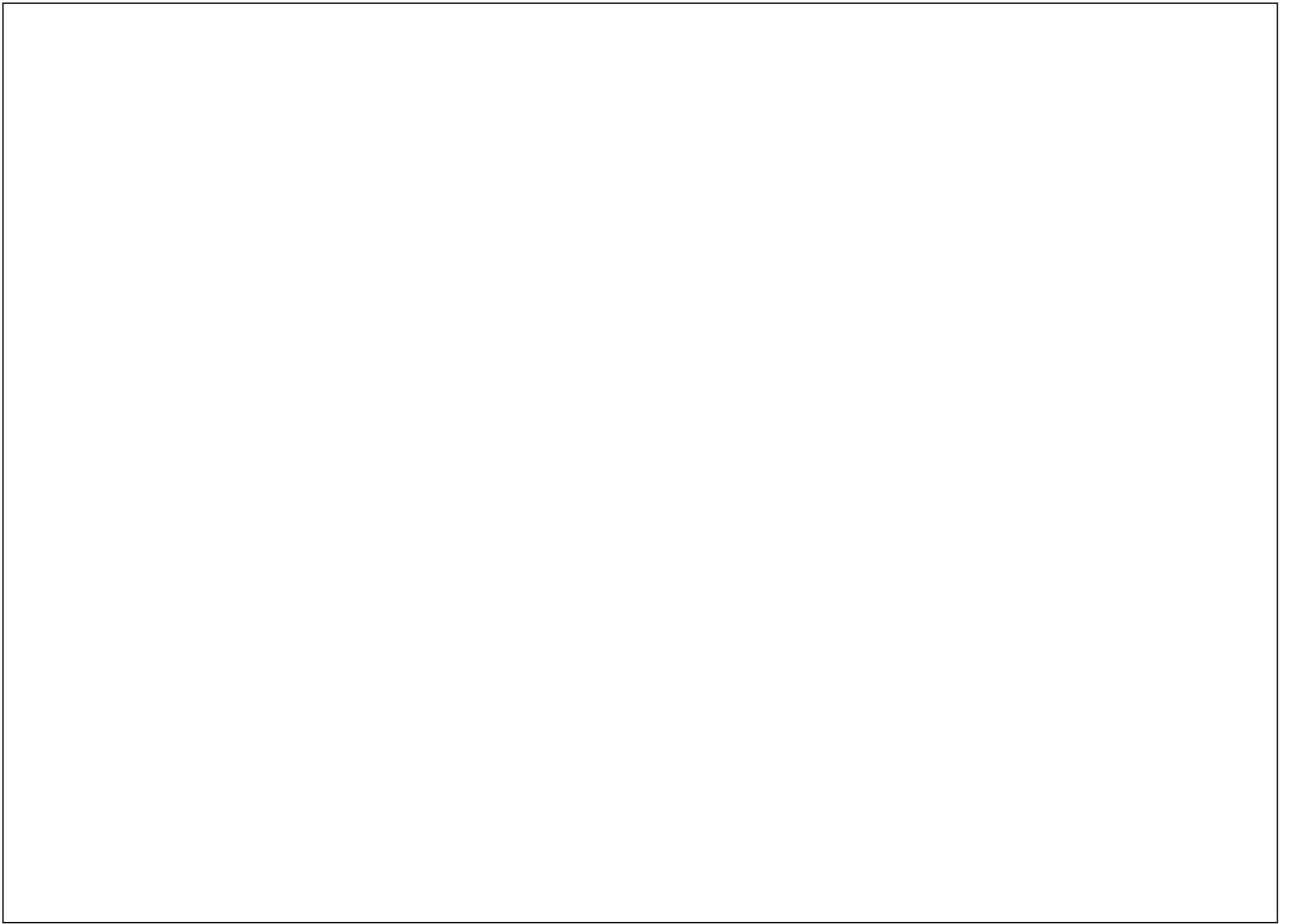| Seventh Grade Unit 1 Theme: **Characters with Character** |
|---|
| *Students will discuss how the elements of a story interact.* |

Essential Question	Key Terms	Morphemes: Roots	Writing Focus
How do the elements of a story interact?	**ELA:** characterization, plot (exposition, conflict, rising action, climax, falling action, denouement), internal conflict, external conflict, setting, point of view, protagonist, antagonist, dialogue, theme, narrative	Multilingual English words (pg. 2-5) Invaders of the English Language (pg. 8-11) Compound Words (pg. 14-15) Review Parts of Speech Introduction to Morphemes Intro to prefixes/roots/suffixes astro/bio (pg. 172-173) geo/therm (pg. 174-175) aut/auto, hom/homo (pg. 176-177) hydro pg. 178 (Create Practice) Review (Morph. Mastery, other practices) *Roots Part 1 Quiz*	• Narrative
Supporting Questions			
• What makes characters in fiction believable? • How are characters influenced by setting, conflict, climax, other characters, etc.?			

Social Studies Connections	Science Connections	PE Connections	Math Connections
Geography and the environment of Utah	Properties of Matter	Mental Health/Physical Fitness/Sportsmanship	Operations with Integers and Rational Numbers

ELA Core Standards		Student Learning Targets
READING	**RL.7.1**: Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	• I can analyze how details and evidence within the text supports what the author states directly and what he/she implies.
	RL. 7.2 Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.	• I can identify the theme in a text. • I can explain how the theme of a text is developed. I can summarize a text.
	RL. 7.3: Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot.)	• I can explain how elements of a story work together.
	RL.7.6: Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.	• I can identify and contrast the point of view of the characters or narrator(s) in a text.
	RL.7.9: Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history.	• I can explain the similarities and differences between historic and fictional accounts.

ELA Core Standards	Student Learning Targets
W.7.3: Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.	• I can write a logical, detailed narrative about real or imagined events or experiences.
a. Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically. b.	• I can engage and orient the reader by introducing ideas, point of view, a narrator and/or characters. • I can organize events in a natural, logical order.
b. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.	• I can write a narrative using techniques such as dialogue, pacing, and description.
c. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.	• I can use transition words and phrases to show order of events or changes in setting.
d. Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.	• I can use precise words, relevant description, and sensory details to reveal the action and experiences of the story.
e. Provide a conclusion that follows from and reflects on the narrated experiences or events.	• I can conclude my story by reflecting on experiences or events.
W 7.4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)	• I can produce clear and coherent writing, which is appropriate for a specific task, purpose, and audience.
W 7.5: With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.	• I can develop and strengthen my writing by planning, revising, editing, and rewriting. • I can write to a specific audience. • I can write for a specific purpose. • I can improve my writing through feedback from other students or my teacher.
ELA Core Standards	Student Learning Targets
SL.7.1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 7 topics, texts, and issues*, building on others' ideas and expressing their own clearly.	• I can engage effectively in a range of collaborative discussions. • I can share supporting evidence from my research during discussions.
a. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. b.	• I can bring materials that I have read and researched to discussions.
b. Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.	• I can follow group rules to meet specific goals during a discussion.
ELA Core Standards	Student Learning Targets

The left side labels: **WRITING** (spanning the writing rows) and **SPEAKING & LISTENING** (spanning the speaking and listening rows).

LANGUAGE	L.7.4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grade 7 reading and content*, choosing flexibly from a range of strategies.	• I can use a variety of strategies to determine what a word or phrase means.
	a. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.	• I can determine the meaning of a word through context clues or by the way it is used in a sentence.
	b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., belligerent, bellicose, rebel)	• I can determine the meaning of a word through my knowledge of Greek or Latin word parts.
	c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.	• I can use reference materials to find the pronunciation and meaning of unfamiliar words.
	L 7.2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	• I can use correct capitalization, punctuation, and spelling in my writing.
	a. Use a comma to separate coordinate adjectives (e.g., It was a fascinating, enjoyable movie but not He wore an old [,] green shirt.)	• I can correctly use a comma to separate adjectives.
	b. Spell correctly.	• I can correct misspelled words in my writing.
	L7.1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	• I can identify the subject and predicate of a sentence. • I can differentiate between declarative, imperative, exclamatory and interrogative sentences.
	L7.3: Use knowledge of language and its conventions when writing, speaking, reading, or listening.	• I can identify and use proper and common nouns. • I can identify and use pronouns correctly. • I can identify abstract nouns. • I can identify verbs and their objects. • I can use a consistent verb tense. • I can use consistent subject/verb agreement. • I can identify and use adjectives, including proper adjectives. • I can place commas correctly between adjectives in a series. • I can identify and use adverbs correctly.

Unit 1 Planning and Notes

Supplemental (paired/outside) Texts	Extended Learning Activity	Research and Inquiry Integration	Project Based Learning	Supplemental Assignments
Author Study *(Read multiple short stories by the same author to assess the overall style of the author, contrast the tone, mood, and themes of each story, and cite evidence for your selections.)* Ray Bradbury O. Henry Gary Soto **Character Study Suggestions** ● *Little Women* ● *Adventures of Tom Sawyer* ● *The Dark is Rising* ● *Dragon Wings* ● *Roll of Thunder, Hear My Cry* ● *Treasure Island* ● *Watership Down* ● *Adventures of Sherlock Holmes* ● *The Chronicles of Narnia*	**Book Club** *(Student groups select book from district-approved reading list and generate questions using the Questioning Matrix. Students will critique the literary devices of the novel, cite text evidence to support their decisions, synthesize discussion points to answer the unit's essential question. Students rotate hosting book club discussions.)* **Canvas Discussion Board: Unit Theme** Students decide on their answer to the week's question, defend their position, and critique other students' comments as they relate to the unit theme.	**Author Study** *(Read multiple short stories by the same author to analyze style, theme, etc. Students will formulate questions they want to know about an author, use multiple resources to investigate information to answer their questions. They will create a project to report the information.)*	**Social Media Character Project** Focusing on a single character, students will use characterization techniques to develop one of the following (or other student-proposed social media): ● Facebook page ● Pinterest board ● smartphone with apps ● Instagram account ● Snapchat conversation	**Fictional Short Story** *(Students compose a short story using unit vocabulary: conflict, plot line, characterization, etc.)* **Invite an Author** *(Read a novel by an author and then have author visit school. Learn about author's writing process.)* **Martin Luther King Jr. Writing Competition** *(Students write essays or create a video to submit.)*

<table>
<tr><td colspan="4" style="text-align:center">Seventh Grade Unit 2 Theme: Perseverance
<i>Students will build upon the study of character by examining those who persevered in a variety of challenging circumstances through literary and informational text.</i></td></tr>
</table>

Essential Question	Key Terms	Morphemes: Roots	Writing Focus
What is needed to persevere? **Supporting Questions** • How do individuals, real and fictional, use words and actions to demonstrate perseverance? • How do relationships impact our lives?	**ELA:** plagiarism, cite, citation, source, reliable/credible, perseverance, text features (heading, caption, sidebar, main text, subheading), informational text	phon/phone, sco/scope pg. 180-181 micro/macro pg. 182-183 graph/gram, photo pg. 184-185 tele/meter pg. 186-187 path/psych pg. 188-189 pan, zoo/zo pg. 190-191 chron pg. 192-193 phobia pg. 194 Review Review all Roots *Roots Test* re- pg. 110-111 un- pg. 112-113	• Informative/Explanatory

Social Studies Connections	Science Connections	PE Connections	Math Connections
Early settlers and explorers (Native Americans, Explorers and Pioneers)	Earth's Structure	Stress Management/Body Image/Goal Setting/Decision Making	Expressions, Equations, and Inequalities

ELA Core Standards		Student Learning Targets
READING	**RI 7.1:** Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	• I can analyze how details and evidence within the text support what the author says directly as well as draw inferences. • I can cite several pieces of textual evidence to support analysis.
	RI 7.2: Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.	• I can find more than one central idea in a text and explain how they are developed throughout the text. • I can summarize a text. •
	RI 7.5: Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas.	• I can explain how an author organizes a text to develop ideas. • I can point out major sections of the text and explain how they contribute to the entire text.
	RI 7.6: Determine an author's point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others.	• I can identify an author's point of view or purpose in a text. • I can explain how the author's point of view differs from others' perspectives.

ELA Core Standards	Student Learning Targets
W.7.2: Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.	• I can write an informative text to explain a topic.
a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.	• I can organize my paper using a clear introduction. • I can use the following text structures: definition, classification, comparison/contrast, cause/effect, formatting, graphics and multimedia.
b. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.	• I can support my topic using facts, definitions, details, and examples.
c. Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.	• I can use appropriate transitions to show connections between ideas and concepts.
d. Use precise language and domain-specific vocabulary to inform about or explain the topic.	• I can use precise language and vocabulary specific to my topic.
e. Establish and maintain a formal style.	• I can write in a formal style.
f. Provide a concluding statement or section that follows from and supports the information or explanation presented.	• I can write a conclusion that supports the information presented in my paper.
W 7.4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)	• I can develop and organize clear and understandable writing, which is appropriate for a specific task, purpose, and audience.
W 7.5: With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.	• I can develop and strengthen my writing by planning, revising, editing, and rewriting. • I can write to a specific audience for a specific purpose. • I can improve my writing through feedback from other students or my teacher.
W 7.6: Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.	• I can use technology to create and publish my writing, find information and cite it in my writing.
W.7.7: Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.	• I can research several different resources to answer an assigned question. • I can come up with additional questions related to the original research to further my investigation.
W.7.8: Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.	• I can search specific terms to gather relevant information from many print and digital sources. • I can determine if a source is credible and uses accurate information. • I can quote and paraphrase information from sources without plagiarizing others' words and ideas. • I can correctly cite my sources.
W.7.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.	• I can use evidence from text to support my analysis, reflection, or research.

WRITING

ELA Core Standards	Student Learning Targets
SPEAKING & LISTENING **SL.7.1**: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 7 topics, texts, and issues*, building on others' ideas and expressing their own clearly.	• I can communicate and respond to ideas about a variety of topics during discussions.
b. Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.	• I can follow group rules to meet specific goals during a discussion.
d. Acknowledge new information expressed by others and, when warranted, modify their own views.	• I can consider new information brought up during a discussion that may broaden my own understanding.

ELA Core Standards	Student Learning Targets
LANGUAGE **L.7.4**: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grade 7 reading and content*, choosing flexibly from a range of strategies.	• I can use a variety of strategies to determine what a word or phrase means.
b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., belligerent, bellicose, rebel)	• I can determine the meaning of a word through my knowledge of Greek or Latin word parts.
d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).	• I can guess at the meaning of a word and then double check to see if I am right by using a dictionary.
L 7.2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	• I can use correct capitalization, punctuation, and spelling in my writing. • I can use correct capitalization of proper nouns, titles and the beginning of sentences. • I can correctly use commonly confused words (to/two/too, allot/a lot, its/it's, board/bored, brake/break, there/their/they're, your/you're, cell/sell/sale, chose/choose). • I can correctly form contractions. • I can correctly write the possessive form of nouns.

Unit 2 Planning and Notes

Supplemental (paired/outside) Texts	Extended Learning Activity	Research and Inquiry Integration	Project Based Learning	Supplemental Assignments
Biographies *Unbroken* (excerpts from Young Adult edition) *I Beat the Odds: From Homeless, to the Blind Side, to Beyond* **News Articles** *Afghan Girl who Lost Arm Paints with Prosthetic* (Newsela) *Group's special mission to help autistic children use iPads* (Newsela)	**Book Club** *(Student groups select book from district approved reading list and generate questions using the Questioning Matrix. Students will critique the literary devices of the novel, cite text evidence to support their decisions, synthesize discussion points to answer the unit's essential question. Students rotate hosting book club discussions.)* **Canvas Discussion Board: Unit Theme**	**Multimedia Presentation** *(Presentation on person who demonstrated perseverance-- book and internet research sources required.)*	**Create a Newspaper** *(Students create a newspaper, synthesizing multiple research sources and using appropriate text features)*	**Perseverance Interview** *(Students interview parent/grandparent/ neighbor on how they have persevered, compare with in-class reading and then apply what they have learned to a new context.)* **Create a Newspaper** *(Students create a newspaper, synthesizing multiple research sources and using appropriate text features)*

<table>
<tr><td colspan="4" align="center">Seventh Grade Unit 3 Theme: **Challenges and Choices**
Students delve more deeply into character analysis and argument writing, focusing on making a claim and defending it.</td></tr>
<tr><td align="center">**Essential Question**</td><td align="center">**Key Terms**</td><td align="center">**Morphemes: Prefixes**</td><td align="center">**Writing Focus**</td></tr>
<tr>
<td>How do challenges affect our choices?</td>
<td>**ELA:**
introduction, thesis, claim, topic sentence, transition, counterclaim, refutation, conclusion, argument, evidence, influence</td>
<td>in- pg. 114-115
non/contra/counter- pg. 116-117
anti/dis- pg. 118-119
de- pg. 120 (Create Practice)
Review (Morph Mastery pg. 121, other activities)
Prefixes Part 1 Quiz
sub/sur- pg. 122-123
trans/dia- pg. 124-125
ex- pg. 126-127
inter/intra- pg. 128-129
ad- pg. 130-131
co/com- pg. 132-133 (Create Practice)
Morph. Mastery p. 132-133
Review all Prefixes
Prefixes Test</td>
<td rowspan="2">• Argument</td>
</tr>
<tr>
<td>**Supporting Questions**
• How do people respond to challenges?
• What considerations go in to making a choice?</td>
</tr>
</table>

Social Studies Connections	Science Connections	PE Connections	Math Connections
Statehood and Government Rights and Responsibilities of Citizenship	Cells and Organ Systems	Mental Health/Physical Fitness/Sportsmanship	Ratios and Proportional Relationships

	ELA Core Standards	Student Learning Targets
READING	**RL.7.5**: Analyze how a drama's or poem's form or structure (e.g., soliloquy, sonnet) contributes to its meaning.	• I can explain how the structure of a drama or poem helps me understand its meaning.
	RL.7.7: Compare and contrast a written story, drama, or poem to its audio, filmed, staged, or multimedia version, analyzing the effects of techniques unique to each medium (e.g., lighting, sound, color, or camera focus and angles in a film).	• I can compare and contrast the written version of a story, drama, or poem to its multimedia or stage production. • I can identify the unique production techniques of stage, film, and multimedia and analyze how they affect the meaning of the work.

	ELA Core Standards	Student Learning Targets
	RI 7.1: Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	• I can analyze how details and evidence within the text support what the author says directly as well as draw inferences. • I can cite several pieces of textual evidence to support analysis.
	RI 7.3: Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).	• I can explain and discuss how individuals, events, and ideas interact with each other in a text.
	RI 7.6: Determine an author's point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others.	• I can identify an author's point of view or purpose in a text. • I can explain how the author's point of view differs from others' perspectives.
	RI 7.9: Analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts.	• I can compare how two authors write about the same topic by using different facts or by interpreting those facts differently.
	ELA Core Standards	**Student Learning Targets**
WRITING	**W.7.1**: Write arguments to support claims with clear reasons and relevant evidence.	• I can write a claim and support it with reasons and evidence.
	a. Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically.	• I can write a claim(s) and recognize opposing views to my claim. • I can logically organize reasons and evidence that support a claim(s).
	b. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.	• I can support my claim(s) by using logical reasons and relevant evidence from accurate sources of information.
	c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence.	• I can use words, phrases, and clauses to clearly show how claim(s), reasons, and evidence fit together.
	d. Establish and maintain a formal style.	• I can use formal words and language to write about an issue or topic.
	e. Provide a concluding statement or section that follows from and supports the argument presented.	• I can end my writing with a concluding statement that supports the claim(s) in my argument.
	W 7.4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	• I can develop and organize clear and understandable writing, which is appropriate for a specific task, purpose, and audience.
	W 7.5: With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.	• I can develop and strengthen my writing by planning, revising, editing, and rewriting. • I can write to a specific audience for a specific purpose. • I can improve my writing through feedback from other students or my teacher.
	ELA Core Standards	**Student Learning Targets**
SPEAKING & LISTENING	**SL.7.2**: Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.	• I can identify the main ideas and supporting details in formats where information is presented visually, orally, or in numbers. • I can explain how the ideas presented in different formats or media clarify a topic or issue.

ELA Core Standards	Student Learning Targets
SL. 7.3: Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.	• I can outline a speaker's argument and his/her claims. • I can evaluate the soundness of the speaker's logic and the relevance and adequacy of the evidence.
SL 7.1 d.: Acknowledge new information expressed by others and, when warranted, modify their own views.	• I can consider new information brought up during a discussion that may broaden my own understanding.

	ELA Core Standards	**Student Learning Targets**
LANGUAGE	**L. 7.2:** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	• I can use correct capitalization, punctuation, and spelling in my writing.
	L 7.3 a: Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.	• I can identify redundant words. • I can rewrite verbose phrases. • I can identify negative forms/create positive forms. • I can use concrete and specific language. • I can write sentences with out of order adjectives. • I can combine sentences.
	L 7.4 b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., belligerent, bellicose, rebel)	• I can determine the meaning of a word through my knowledge of Greek or Latin word parts.

Unit 3 Planning and Notes

Supplemental (paired/outside) Texts	Extended Learning Activity	Research and Inquiry Integration	Project Based Learning	Supplemental Assignments
Read and Compare Dramas/Poems Drama: *The Miracle Worker* *Monsters Are Due on Maple Street* *A Midsummer Night's Dream* *The Christmas Carol (compare to Dickens novel)* Sonnet: *Sonnet 18-Shakespeare* *Those Winter Sundays-Hayden* *How Do I Love Thee?-Browning* *When You Are Old--Yeats* *A Red, Red Rose-Burns*	**Book Club** *(Student groups select book from district approved reading list and generate questions using the Questioning Matrix. Students will critique the literary devices of the novel, cite text evidence to support their decisions, synthesize discussion points to answer the unit's essential question. Students rotate hosting book club discussions.)* **Canvas Discussion Board: Unit Theme** **Dramatic Scene** *(Students film scenes from a drama in small groups--use camera angles, lighting, sound and color.)* **Poem Visual Representation** *(Students select a poem to create a video representation of using music and pictures.)*	**Mock Trial** *(Using a text that is being read in class, students will do research and create an argument and be prepared to argue their P.O.V. using evidence from the text and outside evidence.)* **Socratic Seminar/ Fishbowl** *(Students come prepared with textual evidence to contribute to discussion.)* **Argument Debates** (Students collect research on an argument topic and come prepared to debate in class.)	**Disability Service Learning Pecha Kucha** *(Students study Helen Keller and then research a disability to create a pecha kucha. 2 Day Summit follows where pecha kuchas are presented and service learning activities done.)*	**Script Writing** *(Write a scene in script format and then perform--could be alternate ending.)* **Sonnet Writing** *(Read example sonnets and compose one following sonnet structure.)*

Seventh Unit 4 Theme: **Adaptation and Survival**			
Students will examine how individuals adapt in order to survive a variety of challenging circumstances.			
Essential Question	**Key Terms**	**Morphemes: Prefixes**	**Writing Focus**
How do we adapt to our environment? **Supporting Questions** • What is the role of nature? Nurture? • How does cooperation with others help increase the odds of surviving? • How do choices and perseverance help an individual survive?	**ELA:** cause/effect, compare/contrast, problem/solution, descriptive, sequence, multimedia	Parts of Speech Review Suffixes Intro (how they change the part of speech) pg. 18-19 -y pg. 20-21 -er/est pg. 22-23 -ly pg. 24-25 -hood pg. 26 (Create Practice) Morph. Mastery pg. 27 -ful pg. 28-29 -less pg. 30-31 -able/ible pg. 32-33 -some pg. 34-35 Review *Suffixes Part 1 Quiz* -ish pg. 36-37 -ness pg. 38-39	• Informative/Explanatory

Social Studies Connections	Science Connections	PE Connections	Math Connections
Economics: How people make a living. Components of Utah's economy.	Inherited Traits and Forensic Science	Nutrition First Aid Abstinence Infectious Disease	Similarities and Percents

	ELA Core Standards	Student Learning Targets
READING	**RI 7.1:** Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	• I can analyze how details and evidence within the text support what the author says directly as well as draw inferences. • I can cite several pieces of textual evidence to support analysis.
	RI 7.5: Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas.	• I can explain how an author organizes a text to develop ideas. • I can point out major sections of the text and explain how they contribute to the entire text.
	RI.7.7. Compare and contrast a text to an audio, video, or multimedia version of the text, analyzing each medium's portrayal of the subject (e.g., how the delivery of a speech affects the impact of the words).	• I can compare and contrast a text to its audio, video or multi-media version and analyze how each medium interprets the subject.

ELA Core Standards	Student Learning Targets
W.7.2: Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.	• I can write an informative text to explain a topic.
a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.	• I can organize my paper using a clear introduction. • I can use appropriate strategies and formats to help explain my topic.
b. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.	• I can support my topic using facts, definitions, details, and examples. • I can use headings, charts, tables, etc. to add clarification to my paper.
c. Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.	• I can use appropriate transitions to show connections between ideas and concepts.
d. Use precise language and domain-specific vocabulary to inform about or explain the topic.	• I can use precise language and vocabulary specific to my topic.
e. Establish and maintain a formal style.	• I can write in a formal style.
f. Provide a concluding statement or section that follows from and supports the information or explanation presented.	• I can write a conclusion that supports the information presented in my paper.
W 7.4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	• I can develop and organize clear and understandable writing, which is appropriate for a specific task, purpose, and audience.
W 7.5: With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.	• I can develop and strengthen my writing by planning, revising, editing, and rewriting. I can write to a specific audience for a specific purpose. • I can improve my writing through feedback from other students or my teacher.

WRITING

ELA Core Standards	Student Learning Targets
SL.7.4: Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.	• I can give a presentation that makes claims using supportive facts, details, and examples. • I can give a presentation where I use eye contact and a clear, loud voice.
SL.7.5: Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.	• I can give a presentation using multimedia and visual displays to explain my claims and clearly express my points.
SL.7.6: Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.	• I can give a presentation demonstrating command of formal English.

SPEAKING & LISTENING

ELA Core Standards	Student Learning Targets
L. 7.1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	• I can use language correctly when writing or speaking.
a. Explain the function of phrases and clauses in general and their function in specific sentences.	• I can define what phrases and clauses are and explain how they work in sentences.
b. Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.	• I can identify the differences among simple, compound, complex, and compound-complex sentences. • I can explain how different sentence types clarify ideas.
c. Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.	• I can use phrases (noun, prepositional, infinitive, participial) and clauses correctly in sentences. • I can identify misplaced and dangling modifiers and correct them. • I can correctly use a dash.
L 7.2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	• I can use correct capitalization, punctuation, and spelling in my writing.
L 7.4 b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., belligerent, bellicose, rebel)	• I can determine the meaning of a word through my knowledge of Greek or Latin word parts.

(Row label spanning left column: LANGUAGE)

Unit 4 Planning and Notes

Supplemental (paired/outside) Texts	Extended Learning Activity	Research and Inquiry Integration	Project Based Learning	Supplemental Assignments
Outside texts **Books** *Hatchet* *Shipwreck at the Bottom of World* *127 Hours: Between a Rock and a Hard Place (Excerpts)* *The Hunger Games (Excerpts)* *The Testing* *Call of the Wild* *White Fang* *Holes* *Down River* **Short Stories** "To Build a Fire" "The Most Dangerous Game" "All Summer in a Day"	**Book Club** *(Student groups select book from district approved reading list and generate questions using the Questioning Matrix. Students will critique the literary devices of the novel, cite text evidence to support their decisions, synthesize discussion points to answer the unit's essential question. Students rotate hosting book club discussions.)* **Canvas Discussion Board: Unit Theme** **Maslow's Hierarchy of Needs** *(Tie into survival guide: synthesize information to apply these concepts to students in connection with the survival guide.)* **Family Emergency Plan** *(Synthesize possible disasters and create a family emergency plan.)*	**Survival Tutorial** *(Students create video to show the written survival guide)* **Rebuild the community** *(Investigate and assess a natural disaster and draw conclusions about how you would rebuild after devastation and what would you implement to avoid future problems?)*	**Shark Tank Project** *(Honors Extension: Analyze effectiveness of project with testimonials, graphs, commercials, jingles, videos, audience involvement, etc.)* **Survival Fair** *(Design and create stations for survival tips and skills, explaining real life application.)*	**Survival Short Story** *(Create a narrative story about survival.)* **Memoir** *(Create a memoir based on personal experiences of survival and adaptation.)* **Interview Memoir** *(Interview a survivor and create a memoir based on their experiences.)*

<table>
<tr><td colspan="4">Seventh Grade Unit 5 Theme: Innovation
Students will support their claims with well-chosen evidence in both reading and writing; students will explore the impact of innovation on society.</td></tr>
</table>

Essential Question	Key Terms	Morphemes: Suffixes	Writing Focus
How does innovation influence progress?	**ELA:** connotation, denotation, figurative, literal, simile, metaphor, personification, hyperbole, rhythm, alliteration	-cide pg. 40-41 Morph. Mastery p. 42-43 -ment pg. 44-45 -ic pg. 46-47 -al pg. 48-49 -ist/ian/or pg. 50-51 -ology/ologist pg. 52-53 -ship pg. 54-55 Review *Suffix Test*	• Argument
Supporting Questions			
• What innovations of the past have affected the way we live today? • How will new ideas impact the future of our society?			

Social Studies Connections	Science Connections	PE Connections	Math Connections
Utah in the Modern Age	Natural Selection Genetically Modified Organisms	Teamwork Abstinence Human Development	Geometry and Surface Area. Volume of Solids

ELA Core Standards		Student Learning Targets
READING	**RL.7.1**: Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	• I can analyze how details and evidence within the text support what the author says directly as well as draw inferences. • I can cite several pieces of textual evidence to support analysis.
	RL.7.4: Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama.	• I can determine how rhymes and sound repetitions influence a text. • I can identify several types of figurative language in a text. • I can identify connotative meanings associated with words in a text.
	RI. 7.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.	• I can identify examples of figurative language in a text. • I can identify different meanings associated with words in a text. • I can define technical vocabulary in a text. • I can analyze the author's word choice and tone.

ELA Core Standards	Student Learning Targets
RI 7.8: Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims.	• I can outline specific claims and link them to an argument. • I can evaluate whether or not the reasons support the claims in the argument. • I can determine whether or not there is enough relevant evidence to support the argument.

ELA Core Standards	**Student Learning Targets**

	ELA Core Standards	Student Learning Targets
WRITING	**W.7.1**: Write arguments to support claims with clear reasons and relevant evidence.	• I can write a claim and support it with reasons and evidence.
	a. Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically.	• I can write a claim(s) and recognize opposing views to my claim. • I can logically organize reasons and evidence that support a claim(s).
	b. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.	• I can support my claim(s) by using logical reasons and relevant evidence. • I can support my claim(s) with accurate sources of information.
	c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence.	• I can use words, phrases, and clauses to clearly show how claim(s), reasons, and evidence fit together.
	d. Establish and maintain a formal style.	• I can use formal words and language to write about an issue or topic.
	e. Provide a concluding statement or section that follows from and supports the argument presented.	• I can end my writing with a concluding statement that backs up the claim(s) in my argument.
	W 7.4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	• I can develop and organize clear and understandable writing, which is appropriate for a specific task, purpose, and audience.
	W 7.5: With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.	• I can develop and strengthen my writing by planning, revising, editing, and rewriting. • I can write to a specific audience for a specific purpose. • I can improve my writing through feedback from other students or my teacher.
	W 7.6: Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.	• I can use technology to create and publish my writing, find information and cite it in my writing.

ELA Core Standards	**Student Learning Targets**

	ELA Core Standards	Student Learning Targets
SPEAKING & LISTENING	**SL.7.2:** Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.	• I can identify the main ideas and supporting details in formats where information is presented visually, orally, or in numbers. • I can explain how the ideas presented in different formats or media clarify a topic or issue.
	SL. 7.3: Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.	• I can outline a speaker's argument and his/her claims. • I can evaluate the soundness of the speaker's logic and the relevance and adequacy of the evidence.

ELA Core Standards	Student Learning Targets
L 7.1 b: Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.	• I can identify independent clauses. • I can identify dependent clauses and subordinating conjunctions. • I can write simple, compound, complex, and compound-complex sentences.
L 7.4 b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., belligerent, bellicose, rebel)	• I can determine the meaning of a word through my knowledge of Greek or Latin word parts.
L 7.5: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	• I can identify examples of figurative language. • I can recognize word relationships by comparing them to similar or opposite meaning words. • I can recognize the slight differences in words meanings based on how they are used.
a. Interpret figures of speech (e.g., literacy, biblical, and mythological allusions) in context.	• I can identify the subtle use of literary, biblical, and mythological references.
b. Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words.	• I can clarify a word by examining similar or opposite words and ideas.
c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., refined, respectful, polite, diplomatic).	• I can explain the difference between the literal meaning of a word and the positive or negative connotative meaning associated with it.
L 7.2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	• I can use correct capitalization, punctuation, and spelling in my writing.
L. 7.6: Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.	• I can explain what general academic words are and use them in my writing. • I can define words and phrases that are specific to language arts and apply them in speaking and writing. • I can use various resources to build my vocabulary and help me understand what I read or hear.

*(Row label, vertical text, spanning all rows: **LANGUAGE**)*

Unit 5 Planning and Notes

SALTA 7TH GRADE HONORS MAP
Unit 5: Innovation

Supplemental (paired/outside) Texts	Extended Learning Activity	Research and Inquiry Integration	Project Based Learning	Supplemental Assignments
[Science News for Students website](#) [Science Fiction Poetry Association](#) Ray Bradbury Isaac Asimov Kurt Vonnegut Jules Verne Shirley Jackson H.G. Wells **Dystopian/Futuristic Themes and Issues:** "All Summer in a Day" "A Sound of Thunder" "There Will Come Soft Rains" "The Veldt" "Harrison Bergeron" "The Lottery" "The Pedestrian" "The Last Dog" *Cinder/The Lunar Chronicles* *Parasite Pig* *Prophets of Science Fiction* video series "Going Ape Over Language" innovation/communication	**Book Club** *(Student groups select book from district approved reading list and generate questions using the Questioning Matrix. Students will critique the literary devices of the novel, cite text evidence to support their decisions, synthesize discussion points to answer the unit's essential question. Students rotate hosting book club discussions.)* **Canvas Discussion Board: Unit Theme** **Ethics Mini-Unit/Fishbowls** *(application of ethics to both hypothetical and real-world situations)*	**Science Fiction Research** *(Conduct research on science topics in studied science fiction stories. Prove whether or not it's possible in near future.)* **Author Study** *(students analyze and critique author's process of writing science fiction, examine patterns within texts by same authors)*	**Shark Tank Project** *(Honors Extension: Analyze effectiveness of project with testimonials, graphs, commercials, jingles, videos, audience involvement, etc.)*	**Science Fiction Narrative** *(Students create their own science fiction short story.)* **Class Science Fiction Short Story** *(students split into different groups responsible for designing world, researching technology, planning plot, creating characters, etc. Apply narrative concepts from Unit 1, application of ethical dilemma.)* **Rewritten Fairy Tale in Science Fiction World** *(modeled after The Lunar Chronicles)*

Seventh Grade Unit 6 Theme: **Making Sense of Our World**
Students will examine how an author uses literature to reflect the world.

Essential Question	Key Terms	Morphemes: Suffixes	Writing Focus
How do we make sense of our world?	**ELA:** Redundant, precise, reflection	None	• Narrative
Supporting Questions			
• Is literature always a reflection of life? • How do an author's experiences impact literature? • How does story-telling help us make sense of our world?			

Social Studies Connections	Science Connections	PE Connections	Math Connections
Utah's Cultural Diversity	Classification	Communication Puberty	Data Analysis and Probability

ELA Core Standards		Student Learning Targets
READING	**RL. 7.2**: Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.	• I can identify the theme in a text and how it is developed. • I can summarize a text.
	RL. 7.3: Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot.)	• I can explain how elements of a story work together.
	RL.7.6: Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.	• I can identify and contrast the point of view of the characters or narrator(s) in a text.
ELA Core Standards		Student Learning Targets
WRITING	**W.7.3**: Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.	• I can write a logical, detailed narrative about real or imagined events or experiences.
	a. Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.	• I can engage and orient the reader by introducing ideas, point of view, a narrator and/or characters. • I can organize events in a natural, logical order.

	ELA Core Standards	Student Learning Targets
	b. Use narrative techniques such as dialogue, pacing, and description to develop experiences, events, and/or characters.	• I can write a narrative using techniques such as dialogue, pacing, and description.
	c. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.	• I can use transition words and phrases to show order of events or changes in setting.
	d. Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.	• I can use precise words, relevant description, and sensory details to reveal the action and experiences of the story.
	e. Provide a conclusion that follows from and reflects on the narrated experiences, events, and/or characters.	• I can conclude my story by reflecting on experiences or events.
	W 7.4 : Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	• I can develop and organize clear and understandable writing, which is appropriate for a specific task, purpose, and audience.
	W 7.5: With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.	• I can develop and strengthen my writing by planning, revising, editing, & rewriting. • I can write to a specific audience for a specific purpose. • I can improve my writing through feedback from other students or my teacher.

	ELA Core Standards	**Student Learning Targets**
SPEAKING & LISTENING	**SL.7.5** : Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.	• I can give a presentation using multimedia and visual displays to explain my claims and clearly make my points.
	SL.7.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 7 topics, texts, and issues*, building on others' ideas and expressing their own clearly.	• I can communicate and respond to ideas about a variety of topics during discussions.
	a. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.	• I can share supporting evidence from my research during discussions.
	b. Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.	• I can follow group rules to meet specific goals during a discussion.
	c. Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.	• I can ask questions and make comments about the topic that encourage others to respond during discussions.
	d. Acknowledge new information expressed by others and, when warranted, modify their own views.	• I can consider new information brought up during a discussion that may broaden my own understanding.

	ELA Core Standards	**Student Learning Targets**
LANGUAGE	**L 7.1 a:** Explain the function of phrases and clauses in general and their function in specific sentences.	• I can use sentence fragments purposefully.
	L.7.2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	• I can use correct capitalization, punctuation, and spelling in my writing. • I can correctly punctuate dialogue.
	L.7.3: Use knowledge of language and its conventions when writing, speaking, reading, or listening	• I can demonstrate how language should sound when it is spoken, written, and read.
	a. Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.	• I can revise my writing to avoid wordiness and repetition.
	L 7.4 b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., belligerent, bellicose, rebel)	• I can determine the meaning of a word through my knowledge of Greek or Latin word parts.

L. 7.6: Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.	• I can explain what general academic words are and use them in my writing. • I can define words and phrases that are specific to language arts and apply them in speaking and writing. • I can use various resources to build my vocabulary and help me understand what I read or hear.

Unit 6 Planning and Notes

Supplemental (paired/outside) Texts	Extended Learning Activity	Research and Inquiry Integration	Project Based Learning	Supplemental Assignments
Prose Books *Out of the Dust* *Stop Pretending* *Joyful Noise: Poems for Two Voices* **Multicultural Poem/Poet Study** **Teach Complex Poetry Formats** Sonnets, Ballads, Epitaph, Ode.	**Book Club** *(Student groups select book from district approved reading list and generate questions using the Questioning Matrix. Students will critique the literary devices of the novel, cite text evidence to support their decisions, synthesize discussion points to answer the unit's essential question. Students rotate hosting book club discussions.)* **Canvas Discussion Board: Based On The Unit Theme** **Create an alternate ending to a Narrative Poem**	**Poetry Slam** *(Students memorize a poem and compete in performing it.) Synthesizing poetic elements.* **(Poetry Out Loud)** **Poetry Anthology** *Students choose a theme (love, death, summer, sports, etc) and find ten poems that have that theme. They create a booklet with all ten poems and a paragraph for each poem that infers the deeper meaning of the poem. Each page should include an image that relates to the poem too.*	**Poet's _Style_ Analysis and Mimic Poem** *(Read multiple short stories by the same author to analyze style, theme, etc. Students will formulate questions they want to know about an author, use multiple resources to investigate information to answer their questions. They will create a project to report the information.)* Robert Frost Gwendolyn Brooks Maya Angelou Emily Dickinson Edgar Allan Poe Langston Hughes Elizabeth Bishop Carl Sandberg	**Perform Poems with Two Voices** **Poet's Life Analysis** *(Read multiple short stories by the same author to analyze style, theme, etc. Students will formulate questions they want to know about an author, use multiple resources to investigate information to answer their questions. They will create a project to report the information.)* Robert Frost Gwendolyn Brooks Maya Angelou Emily Dickinson Edgar Allan Poe Langston Hughes Elizabeth Bishop Carl Sandberg (Student Choice?)