

## Marietta City Schools Pacing Guide

Subject: English Language Arts

Grade Level: 7

Time Frame: Full Year (4 quarters).

<h1 style="margin: 0;">UNIT 1: IN PURSUIT</h1> <h2 style="margin: 0;">What drives us to undertake a mission?</h2>				
Month / Week	CCS Benchmarks	Skills/Activities	Resources	Assessment
<b>Week 1</b> August/ September	W.7.2: Informative/ Explanatory Writing	<b>CLASS ORIENTATION:</b> Conscience or cops; Class routines, roles and goals; Class vision, purpose, values commitments	Conscience or Cops? Teacher-made handouts	Essay Personal inventory Self-assessment Discussion, Participation & Engagement Observation Exit Slips Projects Oral Reporting Homework  <b>SUMMATIVE:</b> Section Test
	SL.7.1-4 Discussion--Comprehension and Collaboration	<b>SPEAKING AND LISTENING BOOTCAMP:</b> How to ask questions; How to respond with support; How to stay on topic; Disagreeing respectfully; Acknowledging	Teacher-made handouts StudySync: Speaking and Listening Handbook	
	RI.7.2: Summarizing Central Ideas	<b>DAILY WRITING</b>  <b>STUDYSYNC ORIENTATION:</b> Online Textbook and Login and textbook set up  Google account: setting up shared folders  <b>UNIT THEME OVERVIEW:</b> In Pursuit	StudySync login and set up information Google accounts StudySync: In Pursuit Unit Overview Vocabulary	

<b>Week 1-2</b> August/ September	W.7.1: Argumentative Writing  RI.7.2: Central or Main Idea:	<b>DAILY WRITING</b>  <b>MAIN IDEA:</b> Determine two or more central ideas and analyze their development over the course of the text"; Give an objective summary of the text	<b>INFORMATIONAL TEXT, ESSAY:</b> "Apollo 13 Mission Highlights" Vocabulary	Daily writing Reading Logs Specified writings Personal inventory Formative Self-assessment Discussion, Participation & Engagement Observation Section Quizzes Exit slips Projects Oral Reporting Homework  <b>SUMMATIVE:</b> Section Test
	W.7.1: Argumentative Writing  RI.7.5: Informational Text Structure	<b>DAILY WRITING</b>  <b>TEXT STRUCTURE:</b> Analyze the structure an author uses to organize text; Explain how major sections of a text contribute to the development of the whole	<b>INFORMATIONAL TEXT, ESSAY:</b> "Apollo 13 Mission Highlights" StudySync Online Textbook Teacher-created notes and handouts Text supplements Vocabulary	
	W.7.1: Argumentative Writing	<b>DAILY WRITING</b>  <b>IN PURSUIT:</b> The Hero Journey and the Consequences of our Decisions  <b>ESTABLISHING CONTEXT:</b> <i>Discovering Wes Moore</i>	<b>LITERATURE, ALLEGORY:</b> "Plato's Allegory of the Cave" (video only) <i>Star Wars--A New Hope</i> (if time allows) Hero Journey Handouts Teacher-created notes and handouts Vocabulary	
	W.7.1: Argumentative Writing  RI.7.3: Interactions & Influences	<b>DAILY WRITING</b>  <b>INTERACTIONS &amp; INFLUENCES</b> 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).	<b>INFORMATIONAL TEXT, AUTOBIOGRAPHY:</b> Excerpt of "Autobiography of Malcolm X" (nonfiction). Teacher-created notes and handouts Vocabulary	

	L.7.4: Decoding Word Meaning	<b>DAILY WRITING</b>  <b>WORD MEANING:</b> Use context clues to figure out word meanings; Use common Greek and Latin prefixes and roots to figure out word meanings; Use reference materials to determine pronunciation, meaning or part of speech of a word; Verify what word means by looking it up	<b>INFORMATIONAL TEXT, AUTOBIOGRAPHY:</b> Excerpt of “Autobiography of Malcolm X” (nonfiction). Teacher-created notes and handouts Dictionary and Thesaurus Vocabulary	
	W.7.1: Argumentative Writing  RI.7.2 Central Or Main Idea	<b>DAILY WRITING</b>  <b>MAIN IDEA:</b> Determine two or more central ideas and analyze their development over the course of the text"; Give an objective summary of the text	<b>INFORMATIONAL TEXT, AUTOBIOGRAPHY:</b> Excerpt of “Autobiography of Malcolm X” (nonfiction). Teacher-created notes and handouts Vocabulary	
	W.7.1: Argumentative Writing  RI.7.1: Textual evidence	<b>DAILY WRITING</b>  <b>TEXTUAL EVIDENCE:</b> Cite textual evidence that strongly support my inferences and analysis of the text	<b>INFORMATIONAL TEXT, AUTOBIOGRAPHY:</b> Excerpt of “Autobiography of Malcolm X” (nonfiction). Teacher-created notes and handouts Vocabulary	
<b>Week 3:</b> September	W.7.1: Argumentative Writing	<b>DAILY WRITING</b>  <b>POETRY TEXT STRUCTURE:</b> Analyze how the form or structure of a text,	<b>LITERATURE, POETRY (TBA)</b> StudySync Online Textbook Teacher-created notes and handouts	Daily writing Reading Logs Specified writings Personal inventory

	RL.7.5: Text Structure:	poem or drama contributes to its meaning	Text supplements Vocabulary	Formative Self-assessment Discussion, Participation & Engagement Observation Section Quizzes Exit slips Projects Oral Reporting Homework  <b>SUMMATIVE:</b> Section Test
	W.7.1: Argumentative Writing  RI.7.4: Diction & Context Clues	<b>DAILY WRITING</b>  <b>CONTEXT CLUES:</b> Analyze the impact of sensory words, tone, rhyme or repetition of sound on a particular part of a text, verse, or stanza	<b>LITERATURE, POETRY (TBA)</b> StudySync Online Textbook Teacher-created notes and handouts Text supplements Vocabulary	
	W.7.1: Argumentative Writing  RL.7.2 Theme Of A Text	<b>DAILY WRITING</b>  <b>THEME:</b> Determine the theme of a text; Analyze the development of the theme throughout a text. Give an objective summary of a text that discusses the theme and key details.	<b>LITERATURE, SHORT STORY: "Rikki Tikki Tavi"</b> StudySync Online Textbook Teacher-created notes and handouts Text supplements Vocabulary	
	W.7.1: Argumentative Writing  RI.7.4: Diction & Context Clues	<b>DAILY WRITING</b>  <b>WORD CHOICE:</b> Determine the figurative and connotative meaning of words and phrases based on how they are used in a text	<b>LITERATURE, SHORT STORY: "Rikki Tikki Tavi"</b> StudySync Online Textbook Teacher-created notes and handouts Text supplements Vocabulary	
<b>Week 4-6</b> September/ October	W.7.1: Argumentative Writing	<b>DAILY WRITING</b>  <b>ARGUMENTATIVE ESSAY</b>	StudySync Online Textbook Teacher-created notes and handouts	Daily writing Reading Logs Specified writings

			Text supplements Vocabulary	Personal inventory Formative Self-assessment Discussion, Participation & Engagement Observation Section Quizzes Exit slips Projects Oral Reporting Homework
W.7.1: Argumentative Writing  SL.7.1-4 Discussion--Comprehension and Collaboration	<b>DAILY WRITING</b>  <b>SPEAKING AND LISTENING BOOTCAMP:</b> How to ask questions; How to respond with support; How to stay on topic; Disagreeing respectfully; Acknowledging	<b>INFORMATIONAL TEXT, AUTOBIOGRAPHY: <i>Discovering Wes Moore</i> (full length text study)</b> Teacher-created notes and handouts Text supplements Vocabulary		
W.7.1: Argumentative Writing  RI.7.1: Textual evidence	<b>DAILY WRITING</b>  <b>TEXTUAL EVIDENCE:</b> Cite textual evidence that strongly support my inferences and analysis of the text	<b>INFORMATIONAL TEXT, AUTOBIOGRAPHY: <i>Discovering Wes Moore</i> (full length text study)</b> Teacher-created notes and handouts Text supplements Vocabulary		<b>SUMMATIVE:</b> Section Test
W.7.1: Argumentative Writing  RI.7.6: Purpose, Perspective & Point of View	<b>DAILY WRITING</b>  <b>PURPOSE, PERSPECTIVE &amp; POINT OF VIEW:</b> Determine the author's point of view in a text; Determine the author's purpose for writing a text; Explain how an author distinguishes his/her position from another author	<b>INFORMATIONAL TEXT, AUTOBIOGRAPHY: <i>Discovering Wes Moore</i> (full length text study)</b> Teacher-created notes and handouts Text supplements Vocabulary		
W.7.1: Argumentative Writing  RI.7.2	<b>DAILY WRITING</b>  <b>MAIN IDEA:</b> Determine two or more central ideas and analyze their development over the course of the	<b>INFORMATIONAL TEXT, AUTOBIOGRAPHY: <i>Discovering Wes Moore</i> (full length text study)</b> Teacher-created notes and handouts		

	Central Or Main Idea	text"; Give an objective summary of the text	Text supplements Vocabulary	
	W.7.1: Argumentative Writing  RI.7.8: Analyzing Various Authors and/or Media	<b>DAILY WRITING</b>  <b>COMPARE TWO AUTHORS ON SIMILAR TOPIC</b> Analyze differences in two or more authors/presentations on the same topic	<b>INFORMATIONAL TEXT, AUTOBIOGRAPHY: <i>Discovering Wes Moore</i> (full length text study)</b>  Teacher-created notes and handouts Text supplements Vocabulary	
	W.7.1: Argumentative Writing  RI.7.8: Evaluating Claims	<b>DAILY WRITING</b>  <b>EVALUATING CLAIMS:</b> Trace and evaluate the argument and claims in a text; Assess whether an author/s reasoning is sound and whether he has enough evidence to support the claims he makes	<b>INFORMATIONAL TEXT, AUTOBIOGRAPHY: <i>Discovering Wes Moore</i> (full length text study)</b>  Teacher-created notes and handouts Text supplements Vocabulary	
	W.7.1: Argumentative Writing  RL.7.5: Text Structure:	<b>DAILY WRITING</b>  <b>TEXT STRUCTURE:</b> Analyze how the form or structure of a text, poem or drama contributes to its meaning	<b>INFORMATIONAL TEXT, AUTOBIOGRAPHY: <i>Discovering Wes Moore</i> (full length text study)</b>  Teacher-created notes and handouts Text supplements Vocabulary	

<p><b>Week 7-9</b> October</p>	<p>W.7.1: Argumentative Writing</p> <p>SL.7.4-7.6 Presentation of Knowledge and Ideas</p>	<p><b>DAILY WRITING</b></p> <p><b>PRESENTATION:</b> 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.</p>	<p>Computers Teacher-created notes and handouts Vocabulary</p>	<p><b>SUMMATIVE: UNIT PROJECT</b></p>
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**UNIT 2: THE POWERS THAT BE**  
**What should be the principals of a just society?**

Month / Week	CCS Benchmarks	Skills/Activities	Resources	Assessment
<p><b>Week 1:</b></p>	<p>W.7.2: Informational/ Explanatory Writing</p> <p>RL.7.9 Fictional Portrayals of History</p>	<p><b>DAILY WRITING</b></p> <p><b>THEMATIC BRIDGE:</b> From Unit 1 to Unit 2</p> <p><b>UNIT 2 OVERVIEW:</b> The Powers that Be</p> <p><b>HISTORICAL CONTEXT OF UTOPIAS FOR THE GIVER:</b> Compare and contrast a fictional portrayal of an</p>	<p>Review of Unit 1: In Pursuit Overview of Unit 2: Powers That Be <i>The Pilgrims</i> (PBS documentary) Power, Privacy &amp; Technology Declaration of Independence Vocabulary</p>	<p>Daily writing Reading Logs Specified writings Personal inventory Formative Self-assessment Discussion, Participation &amp; Engagement Observation Section Quizzes</p>

		event to an historical account of the same event to understand how authors of fiction use history in their writing		Exit slips Projects Oral Reporting Homework  <b>SUMMATIVE:</b> Section Test
Week 2-3 October/ November	W.7.2: Informational/ Explanatory Writing  RI.7.5: Text Structure	<b>DAILY WRITING</b>  <b>TEXT STRUCTURE:</b> Analyze how the form or structure of a text, poem or drama contributes to its meaning.  <b>THE PERFECT SOCIETY: UTOPIA &amp; DYSTOPIA:</b> Conscience or Cops	<b>LITERATURE, SHORT STORY:</b> "The Lottery" Vocabulary Teacher-made handouts "The Village" (Film) Power, Privacy & Technology "New Harmony" Short Story:	Daily writing Reading Logs Specified writings Personal inventory Formative Self-assessment Discussion, Participation & Engagement Observation Section Quizzes Exit slips Projects Oral Reporting Homework  <b>SUMMATIVE:</b> Section Test
	W.7.2: Informational/ Explanatory Writing  RL.7.2 Theme of a Text	<b>DAILY WRITING</b>  <b>THEME:</b> Determine the theme of a text. Analyze the development of the theme throughout a text. Give an objective summary of a text that discusses the theme and key details.	<b>LITERATURE, SHORT STORY:</b> "The Lottery" Teacher-created notes and handouts Vocabulary	
	W.7.2: Informational/ Explanatory Writing  RL.7.1	<b>DAILY WRITING</b>  <b>TEXTUAL EVIDENCE:</b> Cite textual evidence that strongly support my inferences and analysis of the text	<b>LITERATURE, SHORT STORY:</b> "The Lottery" Teacher-created notes and handouts Vocabulary	

	Textual evidence		
	<p>W.7.2: Informational/ Explanatory Writing</p> <p>RL.7.6 Perspective &amp; Point of View</p>	<p><b>DAILY WRITING</b></p> <p><b>PERSPECTIVE</b> Analyze how an author uses point of view to develop and/or contrast the perspectives of the narrator and/or different characters</p>	<p><b>LITERATURE, SHORT STORY:</b> “The Lottery” Teacher-created notes and handouts Vocabulary</p>
	<p>W.7.2: Informational/ Explanatory Writing</p> <p>RL.7.7: Differing Effects of Media</p>	<p><b>DAILY WRITING</b></p> <p><b>MEDIA COMPARISONS:</b> Compare and contrast a written text to its audio, staged or multimedia version. Analyze the effects of techniques that are unique to portraying various types of media</p>	<p><b>LITERATURE, SHORT STORY:</b> “The Lottery” Short Story: “The Lottery” (short film) <i>The Village</i> Vocabulary</p>
	<p>W.7.2: Informational/ Explanatory Writing</p> <p>RL.7.5: Text Structure</p>	<p><b>DAILY WRITING</b></p> <p><b>POETRY AND FORM:</b> Analyze how the form or structure of a text, poem or drama contributes to its meaning</p>	<p><b>LITERATURE, POETRY (TBA)</b> Teacher-created notes and handouts Vocabulary</p>
	<p>W.7.2: Informational/ Explanatory Writing</p> <p>RI.7.8 Evaluating Claims</p>	<p><b>DAILY WRITING</b></p> <p><b>ARGUMENTS AND CLAIMS:</b> Trace and evaluate the argument and claims in a text; Assess whether an author/s reasoning is sound and whether he has enough evidence to support the claims he makes</p>	<p><b>INFORMATIONAL TEXT, OP-ED:</b> Pros and Cons Op-Ed: “Reality TV and Society” Teacher-created notes and handouts Vocabulary</p>

<p><b>Week 4-7</b></p> <p>November/ December</p>	<p>W.7.2: Informational/ Explanatory Writing</p> <p>SL.7.1 Comprehension and Collaboration</p>	<p><b>DAILY WRITING</b></p> <p><b>INFORMATIVE ESSAY</b></p> <p><b>SPEAKING AND LISTENING BOOTCAMP:</b> Discussion--Comprehension and Collaboration; How to ask questions; How to respond with support; How to stay on topic; Disagreeing respectfully; Acknowledging others views</p>	<p><b>LITERATURE, NOVEL: <i>The Giver</i> (full length text study)</b> Teacher-created notes and handouts Vocabulary</p>	<p>Daily writing Reading Logs Specified writings Personal inventory Formative Self-assessment Discussion, Participation &amp; Engagement Observation Section Quizzes Exit slips Projects Oral Reporting Homework</p>
	<p>W.7.2: Informational/ Explanatory Writing</p> <p>RL.7.3 Story Elements</p>	<p><b>STORY ELEMENTS</b> Analyze how elements of a story interact (e.g. how setting affects characters and/ or plot, etc")</p>	<p><b>LITERATURE, NOVEL: <i>The Giver</i> (full length text study)</b> Teacher-created notes and handouts Vocabulary</p>	<p><b>SUMMATIVE:</b> Section Test</p>
	<p>W.7.2: Informational/ Explanatory Writing</p> <p>RL.7.2 Theme of a Text</p>	<p><b>THEME:</b> Determine the theme of a text. Analyze the development of the theme throughout a text. Give an objective summary of a text that discusses the theme and key details.</p>	<p><b>LITERATURE, NOVEL: <i>The Giver</i> (full length text study)</b> Teacher-created notes and handouts Vocabulary</p>	
	<p>W.7.2: Informational/ Explanatory Writing</p> <p>RL.7.1 Textual evidence</p>	<p><b>TEXTUAL EVIDENCE</b> Cite textual evidence that strongly support my inferences and analysis of the text</p>	<p><b>LITERATURE, NOVEL: <i>The Giver</i> (full length text study)</b> Teacher-created notes and handouts Vocabulary</p>	

	W.7.2: Informational/ Explanatory Writing  RI.7.7 Differing Effects of Media	<b>DIFFERING EFFECTS OF MEDIA</b> Compare and contrast a text to an audio or multimedia version; Analyze how a particular medium affects how a subject is portrayed	<b><i>The Giver</i> (film adaptation)</b> Teacher-created notes and handouts Vocabulary	
<b>Week 8-9</b> December	W.7.2: Informational/ Explanatory Writing	<b>DAILY WRITING</b>  <b>INFORMATIVE ESSAY</b>	Teacher-created notes and handouts Vocabulary	<b>SUMMATIVE:</b> <b>UNIT TEST:</b>

**UNIT 3: JUSTICE SERVED**  
**Why is it essential to defend human rights?**

Month / Week	CCS Benchmarks	Skills/Activities	Resources	Assessment
<b>Week 1</b> January	W.7.1: Argumentative Writing	<b>DAILY WRITING</b>  <b>THEMATIC BRIDGE:</b> From Unit 1 & 2 to Unit 3  <b>UNIT 3 OVERVIEW:</b> Justice Served	Review of Unit 1 and Unit 2 StudySync Overview of Unit 3 Teacher-created notes and handouts Vocabulary	Daily writing Reading Logs Specified writings Personal inventory Formative Self-assessment Discussion, Participation & Engagement Observation Section Quizzes Exit slips Projects Oral Reporting Homework
	W.7.1: Argumentative Writing  RI.7.4 Diction & Context Clues	<b>DAILY WRITING</b>  <b>CONTEXT CLUES</b> Determine the figurative and connotative meaning of words and phrases based on how they are used in a text	<b>INFORMATIONAL TEXT, FOUNDING DOCUMENT:</b> Declaration of Independence Teacher-created notes and handouts Vocabulary	

				<b>SUMMATIVE:</b> Section Test
W.7.1: Argumentative Writing  L.7.4 Decoding Word Meaning	<b>DAILY WRITING</b>  <b>WORD MEANING</b> Use context clues to figure out word meanings; Use common Greek and Latin prefixes and roots to figure out word meanings; Use reference materials to determine pronunciation, meaning or part of speech of a word; Verify what I think a word means by looking it up	<b>INFORMATIONAL TEXT, FOUNDING DOCUMENT:</b> Declaration of Independence Teacher-created notes and handouts Vocabulary		
W.7.1: Argumentative Writing  RI.7.8 Evaluating Claims	<b>DAILY WRITING</b>  <b>EVALUATING CLAIMS</b> Trace and evaluate the argument and claims in a text; Assess whether an author/s reasoning is sound and whether he has enough evidence to support the claims he makes	<b>INFORMATIONAL TEXT, FOUNDING DOCUMENT:</b> Declaration of Independence Teacher-created notes and handouts Vocabulary		
<b>Week 2-3</b> January	RL.7.9 Fictional Portrayals of History	<b>DAILY WRITING</b>  <b>FICTIONAL PORTRAYALS OF HISTORY</b> Compare and contrast a fictional portrayal of an event to an historical account of the same event to understand how authors of fiction use history in their writing	<b>LITERATURE, NOVEL: <i>Among The Hidden</i> (full length text study)</b> Teacher-created notes and handouts Vocabulary	Daily writing Reading Logs Specified writings Personal inventory Formative Self-assessment Discussion, Participation & Engagement Observation Section Quizzes Exit slips Projects
	W.7.1: Argumentative Writing	<b>DAILY WRITING</b>  <b>STORY ELEMENTS</b>	<b>LITERATURE, NOVEL: <i>Among The Hidden</i> (full length text study)</b> Teacher-created notes and	

	<p>RL.7.3 Story Elements</p>	<p>Analyze how elements of a story interact (e.g. how setting affects characters and/ or plot, etc")</p>	<p>handouts Vocabulary</p>	<p>Oral Reporting Homework</p>
	<p>W.7.1: Argumentative Writing</p> <p>RL.7.2 Theme of a Text</p>	<p><b>DAILY WRITING</b></p> <p><b>THEME</b> Determine the theme of a text.; Analyze the development of the theme throughout a text; Give an objective summary of a text that discusses the theme and key details.</p>	<p><b>LITERATURE, NOVEL: <i>Among The Hidden</i> (full length text study)</b> Teacher-created notes and handouts Vocabulary</p>	<p><b>SUMMATIVE:</b> Section Test</p>
	<p>W.7.1: Argumentative Writing</p> <p>RL.7.1 Textual evidence</p>	<p><b>DAILY WRITING</b></p> <p><b>TEXTUAL EVIDENCE</b> Cite textual evidence that strongly support my inferences and analysis of the text</p>	<p><b>LITERATURE, NOVEL: <i>Among The Hidden</i> (full length text study)</b> Teacher-created notes and handouts Vocabulary</p>	
	<p>W.7.1: Argumentative Writing</p> <p>RL.7.9 Fictional Portrayals of History</p>	<p><b>DAILY WRITING</b></p> <p><b>FICTIONAL PORTRAYALS OF HISTORY</b> Compare and contrast a fictional portrayal of an event to an historical account of the same event to understand how authors of fiction use history in their writing</p>	<p><b>LITERATURE, NOVEL: <i>Among The Hidden</i> (full length text study)</b> Teacher-created notes and handouts Vocabulary</p>	
	<p>W.7.1: Argumentative Writing</p>	<p><b>DAILY WRITING</b></p>	<p>TBA</p>	

<b>Week 4-7</b> January/ February	W.7.1: Argumentative Writing  RI.7.3 W.7.1: Argumentative Writing  RI.7.3 Interactions and Influences	<b>DAILY WRITING</b>  <b>ARGUMENT ESSAY</b>  <b>DAILY WRITING</b>  <b>INTERACTIONS AND INFLUENCES</b> 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).	<b>LITERATURE, Speculative Biography/Historical Fiction:</b> <i>Harriet Tubman: Conductor on the Underground Railroad (full-length text study)</i> Teacher-created notes and handouts Vocabulary	Daily writing Reading Logs Specified writings Personal inventory Formative Self-assessment Discussion, Participation & Engagement Observation Section Quizzes Exit slips Projects Oral Reporting Homework
	W.7.1: Argumentative Writing  RL.7.1 Textual evidence	<b>DAILY WRITING</b>  <b>ARGUMENT ESSAY</b>  <b>TEXTUAL EVIDENCE</b> Cite textual evidence that strongly support my inferences and analysis of the text	<b>LITERATURE, Speculative Biography/Historical Fiction:</b> <i>Harriet Tubman: Conductor on the Underground Railroad (full-length text study)</i> Teacher-created notes and handouts Vocabulary	<b>SUMMATIVE:</b> Section Tes
	W.7.1: Argumentative Writing  RL.7.9 Fictional Portrayals of History	<b>ARGUMENT ESSAY</b>  <b>FICTIONAL PORTRAYALS OF HISTORY</b> Compare and contrast a fictional portrayal of an event to an historical account of the same event to understand how authors of fiction use history in their writing	<b>LITERATURE, Speculative Biography/Historical Fiction:</b> <i>Harriet Tubman: Conductor on the Underground Railroad (full-length text study)</i> Teacher-created notes and handouts Vocabulary Teacher-created notes and handouts Vocabulary	

<b>Week 8-9</b> March	W.7.1: Argumentative Writing	<b>DAILY WRITING</b>  <b>ARGUMENT ESSAY</b>	TBA	<b>UNIT TEST:</b> <b>Summative.</b>
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**UNIT 4: GETTING ALONG**  
**What are the challenges of human interaction?**

Month / Week	CCS Benchmarks	Skills/Activities	Resources	Assessment
<b>Week 1</b> March	W.7.3: Narrative Writing	<b>DAILY WRITING</b>  <b>THEMATIC BRIDGE:</b> From Unit 1,2 & 3 to Unit 4  <b>UNIT 4 OVERVIEW:</b> Getting Along	Tying it all together: Review of Unit 1, 2 & 3. StudySync Overview of Unit 4 Teacher-created notes and handouts Vocabulary	Daily writing Reading Logs Specified writings Personal inventory Formative Self-assessment Discussion, Participation & Engagement Observation Section Quizzes Exit slips Projects Oral Reporting Homework  <b>SUMMATIVE:</b> Section Test
<b>Week 2-3</b> March	W.7.3: Narrative Writing	<b>DAILY WRITING</b>  <b>NARRATIVE WRITING</b> Shared culture: values, attitudes, perceptions.	<b>INFORMATIONAL TEXT, ESSAY:</b> TBA Vocabulary	Daily writing Reading Logs Specified writings Personal inventory Formative Self-assessment

	<p>W.7.3: Narrative Writing</p> <p>L.7.5 Figurative Language</p>	<p><b>FIGURATIVE LANGUAGE</b> Figurative Language Interpret figures of speech in context; Use the relationships between words to better understand each word’s meaning; Distinguish among connotations and denotations of words</p>	<p><b>LITERATURE, POETRY:</b> --TBA Vocabulary</p>	<p>Discussion, Participation &amp; Engagement Observation Section Quizzes Exit slips Projects Oral Reporting Homework</p> <p><b>SUMMATIVE:</b> Section Test</p>
	<p>W.7.3: Narrative Writing</p> <p>RL.7.5 Text Structure</p>	<p><b>NARRATIVE WRITING</b></p> <p><b>TEXT STRUCTURE</b> Analyze how the form or structure of a text, poem or drama contributes to its meaning</p>	<p><b>LITERATURE, SHORT STORY:</b> TBA Vocabulary</p>	
	<p>W.7.3: Narrative Writing</p> <p>RI.7.8 Evaluating Claims</p>	<p><b>NARRATIVE WRITING</b></p> <p><b>EVALUATING CLAIMS</b> Trace and evaluate the argument and claims in a text; Assess whether an author/s reasoning is sound and whether he has enough evidence to support the claims he makes</p>	<p><b>INFORMATIONAL TEXT, POSITION ARTICLE:</b>“Dangers of Social Media” Teacher-created notes and handouts Vocabulary</p>	
	<p>W.7.3: Narrative Writing</p> <p>RI.7.6 Purpose, Perspective &amp; Point of View</p>	<p><b>NARRATIVE WRITING</b></p> <p><b>PURPOSE, PERSPECTIVE &amp; POINT OF VIEW</b> Determine the author’s point of view in a text; Determine the author’s purpose for writing a text; Explain how an author distinguishes his/her position from another author</p>	<p><b>INFORMATIONAL TEXT, POSITION ARTICLE:</b>“Dangers of Social Media” Teacher-created notes and handouts Vocabulary</p>	

<b>Week 4-7</b> March/April	W.7.3: Narrative Writing	<b>DAILY WRITING</b>  <b>NARRATIVE WRITING</b>  <b>SPEAKING AND LISTENING BOOTCAMP:</b> Discussion--Comprehension and Collaboration; How to ask questions; How to respond with support; How to stay on topic; Disagreeing respectfully; Acknowledging others views	<b>LITERATURE, NOVEL: Freak The Mighty (full-length text study)</b> Teacher-created notes and handouts Vocabulary	Daily writing Reading Logs Specified writings Personal inventory Formative Self-assessment Discussion, Participation & Engagement Observation Section Quizzes Exit slips Projects Oral Reporting Homework  <b>SUMMATIVE:</b> Section Test
	W.7.3: Narrative Writing  RL.7.1 Textual evidence	<b>NARRATIVE WRITING</b>  <b>TEXTUAL EVIDENCE</b> Cite textual evidence that strongly support my inferences and analysis of the text	<b>LITERATURE, NOVEL: Freak The Mighty (full-length text study)</b> Teacher-created notes and handouts Vocabulary	
	W.7.3: Narrative Writing  RL.7.3 Story Elements	<b>NARRATIVE WRITING</b>  <b>STORY ELEMENTS</b> Analyze how elements of a story interact (e.g. how setting affects characters and/ or plot, etc")	<b>LITERATURE, NOVEL: Freak The Mighty (full-length text study)</b> Teacher-created notes and handouts Vocabulary	
	W.7.3: Narrative Writing  RL.7.2 Theme of a Text	<b>NARRATIVE WRITING</b>  <b>THEME</b> Determine the theme of a text.; Analyze the development of the theme throughout a text;	<b>LITERATURE, NOVEL: Freak The Mighty (full-length text study)</b> Teacher-created notes and handouts Vocabulary	

		Give an objective summary of a text that discusses the theme and key details.		
	RL.7.6 Perspective & Point of View	<b>PERSPECTIVE &amp; POINT OF VIEW</b> Analyze how an author uses point of view to develop and/or contrast the perspectives of the narrator and/or different characters	<b>LITERATURE, NOVEL: Freak The Mighty (full-length text study)</b> Teacher-created notes and handouts Vocabulary	
<b>Week 8-9</b> May	SL.7.3-7.6 Presentation of Knowledge and Ideas  W.7.3: Narrative Writing	<b>DAILY WRITING</b>  <b>NARRATIVE WRITING</b>  <b>PRESENTATION</b> 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.		<b>SUMMATIVE: END-OF-UNIT, END-OF- YEAR PROJECT</b>