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COURSE ESSENTIAL QUESTIONS
Reading and Literature: How do we become better readers? What is the value in reading different types of literature?   **Writing:** How do we become better writers?   **Speaking, Listening, and Viewing:** How do we become better communicators? Why should we think critically about the media we use in our everyday lives?

1ST TRIMESTER: COURAGE AND LEADERSHIP					
EQ & CONTENT	**SKILLS**	**LEARNING TARGETS AND STANDARDS**	**ASSESSMENT**	**RESOURCES & TECHNOLOGY**	**ADVANCED ELA7**
UEQ: - How do we balance our need to belong without sacrificing what we believe? - To what extent do stereotypes influence how we view others and ourselves? - How does a quality researcher write about a person who showed individuality, courage, and	**Outsiders** Read and Analyze Novel Use textual evidence to record notes/observations on sticky notes. Bring sticky notes to weekly group discussions. **Research Paper** Research a person who was a courageous leader Identify reliable sources	**Outsiders/Research Paper** I can analyze the main idea and supporting details of text. (7.8.2.2) I can determine a theme from a text and analyze its development throughout a text. (7.4.2.2/7.5.2.2) I can write an objective summary. (7.4.2.2) I can engage in a collaborative discussion. (7.9.1.1) I can read and comprehend a wide variety of grade-level texts. (7.4.10.10) I can use my knowledge of conventions when	**FORMATIVE** Novel Sticky Notes, Sign Posts, and/or Explicit/Implicit Questions Lit. Circle Discussions Half-way Reading Quiz **SUMMATIVE:** Outsiders Final Test Research Paper Research Presentation **Grammar (1st Tri through the year)** *Formative*: Daily Check-Ins on each Part	*The Outsiders* by S.E. Hinton *The Outsiders* audio 1960's Web Quest using various websites with music from the 1960s "Nothing Gold Can Stay" Poem "Labels" Poem discussing stereotyping Chromebooks- research and presentations **Grammar (1st Tri throughout the year)** Socrative-Check-Ins	*Countdown* by Deborah Wiles Take the AR Test for *Countdown* Decade Project and Presentation

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leadership?	Understand how to paraphrase notes to avoid plagiarism Take notes on topic Organize notes into outline Write research paper (5 paragraphs) Edit using conventions of English Understand and use different types of sentences throughout paper (simple, compound, complex) Create a presentation sharing your research Use formal presentation techniques to communicate your information clearly **Grammar** Define and Identify examples of various	writing, speaking, reading, or listening. (7.11.3.3) I can determine the meaning of unknown words using context clues, affixes, and reference materials. (7.11.2.2) I can write an informative/ explanatory text. (7.7.2.2) I can introduce a topic clearly. (7.7.2.2) I can develop a topic with relevant information. (7.7.2.2) I can use appropriate language and vocabulary to inform about a topic. (7.7.2.2) I can create a formal voice in my writing. (7.7.2.2) I can cite supporting evidence to support analysis of what a text says explicitly and with inferences drawn from the text. (7.4.1.1) I can write an effective	of Speech (Socrative) OR journaling two times per week while applying the weekly writing hack *Summative*: Final Grammar Test (West only)	(West only) Passage for Sentence Hunting (West only) Writing Hacks folder (East Only)	

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	parts of speech.	concluding statement. (7.7.2.2) I can gather information from multiple credible sources while avoiding plagiarism. (7.7.8.8) I can use technology to produce and publish writing within a collaborative group. (7.7.6.6) I can use technology to link and cite sources within my writing. (7.7.6.6) I can use grade-level appropriate academic and domain specific words and phrases. (7.11.6.6) I can create a presentation using technology while avoiding plagiarism. (7.9.8.8) I can present my findings to an audience using relevant details and communicating clearly. (7.9.4.4) I can include various multimedia components			

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		and visual displays to emphasize my findings. (7.9.5.5) I can adapt my voice to fit my purpose and audience. (7.9.6.6) I know and can use the writing process to strengthen my writing. (7.7.5.5) I can produce writing that is appropriate to task, audience and purpose. (7.7.4.4) I can create a research project based on unit essential questions. (7.7.7.7) **Spelling/Grammar** I can explain the function of phrases and clauses and their use in a sentence, recognize and correct misplaced and dangling modifiers. (7.11.1.1) I can identify types of sentences and use them correctly in my writing. (7.11.1.1) I can demonstrate understanding of grade			

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		level punctuation and spelling. (7.11.2.2) **Grammar** I can demonstrate my understanding of the conventions of English Grammar by using it correctly in writing and speaking. (7.11.1.1)			

2ND TRIMESTER: FIND YOUR VOICE						
EQ & CONTENT	SKILLS	LEARNING TARGETS AND STANDARDS	ASSESSMENT	RESOURCES & TECHNOLOGY	ADVANCED ELA7
UEQ: ● What do you stand for? ● How do your actions match your beliefs? ● How do you use language to make your voice heard?	**A Christmas Carol** Read and Discuss Christmas Carol Compare the play to the movie. **Novels-in-Verse** Read assigned novels-in-verse books aloud with your group. Use textual evidence to have conversations about books.	**A Christmas Carol** **I can analyze how a drama's structure gives meaning to the drama. (7.4.5.5)** I can analyze how plot shapes the character(s) in a drama. (How do all of the events help Scrooge find his voice?) (7.4.3.3) I can analyze how setting shapes the plot in a drama. (7.4.3.3)	**A Christmas Carol** **Formative:** Discussions and Socrative Check-In Quiz **Summative:** Final Test (West only) → maybe AR test for East?? **Novels-in-Verse** **Formative:** Novel-in-Verse Packet **Summative:** Concrete	**A Christmas Carol** Christmas Carol Movie Christmas Carol Play Powerpoint Presentation with Discussion Questions Copies of Discussion Questions **Novels-in-Verse** Audio versions of novels in verse (to be created)	**A Christmas Carol** The novella version instead of the play **Novels-in-Verse** Consider locating novels in verse with higher Lexile levels **Poetry** **Inquiry Project** Wonder Project

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	Create a final poem about the content of the book. **Poetry** Identify figurative language in poetry. Write a variety of poems. Create a poem and present a poem to an audience.	I can analyze how **stage directions** contribute to a drama. (7.5.3.3) I can analyze how **dialogue** impacts a drama. (7.5.3.3) I can analyze the interactions between people, events, and ideas in a drama. (7.5.3.3) I can determine the **meaning of words and phrases** as they're used in a drama. (7.4.4.4) I can analyze the impact of a phrase on a drama's meaning or tone. (7.4.4.4) I can compare and contrast a drama to the video and analyze each one's portrayal of the content. (7.5.7.7) **Novel-In-Verse Lit Circles** I can come prepared for and engage in a	Found Poem **Poetry:** **Formative:** Music Journals, NaPoWriMo, and Poetry Mini-Lesson via Socrative **Summative:** Poetry Test and Poetry Slam/Presentation **Reading Workshop** **Formative:** Signs Posts (West only)	Copies of novels (12-15 books per teacher) **Poetry** Textbooks "Fire and Ice" "Fog" "Life Doesn't Frighten Me at All" "Bicycles" "Daughter-Mother-Daughter" Untitled by Rupi Kaur "Dakota Odowan" "Origins of a Poem" "The Highwayman" OR "Casey at the Bat" "Mother to Son" Copies of Poems *Louder than a Bomb* Documentary Music Journals	

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		collaborative discussion by following discussion rules, asking deeper level questions, acknowledging/responding to new ideas, and making decisions with the group. (7.9.1.1) I can use evidence from a novel to analyze and reflect on the story. (7.7.9.9) I can determine the meaning of unknown words using context clues, affixes, and reference materials (e.g. dictionaries, thesauruses, etc.). (7.11.4.4) I can acquire and use vocab words to comprehend ideas or express ideas. (7.11.6.6) I can use evidence to analyze what a novel is saying. (7.5.1.1) I can use evidence to draw inferences about			

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		the novel. (7.4.1.1 and 7.5.1.1) **Poetry** I can analyze how a **poem's structure** gives meaning to the poem. (7.4.5.5) I can demonstrate understanding of figurative language in poetry. (7.11.5.5) I can interpret the meaning of figures of speech in poetry. (7.11.5.5) I can understand the relationship between words to better understand them (e.g. synonym/antonym, analogy) (7.11.5.5) I can distinguish between words with the same dictionary definition (denotation) but different connotations. (7.11.5.5)			

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		I can write poetry routinely over an extended time. NaPoWriMo (7.7.10.10) I can write clear and focused poetry. (7.11.3.3) I can determine the meaning of words and phrases as they're used in a poem. (7.4.4.4/7.5.4.4) I can analyze the impact of a specific word or phrase on a poem's meaning or tone. (7.4.4.4/7.5.4.4) I can analyze the impact of rhyme and repetition in a poem. (7.4.4.4/7.5.4.4) **Reading Workshop (RWS)** I can self-select a text for personal enjoyment. (7.4.10.10)			

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3RD TRIMESTER: BUILDING EMPATHY BY UNDERSTANDING PERSPECTIVES					
EQ & CONTENT	**SKILLS**	**LEARNING TARGETS AND STANDARDS**	**ASSESSMENT**	**RESOURCES & TECHNOLOGY**	**ADVANCED ELA7**
UEQ: ● How do we identify different perspectives in life and literature? ● What is empathy and how do we use it to connect with other people? ● How do we communicate our perspective and show our understanding of others through the use	**The Pearl** Read and analyze the novella. Use textual evidence to take notes on chapters. Use textual evidence to have conversations about the novella. Prepare for and participate in discussion about the novella. **Short Stories** Read and discuss various short stories. Use textual evidence to	**The Pearl** I can use evidence to analyze what a novel is saying, draw inferences about the novel, and reflect on the story. (7.7.9.9, 7.5.1.1, and 7.4.1.1) I can analyze how an author develops and contrasts the points of view of characters in a novel. (7.4.6.6) I can analyze the structure used by the author to organize a text, including how the major sections contribute to the whole and to the development	**The Pearl** *Formative*: Story Squares, Post-its, and/or Discussion Questions *Summative*: Pearl Test **Short Stories** *Formative*: Check-ins after each story assessing plot and assigned skill (Socrative) **Narrative Perspective Writing** *Formative*: Storyboard Check to ensure that all parts of the story are present	**The Pearl** Audio Book and Novella Story Square Packet **Short Stories/Drama** Textbook Stories ● **My First Free Summer** ● Treasure of Lemon Brown ● **Melting Pot** ● **Monsters are Due on Maple Street** ● **Nonfiction articles related to the Monsters Decade of Fear** ● *Diary of Anne*	Consider adding *The Diary of Anne Frank* novel to Advanced ELA Consider adding a second inquiry project to Advanced ELA in 2020-2021

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of language in writing?	support conversation about book. Use stage directions and dialogues/monologues to analyze drama (Monsters are Due on Maple Street) **Narrative Perspective Writing** Read examples of short stories. Understand and use Dialogue. Create Storyboard highlighting events in your creative story. Work with a partner to create two different versions-from different perspectives- of your story. **Literature Circles** Prepare for literature circle meeting by reading assigned novel on your own each week.	of ideas. (7.5.5.5) I can come prepared for and engage in a collaborative discussion by following discussion rules, asking deeper level questions, acknowledging/responding to new ideas, and making decisions with the group. (7.9.1.1) I can determine the meaning of unknown words using context clues, affixes, and reference materials (e.g. dictionaries, thesauruses, etc.). (7.11.4.4) I can acquire and use vocab words to comprehend ideas or express ideas. (7.11.6.6) ***Add to The Pearl for next year:*** I can compare the experiences of the Native people in The Pearl to that of the Minnesota American Indians in the early	*Summative*: Fractured/Revised Fairy Tale from a new perspective **Literature Circles** *Formative*: Story Squares/Post-its, Discussion Questions, Storyboard for Group Book Trailer *Summative*: Final Literature Circle Book Test, Final Group Book Trailer Presentation	*Frank* play (East only; West teaches in 8th ELA) Socrative Check-Ins **Narrative Perspective Writing** Storyboard Sheet Devices to type on Google with partner to read the original text Share stories via Google Classroom **Literature Circles** Novel Choices (Multiple Choices) Story Square Packets/Post-its Storyboard Packet Devices and Editing App for Book Trailers	

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	Use textual evidence to have conversations about books. Create a presentation (Book Trailer) with your group advertising your book to an audience.	1900s. (7.4.9.9) I can analyze how two+ authors writing about the same topic shape their presentations of key info by emphasizing different evidence. (7.5.9.9) **Short Stories** I can cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. (7.4.1.1 and 7.5.1.1) I can distinguish between a dialogue and a monologue in a dramatic speech. (7.4.3.3) I can identify examples of stage directions and dialogue. (7.4.3.3) I can use stage directions while reading aloud a piece of drama. (7.4.3.3) I can compare and contrast a drama to its movie version.(7.4.7.7)			

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		I can use evidence to draw inferences about the essay. (7.4.1.1 and 7.5.1.1) I can analyze how the conflict is shaped by the perspectives/empathy of the characters. (7.4.3.3) I can identify and apply context clues within text. (7.11.4.4) I can identify an author's purpose (PIE) in a piece of writing. (7.5.6.6) I can analyze how the setting of the story shapes the conflict (historical context). (7.4.3.3) I can determine an author's point of view in a text. (7.5.6.6) **Narrative - Perspective Writing** I can use the writing process to develop and strengthen writing as needed by planning with a peer. (7.7.5.5)			

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		I can write a narrative in an organized sequence from the first person point of view using dialogue and more to develop the events and/or characters. (7.7.3.3) and (7.7.4.4) I can use the writing process to develop and strengthen writing as needed by editing with a peer. (7.7.5.5) I can use correct conventions in my writing (7.11.3.3) I can use technology to produce my narrative as well as to interact and collaborate with my partner. (7.7.6.6) **Lit. Circles and Book Trailers** I can come prepared for and engage in a collaborative discussion by following discussion rules, asking deeper level questions, acknowledging/responding to new ideas, and			

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		making decisions with the group. (7.9.1.1) I can use evidence from a novel to analyze and reflect on the story. (7.7.9.9) I can determine the meaning of unknown words using context clues, affixes, and reference materials (e.g. dictionaries, thesauruses, etc.). (7.11.4.4) I can acquire and use vocab words to comprehend ideas or express ideas. (7.11.6.6) I can use evidence to analyze what a novel is saying. (7.5.1.1) I can use evidence to draw inferences about the novel. (7.4.1.1 and 7.5.1.1) I can create a book trailer in collaboration with a group and share it with an audience. (7.9.8.8) I can understand and analyze different types			

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		of print and digital media. (7.9.7.7) I can engage in a collaborative discussion by following discussion rules, acknowledging/responding to new ideas, and problem solving to make decisions with the group. (7.9.1.1) I can use technology to produce our group's book trailer. (7.7.6.6) I can evaluate a book trailer for quality and persuasive techniques used. (7.9.7.7) **Reading Workshop (RWS)** I can self-select a text for personal enjoyment. (7.4.10.10)			