

## CURRICULUM GUIDE

## UNIT 2: A STARRY HOME

## ESSENTIAL QUESTION: "Should we make a home in space?"

SUBJECT: ELA

GRADE: 7<sup>th</sup>

TIMELINE: 2nd Quarter

Standard	Kid Friendly Learning Objectives	Content (subject or topic covered in MyPerspectives)	DOK Level	Skills (ability, practice, aptitude that will be learned)	Assessment	Academic Vocabulary
RI.2 RI.10	<ul style="list-style-type: none"> <li>I can use details from the text to explain the theme and/or main idea.</li> <li>I can summarize a text without giving my personal opinion.</li> <li>I can read and demonstrate comprehension of 7<sup>th</sup> grade nonfiction texts.</li> </ul>	<b>LAUNCH TEXT:</b> "Leaving Main Street"		Evaluate Summarize		JUSTIFY ALTERNATIVE CERTAINTY DISCREDIT ASSUMPTION
RL.4 L.1 L.4 L.5 L.5a	<ul style="list-style-type: none"> <li>I can show how the characters' POV are different from each other.</li> <li>I can use language correctly when writing or speaking</li> <li>I can identify several types of fig language in a text.</li> <li>I can use a variety of strategies to determine what a word or phrase means.</li> <li>I can identify examples of figurative language, recognize words by comparing them to other words, and recognize slight differences in word meanings based on how they are used.</li> <li>I can clarify a word by examining similar or opposite words and ideas.</li> <li>I can recognize word relationships by comparing to other words.</li> </ul>	<b>WHOLE CLASS LEARNING:</b>  <b>ANCHOR TEXT:</b> "Dark They Were and Golden-Eyed" By Ray Bradbury	2-3	<b>ANALYZE CRAFT &amp; STRUCTURE:</b> Figurative Language Metaphor, Simile Personification  <b>WORD STUDY:</b> Synonyms, Nuance  <b>CONVENTIONS:</b> Adjectives, adverbs Positive degree Comparative degree Superlative degree	SELECTION TEST	SUBMERGED FORLORN CANALS IMMENSE ATMOSPHERE MOSAIC  <i>* Words related to give the reader a sense of what people from Earth are seeing, feeling, and experiencing from Mars</i>
SL.2 RI.7	<ul style="list-style-type: none"> <li>I can use information from different kinds of media and explain how it helps the discussion.</li> <li>I can use information from different types of sources to learn about a</li> </ul>	<b>WHOLE CLASS LEARNING:</b>  <b>Radio Play:</b> "Dark They Were and	2-3			<i>MEDIA VOCAB:</i> Sound effects Human voice Silence

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	topic.	Golden-Eyed"  by Michael McDonough & Ray Bradbury				
W.2 W.2a W.2.b W.2.d W.2.f W.9 a	<ul style="list-style-type: none"> <li>I can select appropriate information to explain topics and ideas and present it in an organized way and use relevant information.</li> <li>I can introduce a topic; organize my ideas and information using text structures and text features.</li> <li>I can use relevant facts, definitions, details, and quotations to explain my topic.</li> </ul>	<b>PERFORMANCE TASK - WRITING TO COMPARE:</b> Compare-Contrast Essay - Analyze the techniques each version uses to bring this tale to life. Conclude with an evaluation that tells which version is more effective.  DOK Level: 2-4				
RI.5  L.1	<ul style="list-style-type: none"> <li>I can explain how a specific passage helps develop the ideas of and contributes to the rest of the text.</li> <li>I can use action &amp; linking verbs and explain how they work in sentences.</li> </ul>	<b>WHOLE-CLASS LEARNING:</b>  "Danger! This Mission to Mars Could Bore You to Death!" by Maggie Koerth-Baker	2-3	<b>ANALYZE CRAFT &amp; STRUCTURE:</b> Informative writing  <b>CONVENTIONS:</b> Verbs Action verbs Linking verbs	<b>SELECTION TEST</b>	CHRONIC STIMULUS SUBCONSCIOUSLY EXCRUTIATINGLY MONOTONY CATASTROPHIC  <i>* words related to boredom</i>
W.1  W.1a-e	<ul style="list-style-type: none"> <li>I can introduce claims and organize my reasons and evidence clearly with credible sources.</li> <li>I can use words and phrases to explain how ideas and reasons fit</li> </ul>	<b>PERFORMANCE TASK: Writing Focus - Write an Argument</b> Pros and Cons of Space Exploration PROMPT: "Do the benefits of exploring Mars outweigh the risks?"  DOK Level: 2-4				

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W.5 W.10	<p>together.</p> <ul style="list-style-type: none"> <li>• I can write in formal style throughout the entire text.</li> <li>• I can use information from my essay in a conclusion.</li> <li>• I can work with my peers to plan, revise, edit and rewrite my work when needed.</li> <li>• I can write for different lengths of time – depending on what task, purpose or audience I have.</li> </ul>					
L.1. L4a RI. 5	<ul style="list-style-type: none"> <li>• I can use common, grade level vocabulary and use a variety of strategies to determine what a word or phrase means.</li> <li>• I can explain how a specific passage helps develop the ideas of and contributes to the rest of the text.</li> </ul>	<p><b>SMALL-GROUP LEARNING:</b></p> <p>"Future of Space Exploration Could See Humans on Mars, Alien Planets" By Nola Taylor Redd</p>	2-3	<p><b>ANALYZE CRAFT &amp; STRUCTURE:</b> Development of Ideas Text Structure</p> <p><b>CONVENTIONS:</b> VERBS Present, present participle, past, past participle, verb phrase</p>	<b>SELECTION TEST</b>	<p>COLONIZE PLANETARY INTERSTELLAR</p> <p><i>* words related to space exploration &amp; travel</i></p>

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RI.3 L.1 L.4 L.4a L.3 L3a	<ul style="list-style-type: none"> <li>I can describe how a person, place, or thing is introduced and explained in the text.</li> <li>I can use context clues to determine what a word or phrase means.</li> <li>I can explain how elements of story work together to determine conflict &amp; resolution.</li> </ul>	<b>SMALL-GROUP LEARNING:</b>  "The Last Dog" By Katherine Peterson	2-3	<b>ANALYZE CRAFT AND STRUCTURE:</b> Conflict Resolution Internal & External conflict  <b>CONVENTIONS:</b> Simple & compound subjects Simple & compound predicates	<b>SELECTION TEST</b>	THREATENING EXTINCT MUTATION  <i>* words related to life outside the dome</i>
RI.4 RI.6 RI.8 L.4 L.4c	<ul style="list-style-type: none"> <li>I can identify the POV of the character or narrator in a text.</li> <li>I can outline specific claims and link them to an argument.</li> <li>I can evaluate whether or not the reasons support the claims in an argument.</li> <li>I can use a variety of strategies to determine what a word or phrase means.</li> </ul>	<b>SMALL-GROUP LEARNING:</b>  "Neil deGrasse Tyson on the Future of US Space Exploration AFTER Curiosity" By Keith Wagstaff	2-3	<b>ANALYZE CRAFT &amp; STRUCTURE:</b> Evaluate Argument & Claims  <b>WORD STUDY:</b> Multiple-Meaning words <b>CONVENTIONS:</b> Sentence Functions End Marks	<b>SELECTION TEST</b>	CEDE ENTERPRISE CAPITALISTIC  <i>*Business venture words</i>
SL.4 SL.5 SL.6	<ul style="list-style-type: none"> <li>I can present my ideas in order and tell the important details, facts and descriptions of the main ideas.</li> <li>I can use different types of media and types of displays to make my information clear to others.</li> <li>I can use causal and formal English</li> </ul>	<b>PERFORMANCE-BASED ASSESSMENT:</b> <b>Speaking and Listening Focus</b> Writing to Sources: Present and Argument Task: The small-group readings present different perspectives on exploring and colonizing outer space. Create a multi-media presentation about the pros and cons of the space program				

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W.1 W.10	to present my argument. • I can give clear reason and relevant evidence when I write arguments. • I can write for different lengths of time, depending on what task, purpose or audience I have.	DOK Level: 2-4				