

7th Grade Curriculum Maps - Quick Links

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7th Grade - Resources

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7th Grade - Math

Timeline	Themes/Enduring Understandings/Essential Questions for the Unit	Common Core Standards Addressed	Assessments	Standards Based Skills and Concepts Targeted	Strategies/Practices Used to Teach Skills and Concepts	Resources/Texts Used
1st Quarter - Unit 1	Rational Numbers, Word Problems, Expressions, Equations, Inequalities, and Unit Rate Essential Questions: How can rational numbers be used to solve mathematical and real-world problems? How can word problems be rewritten in different mathematical formats? How can expressions, equations, and inequalities be created, solved, graphed, and analyzed? How can unit rate help us compare quantities? Enduring Understandings: Rational numbers can be added, subtracted, multiplied, and divided to solve mathematical and real-world problems. Mathematicians rewrite word problems in different formats to represent and solve problems more clearly. Equations and inequalities can model relationships and help solve problems. Unit rates provide a way to compare quantities and understand proportional relationships.	7.EE.1 7.EE.2 7.EE.4 7.NS.1 7.NS.2 7.RP.1	Pre-Assessment: Quiz involving adding, subtracting, multiplying, and dividing rational numbers; identifying absolute value; stating rules for adding rational numbers; and using number properties to solve problems Formative Assessments: Quizzes on unit topics Homework assignments involving unit topics Worksheets dealing with unit topics Teacher observation during individual and group practice Summative Assessments: Test on unit topics Student-created word problems that make use of the unit topics	Rewrite word problems in different formats Add rational numbers Subtract rational numbers Multiply rational numbers Divide rational numbers Create, solve, analyze, and graph inequalities and equations Solve for unit rate Use properties of operations to generate equivalent expressions Apply rational number operations to mathematical and real-world problems	PowerPoint presentations Direct instruction/lecture-style lessons Group work to practice problems Visual presentations to understand positive and negative numbers as opposites Guided practice with worked examples Independent practice Real-world word problem practice Number line models and rational number representations	Core Resource: Savvas Curriculum Supplemental Resource: AAA Math; Funbrain Math; Math Play; National Library of Virtual Manipulatives; Khan Academy; teacher-created, standards-aligned practice activities
2nd Quarter - Unit 2	Proportional Relationships, Percent, Scale Drawings, Geometry, Circles, and Angle Relationships Essential Questions: How can proportional relationships be represented in tables, graphs, diagrams, equations, and verbal descriptions? How can percents and rational numbers be used to solve real-world problems? How can scale drawings and geometric shapes be used to model and solve problems? How can area, circumference, and angle relationships help solve unknown measurements? Enduring Understandings: Proportional relationships can be represented and analyzed in multiple ways. Percents and rational numbers are useful for solving real-world comparison and measurement problems. Scale drawings and geometric constructions help mathematicians represent real objects and relationships. Circle measurements and angle facts can be used to solve mathematical and real-world problems.	7.RP.2 7.RP.3 7.NS.3 7.G.1 7.G.2 7.G.3 7.G.4 7.G.5	Pre-Assessment: Quiz involving adding, subtracting, multiplying, and dividing rational numbers; identifying absolute value; stating rules for adding rational numbers; and using number properties to solve problems Formative Assessments: Quizzes on unit topics Homework assignments involving unit topics Worksheets dealing with unit topics Teacher observation during individual and group practice Summative Assessments: Test on unit topics Student-created word problems that make use of the unit topics	Identify and analyze proportional relationships Represent proportions using tables, graphs, diagrams, and verbal descriptions Calculate percent Apply rational numbers to real-world problems Create scale drawings Draw geometric shapes with given conditions Describe two-dimensional figures that result from slicing three-dimensional figures Calculate the area and circumference of a circle Use angle facts to solve for unknown angles	PowerPoint presentations Direct instruction/lecture-style lessons Group work to practice problems Visual presentations and models Ratio tables and proportional relationship practice Graphing and diagramming activities Scale drawing practice Geometry tools and visual models Real-world percent and geometry tasks	Core Resource: Savvas Curriculum Supplemental Resource: AAA Math; Funbrain Math; Math Play; National Library of Virtual Manipulatives; Khan Academy; graph paper; geometry tools; teacher-created, standards-aligned practice activities
3rd Quarter - Unit 3	Two-Dimensional and Three-Dimensional Geometry, Surface Area, Volume, Sampling, and Data Variation Essential Questions: How can word problems involving two-dimensional and three-dimensional figures be solved? How can surface area, volume, and area be used to solve mathematical and real-world problems? How can mathematicians analyze answers to determine whether results are valid? How can population samples and data variation be used to draw inferences? Enduring Understandings: Geometry can be used to solve problems involving two-dimensional and three-dimensional figures. Surface area, volume, and area help mathematicians model and solve real-world measurement problems. Mathematicians analyze answers to determine whether results are reasonable and valid. Samples and data sets can be used to compare populations and draw inferences.	7.G.6 7.EE.3 7.SP.1 7.SP.2 7.SP.3	Pre-Assessment: Quiz involving adding, subtracting, multiplying, and dividing rational numbers; identifying absolute value; stating rules for adding rational numbers; and using number properties to solve problems Formative Assessments: Quizzes on unit topics Homework assignments involving unit topics Worksheets dealing with unit topics Teacher observation during individual and group practice Summative Assessments: Test on unit topics Student-created word problems that make use of the unit topics	Solve word problems involving two-dimensional and three-dimensional figures Solve problems involving surface area, volume, and area of geometric shapes Analyze answers to make sure results are valid Use population samples to gain information Analyze variation in different data sets Compare two populations and draw inferences Solve multi-step real-world problems using rational numbers and equations Interpret and compare data displays	PowerPoint presentations Direct instruction/lecture-style lessons Group work to practice problems Visual presentations and models Geometry models and manipulatives Surface area and volume practice Data collection and sampling activities Comparison of data displays Error analysis and reasonableness checks	Core Resource: Savvas Curriculum Supplemental Resource: AAA Math; Funbrain Math; Math Play; National Library of Virtual Manipulatives; Khan Academy; graph paper; geometry tools; data sets; teacher-created, standards-aligned practice activities

4th Quarter - Unit 4	Measures of Center and Variability, Probability, Relative Frequency, Probability Models, and Compound Events Essential Questions: How can measures of center and variability be used to draw comparative inferences? How can probability be used to describe the likelihood of an event? How can relative frequency help approximate probability? How can probability models be developed and used to find probabilities of compound events? Enduring Understandings: Measures of center and variability help mathematicians compare data sets and draw conclusions. Probability describes the likelihood of an event as a number between 0 and 1. Relative frequency can be used to approximate probability and compare predicted and observed outcomes. Probability models can be used to represent and analyze simple and compound events.	7.SP.4 7.SP.5 7.SP.6 7.SP.7 7.SP.8	Pre-Assessment: Quiz involving adding, subtracting, multiplying, and dividing rational numbers; identifying absolute value; stating rules for adding rational numbers; and using number properties to solve problems Formative Assessments: Quizzes on unit topics Homework assignments involving unit topics Worksheets dealing with unit topics Teacher observation during individual and group practice Summative Assessments: Test on unit topics Student-created word problems that make use of the unit topics	Use measures of center and variability to draw inferences Understand that the probability of an event lies between 0 and 1 Calculate relative frequency and approximate probability Develop probability models Find the probability of compound events Compare data sets using measures of center and variability Use probability models to compare predicted and observed outcomes Represent sample spaces for compound events	PowerPoint presentations Direct instruction/lecture-style lessons Group work to practice problems Visual presentations and models Data analysis activities Probability experiments and simulations Relative frequency tables Probability models Compound event practice Real-world statistics and probability tasks	Core Resource: Savvas Curriculum Supplemental Resource: AAA Math; Funbrain Math; Math Play; National Library of Virtual Manipulatives; Khan Academy; data sets; probability tools; teacher-created, standards-aligned practice activities
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7th Grade - Science						
Timeline	Themes/Enduring Understandings/Essential Questions for the Unit	Common Core Standards Addressed	Assessments	Standards Based Skills and Concepts Targeted	Strategies/Practices Used to Teach Skills and Concepts	Resources/Texts Used
1st Quarter - Unit 1	Inner Earth: Earth's Structure, Heat Transfer, Plate Tectonics, and Sea-Floor Spreading Essential Questions: How is Earth structured beneath the surface? How is heat transferred within Earth? How do convection currents, plate tectonics, and sea-floor spreading help explain changes in Earth's crust? Enduring Understandings: Earth is made of layers, including the crust, mantle, and core, each with distinct characteristics. Heat is transferred by radiation, conduction, and convection. Convection currents in Earth's mantle help ~~create plate movement and sea-floor spreading~~	SCI.ESS2.A.m SCI.ESS2.B.m SCI.ESS2.C.m	Formative Assessments: Section quizzes Content labs Content map for each section Teacher observation during guided and independent practice Summative Assessments: Chapter test Chapter project: build a model of Earth's structure	Describe what geologists do List the characteristics of Earth's crust, mantle, and core Explain how heat is transferred through radiation, conduction, and convection Identify what causes convection currents Describe the theory of continental drift List evidence used by Wegener to support continental drift and explain why other scientists initially rejected it Describe sea-floor spreading and plate tectonics Explain the process of subduction Use models to represent Earth's structure and internal processes	Direct instruction on unit material Guided practice Independent practice Modeling and visual representations Earth structure model project Content labs Content maps Vocabulary instruction Class discussion and student reflection	Core Resource: Prentice Hall Science Explorer: Inside Earth Supplemental Resource: Earth structure model project; teacher-created, standards-aligned investigations and activities
1st Quarter - Unit 2	Earthquakes: Stress, Faults, Seismic Waves, and Earthquake Hazards Essential Questions: How do stress forces affect rocks and Earth's surface? How do seismic waves transfer energy during an earthquake? How can people reduce risks from earthquake hazards? Enduring Understandings: Stress is a force that acts on rocks and can cause rocks to deform or break. Movement along faults changes Earth's surface and can produce earthquakes. Seismic waves carry energy away from an earthquake's focus and can cause damage at Earth's surface.	SCI.ESS2.B.m SCI.ESS3.B.m SCI.ETS1.A.m	Formative Assessments: Section quizzes Content labs Content map for each section Fault movement models Teacher observation during guided and independent practice Summative Assessments: Chapter test Chapter project: design an earthquake-resistant building	Describe how stress forces affect rocks Describe types of faults and explain why faults form and occur Describe how movement along faults changes Earth's surface Identify different kinds of seismic waves Name the scales used to measure the strength of an earthquake Explain what can be done to reduce earthquake hazards Use models to represent fault movement and earthquake-resistant structures	Direct instruction on unit material Guided practice Independent practice Fault movement modeling Earthquake-resistant building design Content labs Content maps Vocabulary instruction Class discussion and student reflection	Core Resource: Prentice Hall Science Explorer: Inside Earth Supplemental Resource: Content labs; content maps; fault models; earthquake-resistant structure design materials; teacher-created, standards-aligned investigations and activities
2nd Quarter - Unit 3	Volcanoes: Magma, Eruptions, Plate Boundaries, and Volcanic Landforms Essential Questions: Where are Earth's volcanic regions found, and why are they located there? What happens during a volcanic eruption? How do lava and magma create landforms on or beneath Earth's surface? Enduring Understandings: Most volcanoes occur along diverging plate boundaries or in subduction zones. During a volcanic eruption, gases dissolved in magma rush out and carry magma with them. Volcanoes may be active, dormant, or extinct, and volcanic activity can create landforms on or	SCI.ESS2.A.m SCI.ESS2.B.m SCI.ESS3.B.m	Formative Assessments: Section quizzes Content labs Content map for each section Volcano and eruption model activities Teacher observation during guided and independent practice Summative Assessments: Chapter test Chapter project: design and build a volcano	Identify where Earth's volcanic regions are found and explain why they are found there Describe what happens when a volcano erupts Compare two types of volcanic eruptions Identify hazards of volcanoes Identify types of volcanic activity other than eruption Identify landforms that lava creates on Earth's surface Explain how volcanic regions connect to plate boundaries and Earth processes	Direct instruction on unit material Guided practice Independent practice Volcano modeling Hands-on investigations and labs Content maps Diagramming and visual representations Vocabulary instruction Class discussion and student reflection	Core Resource: Prentice Hall Science Explorer: Inside Earth Supplemental Resource: Content labs; content maps; volcano model materials; maps of volcanic regions and plate boundaries; teacher-created, standards-aligned investigations and activities
2nd Quarter - Unit 4	Science Fair Project: Scientific Inquiry, Research, Investigation, and Presentation Essential Questions: How do scientists ask testable questions and design investigations? How can data be collected, organized, analyzed, and explained? How do scientists communicate and defend their findings to an audience? Enduring Understandings: Scientific investigations begin with questions that can be tested using available resources and equipment. Scientists collect and organize data to support explanations, conclusions, and further questions. Scientific communication includes research, experimentation, data displays, written reports, displays, and oral	SCI.SEP1.A.m SCI.SEP3.A.m SCI.SEP4.A.m SCI.SEP6.A.m SCI.SEP8.A.m SCI.ETS1.A.m SCI.ETS1.B.m	Formative Assessments: Project question approval Research notes Hypothesis and experiment plan Log book checks Data tables and graphs Project report draft Display board progress checks Self and peer evaluations Summative Assessments: Oral presentation Display board Project report Project research paper Log book Final project display	Explore science topics to develop a project question Plan and write research to support a project question Maintain a log book following science fair guidelines Plan an experiment to test a hypothesis Collect needed materials for an investigation Collect and organize data using tables and graphs Write a conclusion based on collected data Organize a display board and final report Prepare and deliver an oral presentation Explain and defend project findings using evidence	Scientific method instruction Research support Project planning conferences Project practice with variables and hypothesis development Log book checks Data table and graph creation Project report drafting and revision Display board organization Self and peer evaluation Oral presentation practice	Core Resource: Science fair guidelines and MRSEF project expectations Supplemental Resource: Student handbook; project planning templates; research materials; log book materials; display board materials; teacher-created, standards-aligned science inquiry resources

3rd Quarter - Unit 5	From Bacteria to Plants: Living Things, Classification, Viruses, Bacteria, Protists, and Fungi	SCI.LS1.A.m SCI.LS1.B.m SCI.LS1.C.m SCI.LS2.A.m SCI.LS4.A.m SCI.LS4.B.m	Formative Assessments: Section quizzes Content labs Content map for each section Classification activities Teacher observation during guided and independent practice Summative Assessments: Chapter test Chapter project: unicellular project poster	List the characteristics all living things share Identify what all living things need to survive Explain why scientists organize living things into groups Explain the relationship between classification and evolution Name and describe the six kingdoms into which organisms are grouped Explain why viruses are considered nonliving Describe the structure and multiplication of viruses and bacteria Describe ways bacteria cells differ from other organisms' cells Name the two bacteria kingdoms List positive roles of bacteria Describe characteristics of animal-like.	Direct instruction on unit material Guided practice Independent practice Classification activities Unicellular organism project Content labs Content maps Diagramming and comparison charts Vocabulary instruction Class discussion and student reflection	Core Resource: Prentice Hall Science Explorer: From Bacteria to Plants Supplemental Resource: Content labs; content maps; unicellular project poster materials; classification charts; comparison organizers; teacher-created, standards-aligned investigations and activities
	Essential Questions: What characteristics do living things share? How do scientists classify living things? How do viruses, bacteria, protists, and fungi compare in structure, function, and role in the living world? Enduring Understandings: Living things share basic characteristics and needs for survival. Scientists classify organisms into groups based on similarities, differences, and relationships. Bacteria, protists, and fungi have distinct structures, functions, and roles in ecosystems, while viruses are generally considered Motion, Energy, and Forces: Newton's Laws, Momentum, Pressure, Fluids, Buoyancy, and Density	SCI.PS1.A.m SCI.PS2.A.m SCI.PS2.B.m SCI.PS3.A.m SCI.PS3.B.m SCI.ETS1.A.m SCI.ETS1.B.m	Formative Assessments: Section quizzes Content labs Content map for each section Motion and force calculations Pressure and buoyancy activities Teacher observation during guided and independent practice Summative Assessments: Chapter test Chapter project: build a scooter Chapter project: build a small-scale boat	State Newton's three laws of motion Define inertia, force, mass, and acceleration Identify the relationship between force and acceleration Describe friction and identify factors that determine friction between two surfaces Explain how mass differs from weight Define and calculate momentum State the law of conservation of momentum Define and calculate pressure State and apply Archimedes', Pascal's, and Bernoulli's principles Recognize that pressure decreases at higher altitudes and increases at greater depth Explain how hydraulic systems work Define buoyant force and explain its effect Explain how the density of an object	Direct instruction on unit material Guided practice Independent practice Motion, force, and pressure calculations Hands-on investigations and labs Scooter design project Small-scale boat design project Content maps Modeling and visual representations Vocabulary instruction Class discussion and student reflection	Core Resource: Prentice Hall Science Explorer: Motion, Forces and Energy Supplemental Resource: Content labs; content maps; scooter design materials; small-scale boat design materials; force and motion models; teacher-created, standards-aligned investigations and activities
4th Quarter - Unit 6	Essential Questions: How do forces affect the motion of objects? How do Newton's laws explain motion, inertia, friction, momentum, and gravity? How do pressure, fluids, buoyancy, and density affect how objects move, float, or sink? Enduring Understandings: Interactions between systems of objects can be explained using Newton's laws of motion and the law of gravity. Balanced and unbalanced forces, inertia, friction, acceleration, and momentum affect how objects move. Matter is composed of moving particles, and fluids have properties such as pressure, density, buoyancy, and force that affect objects	SCI.PS1.A.m SCI.PS2.A.m SCI.PS2.B.m SCI.PS3.A.m SCI.PS3.B.m SCI.ETS1.A.m SCI.ETS1.B.m	Formative Assessments: Section quizzes Content labs Content map for each section Motion and force calculations Pressure and buoyancy activities Teacher observation during guided and independent practice Summative Assessments: Chapter test Chapter project: build a scooter Chapter project: build a small-scale boat	State Newton's three laws of motion Define inertia, force, mass, and acceleration Identify the relationship between force and acceleration Describe friction and identify factors that determine friction between two surfaces Explain how mass differs from weight Define and calculate momentum State the law of conservation of momentum Define and calculate pressure State and apply Archimedes', Pascal's, and Bernoulli's principles Recognize that pressure decreases at higher altitudes and increases at greater depth Explain how hydraulic systems work Define buoyant force and explain its effect Explain how the density of an object	Direct instruction on unit material Guided practice Independent practice Motion, force, and pressure calculations Hands-on investigations and labs Scooter design project Small-scale boat design project Content maps Modeling and visual representations Vocabulary instruction Class discussion and student reflection	Core Resource: Prentice Hall Science Explorer: Motion, Forces and Energy Supplemental Resource: Content labs; content maps; scooter design materials; small-scale boat design materials; force and motion models; teacher-created, standards-aligned investigations and activities

7th Grade - Social Studies

Timeline	Themes/Enduring Understandings/Essential Questions for the Unit	Common Core Standards Addressed	Assessments	Standards Based Skills and Concepts Targeted	Strategies/Practices Used to Teach Skills and Concepts	Resources/Texts Used
1st Quarter - Unit 1	The United States and Canada Essential Questions: How can you measure success? Is conflict unavoidable? Enduring Understandings: An abundance of natural resources provides the basis for economic growth. European settlement greatly diminished Native American populations and forced their way of life to change. Immigration can dramatically shape a country's politics, economy, and culture. Resources and geography have an important effect on settlement. Cooperation can be encouraged between different ethnic and cultural groups. Negotiations can encourage changes in	SS.Inq1.a.m SS.Inq2.a.m SS.Inq3.c.m SS.Inq4.a.m SS.Geog1.a.m SS.Geog1.b.m SS.Geog1.c.m SS.Geog2.b.m SS.Geog3.a.m SS.Hist1.a.m SS.Hist2.b.m SS.Econ4.c.m	Formative Assessments: Online self-check quizzes Section quizzes Map labeling checks Primary source responses Class discussion checks Chapter activities Summative Assessments: Chapter tests Docudrama explaining Immigration and how it shaped America Unit activity or project	Summarize characteristics of U.S. cultural diversity Evaluate U.S. success or failure within various contexts Analyze political and geographical maps of North America Interviewing America activity Analyze regional differences through a panel of regions Create a living timeline Evaluate perspectives using Thumbs Up, Thumbs Down Analyze resource attraction Explain cultural clash and its effects Describe how immigration shaped America Explain how Canada's government is organized and how its leaders function	Docudrama connected to immigration and American identity Map labeling of regions, major landmarks, and borders of the United States Primary source reading connected to colonists and the British Analysis of the Revolutionary War's outcomes for colonists, Native Americans, and the British Cause-and-effect chains connected to military, popular culture, and consumer influences Graphing cost of living over time in America Charting Canada's government and leadership roles Comparing Canada's powers before and after independence	Core Resource: Pearson My World Geography 2011 Supplemental Resource: myWorld Geography online platform; Active Atlas; classroom atlases; teacher-created, standards-aligned geography and map activities
2nd Quarter - Unit 2	Middle America Essential Questions: How much does geography shape a country? Is it better to be independent or interdependent? Enduring Understandings: Geography has a significant effect on settlement patterns. The availability of natural resources may not guarantee a country's economic success. While diversity may create conflict, it can also enrich a country's culture. Geographic factors create socio-economic challenges. Different political and economic systems have varying effects on national stability and quality of life. There are both benefits and drawbacks of international involvement for small nations.	SS.Inq1.a.m SS.Inq2.a.m SS.Inq3.c.m SS.Inq4.a.m SS.Geog1.a.m SS.Geog1.b.m SS.Geog1.c.m SS.Geog2.b.m SS.Geog3.a.m SS.Geog3.b.m SS.Geog5.a.m SS.Hist1.a.m SS.Econ4.c.m	Formative Assessments: Online self-check quizzes Section quizzes Special purpose map checks Main idea/detail responses Cause-and-effect responses Chapter activities Summative Assessments: Chapter tests Online article or slideshow explaining how geography has shaped Mexico Multimedia presentation or article connected to independence and interdependence Tourism development business plan	Read special purpose maps Synthesize information from geographic and historical sources Analyze cause and effect Make decisions using geographic and economic information Identify main ideas and details Compare and contrast Mexico with other Latin American nations Explain how geography has shaped Mexico Write brief profiles of Mexican leaders and evaluate their impact Explain independence from and interdependence with other countries Create business plans for new tourism development	Compare and contrast Mexico with other Latin American nations in size, economy, and population Use a pyramid to show levels of colonial society in Latin America Create a timeline of Spanish invasions in Mexico Chart positive and negative effects of colonization in Mexico Compare advantages and disadvantages of independence and interdependence Use maps to understand ecosystems, plants, and wildlife in Central America Research, writing, and multimedia presentation activities	Core Resource: Pearson My World Geography 2011 Supplemental Resource: myWorld Geography online platform; Active Atlas; classroom atlases; teacher-created, standards-aligned geography and map activities
2nd Quarter - Unit 3	South America Essential Questions: Is conflict unavoidable? What are the challenges of diversity? Who should benefit from a country's resources? Enduring Understandings: A region's physical geography influences its culture. Resources, soil, and climate affect a region's economy. Valuable resources may lead to colonization and conflict. Environmental conservation is often in conflict with immediate economic growth. Landforms can be both a diverse and cohesive force in human geography. Interactions between geography and history can lead to long-term social problems. Climate and geography shape ecosystems. Geographic factors influence economic growth. Geography and resources determine	SS.Inq1.a.m SS.Inq2.a.m SS.Inq3.c.m SS.Inq4.a.m SS.Geog1.a.m SS.Geog1.b.m SS.Geog1.c.m SS.Geog2.b.m SS.Geog3.a.m SS.Geog3.b.m SS.Geog5.a.m SS.Hist1.a.m SS.Hist2.b.m SS.Econ4.c.m	Formative Assessments: Online self-check quizzes Section quizzes Special purpose map checks Main idea/detail responses Cause-and-effect responses Chapter activities Summative Assessments: Chapter tests Virtual newspaper editor activity Caribbean cruise planning activity Unit activity or project	Read special purpose maps Categorize information Identify main ideas and details Identify evidence Compare and contrast regional features Synthesize geographic, historical, and economic information Analyze urbanization Analyze language and cultural patterns Connect archaeology to regional history Explain how tourism has changed South America Analyze population density using maps Research ethnic mixes in Caribbean and South America Explain how climate affects the Amazon Basin Compare shipping routes before and after the Panama Canal Analyze resources and settlement patterns	Cause-and-effect analysis of changes brought by tourism Population map analysis to understand population density Research on ethnic mixes in Caribbean and South America Map analysis of climate in the Amazon Basin Timeline of explorers in South America Comparison of shipping routes before and after the Panama Canal Diagramming benefits of the Panama Canal Online resource hunt Virtual newspaper editor activity Caribbean cruise planning activity	Core Resource: Pearson My World Geography 2011 Supplemental Resource: myWorld Geography online platform; Active Atlas; classroom atlases; teacher-created, standards-aligned geography and map activities

3rd Quarter - Unit 4	Europe and Russia Essential Questions: What are the challenges of diversity? What makes a nation? Is it better to be independent or interdependent? How can you measure success? What should governments do? Enduring Understandings: Democracy and representative government have evolved over many centuries. Political power involves a complex set of relationships. Our religions, arts, and sciences have an ancient heritage. Innovations in science and technology affect politics, economics, and everyday life. The quest for knowledge and the emphasis on reason have improved life and brought about modern culture. Democratic ideals form the basis for governments that are accountable to citizens and promote prosperity. Joining international alliances can have advantages and disadvantages for member nations. Migration and trade often lead to cultural diffusion and cultural borrowing. Service industries and global trade are transforming modern economies. Foreign investment and foreign trade are important for economic growth. Governments need to invest in human and physical capital to achieve economic growth. Cultural or ethnic differences can cause conflict, but these conflicts can also be resolved peacefully.	SS.Inq1.a.m SS.Inq2.a.m SS.Inq3.c.m SS.Inq4.a.m SS.Geog1.a.m SS.Geog1.b.m SS.Geog1.c.m SS.Geog2.b.m SS.Geog3.a.m SS.Geog3.b.m SS.Hist1.a.m SS.Hist2.b.m SS.Hist3.c.m SS.Hist4.a.m SS.Econ4.c.m SS.PS2.a.m	Formative Assessments: Online self-check quizzes Section quizzes Outline map checks Timeline activities Map and chart interpretation checks Main idea/detail responses Chapter activities Summative Assessments: Chapter tests Persuasive presentation about the benefits of exploration Unit activity or project	Describe elements of the feudal system, caste systems, and other classifying structures and how they influenced life and development. Explain religious practices and customs observed in major religions Label an outline map of Europe and Russia Understand the formation of democracy and other types of government Explore maps of the Roman Empire Sequence Ancient Roman historical events Summarize social roles during feudalism Learn about manor life Analyze political systems past and present Draw conclusions about what led to the rise of nations in Western Europe Identify economic and cultural trends caused by Italy's trade with Asia Sequence events in the Age of Exploration Give a persuasive presentation about the benefits of exploration Analyze causes and effects of political and technological revolutions Compare and contrast the two world wars Describe main events related to democratization and unification of Europe Interpret maps and charts Compare and contrast the countries of Northwestern Europe Identify main ideas and details about life in West Central Europe Understand economic changes in Southern Europe brought about by EU membership and globalization Synthesize information about Eastern	Use maps and other geographic representations, tools, and technologies to acquire, process, and report information from a spatial perspective Use mental maps to organize information about people, places, and environments Analyze spatial organization of people, places, and environments Analyze physical and human characteristics of places Study how people create regions to interpret Earth's complexity Analyze how culture and experience influence perceptions of places and regions Analyze physical processes and ecosystems Examine migration, cultural mosaics, economic interdependence, settlement patterns, cooperation, and conflict Analyze how human actions modify the physical environment Explain how physical systems affect human systems Apply geography to interpret the past and present and plan for the future	Core Resource: Pearson My World Geography 2011 Supplemental Resource: myWorld Geography online platform; Active Atlas; classroom atlases; teacher-created, standards-aligned geography and map activities
3rd Quarter - Unit 5	Africa Essential Questions: Who should benefit from a country's resources? Is conflict unavoidable? How much does geography shape a country? Enduring Understandings: The environment affects people's lives, and in turn, people affect the environment. Conflict affects people's safety and access to opportunities. People struggle to form stable economies that allow everyone to have a good quality of life. Conflict shapes people's lives by demanding human and financial resources. Geographic factors create socio-economic benefits and challenges. Political and economic changes affect national stability and standards of living. Conquest and conflict have shaped people's lives in history and in the present. A region's physical features and climate affect the people who live there in many ways.	SS.Inq1.a.m SS.Inq2.a.m SS.Inq3.c.m SS.Inq4.a.m SS.Geog1.a.m SS.Geog1.b.m SS.Geog1.c.m SS.Geog2.b.m SS.Geog3.a.m SS.Geog3.b.m SS.Geog5.a.m SS.Hist1.a.m SS.Hist2.b.m SS.Econ4.c.m SS.PS2.a.m	Formative Assessments: Online self-check quizzes Section quizzes Climate map checks Flow chart activities Outline map labeling Primary source responses Chapter activities Summative Assessments: Chapter tests Unit activity or project	Use current events to locate countries of interest on a map Draw inferences about additional benefits and challenges of physical geography in the region Describe changes in modern times among countries of Europe, Asia, and Africa Describe early transportation and exploration routes Respond to regional environmental problems Place events in regional history in sequential order Draw conclusions about economic challenges of the region Analyze how resources, environment, conflict, and government affect quality of life	Manipulate climate maps Make a two-column table showing economic activities Simulate effects of trade Use flow charts to describe instability and resulting poverty Label outline maps Read an ecosystems map Sequence regional historical events Chart specific ethnic and political conflicts Read and analyze primary source documents	Core Resource: Pearson My World Geography 2011 Supplemental Resource: myWorld Geography online platform; Active Atlas; classroom atlases; primary source documents; teacher-created, standards-aligned geography and map activities
3rd Quarter - Unit 6	Southwest Asia Essential Questions: How much does geography shape a country? Is conflict unavoidable? What are the challenges of diversity? Enduring Understandings: The physical environment both constrains and enables a society. Every society must respond to changes in its circumstances. A society's history shapes its present and future. Conflicts often erupt along ethnic and religious lines over land and resources. Current issues can have deep historical roots. Patterns of climate can help determine where people live and the kinds of societies they build. Societies benefit from the contributions of all cultures within them. Ethnic and religious conflicts often erupt where minority groups are treated harshly or unfairly.	SS.Inq1.a.m SS.Inq2.a.m SS.Inq3.c.m SS.Inq4.a.m SS.Geog1.a.m SS.Geog1.b.m SS.Geog1.c.m SS.Geog2.b.m SS.Geog3.a.m SS.Geog3.b.m SS.Geog5.a.m SS.Hist1.a.m SS.Hist2.b.m SS.Hist4.a.m SS.Econ4.c.m SS.PS2.a.m	Formative Assessments: Online self-check quizzes Section quizzes Map labeling checks Graphic representation interpretation Comparison activities Timeline activities Chapter activities Summative Assessments: Chapter tests Unit activity or project	Locate Middle Eastern countries and major cities on a world and regional map Focus on major global issues and compare how people in different regions address these issues Interpret graphic representations of data Evaluate the role of geography in a country's success or failure Evaluate and select rules for sharing water resources fairly Compare and contrast major religions of the world Explore compromises for peace in the region Explain how ethnic and religious conflicts often erupt where minority groups are treated harshly or unfairly	Identify critical resources of oil and water Label maps with countries, major landforms, and bodies of water Make compare-and-contrast maps of religions Draw timelines of historical events Analyze visuals Complete formulas such as geographic feature plus climate feature equals problem Compare and contrast energy sources Diagram government information on nations Determine fact and opinion using regional information	Core Resource: Pearson My World Geography 2011 Supplemental Resource: myWorld Geography online platform; Active Atlas; classroom atlases; regional maps; teacher-created, standards-aligned geography and map activities
4th Quarter - Unit 7	South and Central Asia Essential Questions: What should governments do? What makes a nation? Enduring Understandings: After revolutions, old ways of doing things continue to influence new ways. Governments take many roles in managing and developing a country's economy. Economies change over time as trading relationships change. Regional economies are influenced by history, climate, and resources. Religious and ethnic diversity may have positive and negative effects. Economic opportunity varies from region to region.	SS.Inq1.a.m SS.Inq2.a.m SS.Inq3.c.m SS.Inq4.a.m SS.Geog1.a.m SS.Geog1.b.m SS.Geog1.c.m SS.Geog2.b.m SS.Geog3.a.m SS.Geog3.b.m SS.Hist1.a.m SS.Hist2.b.m SS.Econ4.c.m SS.PS2.a.m	Formative Assessments: Online self-check quizzes Section quizzes Outline map labeling Map and visual analysis checks Fact and opinion checks Chapter activities Summative Assessments: Chapter tests Research or comparison activity Unit activity or project	Demonstrate knowledge of direction, location, and relationships of locales, regions, countries, and continents Locate major countries and cities on a world map Draw conclusions about symbols or images that are important to a given country Label outline maps of Central Asia and the Caucasus Synthesize information about the land, resources, and people of South Asia Identify distinctive physical and human features of South Asia Identify the effects of invasion and colonization on South Asia's history	Analyze maps and visuals connected to GDP Use physical maps to explain the effects of mountains on climate Draw mental maps of the region Identify bias Analyze cause and effect connected to ethnic groups, government, and land Draw trade route maps of India and surrounding areas Compare and contrast Hollywood and Bollywood Chart India's current ruling system and compare it to rule under Britain Research websites for information on nations to determine fact and opinion	Core Resource: Pearson My World Geography 2011 Supplemental Resource: myWorld Geography online platform; Active Atlas; classroom atlases; regional maps; teacher-created, standards-aligned geography and map activities

4th Quarter - Unit 8	East and Southeast Asia Essential Questions: How can you measure success? How much does geography shape a country? What are the challenges of diversity? Enduring Understandings: The successes of a large country or empire might not benefit all citizens. A market economy leads to more economic development than a command economy due to competition, innovation, and free trade. Abrupt economic growth can have major impacts on a country's population distribution, culture, and environment. Societies and individuals adapt in unique ways to the influence of their physical and cultural geography. Pollution and other environmental problems often occur when societies do not consider the scarcity of available resources. Scarcity of resources leads to economic interdependence between countries. Geography shapes culture and contributes to ethnic diversity. Geography can affect the diverse economies of a region. A region's resources can determine settlement patterns and economic life.	SS.Inq1.a.m SS.Inq2.a.m SS.Inq3.c.m SS.Inq4.a.m SS.Geog1.a.m SS.Geog1.b.m SS.Geog1.c.m SS.Geog2.b.m SS.Geog3.a.m SS.Geog3.b.m SS.Geog5.a.m SS.Hist1.a.m SS.Hist2.b.m SS.Econ4.c.m SS.PS2.a.m	Formative Assessments: Online self-check quizzes Section quizzes Map labeling checks Population and physical feature chart analysis Main idea/detail responses Sequence of events activities Chapter activities Summative Assessments: Map labeling checks Chapter tests Regional challenge/solution chart Unit activity or project	Analyze why people migrate in China Label outline maps of China, Mongolia, and Taiwan Identify China's physical features Locate major cities on a world map Compare and contrast command economy and market economy Identify main ideas and details in the history of China and its neighbors Track important dates in China, Mongolia, and Taiwan's history Evaluate recent changes in China Locate and label major cities of Japan and the Koreas Solve problems concerning lack of resources in Japan and the Koreas Analyze land use using a resource map Identify main ideas and details in the history of Japan and the Koreas Gather data from charts Summarize Japan and the Koreas today Label outline maps of Southeast Asia Recall the sequence of events in the history of Southeast Asia Create a chart of challenges facing Southeast Asia and offer solutions Identify main ideas about the region's cultures	Analyze charts on population and physical features Use online videos to understand pollution problems in China Compare and contrast command and market economies Create a web to organize economic systems Sequence the invasion and overthrow of the Mongols in China Analyze visuals of the Communist transformation of China Use maps to understand land issues in Japan Categorize events in Southeast Asia by periods of rule Map labeling and regional comparison activities	Core Resource: Pearson My World Geography 2011 Supplemental Resource: myWorld Geography online platform; Active Atlas; classroom atlases; regional maps; selected online videos; teacher-created, standards-aligned geography and map activities
4th Quarter - Unit 9	Australia and the Pacific Essential Question: What makes a nation? Enduring Understandings: Colonization can have far-reaching and negative effects on a region's people, culture, and resources. Climate and location relative to resources influence where people migrate to and settle. A nation's development is closely linked to the region's past economic and cultural relationships.	SS.Inq1.a.m SS.Inq2.a.m SS.Inq3.c.m SS.Inq4.a.m SS.Geog1.a.m SS.Geog1.b.m SS.Geog1.c.m SS.Geog2.b.m SS.Geog3.a.m SS.Geog3.b.m SS.Geog5.a.m SS.Hist1.a.m SS.Hist2.b.m	Formative Assessments: Online self-check quizzes Section quizzes Outline map labeling Visual analysis checks Map-based migration and settlement activities Chapter activities Summative Assessments: Chapter tests Regional comparison activity Unit activity or project	Evaluate the role of geography in a country's success or failure Evaluate and select rules for sharing water resources fairly Compare and contrast major religions of the world Explore compromises for peace in the region Explain how ethnic and religious conflicts often erupt where minority groups are treated harshly or unfairly Identify effects of colonization on indigenous culture and practices Analyze migration and settlement patterns in the Pacific Compare features of past and present Pacific island economies	Analyze visuals through an online regional fly-over of Australia and the Pacific Color-code maps to differentiate between countries in the Pacific Label an outline map Identify effects of colonization on indigenous culture and practices Use maps to draw out migration and settlement of the Pacific Compare features of past and present Pacific island economies Class discussion and regional reflection activities	Core Resource: Pearson My World Geography 2011 Supplemental Resource: myWorld Geography online platform; Active Atlas; classroom atlases; regional maps; selected online geography visuals; teacher-created, standards-aligned geography and map activities

7th Grade - Reading

Timeline	Themes/Enduring Understandings/Essential Questions for the Unit	Common Core Standards Addressed	Assessments	Standards Based Skills and Concepts Targeted	Strategies/Practices Used to Teach Skills and Concepts	Resources/Texts Used
1st Quarter - Unit 1	Elements of Fiction, Fiction vs. Nonfiction, and Survival Mentor Texts: Hatchet by Gary Paulsen OR Tom Sawyer by Mark Twain Recent nonfiction articles about survival Optional/Additional Mentor Text: Call of the Wild by Jack London as an alternative mentor text or comparison text Essential Questions: How do readers identify and analyze the elements of fiction? How do fiction and nonfiction texts develop ideas differently? How do plot, character, conflict, setting, and theme work together to create meaning? How can survival texts help readers make connections across fiction and nonfiction? Enduring Understandings: Readers use main ideas, details, plot structure, character development, conflict, setting, and theme to understand fiction. Readers distinguish topic from theme and summarize central ideas in literary and informational texts. Authors use structure, genre, descriptive language, and word choice to develop meaning, mood, and tone. Readers make connections across texts and support their thinking through discussion, writing, and textual evidence.	RL.7.2 RL.7.3 RL.7.4 RL.7.5 RL.7.6 RL.7.9 RI.7.2 RI.7.3 RI.7.4 RI.7.5 RI.7.6 RI.7.9 W.7.1 SL.7.1 SL.7.1.a SL.7.1.d SL.7.2 SL.7.5 L.7.1 L.7.2 L.7.2.a L.7.2.b	Formative Assessments: Unit 1 skills checks Application tasks using unit skills with mentor text Notebook checks Membean vocabulary quizzes 1-4 Discussion participation Reading responses Summative Assessments: Unit 1 Skills Test Application Test with unit skills applied to mentor text Notebook Check Survival Island Project OR Short Story Project	Locate basic facts in a text Draw simple logical conclusions about main characters Identify the topic of passages Distinguish topic from theme Determine when an event occurs Identify cause-and-effect relationships within a sentence or passage Understand the implication of familiar words, phrases, and descriptive language Identify a clear central idea in literary narrative Identify clear comparative relationships between main characters Summarize literary and informational texts Analyze how elements of plot are related, affect each other, and create meaning Determine meanings of words and explain how words impact mood and tone Analyze how structure and genre contribute to theme and main idea Analyze how authors develop point of view and the perspectives of characters and narrators Make connections within and across texts Compose reflective, formal, and creative writing for formal and informal purposes Engage in discussions of varying types Paraphrase and clarify ideas Understand multiple perspectives Analyze main ideas and details Use multimedia and visual displays to emphasize significant points Explain how language functions in different contexts and disciplines Make effective choices in language use	Main idea and detail practice Summarizing practice Genre traits and genre comparison The 5 Things reading strategy Plot analysis Pacing and structure analysis Flashback, flash-forward, and time lapse analysis Character type analysis Conflict analysis, including five types of conflict Theme analysis Setting analysis Organizational techniques in fiction Organizational techniques in nonfiction Discussion protocols Text annotation Reading response writing Project-based learning connected to survival and/or short story elements	Core Resource: Hatchet by Gary Paulsen OR Tom Sawyer by Mark Twain; recent nonfiction articles about survival Supplemental Resource: Call of the Wild by Jack London; short story anthology; All Summer in a Day packet; Ereadingworksheets.com; CommonLit; Membean; Flocabulary; calendar with links in Department Drive; departmental acronyms slides
2nd Quarter - Unit 2	Characterization, Mood, Tone, Atmosphere, Figurative Language, and Annotation Mentor Text: Fever 1793 by Laurie Halse Anderson Related nonfiction articles Essential Questions: How do authors develop characters, mood, tone, and atmosphere? How do sentence structure, paragraph function, and text structure support meaning and claims? How can readers use annotation, context clues, and point-evidence-analysis writing to explain their thinking? How do fiction and nonfiction texts differ in structure, purpose, and development of ideas? Enduring Understandings: Readers analyze how individuals, events, and ideas are introduced, developed, and connected across a text. Authors use structure, characterization, conflict, setting, mood, tone, diction, and point of view to shape meaning. Readers use context clues, Greek and Latin affixes and roots, and vocabulary strategies to determine meaning. Writers support analysis, reflection, and inquiry with evidence from texts.	RL.7.3 RL.7.4 RL.7.5 RL.7.9 RI.7.3 RI.7.4 RI.7.5 RI.7.9 W.7.1 W.7.9 SL.7.1 SL.7.1.a SL.7.2 L.7.1 L.7.2 L.7.2.b L.7.4	Formative Assessments: Unit 2 skills checks Application tasks Notebook checks Membean vocabulary quizzes Annotation checks PEA writing practice Reading responses Summative Assessments: Unit 2 Skills Test Application Test Notebook Check Project Option: illustrated plot diagram with summaries Project Option: protagonist's scrapbook Project Option: theme/characterization cartoon Project Option: foldable or one-pager	Analyze how sentences in passages support a claim Compare passages Identify cause-and-effect relationships Analyze how sentences relate to the whole passage Identify the clear function of a paragraph in literary narrative Recognize author intent Analyze how sentences support a claim Analyze how individuals, events, and ideas are introduced and developed Explain how individuals, events, and ideas relate to each other Determine meanings of multiple-meaning words Analyze how structure organizes text and develops themes or ideas Make connections within and across texts Compose formal and informal writing Draw evidence to support analysis, reflection, and inquiry Analyze main ideas and details and explain how ideas clarify a topic, text, or issue Determine meaning of words using context clues, Greek and Latin affixes, and roots Build vocabulary	Different note-taking styles Author's purpose using PIE Review of Plot Mountain Text structure analysis Characterization analysis Impact of conflict on character Theme review Context clue practice PEA point-evidence-analysis writing format Voice and narration style Determining differences between fiction and nonfiction Setting and its impact on atmosphere of text Point of view, including first person, second person, third person omniscient, objective, and limited Introduction to figurative language Mood, tone, diction, denotation, and connotation Annotation practice Discussion and written analysis	Core Resource: Fever 1793 by Laurie Halse Anderson; related nonfiction articles Supplemental Resource: Nonfiction articles; Ereadingworksheets.com; CommonLit; Membean; Flocabulary; calendar with links in Department Drive; departmental acronyms slides

3rd Quarter - Unit 3	Poetry, Figurative Language, Symbolism, and Finding the Purpose of Details Mentor Texts: Various poetry Excerpts from short stories Essential Questions: How do poets and authors use figurative language, imagery, symbolism, diction, and sound to create meaning? How do specific details affect mood, atmosphere, author purpose, and tone? How do poetic forms and structures influence meaning? How can readers analyze and create poetry using intentional language choices? Enduring Understandings: Readers analyze figurative language, connotation, denotation, mood, tone, diction, imagery, symbolism, and sound to interpret poetry and literary texts. Authors use specific details, language choices, and structures to develop meaning, theme, mood, and tone. Poetry uses form, rhythm, rhyme, repetition, sound, and visual structure to communicate ideas and emotions. Readers and writers make intentional vocabulary and language choices based on purpose, audience, and context.	RL.7.1 RL.7.4 RL.7.5 RL.7.9 W.7.1 W.7.3.c SL.7.1 SL.7.1.a SL.7.2.b SL.7.4 SL.7.5 L.7.1 L.7.1.a L.7.1.b L.7.1.c L.7.2 L.7.2.a L.7.2.b L.7.3 L.7.4	Formative Assessments: Figurative language practice Poetry analysis practice Notebook checks Membean vocabulary quizzes Reading responses Discussion participation Drafts for poetry portfolio Summative Assessments: Figurative Language Test Poem Analysis Notebook Check Poetry Portfolio	Analyze how one or more sentences relate to the whole passage Locate simple details in somewhat challenging passages Analyze how specific word and phrase choices shape meaning, mood, and tone Interpret basic figurative language Cite text evidence Support analysis of what a text says explicitly and implicitly Make logical inferences Determine meanings of words and phrases, including figurative and connotative meanings Analyze how structure and genre-specific features contribute to the development of themes and ideas Use language to create cohesion Use sensory language Avoid plagiarism Set goals Communicate clearly and explain the purpose of language choices Create multimedia and visual displays in presentations to emphasize significant points Explain how language functions in various cultures, contexts, and disciplines Make effective choices when composing, creating, and speaking Recognize dialects and the purpose of language choices in a text Maintain consistency in style and tone Distinguish connotation and denotation Analyze mood and tone Analyze rhyme, meter, repetition, sound, nuances in word meanings, and figurative language	Figurative language analysis Imagery analysis Mood, tone, and diction analysis Denotation and connotation practice Voice review Symbolism, including emblems, conventional symbols, and contextual symbols Effect of details on a text Effect of details on mood and atmosphere Effect of details on author purpose and tone Idioms and the purpose of idioms Dialect and purpose for including dialect Compare and contrast voice, style, and themes Formatted poetry Syllabic poetry Narrative poetry Rhyme and rhyme scheme Structured poetry Beat poetry Historical poems, allusions, and influences Visual poetry and artistic poetry Lyric poetry Elegies Iambic pentameter and scansion for rhythm Sonnets Poetry portfolio creation	Core Resource: Various poetry; excerpts from short stories Supplemental Resource: Poetry Unit Outline with resources and lesson plans; Ereadingworksheets.com; CommonLit; Membean; calendar with links in Department Drive; departmental acronyms slides, especially SHAMPOO; figurative language terms, explanations, and flow chart in shared drive
4th Quarter - Unit 4	Deciphering Complex Text: Context Clues, Inferences, Textual Evidence, Characterization, Voice, and Author's Craft Mentor Text: The True Confessions of Charlotte Doyle by Avi Essential Questions: How do readers use context clues, inferences, and textual evidence to understand complex texts? How do narrator choice, characterization, conflict, plot, and word choice affect meaning? How can readers analyze author purpose, theme, mood, and tone in a complex novel? How can discussion, research, and writing deepen interpretation of literature? Enduring Understandings: Readers use complex text strategies, context clues, inferences, and textual evidence to analyze meaning. Author choices related to narrator, voice, characterization, conflict, plot, and diction shape reader understanding. Readers and writers gather relevant information, assess credibility and accuracy, and quote or paraphrase while avoiding plagiarism.	RL.7.1 RL.7.3 RL.7.4 RL.7.5 RL.7.6 RL.7.9 W.7.1 W.7.8 SL.7.1 SL.7.1.a SL.7.1.b SL.7.1.c SL.7.1.d L.7.1 L.7.2 L.7.2.a L.7.2.b L.7.4	Formative Assessments: Unit skills checks PEA response practice Application tasks Notebook checks Membean vocabulary quizzes Reading responses Discussion participation Summative Assessments: Unit Skills Test OR PEA Response Test Application Test Notebook Check Project Option: compare and contrast to another text from the year Project Option: create a new ending, matching style and explaining choices Project Option: travel brochure or game depicting Charlotte's journey Project Option: journal mimicking Charlotte's voice	Gather relevant information Assess credibility and accuracy Quote and paraphrase conclusions of others while avoiding plagiarism Pose questions that invite elaboration Respond to others' questions and comments with relevant ideas Keep discussion on topic Consider multiple perspectives Use context clues to support understanding Make inferences Draw logical conclusions using text evidence Use textual evidence to support analysis Analyze direct and indirect characterization Analyze limitations of voice based on narrator choice Identify and analyze dramatic irony Review types of conflict Analyze the impact of conflict on characterization Analyze the impact of plot, character, and conflict on theme Analyze the significance and impact of specific word choices Explain the effect of diction on reader understanding of author purpose, theme, and mood	Complex text strategies Context clue practice Inference practice Logical conclusions and text evidence support Using an appendix Direct and indirect characterization Analysis of narrator choice and limitations of voice Dramatic irony analysis Conflict review Characterization analysis Plot and theme analysis Diction and word choice analysis PEA response writing Collaborative discussion Project-based literary analysis Review skills from prior units as needed by student grouping	Core Resource: The True Confessions of Charlotte Doyle by Avi Supplemental Resource: Ereadingworksheets.com; CommonLit; Membean; calendar with links in Department Drive; departmental acronyms slides, especially STEAL

7th Grade - Language Arts

Timeline	Themes/Enduring Understandings/Essential Questions for the Unit	Common Core Standards Addressed	Assessments	Standards Based Skills and Concepts Targeted	Strategies/Practices Used to Teach Skills and Concepts	Resources/Texts Used
1st Quarter - Unit 1	Formal Debate, Argumentative Writing, the Hourglass Essay, Five-Paragraph Essay Format, and Grammar Essential Questions: How do writers make and support strong claims? How do speakers use debate format, valid reasoning, and evidence to communicate an argument? How does essay structure help clarify purpose, topic, and argument? How do grammar, punctuation, spelling, and word choice help writers communicate clearly? Enduring Understandings: Argumentative writers make claims, support them with valid reasoning and credible evidence, and acknowledge opposing viewpoints. Formal debate requires preparation, evidence, reasoning, clear speaking, and respectful response to opposing ideas. The Hourglass Essay and five-paragraph essay formats help writers organize ideas logically and connect evidence to analysis. Writers strengthen writing through planning, revision, editing, standard English conventions, and purposeful language choices.	RL.7.1 RI.7.1 RI.7.4 RI.7.8 W.7.1 W.7.2 W.7.3 W.7.4 W.7.5 SL.7.1 SL.7.3 SL.7.4 L.7.1 L.7.2 L.7.5 L.7.6	Formative Assessments: Writing assessment practice Argumentative writing drafts Debate preparation notes Grammar practice for subjects, predicates, sentences, and subject-verb agreement Weekly spelling quizzes on full weeks of school Revision and editing checks Discussion participation Summative Assessments: Writing Assessment Argumentative Essay Grammar CH 1 and 9 Test: Subjects, Predicates, Sentences, and Subject-Verb Agreement Debate Project	Cite textual evidence Support analysis Draw independent conclusions Make inferences Determine meaning of words and phrases, especially those with multiple meanings Trace an argument Recognize irrelevant information Provide valid reasoning Write in a variety of ways and for a variety of purposes Make and support claims Use quotes Use structure to clarify purpose and topic Provide a conclusion Produce clear, coherent writing Develop and strengthen writing by planning, revising, editing, and rewriting Engage in a range of discussions appropriately Come prepared for organized discussions Draw on and support ideas with text evidence Clarify ideas Pose questions Evaluate claims and reasoning Understand language functions in a variety of contexts Use appropriate language for a situation Use consistent style and tone Eliminate wordiness and redundancy Determine and clarify meaning of	Debate terms Fact vs. opinion Correct debate format Logos, ethos, and pathos rhetoric basics Three-part thesis development The Hourglass Essay Five-paragraph essay format aligned to a three-part thesis PEA point-evidence-analysis writing format, focusing especially on analysis and tying ideas to the "therefore" statement of the thesis Revision and editing Root words and spelling strategies Grammar lessons Debate preparation and presentation Peer discussion and response Writing conferences and feedback	Core Resource: If They Can Argue Well, They Can Write Well by Dr. Bill McBride Supplemental Resource: Grammar Workbook in Drive; grammar-related slides in shared drive; spelling book/Greek and Latin Roots workbook PDF in Drive; iXL practice and quiz options; Writing Resources in Department Drive; calendar with links in Department Drive; departmental acronyms slides; nonfiction articles

2nd Quarter - Unit 2	Grammar, Essay Writing, Drama, Voice, Style, and Performance RL.7.2 RI.7.2 RL.7.4 Essential Questions: How do writers summarize, identify central ideas, and develop ideas in response to a prompt? W.7.1 W.7.2 W.7.3 W.7.4 How do grammar skills support clear writing? SL.7.1 How do voice, style, dramatic conventions, and stage cues affect performance? L.7.2 How can students transfer writing skills across essay, narrative, and drama-based tasks? L.7.6 Enduring Understandings: Writers summarize, determine theme or central idea, and analyze how ideas develop over time. Grammar and conventions help writers create clear and correct communication. Drama uses voice, style, stage cues, and performance techniques to communicate meaning. Writers transfer skills across different purposes, genres, prompts, and performance tasks.	Formative Assessments: Grammar practice for nouns and pronouns Grammar practice for verbs MLK essay planning and drafting Weekly spelling quizzes Drama rehearsal checks Teacher observation during writing and performance preparation Summative Assessments: Grammar CH 2 and 4 Test: Nouns and Pronouns Grammar CH 3 Test: Verbs MLK Essay Play Project	Summarize texts Determine theme or central idea Analyze development of theme or main idea Delete redundant and irrelevant material Determine whether an essay has met a goal Determine the most logical place in a paragraph for a sentence Write a simple conclusion Delete wordy or redundant material from an essay Use correct conventions of standard English Apply writing skills to prompts, including expository or personal narrative writing Use voice and style in writing and performance Understand dramatic conventions Understand stage cues Differentiate projecting from shouting	Grammar lessons Writing skills connected to the MLK contest, typically expository or personal narrative writing Varieties of writing styles Voice and style practice Dramatic conventions Projecting vs. shouting Understanding stage cues Play rehearsal and performance Peer feedback Writing revision and editing	Core Resource: Poe Plays; Back to Summer; other dramas as needed, with Grade 7 given a play to perform Supplemental Resource: Grammar Workbook in Drive; grammar-related slides in shared drive; spelling book/Greek and Latin Roots workbook PDF in Drive; IXL practice and quiz options; Writing Resources in Department Drive; calendar with links in Department Drive; departmental acronyms slides
3rd Quarter - Unit 3	Formal Writing vs. Formal Speaking, Grammar, Research, Credibility, Bias, and Audience Engagement RL.7.4 RI.7.4 RL.7.5 RI.7.5 RI.7.8 RL.7.9 RI.7.9 W.7.1 W.7.2 W.7.3 W.7.4 W.7.7 W.7.8 SL.7.1 SL.7.3 SL.7.4 L.7.1 L.7.2 L.7.5 L.7.6 Essential Questions: How do formal writing and formal speaking differ? How do researchers find relevant, credible, and accurate information? How do bias, credibility, and source evaluation affect research and argument? How can speakers engage an audience while communicating clearly and ethically? Enduring Understandings: Writers and speakers use different techniques depending on purpose, audience, format, and context. Researchers generate focused questions, gather credible information, use sources effectively, and avoid plagiarism. Bias and credibility affect how readers evaluate sources and develop informed positions. Speakers use style, organization, evidence, and audience awareness to communicate effectively.	Formative Assessments: Writing assessment practice Islamic Studies essay planning and drafting, if used Grammar practice for adjectives, adverbs, prepositions, conjunctions, and interjections Grammar practice for clauses and complex sentences Research notes Source credibility checks Bias analysis practice Weekly spelling quizzes Speaking practice Summative Assessments: Writing Assessment Islamic Studies Essay, if used Grammar CH 5-6 Test: Adjectives and Adverbs; Prepositions, Conjunctions, and Interjections Grammar CH 7 Test: Clauses and Complex Sentences Pick-a-Poet Research Project	Analyze how structure contributes to development of themes or ideas Evaluate the quality of a text Make connections to other texts, ideas, perspectives, eras, and experiences Conduct short inquiry projects Generate related, focused questions for inquiry and research Gather relevant, credible, and accurate information from digital sources Use search terms effectively and efficiently Paraphrase information Quote information Avoid plagiarism Cite in text and in a works cited Speak in a variety of contexts Differentiate between formal essay writing and formal speaking using correct techniques for each Use correct standard English Correct errors to standard English Distinguish narrative and informational speaking styles Engage an audience effectively	Review of formal and argumentative writing skills Speaking skills and differences between play speaking and speech speaking Engaging an audience Grammar instruction Search engines vs. sources Techniques for efficient research Finding relevant sources Credibility analysis Identifying credible sources Bias analysis Identifying bias RAVEN source evaluation Using biased sources appropriately, especially finding sources with opposite biases to inform a position Awareness of one's own bias and how it affects reading of sources Research drafting and revision Formal speaking practice	Core Resource: Writing Resources in Department Drive; Credibility, Bias, Plagiarism resources in shared drive Supplemental Resource: Calendar with links in Department Drive; departmental acronyms slides, especially ICE; TED Talks; AISides.com; Grammar Workbook in Drive; grammar-related slides in shared drive; spelling book/Greek and Latin Roots workbook PDF in Drive; IXL practice and quiz options; Writing Resources in Department Drive
4th Quarter - Unit 4	Grammar, Argumentative Writing, Media Analysis, Theme Presentation, and Multimedia Communication RL.7.1 RI.7.1 RL.7.4 RL.7.7 RI.7.7 RI.7.8 W.7.6 W.7.9 SL.7.1 SL.7.3 SL.7.4 SL.7.5 L.7.2 L.7.5 L.7.6 Essential Questions: How do readers compare and contrast versions of a text or idea across different media? How do writers trace and evaluate arguments, reasoning, and evidence? How do multimedia components and visual displays clarify and emphasize claims or findings? How do revision, editing, grammar, and conferences strengthen final writing? Enduring Understandings: Readers compare and contrast different media versions to analyze techniques and their effects. Writers and readers evaluate arguments by assessing validity of reasoning and relevance and sufficiency of evidence. Writers use collaboration, evidence, revision, editing, and standard English conventions to strengthen writing. Presenters use multimedia, visual displays,	Formative Assessments: Grammar practice for verbals Grammar practice for capitalization and punctuation Argumentative essay planning and drafting Paper conferences Media analysis practice Theme presentation preparation Weekly spelling quizzes Revision and editing checks Summative Assessments: Grammar CH 8 Test: Verbals Grammar CH 12-13 Test: Capitalization and Punctuation Argumentative Essay Media Analysis Project OR Theme Presentation Project	Compare and contrast varying versions across different media to analyze techniques and effects Trace and evaluate an argument Assess validity of reasoning Determine whether evidence is relevant and sufficient to support a claim Interact and collaborate with others to produce writing Draw evidence to support analysis, reflection, and inquiry Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize points Use correct standard English Make corrections to sentences that misuse standard English Revise and edit writing Apply inferences and text evidence Analyze theme and narrator reliability Analyze nonfiction for bias and credibility Analyze multimedia combinations such as music, video, and words	Review writing skills Paper conferences Grammar instruction Inferences and text evidence practice SOAPStone and poetry analysis Analysis of nonlinguistic texts Lyrics analysis OPTIC and art analysis Fiction analysis Theme analysis Narrator reliability analysis Nonfiction analysis Bias and credibility analysis Multimedia analysis, including music, video, and words Argumentative writing practice Revision and editing Presentation practice	Core Resource: Writing Resources in Department Drive; CommonLit; various art pieces Supplemental Resource: Ereadingworksheets.com; Grammar Workbook in Drive; grammar-related slides in shared drive; spelling book/Greek and Latin Roots workbook PDF in Drive; IXL practice and quiz options; calendar with links in Department Drive; departmental acronyms slides; inferences and media analysis-related resources in shared drive