

Subject: ELA
Grade: 7
Unit: 1
Duration: 8 weeks

Essential Question(s):
 -What makes science fiction believable?
 - How do authors make science fiction believable?
 - What is the relationship between imagination and discovery? Giver

Strands	Standards	Student Learning Targets "I Can" statements	Teacher Instructional Focus	Skills (verbs) Terms (academic vocab)	Assessments
Reading Literary Text	RL.7.1: Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	I can: <ul style="list-style-type: none"> Analyze how details and evidence within the text supports what the author states directly and what he/she implies. 	Identify textual evidence that explicitly and inferentially supports the ideas presented in the story.	Cite, support, says, drawn Assumption, textual support/evidence, supporting details/ideas, inference, conclusions, analyze, genre, fiction, flashback, foreshadow	Formal/informal assessments; Graphic organizer-- theme, character, and/or plot development chart; entrance/exit slips; written response; Study Island topic assessment; Art integration, visual literacy, debate, oral presentations, visual technological presentation
Reading Informational Text	RI.7.8 Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims RI.7.5 -Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas. RI.7.6 Determine an author's point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others.	I can: <ul style="list-style-type: none"> Outline specific claims and link them to an argument. Evaluate whether or not the reasons support the claims in the argument. Determine whether or not there is enough relevant evidence to support the argument. 	Demonstrate how to trace and evaluate claims in an argument. Identify sound reasoning and sufficient evidence in an argument	Trace, evaluate, assessing, support Argument, debate, claims, counter-claims, bias Analyze, use, determine, contribute, include, organize Non-fiction, key concepts, types of sentences, specific details	Formal/informal assessments; Graphic organizer-- theme, character, and/or plot development chart; entrance/exit slips; written response; Study Island topic assessment; Art integration, visual literacy, debate, oral presentations, visual technological presentation

<p>Writing</p>	<p>W.7.2- Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</p> <p>a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding .</p> <p>b. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.</p> <p>c. Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.</p> <p>d. Use precise language and domain-specific vocabulary to inform</p>	<p>I can:</p> <ul style="list-style-type: none"> • Use writing to inform or explain a topic. • organize my paper using a clear introduction. <p>a. Organize my paper using a clear introduction.</p> <p>a. organize my paper using a clear introduction</p> <p>b. Support my topic using facts, definitions, details, and examples</p> <p>b. Use headings, charts, tables, etc to add clarification to my paper.</p> <p>c. Use appropriate transitions to show</p>	<p>Explain and model the elements of informative/explanatory writing to examine and convey ideas, concepts, and information: thesis, organizational strategies (see a.), formatting, relevant textual supports, transitions, domain-specific vocabulary, formal tone, and concluding paragraph.</p>	<p>Use, produce, publish, link, cite, interact, collaborate</p>	<p>Formal/informal assessments;</p> <p>Rubrics, Graphic organizer-- theme, character, and/or plot development chart; entrance/exit slips; written response; Study Island topic assessment; Art integration, visual literacy, debate, oral presentations, visual technological presentation</p>
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	<p>about or explain the topic.</p> <p>e. Establish and maintain a formal style.</p> <p>f. Provide a concluding statement or section that follows from and supports the information or explanation presented.</p> <p>W.7.6- Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources</p>	<p>connections between ideas and concepts</p> <p>d. Use precise language and vocabulary specific to my topic.</p> <p>e. Write a formal paper.</p> <p>f. Write a conclusion that supports the information presented in my paper.</p> <p>I can:</p> <ul style="list-style-type: none"> • Use technology to create and publish my writing. • Use technology to find information and link it to my writing • Use technology to find 	<p>Assist students in using technology to produce and publish writing, emphasizing linking to and citing researched information</p>		
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		information and cite it in my writing.			
Speaking & Listening	S.L.7.5 - Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.	<p>I can:</p> <ul style="list-style-type: none"> Give a presentation using multimedia and visual displays to explain my claims and clearly make my points 	Demonstrate how to use multimedia components and visual displays to clarify and enhance claims and important points in a presentation.	<p>Include, clarify</p> <p>Multimedia, claims, evidence</p>	<p>Formal/informal assessments;</p> <p>Rubric, Graphic organizer-- theme, character, and/or plot development chart; entrance/exit slips; written response; Study Island topic assessment; Art integration, visual literacy, debate, oral presentations, visual technological presentation</p>
Language	<p>L.7.1 - Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>a. Explain the function of phrases and clauses in general and their function in specific sentences</p> <p>b. Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.</p> <p>c. Place phrases and clauses within a sentence, recognizing and correcting misplaced and</p>	<p>I can:</p> <ul style="list-style-type: none"> Language correctly when writing or speaking. <p>a. Define what phrases and clauses are and explain how they work in sentences .</p> <p>b. Identify the differences among simple, compound, complex, and compound/complex sentences.</p> <p>Explain how different</p>	Demonstrate the elements of standard English grammar and usage to improve students' writing and speaking	<p>Demonstrate, explain, choose, place, recognize, correct</p> <p>Subject-verb agreement, etc, gerund/gerund phrases, infinitive/infinitive phrase, participle/participle phrase, active/passive voice, mood</p>	<p>Formal/informal assessments;</p> <p>Graphic organizer-- theme, character, and/or plot development chart; entrance/exit slips; written response; Study Island topic assessment; Art integration, visual literacy, debate, oral presentations, visual technological presentation</p>

	dangling modifiers	<p>sentence types clarify ideas.</p> <p>c. Use phrases and clauses correctly in sentences.</p> <p>d. I can identify misplaced and dangling modifiers and correct them</p>			
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Literary Works:

The Giver*****

A Wrinkle in Time (Madeleine L'Engle)

Dune (Frank Herbert)

Eva (Peter Dickinson)

The Invisible Man (H.G. Wells)

The War of the Worlds (H.G. Wells)

Informational Texts

Almost Astronauts: 13 Women Who Dared to Dream (Tanya Lee Stone)

The Physics of Star Trek (Lawrence M. Krauss)