

<p>Quarter 1: Characters with Character</p> <p>Unit Description: In this quarter, students will explore how characters and events help shape our understanding of the world today. Students will analyze the impact of multimedia on the meaning of a text.</p>	<p>Anchor Text(s):</p> <p>Various short stories and poetry <u>Monsters are Due on Maple Street</u> Rod Serling <u>Rip Van Winkle</u> Washington Irving</p> <p>Essential Questions:</p> <ul style="list-style-type: none"> • How do characters and events in literature help shape our understanding of the world today? • How do lighting, sound, and visual effects impact meaning of multimedia sources? 	<p>Reading Standards*</p> <p>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.</p> <p>RL 7.3 Analyze how particular elements of a story or drama interact.</p> <p>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.</p> <p>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).</p>	<p>Writing Standards*</p> <p>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.</p> <p>W 7.3 Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</p>
		<p>Speaking and Listening</p> <p>SL 7.5 Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.</p>	

* See page 5 for a list of additional standards that are addressed every quarter.

<p>Quarter 2: Perseverance</p> <p>Unit Description: This unit deals with individuals (real or fictional) who were determined enough to persevere despite significant challenges.</p>	<p>Anchor Text(s):</p> <p><u>A Long Walk to Water</u> by Linda Sue Park <u>In Harm's Way</u> Doug Stanton (Honors)</p> <p>Essential Questions:</p> <ul style="list-style-type: none"> How do characters use words and actions to persevere despite personal and societal obstacles? 	<p>Reading Standards*</p> <p>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).</p> <p>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.</p> <p>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</p>	<p>Writing Standards*</p> <p>W 7.1 Write arguments to support claims with clear reasons and relevant evidence.</p> <p>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.</p> <p>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.</p>
		<p>Speaking and Listening</p> <p>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.</p> <p>SL 7.6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.</p>	

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<p>Quarter 3: Forming a Nation</p> <p>Unit Description: This unit focuses on the creation of a nation (such as the United States of America) as well as issues contributing to its development over time.</p>	<p>Anchor Text(s): <u>The Narrative of the Life of Frederick Douglass</u> Frederick Douglass (Honors)</p> <p><u>Freedom Walkers: The Story of the Montgomery Bus Boycott</u> by Russell Freedman</p> <p>"The Declaration of Independence"</p> <p>Essential Questions:</p> <ul style="list-style-type: none"> • What factors cause wide-scale change? 	<p>Reading Standards*</p> <p>RI 7.2 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.)</p> <p>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.</p> <p>RI 7.6 Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.</p> <p>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)</p> <p>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</p>	<p>Writing Standards*</p> <p>W 7.1 Write arguments to support claims with clear reasons and relevant evidence.</p> <p>W 7.3 Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</p> <p>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.</p>
		<p>Speaking and Listening</p> <p>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.</p> <p>SL 7.6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.</p>	

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<p>Quarter 4: Readings Around the World</p> <p>Unit Description: During this quarter, students will read folktales, fables, myths, and/or legends and explain how they reflect the struggles, values, and beliefs of that culture/nation.</p>	<p>Anchor Text(s): <u>Golden Tales: Myths, Legends and Folktales for Latin America</u> Lulu Delacre D' Aulaires</p> <p><u>Book of Greek Myths</u> by Ingi D'Aulaire</p> <p><u>Roman Myths, Heroes, and Legends</u> by Dwayne E. Pickels</p> <p><u>Myths and Legends from Ancient Greece and Around the World</u> by Anne Terry White</p> <p>Essential Questions:</p> <ul style="list-style-type: none"> • How does a culture's literature reflect its values? 	<p>Reading Standards*</p> <p>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.</p> <p>RL 7.3 Analyze how particular elements of a story or drama interact.</p> <p>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.</p> <p>RL 7.5 Analyze how a drama's or poem's form or structure (e.g. soliloquy, sonnet) contributes to its meaning.</p> <p>RL 7.6 Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.</p> <p>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).</p>	<p>Writing Standards*</p> <p>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.</p> <p>W 7.3 Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. 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.</p>
		<p>Speaking and Listening</p> <p>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.</p>	

* See page 5 for a list of additional standards that are addressed every quarter.

The following standards are addressed every quarter.

Reading Literature Standards	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.
	RL 7.10 By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.
Reading Informational Standards	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.
	RI 7.10 By the end of the year, read and comprehend literary nonfiction in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.
Writing Standards	W 7.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to 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.
	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.
Speaking and Listening Standards	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.
	SL 7.6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.
Language Standards	L 7.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
	L 7.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
	L 7.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.
	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
	L 7.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
	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.

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