GR 7 Unit 3 (The Terror and Wonder of Space)

Content Area: **English Language Arts**
Course(s):
Time Period: **Marking Period 2**
Length: **6 weeks**
Status: **Published**

Unit Overview

Unit Title: The Terror and Wonder of Space

Essential Question: Is space exploration a daring adventure or a dangerous risk?

Standards

L.SS.7.1.A	Explain the function of phrases and clauses in general and their function in specific sentences.
L.SS.7.1.B	Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.
L.SS.7.1.C	Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.
L.SS.7.1.E	Recognize spelling conventions.
L.KL.7.2.A	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases.
L.KL.7.2.B	Gather vocabulary knowledge when selecting a word or phrase important to comprehension or expression.
L.VL.7.3.A	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.
L.VL.7.3.B	Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., belligerent, bellicose, rebel).
L.VL.7.3.C	Analyze the impact of a specific word choice on meaning and tone.
L.VI.7.4.B	Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words.
L.VI.7.4.D	Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., refined, respectful, polite, diplomatic, condescending).
RL.CR.7.1	Cite several pieces of textual evidence and make relevant connections to support analysis of what a literary text says explicitly as well as inferences drawn from the text.
RI.CR.7.1	Cite several pieces of textual evidence and make relevant connections to support analysis of what an informational text says explicitly as well as inferences drawn from the text.
RL.CI.7.2	Determine a theme in a literary text (e.g., stories, plays or poetry) and explain how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
RI.CI.7.2	Determine a central idea in an informational text and explain how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.

RL.IT.7.3	Analyze how particular elements of a text interact including how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.
RI.IT.7.3	Analyze how particular elements of a text interact including how a text makes connections and distinctions among individuals, events, and ideas (e.g., through comparisons, analogies, or categories).
RL.TS.7.4	Analyze the structure an author uses to organize a text and how it contributes to the text as a whole, including how a drama's or poem's form or structure (e.g., soliloquy, sonnet) contributes to its meaning.
RI.TS.7.4	Analyze the structure an author uses to organize a text and how it contributes to the text as a whole, including using knowledge of text structures (e.g., cause-effect, proposition-support) and genre features (e.g., graphics, captions, indexes) to organize and analyze important information.
RI.PP.7.5	Determine how an author conveys or develops perspective or purpose in a text through distinguishing their position from that of others using evidence.
RL.MF.7.6	Compare and contrast texts (e.g., a written story, drama, or poem) to its audio, filmed, staged, or multimedia version and analyze the unique qualities of different mediums, including the effects of techniques unique to each medium (e.g., lighting, sound, color, or camera focus and angles in a film).
RI.AA.7.7	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.
W.AW.7.1.A	Introduce claim(s) about a topic or issue, acknowledge alternate or opposing claims, and organize the reasons and evidence logically.
W.AW.7.1.B	Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources.
W.AW.7.1.C	Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence.
W.AW.7.1.D	Establish and maintain a formal style/academic style, approach, and form.
W.AW.7.1.E	Provide a concluding statement or section that follows from and supports the argument presented.
W.IW.7.2.B	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
W.IW.7.2.C	Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.
W.IW.7.2.E	Establish and maintain a formal style/academic style, approach, and form.
W.IW.7.2.F	Provide a concluding statement or section (e.g., sentence, part of a paragraph, paragraph, or multiple paragraphs) that follows the flow of ideas, reflects back on the topic, and supports the information or explanation presented.
W.NW.7.3.A	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.
W.NW.7.3.B	Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.
W.NW.7.3.C	Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.
W.WP.7.4	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning; flexibly making editing and revision choices and sustaining effort to complete complex writing tasks; and focusing on how well purpose and audience have been addressed.

W.WR.7.5	Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.
W.SE.7.6	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.
W.RW.7.7	Write routinely over extended time frames (time for research, reflection, metacognition/self-correction, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
SL.PE.7.1.A	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.
SL.PE.7.1.B	Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.
SL.PE.7.1.C	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.
SL.PE.7.1.D	Acknowledge new information expressed by others and, when warranted, modify their own views.
SL.II.7.2	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.
SL.PI.7.4	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.
SL.UM.7.5	Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.
SL.AS.7.6	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

Materials/Activities/Resources

Core Materials:

- HMH Into Literature
- HMH Writing

Alternate Website Resources:

- Ed Your Friend in Learning

Technology

- IXL
- Ed Your Friend in Learning

8.1.8.NI.2	Model the role of protocols in transmitting data across networks and the Internet and how

	they enable secure and errorless communication.
8.1.8.IC.1	Compare the trade-offs associated with computing technologies that affect individual's everyday activities and career options.
8.2.8.ITH.2	Compare how technologies have influenced society over time.
8.2.8.ITH.3	Evaluate the impact of sustainability on the development of a designed product or system.
8.2.8.ITH.4	Identify technologies that have been designed to reduce the negative consequences of other technologies and explain the change in impact.

Assessment

Formative Assessment

- Teacher Observation
- Comprehension Quizzes
- Selection Tests
- Running Records
- Daily Lesson Checks
- Correct & Redirect Opportunities in the Teacher's Guide

Summative Assessment

- Unit Test
- On Demand Pieces
- District Benchmarks
- F&P Benchmark (special education)

Alternate Assessment

- Student Portfolios

Accommodations and Modifications

Special Education

- In class/pull out support with special ed teacher
- Readworks/Reading A-Z level reading passages
- Additional time during intervention time
- Preferred seating
- Questions read aloud
- Extended time for completing tasks
- Graphic organizers
- Vocabulary support
- Mnemonic devices
- Songs/videos to reinforce concepts
- Limit number of questions
- Scribe
- Study Guides

- Mixed Ability Grouping

504

- In class/pull out support with special ed teacher
- Readworks/Reading A-Z level reading passages
- Additional time during intervention time
- Preferred seating
- Questions read aloud
- Extended time for completing tasks
- Graphic organizers
- Vocabulary support
- Mnemonic devices
- Songs/videos to reinforce concepts
- Limit number of questions
- Scribe
- Study Guides
- Mixed Ability Grouping

ELL

- Translation device/dictionary
- In class/pull out support with ESL teacher
- Readworks/Reading A-Z level reading passages
- Additional time during intervention time
- Preferred seating
- Questions read aloud
- Extended time for completing tasks
- Graphic organizers
- Vocabulary support
- Mnemonic devices
- Songs/videos to reinforce concepts

At-Risk of Failure

- Additional time during intervention time
- Readworks/Reading A-Z level reading passages
- Questions read aloud
- Graphic organizers
- Vocabulary support
- Mnemonic devices
- Songs/videos to reinforce concepts

Gifted and Talented

- Independent projects
- PEP/GEM class
- Above-Level Reading Materials

Interdisciplinary Connections

- Science Connections: Exploration of Space " Humans Need to Explore Outer Space," Integration of Technological Interventions "Let Robots Take to the Stars"
- Social Studies Connections: Research Colonialism, Colonization of Mars in "Dark They Were, and Golden Eyed"
- Climate Change: "Dark They Were and Golden Eyed" Colonization of Mars in aftermath of Earth being polluted

6.1.8.EconNE.4.b	Analyze how technological innovations affected the status and social class of different groups of people and explain the outcomes that resulted.
6.2.8.GeoHE.4.b	Use geographic models to determine the impact of environmental modifications made by earlier civilizations on the current day environmental challenges.
MS-ESS1	Earth's Place in the Universe
MS-ESS1-3	Analyze and interpret data to determine scale properties of objects in the solar system. Emphasis is on the analysis of data from Earth-based instruments, space-based telescopes, and spacecraft to determine similarities and differences among solar system objects. Examples of scale properties include the sizes of an object's layers (such as crust and atmosphere), surface features (such as volcanoes), and orbital radius. Examples of data include statistical information, drawings and photographs, and models. Time, space, and energy phenomena can be observed at various scales using models to study systems that are too large or too small.
MS-ETS1-1	Define the criteria and constraints of a design problem with sufficient precision to ensure a successful solution, taking into account relevant scientific principles and potential impacts on people and the natural environment that may limit possible solutions. The uses of technologies and limitations on their use are driven by individual or societal needs, desires, and values; by the findings of scientific research; and by differences in such factors as climate, natural resources, and economic conditions.

Social and Emotional Learning Connections

- Polite Argument and Dealing with Disagreements: "Humans Need to Explore Outer Space"
- Adapting to Change: "Dark They Were and Golden Eyed" parents and their children move to mars
- Accepting of Self and Self Image: "Dark They Were and Golden Eyed" children begin to morph and change physically
- Freedom of Name Change: "Dark They Were and Golden Eyed" characters change their names as their personality on Mars shifts, parents accept the change

Career Readiness, Life Literacies, and Key Skills

PFL.9.1.8.A.2	Relate how career choices, education choices, skills, entrepreneurship, and economic conditions affect income.
PFL.9.1.8.A.3	Differentiate among ways that workers can improve earning power through the acquisition of new knowledge and skills.

PFL.9.1.8.A.4	Relate earning power to quality of life across cultures.
PFL.9.1.8.A.5	Relate how the demand for certain skills determines an individual's earning power.
PFL.9.1.8.F.1	Explain how the economic system of production and consumption may be a means to achieve significant societal goals.
PFL.9.1.8.F.3	Relate the impact of business, government, and consumer fiscal responsibility to the economy and to personal finance.

Career Ready Practices

- CRP1. Act as a responsible and contributing citizen and employee.
- CRP2. Apply appropriate academic and technical skills.
- CRP4. Communicate clearly and effectively and with reason
- CRP5. Consider the environmental, social and economic impacts of decisions.
- CRP6. Demonstrate creativity and innovation.
- CRP11. Use technology to enhance productivity.