

Current Staff		Shannon Daniels				
Course	7th Grade Language Arts					
Unit/ Length	Unit Objectives/ Big Ideas	Basic Outline/ Structure	Materials/ Text	Content Vocabulary	CCSS	Assessments & Activities
August- May	<p>Vocabulary: Students will increase 7th grade ELA academic vocabulary use, knowledge, etc.</p> <p>Students will increase knowledge & use of common Greek and Latin roots.</p> <p>Students will increase recognition of Greek and Latin roots in the English language.</p>	<p>1.Students will be introduced to a new Greek/Latin root via a vocabulary slideshow (10 words).</p> <p>2.Students will participate in daily activities using these new vocabulary words (word sorts, games, alphabetization, vocabulary choice board activities, etc.)</p> <p>3.Students will take a quiz over the 10 vocabulary words for the particular Greek/Latin root approximately every 5 days</p> <p>4. Students will take a Vocabulary Review Test approximately</p>	<p>Action Magazine & other informational text resources; <u>Greek and Latin Roots: Teaching Vocabulary to Improve Reading Comprehension</u></p>	<p>(Academic Vocabulary) : acquire, analogy, analyze, broaden, depict, differentiate, discriminate, distinguish, elaborate, expand, initiate, justify</p> <p>(Greek/Latin Roots): ped, man/manu, spec, dict, ject, sect, port, miss/mit, graph, scribe/script, cred, jur/jus/jud, ben/bene/bon, mal/male, bio, vit/viv, flect/flex, frail/fract/frag, junct/join/jug, rupt)</p>	<p>RI .7.4 L.7.4 L.7.4.A L.7.4.B L.7.4.C L.7.4.D</p>	<p>Introductory Vocabulary Slideshows</p> <p>Word Sort Activity</p> <p>Vocabulary “I Have, Who Has”</p> <p>Vocabulary Choice Board Assignments</p> <p>Vocabulary Illustrations Booklets</p> <p>Interactive Notebook Inserts</p> <p>Various Vocabulary</p>

		every 10-15 days. This test will cover the previous 2 units.				Review Games such as Grudgeball, Castle, Etc. Vocabulary Quizzes Vocabulary Review Tests
August (2 weeks)	Author's Purpose/Bias	1.Students will take notes on the various author's purposes. 2. Students will make an author's purpose interactive notebook insert with examples of each type f author's purpose. 3.Students will read/identify author's purpose using a variety of informational texts. 4.Students will complete author's purpose homework . 5.Students will complete author's purpose quiz.	Action Magazine and various informational text examples	persuade inform entertain explain describe	RI.7.6	Notes/interac-tive notebook insert Author's purpose worksheets Author's purpose quiz Various student writing experiences
1 project per quarter	Genius Hour: Students will be asked to work on a passion project 20% of their school week. This project will be based on a driving	1.Each student will generate at least 2-3 topic ideas & a	internet books magazines	driving force question inch question foot question	RI.7.1 RI.7.2 RI.7.3	Topic/driving force question wk.

	<p>force question, promoting them to seek the answer to this question through question development, research, product development, & presentation of their findings.</p>	<p>driving force question for each. Teacher will give final approval for 1 topic for the quarter. 2.Students will be given one class period per week to research their approved topic. 3.Each student will produce a product for their topic (slideshow, poster, etc.) by the presentation date. 4.Each student will present his/her research findings & present his/her product on the assigned presentation date.</p>	<p>interviews letters emails etc.</p>	<p>yard question research product presentation</p>	<p>RI.7.4 RI.7.5 RI.7.6 RI.7.7 RI.7.8 RI.7.9 RI.7.10 W.7.1 W.7.1.A W.7.1.B W.7.1.C W.7.1.D W.7.1.E W.7.2 W.7.2.A W.7.2.B W.7.2.C W.7.2.D W.7.2.E W.7.2.F W.7.4 W.7.5 W.7.6 W.7.7 W.7.8 W.7.9 W.7.9.B W.7.10 SL.7.1 SL.7.1.A SL.7.1.B SL.7.1.C SL.7.1.D SL.7.2</p>	<p>Genius Hour contract</p> <p>Exit tickets</p> <p>Summarization of tasks completed/trouble spots/hi-lites, etc.</p> <p>Genius Hour work/product/presentation rubric</p>
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August-September (2 weeks)	Primary Sources/Secondary Sources	1.Students will take notes on primary/secondary sources. 2.Students will practice identifying primary/secondary sources via card game, worksheets, constructed response writings using primary &/or secondary sources. 3.Students will create a “Me Museum” which contains 5 primary sources about themselves & then present their “Me Museums” to the class.	Action magazine, various informational texts	primary source secondary source	RI.7.1 RI.7.3 RI.7.5 RI.7.6 RI.7.7 RI.7.8 RI.7.9 RI.7.10 W.7.1 W.7.1.A W.7.1.B W.7.1.C W.7.1.D W.7.1.E W.7.2 W.7.2.A W.7.2.B W.7.2.C W.7.2.D W.7.2.E W.7.2.F W.7.4 W.7.5 W.7.7 W.7.8	Primary/Secondary Source Card Game Notes/interactive notebook insert Problems with Primary Sources Wks. Constructed Response Writings using Primary/Secondary Sources “Me Museum”

September (2-3 weeks)	Text Features	<p>1.Students will take notes on text features.</p> <p>2.Students will identify text features in various informational texts.</p> <p>3.Students will complete a Text Feature Poster or Text Feature Book Activity.</p> <p>4.Students will complete an Informational Text Feature Scavenger Hunt.</p> <p>5. Students will complete a text feature quiz</p>	Action Magazine, various informational texts	<p>title</p> <p>table of contents</p> <p>heading</p> <p>subheading</p> <p>bullet</p> <p>special font/print</p> <p>pronunciation guide</p> <p>comparison</p> <p>cutaway or cross-section</p> <p>close-up</p> <p>photograph</p> <p>illustration</p> <p>caption</p> <p>label</p> <p>fact box</p> <p>sidebar</p> <p>parentheses</p> <p>map</p> <p>overlay</p> <p>graph</p> <p>table</p> <p>diagram</p> <p>timeline</p> <p>glossary</p> <p>index</p> <p>bibliography</p> <p>magnification</p> <p>flow chart</p> <p>appendix</p> <p>preface</p>	<p>RI.7.1</p> <p>RI.7.2</p> <p>RI.7.5</p> <p>RI.7.7</p> <p>RI.7.8</p> <p>RI.7.9</p> <p>RI.7.10</p> <p>W.7.2</p> <p>W.7.2A</p> <p>W.7.2B</p> <p>W.7.5</p> <p>W.7.6</p> <p>W.7.7</p> <p>W.7.8</p> <p>W.7.9</p> <p>W.7.9A</p> <p>W.7.9B</p> <p>W.7.10</p>	<p>Text Feature Notes/Interactive Notebook Inserts</p> <p>Text Feature Poster</p> <p>Text Feature Book</p> <p>Text Structure Scavenger Hunt</p> <p>Text Structure Quiz</p>
August-May (4-5 days/wk)	Language/Grammar	1.Students will complete daily	7th Grade 5-a-Day Language Review	Dangling/Misplaced Modifiers Word Connotation	L.7.1 L.7.1.A L.7.1.B	Daily Language Review

		language reviews for Focus activity.		Context Clues Synonyms Antonyms Morphology Wordiness/Redundancies Spelling Literary Figures of Speech Phrases & Clauses Greek & Latin Roots/Affixes Comma Usage Multiple Meaning Words Simple, Compound, Complex, Compound-Complex Sentences Analogies	L.7.1.C L.7.2 L.7.2.A L.7.2.B L.7.3 L.7.3.A L.7.4 L.7.4.A L.7.4.B L.7.4.C L.7.4.D L.7.5 L.7.5.A L.7.5.B L.7.5.C L.7.6	
October-May	Text Structures	1. Students will complete text structure notes. 2. Students will practice identifying text structures after reading/viewing an informational text. 3. Students will identify/use signal words for each text structure. 4. Students will use graphic organizers to examine, organize, and identify text structures after	Action Magazine, various informational texts, Gallery Walk: Text Structure and Organization, Paragraph of the Week, Various Text Structure games and activities	description compare/contrast order/sequence problem/solution cause & effect	RI.7.1 RI.7.2 RI.7.3 RI.7.5 RI.7.6 RI.7.7 RI.7.8 RI.7.9 RI.7.10 W.7.1 W.7.1.A W.7.1.B W.7.1.C W.7.1.D W.7.1.E W.7.2 W.7.2A	Text Structure pre/post test Text Structure quiz Paragraph of the Week Writing Text Structure articles Text Structure Gallery Walk

