

	Essential Questions	Content	Skills	Assessments	Standards/Pis	Resources/Notes	
Unit 1	<p>SAT VOCABULARY WORDS:</p> <p>How can we enrich our vocabulary by learning new words and using them in our writing?</p> <p>How does consistently implementing new vocabulary words in our writing help us remember the definitions of the words?</p> <p>SPELLING WORDS:</p> <p>How can learning proper spelling enhance our writing?</p> <p>How can repetition and practice make us better spellers?</p> <p>INTERNET/RESEARCH:</p> <p>How can we evaluate websites to ensure their validity?</p> <p>Why is it important to understand the definitions of copyright and plagiarism?</p> <p>How can we correctly distinguish between relevant and irrelevant information?</p> <p>How can we decide what to paraphrase and what to quote directly?</p> <p>How do we properly present an oral presentation?</p> <p>How do we use rubrics to assess our own written and oral presentations?</p> <p>INDEPENDENT NOVELS:</p> <p>How can reading independently help us to be stronger readers?</p> <p>How does reading independently encourage us to be life-long readers?</p> <p>OVERCOMING OBSTACLES PROJECT:</p> <p>How is it helpful to research people who have overcome major obstacles in their lives?</p> <p>Why is it important to learn to present reports orally?</p> <p>How can writing a research paper aid us in becoming better writers?</p>	<p>SAT VOCABULARY WORDS:</p> <p>abbreviate</p> <p>subtle</p> <p>anonymous</p> <p>antagonist</p> <p>compassion</p> <p>SPELLING WORDS:</p> <p>Spelling list</p> <p>One word per day</p> <p>INTERNET/RESEARCH:</p> <p>Plagiarism</p> <p>Copyright</p> <p>Paraphrasing</p> <p>Search Engine</p> <p>Citations</p> <p>Information Seeking:</p> <p>--fact-based</p> <p>--opinion-based</p> <p>--theory-based</p> <p>INDEPENDENT NOVELS:</p> <p><i>Max the Mighty</i></p> <p>Dialectical Journal</p> <p>Reflective Journal</p> <p>Response to Literature</p> <p>OVERCOMING OBSTACLES:</p>	<p>SAT VOCABULARY WORDS:</p> <p>Define new vocabulary words</p> <p>Infer meanings of words when seen in context</p> <p>Demonstrate understanding of meanings of new vocabulary words in written work</p> <p>Revise written work to include higher level vocabulary when appropriate</p> <p>Apply new vocabulary words to written and verbal work</p> <p>Generate sentences that demonstrate full comprehension of new vocabulary words</p> <p>SPELLING WORDS:</p> <p>Memorize new and challenging spelling words</p> <p>Demonstrate knowledge of common spelling rules ("i before e...", -y changes to -ies, double final consonant in single-syllable words when adding suffix, etc.)</p> <p>Compose writing assignments that follow proper spelling conventions</p> <p>INTERNET/RESEARCH:</p> <p>Define plagiarism, paraphrasing, and copyright</p> <p>Distinguish between truth and falsehood</p> <p>Demonstrate an understanding of plagiarism by paraphrasing</p> <p>Inspect multiple websites for validity</p> <p>Construct a works cited page using proper format</p>			<p>ELA1-7.R.1</p> <p>ELA1-7.R.2</p> <p>ELA1-7.R.6</p> <p>ELA1-7.R.10</p> <p>ELA1-7.W.3</p> <p>ELA1-7.W.4</p> <p>ELA1-7.W.5</p> <p>ELA1-7.W.6</p> <p>ELA1-7.W.7</p> <p>ELA1-7.L.5</p> <p>ELA1-7.R.1</p> <p>ELA1-7.R.10</p> <p>ELA1-7.W.3</p> <p>ELA1-7.W.8</p> <p>ELA1-7.S.1</p> <p>ELA2-7.L.7</p> <p>ELA4-7.R.4</p>	

		<p>Obstacle</p> <p>Disability</p> <p>Presentation</p> <p>Eye contact</p> <p>Body language</p> <p>Poise</p> <p>Enthusiasm</p> <p>Elocution</p> <p>Audience</p> <p>Personal reflection</p>	<p>Select information based on validity</p> <p>INDEPENDENT NOVELS:</p> <p>Analyze how particular elements of a story or drama interact (e.g., how settings shape the characters or plot)</p> <p>Restate and summarize the events that occur within a chapter to demonstrate comprehension of plot</p> <p>Predict future events using text-based evidence</p> <p>Examine quotes and/or other important passages to create a dialectical journal</p> <p>Organize thoughts, reactions, interpretations into a dialectical journal</p> <p>Evaluate and support a quote using text-based evidence</p> <p>OVERCOMING OBSTACLES PROJECT:</p> <p>Identify people who have overcome obstacles</p> <p>Explain how each has overcome his or her obstacle</p> <p>Write a research paper about this person's life</p> <p>Present an oral presentation</p> <p>Assess one's own writing and presentation through use of rubrics</p>		
Unit 2	<p>SAT VOCABULARY WORDS:</p> <p>How can we enrich our vocabulary by learning new words and using them in our writing?</p> <p>How does consistently implementing new vocabulary words in our writing help us remember the definitions of the words?</p>	<p>SAT VOCABULARY WORDS:</p> <p>compromise</p> <p>conformist</p> <p>scrutinize</p> <p>enhance</p> <p>incompatible</p>	<p>SAT VOCABULARY WORDS:</p> <p>Define new vocabulary words</p> <p>Infer meanings of words when seen in context</p> <p>Demonstrate understanding of meanings of new vocabulary words in written work</p>	<p>ELA1-7.R.6</p> <p>ELA1-7.R.9</p> <p>ELA1-7.W.5</p> <p>ELA1-7.W.2</p> <p>ELA1-7.W.9</p> <p>ELA2-7.R.4</p> <p>ELA2-7.R.11</p> <p>ELA2-7.L.9</p> <p>ELA3-7.W.5</p>	

<p>SPELLING WORDS:</p> <p>How can learning proper spelling enhance our writing?</p> <p>How can repetition and practice make us better spellers?</p> <p>INDEPENDENT NOVELS:</p> <p>How can reading independently help us to be stronger readers?</p> <p>How does reading independently encourage us to be life-long readers?</p> <p>AUTHOR STUDY:</p> <p>How can researching an author's background and life give us insight into her writing?</p> <p>How can using PowerPoint enhance our learning?</p>	<p>SPELLING WORDS:</p> <p>Spelling list</p> <p>One word per day</p> <p>INDEPENDENT NOVELS:</p> <p><i>Gathering Blue</i></p> <p><i>The Messenger</i></p> <p>Dialectical Journal</p> <p>Reflective Journal</p> <p>Response to Literature</p> <p>AUTHOR STUDY:</p> <p>Internet Research</p> <p>Author Study</p> <p>PowerPoint</p>	<p>Apply new vocabulary words to written and verbal work</p> <p>Generate sentences that demonstrate full comprehension of new vocabulary words</p> <p>Revise written work to include higher level vocabulary when appropriate</p> <p>SPELLING WORDS:</p> <p>Memorize new and challenging spelling words</p> <p>Demonstrate knowledge of common spelling rules ("i before e...", -y changes to -ies, double final consonant in single-syllable words when adding suffix, etc.)</p> <p>Compose writing assignments that follow proper spelling conventions</p> <p>INDEPENDENT NOVELS:</p> <p>Analyze how particular elements of a story or drama interact (e.g., how settings shape the characters or plot)</p> <p>Restate and summarize the events that occur within a chapter to demonstrate comprehension of plot</p> <p>Predict future events using text-based evidence.</p> <p>Examine quotes and/or other important passages to create dialectical journal.</p> <p>Organize thoughts, reactions, interpretations into a dialectical journal.</p> <p>Evaluate and support a quote using text-based evidence.</p> <p>AUTHOR STUDY:</p> <p>Identify different aspects of Lois Lowry's life</p> <p>Distinguish between truth and falsehood.</p>		<p>ELA3-7.L.7</p> <p>ELA3-7.S.4</p> <p>ELA4-7.R.3</p> <p>ELA4-7.S.3</p>	
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			<p>Prepare an outline with information about a specific aspect of Lois Lowry's life.</p> <p>Construct a PowerPoint presentation illustrating a specific aspect of Lois Lowry's life.</p> <p>Evaluate other's PowerPoint presentations based on a given rubric.</p>		
Unit 3	<p>SAT VOCABULARY WORDS:</p> <p>How can we enrich our vocabulary by learning new words and using them in our writing?</p> <p>How does consistently implementing new vocabulary words in our writing help us remember the definitions of the words?</p> <p>SPELLING WORDS:</p> <p>How can learning proper spelling enhance our writing?</p> <p>How can repetition and practice make us better spellers?</p> <p>INDEPENDENT NOVELS:</p> <p>How can reading independently help us to be stronger readers?</p> <p>How does reading independently encourage us to be life-long readers?</p> <p>BYSTANDER/UPSTANDER PROJECT:</p> <p>What is a bystander?</p> <p>What is an upstander?</p> <p>How will it be useful to read about upstanders and bystanders?</p> <p>How can creating a public service announcement about bullying be helpful to other students?</p>	<p>SAT VOCABULARY WORDS:</p> <p>integrity</p> <p>nonchalant</p> <p>novice</p> <p>parched</p> <p>resilient</p> <p>SPELLING WORDS:</p> <p>Spelling list</p> <p>One word per day</p> <p>INDEPENDENT NOVELS:</p> <p>Novel of students' choice</p> <p>Dialectical Journal</p> <p>Reflective Journal</p> <p>Response Journal</p> <p>BYSTANDER/UPSTANDER PROJECT:</p> <p>Upstander</p> <p>Bystander</p> <p>Public service announcement</p>	<p>SAT VOCABULARY WORDS:</p> <p>Define new vocabulary words</p> <p>Infer meanings of words when seen in context</p> <p>Demonstrate understanding of meanings of new vocabulary words in written work</p> <p>Apply new vocabulary words to written and verbal work</p> <p>Generate sentences that demonstrate full comprehension of new vocabulary words</p> <p>Revise written work to include higher level vocabulary when appropriate</p> <p>SPELLING WORDS:</p> <p>Memorize new and challenging spelling words</p> <p>Demonstrate knowledge of common spelling rules ("I before e...", -y changes to -ies, double final consonant in single-syllable words when adding suffix, etc.)</p> <p>Compose writing assignments that follow proper spelling conventions</p> <p>INDEPENDENT NOVELS:</p> <p>Analyze how particular elements of a story or drama interact (e.g., how settings shape the characters or plot)</p> <p>Restate and summarize the events that occur within a chapter to demonstrate comprehension of plot</p>	<p>ELA1-7.R.6</p> <p>ELA1-7.R.11</p> <p>ELA1-7.W.2</p> <p>ELA1-7.W.4</p> <p>ELA1-7.S.1</p> <p>ELA2-7.L.7</p> <p>ELA2-7.L.7</p> <p>ELA3-7.W.4</p> <p>ELA3-7.S.4</p> <p>ELA4-7.R.3</p> <p>ELA4-7.R.4</p> <p>ELA4-7.W.4</p> <p>ELA4-7.L.3</p> <p>ELA4-7.S.4</p>	

Predict future events using text-based evidence.

Examine quotes and/or other important passages to create a dialectical journal.

Organize thoughts, reactions, interpretations into a dialectical journal.

Evaluate and support a quote using text-based evidence.

BYSTANDER/UPSTANDER PROJECT:

Define upstander and bystander

Identify upstanders and bystanders in Dateline NBC video

Dramatize a video taped public service announcement

Evaluate whether or not all public service announcements fit the criteria set

Assess the video's ability to relay the message to the intended audience

	Essential Questions	Content	Skills	Assessments	Standards/PIs	Resources/Notes
Unit 4	<p>SAT VOCABULARY WORDS:</p> <p>How can we enrich our vocabulary by learning new words and using them in our writing?</p> <p>How does consistently implementing new vocabulary words in our writing help us remember the definitions of the words?</p> <p>SPELLING WORDS:</p> <p>How can learning proper spelling enhance our writing?</p> <p>How can repetition and practice make us better spellers?</p> <p>INTERNET RESEARCH:</p> <p>How can researching the setting of a novel help our understanding of the characters, the themes, and the social/political climate of the work?</p> <p>How can we evaluate websites to ensure their validity?</p> <p>How can we correctly distinguish between relevant and irrelevant information?</p> <p>How can we decide what to paraphrase and what to quote directly?</p> <p>How do we properly present an oral presentation?</p> <p>How do we use rubrics to assess our own written and oral presentations?</p> <p>INDEPENDENT NOVELS:</p> <p>How can reading independently help us to be stronger readers?</p> <p>How does reading independently encourage us to be life-long readers?</p>	<p>SAT VOCABULARY WORDS:</p> <p>restrained</p> <p>superficial</p> <p>suppress</p> <p>tactful</p> <p>wary</p> <p>SPELLING WORDS:</p> <p>Spelling list</p> <p>One word per day</p> <p>INTERNET RESEARCH:</p> <p>Background knowledge of the 1960s</p> <p>Civil Right Movement</p> <p>Counterculture</p> <p>Feminism</p> <p>Political Movements</p> <p>Artists</p> <p>Lifestyles</p> <p>INDEPENDENT NOVELS:</p> <p>Choice of independent novel</p> <p>Dialectical Journal</p> <p>Reflective Journal</p> <p>Response to Literature</p>	<p>SAT VOCABULARY WORDS:</p> <p>Define new vocabulary words</p> <p>Infer meanings of words when seen in context</p> <p>Demonstrate understanding of meanings of new vocabulary words in written work</p> <p>Apply new vocabulary words to written and verbal work</p> <p>Generate sentences that demonstrate full comprehension of new vocabulary words</p> <p>Revise written work to include higher level vocabulary when appropriate</p> <p>SPELLING WORDS:</p> <p>Memorize new and challenging spelling words</p> <p>Demonstrate knowledge of common spelling rules ("i before e...", -y changes to -ies, double final consonant in single-syllable words when adding suffix, etc.)</p> <p>Compose writing assignments that follow proper spelling conventions</p> <p>INTERNET RESEARCH:</p> <p>Identify various aspects of life in the 1960s</p> <p>Distinguish between truth and falsehood</p> <p>Produce summary of information gathered</p> <p>Illustrate understand of life in the 1960s through the creation of a group project</p> <p>Explain group project to classmates, giving explanation of each illustration</p> <p>Evaluate classmates' projects using a common rubric</p>		<p>ELA1-7.R.1</p> <p>ELA1-7.R.6</p> <p>ELA1-7.R.9</p> <p>ELA1-7.W.3</p> <p>ELA1-7.W.9</p> <p>ELA1-7.S.1</p> <p>ELA2-7.L.7</p> <p>ELA2-7.S.2</p> <p>ELA3-7.L.7</p> <p>ELA3-7.S.6</p> <p>ELA3-7.L.8</p> <p>ELA4-7.R.3</p> <p>ELA4-7.R.4</p>	

			<p>INDEPENDENT NOVELS:</p> <p>Analyze how particular elements of a story or drama interact (e.g., how settings shape the characters or plot)</p> <p>Restate and summarize the events that occur within a chapter to demonstrate comprehension of plot</p> <p>Predict future events using text-based evidence</p> <p>Examine quotes and/or other important passages to create a dialectical journal</p> <p>Organize thoughts, reactions, interpretations into a dialectical journal</p> <p>Evaluate and support a quote using text-based evidence</p>		
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Key to Standards used in this Map

- ELA1-7.R.1** [3 occurrences] - ELA Standard 1 - Reading Strand - Performance Indicator 7.R.01 - locate and use school and public library resources to acquire information [Grade 7]
- ELA1-7.R.2** [1 occurrence] - ELA Standard 1 - Reading Strand - Performance Indicator 7.R.02 - interpret data, facts, and ideas from informational texts by applying thinking skills, such as define, classify, and infer [Grade 7]
- ELA1-7.R.6** [4 occurrences] - ELA Standard 1 - Reading Strand - Performance Indicator 7.R.06 - distinguish between relevant and irrelevant information [Grade 7]
- ELA1-7.R.9** [2 occurrences] - ELA Standard 1 - Reading Strand - Performance Indicator 7.R.09 - compare and contrast information from a variety of different sources [Grade 7]
- ELA1-7.R.10** [2 occurrences] - ELA Standard 1 - Reading Strand - Performance Indicator 7.R.10 - condense, combine, or categorize new information from one or more sources [Grade 7]
- ELA1-7.R.11** [1 occurrence] - ELA Standard 1 - Reading Strand - Performance Indicator 7.R.11 - draw conclusions and make inferences on the basis of explicit and implied information [Grade 7]
- ELA2-7.R.4** [1 occurrence] - ELA Standard 2 - Reading Strand - Performance Indicator 7.R.04 - recognize recurring themes in a variety of literary works [Grade 7]
- ELA2-7.R.11** [1 occurrence] - ELA Standard 2 - Reading Strand - Performance Indicator 7.R.11 - identify social and cultural context and other characteristics of the time period to enhance understanding and appreciation of text [Grade 7]
- ELA4-7.R.3** [3 occurrences] - ELA Standard 4 - Reading Strand - Performance Indicator 7.R.03 - recognize conversational tone in social communication [Grade 7]
- ELA4-7.R.4** [3 occurrences] - ELA Standard 4 - Reading Strand - Performance Indicator 7.R.04 - recognize the types of language (e.g., informal, culture-specific terminology, jargon, colloquialisms, and email conventions) that are appropriate to social communication [Grade 7]
- ELA1-7.W.2** [2 occurrences] - ELA Standard 1 - Writing Strand - Performance Indicator 7.W.02 - identify an appropriate format for sharing information with an intended audience [Grade 7]
- ELA1-7.W.3** [3 occurrences] - ELA Standard 1 - Writing Strand - Performance Indicator 7.W.03 - take research notes, using a note-taking process, with assistance [Grade 7]
- ELA1-7.W.4** [2 occurrences] - ELA Standard 1 - Writing Strand - Performance Indicator 7.W.04 - use outlines and graphic organizers, such as semantic webs, to plan reports, with assistance [Grade 7]
- ELA1-7.W.5** [2 occurrences] - ELA Standard 1 - Writing Strand - Performance Indicator 7.W.05 - include relevant information and exclude irrelevant information [Grade 7]
- ELA1-7.W.6** [1 occurrence] - ELA Standard 1 - Writing Strand - Performance Indicator 7.W.06 - use paraphrase and quotation correctly [Grade 7]
- ELA1-7.W.7** [1 occurrence] - ELA Standard 1 - Writing Strand - Performance Indicator 7.W.07 - connect, compare, and contrast ideas and information from one or more sources [Grade 7]
- ELA1-7.W.8** [1 occurrence] - ELA Standard 1 - Writing Strand - Performance Indicator 7.W.08 - support ideas with examples, definitions, analogies, and direct references to the text [Grade 7]
- ELA1-7.W.9** [2 occurrences] - ELA Standard 1 - Writing Strand - Performance Indicator 7.W.09 - use graphics, such as graphs, charts, and diagrams, to enhance the communication of information [Grade 7]
- ELA3-7.W.4** [1 occurrence] - ELA Standard 3 - Writing Strand - Performance Indicator 7.W.04 - present a subject from more than one perspective by using various resources (e.g., news articles, nonfiction texts, personal experiences, and other school subjects) [Grade 7]
- ELA3-7.W.5** [1 occurrence] - ELA Standard 3 - Writing Strand - Performance Indicator 7.W.05 - explain connections between and among texts to extend the meaning of each individual text [Grade 7]
- ELA4-7.W.4** [1 occurrence] - ELA Standard 4 - Writing Strand - Performance Indicator 7.W.04 - write personal reactions about experiences, events, and observations, using a form of social communication [Grade 7]
- ELA1-7.L.5** [1 occurrence] - ELA Standard 1 - Listening Strand - Performance Indicator 7.L.05 - distinguish between relevant and irrelevant oral information [Grade 7]
- ELA2-7.L.7** [4 occurrences] - ELA Standard 2 - Listening Strand - Performance Indicator 7.L.07 - recognize how the posture, facial expression, and gestures of the speaker or actor are used to evoke a response [Grade 7]
- ELA2-7.L.9** [1 occurrence] - ELA Standard 2 - Listening Strand - Performance Indicator 7.L.09 - recognize social, historical, and cultural features in presentations of literary texts, with assistance [Grade 7]
- ELA3-7.L.7** [2 occurrences] - ELA Standard 3 - Listening Strand - Performance Indicator 7.L.07 - evaluate the organization of presentations [Grade 7]

ELA3-7.L.8 [1 occurrence] - ELA Standard 3 - Listening Strand - Performance Indicator 7.L.08 - evaluate the quality of the speaker's presentation style by using criteria such as voice quality and enunciation [Grade 7]

ELA4-7.L.3 [1 occurrence] - ELA Standard 4 - Listening Strand - Performance Indicator 7.L.03 - listen for more than one level of meaning [Grade 7]

ELA1-7.S.1 [3 occurrences] - ELA Standard 1 - Speaking Strand - Performance Indicator 7.S.01 - prepare and give presentations on informational topics [Grade 7]

ELA2-7.S.2 [1 occurrence] - ELA Standard 2 - Speaking Strand - Performance Indicator 7.S.02 - explain social, historical, and cultural features of literary text [Grade 7]

ELA3-7.S.4 [2 occurrences] - ELA Standard 3 - Speaking Strand - Performance Indicator 7.S.04 - present content, using strategies designed for the audience and purpose [Grade 7]

ELA3-7.S.6 [1 occurrence] - ELA Standard 3 - Speaking Strand - Performance Indicator 7.S.06 - credit sources of information and opinions accurately in presentations and handouts, with assistance [Grade 7]

ELA4-7.S.3 [1 occurrence] - ELA Standard 4 - Speaking Strand - Performance Indicator 7.S.03 - use courtesy; for example, avoid sarcasm, ridicule, dominating the conversation, and interrupting [Grade 7]

ELA4-7.S.4 [1 occurrence] - ELA Standard 4 - Speaking Strand - Performance Indicator 7.S.04 - use culture-specific language, jargon, and colloquialisms appropriate to the purpose and the listener [Grade 7]