

Glendale Elementary School District

23-24 ELA PACING GUIDE

7th Grade



Reading Block	Equivalency Chart		
myPerspective supports	Benchmark Blueprints	Learning Cycle PDF	C & I Page
6-Minute Solutions Supports	Galileo Supports	AASA Item Specifications, Test Blueprints	ADE ELA website
	i-Ready Supports	7th Grade Deconstruction	ELA Standards Progression

Reading Block Layout (160 Minutes)

	Word Study (15-20 Minutes)	Whole Group Instruction/Launch Lesson (20-50)	Small Group Instruction (Minutes)	Writing (45 Minutes)
Teacher Actions	<ul style="list-style-type: none"> Explicitly and systematically model decoding of multisyllabic words, syllable patterns, morphology, root words, and affixes. Model how to determine the meaning of unknown words or phrases by choosing from a variety of strategies. Intentionally spiral review previous skills 	<ul style="list-style-type: none"> Expose students to grade level text Model Close Reading Strategies using annotation frames Demonstrate Fluent Reading Use Metacognition to reach learning targets Model how to support ideas, thoughts, and perspectives using textual evidence 	<ul style="list-style-type: none"> Expose students to a variety of genres, including different types and formats Model, guide, and reinforce good reading behaviors and strategies Prompt and reinforce reading behaviors, strategies, and discussions Model Close Reading Strategies using annotation frames 	<ul style="list-style-type: none"> Model the writing process through process and purpose Facilitate shared and guided reading practice Conference with students to provide feedback on their writing and set goals Extend literary analysis to writing Model how to cite and paraphrase textual evidence (MLA)
Student Actions	<ul style="list-style-type: none"> Read, Write, Sort, Divide, and Spell Multisyllabic words, Irregular Words Read Grade-Level Text Fluently Determine the meaning of unknown words Apply knowledge of affixes (Green, Latin, etc) in order to determine meaning of unknown words. 	<ul style="list-style-type: none"> Utilize Comprehension Strategies Read a variety of text types Ask and answer questions while reading and explain strategies used to understand text Close Read and Annotate text, including rereading for different purposes Practice fluent reading 	<ul style="list-style-type: none"> Read increasingly challenging text with fluency, accuracy, and understanding Utilize comprehension skills Build reading stamina Come to group discussions prepared by previously close reading Extend application through independent practice 	<ul style="list-style-type: none"> Connect reading text analysis by responding in writing Write increasingly complex connected sentences using a variety of structures Utilize the writing process to publish final works Participate in writing conferences and set goals to monitor learning
Resources	<ul style="list-style-type: none"> GESD Phonics Continuum (UFLI, ReadyGEN, 95%) SAVVAS myPerspectives VocabSurge 	<ul style="list-style-type: none"> SAVVAS myPerspectives Performance Coach Paired Passages 	<ul style="list-style-type: none"> SAVVAS myPerspectives 95% Group/SIPPS Plus Guided Reading Bookroom Jan Richardson Lesson Plans 	<ul style="list-style-type: none"> Thinking Maps Write from the Beginning SAVVAS myPerspectives

Equivalency Chart

	Kindergarten			1st Grade			2nd Grade			3rd Grade			4th Grade			5th Grade			6th Grade			7th Grade			8th Grade		
	B	M	E	B	M	E	B	M	E	B	M	E	B	M	E	B	M	E	B	M	E	B	M	E	B	M	E
Lexile	0	25	100	125	225	325	350	450	525	550	625	675	700	750	800	800	850	900	925-1070			925-1120			1010-1185		
Scholastic		B	D	D	F	I	I	K	M	M	O	P	P	R	S	S	U	V	V	W	X	X	Y	Z	Z	Z	Z
Jan Plan Template	Pre-A	Emergent		Early (D-I)				Transitional Template (J-P)																			
										Fluent Template (N+)																	
i-Ready Fluency					29+	60+	50+	84+	100+																		
Fountas & Pinnell	A	B	C	D	G	J	J	K-L	M	N	O	P	Q	R	S	T	U	V	W	X	Y	Z	Z	Z	Z	Z	Z
Learning A-Z	A	B	C	D	G	J	K	M	P	Q	R-S	T	U	V	W	X	Y	Z	Z	Z	Z	Z	Z	Z	Z	Z	
DRA	A-6			A-16			8-30			16-40			20-50			40-60			50-70								

Year Long Standards**Range of Reading and Level of Text Complexity**

7.RL.10 By the end of the year, proficiently and independently read and comprehend literature, including stories, dramas, and poetry, in a text complexity range determined by qualitative and quantitative measures appropriate to grade 7. (Lexile Range 925-1185).

7.RI.10 By the end of the year, proficiently and independently read and comprehend informational texts and nonfiction in a text complexity range determined by qualitative and quantitative measures appropriate to grade 7. (Lexile Range 925-1185).

Range of Writing:

7.W.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Range of Reading Staircase to Complexity:

6th-8th Grade Lexile Range: 925-1185

Text used during Tier 1 instruction should fall within the above Lexile band to build upon increased text complexity throughout the year.

Standard	Quarter 1 Unit 1	Quarter 2 Unit 2 & Unit 3 (WC)	Quarter 3 Unit 3 (SG) & Unit 4	Quarter 4 Unit 5
Reading Standards for Literature				
<p>7.RL.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>Connects to 7.W.9</i></p> <p>EL.6-8.S.1.I-1: analyze the central ideas and themes and justify how they are supported by using text evidence.</p>	<p><i>Two Kinds</i> (WC) <i>A Simple Act</i> (WC) <i>Mother to Son/To James</i> (SG)</p> <ul style="list-style-type: none"> o Identify several pieces of explicit information from a text. o Explicitly analyze the text and formulate inferences. o Cite textual evidence to support the analysis of information (explicit/ inferences). 	<p><i>A Christmas Carol: Scrooge and Marley, Act II</i> (WC) <i>Scrooge</i> (WC)</p> <ul style="list-style-type: none"> o Identify several pieces of explicit information from a text. o Identify several pieces of explicit information from a text to formulate inferences. o Explicitly analyze the text and formulate inferences o Cite textual evidence to support the analysis of information (explicit/ inferences). 	<p><i>Thank You, M'am</i> (SG) <i>Turtle Watchers</i> (SG) <i>"Nature" is what We see--</i>(SG) <i>The Sparrow</i>(SG) <i>He-y, Come On Ou-t!</i> (SG)</p> <ul style="list-style-type: none"> o Identify several pieces of explicit information from a text. o Identify several pieces of explicit information from a text to formulate inferences. o Explicitly analyze the text and formulate inferences o Cite textual evidence to support the analysis of information (explicit/ inferences). 	<p><i>The Circuit</i> (WC)</p> <ul style="list-style-type: none"> o Identify several pieces of explicit information from a text. o Identify several pieces of explicit information from a text to formulate inferences. o Explicitly analyze the text and formulate inferences. o Cite textual evidence to support the analysis of information (explicit/ inferences).
<p>7.RL.2 Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text. <i>Connects to 7.W.9</i></p> <p>EL.6-8.S.1.I-1: analyze the central ideas and themes and justify how they are supported by using text evidence.</p>	<p><i>Mother to Son/To James</i> (SG)</p> <ul style="list-style-type: none"> o Determine a theme or central idea using supporting details. o Analyze theme or central idea development over the course of a text. o Objectively summarize the text to include the theme or central idea. 		<p><i>He-y, Come On Ou-t!</i> (SG) <i>Turtle Watchers</i> (SG) <i>"Nature" is what We see--</i>(SG) <i>The Sparrow</i> (SG)</p> <ul style="list-style-type: none"> o Determine a theme or central idea using supporting details. o Analyze theme or central idea development over the course of a text. 	<p><i>The Grapes of Wrath</i> (WC) <i>The Circuit</i> (WC)</p> <ul style="list-style-type: none"> o Determine a theme or central idea using supporting details. o Analyze theme or central idea development over the course of a text. o Objectively summarize the text to include the theme or central idea.

EL.6-8.S1.I-2: summarize a text including specific details and information.			o Objectively summarize the text to include the theme or central idea.	
<p>7.RL.3 Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot). Connects to 7.W.9</p>		<p><i>The Last Dog</i> (SG)</p> <ul style="list-style-type: none"> o Analyze the interaction between specific elements (plot, conflict, resolution), noting how they affect each other and contribute to the story's meaning. <p><i>A Christmas Carol: Scrooge and Marley, Act I</i> (WC)</p> <ul style="list-style-type: none"> o Analyze the interaction between specific elements (character development, dialogue), noting how they affect each other and contribute to the story's meaning. <p><i>A Christmas Carol: Scrooge and Marley, Act II</i> (WC)</p> <ul style="list-style-type: none"> o Analyze the interaction between specific elements (stage directions), noting how they affect each other and contribute to the story's meaning. 	<p><i>Thank You, M'am</i> (WC)</p> <ul style="list-style-type: none"> o Analyze the interaction between specific elements (plot), noting how they affect each other and contribute to the story's meaning. <p><i>He-y, Come On Ou-t</i> (SG)</p> <ul style="list-style-type: none"> o Analyze the interaction between specific elements (irony, theme), noting how they affect each other and contribute to the story's meaning. 	<p><i>The Grapes of Wrath</i> (WC)</p> <ul style="list-style-type: none"> o Analyze the interaction between specific elements (theme), noting how they affect each other and contribute to the story's meaning.
<p>7.RL.4 Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama.</p> <p>EL.6-8.S2.I-1: determine the meaning of less- frequently occurring words and phrases and content specific words.</p> <p>EL.6-8.S2.I-2: determine the meaning of idiomatic expressions and figurative language (e.g.,</p>	<p><i>Mother to Son/To James</i> (SG)</p> <ul style="list-style-type: none"> o Determine the meaning of words and phrases as they are used in a text. o Determine the meaning of connotative and denotative words. o Identify symbolism in text and determine its meaning. o Analyze the impact of rhymes and other repetitions of sounds on a specific section of a story. 	<p><i>Dark They Were, and Golden-Eyed</i> (WC)</p> <ul style="list-style-type: none"> o Determine the meaning of words and phrases as they are used in a text. o Determine the meaning of figurative words and phrases (similes, metaphors, personification) as they are used in a text. o Analyze the impact of rhymes and other repetitions of sounds on a specific section of a story. o Analyze the impact of rhymes and other repetitions of sounds on a specific section of a drama. 	<p><i>Turtle Watchers</i> (SG)</p> <p><i>"Nature" is what We see ---</i> (SG)</p> <p><i>The Sparrow</i> (SG)</p> <ul style="list-style-type: none"> o Analyze the impact of specific word choices. o Analyze the impact of rhymes and other repetitions of sounds on a specific verse or stanza of a poem. o Identify denotations and connotations that authors use to develop the tone in pieces of poetry. 	

metaphors, similes, adages, and proverbs) in texts about a variety of topics, experiences, or events. EL.6-8.S2.I-3: apply context clues, information from visual aids, reference materials, and knowledge of grade-appropriate English morphology to determine meaning of unknown words.				
<p><u>7.RL.5</u> Analyze the structure of a text, including how a drama or poem's form or structure contributes to its meaning.</p> <p><i>Connects to 7.W.9</i></p> <p>EL.6-8.S1.I-1: analyze the central ideas and themes and justify how they are supported by using text evidence.</p> <p>EL.6-8.S1.I-4 explain how structure, text type, and other elements impact the central idea or theme.</p>		<p><i>A Christmas Carol: Scrooge and Marley, Act I (WC)</i> <i>A Christmas Carol: Scrooge and Marley, Act II (WC)</i></p> <ul style="list-style-type: none"> o Analyze how a drama's form or structure contributes to its meaning o Analyze the relationship between a drama's form and structure and how it contributes to its meaning. o Analyze dramatic elements of form and structure (setting, scenery, stage directions, etc.). 	<p><i>Turtle Watchers (SG)</i> <i>"Nature" is what We see--- (SG)</i> <i>The Sparrow (SG)</i></p> <ul style="list-style-type: none"> o Identify poetic elements of form and structure. o Analyze how a poem's form or structure contributes to its meaning. o Analyze specific lines and stanzas within a poem to determine how they contribute to the theme. 	
<p><u>7.RL.6</u> Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.</p>	<p><i>Two Kinds (WC)</i></p> <ul style="list-style-type: none"> o Analyze how the author develops the points of view of different characters or the narrators in a single text. o Analyze how authors use strategies to develop and contrast points of view of different character or narrator. o Cite details or examples where the author develops the points of view of various characters or narrators. o Cite details or examples where the author contrasts the points of view of various characters or narrators. 		<p><i>Turtle Watchers (SG)</i> <i>"Nature" is what We see--- (SG)</i> <i>The Sparrow (SG)</i></p> <ul style="list-style-type: none"> o Cite details or examples where the author develops the points of view of various characters or narrators. o Cite details or examples where the author contrasts the points of view of various characters or narrators. 	

<p><u>7.RL.7</u> Compare and contrast a written story, drama, or poem to its audio, filmed, staged, or multimedia version, analyzing the effects of techniques unique to each medium (e.g., lighting, sound, color, or camera focus and angles in a film).</p> <p><i>Connects to 7.SL.2</i></p> <p>EL.6-8.S1.I-4: explain how structure, text type, and other elements impact the central idea or theme.</p>		<p><i>Dark They Were, and Golden-Eyed Short Story/Dark They Were, and Golden-Eyed Radio Play (WC)</i></p> <p><i>A Christmas Carol: Scrooge and Marley Act I/ Act II</i></p> <p><i>Scrooge (WC)</i></p> <ul style="list-style-type: none"> o Identify the techniques used in each medium. o Compare/contrast the techniques between the two media. o Analyze the effectiveness of the techniques in each medium. 		
<p><u>7.RL.9</u> Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history.</p> <p><i>Connects to 7.W.9</i></p>		<ul style="list-style-type: none"> o Identify similarities and differences between two accounts of a time/place in a historical account and fictional work. o Compare/contrast how the author treats the historical portrayal of a time against a historical account of the same period. o Identify similarities and differences between two accounts of a character in a historical account and fictional work. o Compare/contrast how the author treats the historical portrayal of a character against a historical account of the same period. o Draw conclusion(s) about how the author uses or alters history and supports the inference with evidence from both texts. 		<p>The Grapes of Wrath (WC)</p> <p>The Dust Bowl (WC)</p> <ul style="list-style-type: none"> o Compare/contrast how the author treats the historical portrayal of a character against a historical account of the same period. o Draw conclusion(s) about how the author uses or alters history and support the inference with evidence from both texts.
Reading Standards for Informational Text				

<p>7.RI.1 Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p><i>Connects to 7.W.9</i></p> <p>EL.6-8.S1.I-1: analyze the central ideas and themes and justify how they are supported by using text evidence.</p>	<p><i>A Simple Act (WC)</i> <i>Tutors Teach Seniors New High-Tech Tricks (SG)</i> <i>Mom & Me & Mom (SG)</i></p> <ul style="list-style-type: none"> o Identify several pieces of explicit information from a text. o Explicitly analyze the text and formulate inferences. o Cite the text to support analysis. 		<p><i>An American Childhood (SG)</i> <i>Silent Spring (WC)</i></p> <ul style="list-style-type: none"> o Identify several pieces of explicit information from a text. o Identify several pieces of explicit information from a text to formulate inferences. o Explicitly analyze the text and formulate inferences. o Cite the text to support analysis. 	<p><i>A Young Tinkerer Builds a Windmill, Electrifying a Nation (SG)</i></p> <ul style="list-style-type: none"> o Identify several pieces of explicit information from a text. o Identify several pieces of explicit information from a text to formulate inferences. o Explicitly analyze the text and formulate inferences. o Cite the text to support analysis.
<p>7.RI.2 Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.</p> <p><i>Connects to 7.SL.2</i> <i>Connects to 7.W.9</i></p> <p>EL.6-8.S1.I-1: analyze the central ideas and themes and justify how they are supported by using text evidence.</p> <p>EL.6-8.S1.I-2: summarize a text including specific details and information.</p>	<p><i>Tutors Teach Seniors New High-Tech Trick (SG)</i></p> <ul style="list-style-type: none"> o Determine two or more explicit or implicit central ideas. o Identify details that support the central ideas in the text. o Analyze the development of two or more central ideas within a section or over the course of the text. o Summarize the text objectively. 		<p><i>An American Childhood (SG)</i> <i>Silent Spring (WC)</i></p> <ul style="list-style-type: none"> o Determine two or more explicit or implicit central ideas. o Identify details that support the central ideas in the text. o Analyze the development of two or more central ideas within a section or over the course of the text. o Summarize the text objectively. 	
<p>7.RI.3 Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).</p> <p><i>Connects to 7.W.9</i></p> <p>EL.6-8.S1.I-4 explain how structure, text type, and other elements impact the central idea or theme.</p>	<p><i>Mom & Me & Mom (SG)</i></p> <ul style="list-style-type: none"> o Select textual evidence to support how interactions between individuals, events, and ideas in a text influence ideas or events. o Analyze the interactions between individuals, events, and ideas in a text (e.g., how individuals influence ideas or events). 		<p><i>An American Childhood (SG)</i></p> <ul style="list-style-type: none"> o Select textual evidence to support how interactions between individuals, events, and ideas in a text influence ideas or events. o Analyze the interactions between individuals, events, and ideas. 	<p><i>A Work in Progress (SG)</i> <i>A Young Tinkerer Builds a Windmill, Electrifying a Nation (SG)</i></p> <ul style="list-style-type: none"> o Select textual evidence to support how interactions between individuals, events, and ideas in a text influence ideas or events. o Analyze the interactions between an individual and ideas.
<p>7.RI.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a</p>		<p>Neil deGrasse Tyson on the Future of U.S. Space Exploration After Curiosity (SG)</p>	<p><i>Silent Spring (WC)</i></p> <ul style="list-style-type: none"> o Determine the meaning of words and phrases as they are used in text. 	<p><i>A Work in Progress (SG)</i> <i>From The Story of My Life (SG)</i></p> <ul style="list-style-type: none"> o Determine the meaning of words and phrases as they are used in text.

<p>specific word choice on meaning and tone.</p> <p>EL.6-8.S2.I-1: determine the meaning of less- frequently occurring words and phrases and content specific words.</p> <p>EL.6-8.S2.I-2: determine the meaning of idiomatic expressions and figurative language (e.g., metaphors, similes, adages, and proverbs) in texts about a variety of topics, experiences, or events.</p> <p>EL.6-8.S2.I-3: apply context clues, information from visual aids, reference materials, and knowledge of grade-appropriate English morphology to determine meaning of unknown words.</p>		<ul style="list-style-type: none"> Determine the meaning of words and phrases as they are used in text. Determine the meaning of figurative, connotative, and technical words and phrases as they are used in text. 	<ul style="list-style-type: none"> Determine the meaning of figurative, connotative, and technical words and phrases as they are used in text. Analyze how figurative, connotative, and technical words and phrases impact the meaning of a text. Analyze how meaning & tone are impacted by specific word choice. 	<ul style="list-style-type: none"> Determine the meaning of figurative, connotative, and technical words and phrases as they are used in text.
<p><u>7.RI.5</u> 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.</p> <p>Connects to 7.W.9</p> <p>EL.6-8.S1.I-4 explain how structure, text type, and other elements impact the central idea or theme.</p>		<p><i>Danger! This Mission to Mars Could Bore You to Death!</i> (WC)</p> <ul style="list-style-type: none"> Analyze the structure an author uses to organize the text. Analyze how sections of the text contribute to the whole text and development of central ideas. <p><i>Future of Space Exploration Could See Humans on Mars, Alien Planets</i> (SG)</p> <ul style="list-style-type: none"> Analyze how sections of the text contribute to the whole text and development of central ideas. 		<p><i>A Young Tinkerer Builds a Windmill, Electrifying a Nation</i> (SG)</p> <ul style="list-style-type: none"> Analyze the structure an author uses to organize the text. Analyze how the author structures the text to contribute to the development of ideas.
<p><u>7.RI.6</u> 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.</p> <p>Connects to 7.SL.3</p> <p>Connects to 7.W.9</p>	<p><i>A Simple Act</i> (WC)</p> <p><i>An Invisible Thread</i> (WC)</p> <ul style="list-style-type: none"> Determine the author's point of view or purpose. Identify details or examples. Explain how the author conveys his/her point of view for developing the point of view or purpose. 	<p><i>Neil deGrasse Tyson on the Future of U.S. Space Exploration After Curiosity</i> (SG)</p> <ul style="list-style-type: none"> Determine the author's point of view or purpose. Analyze how the author distinguishes his or her position/point of view from that of others. 		<p><i>A Work in Progress</i> (SG)</p> <p><i>From The Story of My Life</i> (SG)</p> <ul style="list-style-type: none"> Determine the author's point of view or purpose. Identify details or examples. Explain how the author conveys his/her point of view for developing the point of view or purpose.

	<ul style="list-style-type: none"> o Support analysis with textual examples. o Analyze how the author distinguishes his or her position/point of view from that of others. o Explain how the author contrasts his or her point of view from that of others. 	<ul style="list-style-type: none"> o Support analysis with textual examples. 		<ul style="list-style-type: none"> o Support analysis with textual examples. o Analyze how the author distinguishes his or her position/point of view from that of others. o Explain how the author contrasts his or her point of view from that of others. o Support analysis with textual examples.
<p><u>7.RI.7</u> Compare and contrast a text to an audio, video, or multimedia version of the text, analyzing each medium's portrayal of the subject (e.g., how the delivery of a speech affects the impact of the words.)</p> <p><i>Connects to 7.SL.2</i></p> <p>EL.6-8.S1.I-4 explain how structure, text type, and other elements impacts the central idea or theme.</p>	<p><i>Mom & Me & Mom/Learning to Love My Mother (SG)</i></p> <ul style="list-style-type: none"> o Compare and contrast a text to a video version of the text. o Analyze how each medium (audio, video, or multimedia version of various text) portrays the subject. 		<p><i>Nobel Speech Text/Nobel Speech Video (WC)</i></p> <ul style="list-style-type: none"> o Compare and contrast a text to a video version of the text. o Analyze how each medium (audio, video, or multimedia version of various text) portrays the subject. 	<p><i>The Story of My Life/How Helen Keller Learned to Talk (SG)</i></p> <ul style="list-style-type: none"> o Compare and contrast a text to a video version of the text. o Analyze how each medium (audio, video, or multimedia version of various text) portrays the subject.
<p><u>7.RI.8</u> 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.</p> <p><i>Connects to 7.SL.3</i></p> <p><i>Connects to 7.W.9</i></p> <p>EL.6-8.S8.I-1 explain how an author or speaker uses reasons and evidence to support or fail to support a claim.</p> <p>EL.6-8.S8.I-2 determine whether the evidence is sufficient to support the claims.</p>		<p><i>Neil deGrasse Tyson on the Future of U.S. Space Exploration After Curiosity (SG)</i></p> <ul style="list-style-type: none"> o Trace the argument & specific claims in the text. o Assess the relevance and sufficiency of evidence for specific claims. o Assess the soundness of the reasoning of the claims. o Evaluate the argument & specific claims. 	<p><i>Nobel Speech (WC)</i></p> <ul style="list-style-type: none"> o Trace the argument & specific claims in the text. o Assess the relevance and sufficiency of evidence for specific claims. o Assess the soundness of the reasoning of the claims. o Evaluate the argument & specific claims. 	
<p><u>7.RI.9</u> Analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts.</p>	<p><i>A Simple Act/An Invisible Thread (WC)</i></p> <ul style="list-style-type: none"> o Compare and contrast how different authors emphasize different evidence and/or interpretations of facts. 			<p><i>The Story of My Life/How Helen Keller Learned to Talk (SG)</i></p> <ul style="list-style-type: none"> o Compare and contrast how different authors emphasize different evidence and/or interpretations of facts.

Connects to 7.W.9	o Analyze how this impacts the advancement of each author's presentation of the same information.			o Analyze how this impacts the advancement of each author's presentation of the same information.
Writing Standards				
7.W.1 Write arguments to support claims with clear reasons and relevant evidence. <i>(WFTB Expository Manual Pgs. 277-318)</i> EL.6-8.S4.I-1 construct a claim about a topic or text. EL.6-8.S4.I-2 supply a reason that supports the opinion and is based on more detailed textual evidence and relevant background knowledge. EL.6-8.S8.I-3 use academic and domain-specific words and phrases to make a claim.		<i>Danger! This Mission to Mars Could Bore You to Death!</i> (WC) o Write an argument to respond to text. Performance Task Unit 2 (WC) o Write an editorial to support a position.	<i>Silent Spring</i> (WC) <i>Nobel Speech Video</i> (WC) <i>Performance Task Unit 4</i> (WC) o Write an argument to respond to text.	<i>The Grapes of Wrath</i> (WC) o Write an argument to respond to text.
7.W.1a Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically. <i>(WFTB Expository Strategy #1 Pgs. 224-225 Strategy #5 Pgs. 236-240)</i> EL.6-8.S4.I-1 construct a claim about a topic or text. EL.6-8.S9.I-1: introduce and develop an informational topic with facts and details and provide a concluding statement or section when writing and speaking.		<i>Danger! This Mission to Mars Could Bore You to Death!</i> (WC) o Identify and introduce a claim. <i>Performance Task Unit 2</i> (WC) o Identify and introduce a claim. o Identify a counterclaim.	<i>Silent Spring</i> (WC) <i>Nobel Speech Video</i> (WC) <i>Performance Task Unit 4</i> (WC) o Organize the reasons and evidence logically. o Identify and introduce a claim. o Identify a counterclaim. o Address counterclaim.	<i>The Grapes of Wrath</i> (WC) o Organize the reasons and evidence logically. o Identify and introduce a claim. o Identify a counterclaim. o Address counterclaim.
7.W.1b Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text. <i>(WFTB Expository Strategy #3 Pgs. 229-231, Strategy #4 Pgs. 232-235, Strategy #7 Pgs. 245-251, & Strategy #8 Pgs. 252-253)</i>		<i>Danger! This Mission to Mars Could Bore You to Death!</i> (WC) o Conduct research using accurate, credible sources to compile evidence to support your argument. <i>Performance Task Unit 2</i> (WC) o Support claims with logical reasoning and relevant evidence.	<i>Silent Spring</i> (WC) <i>Nobel Speech Video</i> (WC) o Conduct research using accurate, credible sources to compile evidence to support your argument. o Support claims with logical reasoning and relevant evidence. <i>Performance Task Unit 4</i> (WC)	<i>The Grapes of Wrath</i> (WC) o Conduct research using accurate, credible sources to compile evidence to support your argument. o Support claims with logical reasoning and relevant evidence.

EL.6-8.S4.I-2 supply a reason that supports the opinion and is based on more detailed textual evidence and relevant background knowledge.		o Support your argument with direct quotations and paraphrasing.	o Support claims with logical reasoning and relevant evidence.	
7.W.1c Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence. (WFTB Expository Strategy #2 Pgs. 226-228 & Strategy #9 Pgs. 254-261) EL.6-8.S8.I-3 use academic and domain-specific words and phrases to make a claim. EL.6-8.S9.I-1: introduce and develop an informational topic with facts and details and provide a concluding statement or section when writing and speaking. EL.6-8.S9.I-2 introduce and develop a more detailed sequence of events, with a beginning, middle, and end using a variety of temporal and linking words and phrases to connect, compare, and contrast ideas, information, or events when writing and speaking.			<i>Silent Spring</i> (WC) <i>Nobel Speech Video</i> (WC) <i>Performance Task Unit 4</i> (WC) o Use transitional words and phrases to connect ideas and show relationships.	<i>The Grapes of Wrath</i> (WC) o Use words, phrases, and clauses to clarify the relationships among claims and reasons, claims, and evidence. o Use words, phrases, and clauses to create cohesion.
7.W.1d Establish and maintain a formal style. (WFTB Expository Strategy #10 Pgs. 262-266)		<i>Danger! This Mission to Mars Could Bore You to Death!</i> (WC) o Establish and maintain a formal style.	<i>Silent Spring</i> (WC) <i>Performance Task Unit 4</i> (WC) o Establish and maintain a formal style.	
7.W.1e Provide a concluding statement or section that follows from and supports the argument presented. (WFTB Expository Strategy #6 Pgs. 241-244) EL.6-8.S4.I-4 : provide a conclusion that summarizes the argument presented. EL.6-8.S9.I-1: introduce and develop an informational topic with facts and details and provide		<i>Danger! This Mission to Mars Could Bore You to Death!</i> (WC) o Provide a concluding statement that follows from and supports an argument.		

a concluding statement or section when writing and speaking.				
<p>7.W.2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. (WFTB Expository Manual Pgs. 395-415) (Compare/Contrast Pgs. 427-435 & Cause/Effect Pgs. 439-440) EL.6-8.S3.I-3: compose informational texts that include details and examples to develop a topic while using appropriate conventions.</p>	<p><i>An Invisible Thread</i> (WC) o Write an explanatory essay comparing points of view of two texts. o Convey analysis of the effect of point of view on the reader. <i>Learning to Love My Mother</i> (SG) o Write an explanatory essay to compare/contrast each medium.</p>	<p><i>Dark They Were, and Golden-Eyed</i> (WC) <i>Scrooge</i> (WC) o Write an explanatory essay comparing/contrasting the different techniques each version used. o Develop evaluation determining which version is more effective. <i>A Christmas Carol: Scrooge and Marley, Act II</i> (WC) o Write an explanatory essay analyzing how stage directions enhance a drama. o <i>Neil deGrasse Tyson on the Future of U.S. Space Exploration After Curiosity</i> (SG) o Write an informational report that examines a topic. <i>Performance Task Unit 3</i> (WC) o Write an explanatory cause and effect essay.</p>	<p><i>Eagle Tracking at Follensby Pond</i> (SG) o Write a short research paper on a specific topic. o Highlight the relationship between the specific topic and the photo gallery in the research paper.</p>	<p><i>The Circuit</i> (WC) o Write an explanatory essay to convey additional patterns found in the story. <i>A Young Tinkerer Builds a Windmill, Electrifying a Nation</i> (SG) o Write a how-to essay addressing a specific topic. o <i>Performance Task Unit 5</i> (WC) o Write informative essays presenting information and ideas that are supported with factual details. <i>Performance Task Unit 5</i> (SG) o Write informative profiles.</p>
<p>7.W.2a 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 comprehension. (WFTB Expository Strategy #5 Pgs. 236-240 & Strategy #8 Pgs. 252-253) EL.6-8.S3.I-3: compose informational texts that include details and examples to develop a topic while using appropriate conventions.</p>	<p><i>Learning to Love My Mother</i> (SG) o Write topic clearly. o Appropriately organize ideas, concepts, and information.</p>	<p><i>Dark They Were, and Golden-Eyed</i> (WC) <i>A Christmas Carol: Scrooge and Marley, Act II</i> (WC) o Write topic clearly. o Appropriately organize ideas, concepts, and information. <i>A Christmas Carol: Scrooge and Marley, Act II</i> (WC) o State the central idea. <i>Performance Task Unit 3</i> (WC) o Write topic clearly. o Appropriately organize ideas, concepts, and information. o Use cause and effect strategies.</p>	<p><i>Eagle Tracking at Follensby Pond</i> (SG) o Write topic clearly. o Appropriately organize ideas, concepts, and information.</p>	<p><i>A Young Tinkerer Builds a Windmill, Electrifying a Nation</i> (SG) <i>How Helen Keller Learned to Talk</i> (SG) o State the central idea. o Appropriately organize ideas, concepts, and information. <i>Performance Task Unit 5</i> (WC) o Write a thesis indicating your subject and central message.</p>

EL.6-8.S9.I-1 introduce and develop an informational topic with facts and details and provide a concluding statement or section when writing and speaking.				
<p>7.W.2b Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.</p> <p>EL.6-8.S3.I-3: compose informational texts that include details and examples to develop a topic while using appropriate conventions.</p> <p>EL.6-8.S9.I-1 introduce and develop an informational topic with facts and details and provide a concluding statement or section when writing and speaking.</p>	<p><i>An Invisible Thread</i> (WC)</p> <ul style="list-style-type: none"> o Develop the topic with relevant facts, details, and/or quotations. <p><i>Mom & Me & Mom</i> (SG) <i>Learning to Love My Mother</i> (SG)</p> <ul style="list-style-type: none"> o Develop the topic using information and examples. 	<p><i>Dark They Were, and Golden-Eyed</i> (WC)</p> <p><i>A Christmas Carol: Scrooge and Marley, Act II</i> (WC)</p> <p><i>Scrooge</i> (WC)</p> <p><i>Performance Task Unit 3</i> (WC)</p> <ul style="list-style-type: none"> o Develop the topic with relevant facts, details, and/or quotations. o Develop the topic using information and examples. 	<p><i>Eagle Tracking at Follensby Pond</i> (SG)</p> <ul style="list-style-type: none"> o Develop the topic with relevant facts, details, and/or quotations. o 	<p><i>The Circuit</i> (WC)</p> <p><i>A Young Tinkerer Builds a Windmill, Electrifying a Nation</i> (SG)</p> <p><i>How Helen Keller Learned to Talk</i> (SG)</p> <p><i>Performance Task Unit 5</i> (WC)</p> <ul style="list-style-type: none"> o Develop the topic with relevant facts, definitions, concrete details, and/or quotations.
<p>7.W.2c Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.</p> <p>(WFTB Expository Strategy #2 Pgs. 226-228)</p> <p>EL.6-8.S3.I-4 produce sentences to clarify relationships among ideas and concepts using appropriate transitions.</p> <p>EL.6-8.S9.I-2: introduce and develop a more detailed sequence of events, with a beginning, middle, and end using a variety of temporal and linking words and phrases to connect, compare, and contrast ideas, information, or events when writing and speaking.</p>	<p><i>An Invisible Thread</i> (WC)</p> <ul style="list-style-type: none"> o Use appropriate transitions. <p><i>Learning to Love My Mother</i> (SG)</p> <ul style="list-style-type: none"> o Use transitional words and phrases. 	<p><i>Performance Task Unit 3</i> (WC)</p> <ul style="list-style-type: none"> o Use transitional words and phrases to show cause and effect. 		<p><i>Performance Task Unit 5</i> (WC)</p> <ul style="list-style-type: none"> o Use transitional words and phrases.
<p>7.W.2d Use precise language and domain-specific vocabulary to inform about or explain the topic.</p> <p>(WFTB Expository Strategy #7 Pgs. 245-251 & Strategy #9 Pgs. 254-261)</p>		<p><i>Dark They Were, and Golden-Eyed</i> (WC)</p> <p><i>A Christmas Carol: Scrooge and Marley, Act II</i> (WC)</p> <p><i>Scrooge</i> (WC)</p> <p><i>Performance Task Unit 3</i> (WC)</p>		<p><i>Performance Task Unit 5</i> (WC)</p> <ul style="list-style-type: none"> o Use domain-specific vocabulary to explain about the topic.

EL.6-8.S3.I-5 use precise language and domain- specific vocabulary to inform about or explain the topic.		<ul style="list-style-type: none"> o Use precise language to explain about the topic. o Use domain-specific vocabulary to explain about the topic. 		
7.W.2e Establish and maintain a formal style. (WFTB Expository Strategy #10 Pgs. 262-266)		<i>A Christmas Carol: Scrooge and Marley, Act II (WC)</i> <i>Performance Task Unit 3 (WC)</i> <ul style="list-style-type: none"> o Maintain a formal style. 		<i>Performance Task Unit 5 (WC)</i> <ul style="list-style-type: none"> o Maintain a formal style.
7.W.2f Provide a concluding statement or section that follows from and supports the information or explanation presented. (WFTB Expository Strategy #6 Pgs. 241-244) EL.6-8.S9.I-1: introduce and develop an informational topic with facts and details and provide a concluding statement or section when writing and speaking.		<i>Dark They Were, and Golden-Eyed (WC)</i> <i>A Christmas Carol: Scrooge and Marley, Act II (WC)</i> <i>Scrooge (WC)</i> <i>Performance Task Unit 3 (WC)</i> <ul style="list-style-type: none"> o Provide a concluding statement. o Support the conclusion with specific evidence from the text. 	<i>Performance Task Unit 4 (WC)</i> <ul style="list-style-type: none"> o Provide a concluding statement. o Restate and synthesize your thesis statement. 	<i>Performance Task Unit 5 (WC)</i> <ul style="list-style-type: none"> o Provide a concluding statement.
7.W.3 Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. (WFTB Narrative Manual Pgs. 273-292 Sequential and Categorical & Pgs. 293-306) EL.6-8.S3.I-2: compose written narratives using appropriate conventions that include details, examples, narrative techniques, and precise language to develop a topic.	<i>Mother to Son and To James (SG)</i> <ul style="list-style-type: none"> o Write a narrative poem sharing a real experience. <i>Performance Task Unit 1 (WC)</i> <ul style="list-style-type: none"> o Write a nonfiction narrative. (W.3a,d,e)		<i>Thank You, M'am (SG)</i> <ul style="list-style-type: none"> o Write a narrative journal entry that conveys the character's feelings about a real experience. <i>He-y, Come On Ou-t! (SG)</i> <ul style="list-style-type: none"> o Write an alternate ending that narrates what happens next in the story. 	
7.W.3a Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically. (WFTB Narrative Strategy #1 Pgs. 180-188 & Strategy #6 209-211)	<i>Two Kinds (WC)</i> <ul style="list-style-type: none"> o Use details from a text to establish a context and specific point of view. <i>Performance Task Unit 1 (WC)</i> <ul style="list-style-type: none"> o Organize an event sequence in chronological order. 		<i>Thank You, M'am (SG)</i> <ul style="list-style-type: none"> o Write a narrative journal entry about events in a story from the point of view of a specific character. 	
7.W.3b Use narrative techniques, such as dialogue, pacing, and	<i>Two Kinds (WC)</i>		<i>He-y, Come On Ou-t! (SG)</i>	

description, to develop experiences, events, and/or characters. <i>(WFTB Narrative Strategy #2 Pgs. 189-192, Strategy #4 Pgs. 199-205, Strategy #8 Pg. 216, & Strategy #9 Pgs. 217-218)</i>	<ul style="list-style-type: none"> o Use dialogue and description to convey thoughts and feelings. <i>Performance Task Unit 1 (WC)</i> o Use dialogue and description (i.e., anecdotes, quotations and examples) to develop characters. 		<ul style="list-style-type: none"> o Write an alternate ending to capture the action and convey experiences and events. o Include in the alternate ending a development of characters through dialogue. 	
7.W.3c Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another. <i>(WFTB Narrative Strategy #3 Pgs. 193-198)</i> EL.6-8.S3.I-4: produce sentences to clarify relationships among ideas and concepts using appropriate transitions.	<i>Performance Task Unit 1 (WC)</i> <ul style="list-style-type: none"> o Use transition words to establish a clear chronological order. 		<i>Thank You, M'am (SG)</i> <ul style="list-style-type: none"> o Use a variety of transitions to show a connection between events. 	
7.W.3d Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events. <i>(WFTB Narrative Strategy #4 Pgs. 199-205 & Strategy #5 Pgs. 206-208)</i> EL.6-8.S3.I-5: use precise language and domain- specific vocabulary to inform about or explain the topic.	<i>Two Kinds (WC)</i> <ul style="list-style-type: none"> o Integrate concept vocabulary to convey events and experiences. <i>Mother to Son and To James (SG)</i> <ul style="list-style-type: none"> o Use descriptive details and sensory language to convey experiences and events. <i>Performance Task Unit 1 (WC)</i> <ul style="list-style-type: none"> o Use word choice, sentence structure, and tone to establish voice. 		<i>Thank You, M'am (SG)</i> <i>He-y, Come On Ou-t! (SG)</i> <ul style="list-style-type: none"> o Use precise words and phrases that include sensory details to support the character's point of view. 	
7.W.3e Provide a conclusion that follows from and reflects on the narrated experiences or events. <i>(WFTB Narrative Strategy #7 Pgs. 212-215)</i>	<i>Performance Task Unit 1 (WC)</i> <ul style="list-style-type: none"> o Provide a logical conclusion. 		<i>He-y, Come On Ou-t! (SG)</i> <ul style="list-style-type: none"> o Write a conclusion that narrates what happens at the end of the story. 	
7.W.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. <i>(WFTB Expository Manual Pgs. 319-330 & 445-446)</i> EL.6-8.S9.I-1 introduce and develop an informational topic	<i>Performance Task Unit 1 (WC)</i> <ul style="list-style-type: none"> o Use precise language to produce clear and coherent writing. *Embedded in each mode of writing.	<i>Scrooge (WC)</i> <ul style="list-style-type: none"> o Organize your writing using an outline appropriate to task, purpose, and audience. o Produce writing that is appropriate to task, purpose, and audience. 	*Embedded in each mode of writing.	*Embedded in each mode of writing.

with facts and details and provide a concluding statement or section when writing and speaking.		*Embedded in each mode of writing.		
7.W.5 With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 7). EL.6-8.S5.I-2: use a wide variety of complex general academic and content-specific academic words to precisely express ideas.	<i>Mother to Son and To James</i> (SG) o Develop and strengthen writing through editing and revision. <i>Performance Task Unit 1</i> (WC) o Use peer feedback to reflect on the writing.	<i>Performance Task Unit 3</i> (WC) o Use peer feedback to reflect on the writing.	<i>He-y, Come On Ou-t!</i> (SG) o Develop and strengthen writing through editing and revision.	
7.W.6 Use technology, including the internet, to produce and publish writing as well as to interact and collaborate with others. EL.6-8.S6.I-1: participate in extended conversations and discussions about a variety of topics and texts. EL.6-8.S6.I-2: participate in extended written exchanges about a variety of topics and texts. EL.6-8.S6.I-6: refer to previously read or researched information during collaborative oral and written discussions.		<i>Performance Task Unit 3</i> (WC) o Use technology (Internet) to publish writing.	<i>Urban Farming is Growing a Greener Future</i> (SG) o Collaborate with others <i>Performance Task Unit 4</i> (WC) o Use technology to research a specific topic and publish multimedia presentation.	
7.W.7 Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation. EL.6-8.S7.I-1 gather information from print and digital provided resources to answer a question.		<i>Danger! This Mission to Mars Could Bore You to Death!</i> (WC) <i>Future of Space Exploration Could See Humans on Mars, Alien Planets</i> (SG) <i>Neil deGrasse Tyson on the Future of U.S. Space Exploration After Curiosity</i> (SG) <i>A Christmas Carol: Scrooge and Marley, Act II</i> (WC)	<i>Silent Spring</i> (WC) <i>Urban Farming is Growing a Greener Future</i> (SG) <i>Eagle Tracking at Follensby Pond</i> (SG) o Conduct short research project to inform on a specific topic.	<i>The Circuit</i> (WC) <i>A Young Tinkerer Builds a Windmill, Electrifying a Nation</i> (SG) o Conduct short research project to answer a question. o Draw on several sources to support research.

EL.6-8.S7.I-3 identify credible sources used in research and use a standard format for citations.		<ul style="list-style-type: none"> o Conduct short research project to answer a question. o Draw on several sources to support research. 		
<p>7.W.8 Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.</p> <p>EL.6-8.S7.I-1 gather information from print and digital provided resources to answer a question.</p>		<p><i>Future of Space Exploration Could See Humans on Mars, Alien Planets</i> (SG)</p> <p><i>Neil deGrasse Tyson on the Future of U.S. Space Exploration After Curiosity</i> (SG)</p> <ul style="list-style-type: none"> o Gather relevant information from multiple print and digital sources. o Quote and paraphrase the data. 	<p><i>Silent Spring</i> (WC)</p> <p><i>Urban Farming is Growing a Greener Future</i> (SG)</p> <p><i>Eagle Tracking at Follensby Pond</i> (SG)</p> <ul style="list-style-type: none"> o Gather relevant, reliable print, digital, and multimedia sources for digital multimedia presentation on a specific topic. o Construct a digital work cited list with electronic links to internet sources. <p><i>Silent Spring</i> (WC)</p> <ul style="list-style-type: none"> o Create a multimedia presentation. <p><i>Performance Task Unit 4</i> (WC)</p> <ul style="list-style-type: none"> o Gather relevant, reliable print, digital, and multimedia sources for digital multimedia presentation on a specific topic. 	<p><i>A Young Tinkerer Builds a Windmill, Electrifying a Nation</i> (SG)</p> <ul style="list-style-type: none"> o Gather relevant, reliable print, digital, and multimedia sources for digital multimedia presentation on a specific topic. o Quote and paraphrase the data.
<p>7.W.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>7.W.9a Apply grade 7 reading standards to literature.</p> <p>EL.6-8.S7.I-2: summarize key ideas and information in detailed and orderly notes, with charts, diagrams, or other graphics, as appropriate.</p> <p>EL.6-8.S7.I-4: make inferences and draw conclusions using evidence from text or presentations.</p>		<p><i>A Christmas Carol: Scrooge and Marley, Act II</i> (WC)</p> <p><i>Scrooge</i> (WC)</p> <ul style="list-style-type: none"> o Draw evidence from literary texts. 		<p><i>How Helen Keller Learned to Talk</i> (SG)</p> <p><i>Performance Task Unit 5</i> (SG)</p> <ul style="list-style-type: none"> o Draw evidence from literary texts to support analysis and reflection of the text.
<p>7.W.9b Apply grade 7 reading standards to literary nonfiction.</p> <p>EL.6-8.S7.I-2: summarize key ideas and information in detailed and orderly notes, with charts, diagrams, or other graphics, as appropriate.</p>	<p><i>Learning to Love My Mother</i> (SG)</p> <ul style="list-style-type: none"> o Draw out evidence to support analysis. 	<p><i>Dark They Were, and Golden-Eyed</i> (WC)</p> <ul style="list-style-type: none"> o Draw out evidence from informational texts to support analysis. 		<p><i>The Grapes of Wrath</i> (WC)</p> <p><i>The Circuit</i> (WC)</p> <ul style="list-style-type: none"> o Draw out evidence from informational texts to support analysis, reflection, and research.

Language Standards				
<p>7.L.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p>	<p><i>A Simple Act</i> (WC)</p> <ul style="list-style-type: none"> o Identify and label adverbs and their modifiers. <p><i>Tutors Teach Seniors New High-Tech Tricks</i> (SG)</p> <ul style="list-style-type: none"> o Identify and label conjunctions. o Determine if conjunctions are subordinating or coordinating. <p><i>Mom & Me & Mom</i> (SG)</p> <ul style="list-style-type: none"> o Identify and label independent and dependent clauses. o Determine if clauses are independent, dependent, or subordinate. 	<p><i>Dark They Were, and Golden-Eyed</i> (WC)</p> <ul style="list-style-type: none"> o Identify and label adjectives and adverbs (positive, comparative, superlative). <p><i>Danger! This Mission to Mars Could Bore You to Death!</i> (WC)</p> <ul style="list-style-type: none"> o Identify and label action verbs and linking verbs. <p><i>Future of Space Exploration Could See Humans on Mars, Alien Planets</i> (SG)</p> <ul style="list-style-type: none"> o Identify and label verbs and participles. <p><i>The Last Dog</i> (SG)</p> <ul style="list-style-type: none"> o Identify and label simple compound subjects and predicates. <p><i>Neil deGrasse Tyson on the Future of U.S. Space Exploration After Curiosity</i> (SG)</p> <ul style="list-style-type: none"> o Identify sentence function and end marks. <p><i>A Christmas Carol: Scrooge and Marley, Act I</i> (WC)</p> <ul style="list-style-type: none"> o Identify subject-verb agreement. 	<p><i>Thank You, M'am</i> (SG)</p> <ul style="list-style-type: none"> o Identify examples of prepositions and prepositional phrases from the text. <p><i>An American Childhood</i> (SG)</p> <ul style="list-style-type: none"> o Identify examples of appositives and appositive phrases in the text. <p><i>Silent Spring</i> (WC)</p> <ul style="list-style-type: none"> o Identify the indicative and subjunctive mood. <p><i>Nobel Speech</i> (WC)</p> <ul style="list-style-type: none"> o Identify nouns, adjectives, and adverbs. 	<p><i>A Work in Progress</i> (SG)</p> <ul style="list-style-type: none"> o Identify colloquial contractions, informal transitions, and introductory conjunctions within the text.
<p>7.L.1.a Explain the function of phrases and clauses in general and their function in specific sentences.</p> <p><i>EL.6-8.S10.I-10 using a variety of prepositional phrases (e.g. toward the playground) to provide detail (e.g., time, manner, place, cause).</i></p>	<p><i>Mom & Me & Mom</i> (SG)</p> <ul style="list-style-type: none"> o Identify independent and dependent clauses. o Explain the function of independent, dependent, and subordinate clauses. 		<p><i>Thank You, M'am</i> (SG)</p> <ul style="list-style-type: none"> o Explain the use of prepositions and prepositional phrases within the text. <p><i>An American Childhood</i> (SG)</p> <ul style="list-style-type: none"> o Explain how appositives and appositive phrases help understanding of unfamiliar words and terms. <p><i>Nobel Speech</i> (WC)</p> <ul style="list-style-type: none"> o Identify infinitive and gerund phrases in a text. 	
<p>7.L.1.b Choose among simple, compound, complex, and compound-complex sentences to</p>		<p><i>A Christmas Carol: Scrooge and Marley, Act II</i> (WC)</p>		

<p>signal differing relationships among ideas.</p> <p>EL.6-8.S10.I-8: Applying subject-verb agreement using grade-appropriate nouns and verbs.</p> <p>EL.6-8.S10.I-14 using appropriate word order (subject-verb-object) in declarative, imperative, and interrogative sentences.</p>		<ul style="list-style-type: none"> o Identify independent and dependent clauses in simple, compound, complex and compound-complex sentences. o Label independent and dependent clauses in simple, compound, complex, and compound-complex sentences. o Determine sentence type (simple, compound, complex, compound-complex). <p><i>Performance Task Unit 3 (WC)</i></p> <ul style="list-style-type: none"> o Use a variety of sentence structures. 		
<p>7.L.1.c Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.</p> <p>EL.6-8.S10.I-14 using appropriate word order (subject-verb-object) in declarative, imperative, and interrogative sentences.</p>			<p><i>An American Childhood (SG)</i></p> <ul style="list-style-type: none"> o Identify and label appositives and appositives phrases in a text. <p><i>Performance Task Unit 4 (WC)</i></p> <ul style="list-style-type: none"> o Create participial phrases to make writing flow smoothly. 	<p><i>The Story of My Life (SG)</i></p> <ul style="list-style-type: none"> o Identify and label clauses as independent, dependent, or subordinate.
<p><u>7.L.2</u> Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.</p>	<p><i>Two Kinds (WC)</i></p> <ul style="list-style-type: none"> o Classify nouns as common or proper. o Use and replace common nouns with pronouns. o Identify and use possessive and personal pronouns. <p><i>An Invisible Thread (WC)</i></p> <ul style="list-style-type: none"> o Identify coordinate and cumulative adjectives with justification. 	<p><i>Neil deGrasse Tyson on the Future of U.S. Space Exploration After Curiosity (SG)</i></p> <ul style="list-style-type: none"> o Identify and label each type of sentence (declarative, interrogative, imperative, exclamatory). 	<p><i>An American Childhood (SG)</i></p> <ul style="list-style-type: none"> o Write a paragraph using appositives and appositive phrases to help the reader understand unfamiliar or technical words. <p><i>He-y, Come On Ou-t! (SG)</i></p> <ul style="list-style-type: none"> o Identify examples of uses of punctuation marks from the text. 	<p><i>The Circuit (WC)</i></p> <ul style="list-style-type: none"> o Identify the function of comma(s) in the sentence. <p><i>A Work in Progress (SG)</i></p> <ul style="list-style-type: none"> o Identify examples of informal grammar within the text. o Rewrite examples of informal grammar from the text to follow standard English grammar rules. <p><i>A Young Tinkerer Builds a Windmill, Electrifying a Nation (SG)</i></p> <ul style="list-style-type: none"> o Identify proper nouns and proper adjectives within the text.

7.L.2.a Use a comma to separate coordinate adjectives.	<i>An Invisible Thread</i> (WC) o Identify adjectives in context and the nouns they modify. o Distinguish between coordinate and cumulative adjectives. o Use commas to separate coordinate adjectives.			<i>The Circuit</i> (WC) <i>Performance Task Unit 5</i> (WC) o Use commas to separate coordinate adjectives.
7.L.2b Use correct spelling. IVW2:HI-2 using common spelling patterns and generalizations to spell words (e.g., “i before e”, plurals of words ending with “y”, doubling of final consonant).	<i>An Invisible Thread</i> (WC) <i>Learning to Love My Mother</i> (SG) o Spell correctly.	<i>Dark They Were, and Golden-Eyed</i> (WC) <i>Scrooge</i> (WC) o Spell correctly.	<i>Performance Task Unit 4</i> (WC) o Spell correctly.	<i>Performance Task Unit 5</i> (WC) o Spell correctly.
7.L.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening. 7.L.3a Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy. <i>EL.6-8.S10.I-14 using appropriate word order (subject-verb-object) in declarative, imperative, and interrogative sentences.</i>	<i>Tutors Teach Seniors New High-Tech Tricks</i> (SG) o Use subordinating and coordinating conjunctions to eliminate wordiness.	<i>The Last Dog</i> (SG) o Identify compound subjects and predicates. o Use compound subjects and predicates to eliminate wordiness. <i>Performance Task Unit 3</i> (WC) o Use a variety of sentence structure to eliminate wordiness and redundancy.	<i>Silent Spring</i> (WC) o Use knowledge of verb forms in writing sentences. <i>Performance Task Unit 4</i> (WC) o Choose language to eliminate wordiness and redundancy.	
<u>7.L.4</u> Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies. 7.L.4a Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., belligerent, bellicose, rebel). <i>EL.6-8.S2.I-1: determine the meaning of less- frequently occurring words and phrases and content specific words.</i> <i>EL.6-8.S2.I-2: determine the meaning of idiomatic expressions and figurative language (e.g., metaphors, similes, adages, and</i>	<i>Two Kinds</i> (WC) o <i>An Invisible Thread</i> (WC) o Identify common Greek roots and affixes. o Use common Latin prefix in-. o Use Greek roots and affixes to derive meaning o Use Latin suffix -ity. <i>Mom & Me & Mom</i> (SG) o Use the root word to determine the meaning. o	<i>Danger! This Mission to Mars Could Bore You to Death!</i> (WC) o Identify common Greek roots and affixes. o Use common Latin prefix sub-. <i>Future of Space Exploration Could See Humans on Mars, Alien Planets</i> (SG) o Use common Latin suffix -ary as clue to determine the meaning of unknown words. <i>A Christmas Carol: Scrooge and Marley, Act I</i> (WC) o Use common Latin prefix mal- as clue to determine the meaning of unknown words. <i>A Christmas Carol: Scrooge and Marley, Act II</i> (WC)	<i>Nobel Speech</i> (WC) o Use common Latin prefixes uni-. <i>Turtle Watchers /“Nature” is what We see—/The Sparrow</i> (SG) o Identify common Greek roots and affixes. o Use common Latin prefix ante-. <i>He-y, Come On Ou-t!</i> (SG) o Identify common Greek roots and affixes. o Use common Latin root sequ-.	<i>The Grapes of Wrath</i> (WC) o Use common Old English suffix -less as clue to determine the meaning of unknown words. <i>The Circuit</i> (WC) o Use common Old English suffix -ly as clue to determine the meaning of unknown words. <i>A Work in Progress</i> (SG) o Identify common Greek roots and affixes. o Use common Latin prefix extra- as clue to determine meaning of unknown words. <i>The Story of My Life</i> (SG) o Identify common Greek roots and affixes.

proverbs) in texts about a variety of topics, experiences, or events.		<ul style="list-style-type: none"> o Use common Greek prefix para- as clue to determine the meaning of unknown words. 		<ul style="list-style-type: none"> o Use common Greek root myst- as clue to determine meaning of unknown words. <i>A Young Tinkerer Builds a Windmill, Electrifying a Nation</i> (SG) o Identify common Greek roots and affixes. o Identify the etymology of a word in the text.
<p>7.L.4.b Use context as a clue to the meaning of a word or phrase.</p> <p>EL.6-8.S2.I-3 apply context clues, information from visual aids, reference materials, and knowledge of grade-appropriate English morphology to determine meaning of unknown words.</p>	<p><i>Two Kinds</i> (WC)</p> <p><i>A Simple Act</i> (WC)</p> <p><i>An Invisible Thread</i> (WC)</p> <p><i>Tutors Teach Seniors New HighTech Tricks</i> (SG)</p> <p><i>Mom & Me & Mom</i> (SG)</p> <p><i>Mother to Son/To James</i> (SG)</p> <ul style="list-style-type: none"> o Determine the meaning of a word using context clues. o Identify the meaning and use multiple-meaning words. <p><i>A Simple Act/An Invisible Thread</i> (WC)</p> <ul style="list-style-type: none"> o Clarify the relevance of words used within text. <p><i>Tutors Teach Seniors New High-Tech Tricks</i> (SG)</p> <p>Determine the meaning of a word.</p>	<p><i>Dark They Were, and Golden-Eyed</i> (WC)</p> <p><i>Danger! This Mission to Mars Could Bore You to Death!</i> (WC)</p> <ul style="list-style-type: none"> o Identify multiple-meaning words. o Clarify multiple-meaning words. <p><i>Future of Space Exploration Could See Humans on Mars, Alien Planets</i> (SG)</p> <p><i>A Christmas Carol: Scrooge and Marley, Act II</i> (WC)</p> <ul style="list-style-type: none"> o Use context clues to determine meaning of multiple-meaning words (synonyms) <p><i>Neil deGrasse Tyson on the Future of U.S. Space Exploration After Curiosity</i> (SG)</p> <ul style="list-style-type: none"> o Use base words to determine meaning of multiple-meaning words. <p><i>The Last Dog</i> (SG)</p> <ul style="list-style-type: none"> o Use context clues, words, punctuation, and images to determine meaning of unknown words. o Determine the meaning of a word using context clues. <p><i>A Christmas Carol: Scrooge and Marley, Act I</i> (WC)</p> <p>Use context clues to determine meaning of unknown words.</p>	<p><i>Thank You, M'am</i> (SG)</p> <p><i>An American Childhood</i> (SG)</p> <p><i>Silent Spring</i> (WC)</p> <p><i>Nobel Speech</i> (WC)</p> <p><i>Nobel Speech Video</i> (WC)</p> <p><i>Turtle Watchers "Nature" is what We see—/The Sparrow</i> (SG)</p> <p><i>He-y, Come On Ou-t!</i> (SG)</p> <ul style="list-style-type: none"> o Determine the meaning of a word using context clues. 	<p><i>The Grapes of Wrath</i> (WC)</p> <p><i>The Circuit</i> (WC)</p> <ul style="list-style-type: none"> o Use context clues to determine meaning of unknown words. <p><i>A Work in Progress</i> (SG)</p> <p><i>The Story of My Life</i> (SG)</p> <p><i>A Young Tinkerer Builds a Windmill, Electrifying a Nation</i> (SG)</p> <ul style="list-style-type: none"> o Clarify the meaning of unknown words. o Clarify multiple meaning words. o Determine the meaning of a word using context clues.

7.L.4c Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauri), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.	<i>Tutors Teach Seniors New High-Tech Tricks</i> (SG) o Consult reference materials to determine the meaning of words.	<i>Neil deGrasse Tyson on the Future of U.S. Space Exploration After Curiosity</i> (SG) <i>A Christmas Carol: Scrooge and Marley, Act I</i> (WC) <i>A Christmas Carol: Scrooge and Marley, Act II</i> (WC) o Consult reference materials to determine the meaning of words.	<i>Thank You, M'am</i> (SG) <i>Turtle Watchers / "Nature" is what We see—/The Sparrow</i> (SG) <i>He-y, Come On Ou-t!</i> (SG) o Use a dictionary to verify an understanding of a word. <i>Performance Task Unit 4</i> (WC) o Consult reference materials to determine the pronunciation of words.	
7.L.4d Verify the preliminary determination of the meaning of a word or phrase.	<i>Mom & Me & Mom</i> (SG) o Use context clues to determine the meaning of an unknown word or phrase. o Verify the meaning of unknown words using a dictionary.	<i>Future of Space Exploration Could See Humans on Mars, Alien Planets</i> (SG) <i>A Christmas Carol: Scrooge and Marley, Act II</i> (WC) o Use context clues to determine the meaning of an unknown word or phrase. o Verify the meaning of unknown words using a dictionary.	<i>An American Childhood</i> (SG) <i>Thank You, M'am</i> (SG) o Use context clues to determine the meaning of an unknown word or phrase. o Verify the meaning of unknown words using a dictionary.	
7.L.5 Demonstrate understanding of figurative language, word relationships and nuances in word meanings. 7.L.5a Interpret figures of speech (e.g., literary, religious, and mythological allusions) in context. EL.6-8.S2.I-2: determine the meaning of idiomatic expressions and figurative language (e.g., metaphors, similes, adages, and proverbs) in texts about a variety of topics, experiences, or events.	<i>An Invisible Thread</i> (WC) <i>Mother to Son/To James</i> (SG) o Identify words and phrases that have connotative and figurative meaning. o Interpret how different forms of figurative language, word relationships, and nuances impact the meaning of the text.	<i>Dark They Were, and Golden-Eyed</i> (WC) <i>The Last Dog</i> (SG) <i>A Christmas Carol: Scrooge and Marley Act II</i> (WC) o Interpret figures of speech in context. o Identify words and phrases that have connotative and figurative meaning. o Interpret how different forms of figurative language, word relationships, and nuances impact the meaning of the text.	<i>An American Childhood</i> (SG) o Apply knowledge of base words to determine meaning of unfamiliar words. o Identify words and phrases that have connotative and figurative meaning. o Interpret how different forms of figurative language, word relationships, and nuances impact the meaning of the text.	<i>The Story of My Life</i> (SG) o Identify words and phrases that have connotative and figurative meaning. o Interpret how different forms of figurative language, word relationships, and nuances impact the meaning of the text.
7.L.5b Use the relationship between particular words (e.g., synonym/antonym, analogy to better understand each of the words). EL.6-8.S2.I-1: determine the meaning of less- frequently occurring words and phrases and content specific words.	<i>An Invisible Thread</i> (WC) o Explain that there are different types of relationships of words including synonyms, antonyms, and analogy. o Explain synonyms and antonyms as a means of gaining understanding of a text. o Analyze text to locate synonyms and antonyms used by the	<i>A Christmas Carol: Scrooge and Marley Act II</i> (WC) o Determine the nuances in word meanings (synonyms).	<i>An American Childhood</i> (SG) <i>Silent Spring</i> (WC) o Use the relationship between words (synonyms and antonyms) to better understand the word.	

EL.6-8.S2.I-3 apply context clues, information from visual aids, reference materials, and knowledge of grade-appropriate English morphology to determine meaning of unknown words.	author to convey meaning (e.g. great to wonderful; up to down). o Recognize analogies as a means of gaining understanding of a text. o Analyze text to locate analogies used by the author to convey meaning (e.g. her smile is like a ray of sunshine).			
7.L.5c Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., refined, respectful, polite, diplomatic, condescending).	<i>A Simple Act</i> (WC) <i>An Invisible Thread</i> (WC) <i>Mother to Son/ To James</i> (SG) o Distinguish among the connotations of words with similar denotations.	<i>Dark They Were, and Golden-Eyed</i> (WC) o Distinguish among the connotations of words with similar denotations.	<i>Silent Spring</i> (WC) o Determine how the mood is affected by the connotations and denotations.	
7.L.6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. EL.6-8.S4.I-3: use grade-appropriate general academic and domain-specific words and phrases. EL.6-8.S5.I-1: adapt language choices and style (includes register) according to purpose, task, and audience. EL.6-8.S5.I-2: use a wide variety of complex general academic and content-specific academic words to precisely express ideas. EL.6-8.S8.I-3: use academic and domain-specific words and phrases to make a claim.	<i>Learning to Love My Mother</i> (SG) o Determine the meaning of academic vocabulary within context. <i>Mother-Daughter Drawings</i> (SG) o Determine the meaning of academic vocabulary within context. o Use academic vocabulary when considering a word important to expression.	<i>Dark They Were, and Golden-Eyed</i> (WC) <i>Ellen Ochoa: Director, Johnson Space Center</i> (SG) <i>Scrooge</i> (WC) o Identify the meaning of domain-specific vocabulary within context.	<i>Urban Farming Is Growing a Greener Future</i> (SG) <i>Eagle Tracking at Follensby Pond</i> (SG) o Identify the meaning of domain-specific vocabulary within context.	<i>The Dust Bowl</i> (WC) <i>The Grapes of Wrath</i> (WC) <i>How Helen Keller Learned to Talk</i> (SG) o Identify the meaning of domain-specific vocabulary within context.
Speaking and Listening Standards				
7.SL.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners	<i>Tutors Teach Seniors New High-Tech Tricks</i> (SG) <i>Mom & Me & Mom</i> (SG) <i>Mother-Daughter Drawings</i> (SG)	<i>Future of Space Exploration Could See Humans on Mars, Alien Planets</i> (SG)	<i>Thank You, M'am</i> (SG) <i>An American Childhood</i> (SG) <i>He-y, Come On Ou-t!</i> (SG) <i>Performance Task Unit 3</i> (SG)	<i>The Circuit</i> (WC) <i>A Work in Progress</i> (SG) <i>The Story of My Life/How Helen Keller Learned to Talk</i> (SG)

on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly. <i>EL.6-8.S6.I-1: participate in extended conversations and discussions about a variety of topics and texts.</i>	<ul style="list-style-type: none"> o Engage effectively in a collaborative discussion. o Engage in collaborative discussion building on others' ideas. o Reflect on ideas under discussion. 	<i>Ellen Ochoa: Director, Johnson Space Center (SG)</i> <ul style="list-style-type: none"> o Engage effectively in a collaborative discussion. o Explicitly draw on research evidence on the topic. 	<ul style="list-style-type: none"> o Engage effectively in a collaborative discussion. 	<ul style="list-style-type: none"> o Engage effectively in a collaborative discussion. o Explicitly draw on research evidence on the topic. o Come to discussion prepared with materials that explicitly draw on ideas.
7.SL.1a Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. <i>EL.6-8.S6.I-6: refer to previously read or researched information during collaborative oral and written discussions.</i>	<i>Mother-Daughter Drawings (SG)</i> <i>Performance Task Unit 1 (SG)</i> <ul style="list-style-type: none"> o Come to discussion prepared with materials that explicitly draw on ideas. 	<i>Ellen Ochoa: Director, Johnson Space Center (SG)</i> <ul style="list-style-type: none"> o Come to discussion prepared with materials that explicitly draw on ideas. 	<i>An American Childhood (SG)</i> <i>Performance Task Unit 4 (SG)</i> <ul style="list-style-type: none"> o Come to discussion prepared with materials that explicitly draw on ideas. 	<i>The Circuit (WC)</i> <i>A Work in Progress (SG)</i> <i>Performance Task Unit 5 (SG)</i> <ul style="list-style-type: none"> o Come to discussion prepared with materials that explicitly draw on ideas.
7.SL.1b Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed. <i>EL.6-8.S6.I-3 express own ideas clearly using the rules for discussion.</i>	<i>Tutors Teach Seniors New High-Tech Tricks (SG)</i> <ul style="list-style-type: none"> o Create goals and deadlines. o Assign individual roles. <i>Performance Task Unit 1 (SG)</i> <ul style="list-style-type: none"> o Analyze the text. o Assign individual roles. 	<i>Ellen Ochoa: Director, Johnson Space Center (SG)</i> <ul style="list-style-type: none"> o Create goals and deadlines. o Assign individual roles. 	<i>Thank You, M'am (SG)</i> <i>An American Childhood (SG)</i> <i>Performance Task Unit 4 (SG)</i> <ul style="list-style-type: none"> o Create goals and deadlines. o Assign individual roles. o Follow rules for collegial discussion. 	<i>A Work in Progress (SG)</i> <i>The Story of My Life/How Helen Keller Learned to Talk (SG)</i> <ul style="list-style-type: none"> o Create goals and deadlines. o Assign individual roles. o Follow rules for collegial discussion.
7.SL.1c. Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed. <i>EL.6-8.S6.I-4 pose and respond to questions about a variety of topics and texts.</i>	<i>Tutors Teach Seniors New High-Tech Tricks (SG)</i> <ul style="list-style-type: none"> o Pose questions that elicit elaboration. o Respond to topic through discussion. 	<i>Ellen Ochoa: Director, Johnson Space Center (SG)</i> <ul style="list-style-type: none"> o Pose questions that elicit elaborations. o Respond to topic through discussion. 	<i>An American Childhood (SG)</i> <ul style="list-style-type: none"> o Pose questions that elicit elaborations. o Respond to topic through discussion. 	<i>The Circuit (WC)</i> <i>A Work in Progress (SG)</i> <ul style="list-style-type: none"> o Pose questions that elicit elaborations. o Respond to topic through discussion.
7.SL.1d Acknowledge new information expressed by others and, when warranted, modify their own views. <i>EL.6-8.S6.I-5 paraphrase key ideas expressed in collaborative oral and written discussions.</i>	<i>Tutors Teach Seniors New High-Tech Tricks (SG)</i> <ul style="list-style-type: none"> o Use research to determine important information. o Acknowledge others' ideas and modify their own views if needed. 	<i>Ellen Ochoa: Director, Johnson Space Center (SG)</i> <ul style="list-style-type: none"> o Use research to determine important information. o Acknowledge others' ideas and modify their own views if needed. 	<i>Thank You, M'am (SG)</i> <i>An American Childhood (SG)</i> <i>He-y, Come On Ou-t! (SG)</i> <ul style="list-style-type: none"> o Use research to determine important information. o Acknowledge others' ideas and modify their own views if needed. 	

<p><u>7.SL.2</u> Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.</p> <p><i>EL.6-8.S1.I-4: explain how structure, text type, and other elements impacts the central idea or theme..</i></p>	<p><i>Learning to Love My Mother (SG)</i> <i>Mother-Daughter Drawings (SG)</i> <i>Performance Task Unit 1 (SG)</i></p> <ul style="list-style-type: none"> o Identify the main idea and supporting details. o Analyze the main idea and supporting details. o Explain how the ideas clarify a topic, text, or issue under study. 	<p><i>Dark They Were, and Golden-Eyed Radio Play (WC)</i> <i>Scrooge (WC)</i></p> <ul style="list-style-type: none"> o Clarify a topic, text, or issue under study. o Determine the main idea and supporting details in a media format. 	<p><i>Urban Farming is Growing a Greener Future(SG)</i> <i>Eagle Tracking at Follensby Pond (SG)</i></p> <ul style="list-style-type: none"> o Analyze the main idea and supporting details. <i>Performance Task Unit 3 (SG)</i> <i>Performance Task Unit 4 (SG)</i> o Use images and other multimedia to clarify key points and ideas. 	<p><i>The Story of My Life/How Helen Keller Learned to Talk (SG)</i></p> <ul style="list-style-type: none"> o Analyze the main idea and supporting details. o Explain how the ideas clarify a topic, text, or issue under study.
<p><u>7.SL.3</u> Delineate a speaker’s argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.</p> <p><i>EL.6-8.S8.I-1 explain how an author or speaker uses reasons and evidence to support or fail to support a claim.</i></p> <p><i>EL.6-8.S8.I-2 determine whether the evidence is sufficient to support the claims.</i></p>			<p><i>Nobel Speech Video (WC)</i> <i>Nobel Speech Text (WC)</i> <i>Performance Task Unit 4 (SG)</i></p> <ul style="list-style-type: none"> o Identify specific persuasive arguments and claims within a text. o Evaluate the reasoning. 	
<p>7.SL.4 Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.</p> <p><i>EL.6-8.S3.I-1: deliver oral presentations that include relevant details and examples to develop a topic.</i></p> <p><i>EL.6-8.S3.I-5: use precise language and domain-specific vocabulary to inform about or explain the topic.</i></p> <p><i>EL.6-8.S4.I-2: supply a reason that supports the opinion and is based on more detailed textual evidence and relevant background knowledge.</i></p> <p><i>EL.6-8.S7.I-1 gather information from print and digital provided resources to answer a question.</i></p>	<p><i>Two Kinds (WC)</i> <i>Tutors Teach Seniors New High-Tech Tricks (SG)</i> <i>Performance Task Unit 1 (SG)</i></p> <ul style="list-style-type: none"> o Communicate events from a specific point of view. o Practice using appropriate eye contact, adequate volume, and clear pronunciation. 	<p><i>Danger! This Mission to Mars Could Bore You to Death! (WC)</i> <i>A Christmas Carol: Scrooge and Marley, Act II (WC)</i></p> <ul style="list-style-type: none"> o Convey information through a visual presentation. <i>Performance Task Unit 2 (SG)</i> o Convey information through a multimedia presentation. o Practice using appropriate eye contact, adequate volume, and clear pronunciation. 	<p>Silent Spring (WC)</p> <ul style="list-style-type: none"> o Convey information through a multimedia presentation. <i>Turtle Watchers/ “Nature” is what We see—/ The Sparrow (SG)</i> o Present an oral presentation that highlights the theme of the texts. <i>Performance Task Unit 3 (SG)</i> <i>Performance Task Unit 4 (SG)</i> o Convey information through a multimedia presentation. o Practice using appropriate eye contact, adequate volume, and clear pronunciation. 	<p><i>The Circuit (WC)</i></p> <ul style="list-style-type: none"> o Convey information through role play. o Practice using appropriate eye contact, adequate volume, and clear pronunciation. <i>Performance Task Unit 5 (SG)</i> o Convey information through a multimedia presentation. o Practice using appropriate eye contact, adequate volume, and clear pronunciation.

EL.6-8.S9.I-1 introduce and develop an informational topic with facts and details and provide a concluding statement or section when writing and speaking.				
7.SL.5 Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.	<i>Tutors Teach Seniors New High-Tech Tricks</i> (SG) o Create a multimedia presentation. <i>Mother-Daughter Drawings</i> (SG) o Create a visual display.	<i>Danger! This Mission to Mars Could Bore You to Death!</i> (WC) <i>Future of Space Exploration Could See Humans on Mars, Alien Planets</i> (SG) <i>A Christmas Carol: Scrooge and Marley, Act II</i> (WC) o Create a visual presentation to clarify claims and present findings. <i>Performance Task Unit 2</i> (SG) o Create a multimedia presentation to clarify claims and present findings.	<i>Urban Farming is Growing a Greener Future</i> (SG) <i>Silent Spring</i> (WC) <i>Performance Task Unit 3</i> (SG) o Construct digital multimedia presentations that focus on a specific topic. <i>Turtle Watchers/ "Nature" is what We see-/The Sparrow</i> (SG) <i>Performance Task Unit 4</i> (SG) o Construct a presentation including multimedia components such as; music, props, costumes, videos, images and other digital media to convey meaning of the theme.	<i>The Story of My Life/How Helen Keller Learned to Talk</i> (SG) o Construct a multimedia presentation that includes an instructional booklet, an informational website, or a museum guide. <i>Performance Task Unit 5</i> (SG) o Create a multimedia presentation to clarify claims and present findings.
7.SL.6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 7 Language standards 1 and 3 for specific expectations.) EL.6-8.S5.I-1 adapt language choices and style (includes register) according to purpose, task, and audience.	<i>Performance Task Unit 1</i> (SG) o Demonstrate command of formal English in a panel-discussion format.		<i>Turtle Watchers/ "Nature" is what We see-/The Sparrow</i> (SG) <i>Performance Task Unit 3</i> (SG) <i>Performance Task Unit 4</i> (SG) o Demonstrate command of formal English in an oral presentation.	

Quarter Taught				Essential Standards
1	2	3	4	Reading Literature:
	X	X	X	7.RL.3 Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).
X		X		7.RL.6 Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.
				Reading Informational Text:
X		X	X	7.RI.1 Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
X		X		7.RI.2 Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.
	X	X	X	7.RI.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.
X	X		X	7.RI.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.

	X	X		7.RI.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.
X			X	7.RI.9 Analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts.
Writing:				
	X	X	X	7.W.1 Write arguments to support claims with clear reasons and relevant evidence.
	X	X	X	7.W.1a Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically.
	X	X	X	7.W.1b Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.
		X	X	7.W.1c Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence.
	X	X		7.W.1d Establish and maintain a formal style.
	X			7.W.1e Provide a concluding statement or section that follows from and supports the argument presented.

Quarter Taught				Supporting Standards
1	2	3	4	Reading Literature:
X	X	X	X	7.RL.1 Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
X		X	X	7.RL.2 Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.
X	X	X		7.RL.4 Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama.
	X	X		7.RL.5 Analyze the structure of a text, including how a drama or poem's form or structure contributes to its meaning.
	X			7.RL.7 Compare and contrast a written story, drama, or poem to its audio, filmed, staged, or multimedia version, analyzing the effects of techniques unique to each medium (e.g., lighting, sound, color, or camera focus and angles in a film).
	X		X	7.RL.9 Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history.
X	X	X	X	7.RL.10 By the end of the year, proficiently and independently read and comprehend literature, including stories, dramas, and poetry, in a text complexity range determined by qualitative and quantitative measures appropriate to grade 7.
Reading Informational Text:				
X		X	X	7.RI.3 Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).
	X		X	7.RI.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.
X		X	X	7.RI.7 Compare and contrast a text to an audio, video, or multimedia version of the text, analyzing each medium's portrayal of the subject (e.g., how the delivery of a speech affects the impact of the words.)
X	X	X	X	7.RI.10 By the end of the year, proficiently and independently read and comprehend informational texts and nonfiction in a text complexity range determined by qualitative and quantitative measures appropriate to grade 7.
Writing:				
X	X	X	X	7.W.2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
X	X	X	X	7.W.2a 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 comprehension.
X	X	X	X	7.W.2b Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
X	X		X	7.W.2c Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.
	X		X	7.W.2d Use precise language and domain-specific vocabulary to inform about or explain the topic.

	X		X	7.W.2e Establish and maintain a formal style.
	X	X	X	7.W.2f Provide a concluding statement or section that follows from and supports the information or explanation presented.
X		X		7.W.3 Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
X		X		7.W.3a Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.
X		X		7.W.3b Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.
X		X		7.W.3c Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.
X		X		7.W.3d Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.
X		X		7.W.3e Provide a conclusion that follows from and reflects on the narrated experiences or events.
X	X	*	*	7.W.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above).
X	X	X		7.W.5 With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1-3 up and including grade 7).
	X	X		7.W.6 Use technology, including the internet, to produce and publish writing as well as to interact and collaborate with others.
	X	X	X	7.W.7 Conduct short research projects to answer a question, drawing on several sources and generating additional related , focused questions for further research and investigation.
	X	X	X	7.W.8 Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
	X		X	7.W.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.
				7.W.9a Apply grade 7 Reading standards to literature.
X	X		X	7.W.9b Apply grade 7 Reading standards to literary nonfiction
X	X	X	X	7.W.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
Language:				
X	X	X	X	7.L.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
X		X		7.L.1a Explain the function of phrases and clauses in general and their function in specific sentences.
	X			7.L.1b Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.
	X	X		7.L.1c Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.
X	X	X	X	7.L.2 Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.
X			X	7.L.2.a Use a comma to separate coordinate adjectives.
X	X	X	X	7.L.2b Use correct spelling.
X	X	X		7.L.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.
				7.L.3a Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.
X	X	X	X	7.L.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies.
				7.L.4a Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
X	X	X	X	7.L.4b Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., belligerent, bellicose, rebel).
X	X	X		7.L.4c Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauri), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.
X	X	X		7.L.4d Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
X	X	X	X	7.L.5 Demonstrate understanding of figurative language, word relationships and nuances in word meanings.

				7.L.5a Interpret figures of speech (e.g., literary, biblical, and mythological allusions) in context.
X	X	X		7.L.5b Use the relationship between particular words (e.g., synonym/antonym, analogy to better understand each of the words).
X	X	X		7.L.5c Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., refined, respectful, polite, diplomatic, condescending).
X	X	X	X	7.L.6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
Speaking and Listening:				
X	X	X	X	7.SL.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.
X	X	X	X	7.SL.1a Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
X	X	X	X	7.SL.1b Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.
X	X	X	X	7.SL.1c Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.
X	X	X		7.SL.1d Acknowledge new information expressed by others and, when warranted, modify their own views.
X	X	X	X	7.SL.2 Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.
		X		7.SL.3 Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.
X	X	X	X	7.SL.4 Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.
X	X	X	X	7.SL.5 Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.
X		X		7.SL.6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 7 Language standards 1 and 3 for specific expectations.)

*embedded in each mode of writing.

Glendale Elementary School District

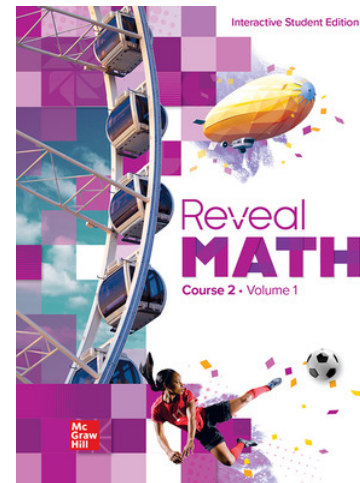


23-24 MATH PACING GUIDE

7th Grade

By the end of seventh grade, students will be able to...

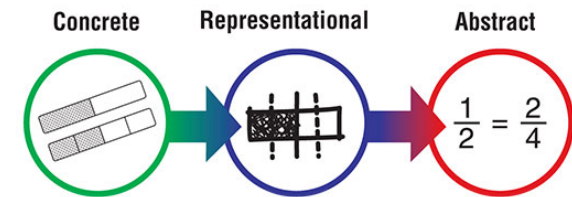
- **Develop understanding of proportional relationships.**
 - Students extend their understanding of ratios and rates to develop understanding of proportionality to solve single- and multi-step problems. Students use their understanding of ratios and proportionality to solve a wide variety of percent problems, including those involving discounts, interest, taxes, tips, and percent increase or decrease. Students graph proportional relationships and understand the unit rate informally as a measure of the steepness of the related line. They distinguish proportional relationships as the foundation for rate of change.
- **Develop understanding of operations with rational numbers and work with expressions, inequalities, and linear equations.**
 - Students develop a unified understanding of numbers by recognizing fractions, decimals (that have a finite or a repeating decimal representation), and percents as different representations of rational numbers. Students extend addition, subtraction, multiplication, and division to all rational numbers, maintaining the properties of operations and the relationships between addition and subtraction, and multiplication and division. By applying these properties and by viewing negative numbers in terms of everyday contexts (e.g., amounts owed or temperatures below zero), students explain and interpret the rules for adding, subtracting, multiplying, and dividing with negative numbers. Students can use variables to represent quantities and construct simple equations and inequalities to solve problems. Students fluently solve one variable equations of the forms $px + q = r$ and $p(x + q) = r$
- **Apply properties of operations as strategies to add and subtract rational numbers.**
- **Apply properties of operations as strategies to multiply and divide rational numbers.**



The GESD Pacing Guides were created by a panel of Teachers and Achievement Advisors with the additional input and guidance from Principals and Assistant Principals. The GESD Pacing Guides are revised yearly through feedback and committee work. Thank you for all input and support.

Scope and Sequence Quick Links

- [Comprehensive Mathematics Block \(90 minutes\)](#)



Collaborative Team Planning Support Links

Curriculum/Standard Resources	Assessment Resources	Teacher Knowledge	Additional Supports:
Reveawql Math Online	Benchmark Blueprints	Pocket PD: By GESD for GESD	Virtual Manipulatives
Math Flip Book	Galileo Supports Log into Galileo and click on GESD Support Materials	Learning Cycle PDF	Virtual/Technology Tools
Van De Walle Supports	ADE Item Specifications, Test Blueprints	Number Talks	Curriculum and Instruction Support Website
Arizona Department of Education Math Website		Mathematical Practices: Explained by Grade Level	Do the Math Supports

Arizona Mathematics Standards (adopted December 2016)

What the Arizona Mathematics Standards Are

The Arizona Mathematics Standards define the knowledge, understanding, and skills that need to be taught and learned so all students are ready to succeed in credit-bearing, college-entry courses and/or in the workplace. The Arizona Mathematics Standards are the foundation to guide the construction and evaluation of mathematics programs in Arizona K-12 schools and the broader Arizona community.

- Focused in coherent progressions across grades K-12
- Aligned with college and workforce expectations
- Inclusive of rigorous content and applications of knowledge through higher-order thinking
- Research- and evidence-based


Understanding in Mathematics

When a student understands a mathematical concept, they move fluidly between the concrete and abstract. There is evidence they are able to make sense of and justify mathematical connections. Evidence of understanding includes connections among:

- Verbal or written reasoning
- Pictorial representations
- Real-world application
- Procedures/Computation

Standards for Student Mathematical Practice


1 **Make sense of problems and persevere in solving them.**



Keep on going!

2 **Reason abstractly and quantitatively.**

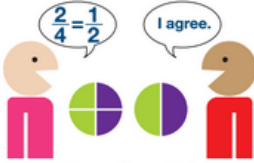
Write a story for the mathematical equation



DeJuan exercises 1/2 hour a day for 4 days. How many total hours does he exercise?

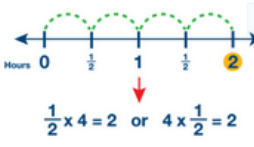
Think what makes sense.

3 **Construct viable arguments and critique the reasoning of others.**




Talk and explain.

4 **Model with mathematics.**



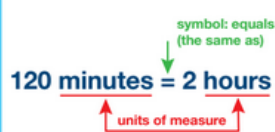
Show your thinking.

5 **Use appropriate tools strategically.**



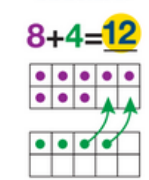
Use the right tools.

6 **Attend to precision.**




Check your work.

7 **Look for and make use of structure.**




See the pattern or connection.

8 **Look for and express regularity in repeated reasoning.**



See the pattern or connection.




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Christopher A. Wigent, Superintendent



COMMON CORE
STATE STANDARDS INITIATIVE

Comprehensive Mathematics Block (90 minutes)

Students are developing fluency in representation, connections, reasoning & proof, problem solving, and communication of mathematics.

Math Attitude is developed and reinforced in every lesson, ensuring that students make sense of mathematics and persevere.

		Teacher Actions	Student Actions	Resources Utilized
FLUENCY (15 minutes) <i>Purpose: Students increase flexibility, efficiency, and accuracy in computation and procedures. Conceptual understanding and strategies are the foundations on which fluency is built.</i>		<ul style="list-style-type: none"> Model mental math strategies Think aloud math strategies Question using a variety of DOK levels Explicitly teach appropriate mathematical strategies and formulas Provide feedback on progress 	<ul style="list-style-type: none"> Utilize mental math strategies Write out strategies to show procedural knowledge Answer a variety of DOK 1-4 questions Share mathematical strategies and thinking Use feedback to set goals for improvement 	<ul style="list-style-type: none"> Number Talks Socratic Seminar Turnaround Problem (answer given, students come up with the question)
WHOLE GROUP INSTRUCTION (25 minutes)	Conceptual Understanding <i>Purpose: Students develop mathematical understanding (Instructional Continuum).</i>	<ul style="list-style-type: none"> Explicitly teach academic vocabulary Explicitly model the thinking and strategy used Guide students through practicing the use of the strategy and offer specific feedback Guide students through independent practice with appropriate tools Ask a variety of DOK 1-4 questions throughout instruction Intentional spiral review implementing previous skills learned 	<ul style="list-style-type: none"> Use strategies to learn the academic vocabulary and use it in discussions Utilize the appropriate strategy to solve the problem Use feedback to redirect actions as needed Practice the strategies and skills using the appropriate tools Answer a variety of DOK 1-4 questions Utilize strategies to check for reasonableness of solution (i.e. UPS-Check) 	<ul style="list-style-type: none"> Reveal Math Mathematical Practice standards (as appropriate for lesson)
	Problem Solving <i>Purpose: Students utilize mathematical knowledge to solve real-life problems and investigate mathematics.</i>	<ul style="list-style-type: none"> Pose problem/situation Scaffold independent practice with think-alouds Label strategies used Intentional spiral review implementing previous skills learned 	<ul style="list-style-type: none"> Read and understand the problem/situation Utilize knowledge of appropriate strategies and skills to determine next steps Label strategies used Utilize strategies to check for reasonableness of solution (i.e. UPS-Check) 	<ul style="list-style-type: none"> Reveal Math Van de Walle
SMALL GROUP INSTRUCTION (40 minutes) <i>Purpose: Students practice mathematical skills, concepts and/or strategies with strategic support or with enrichment.</i>		<ul style="list-style-type: none"> Identify skill gaps of students using ongoing assessments Prompt and reinforce mathematical behaviors Model math strategies and the flexibility to choose between strategies Create groups by Skill, Concept, or Strategy 	<ul style="list-style-type: none"> Practice foundational math skills Monitor comprehension and select strategies to increase understanding Extend grade level understanding and link to upcoming standards 	<ul style="list-style-type: none"> Reveal Math supplements Van de Walle Do the Math Do the Math Now
COGNITIVE CLOSURE (10 minutes) <i>Purpose: Students cognitively process learning in order to focus on what was learned, whether it made sense, and if it had meaning.</i>		<ul style="list-style-type: none"> Summarize and synthesize the learning process and skills obtained Connect the concepts, skills, or strategies to a real world application Connect the concepts, skills, or strategies to other learning through transfer Give an End-of-Lesson Assessment (i.e. Exit Ticket, Journal-Writing, etc.) 	<ul style="list-style-type: none"> Summarize and synthesize the learning process and skills obtained Reflect on the learning process and connect the learning to a real world application Complete an End-of-Lesson Assessment 	<ul style="list-style-type: none"> Exit tickets Math Journals Common Formative Assessments

Year-Long Standards Overview

Mathematical Practices – To be embedded into every lesson			
1. Make sense of problems and persevere in solving them. 2. Reason abstractly and quantitatively. 3. Construct viable arguments and critique the reasoning of others. 4. Model with mathematics.		5. Use appropriate tools strategically. 6. Attend to precision. 7. Look for and make use of structure. 8. Look for and express regularity in repeated reasoning.	
		Key: ➡ Grade-Level Guaranteed Standards Essential Standards Supporting Standards Prerequisite Understanding Linked to ADE item specifications	
Quarter 1	Quarter 2	Quarter 3	Quarter 4
<u>Module 3: Operations with Integers</u> ➡ 7.NS.A.1 ➡ 7.NS.A.2 7.NS.A.3 7.EE.B.3 <u>Module 4: Operations with Rational Numbers</u> ➡ 7.NS.A.2 7.NS.A.3 <u>Module 5: Simplify Algebraic Expressions</u> 7.EE.A.1 7.EE.A.2	<u>Module 1: Proportional Relationships</u> ➡ 7.RP.A.1 ➡ 7.RP.A.2 ➡ 7.RP.A.3 <u>Module 2: Solve Percent Problems</u> ➡ 7.RP.A.3 7.EE.A.2 <u>Module 6: Write and Solve Equations</u> 7.NS.A.3 ➡ 7.EE.B.4	<u>Module 7: Write and Solve Inequalities</u> ➡ 7.EE.B.4 <u>Module 8: Geometric Figures</u> 7.G.B.5 7.G.A.2 7.G.A.1 7.G.A.3 <u>Module 9: Measure Figures</u> 7.G.B.4 7.G.B.6	<u>Module 10: Probability</u> 7.SP.C.5 7.SP.C.6 7.SP.C.7 <u>Module 11: Sampling and Statistics</u> 7.SP.A.1 7.SP.A.2 7.SP.B.4 7.SP.B.3
<u>Spiral Review:</u> ➡ 6.RP.A.3	<u>Spiral Review:</u> ➡ 7.NS.A.1 ➡ 7.NS.A.2	<u>Spiral Review:</u> ➡ 7.RP.A.1 ➡ 7.RP.A.2 ➡ 7.RP.A.3	<u>Spiral Review:</u> ➡ 7.EE.B.4 ➡ 7.RP.A.2

Quarter 1 Module 3: Operations with Integers

Add, subtract, multiple, and divide integers.

ARIZONA STANDARDS AND TASK DEMANDS - Click on the link to see the content limits, context, common assessment format, and performance descriptors.**7.NS.A.1**

Add and subtract integers and other rational numbers; represent addition and subtraction on a horizontal or vertical number line diagram.

- Describe situations in which opposite quantities combine to make 0.
- Understand $p + q$ as the number located a distance $|q|$ from p , in the positive or negative direction depending on whether q is positive or negative. Show that a number and its opposite have a sum of 0 (are additive inverses). Interpret sums of rational numbers by describing real-world context.
- Understand subtraction of rational numbers as adding the additive inverse, $p - q = p + (-q)$. Show that the distance between two rational numbers on the number line is the absolute value of their difference, and apply this principle in real-world context.
- Apply properties of operations as strategies to add and subtract rational numbers.

7.NS.A.2

Multiply and divide integers and other rational numbers.

- Understand that multiplication is extended from fractions to rational numbers by requiring that operations continue to satisfy the properties of operations, particularly the Distributive Property, leading to products such as $(-1)(-1) = 1$ and the rules for multiplying signed numbers. Interpret products of rational numbers by describing real-world context.
- Understand that integers can be divided, provided that the divisor is not zero, and every quotient of integers (with non-zero divisor) is a rational number. If p and q are integers, then $-(p/q) = (-p)/q = p/(-q)$. Interpret quotients of rational numbers by describing real-world context.
- Apply properties of operations as strategies to multiply and divide rational numbers.
- Convert a rational number to decimal form using long division; know that the decimal form of a rational number terminates in 0's or eventually repeats.

7.NS.A.3

Solve mathematical problems and problems in real-world context involving the four operations with rational numbers. Computations with rational numbers extend the rules for manipulating fractions to complex fractions where $a/b \div c/d$ when a , b , c , and d are all integers and b , c , and $d \neq 0$.

7.EE.B.3

Solve multi-step mathematical problems and problems in real-world context posed with positive and negative rational numbers in any form. Convert between forms as appropriate and assess the reasonableness of answers.

- ★ Calculate the sum of a number and its opposite (b)
- ★ Calculate the distance between two points on a number line (b or c)
- ★ Identify the location of a point that is a specified distance from another point on a number line (b or c)

- ★ Convert a rational number to a decimal
- ★ Determine a product or quotient given an expression or real-world situation
- ★ Identify properties of values given a number line or calculation, using variables rather than actual numbers

- ★ Solve simple problems involving rational numbers given a scenario
- ★ Solve complex problems involving rational numbers given a scenario

- ★ Solve a problem where only the information needed is given
- ★ Choose which value is reasonable based on estimation
- ★ Solve a problem where extra information not needed to find the solution is given

★ Find the sum or difference of two rational numbers (d)

Q1 Spiral Review: → [6.RP.A.3](#)

Use ratio and rate reasoning to solve mathematical problems and problems in real-world context (e.g., by reasoning about data collected from measurements, tables of equivalent ratios, tape diagrams, double number line diagrams, or equations).

- a. Make tables of equivalent ratios relating quantities with whole-number measurements, find missing values in the tables, and plot the pairs of values on the coordinate plane. Use tables to compare ratios.
- b. Solve unit rate problems including those involving unit pricing and constant speed.
- c. Find a percent of a quantity as a rate per 100 (e.g., 30% of a quantity means 30/100 times the quantity). Solve percent problems with the unknown in all positions of the equation.
- d. Use ratio reasoning to convert measurement units; manipulate and transform units appropriately when multiplying or dividing quantities.

GESD PROVIDED RESOURCES: Reveal Math 3-1, 3-2, 3-3, 3-4, 3-5 ★ Flipbook:Pg. 13, 16, 19 ★ Supplement with *Strategies for Success: Math Problem Solving Grade 7 Pgs. 32-50, Pgs. 72-90, About Teaching Mathematics: A K-8 Resource, 3rd Edition Marilyn Burns Pg. 292-300, Engage NY Module 3 Lesson 4*

Quarter 1 Module 4: Operations with Rational Numbers

Perform addition, subtraction, multiplication, and division of rational numbers. ★ Suggested Timeframe: 6-12 days

ARIZONA STANDARDS AND TASK DEMANDS - Click on the link to see the content limits, context, common assessment format, and performance descriptors.

➡ [7.NS.A.2](#)

Multiply and divide integers and other rational numbers.

- a. Understand that multiplication is extended from fractions to rational numbers by requiring that operations continue to satisfy the properties of operations, particularly the Distributive Property, leading to products such as $(-1)(-1) = 1$ and the rules for multiplying signed numbers. Interpret products of rational numbers by describing real-world context.
- b. Understand that integers can be divided, provided that the divisor is not zero, and every quotient of integers (with non-zero divisor) is a rational number. If p and q are integers, then $-(p/q) = (-p)/q = p/(-q)$. Interpret quotients of rational numbers by describing real-world context.
- c. Apply properties of operations as strategies to multiply and divide rational numbers.
- d. Convert a rational number to decimal form using long division; know that the decimal form of a rational number terminates in 0's or eventually repeats.

[7.NS.A.3](#)

Solve mathematical problems and problems in real-world context involving the four operations with rational numbers. Computations with rational numbers extend the rules for manipulating fractions to complex fractions where $a/b \div c/d$ when a , b , c , and d are all integers and b , c , and $d \neq 0$.

- ★ Convert a rational number to a decimal
- ★ Determine a product or quotient given an expression or real-world situation
- ★ Identify properties of values given a number line or calculation, using variables rather than actual numbers

- ★ Solve simple problems involving rational numbers given a scenario
- ★ Solve complex problems involving rational numbers given a scenario

Q1 Spiral Review: ➡ [6.RP.A.3](#)

Use ratio and rate reasoning to solve mathematical problems and problems in real-world context (e.g., by reasoning about data collected from measurements, tables of equivalent ratios, tape diagrams, double number line diagrams, or equations).

- a. Make tables of equivalent ratios relating quantities with whole-number measurements, find missing values in the tables, and plot the pairs of values on the coordinate plane. Use tables to compare ratios.
- b. Solve unit rate problems including those involving unit pricing and constant speed.
- c. Find a percent of a quantity as a rate per 100 (e.g., 30% of a quantity means 30/100 times the quantity). Solve percent problems with the unknown in all positions of the equation.
- d. Use ratio reasoning to convert measurement units; manipulate and transform units appropriately when multiplying or dividing quantities.

GESD PROVIDED RESOURCES: Reveal Math 4-1 4-2 4-3 4-4 4-5 4-6 ★ Flipbook: pg. 16, 19

Quarter 1 Module 5: Simplify Algebraic Expressions

Use properties of operations to simplify algebraic expressions. ★ Suggested Timeframe: 6-11.5 days

ARIZONA STANDARDS AND TASK DEMANDS - Click on the link to see the content limits, context, common assessment format, and performance descriptors.

7.EE.A.1

Apply properties of operations as strategies to add, subtract, factor, and expand linear expressions with rational coefficients.

7.EE.A.2

Rewrite an expression in different forms, and understand the relationship between the different forms and their meanings in a problem context.

★ Perform operations to construct equivalent expressions

- ★ Given an expression within a context, identify an equivalent expression that shows a feature of that context
- ★ Given a context and an expression with different values than given in the context, interpret part of the expression that is not found in the context

Q1 Spiral Review: ➡ **6.RP.A.3**

Use ratio and rate reasoning to solve mathematical problems and problems in real-world context (e.g., by reasoning about data collected from measurements, tables of equivalent ratios, tape diagrams, double number line diagrams, or equations).

- a. Make tables of equivalent ratios relating quantities with whole-number measurements, find missing values in the tables, and plot the pairs of values on the coordinate plane. Use tables to compare ratios.
- b. Solve unit rate problems including those involving unit pricing and constant speed.
- c. Find a percent of a quantity as a rate per 100 (e.g., 30% of a quantity means 30/100 times the quantity). Solve percent problems with the unknown in all positions of the equation.
- d. Use ratio reasoning to convert measurement units; manipulate and transform units appropriately when multiplying or dividing quantities.

GESD PROVIDED RESOURCES: Reveal Math 5-1 5-2 5-3 5-4 5-5 ★ Flipbook: pg. 2, 23 ★ Supplement with Teaching Student-Centered Mathematics, Van de Walle, Pg. 287 12.18, Pg. 289 12.19, Pg. 293 12.20, Strategies for Success: Problem Solving Grade 7 Pgs. 32-50, Pgs. 72-90, Engage NY Module 3

Quarter 2 Module 1: Proportional Relationships

Analyze multiple representations of proportional relationships. ★ Suggested Timeframe: 8.5-17 days

ARIZONA STANDARDS AND TASK DEMANDS - Click on the link to see the content limits, context, common assessment format, and performance descriptors.**7.RP.A.1**

Compute unit rates associated with ratios involving both simple and complex fractions, including ratios of quantities measured in like or different units.

7.RP.A.2

Recognize and represent proportional relationships between quantities.

- Decide whether two quantities are in a proportional relationship (e.g., by testing for equivalent ratios in a table or graphing on a coordinate plane and observing whether the graph is a straight line through the origin).
- Identify the constant of proportionality (unit rate) in tables, graphs, equations, diagrams, and verbal descriptions of proportional relationships.
- Represent proportional relationships by equations.
For example, if total cost t is proportional to the number n of items purchased at a constant price p , the relationship between the total cost and the number of items can be expressed as $t = pn$.
- Explain what a point (x, y) on the graph of a proportional relationship means in terms of the situation, with special attention to the points $(0, 0)$ and $(1, r)$ where r is the unit rate.

7.RP.A.3

Use proportional relationships to solve multi-step ratio and percent problems (e.g., simple interest, tax, markups and markdowns, gratuities and commissions, fees, percent increase and decrease, and percent error).

- ★ Find a unit rate for a given ratio from information within a situational context, table or mathematical problem

- ★ Recognize a proportional relationship within a representation (description, graph, table, etc.) (a)
- ★ Identify the unit rate in a proportional relationship, given a description, graph with $(1, r)$ plotted, equation, or table of equivalent ratios (b)
- ★ Identify equivalent proportional relationship across representations (d)
- ★ Solve real-world problems involving a proportional relationship, given an equation or graph (c, d)
- ★ Create an equation to represent a proportional relationship; in some cases, also apply the equation to the situation (c)
- ★ Explain the points $(0,0)$ and $(1,r)$ and their significance in a graph of a proportional relationship, where r is the unit rate (d)

- ★ Calculate the solution for percent and ratio problems
- ★ Create an expression that can be used to find a specified percent or percentage increase/decrease of a given whole
- ★ Use percent increase or decrease to find two quantities given their relationship in a real world context
- ★ Interpret a proportional pattern from percent increase/decrease problems as a graph or as an equation

Q2 Spiral Review:

➡ **7.NS.A.1** Add and subtract integers and other rational numbers; represent addition and subtraction on a horizontal or vertical number line diagram.

- Describe situations in which opposite quantities combine to make 0.
- Understand $p + q$ as the number located a distance $|q|$ from p , in the positive or negative direction depending on whether q is positive or negative. Show that a number and its opposite have a sum of 0 (are additive inverses). Interpret sums of rational numbers by describing real-world context.
- Understand subtraction of rational numbers as adding the additive inverse, $p - q = p + (-q)$. Show that the distance between two rational numbers on the number line is the absolute value of their difference, and apply this principle in real-world context.
- Apply properties of operations as strategies to add and subtract rational numbers.

➡ **7.NS.A.2** Multiply and divide integers and other rational numbers.

- Understand that multiplication is extended from fractions to rational numbers by requiring that operations continue to satisfy the properties of operations, particularly the Distributive Property, leading to products such as $(-1)(-1) = 1$ and the rules for multiplying signed numbers. Interpret products of rational numbers by describing real-world context.

- b. Understand that integers can be divided, provided that the divisor is not zero, and every quotient of integers (with non-zero divisor) is a rational number. If p and q are integers, then $-(p/q) = (-p)/q = p/(-q)$. Interpret quotients of rational numbers by describing real-world context.
- c. Apply properties of operations as strategies to multiply and divide rational numbers.
- d. Convert a rational number to decimal form using long division; know that the decimal form of a rational number terminates in 0's or eventually repeats.

GESD PROVIDED RESOURCES: Reveal Math 1.1, 1.2, 1.3, 1.4, 1.5, 1.6 ★ Flipbook: Pg 5, 6, 19 ★ Supplement with Teaching Student Centered Mathematics Van De Walle Pg. 244 11.11, Pg. 245 11.12, Pg. 247 11.14; Strategies for Success: Math Problem Solving Grade 7, Pgs. 52-70

Quarter 2 Module 2: Solve Percent Problems

Solve multi step percent problems. ★ Suggested Timeframe: 8.5-17 days

ARIZONA STANDARDS AND TASK DEMANDS - Click on the link to see the content limits, context, common assessment format, and performance descriptors.**→7.RP.A.3**

Use proportional relationships to solve multi-step ratio and percent problems (e.g., simple interest, tax, markups and markdowns, gratuities and commissions, fees, percent increase and decrease, and percent error).

7.EE.A.2

Rewrite an expression in different forms, and understand the relationship between the different forms and their meanings in a problem context.

For example, $a + 0.05a = 1.05a$ means that "increase by 5%" is the same as "multiply by 1.05."

- ★ Calculate the solution for percent and ratio problems
- ★ Create an expression that can be used to find a specified percent or percentage increase/decrease of a given whole
- ★ Use percent increase or decrease to find two quantities given their relationship in a real world context
- ★ Interpret a proportional pattern from percent increase/decrease problems as a graph or as an equation

- ★ Given an expression within a context, identify an equivalent expression that shows a feature of that context
- ★ Given a context and an expression with different values than given in the context, interpret part of the expression that is not found in the context

Q2 Spiral Review:**→7.NS.A.1** Add and subtract integers and other rational numbers; represent addition and subtraction on a horizontal or vertical number line diagram.

- a. Describe situations in which opposite quantities combine to make 0.
- b. Understand $p + q$ as the number located a distance $|q|$ from p , in the positive or negative direction depending on whether q is positive or negative. Show that a number and its opposite have a sum of 0 (are additive inverses). Interpret sums of rational numbers by describing real-world context.
- c. Understand subtraction of rational numbers as adding the additive inverse, $p - q = p + (-q)$. Show that the distance between two rational numbers on the number line is the absolute value of their difference, and apply this principle in real-world context.
- d. Apply properties of operations as strategies to add and subtract rational numbers.

→7.NS.A.2 Multiply and divide integers and other rational numbers.

- a. Understand that multiplication is extended from fractions to rational numbers by requiring that operations continue to satisfy the properties of operations, particularly the Distributive Property, leading to products such as $(-1)(-1) = 1$ and the rules for multiplying signed numbers. Interpret products of rational numbers by describing real-world context.
- b. Understand that integers can be divided, provided that the divisor is not zero, and every quotient of integers (with non-zero divisor) is a rational number. If p and q are integers, then $-(p/q) = (-p)/q = p/(-q)$. Interpret quotients of rational numbers by describing real-world context.
- c. Apply properties of operations as strategies to multiply and divide rational numbers.
- d. Convert a rational number to decimal form using long division; know that the decimal form of a rational number terminates in 0's or eventually repeats.

GESD PROVIDED RESOURCES: Reveal Math 2-1, 2-2, 2-2, 2-3, 2-4, 2-5 2-6 2-7 ★ Flipbook: Pg. 2, 18 ★ Supplement with Teaching Student-Centered Mathematics, Van de Walle, Pg. 287 12.18, Pg. 289 12.19, Pg. 293 12.20; Strategies for Success: Problem Solving Grade 7 Pgs. 32-50, Pgs. 72-90

Quarter 2 Module 6: Write and Solve Equations

Write and solve one-step equations and two-step equations. ★ Suggested Timeframe: 8.5-17 days

ARIZONA STANDARDS AND TASK DEMANDS - Click on the link to see the content limits, context, common assessment format, and performance descriptors.**7.NS.A.3**

Solve mathematical problems and problems in real-world context involving the four operations with rational numbers. Computations with rational numbers extend the rules for manipulating fractions to complex fractions where $a/b \div c/d$ when a , b , c , and d are all integers and b , c , and $d \neq 0$.

7.EE.B.4

Use variables to represent quantities in mathematical problems and problems in real-world context, and construct simple equations and inequalities to solve problems.

- Solve word problems leading to equations of the form $px+q = r$ and $p(x+q) = r$, where p , q , and r are specific rational numbers. Solve equations of these forms fluently. Compare an algebraic solution to an arithmetic solution, identifying the sequence of the operations used in each approach.
- Solve word problems leading to inequalities of the form $px+q > r$ or $px+q < r$, where p , q , and r are rational numbers. Graph the solution set of the inequality and interpret it in the context of the problem.

- ★ Solve simple problems involving rational numbers given a scenario
- ★ Solve complex problems involving rational numbers given a scenario

- ★ Solve an equation or inequality for an unknown value, without context (a, b)
- ★ Create an equation or inequality that models the situation, and then find the solution (a, b)
- ★ Construct an algebraic equation or inequality that models a word problem (a, b)
- ★ Graph the solution set of an inequality (b)
- ★ Interpret the solution set of an inequality in the context of the problem (b)

Q2 Spiral Review:

→ **7.NS.A.1** Add and subtract integers and other rational numbers; represent addition and subtraction on a horizontal or vertical number line diagram.

- Describe situations in which opposite quantities combine to make 0.
- Understand $p + q$ as the number located a distance $|q|$ from p , in the positive or negative direction depending on whether q is positive or negative. Show that a number and its opposite have a sum of 0 (are additive inverses). Interpret sums of rational numbers by describing real-world context.
- Understand subtraction of rational numbers as adding the additive inverse, $p - q = p + (-q)$. Show that the distance between two rational numbers on the number line is the absolute value of their difference, and apply this principle in real-world context.
- Apply properties of operations as strategies to add and subtract rational numbers.

→ **7.NS.A.2** Multiply and divide integers and other rational numbers.

- Understand that multiplication is extended from fractions to rational numbers by requiring that operations continue to satisfy the properties of operations, particularly the Distributive Property, leading to products such as $(-1)(-1) = 1$ and the rules for multiplying signed numbers. Interpret products of rational numbers by describing real-world context.
- Understand that integers can be divided, provided that the divisor is not zero, and every quotient of integers (with non-zero divisor) is a rational number. If p and q are integers, then $-(p/q) = (-p)/q = p/(-q)$. Interpret quotients of rational numbers by describing real-world context.
- Apply properties of operations as strategies to multiply and divide rational numbers.
- Convert a rational number to decimal form using long division; know that the decimal form of a rational number terminates in 0's or eventually repeats.

GESD PROVIDED RESOURCES: Reveal Math 6-1, 6-2, 6-3, 6-4, 6-5 ★ Flipbook: pg.19, 30 ★ Supplement with Teaching Student-Centered Mathematics Van de Walle Pg. 267 12.7, Pg. 269 12.8, Pg.280 12.12, Pg. 286 12.17; Strategies for Success – Problem Solving Grade 7 Pgs. 32-50, Pgs. 72-90; Connected Mathematics: “Moving Straight Ahead” Investigation 4

Quarter 3 Module 7: Write and Solve Inequalities

Write and solve one-step inequalities and two-step inequalities. ★ Suggested Timeframe: 6.5-13 days

ARIZONA STANDARDS AND TASK DEMANDS -**→7.EE.B.4**

Use variables to represent quantities in mathematical problems and problems in real-world context, and construct simple equations and inequalities to solve problems.

- Solve word problems leading to equations of the form $px+q = r$ and $p(x+q) = r$, where p , q , and r are specific rational numbers. Solve equations of these forms fluently. Compare an algebraic solution to an arithmetic solution, identifying the sequence of the operations used in each approach.
- Solve word problems leading to inequalities of the form $px+q > r$ or $px+q < r$, where p , q , and r are rational numbers. Graph the solution set of the inequality and interpret it in the context of the problem.

- ★ Solve an equation or inequality for an unknown value, without context (a, b)
- ★ Create an equation or inequality that models the situation, and then find the solution (a, b)
- ★ Construct an algebraic equation or inequality that models a word problem (a, b)
- ★ Graph the solution set of an inequality (b)
- ★ Interpret the solution set of an inequality in the context of the problem (b)

Q3 Spiral Review**→7.RP.A.1** Compute unit rates associated with ratios involving both simple and complex fractions, including ratios of quantities measured in like or different units. ★**→7.RP.A.2** Recognize and represent proportional relationships between quantities.

- Decide whether two quantities are in a proportional relationship (e.g., by testing for equivalent ratios in a table or graphing on a coordinate plane and observing whether the graph is a straight line through the origin).
- Identify the constant of proportionality (unit rate) in tables, graphs, equations, diagrams, and verbal descriptions of proportional relationships.
- Represent proportional relationships by equations. For example, if total cost t is proportional to the number n of items purchased at a constant price p , the relationship between the total cost and the number of items can be expressed as $t = pn$.
- Explain what a point (x, y) on the graph of a proportional relationship means in terms of the situation, with special attention to the points $(0, 0)$ and $(1, r)$ where r is the unit rate.

→7.RP.A.3 Use proportional relationships to solve multi-step ratio and percent problems (e.g., simple interest, tax, markups and markdowns, gratuities and commissions, fees, percent increase and decrease, and percent error).**GESD PROVIDED RESOURCES:** Reveal Math 7-1, 7-2, 7-3, 7-4, 7-5, 7-6 ★ Flipbook: 30 ★ Supplement with *Teaching Student-Centered Mathematics* Van de Walle Pg. 267 12.7, Pg. 269 12.8, Pg.280 12.12, Pg. 286 12.17; *Strategies for Success – Problem Solving* Grade 7 Pgs. 32-50, Pgs. 72-90; *Connected Mathematics: “Moving Straight Ahead” Investigation 4*

Quarter 3 Module 8: Geometric Figures

Draw, describe, and solve problems involving geometric figures. ★ Suggested Timeframe: 6-12.5 days

ARIZONA STANDARDS AND TASK DEMANDS - Click on the link to see the content limits, context, common assessment format, and performance descriptors.

<p>7.G.B.5 Use facts about supplementary, complementary, vertical, and adjacent angles in multi-step problems to write and solve simple equations for an unknown angle in a figure.</p>	<p>7.G.A.2 Draw geometric shapes with given conditions using a variety of methods. Focus on constructing triangles from three measures of angles or sides, noticing when the conditions determine a unique triangle, more than one triangle, or no triangle.</p>	<p>7.G.A.1 Solve problems involving scale drawings of geometric figures, such as computing actual lengths and areas from a scale drawing and reproducing a scale drawing at a different scale.</p>	<p>7.G.A.3 Describe the two-dimensional figures that result from slicing three-dimensional figures.</p>
<ul style="list-style-type: none"> ★ Find the unknown measure of a supplementary, complementary, vertical, or adjacent angle ★ Create an expression that can be used to find an unknown angle measurement 	<ul style="list-style-type: none"> ★ Draw a figure based on given conditions ★ Select appropriate side lengths that will determine a triangle 	<ul style="list-style-type: none"> ★ Find the length of a side or measure of area/perimeter given a shape and a scale factor ★ Find the scale factor given two figures where one is a scale drawing of the other ★ Draw a scale model given a shape and a scale factor ★ Determine a scale factor and create a scale model based on given parameters 	<ul style="list-style-type: none"> ★ Match a two-dimensional cross section with its (possible) 3-D figure(s) ★ Draw a two-dimensional figure that represents the cross section of a 3-D figure

Q3 Spiral Review

- ➡ [7.RP.A.1](#) Compute unit rates associated with ratios involving both simple and complex fractions, including ratios of quantities measured in like or different units. ★
- ➡ [7.RP.A.2](#) Recognize and represent proportional relationships between quantities.
 - a. Decide whether two quantities are in a proportional relationship (e.g., by testing for equivalent ratios in a table or graphing on a coordinate plane and observing whether the graph is a straight line through the origin).
 - b. Identify the constant of proportionality (unit rate) in tables, graphs, equations, diagrams, and verbal descriptions of proportional relationships.
 - c. Represent proportional relationships by equations. For example, if total cost t is proportional to the number n of items purchased at a constant price p , the relationship between the total cost and the number of items can be expressed as $t = pn$.
 - d. Explain what a point (x, y) on the graph of a proportional relationship means in terms of the situation, with special attention to the points $(0, 0)$ and $(1, r)$ where r is the unit rate.
- ➡ [7.RP.A.3](#) Use proportional relationships to solve multi-step ratio and percent problems (e.g., simple interest, tax, markups and markdowns, gratuities and commissions, fees, percent increase and decrease, and percent error).

GESD PROVIDED RESOURCES: Reveal Math 8-1, 8-2, 8-3, 8-4, 8-5 ★ Flipbook: pg. 33, 36, 39, 44 ★ Supplement with [Engage NY Module 6 Lessons 5, 8, 11](#), [Connected Mathematics "Number and Operations" Investigation 4](#)

Quarter 3 Module 9: Measure Figures

Solve real world and mathematical problems involving area, volume, and surface area. ★ Suggested Timeframe: 7-14 days

ARIZONA STANDARDS AND TASK DEMANDS - Click on the link to see the content limits, context, common assessment format, and performance descriptors.**7.G.B.4**

Understand and use the formulas for the area and circumference of a circle to solve problems; give an informal derivation of the relationship between the circumference and area of a circle.

- ★ Find the area of a circle given diameter or radius
- ★ Find the radius or diameter of a circle given the circumference
- ★ Find circumference given the radius or diameter
- ★ Find the area of shapes created by the intersection of circles and other shapes
- ★ Find the area given the circumference

7.G.B.6

Solve mathematical problems and problems in a real-world context involving area of two-dimensional objects composed of triangles, quadrilaterals, and other polygons. Solve mathematical problems and problems in real-world context involving volume and surface area of three-dimensional objects composed of cubes and right prisms.

- ★ Find the volume or surface area of an object
- ★ Find dimensions when the area, surface area, or volume is given
- ★ Find the volume of a cube given the surface area (Area of each face is limited to 100 square units)
- ★ Find the volume of an object composed of two objects

Q3 Spiral Review

- ➔ **7.RP.A.1** Compute unit rates associated with ratios involving both simple and complex fractions, including ratios of quantities measured in like or different units. ★
- ➔ **7.RP.A.2** Recognize and represent proportional relationships between quantities.
 - a. Decide whether two quantities are in a proportional relationship (e.g., by testing for equivalent ratios in a table or graphing on a coordinate plane and observing whether the graph is a straight line through the origin).
 - b. Identify the constant of proportionality (unit rate) in tables, graphs, equations, diagrams, and verbal descriptions of proportional relationships.
 - c. Represent proportional relationships by equations. For example, if total cost t is proportional to the number n of items purchased at a constant price p , the relationship between the total cost and the number of items can be expressed as $t = pn$.
 - d. Explain what a point (x, y) on the graph of a proportional relationship means in terms of the situation, with special attention to the points $(0, 0)$ and $(1, r)$ where r is the unit rate.
- ➔ **7.RP.A.3** Use proportional relationships to solve multi-step ratio and percent problems (e.g., simple interest, tax, markups and markdowns, gratuities and commissions, fees, percent increase and decrease, and percent error).

GESD PROVIDED RESOURCES: Reveal Math 9-1, 9-2, 9-3, 9-4, 9-5, 9-6 ★ Flipbook: pg. 41, 46

Quarter 4 Module 10: Probability

Understand probability, find the probability of simple events and compound events, and design simulations. ★ Suggested Timeframe: 7.5-15 days

ARIZONA STANDARDS AND TASK DEMANDS - Click on the link to see the content limits, context, common assessment format, and performance descriptors.

<p>7.SP.C.5 Understand that the probability of a chance event is a number between 0 and 1 that expresses the likelihood of the event occurring. Greater numbers indicate greater likelihood. A probability near 0 indicates an unlikely event, a probability around 1/2 indicates an event that is neither unlikely nor likely, and a probability near 1 indicates a likely event.</p>	<p>7.SP.C.6 Approximate the probability of a chance event by collecting data on the chance process that produces it and observing its long-run relative frequency, and predict the approximate relative frequency given the probability.</p>	<p>7.SP.C.7 Develop a probability model and use it to find probabilities of events. Compare probabilities from a model to observed frequencies. If the agreement is not good, explain possible sources of the discrepancy.</p> <p>a. Develop a uniform probability model by assigning equal probability to all outcomes, and use the model to determine probabilities of events. <i>For example, if a student is selected at random from a class, find the probability that Jane will be selected and the probability that a girl will be selected.</i></p> <p>b. Develop a probability model (which may not be uniform) by observing frequencies in data generated from a chance process. <i>For example, find the approximate probability that a spinning penny will land heads up or that a tossed paper cup will land open-end down. Do the outcomes for the spinning penny appear to be equally likely based on the observed frequencies?</i></p>
<ul style="list-style-type: none"> ★ Identify the likelihood of a chance event occurring ★ Given a likelihood of an event occurring, identify a possible probability ★ Compare probabilities as being more or less likely 	<ul style="list-style-type: none"> ★ Approximate/estimate the probability of a chance event by observing collected data (empirical/experimental probability) ★ Predict the approximate relative frequency given the theoretical probability 	<ul style="list-style-type: none"> ★ Given a probability model, find the probability of a combination of events contained in the model (7.SP.7a, 7.SP.7b) ★ Given a situation that is clearly uniform (7.SP.7a), or given data (7.SP.7b), create a probability model ★ Given a situation that is clearly uniform (7.SP.7a), or given data (7.SP.7b), create a probability model and find the probability of a combination of events contained in the model

Q4 Spiral Review ➡ [7.EE.B.4](#) – Use variables to represent quantities in mathematical problems and problems in real-world context, and construct simple equations and inequalities to solve problems.

➡ [7.RP.A.2](#) Recognize and represent proportional relationships between quantities.

- a. Decide whether two quantities are in a proportional relationship (e.g., by testing for equivalent ratios in a table or graphing on a coordinate plane and observing whether the graph is a straight line through the origin).
- b. Identify the constant of proportionality (unit rate) in tables, graphs, equations, diagrams, and verbal descriptions of proportional relationships.
- c. Represent proportional relationships by equations. For example, if total cost t is proportional to the number n of items purchased at a constant price p , the relationship between the total cost and the number of items can be expressed as $t = pn$.
- d. Explain what a point (x, y) on the graph of a proportional relationship means in terms of the situation, with special attention to the points $(0, 0)$ and $(1, r)$ where r is the unit rate.

GESD PROVIDED RESOURCES: Reveal Math 10-1, 10-2, 10-3, 10-4 ★ Flipbook: pg. 57, 59, 61 ★ Supplement with Connected Mathematics Data Analysis and Probability Investigation 2, 3, 4, 5, 7; McDougal-Littell Algebra 11.9

Quarter 4 Module 11: Sampling and Statistics

Analyze samples and interpret the data. ★ Suggested Timeframe: 3-6 days

ARIZONA STANDARDS AND TASK DEMANDS - Click on the link to see the content limits, context, common assessment format, and performance descriptors.

<p>7.SP.A.1 Understand that statistics can be used to gain information about a population by examining a sample of the population; generalizations about a population from a sample are valid only if the sample is representative of that population. Understand that random sampling tends to produce representative samples and support valid inferences.</p>	<p>7.SP.A.2 Use data from a random sample to draw inferences about a population with an unknown characteristic of interest. Generate multiple samples (or simulated samples) of the same size to gauge the variation in estimates or predictions.</p>	<p>7.SP.B.4 Use measures of center and measures of variability for numerical data from random samples to draw informal comparative inferences about two populations.</p>	<p>7.SP.B.3 Informally assess the degree of visual overlap of two numerical data distributions with similar variabilities, measuring the difference between the centers by expressing it as a multiple of a measure of variability.</p>
<p>★ Identify a valid sample (random, representative, and proportional to population) ★ Justify a chosen sampling method</p>	<p>★ Draw inferences about a population based on a set of random samples ★ Explore the variation among a set of random samples</p>	<p>★ Evaluate data displays or measures regarding evidence (center and variation, based on overlap of the data) that the data for one population is greater than another</p>	<p>★ Given sets of data displays that represent data distributions, select the set that shows the most visual overlap ★ Given two data displays with different centers but the same variability, compute the difference in centers in terms of the mean absolute deviation and informally assess the degree of overlap</p>

Q4 Spiral Review

- ➡ [7.EE.B.4](#) – Use variables to represent quantities in mathematical problems and problems in real-world context, and construct simple equations and inequalities to solve problems.
- ➡ [7.RP.A.2](#) Recognize and represent proportional relationships between quantities.
- Decide whether two quantities are in a proportional relationship (e.g., by testing for equivalent ratios in a table or graphing on a coordinate plane and observing whether the graph is a straight line through the origin).
 - Identify the constant of proportionality (unit rate) in tables, graphs, equations, diagrams, and verbal descriptions of proportional relationships.
 - Represent proportional relationships by equations. For example, if total cost t is proportional to the number n of items purchased at a constant price p , the relationship between the total cost and the number of items can be expressed as $t = pn$.
 - Explain what a point (x, y) on the graph of a proportional relationship means in terms of the situation, with special attention to the points $(0, 0)$ and $(1, r)$ where r is the unit rate.

GESD PROVIDED RESOURCES: Flipbook: pg. 50, 52, 55 ★ Supplement with *Teaching Student-Centered Mathematics* Van de Walle Pg. 376 15.3, Pg. 379 15.4, Pg. 381 15.5 ★ Supplement with *McDougal-Littell Algebra* 6.6, 6.7, *Engage NY* Module 5 Lesson 21, 22, 23, *Connected Mathematics* Number and Operations Investigation 5

Quarter Taught				Essential Standards (→Grade Level Guaranteed Standards)
1	2	3	4	Number Sense (NS):
X				<p>→7.NS.A.1 – Add and subtract integers and other rational numbers; represent addition and subtraction on a horizontal or vertical number line diagram.</p> <p>a. Describe situations in which opposite quantities combine to make 0.</p> <p>b. Understand $p + q$ as the number located a distance q from p, in the positive or negative direction depending on whether q is positive or negative. Show that a number and its opposite have a sum of 0 (are additive inverses). Interpret sums of rational numbers by describing real-world context.</p> <p>c. Understand subtraction of rational numbers as adding the additive inverse, $p - q = p + (-q)$. Show that the distance between two rational numbers on the number line is the absolute value of their difference, and apply this principle in real-world context.</p> <p>d. Apply properties of operations as strategies to add and subtract rational numbers.</p>
X				<p>→7.NS.A.2 – Multiply and divide integers and other rational numbers.</p> <p>a. Understand that multiplication is extended from fractions to rational numbers by requiring that operations continue to satisfy the properties of operations, particularly the Distributive Property, leading to products such as $(-1)(-1) = 1$ and the rules for multiplying signed numbers. Interpret products of rational numbers by describing real-world context.</p> <p>b. Understand that integers can be divided, provided that the divisor is not zero, and every quotient of integers (with non-zero divisor) is a rational number. If p and q are integers, then $-(p/q) = (-p)/q = p/(-q)$. Interpret quotients of rational numbers by describing real-world context.</p> <p>c. Apply properties of operations as strategies to multiply and divide rational numbers.</p> <p>d. Convert a rational number to decimal form using long division; know that the decimal form of a rational number terminates in 0's or eventually repeats.</p>
				Expressions and Equations (EE):
X				7.EE.A.1 – Apply properties of operations as strategies to add, subtract, factor, and expand linear expressions with rational coefficients.
X	X			7.EE.A.2 – Rewrite an expression in different forms, and understand the relationship between the different forms and their meanings in a problem context.
X				7.EE.B.3 – Solve multi-step mathematical problems and problems in real-world context posed with positive and negative rational numbers in any form. Convert between forms as appropriate and assess the reasonableness of answers.
	X	X		<p>→7.EE.B.4 – Use variables to represent quantities in mathematical problems and problems in real-world context, and construct simple equations and inequalities to solve problems.</p> <p>a. Solve word problems leading to equations of the form $px + q = r$ and $p(x + q) = r$, where p, q, and r are specific rational numbers. Solve equations of these forms fluently. Compare an algebraic solution to an arithmetic solution, identifying the sequence of the operations used in each approach.</p> <p>b. Solve word problems leading to inequalities of the form $px + q > r$ or $px + q < r$, where p, q, and r are rational numbers. Graph the solution set of the inequality and interpret it in the context of the problem.</p>
				Ratios and Proportions (RP):
	X			→7.RP.A.1 – Compute unit rates associated with ratios involving both simple and complex fractions, including ratios of quantities measured in like or different units.
	X			<p>→7.RP.A.2 – Recognize and represent proportional relationships between quantities.</p> <p>a. Decide whether two quantities are in a proportional relationship (e.g., by testing for equivalent ratios in a table or graphing on a coordinate plane and observing whether the graph is a straight line through the origin).</p> <p>b. Identify the constant of proportionality (unit rate) in tables, graphs, equations, diagrams, and verbal descriptions of proportional relationships.</p> <p>c. Represent proportional relationships by equations. For example, if total cost t is proportional to the number n of items purchased at a constant price p, the relationship between the total cost and the number of items can be expressed as $t = pn$.</p> <p>d. Explain what a point (x, y) on the graph of a proportional relationship means in terms of the situation, with special attention to the points $(0, 0)$ and $(1, r)$ where r is the unit rate.</p>
	X			→7.RP.A.3 – Use proportional relationships to solve multi-step ratio and percent problems (e.g., simple interest, tax, markups and markdowns, gratuities and commissions, fees, percent increase and decrease, and percent error).
				Geometry (G):

		X		7.G.B.4 – Understand and use the formulas for the area and circumference of a circle to solve problems; give an informal derivation of the relationship between the circumference and area of a circle.
		X		7.G.B.5 – Use facts about supplementary, complementary, vertical, and adjacent angles in multi-step problems to write and solve simple equations for an unknown angle in a figure.
Statistics and Probability (SP):				
			X	7.SP.B.4 – Use measures of center and measures of variability for numerical data from random samples to draw informal comparative inferences about two populations.

Quarter Taught				Supporting Standards
1	2	3	4	Number Sense (NS):
X	X			7.NS.A.3 – Solve mathematical problems and problems in real-world context involving the four operations with rational numbers. Computations with rational numbers extend the rules for manipulating fractions to complex fractions where $a/b \div c/d$ when a, b, c , and d are all integers and b, c , and $d \neq 0$.
Geometry (G):				
		X		7.G.A.1 – Solve problems involving scale drawings of geometric figures, such as computing actual lengths and areas from a scale drawing and reproducing a scale drawing at a different scale.
		X		7.G.A.2 – Draw geometric shapes with given conditions using a variety of methods. Focus on constructing triangles from three measures of angles or sides, noticing when the conditions determine a unique triangle, more than one triangle, or no triangle.
		X		7.G.A.3 – Describe the two-dimensional figures that result from slicing three-dimensional figures.
		X		7.G.B.6 – Solve mathematical problems and problems in a real-world context involving area of two-dimensional objects composed of triangles, quadrilaterals, and other polygons. Solve mathematical problems and problems in real-world context involving volume and surface area of three-dimensional objects composed of cubes and right prisms.
Statistics and Probability (SP):				
			X	7.SP.A.1 – Understand that statistics can be used to gain information about a population by examining a sample of the population; generalizations about a population from a sample are valid only if the sample is representative of that population. Understand that random sampling tends to produce representative samples and support valid inferences.
			X	7.SP.A.2 – Use data from a random sample to draw inferences about a population with an unknown characteristic of interest. Generate multiple samples (or simulated samples) of the same size to gauge the variation in estimates or predictions.
			X	7.SP.B.3 – Informally assess the degree of visual overlap of two numerical data distributions with similar variabilities, measuring the difference between the centers by expressing it as a multiple of a measure of variability.
			X	7.SP.C.5 – Understand that the probability of a chance event is a number between 0 and 1 that expresses the likelihood of the event occurring. Larger numbers indicate greater likelihood. A probability near 0 indicates an unlikely event, a probability around 1/2 indicates an event that is neither unlikely nor likely, and a probability near 1 indicates a likely event.
			X	7.SP.C.6 – Approximate the probability of a chance event by collecting data on the chance process that produces it and observing its long-run relative frequency, and predict the approximate relative frequency given the probability.
			X	7.SP.C.7 – Develop a probability model and use it to find probabilities of events. Compare probabilities from a model to observed frequencies. If the agreement is not good, explain possible sources of the discrepancy. a. Develop a uniform probability model by assigning equal probability to all outcomes, and use the model to determine probabilities of events. b. Develop a probability model (which may not be uniform) by observing frequencies in data generated from a chance process.
			X	7.SP.C.8 – Find probabilities of compound events using organized lists, tables, tree diagrams, and simulation a. Understand that, just as with simple events, the probability of a compound event is a fraction of outcomes in the sample space for which the compound event occurs.

				<p>b. Represent sample spaces for compound events using methods such as organized lists, tables and tree diagrams. For an event described in everyday language (e.g., "rolling double sixes"), identify the outcomes in the sample space which compose the event.</p> <p>c. Design and use a simulation to generate frequencies for compound events. <i>For example, use random digits as a simulation tool to approximate the answer to the question: If 40% of donors have type A blood, what is the probability</i></p>
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Glendale Elementary School District

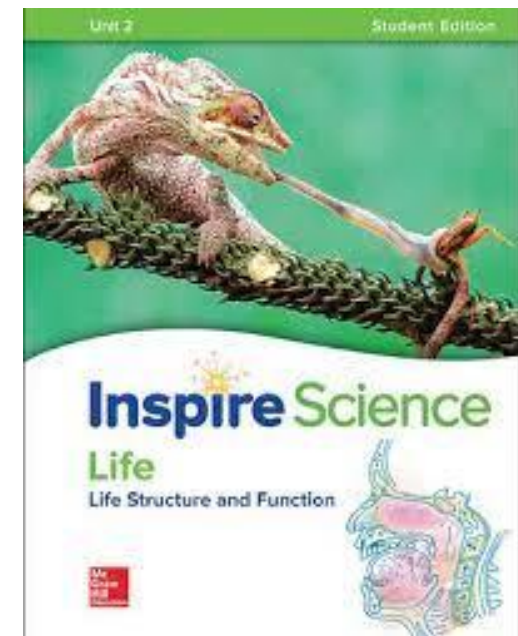
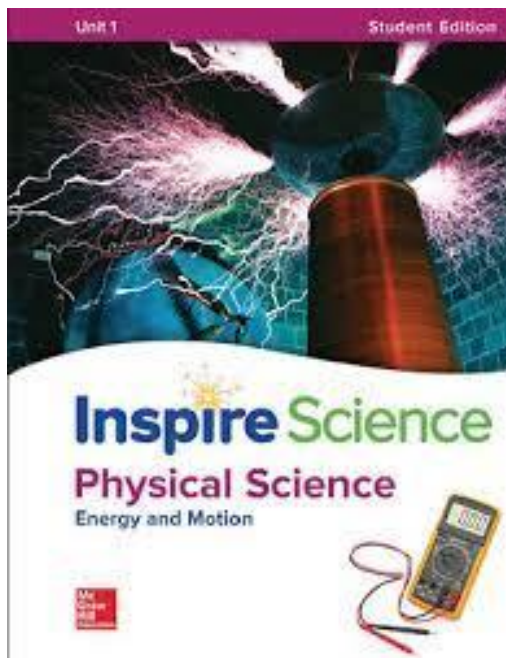
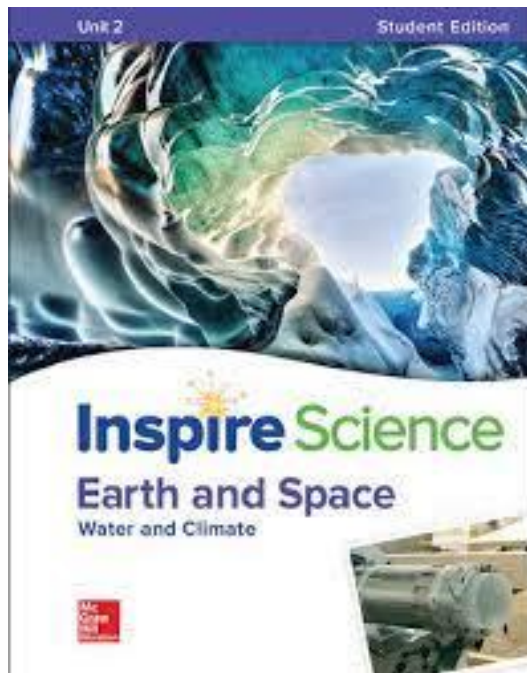


23-24 7th Grade

SCIENCE PACING GUIDE

Focus on Patterns; Scale, Cause and Effect; Structure and Function

By the end of seventh grade, students will explore how forces cause changes in motion and how energy is transferred in geologic, atmospheric, and environmental processes. Students investigate force and motion in a wide variety of systems, model how heat energy drives cycles in weather and climate, and explain the structure and function of cells. Student investigations focus on collecting and making sense of observational data and measurements using the science and engineering practices: ask questions and define problems, develop and use models, plan and carry out investigations, analyze and interpret data, use mathematics and computational thinking, construct explanations and design solutions, engage in argument from evidence, and obtain, evaluate, and communicate information. While individual lessons may include connections to any of the crosscutting concepts, the standards in seventh grade focus on helping students understand phenomena through patterns, cause and effect, and structure and function.



Core Ideas for Knowing Science:*Physical Science*

- P1: All matter in the Universe is made of very small particles.
- P2: Objects can affect other objects at a distance.
- P3: Changing the movement of an object requires a net force to be acting on it.
- P4: The total amount of energy in a closed system is always the same but can be transferred from one energy store to another during an event.

Earth and Space Science

- E1: The composition of the Earth and its atmosphere and the natural and human processes occurring within them shape the Earth's surface and its climate.
- E2: The Earth and our solar system are a very small part of one of many galaxies within the Universe.

Life Science

- L1: Organisms are organized on a cellular basis and have a finite life span.
- L2: Organisms require a supply of energy and materials for which they often depend on, or compete with, other organisms.
- L3: Genetic information is passed down from one generation of organisms to another.
- L4: The unity and diversity of organisms, living and extinct, is the result of evolution

Core Ideas for using Science:

- U1: Scientists explain phenomena using evidence obtained from observations and or scientific investigations. Evidence may lead to developing models and or theories to make sense of phenomena. As new evidence is discovered, models and theories can be revised.
- U2: The knowledge produced by science is used in engineering and technologies to solve problems and/or create products.
- U3: Applications of science often have both positive and negative ethical, social, economic, and/or political implications.

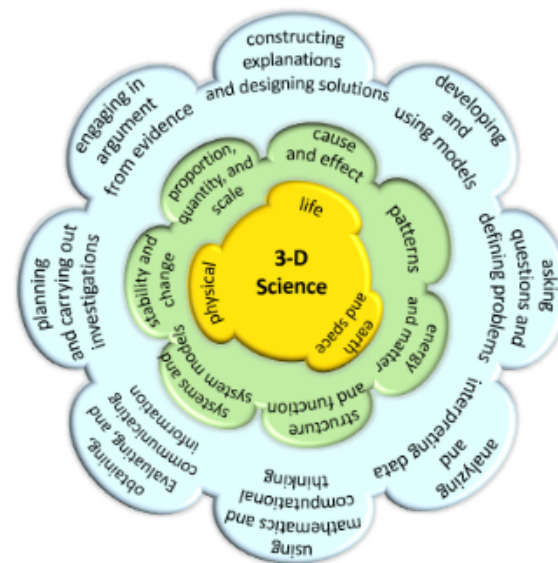
Science and Engineering Practices:

- [ask questions and define problems](#)
- [develop and use models](#)
- [plan and carry out investigations](#)
- [analyze and interpret data](#)
- [use mathematics and computational thinking](#)
- [construct explanations and design solutions](#)
- [engage in argument for evidence](#)
- [obtain, evaluate, and communicate information](#)

Crosscutting Concepts:

- **Patterns**
- **Cause and Effect**
- **Scale, Proportion, and Quantity**
- **Systems and System Models**
- **Energy and Matter**
- **Structure and Function**
- **Stability and Change**

Bold concepts are a focus for this grade level. Go to <http://bit.ly/CrossCutk8> for detailed information about crosscutting concepts.



Year-at-a-Glance

McGraw Hill correlates the instructional units to the NGSS standards. The 7th grade Arizona Standards are covered through the NGSS standards within the 6-8 grade band. **A crosswalk that articulates when each state standard is covered is linked [here](#).**

When implemented with fidelity, 6th-8th grade students will have received the needed curriculum prior to the AzSci assessment that is administered in 7th grade.

QUARTER 1	QUARTER 2	QUARTER 3	QUARTER 4
Water and Climate 6.E2U1.6 7.E1U1.5 7.E1U2.7	Energy and Motion 6.P2U1.4 6.P4U2.5 7.P2U1.1 7.P2U1.2 7.P3U1.3 7.P3U1.4 8.P4U1.3	Life: Structure and Function 6.L2U1.14 7.L1U1.8 7.L1U1.9 7.L1U1.10 7.L1U1.11	
Inspire Science Suggested Resource: <u>Earth and Space Unit 2:</u> Module 1: The Water Cycle Lesson 1 & 2 Module 2: Weather and Climate Lesson 1 - 4	Inspire Science Suggested Resource: <u>Physical Science Unit 1:</u> Module 1: Forces and Motion Lesson 1 - 5 Module 2: Mechanical Energy Lesson 1 - 3 Module 3: Electromagnetic Forces Lesson 1 - 4	Inspire Science Suggested Resource: <u>Life Science Unit 2:</u> Module 1: Cells and Life Lesson 1 & 2 Module 2: Body Systems Lesson 1 - 5	
AzSCI will be administered in 8th grade (equally covering domains from Grade 6/7/8 standards). ADE AzSCI Test Website			
Need Collaborative Kit Refill Materials: CLICK HERE to Order			

Quarter 1 + Q2 (15 days)

The Water Cycle & Weather and Climate

6.E2U1.6	Investigate and construct an explanation demonstrating that radiation from the Sun provides energy and is absorbed to warm the Earth's surface and atmosphere.
7.E1U1.5	Construct a model that shows the cycling of matter and flow of energy in the atmosphere, hydrosphere, and geosphere.
7.E1U2.7	Analyze and interpret data to construct an explanation for how advances in technology has improved weather prediction.
Three-Dimensional Learning:	<p>The following SEPs, DCIs, and CCCs build to the Module Performance Expectations</p> <ul style="list-style-type: none"> ★ SEP Developing & Using Models ★ DCI Roles of Water in Earth's Surface Processes ★ CCC Energy and Matter
<p style="text-align: center;"><u>Earth and Space Unit 2:</u> Water and Climate</p> <p style="text-align: center;">What drives the cycling of water among the oceans, atmosphere, land, and organisms?</p> <p style="text-align: center;">How do patterns of atmospheric and oceanic circulation impact weather and climate?</p>	GESD Resources: Materials Needed: Page 2I-2J
	<p>Module 1: The Water Cycle</p> <p>Module Opener - Encounter the Phenomenon (T3), STEM Module Project Launch (T4), Lesson 1 - Water in the Atmosphere (T5), Lesson 2 - Water on Earth's Surface (T23), STEM Module Project - Dinosaurs and Dew (T39), Module Wrap Up - Revisit the Phenomenon (T43)</p> <p>Materials Inventory Materials List</p>
	GESD Resources: Materials Needed: Page 44I-44J
	<p>Module 2: Weather and Climate</p> <p>Module Opener - Encounter the Phenomenon (T45), STEM Module Project Launch (T46), Lesson 1 - Solar Energy on Earth (T47), Lesson 2 - Atmospheric and Oceanic Circulation (T71), Lesson 3 - Weather Patterns (T97), Lesson 4 - Climates of Earth (T129), STEM Module Project - As the Water Churns (T155), Module Wrap Up - Revisit the Phenomenon (T161)</p> <p>Materials Inventory Materials List</p>

Quarter 2 (30 days) + Q3 (15 days)

6.P2U1.4	Develop and use a model to predict how forces act on objects at a distance.
6.P4U2.5	Analyze how humans use technology to store (potential) and/or use (kinetic) energy.
7.P2U1.1	Collect and analyze data demonstrating how electromagnetic forces can be attractive or repulsive and can vary in strength.
7.P2U1.2	Develop and use a model to predict how forces act on objects at a distance.
7.P3U1.3	Plan and carry out an investigation that can support an evidence-based explanation of how objects on Earth are affected by gravitational force.
7.P3U1.4	Use non-algebraic mathematics and computational thinking to explain Newton's laws of motion.
8.P4U1.3	Construct an explanation on how energy can be transferred from one energy store to another.
Three-Dimensional Learning:	<p>The following SEPs, DCIs, and CCCs build to the Module Performance Expectations</p> <ul style="list-style-type: none"> ★ SEP Ask, answer and define problems. Develop and use models. Plan and carry out investigations. Analyze and interpret data. Construct explanations and design solutions. Engage in argument from evidence. ★ DCI PS2.A Forces & Motion, PS2.B Types of Interactions, ETS1.A Define and delineate engineering problems, ETS1.B Develop possible solutions ★ CCC system and system models, stability and change
<p style="text-align: center;">Physical Science Unit 1: Energy and Motion Big Idea: What determines an objects' motion?</p>	GESD Resources:
	<p>Module 1: Forces and Motion Module Opener - Encounter the Phenomenon (T3), STEM Module Project Launch (T4), Lesson 1 - Position and Motion (T5), Lesson 2 - Force and Acceleration (T33), Lesson 3 - Force Pairs (T57), Lesson 4 - Gravitational Force (T75), STEM Module Project - Engineering Challenge (T95), Module Wrap Up - Revisit the Phenomenon (T103) Materials Inventory Materials List</p>
	GESD Resources:
	<p>Module 2: Mechanical Energy Module Opener - Encounter the Phenomenon (T105), STEM Module Project Launch (T106), Lesson 1 - Kinetic Energy (T107), Lesson 2 - Potential Energy (T125), Lesson 3 - Conservation of Energy (T141), STEM Module Project - Energy at the Amusement Park (T161), Module Wrap Up - Revisit the Phenomenon (T167) Materials Inventory Materials List</p>
	GESD Resources:

Module 3: Electromagnetic Forces

Module Opener - Encounter the Phenomenon (T169, STEM Module Project Launch (T170), Lesson 1 - Magnetic Force (T171), Lesson 2 - Electric Force (T197), Lesson 3 - Simple Circuits (T217), Lesson 4 - Electromagnetism (T233), STEM Module Project - The Great Metal Pick-Up Machine (T261), Module Wrap Up - Revisit the Phenomenon (T267)

[Materials Inventory](#) [Materials List](#)

Quarter 3 (15 days) + Q4 (40 days)

6.L2U1.14	Construct a model that shows the cycling of matter and flow of energy in ecosystems.
7.L1U1.8	Obtain, evaluate, and communicate information to provide evidence that all living things are made of cells, cells come from existing cells, and cells are the basic structural and functional unit of all living things.
7.L1U1.9	Construct an explanation to demonstrate the relationship between major cell structures and cell functions (plant and animal).
7.L1U1.10	Develop and use a model to explain how cells, tissues, and organ systems maintain life (animals).
7.L1U1.11	Construct an explanation for how organisms maintain internal stability and evaluate the effect of the external factors on organisms' internal stability.
Three-Dimensional Learning:	<p>The following SEPs, DCIs, and CCCs build to the Module Performance Expectations</p> <ul style="list-style-type: none"> ★ SEP Develop and use models, plan and carry out investigations ★ DCI LS1.A Structure & Function ★ CCC Scale, proportion and quantity, structure & function
<p style="text-align: center;">Life Science Unit 2: Life: Structure and Function</p> <p>Big Idea: What are the characteristics of living things, and how do the parts of a cell work together in order to function?</p> <p>Big Idea: How are body systems in organisms organized, and how do they interact, in order to perform life functions.</p>	GESD Resources:
	<p>Module 1: Cells and Life</p> <p>Module Opener - Encounter the Phenomenon (T), STEM Module Project Launch (T), Lesson 1 - Exploring Life (T5), Lesson 2 - Cell Structure and Function (T29), STEM Module Project - IT'S ALIVE! Or is it? (T49), Module Wrap Up - Revisit the Phenomenon (T69)</p> <p>Materials Inventory Materials List</p>
	GESD Resources:
	<p>Module 2: Body Systems</p> <p>Module Opener - Encounter the Phenomenon (T55), STEM Module Project Launch (T56), Lesson 1 -Levels of Organization (T57), Lesson 2 - Structure and Support (T75), Lesson 3 - Obtaining Energy and Removing Waste (T97), Lesson 4 - Moving Materials (T115), Lesson 5 - Control and Information Processing (T137), STEM Module Project - Science Challenge: Body of Evidence (T165), Module Wrap Up - Revisit the Phenomenon (T171)</p> <p>Materials Inventory Materials List</p>

Glendale Elementary School District

23-24

7th Grade

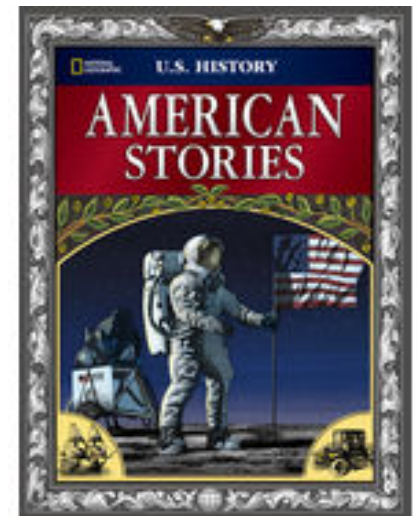


HISTORY & SOCIAL STUDIES PACING GUIDE

Seventh Grade - Integrated Global Studies; Scientific Revolution & Enlightenment - present

The content focus will be viewed through historical and geographic lenses. Seventh grade students will understand the relationships and interactions between societies and cultures in both the Eastern and Western Hemispheres. United States history will be taught as it intersects with global issues


- Influence of the Scientific Revolution on innovation and the Enlightenment on the concept of rights
- Revolutions around the world such as the American Revolution, French Revolution, Russian Revolution, the Cultural Revolution (Mao Zedong), and Latin American revolutions
- Global imperialism and its lasting consequences on regional conflict, stability, indigenous peoples, and human movement, including slavery and involuntary migrations
- Impact of industrialization and the rise of organized labor
- Global depressions
- World War I and World War II including the time period between the wars with the rise of fascism
- Cold War including origins, nuclear deterrence, and outcome
- Global conflicts and their consequences such as the Korean War, Vietnam War, Arab-Israeli Conflict, and Gulf War
- Government and economic systems such as monarchy, dictatorship, theocracy, oligarchy, aristocracy, democracy, constitutional republic, anarchy, and capitalism, socialism, and communism including founders, major tenets, practices, and writings
- Examination of primary and secondary sources including written and oral histories, images, and artifacts
- Disciplinary skills and processes including change and continuity over time, multiple perspectives, using and understanding sources, and cause and effect



Year-at-a-Glance

Listed lessons match the Arizona Standards. Any remaining lessons are optional. Read all Expanded Standards [HERE](#).

Quarter 1		Quarter 2	Quarter 3		Quarter 4		
Introduction to PEGS	Unit 1: Early Encounters	Unit 2: English Settlement	Unit 3: A New Nation	Unit 4: The Early Republic	Unit 5: Pushing National Boundaries	Unit 5: Pushing National Boundaries Continued	Unit 6: Civil War
7.E2.1	7.C4.3	7.C2.1	7.C2.1	7.C4.4	7.C4.4	7.C4.1	7.C4.1
7.E2.2	7.C4.4	7.C4.4	7.C4.2	7.E3.4	7.C4.4	7.C4.3	7.C4.3
7.E3.1	7.E2.1	7.E2.1	7.C4.3	7.H3.5	7.G3.1	7.E2.1	7.E2.1
7.E3.2	7.E5.3	7.E5.3	7.E5.3	7.SP1.4	7.G3.2	7.G1.2	7.G1.2
7.E5.2	7.G1.1	7.G1.2	7.G1.2	7.SP3.6	7.G3.3	7.G2.2	7.G2.2
7.G1.1	7.G2.2	7.G2.1	7.G2.1	7.SP4.2	7.G3.4	7.H2.2	7.H2.2
7.G1.2	7.G3.4	7.G2.2	7.G2.2		7.G4.3	7.H3.3	7.H3.3
7.H4.2	7.G4.3	7.G3.4	7.G4.1		7.H2.2	7.SP1.2	7.SP1.2
	7.G4.4	7.G4.1	7.H2.2		7.H4.2	7.SP2.1	7.SP2.1
9/11 Observance Day	7.H1.1	7.G4.2	7.H3.1		7.SP3.3	7.SP3.1	7.SP3.1
	7.H3.2	7.G4.4	7.H3.3			7.SP3.2	7.SP3.2
ADE Resources	7.H3.4	7.H1.1	7.H3.5			7.SP3.4	7.SP3.4
9/11 Museum Resources	7.SP1.1	7.H1.2	7.SP1.1			7.SP3.5	7.SP3.5
	7.SP1.2	7.H2.1	7.SP1.2			7.SP3.6	7.SP3.6
	7.SP2.2	7.H3.1	7.SP1.3			7.SP3.7	7.SP3.7
	7.SP4.1	7.H3.4	7.SP3.1				
Civics Celebration Week (9/17-9/25)	7.SP4.2	7.H3.5	7.SP3.2				
ADE Resources	7.SP4.3	7.SP1.1	7.SP3.4				
		7.SP1.2	7.SP4.2				
		7.SP3.1	7.SP4.3				
		7.SP3.4					
		7.SP4.1					
		7.SP4.4					

Quarter 1			
P.E.G.S		GESD Resource: National Geographic: American Stories Unit 1: Early Encounters 1492-1650 Chapter 2: European Exploration of the Americas - Pg. 50	
		Lesson Parts	Title/Focus and Lessons that apply to Arizona Standards
<p>Describe the PEGS process and how it applies to our learning.</p> <p>Political</p> <ul style="list-style-type: none"> Government types: Oligarchy, Monarchy, Theocracy, Democracy, Anarchy, Republic Explain the role(s) of government <p>Geography</p> <ul style="list-style-type: none"> Geographical boundaries (continent, countries, cities) Identify landforms on a world map. (mountains, lakes, rivers, etc) Five themes of geography: location, place, human interaction, movement, regions Tools of a map to interpret the information provided Absolute and relative location (latitude and longitude) <p>GESD Resource: National Geographic: American Stories Unit 1: Early Encounters 1492-1650 Chapter 2: European Exploration of the Americas - Pg. 50</p> <p>Section 1 Section 2 Section 3</p>	<p>Economics</p> <ul style="list-style-type: none"> Law of supply and demand Scarcity, need for raw materials Opportunity cost Factors of production Market vs command economy Private vs public ownership of property <p>Social</p> <ul style="list-style-type: none"> Parts of culture: family, language, traditions, history, arts, food, religion, morals/values, Cultural diffusion/fluidity of culture across civilizations <p>Video  How do we categorize data in Soci...</p> <p>World Book:</p> <ul style="list-style-type: none"> Political Social Studies Power <ul style="list-style-type: none"> Culture, Parts of the World, Types of Government, What is an Economy?, A Global Economy, How Business Works <p>My Perspectives: 6th Grade Unit 5 - Exploration (Geography, Culture))</p> <ul style="list-style-type: none"> A Long Way Home <p>Title/Focus and Lessons that apply to Arizona Standards</p> <p>Spain Claims an Empire 1.1, 1.2, 1.3, 1.4</p> <p>Europe Fights Over North American 2.3</p> <p>Spanish Rule in Americans 3.1, 3.3</p>	Section 1	Spain Claims an Empire 1.1, 1.2, 1.3, 1.4
		Section 2	Europe Fights Over North American 2.3
		Section 3	Spanish Rule in Americans 3.1, 3.3
		Section 4	Slavery Begins in the Americas 4.1, 4.2
		Unit Wrap Up	Establish an Empire
		Additional Resources	<p>World Book Links:</p> <ul style="list-style-type: none"> Exploration, Colonization Social Studies Power <ul style="list-style-type: none"> English Exploration, French Exploration, Spanish Exploration, Ancient Exploration Timelines <ul style="list-style-type: none"> Christopher Columbus, Lewis and Clark Expedition, Exploring the World <p>Workman World History:</p> <ul style="list-style-type: none"> <i>Europe Sets Sail</i> Pgs 235-247 <i>Europe Explores Asia</i> Pgs 248-254 <i>American Colonies</i> Pgs 255 - 264

GESD Resource: National Geographic: American Stories Unit 2: English Settlement 1585-1732 Chapter 3: The Thirteen Colonies - Pg. 84		Unit 2: English Settlement 1585-1732 Chapter 4: Colonial Development - Pg. 120	
Lesson Parts	Title/Focus and Lessons that apply to Arizona Standards	Lesson Parts	Title/Focus and Lessons that apply to Arizona Standards
American Stories	The Lost Colony of Roanoke	Section 1	New England: Commerce and Religion 1.1, 1.2, 1.3, 1.4, 1.5
Section 1	Early Colonies Have Mixed Success 1.1, 1.3, 1.4	Section 2	The Southern Colonies 2.1, 2.2, 2.3
Section 2	New England Colonies 2.1, 2.2	Section 4	Roots of American Democracy 4.2, 4.3
Section 3	Middle and Southern Colonies 3.2, 3.4, 3.5	Section 5	The French and Indian War 5.1
American Gallery	A Portrait of the Pilgrims	Unit 2 Wrap-up	Envision an Ideal Community

Quarter 2			
GESD Resource: National Geographic: American Stories Unit 3: A New Nation 1763-1776 Chapter 5: The Road to Revolution - Pg. 168 Length of Study: 12 days		Unit 3: A New Nation 1775-1783 Chapter 6: The American Revolution - Pg. 214 Length of Study: 12 days	
Lesson Parts	Title/Focus and Lessons that apply to Arizona Standards	Lesson Parts	Title/Focus and Lessons that apply to Arizona Standards
American Stories	Our American Identity	American Stories	Bitter Winter at Valley Forge
Section 1	British Control 1.2	Section 1	Early War Years 1.1
Section 2	Rebellion in the Colonies 2.1, 2.3	Section 2	The War Expands 2.1, 2.3, 2.4
Section 3	Lexington and Concord 3.2	Section 3	The Path to Victory 3.4, 3.5
Section 4	Declaring Independence 4.1, 4.4, 4.5	American Gallery	Colonial Vernacular Architecture
American Gallery	Colonial Boston	Additional Resources	Workman American History Notebook : <ul style="list-style-type: none"> • <i>The British are Coming</i> Pgs 95-106 • <i>The American Revolution</i> Pgs 107-122 • <i>A New Government</i> Pg 123-141 • <i>President Precedents</i> 142-154
Additional Resources	Workman American History Notebook : <ul style="list-style-type: none"> • <i>Pre-Revolutionary War</i> Pgs 79-86 • <i>Parliament and Protests</i> Pgs 87-94 		

Unit 3: A New Nation 1776-1791 Chapter 7: From Confederation to Constitution - Pg. 248 Length of Study: 12 days	
Lesson Parts	Title/Focus and Lessons that apply to Arizona Standards
American Stories	Philadelphia, Summer of 1787
Section 1	The Confederation Era 1.1, 1.3
Section 2	Drafting the Constitution 2.1, 2.2, 2.3
Section 3	Ratification and the Bill of Rights 3.1, 3.2, 3.3
American Gallery	Historic Philadelphia
Unit 3 Wrap-up	Prepare an Argument pg. 270 TE
Additional Resources	<p><i>World Book</i> Links:</p> <ul style="list-style-type: none"> • Amendments timeline <p>Workman American History Notebook:</p> <ul style="list-style-type: none"> • <i>A New Government</i> Pg 123-141 • <i>President Precedents</i> 142-154 <p><i>Nextext</i>:</p> <p>"Civics in America" Text:</p> <ul style="list-style-type: none"> • Chapter 2 Sec 4 • Chapter 3-4 • Chapter 6-8 <p>iCivics:</p> <ul style="list-style-type: none"> • Foundations of Government unit • Road to the Constitution unit • The Constitution unit • Legislative Branch • Executive Branch • Judicial Branch

Quarter 3			
GESD Resource: National Geographic: American Stories Unit 4: The Early Republic 1789-1800 Chapter 8: Growing Pains in the New Republic - Pg. 276 Length of Study: 10 days		Unit 4: The Early Republic 1800-1844 Chapter 10: Expansion and Growth - Pg. 326 Length of Study: 15 days	
Lesson Parts	Title/Focus and Lessons that apply to Arizona Standards	Lesson Parts	Title/Focus and Lessons that apply to Arizona Standards
American Stories	George Washington's Mount Vernon	American Stories	The Mighty Mississippi
Section 1	Washington's Presidency 1.1, 1.2, 1.3	Section 1	America's First Industrial Revolution 1.1, 1.2, 1.3, 1.4
Section 2	Politics in the 1790s 2.1	Section 2	Plantations and Slavery Spread 2.1, 2.2, 2.3
American Gallery	Federal Washington	Section 3	Nationalism and Sectionalism 3.1, 3.2, 3.3, 3.4
Additional Resources	<i>World Book</i> Links: <ul style="list-style-type: none"> • Elections and voting webquest iCivics: <ul style="list-style-type: none"> • Citizenship and Participation 	American Gallery	The American Railroads
		Unit Wrap-Up	Define Good Citizenship
Additional Resources	<i>World Book</i> Links: <ul style="list-style-type: none"> • Revolution, American Independence • Social Studies Power <ul style="list-style-type: none"> ○ What is a Revolution?, The American Revolution, International Cooperation, Building and Manufacturing • Timelines United States: Revolutionary War Years, Inventions that Changed the World 18000 BC - 2007 	Workman World History Notebook : <ul style="list-style-type: none"> • <i>Monarchies Rise in Europe</i> (background) Pgs. 277- 286 • <i>The American Revolution</i> Pgs. 287 - 296 • <i>The French Revolution</i> Pgs. 297 - 306 • <i>Nationalism Across Europe and Independence Movements in South Africa and Haiti</i> Pgs 307-314 	

Unit 5: Pushing National Boundaries 1821-1853 Chapter 12: Manifest Destiny - Pg. 380 Length of Study: 15 days		
Lesson Parts	Title/Focus and Lessons that apply to Arizona Standards	
American Stories	The Golden City	
Section 1	Trails West 1.1, 1.2, 1.3, 1.4	
Section 2	The Texas Revolution 2.1, 2.2, 2.3, 2.4, 2.5	
Section 3	The War with Mexico 3.1, 3.2, 3.3	
Section 4	The California Gold Rush 4.1, 4.2, 4.3	
American Gallery	The Westward Trails	

Quarter 4			
GESD Resource: National Geographic: American Stories Unit 5: Pushing National Boundaries 1830-1860 Chapter 13: The Changing American Identity - Pg. 422		GESD Resource: National Geographic: American Stories Unit 6: Civil War 1846-1861 Chapter 14: A Broken Nation - Pg. 460	
Lesson Parts	Title/Focus and Lessons that apply to Arizona Standards	Lesson Parts	Title/Focus and Lessons that apply to Arizona Standards
American Stories	The Underground Railroad	American Stories	The Pony Express
Section 1	The Immigrant Experience 1.1, 1.2, 1.3, 1.4	Section 1	Growing Tensions Between North and South 1.2
Section 2	Reforming American Society 2.1, 2.2, 2.3, 2.4	Section 2	Slavery Dominates Politics 2.1, 2.2
Section 3	Abolition and Women's Rights 3.1,3.2, 3.3	Section 3	Lincoln's Election and Southern Secession 3.1
American Gallery	Women's Rights	American Gallery	Abraham Lincoln

GESD Resource: National Geographic: American Stories Unit 6: Civil War 1861-1862 Chapter 15: Beginnings of War - Pg. 480 Length of Study: 8 days		GESD Resource: National Geographic: American Stories Unit 6: Civil War 1863-1865 Chapter 16: Turning Points of the War - Pg. 514 Length of Study: 12 days	
Lesson Parts	Title/Focus and Lessons that apply to Arizona Standards	Lesson Parts	Title/Focus and Lessons that apply to Arizona Standards
American Stories	Voices from the Civil War	American Stories	The Secret Weapon of the South
Section 1	War Erupts 1.1, 1.2, 1.3	Section 1	The Emancipation Proclamation 1.1, 1.2, 1.3
Section 2	Life in the Army 2.1, 2.2, 2.3	Section 2	Americans at War 2.1, 2.2, 2.3
Section 3	A War Without End 3.1, 3.2, 3.3, 3.4	Section 3	The Tide Turns 3.1, 3.2, 3.3, 3.4, 3.5
American Gallery	The Daily Lives of Civil War Soldiers	Section 4	The War's Aftermath 4.1, 4.2
Additional Resources	<p><i>World Book Links:</i> Webquests: Background, Biographies, Overview, Civil War Timeline <i>Workman World/American History:</i></p> <ul style="list-style-type: none"> • <i>North versus South</i> Pgs 229-242 • <i>The Civil War</i> Pgs 243-258 • <i>Reconstruction</i> Pgs 259-268 	American Gallery	Battlefield Medicine

7th Grade History and Social Science Standards Reference	2	3	4	5	6	7	8	10	12	13	14	15	16
CIVICS													
<i>Citizens have individual rights, roles, and responsibilities.</i>													
7.C2.1 Explain how revolutions and other changes in government impact citizens' rights.			★	★	★	★							
<i>Process, rules, and laws direct how individuals are governed and how society addresses problems.</i>													
7.C4.1 Compare historical and contemporary means of changing societies to promote the common good.										★			★
7.C4.2 Assess specific rules and laws (both actual and proposed) as a means of addressing public problems.				★		★							
7.C4.3 Analyze the purpose, process, implementation, and consequences of decision making and public policies in multiple settings.	★			★	★						★		
7.C4.4 Explain challenges people face and opportunities they create in addressing local, regional, and global problems at various times and places.													
Apply a range of deliberative and democratic procedures to make decisions and act in local, regional, and global communities.	★	★	★				★		★	★			
ECONOMICS													
<i>By applying economic reasoning, individuals seek to understand the decisions of people, groups, and societies.</i>													
7.E2.1 Explain how economic decisions affect the well-being of individuals, businesses, and society.	★		★					★					★
7.E2.2 Evaluate current economic issues in terms of benefits and costs for distinct groups in society. Chapter 29 3.2													
Individuals and institutions are interdependent within market systems.													
7.E3.1 Explain the roles of buyers, sellers, and profits in product, labor, and financial markets.													
7.E3.2 Analyze the relationship between supply, demand, and competition with emphasis on how they influence prices, wages, and production. Chapter 23 1.1													
7.E3.3 Analyze the influence of institutions such as corporations, non-profits, and labor unions on the economy in a market system.										★			
7.E3.4 Explain ways in which money facilitates exchange.							★						
<i>The interconnected global economy impacts all individuals and groups in significant and varied ways.</i>													
7.E5.1 Explain the interdependence of trade and how trade barriers influence trade among nations. Chapter 29 4.3													
7.E5.2 Compare the various economic systems.													
7.E5.3 Explain the benefits and the costs of trade policies to individuals, businesses, and society.	★	★	★	★									
GEOGRAPHY													
<i>The use of geographic representations and tools helps individuals understand their world.</i>													

7.G1.1 Use and construct maps and other geographic representations to explain the spatial patterns of cultural and environmental characteristics.	★	★																	
Key tools and representations such as maps, globes, aerial and other photos, remotely sensed images, tables, graphs, and geospatial technology																			
7.G1.2 Analyze various geographic representations and use geographic tools to explain relationships between the location of places and their environments.		★			★												★		
<i>Human-environment interactions are essential aspects of human life in all societies.</i>																			
7.G2.1 Explain how cultural demographic patterns, economic decisions, and human adaptations shape the identity of nearby and distant places.		★	★		★														
7.G2.2 Analyze cultural and environmental characteristics that make places both similar and different.	★	★		★													★		
<i>Examining human population and movement helps individuals understand past, present, and future conditions on Earth's surface.</i>																			
7.G3.1 Explain how changes in transportation, communication, and technology influence the spatial connections among human settlements and affect the diffusion of ideas and cultural practices.																	★		
7.G3.2 Analyze how relationships between humans and environments extend or contract patterns of settlement and movement.																	★		
7.G3.3 Evaluate the influences of long-term, human-induced environmental change on spatial patterns and how it may cause conflict and promote cooperation.																	★		
7.G3.4 Evaluate human population and movement may cause conflict or promote cooperation.	★	★															★		
<i>Global interconnections and spatial patterns are a necessary part of geographic reasoning.</i>																			
7.G4.1 Analyze cultural and environmental characteristics among various places and regions of the world.		★		★															
7.G4.2 Explain how the relationship between the human and physical characteristics of places and production of goods influences patterns of world trade.	★	★																	
7.G4.3 Analyze how changes in population distribution patterns affect changes in land use in places and regions																	★		
7.G4.4 Explain an issue in terms of its scale (local, regional, state, national, or global)	★		★																
HISTORY																			
<i>The development of civilizations, societies, cultures, and innovations have influenced history and continue to impact the modern world.</i>																			
7.H1.1 Analyze the rise and decline, interactions between, and blending of cultures and societies.	★	★																	
7.H1.2 Trace the development and impact of scientific, technological, and educational innovations within historical time periods.			★																
<i>Cycles of conflict and cooperation have shaped relations among people, places, and environments.</i>																			
7.H2.1 Investigate how conflict can be both unifying and divisive throughout communities, societies, nations, and the world.		★																	
7.H2.2 Compare the multiple causes and effects of conflict and approaches to peacemaking.				★	★									★			★		
<i>Economic, political, and religious ideas and institutions have influenced history and continue to shape the modern world.</i>																			

7.H3.1 Compare the origins and spread of influential ideologies and both religious and non-religious worldviews.		★	★			★								
7.H3.2 Analyze how economic and political motivations impact people and events.	★													
7.H3.3 Trace how individual rights, freedoms, and responsibilities have evolved over time.				★		★								★
7.H3.4 Explain the influence of individuals, groups, and institutions on people and events in historical and contemporary settings.	★		★											
7.H3.5 Investigate a significant historical topic from global history that has significance to an issue or topic today.		★			★	★				★				
<i>Patterns of social and political interactions have shaped people, places, and events throughout history and continue to shape the modern world.</i>														
7.H4.1 Evaluate how the diversity of a society impacts its social and political norms.											★			
7.H4.2 Evaluate the changing patterns of class, ethnic, racial, and gender structures and relations; consider immigration, migration, and social mobility.										★	★			
DISCIPLINARY SKILLS AND PROCESSES														
Chronological reasoning requires understanding processes of change and continuity over time, which means assessing similarities and differences between historical periods and between the past and present.														
7.SP1.1 Analyze connections among events and developments in broader historical contexts.	★		★	★							★			
7.SP1.2 Classify a series of historical events and developments as examples of change and/or continuity.	★		★			★					★	★		
7.SP1.3 Evaluate the significance of past events and their effect on students' lives and global society.				★		★					★			
7.SP1.4 Use questions generated about individuals and groups to analyze why they, and the developments they shaped, are historically significant.							★							
Thinking within the discipline involves the ability to identify, compare, and evaluate multiple perspectives about a given event to draw conclusions about that event since there are multiple points of view about events and issues.														
7.SP2.1 Analyze multiple factors that influence the perspectives of people during different historical eras.												★		★
7.SP2.2 Explain how and why perspectives of people have changed over time.	★													
7.SP2.3 Analyze how people's perspectives influenced what information is available in the historical sources they created. Chapter 17 565														
Historians and Social Scientists gather, interpret, and use evidence to develop claims and answer historical, economic, geographical, and political questions & communicate their conclusions.														
7.SP3.1 Create compelling questions and supporting questions that reflect enduring issues about the world, past and present.		★		★	★							★		
7.SP3.2 Use evidence drawn from multiple sources to develop and support claims and counterclaims in response to compelling questions.						★						★		
7.SP3.3 Detects possible limitations in the historical record based on evidence collected from various kinds of historical sources.										★				
7.SP3.4 Use questions generated about multiple sources, including international sources, to identify further areas of inquiry and additional sources.		★	★	★	★							★		★
7.SP3.5 Evaluate the relevance and utility of sources based on information such as author, date, origin, intended audience, and purpose.												★		★

7.SP3.6 Construct and present arguments based on claims and counterclaims while pointing out the strengths and limitations of those arguments.							★					★		★
7.SP3.7 Construct and present explanations using reasoning, correct sequence, examples and details, while acknowledging the strengths and weaknesses of the explanations.												★	★	★
Thinking within the discipline involves the ability to analyze relationships among causes and effects and to create and support arguments using relevant evidence.														
7.SP4.1 Explain the multiple causes and effects of events and developments in the past and present.	★	★												
7.SP4.2 Evaluate the influence of various causes of events and developments in the past and present.	★			★		★		★		★				
7.SP4.3 Organize applicable evidence into a coherent argument.	★	★		★										
7.SP4.4 Compare the central arguments in multiple secondary sources on a related topic using multiple types of sources.														

History and Social Sciences and English Language Arts Crosswalk

Standard	ELA	ELP Standard	Rationale
7.SP2.3, 7.SP3.2, 7.SP3.4	7.RL.1, 7.RL.2, 7.RL.3	Standard 1	When choosing literature to read, look to social studies content for examples. Students can quote accurately from a text, determine themes, and compare and contrast characters. Content Standards to pull literature from include the following: 7.C2.1, 7.C4.1, 7.C4.2, 7.C4.3, 7.C4.4, 7.E2.1, 7.E2.2, 7.E3.1, 7.E3.2, 7.E3.3, 7.E3.4, 7.E5.1, 7.E5.2, 7.E5.3, 7.G1.1, 7.G1.2, 7.G2.1, 7.G2.2, 7.G3.1, 7.G3.2, 7.G3.3, 7.G3.4, 7.G4.1, 7.G4.2, 7.G4.3, 7.G4.4, 7.H1.1, 7.H1.2, 7.H2.1, 7.H2.2, 7.H3.1, 7.H3.2, 7.H3.3, 7.H3.4, 7.H3.5, 7.H4.1, 7.H4.2
7.SP3.5	7.RL.4	Standard 2	
	7.RL.5	Standard 1	
	7.RL.6		
	7.RL.7	Standard 1	
7.SP1.1, 7.SP1.2, 7.SP1.3, 7.SP2.1, 7.SP2.2, 7.SP2.3, 7.SP3.2, 7.SP3.3, 7.SP3.4	7.RL.9		Use social studies content in civics, economics, geography, and history to have students independently read grade-level appropriate literature.
7.SP1.1, 7.SP1.2, 7.SP1.4, 7.SP2.1, 7.SP2.2, 7.SP2.3, 7.C2.1, 7.C4.1, 7.C4.2, 7.C4.3, 7.C4.4, 7.E2.1, 7.E2.2, 7.E3.1, 7.E3.2, 7.E3.3, 7.E3.4, 7.E5.1, 7.E5.2, 7.E5.3, 7.G2.1, 7.G2.2, 7.G3.1, 7.G3.2, 7.G3.3, 7.G3.4, 7.G4.1, 7.G4.2, 7.G4.3, 7.G4.4, 7.H1.1, 7.H1.2, 7.H2.1, 7.H2.2, 7.H3.1, 7.H3.2, 7.H3.3, 7.H3.4, 7.H3.5, 7.H4.1, 7.H4.2	7.RL.10		
7.SP1.1, 7.SP1.4, 7.SP3.1, 7.SP3.2,	7.RI.1, 7.RI.2, 7.RI.3	Standard 1	Content Standards to use for informational texts include: 7.C2.1, 7.C4.1, 7.C4.2, 7.C4.3, 7.C4.4, 7.E2.1, 7.E2.2, 7.E3.1, 7.E3.2, 7.E3.3, 7.E3.4, 7.E5.1, 7.E5.2, 7.E5.3, 7.G1.1, 7.G1.2, 7.G2.1, 7.G2.2, 7.G3.1
7.SP3.2, 7.SP3.3, 7.SP3.4, 7.SP3.5	7.RI.4	Standard 2	7.G3.2, 7.G3.3, 7.G3.4, 7.G4.1, 7.G4.2, 7.G4.3, 7.G4.4, 7.H1.1, 7.H1.2, 7.H2.1, 7.H2.2, 7.H3.1, 7.H3.2, 7.H3.3, 7.H3.4, 7.H3.5, 7.H4.1, 7.H4.2
	7.RI.5	Standard 1	
	7.RI.6		
7.SP3.6, 7.SP3.7, 7.SP4.1, 7.SP4.2, 7.SP4.3, 7.SP4.4	7.RI.7	Standard 1	
	7.RI.8	Standard 8	
	7.RI.9		
7.SP1.1, 7.SP1.2, 7.SP1.4, 7.SP2.1, 7.SP2.2, 7.SP2.3, 7.C2.1, 7.C4.1, 7.C4.2, 7.C4.3, 7.C4.4, 7.E2.1, 7.E2.2, 7.E3.1, 7.E3.2, 7.E3.3, 7.E3.4, 7.E5.1, 7.E5.2, 7.E5.3, 7.G2.1, 7.G2.2, 7.G3.1, 7.G3.2, 7.G3.3, 7.G3.4, 7.G4.1, 7.G4.2, 7.G4.3, 7.G4.4, 7.H1.1, 7.H1.2, 7.H2.1, 7.H2.2, 7.H3.1, 7.H3.2, 7.H3.3, 7.H3.4, 7.H3.5, 7.H4.1, 7.H4.2	7.RI.10		Use social studies content in civics, economics, geography, and history to have students independently read grade-level appropriate informational texts.
7.C2.1, 7.C4.1, 7.C4.2, 7.C4.3, 7.C4.4, 7.E2.1, 7.E2.2, 7.E3.1, 7.E3.2, 7.E3.3, 7.E3.4, 7.E5.1, 7.E5.2, 7.E5.3, 7.E5.4, 7.E5.5, 7.E5.6, 7.E5.7, 7.E5.8, 7.E5.9, 7.E5.10, 7.E5.11, 7.E5.12, 7.E5.13, 7.E5.14, 7.E5.15, 7.E5.16, 7.E5.17, 7.E5.18, 7.E5.19, 7.E5.20, 7.E5.21, 7.E5.22, 7.E5.23, 7.E5.24, 7.E5.25, 7.E5.26, 7.E5.27, 7.E5.28, 7.E5.29, 7.E5.30, 7.E5.31, 7.E5.32, 7.E5.33, 7.E5.34, 7.E5.35, 7.E5.36, 7.E5.37, 7.E5.38, 7.E5.39, 7.E5.40, 7.E5.41, 7.E5.42, 7.E5.43, 7.E5.44, 7.E5.45, 7.E5.46, 7.E5.47, 7.E5.48, 7.E5.49, 7.E5.50, 7.E5.51, 7.E5.52, 7.E5.53, 7.E5.54, 7.E5.55, 7.E5.56, 7.E5.57, 7.E5.58, 7.E5.59, 7.E5.60, 7.E5.61, 7.E5.62, 7.E5.63, 7.E5.64, 7.E5.65, 7.E5.66, 7.E5.67, 7.E5.68, 7.E5.69, 7.E5.70, 7.E5.71, 7.E5.72, 7.E5.73, 7.E5.74, 7.E5.75, 7.E5.76, 7.E5.77, 7.E5.78, 7.E5.79, 7.E5.80, 7.E5.81, 7.E5.82, 7.E5.83, 7.E5.84, 7.E5.85, 7.E5.86, 7.E5.87, 7.E5.88, 7.E5.89, 7.E5.90, 7.E5.91, 7.E5.92, 7.E5.93, 7.E5.94, 7.E5.95, 7.E5.96, 7.E5.97, 7.E5.98, 7.E5.99, 7.E5.100	7.W.1	Standard 4, 8, 9	Use the content standards for civics, economics, geography, and history to write arguments with evidence, explanatory texts, and narratives. Use those same content standards to write research and present their findings and use technology.
	7.W.2, 7.W.3	Standards 3, 9	
	7.W.4	Standard 9	
7.G1.1, 7.G1.2, 7.G2.1, 7.G2.2, 7.G3.1, 7.G3.2, 7.G3.3, 7.G3.4, 7.G4.1, 7.G4.2, 7.G4.3, 7.G4.4, 7.H1.1, 7.H1.2, 7.H2.1, 7.H2.2, 7.H3.1, 7.H3.2, 7.H3.3, 7.H3.4, 7.H3.5, 7.H4.1, 7.H4.2	7.W.5	Standard 5	
	7.W.6	Standard 6	
	7.W.7, 7.W.8, 7.W.9	Standard 7	
	7.W.10		
7.SP1.1, 7.SP1.2, 7.SP1.3, 7.SP1.4,	7.SL.1	Standard 6	Use the content standards for civics, economics, geography, and history to collaborate with partners in discussions and to practice discussion norms and the appreciation of varied points of view. Students can also use the content standards to interpret information and delineate a speaker's argument and specific claims. Students will then present claims and finding, in a variety of multimedia and communicate effectively. Use social studies content standards to fulfill this requirement. These include: 7.C2.1, 7.C4.1, 7.C4.2, 7.C4.3, 7.C4.4, 7.E2.1, 7.E2.2, 7.E3.1, 7.E3.2, 7.E3.3, 7.E3.4, 7.E5.1, 7.E5.2, 7.E5.3, 7.G1.1, 7.G1.2, 7.G2.1, 7.G2.2, 7.G3.1, 7.G3.2, 7.G3.3, 7.G3.4, 7.G4.1, 7.G4.2, 7.G4.3, 7.G4.4, 7.H1.1, 7.H1.2, 7.H2.1, 7.H2.2, 7.H3.1, 7.H3.2, 7.H3.3, 7.H3.4, 7.H3.5, 7.H4.1, 7.H4.2
	7.SL.2	Standard 1	
	7.SL.3	Standard 8	
7.SP3.6, 7.SP3.7, 7.SP4.1, 7.SP4.2, 7.SP4.3, 7.SP4.4	7.SL.4	Standard 3, 4, 7, 9	
	7.SL.5		

	7.SL.6	Standard 5	7.G4.1, 7.G4.2, 7.G4.3, 7.G4.4, 7.H1.1, 7.H1.2, 7.H2.1, 7.H2.2, 7.H3.1, 7.H3.2, 7.H3.3, 7.H3.4, 7.H3.5, 7.H4.1, 7.H4.2
	7.L.1, 7.L.2, 7.L.3	Standard 1	Use social studies stories to identify English conventions, knowledge of the language, and to increase vocabulary and background knowledge to develop better word relationships and word meanings.
	7.L.4, 7.L.5	Standard 2	
	7.L.6	Standards 4, 5, 8	

The AZ History and Social Science Standards are organized into five social studies content areas. Within these content areas are four to five major core concepts referred to as Anchor Standards. There are twenty-one Anchor Standards. Seventeen of these Anchor Standards center around the content areas of civics, economics, geography, and history. The remaining four standards focus on the disciplinary skills and processes that all students need to know and apply to any historical era, context, or content area.

Disciplinary Skills and Process	Civics	Economics	Geography	History
SP1: Chronological reasoning requires understanding processes of change and continuity over time, which means assessing similarities and differences between historical periods and between the past and present	<i>C1: Civic virtues and democratic principles are key components of the American political system.</i>	<i>E1: A financially literate individual understands how to manage income, spending, and investment.</i>	G1: The use of geographic representations and tools helps individuals understand their world.	H1: The development of civilizations, societies, cultures, and innovations have influenced history and continue to impact the modern world.
SP2: Thinking within the discipline involves the ability to identify, compare, and evaluate multiple perspectives about a given event to draw conclusions about that event since there are multiple points of view about events and issues.	C2: Citizens have individual rights, roles, and responsibilities.	E2: By applying economic reasoning, individuals seek to understand the decisions of people, groups, and societies.	G2: Human-environment interactions are essential aspects of human life in all societies.	H2: Cycles of conflict and cooperation have shaped relations among people, places, and environments.
SP3: Historians and Social Scientists gather, interpret, and use evidence to develop claims and answer historical, economic, geographical, and political questions and communicate their conclusions.	<i>C3: An understanding of civic and political institutions in society and the principles these institutions are intended to reflect including knowledge about law, politics, and government are essential to effective citizenship.</i>	E3: Individuals and institutions are interdependent within market systems. <i>E4: The domestic economy is shaped by interactions between government, institutions, and the private sector.</i>	G3: Examining human population and movement helps individuals understand past, present, and future conditions on Earth's surface	H3: Economic, political, and religious ideas and institutions have influenced history and continue to shape the modern world.
SP4: Thinking within the discipline involves the ability to analyze relationships among causes and effects and to create and support arguments using relevant evidence.	C4: Process, rules, and laws direct how individuals are governed and how society addresses problems.	E5: The interconnected global economy impacts all individuals and groups in significant and varied ways.	G4: Global interconnections and spatial patterns are a necessary part of geographic reasoning.	H4: Patterns of social and political interactions have shaped people, places, and events throughout history and continue to shape the modern world.