Grade 7 ELA
Syllabus

Course Description: The seventh-grade English Language Arts curriculum provides an integrated approach to writing, grammar, literature, and vocabulary development. The writing aspects include writing to learn, writing to sources, writing for assessment, and the writing process including all three writing modes: argumentative, informative/explanatory, and narrative. Writing instruction includes practice that emphasizes idea generation and organization through a variety of prewriting strategies, as well as the refinement of revision and editing skills. Grammar instruction is embedded within the reading and writing process and reinforced through targeted mini-lessons utilizing the Grammar Workbook. Key focuses include parts of speech, sentence structure, capitalization, and punctuation to strengthen writing fluency and accuracy. The study of literature exposes students to a range of genres and text types, fostering an understanding of literary elements, structure, and theme.

REQUIRED TOPICS OF STUDY	SUGGESTED INSTRUCTIONAL TIME	STANDARDS/ ELIGIBLE CONTENT	COMMON ASSESSMENT
Unit 1 Crossing Generations <u>Genre</u> Personal Narrative Short Story Feature Feature Article Memoir Television Interview Image Gallery Free-Verse Poetry Lyric Poetry Opinion Piece Realistic Fiction <u>Text Elements</u> Theme Central Idea & Supporting Details Dialogue Description Visual Elements in Poetry <u>Reading Strategy</u> Make Inferences Make Predictions	<u>Mentor Text</u> Grandfather's Garden - 2 days <u>Whole-Class Learning</u> Don't Just Sit There Like a Punk - 5 days The Case of the Disappearing Words - 6 days Performance Task - Writing Prompt - 4 days <u>Peer-Group Learning</u> From Mom & Me & Mom - 4 days Learning to Love My Mother - 3 days Mother-Daughter	**READING LITERATURE** CC.1.3.7.A; CC.1.3.7.B; CC.1.3.7.E; CC.1.3.7.F; CC.1.3.7.K **READING INFORMATIONAL TEXT** CC.1.2.7.A; CC.1.2.7.B; CC.1.2.7.C; CC.1.2.7.D; CC.1.2.7.G; CC.1.2.7.I; CC.1.2.7.J; CC.1.2.7.L **WRITING** CC.1.4.7.A; CC.1.4.7.G; CC.1.4.7.M; CC.1.4.7.N; CC.1.4.7.O; CC.1.4.7.P; CC.1.4.7.S; CC.1.4.7.T; CC.1.4.7.U; CC.1.4.7.V; CC.1.4.7.W; CC.1.4.7.X **SPEAKING & LISTENING** CC.1.5.7.C; CC.1.5.7.F **LANGUAGE** CC.1.2.7.J; CC.1.2.7.K; CC.1.3.7.I; CC.1.3.7.J ; CC.1.4.7.Q; CC.1.4.7.R	**LANGUAGE CHECKPOINT** ● Grandfather's Garden **EXIT TICKETS** -Exit Ticket: Theme CC.1.3.7.A -Exit Ticket: Latin Suffix: -able CC.1.2.7.K; CC.1.3.7.I -Exit Ticket: Nouns and Pronouns CC.1.4.7.R -Multiple Central Ideas CC.1.2.7.B; CC.1.2.7.A -Exit Ticket: Latin Root Word: lingua -Exit Ticket: Author's Purpose CC.1.2.7.D -Exit Ticket: Dialogue and Description CC.1.2.7.C -Exit Ticket: Greek Root: -phil- . -Exit Ticket: Independent and Dependent Clauses CC.1.5.7.G EXIT TICKETS -Exit Ticket: Visual Elements in Poetry CC.1.3.7.E -Exit Ticket: Synonyms and Antonyms

Determine Central Idea Making Connections Synthesize Information Create Mental Images <u>Author's Craft/Convention</u> Nouns and Pronouns Author's Purpose Independent and Dependent Clauses Figurative Language: Metaphor	Drawings - 2 days Ode to My Papi/Mother to Son/ To James - 3 days Performance Task - Speaking and Listening - 2 Days <u>Independent Learning</u> Lineage/Family - 2 days "Gotcha Day" Isn't a Cause for Celebration - 2 days Water Names - 2 days An Hour With Abuelo - 2 days		-Exit Ticket: Figurative Language: Metaphor CC.1.3.7.F **SELECTION TESTS** ● Don't Just Sit There Like a Punk - Comprehension and Vocabulary ● The Case of the Disappearing Words - Comprehension and Vocabulary ● From Mom & Me & Mom - Comprehension and Vocabulary ● Learning to Love My Mother - n/a ● Mother-Daughter Drawings - n/a ● Ode to My Papi/Mother to Son/ To James - Comprehension and Vocabulary ● Lineage/Family - Comprehension and Vocab ● "Gotcha Day" Isn't a Cause for Celebration - Comprehension and Vocab ● Water Names - Comprehension and Vocab ● An Hour With Abuelo - Comprehension and Vocab **PERFORMANCE TASKS** **Mid-Unit Performance Tasks** ● Write a personal narrative that answers this question: What experience helped you see how people of different

			generations can influence one another? Include details about a conflict you faced and the reasons the experience was important. Use the elements of personal narratives in your writing. ● You have read selections about conflicts and connections between generations. With your group, present an autobiographical anecdote, a brief true story, about a real experience or event in your life. Use your anecdote to respond to the following question: What new knowledge or skills have you learned from someone of a different generation? **UNIT TEST** **End-of-Unit Performance-Based Assessments** Write a personal narrative that reflects your new understanding of the Essential Question: What can one generation learn from another? **Develop Your Perspective: Unit Projects** Students choose how to demonstrate their learning through: ● Write a song about a person from a different generation whom you admire. ● Create a poster that focuses on a quotation from one of the unit selections. ● With a small group, hold a collaborative discussion about the following quotation: “Each

			generation has something different at which they are all looking." —Gertrude Stein
Unit 2 Living Among the Stars <u>Genre</u> Argument Image Gallery Science Fiction Radio Play Science Feature <u>Text Elements</u> Setting Figurative Language Author's Purpose Claim, Reasoning, and Evidence <u>Reading Strategy</u> Making Inferences Create Mental Images Make Predictions Make Connections <u>Author's Craft/Convention</u> Sentence Structure Infinitive Phrases Gerund Phrases Dependent Clauses Diction, Meaning, and Tone	<u>Mentor Text:</u> Humans Are Not Meant to Live in Space - 2 days <u>Whole-Group Learning</u> Space Settlement Art, National Space Society Image Gallery - 2 days Dark They Were, and Golden-Eyed (Science Fiction) - 6 days Dark They Were, and Golden-Eyed (Radio Play) - 3 days <u>Peer-Group Learning</u> Japan to Start Research on the Moon and Mars for Humans - 3 days Why Should We Continue to Explore Space? - 4 days Why We Should Save Earth Before Colonizing Mars - 5	**READING LITERATURE** CC.1.3.7.A; CC.1.3.7.B; CC.1.3.7.C; CC.1.3.7.F; CC.1.3.7.G **READING INFORMATIONAL TEXT** CC.1.2.7.A; CC.1.2.7.B; CC.1.2.7.C; CC.1.2.7.D; CC.1.2.7.E; CC.1.2.7.F; CC.1.2.7.H; CC.1.2.7.I **WRITING** CC.1.4.7.A; CC.1.4.7.G; CC.1.4.7.H; CC.1.4.7.I; CC.1.4.7.J; CC.1.4.7.K; CC.1.4.7.G; CC.1.4.7.O; CC.1.4.7.U; CC.1.4.7.V; CC.1.4.7.X **SPEAKING & LISTENING** CC.1.5.7.G; CC.1.4.7.R; CC.1.5.7.B; CC.1.5.7.F **LANGUAGE** CC.1.2.7.J; CC.1.2.7.K; CC.1.3.7.I; CC.1.3.7.J; CC.1.4.7.R; CC.1.4.7.Q; CC.1.5.7.G	**LANGUAGE CHECKPOINT** <u>Mentor Text</u> Humans Are Not Meant to Live in Space **EXIT TICKETS** EXIT TICKETS -Exit Ticket: Setting and Figurative Language CC.1.3.7.F -Exit Ticket: Synonyms and Nuance -Exit Ticket: Sentence Structures CC.1.5.7.G -Exit Ticket: Author's Purpose CC.1.2.7.D -Exit Ticket: Latin Root: -grav- -Exit Ticket: Infinitive Phrases and Gerund Phrases CC.1.5.7.G -Exit Ticket: Claim, Reasoning, and Evidence CC.1.2.7.D; CC.1.2.7.H -Exit Ticket: Synonyms -Exit Ticket: Dependent Clauses CC.1.5.7.G -Exit Ticket: Claim, Reasoning, and Evidence CC.1.2.7.D; CC.1.2.7.H -Exit Ticket: Connotation and Denotation -Exit Ticket: Diction, Meaning, and Tone CC.1.2.7.F **SELECTION TESTS**

	Days <u>Independent Learning</u> Beyawened Earth: Pillownaughts and the Downside of Space Travel - 2 days Danger! This Mission to Mars Could Bore You to Death! - 2 days Time Capsule Found on Dead Planet - 2 days Space Comics - 2 days		<u>Whole-Group Learning</u> ● Space Settlement Art, National Space Society Image Gallery - n/a ● Dark They Were, and Golden-Eyed (Science Fiction) - Comprehension and Vocabulary ● Dark They Were, and Golden-Eyed (Radio Play) - n/a <u>Peer-Group Learning</u> ● Japan to Start Research on the Moon and Mars for Humans - Comprehension and Vocabulary ● Why Should We Continue to Explore Space? - Comprehension and Vocabulary ● Why We Should Save Earth Before Colonizing Mars - Comprehension and Vocabulary <u>Independent Learning</u> ● Beyawened Earth: Pillownaughts and the Downside of Space Travel - Comprehension and Vocabulary ● Danger! This Mission to Mars Could Bore You to Death! - Comprehension and Vocabulary ● Time Capsule Found on Dead Planet - Comprehension and Vocabulary ● Space Comics -

			Comprehension and Vocabulary **PERFORMANCE TASKS** **Mid-Unit Performance Tasks** ● Write an editorial in which you take a position on the following question: Is space exploration important? Support your position with evidence from your reading, your background knowledge, and your own observations. Use the elements of an editorial in your writing. ● With your group, pair up with another group to conduct a debate in which each team takes a position on this statement: The risks of building a human home in space outweighs the benefits. **UNIT TEST** **End-of-Unit Performance-Based Assessments** ● In this unit, you read different perspectives about whether we should live among the stars. You also practiced writing editorials and other arguments. Now, apply what you have learned. Write an argument in which you state and defend a claim in response to the Essential Question: Should we make a home in space? **Develop Your Perspective: Unit Projects** Students choose how to demonstrate

			their learning through: ● Make a packing list for a trip to Mars. ● Design your home in outer space. ● Imagine you work for a travel company that offers trips to the moon. With a partner or small group, create and present a commercial for one of your company's vacations.
Unit 3 Transformations - *The Giver* by Lois Low <u>Genre</u> Dystopian Fiction <u>Text Elements</u> Character Development Narrative Point of View Plot Elements Imagery Theme <u>Reading Strategy</u> Paraphrasing Annotating Making Connections Create Mental Images <u>Author's Craft/Convention</u> Multiple Themes Word Choice Sensory Details Point of View (limited third person) Symbolism	***The Giver* by Lois Lowry**	**READING LITERATURE** CC.1.2.7.J; CC.1.3.7.A; CC.1.3.7.B; CC.1.3.7.C; CC.1.3.7.E; CC.1.3.7.F; CC.1.3.7.G; CC.1.3.7.H; CC.1.3.7.J; CC.1.3.7.K **WRITING** CC.1.4.7.G; CC.1.4.7.M; CC.1.4.7.N; CC.1.4.7.O; CC.1.4.7.P; CC.1.4.7.S; CC.1.4.7.T; CC.1.4.7.U; CC.1.4.7.V; CC.1.4.7.W; CC.1.4.7.X **SPEAKING & LISTENING** CC.1.2.7.J; CC.1.3.7.J CC.1.5.7.C; CC.1.5.7.F; CC.1.5.7.G; **LANGUAGE** CC.1.2.7.K; CC.1.2.7.J; CC.1.3.7.I; CC.1.3.7.J CC.1.4.7.F; CC.1.4.7.L; CC.1.4.7.R; CC.1.4.7.Q; CC.1.5.7.G	**LANGUAGE CHECKPOINT** **EXIT TICKETS** **SELECTION TESTS: Chapter Quizzes (1 will be summative) and End of Novel Unit Test** **PERFORMANCE TASKS** **Mid-Unit Performance Tasks - Options** ● Write a short story about a character who has significant life experience. Shape your story to answer this question: Does your character truly change? You may write a science-fiction story, a realistic story, or another type of story you like to read. Include the elements of a short story in your writing. ● With your group, write and deliver a dramatic adaptation of one of the of the chapters of *The Giver.* **End-of-Unit Performance-Based Assessments** ● Imagine one of the characters from

			this novel ten years later. What has happened to this person? Have they changed? Write a short story/ Rewrite the ending to the novel that explores the Essential Question: Can people really change. **Possible extension or Gifted Projects** Students choose how to demonstrate their learning through: ● Write a poem about transformation. ● Write a social media post as a character or subject from the novel. ● Write and present a speech about the character or subject from the unit who you think experienced the most remarkable transformation.
Unit 5 Facing Adversity - <u>Genre</u> Fiction <u>Text Elements</u> Theme Central Idea & Supporting Evidence Influence of Setting Language and Voice Imagery Sensory Details and Figurative Language <u>Reading Strategy</u> Establish a Purpose Use Background Knowledge Preview and Predict	***Harry Potter & the Sorcerer's Stone* -- J.K Rowling**	**READING LITERATURE** CC.1.3.7.A; CC.1.3.7.B; CC.1.3.7.C; CC.1.3.7.F; CC.1.3.7.H; CC.1.3.7.K **WRITING** CC.1.4.7.A; CC.1.4.7.B; CC.1.4.7.C; CC.1.4.7.D; CC.1.4.7.E; CC.1.4.7.G; CC.1.4.7.I; CC.1.4.7.M; CC.1.4.7.O; CC.1.4.7.S; CC.1.4.7.T; CC.1.4.7.U; CC.1.4.7.V; CC.1.4.7.W; CC.1.4.7.X **SPEAKING & LISTENING** CC.1.2.7.J; CC.1.3.7.J CC.1.5.7.C; CC.1.5.7.F; CC.1.5.7.G	**LANGUAGE CHECKPOINT** Against All Odds **EXIT TICKETS** **SELECTION TESTS - Chapter Quizzes (1 will be summative) and Novel Unit Test - Summative** **PERFORMANCE TASKS** **Mid-Unit Performance Tasks - Options** **Option 1** ● Write a narrative about how Harry

Make Predictions Paraphrase Ask Questions Make Connections <u>Author's Craft/Convention</u> Author's Point of View Figurative Language Adjectives Commas Organizational Patterns Informal Grammar Rhyme Scheme and Repetition		**LANGUAGE** C.1.2.7.K; CC.1.2.7.J; CC.1.3.7.I; CC.1.3.7.J; CC.1.4.7.R; CC.1.4.7.F; CC.1.4.7.L; CC.1.4.7.R; CC.1.4.7.R; CC.1.4.7.Q; CC.1.5.7.G	or one of the characters faces adversity focusing on sensory and figurative language and the influence of setting **Option 2: The "Mirror of Erised" Reflective Narrative** **Focus:** *Characterization, Personal Connection, and Symbolism* = In this project, students analyze the symbolism of the Mirror of Erised (which shows the heart's deepest desire) as a tool for overcoming emotional adversity. **The Task:** Students design a physical or digital "Mirror." On the "reflective" side, they illustrate or write about what a character (or themselves) sees in the mirror. **The Writing Component:** A three-paragraph analytical essay. **Savvas Connection:** Focuses on **connotation** and **deep character motivation**. **Selection Test:** Chapter Quizzes (1 Summative); Summative Unit Novel Test. **End-of-Unit Performance-Based Assessments** **GIFTED POSSIBILITY: Option 3: The "Daily Prophet" Adversity Archives**

			Focus: *Journalism, Point of View, and Figurative Language* Students take on the role of wizarding journalists reporting on the events of Harry's first year, specifically focusing on the theme of "Rising Above." **The Task:** Create a front-page edition of *The Daily Prophet*. **The Requirements:** **Lead Article:** An objective report on the defeat of Quirrell/Voldemort. **Editorial Piece:** An opinion column titled "Does Hogwarts Do Enough to Protect Students from Adversity?" **Human Interest Story:** An interview with Neville Longbottom about the "adversity of standing up to friends" vs. enemies. **Savvas Connection:** Requires mastery of **Author's Craft** (tone/voice) and **Conventions** (correct use of commas in lists and appositives). **Develop Your Perspective: Unit Projects - *We will do a mid unit project with this due to it being at the last unit of the year.***