

CURRICULUM GUIDE

UNIT 1: GENERATIONS

ESSENTIAL QUESTION: "What can one generation learn from another?"

SUBJECT: ELA

GRADE: 7thTIMELINE: 1st 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"> I can use details from the text to explain the theme and/or main idea. I can summarize a text without giving my personal opinion. I can read and demonstrate comprehension of 7th grade nonfiction texts. 	Launch Text: "Grounded" by Marc Domingo	2	Evaluate Summarize		DIALOGUE CONSEQUENCE PERSPECTIVE NOTABLE CONTRADICT
RL.10 RL.1 RL.6 L.4 L.2 W.3 W.3a W.3b	<ul style="list-style-type: none"> I can read and demonstrate comprehension of 7th grade level nonfiction texts. I can use evidence from the text to support my ideas about what the text says and what I infer. I can recognize and explain the author's point of view or purpose in the text. I can use grade-appropriate concept vocabulary proficiently I can use context clues to determine a word's position or function I can write a narrative using narrative techniques to retell the story from the point-of-view from a character 	WHOLE-CLASS LEARNING: Anchor Text: "Two Kinds" by Amy Tan	2-3	ANALYZE CRAFT & STRUCTURE: Character & Point-of-view CONVENTIONS: Nouns & Pronouns Common Noun, proper noun, possessive noun, personal pronoun, possessive pronoun WRITING TO SOURCES: Retell a scene from the POV of a character from the story SPEAKING & LISTENING: Dramatic Monologue	SELECTION TEST	LAMENTED INDIGNITY REPROACH DISCORDANT SQUABBLING <i>* Words related to the idea of conflict</i>
RL.1 RL.6	<ul style="list-style-type: none"> I can read and demonstrate comprehension of 7th grade level nonfiction texts. I can use evidence from the text 	WHOLE-CLASS LEARNING: "A Simple Act"	2-3	ANALYZE CRAFT & STRUCTURE: Point-Of-View Omniscient third-person	SELECTION TEST	CONNECTS ENCOURAGED INFLUENCE BOND

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L.4 L.1	to support my ideas about what the text says and what I infer. <ul style="list-style-type: none"> I can recognize and explain the author's point of view or purpose in the text. I can use grade-appropriate concept vocabulary proficiently I can use context clues to determine a word's position or function 	by Tyler Jackson		Limited third-person Weighted Words CONVENTIONS: Adverbs		<i>* Words that show relationships between people</i>
RL.6 L.2 L.2a L.5 L.5b	<ul style="list-style-type: none"> I can recognize and explain the author's point of view or purpose in the text. I can use correct capitalization, punctuation, and spelling in my writing I can correctly use a comma to separate adjectives 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. 	WHOLE-CLASS LEARNING: From "An Invisible Thread" by Laura Shroff & Alex Tresniowski	2-4	ANALYZE CRAFT & STRUCTURE: Narrative POV First-person POV Direct Quotations Writing to Compare: Explanatory Essay PERFORMANCE TASK: <i>NON-FICTION NARRATIVE</i> "What unexpected even shows how a person can influence someone from a different generation?"	SELECTION TEST	RESILIENCE PERSEVERANCE GENEROSITY
RL.1 RL.2 RL.4 RI.1 RI.2	<ul style="list-style-type: none"> I can use evidence from the text to support my ideas about what the text says and what I infer. I can use details from the text to explain the theme and/or main idea. I can summarize a text 	SMALL-GROUP LEARNING: "Tutors Teach Seniors New High-Tech Tricks" by Jennifer Ludden	2-4	ANALYZE CRAFT & STRUCTURE: Development of Central Ideas Main or Central Idea CONVENTIONS:	SELECTION TEST	STRUGGLING IMPAIRMENTS FRUSTRATED <i>* Words associated with</i>

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RI.3 RI.7	without giving my personal opinion. <ul style="list-style-type: none"> I can compare and contrast reading a text to watching or listening to the text. I can determine the literal and figurative meaning of words based on context clues. I can analyze the impact of word choice on the tone and meaning of the passage. I can use information from different types of sources to learn about a topic. 			Conjunctions Coordinating Conjunctions Subordinating Conjunctions SPEAKING & LISTENING: Multi-media Presentation "What can one generation learn from another" <i>* Learning from the elders or learning from a younger generation</i>		<i>feelings and issues one might need to overcome when learning something new</i>
RI.2 RI.3 L.1 L.1a	<ul style="list-style-type: none"> I can describe how a person, place, or thing is introduced and explained in the text. I can use grade-appropriate concept vocabulary proficiently I can use context clues to determine a word's position or function I can determine the meaning of unknown & multiple-meaning words I can explain the function of phrases and clauses 	SMALL-GROUP LEARNING: "Mom and Me and Mom" by Maya Angelou	2-3	ANALYZE CRAFT & STRUCTURE: Characterization Direct characterization Indirect characterization CONVENTIONS: Independent Clauses Dependent Clauses Subordinate Clauses	SELECTION TEST	CHARITABLE PHILANTHROPIST SUPERVISION * Words that involve someone giving to fill the need of someone else
SL.1 RI.7	<ul style="list-style-type: none"> I can have discussions with different partners or groups to explain my ideas clearly and contribute to the discussion. I can use information from different types of sources to learn 	SMALL-GROUP LEARNING: "Learning to Love my Mother" By Maya Angelou &	2-3		SELECTION TEST	<i>MEDIA VOCABULARY: SET QUESTIONS TONE</i>

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	about a topic.	Michael Maher				
W.5 W.9	<ul style="list-style-type: none"> I can work with my peers to plan, revise, edit and rewrite my work when needed. I can use evidence from fiction and nonfiction to support my ideas, answer my questions and make me think. 	PERFORMANCE TASK - WRITING TO COMPARE: Compare & contrast essay – Analyze the similarities & differences in the way Angelou portrays her relationship with her mother DOK Level: 2-4				
L.6 SL.2 SL.1 SL.1a SL.5	<ul style="list-style-type: none"> I can use resources to gather word knowledge when needing a word that is important for comprehension or expression. I can use information from different kinds of media and explain how it helps the discussion. I can have discussions with my group to explain my ideas clearly and contribute to the discussion. 	SMALL-GROUP LEARNING: "Mother-Daughter Drawings" By Mica & Myla Hendricks	2-3	ANALYZE CRAFT & STRUCTURE: Present, discuss, review & synthesize IMAGE GALLERY SPEAKING & LISTENING: Multi-media slideshow	SELECTION TEST	<i>MEDIA VOCAB:</i> <i>COMPOSITION</i> <i>LIGHT</i> <i>SHADOW</i> <i>PERSPECTIVE</i>
L.4 L.4a L.5 L.5c RI.1 RI.2 RI.4	<ul style="list-style-type: none"> I can use a variety of strategies to determine what a word or phrase means. I can determine the meaning of a word using context clues I can identify examples of figurative language, recognize words by comparing them to other words and recognize slight differences in word meanings based 	SMALL-GROUP LEARNING: "Mother to Son" By Langston Hughes "To James" By Frank Home	2-3	ANALYZE CRAFT & STRUCTURE: Symbolism, symbol, theme WORD STUDY: Connotation, denotation AUTHOR'S STYLE: Rhythm & Repetition	SELECTION TEST	FLUNG CATAPULTED LURCHED

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	<p>on how they are used.</p> <ul style="list-style-type: none"> • I can explain the difference between the literal meaning of a word and the positive or negative meaning of the word. • I can use evidence from the text to support my ideas about what the text says and what I infer. • I can use details from the text to explain the theme and/or main idea. • I can summarize a text without giving my personal opinion. • * I can explain the vocabulary of a 7th grade text including the figurative, technical, and connotative meanings. 					
W.3 W.3 a-e W.4 W.5 W.10	<ul style="list-style-type: none"> • I can write a story about something real or imagined. I can use relevant details, descriptions, and tell the story in order. • I can keep the reader interested by giving background information, introducing the characters and/or narrator, and tell the story in a sequence that makes sense. • I can use dialogue, descriptions, and pace the story to help develop the experiences, events, and/or 	<p>PERFORMANCE-BASED ASSESSMENT: Present a Nonfiction Narrative "In what situations can one generation learn from another?"</p> <p>DOK level: 2-4</p>				

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	<p>characters.</p> <ul style="list-style-type: none"> • I can use lots of transition words to show how the story moves from one event or setting to another. • I can choose my words carefully to show descriptions and help people visualize the events. • I can use events from the story to write a conclusion that fits with the rest of the story. • I can produce writing that makes sense, is organized, and is appropriate for the task, purpose, and audience. • I can work with my peers to plan, revise, edit, and rewrite my work when needed. • I can write for different lengths of time depending on what task, purpose, or audience I have. 					
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