

Essential Question: What can one generation learn from another?

Whole Class Learning: What unexpected event shows how a person can influence someone from a different generation?

Small-Group Learning: What new knowledge or skills can you learn from someone of a different generation?

Performance-Based Writing Assessment (Personal Narrative): In what situations can one generation learn from another?

POWER STANDARDS
7.RL.KID.2 Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary.
7.RL.CS.4 Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including allusions to other texts and repetition of words and phrases.
7.RL.CS.6 Analyze how an author establishes, conveys, and contrasts the points of view of different characters or narrators in a text.
7.RI.KID.2 Determine a central idea of a text and analyze its development over the course of the text; provide an objective summary.
7.RI.KID.3 Analyze the relationships and interactions among individuals, events, and/or ideas in a text.
7.RI.CS.6 Determine an author’s point of view or purpose in a text and analyze how an author distinguishes his or her position from that of others.
7.W.TTP.3 Write narratives (fiction and nonfiction) to develop real or imagined experiences or events using effective techniques, relevant descriptive details, and well-structured event sequences.

Essential Question: Should we make a home in space?

Whole Class Learning: Do the benefits of exploring Mars outweigh the risks?

Small-Group Learning: Should space exploration be a priority for our country?

Performance-Based Assessment (Argument Essay): Should we spend valuable resources on space exploration?

POWER STANDARDS
7.RL.KID.3 Analyze how specific elements of a story or drama interact with and affect each other.
7.RL. CS.4 Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including allusions to other texts and repetition of words and phrases.
7.RI.CS.4 Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including allusions to other texts and repetition of words and phrases.
7.RI.CS.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.
7.RI.CS.6 Determine an author’s point of view or purpose in a text and analyze how an author distinguishes his or her position from that of others.
7.RI.IKI.8 Trace and evaluate the argument and specific claims in a text, assessing whether the evidence is relevant and sufficient to support the claims.
7.WTTP.1 Write arguments to support claims with clear reasons and relevant evidence.

Unit 3: *Turning Points*

(November 30- February 3)

Essential Question: What can cause a sudden change in someone’s life?

Whole Class Learning: How does Scrooge’s character transform over the course of the play?

Small-Group Learning: How are the turning points in the selections similar to and different from each other?

Performance-Based Assessment (Explanatory Essay): What can cause a significant change in someone’s life?

STANDARDS
7.RL.KID.3 Analyze how specific elements of a story or drama interact with and affect each other.
7.RL.CS.5 Analyze the form or structure of a story, poem, or drama, considering how text form or structure contributes to its theme and meaning.
7.RI.KID.2 Determine a central idea of a text and analyze its development over the course of the text; provide an objective summary.
7.RI.KID.3 Analyze the relationships and interactions among individuals, events, and/or ideas in a text.
7.WTTP.2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

Essential Question: What effects do people have on the environment?

Whole Class Learning: What is the most significant effect that people have on the environment?

Small-Group Learning: Do people always have a negative impact on the environment?

Performance-Based Assessment (Argument): Are the needs of people ever more important than the needs of animals and the planet?

POWER STANDARDS
7.RL.KID.2 Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary
7.RL.KID.3 Analyze how specific elements of a story or drama interact with and affect each other.
7.RL.CS.4 Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including allusions to other texts and repetition of words and phrases.
7.RL.CS.5 Analyze the form or structure of a story, poem, or drama, considering how text form or structure contributes to its theme and meaning.
7.RL.CS.6 Analyze how an author establishes, conveys, and contrasts the points of view of different characters or narrators in a text.
7.RI.KID.2 Determine a central idea of a text and analyze its development over the course of the text; provide an objective summary.
7.RI.CS.4 Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including allusions to other texts and repetition of words and phrases.
7.RI.IKI.8 Trace and evaluate the argument and specific claims in a text, assessing whether the evidence is relevant and sufficient to support the claims.
7.WTTP.1 Write arguments to support claims with clear reasons and relevant evidence.

Unit 5: Facing Adversity

(April 5- May 25)

Essential Question: How do we overcome obstacles?

Whole Class Learning: How did the individuals in the selections cope with the obstacles they faced?

Small-Group Learning: How do people overcome enormous challenges?

Performance-Based Assessment (Informative Essay): How can people overcome adversity in the face of overwhelming obstacles?

POWER STANDARDS
7.RL.KID.2 Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary.
7.RL.KID.3 Analyze how specific elements of a story or drama interact with and affect each other.
7.RL.CS.4 Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including allusions to other texts and repetition of words and phrases.
7.RI.KID.3 Analyze the relationships and interactions among individuals, events, and/or ideas in a text.
7.RI.CS.4 Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including allusions to other texts and repetition of words and phrases
7.RI.CS.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.
7.RI.CS.6 Determine an author's point of view or purpose in a text and analyze how an author distinguishes his or her position from that of others.
7.W.TTP.2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.