



7th English Language Arts

Overview

The DMPS Curriculum Overview provides general information on what students are learning and the context (topic) in which they learn, practice, and are assessed in ELA. This highlights the learning that is most essential for student success; it is our district's guaranteed and viable curriculum.

Curriculum Access: [EL Education – Grade 7](#)

Semester 1	Module 1: The Lost Children of Sudan <i>A Long Walk to Water</i>			Module 2: Epidemics <i>Patient Zero</i>		
<i>84 days 81 lessons</i>	Unit 1	Unit 2	Unit 3	Unit 1	Unit 2	Unit 3
Topic Name	Topic 1: The Lost Boys	Topic 2: Write to Inform	Topic 3: Raise Awareness	Topic 4: Medical Epidemics	Topic 5: Social Epidemics	Topic 6: Respond to Epidemics
# of lessons in each unit	16 lessons	14 lessons	11 lessons	14 Lessons	15 Lessons	11 Lessons
Approximate end dates for the topics	9/15	10/9	10/26	11/21	12/15	1/10
Focus Standards	RL.7.1 RL.7.2 L.7.1 RL.7.6 L.7.4	RI.7.2 W.7.7 W.7.8 RL.7.9 W.7.2	RL.7.1 RL.7.7 W.7.3 W.7.4	RI.7.3 RI.7.4 RI.7.5	RI.7.8 W.7.2	W.7.7 W.7.8 SL.7.4 SL.7.1

Semester 2	Module 3: The Harlem Renaissance <i>One Last Word</i>			Module 4: Plastic Pollution <i>Trash Vortex</i>		
<i>82 days 84 lessons</i>	Unit 1	Unit 2	Unit 3	Unit 1	Unit 2	Unit 3
Topic Name	Topic 7: Music and Art	Topic 8: Literature	Topic 9: Poetry	Topic 10: Plastic Pollution	Topic 11: Take a Stand	Topic 12: Spread the Message
# of lessons in each unit	12 lessons	16 lessons	14 lessons	13 lessons	15 lessons	14 lessons
Approximate end dates for the topics	1/31	2/26	3/26	4/15	5/7	5/24
Focus Standards	RL.7.4 RL.7.7	RL.7.3 RL.7.6 W.7.1 W.7.4 W.7.5	RL.7.2 RL.7.4 RL.7.5 SL.7.4 SL.7.5 SL.7.6	RI.7.2 RI.7.6 RI.7.7 SL.7.2 SL.7.3	RI.7.2 RI.7.9 SL.7.3 SL.7.4 W.7.1	SL.7.4 SL.7.5 SL.7.6 W.7.3 W.7.5

Scoring & Grades

Grades are intended to provide students and families with feedback on student learning aligned to the common core standards. Feedback is first given to students as the complete and submit evidence of their learning (tasks and assessments in class) in the form of an ET, AT, PT or NM. Those pieces of evidence are compiled and analyzed to provide feedback to students and families for each learning target throughout the unit.

Grading Designations for Learning Targets:

- ✓ **ET (Exceeds Target)**- The student demonstrates evidence of learning that goes above and beyond (complexity, depth of understanding, etc.) the learning target.
- ✓ **AT (Achieving Target)**- The student demonstrates mastery of the full target. This is shown through evidence of mastery of each success criteria combined in service of the full language of the target.
- ✓ **PT (Progressing Toward Target)**- The student demonstrates mastery of one or more success criteria but has not yet shown mastery of the full target. They need more time and support to reach the target.
- ✓ **NM (Not Meeting Target)**- The student demonstrates evidence related to learning, but the evidence does not yet show mastery of at least one success criteria.
- ✓ **M (Missing)**- There is no evidence to show where the student is at in relation to meeting the learning target.
- ✓



Topic (Unit) Scores: Learning Target scores are analyzed to determine a student's overall score for the topic (unit).

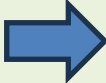
Topic Scores are determined by collecting evidence for each target within the unit. A topic score of less than 3.0 means students have not yet demonstrated proficiency in all targets within the unit.

Evidence shows the student ...	Topic Score
Demonstrates proficiency (AT) in all learning targets and success at Level 4	4.0
Demonstrates proficiency (AT) in all learning targets with partial success at Level 4	3.5
Demonstrates proficiency (AT) in all learning targets	3.0
Demonstrates proficiency (AT) in at least half of the learning targets	2.5
Demonstrates some success criteria (PT) toward all learning targets	2.0
Demonstrates some success criteria (PT) towards some of the learning targets	1.5
Does not yet meet minimum criteria for the targets.	1.0
Produces no evidence appropriate to the learning targets at any level	0

Module I


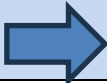
The common core standards are represented in the Learning Targets that we report in the gradebook on Infinite Campus.


<p>Unit 1: Building Background Knowledge: The Lost Boys of Sudan</p> <p style="text-align: center;">Common Core Standards </p>	<p>Learning Targets Taught and Assessed</p> <ul style="list-style-type: none"> <input type="checkbox"/> Success criteria: what students must do to demonstrate understanding of the targets.
<p>RL.7.1 Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>RL.7.2 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.</p> <p>L.7.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>RL.7.6 Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.</p> <p>L.7.4 Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of 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>LT1A- Analyze how an author develops a theme over the course of a text.</p> <ul style="list-style-type: none"> <input type="checkbox"/> Identify a theme in a complex text. <input type="checkbox"/> Identify key details or events the author uses to emphasize that theme. <input type="checkbox"/> Construct an objective summary. <input type="checkbox"/> Support explanation/interpretation with text evidence <p>LT1B- Analyze point of view and how it is conveyed in a complex text.</p> <ul style="list-style-type: none"> <input type="checkbox"/> Identify the point of view of specific individuals in a text. <input type="checkbox"/> Identify setting or events that impact a person’s perspective. <input type="checkbox"/> Support explanation/interpretation with text evidence. <p>LT1C- Utilize strategies to determine the meaning of an unfamiliar word.</p> <ul style="list-style-type: none"> <input type="checkbox"/> Identify and apply context clues. <input type="checkbox"/> Use Greek or Latin affixes and/or roots.
<p>Unit 2: Write to Inform: The Lost Children of South Sudan</p> <p style="text-align: center;">Common Core Standards </p>	<p>Learning Targets Taught and Assessed</p> <ul style="list-style-type: none"> <input type="checkbox"/> Success criteria: what students must do to demonstrate understanding of the targets.
<p>RI.7.2 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>W.7.7 Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.</p> <p>W.7.8 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</p>	<p>LT2A- Analyze how an author develops two or more central ideas over the course of a text.</p> <ul style="list-style-type: none"> <input type="checkbox"/> Identify central idea(s) in a complex text. <input type="checkbox"/> Identify key details or events. <input type="checkbox"/> Construct an objective summary. <input type="checkbox"/> Support explanation/interpretation with text evidence. <p>LT2B- Conduct research to answer specific questions.</p> <ul style="list-style-type: none"> <input type="checkbox"/> Identify and utilize relevant sources. <input type="checkbox"/> Create and refine relevant research questions. <input type="checkbox"/> Evaluate relevance and credibility of sources.

<p>avoiding plagiarism and following a standard format for citation.</p> <p>RL.7.9 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.</p> <p>W.7.2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Cite sources to avoid plagiarism. <p>LT2C- Write an informative piece that compares how events depicted in literary non-fiction are depicted in historical accounts.</p> <ul style="list-style-type: none"> <input type="checkbox"/> Identify main ideas or key details in each account. <input type="checkbox"/> Identify where the author of literary non-fiction altered historical events. <input type="checkbox"/> Introduce topic clearly. <input type="checkbox"/> Conclusion supports information presented. <input type="checkbox"/> Use comparison/contrast strategy. <input type="checkbox"/> Use relevant sources.
<p>Unit 3: Write to Raise Awareness: The Lost Children of South Sudan</p>  <p>Common Core Standards</p>	<p>Learning Targets Taught and Assessed</p> <p>Success criteria: what students must do to demonstrate understanding of the targets.</p>
<p>RL.7.1 Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>RL.7.7 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).</p> <p>W.7.3 Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</p> <p>W.7.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p>	<p>LT3A- Compare and contrast a written story to the audio version and analyze the effect of the techniques.</p> <ul style="list-style-type: none"> <input type="checkbox"/> Describe how specific vocal techniques emphasize certain words or phrases to create meaning. <input type="checkbox"/> Describe how mood and tone differ in print and audio versions of a passage. <p>LT3B- Compose a narrative based on specific events and perspectives of the Lost Children of South Sudan</p> <ul style="list-style-type: none"> <input type="checkbox"/> Introduce characters and setting. <input type="checkbox"/> Use information from sources to develop realistic settings, characters, and events. <input type="checkbox"/> Develop the point of view of a narrator and/or characters. <input type="checkbox"/> Use precise words and sensory language to convey events. <input type="checkbox"/> Follow standard conventions of written English for spelling, capitalization, and grammar. <p>LT3C- Adapt a written narrative for different audiences.</p> <ul style="list-style-type: none"> <input type="checkbox"/> Identify target audience. <input type="checkbox"/> Use relevant descriptive details and thoughtful transitions. <input type="checkbox"/> Use images or illustrations to enhance meaning. <input type="checkbox"/>

Module 2



The common core standards are represented in the Learning Targets that we report in the gradebook on Infinite Campus.

<p>Unit 1: Build Background Knowledge: Solving Medical Epidemics</p> <p>Common Core Standards </p>	<p>Learning Targets Taught and Assessed</p> <p>Success criteria: what students must do to demonstrate understanding of the targets.</p>
<p>RI.7.3 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>RI.7.4 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.</p> <p>RI.7.5 Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas.</p>	<p>LT4A- Explain how sections of a text contribute to the meaning to the chapter or text as a whole.</p> <ul style="list-style-type: none"> <input type="checkbox"/> Identify the structures the author uses to organize information. <input type="checkbox"/> Describe how a section adds meaning to the chapter or text as a whole. <p>LT4B- Analyze how individuals, ideas, and events influence one another.</p> <ul style="list-style-type: none"> <input type="checkbox"/> Identify key individuals, ideas, and events in a text. <input type="checkbox"/> Explain how individual, ideas, or events interact. <p>LT4C- Analyze the impact of specific word choice on meaning and tone.</p> <ul style="list-style-type: none"> <input type="checkbox"/> Determine the meaning of unknown words or phrases. <input type="checkbox"/> Identify the tone created by specific words or phrases. <p>Analyze how the tone of the text contributes to its overall meaning.</p>
<p>Unit 2: Write to Inform: Are Social Epidemics Real?</p> <p>Common Core Standards </p>	<p>Learning Targets Taught and Assessed</p> <p>Success criteria: what students must do to demonstrate understanding of the targets.</p>
<p>RI.7.8 Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound, and the evidence is relevant and sufficient to support the claims.</p> <p>W.7.2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</p>	<p>LT5A- Trace and evaluate the strength of an argument.</p> <ul style="list-style-type: none"> <input type="checkbox"/> Identify the main claim, points, evidence, and reasoning in a text. <input type="checkbox"/> Evaluate whether evidence is relevant and sufficient to support the argument. <input type="checkbox"/> Evaluate whether reasoning is sound. <p>LT5B- Compose an Informative essay responding to a specific question about social epidemics.</p> <ul style="list-style-type: none"> <input type="checkbox"/> Clearly states a focus and remains focused throughout. <input type="checkbox"/> Uses accurate and relevant examples, details, and quotations to explain points. <input type="checkbox"/> Groups information logically. <input type="checkbox"/> Follows rules of writing for spelling, punctuation, and grammar.

<p>Unit 3: Spread the Message: How to Respond to Epidemics</p> <p>Common Core Standards</p> 	<p>Learning Targets Taught and Assessed</p> <p>Success criteria: what students must do to demonstrate understanding of the targets.</p>
<p>W.7.7 Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.</p> <p>W.7.8 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>SL.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.</p> <p>SL.7.1 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.</p>	<p>LT6A- Research to answer specific questions.</p> <ul style="list-style-type: none"> <input type="checkbox"/> Identify specific terms or phrases to drive an internet search. <input type="checkbox"/> Assess the credibility of the source. <input type="checkbox"/> Identify key details from sources that support the research question. <p>LT6B- Present findings in a focused and coherent manner.</p> <ul style="list-style-type: none"> <input type="checkbox"/> Use relevant descriptions, facts, details, and examples to emphasize points. <input type="checkbox"/> Choose language that expresses ideas precisely and concisely. <input type="checkbox"/> Uses appropriate eye contact, adequate volume, and clear pronunciation. <input type="checkbox"/> Demonstrates command of formal English as appropriate. <input type="checkbox"/> Include academic and domain-specific vocabulary. <p>LT6B- Students work productively in various roles with other participants.</p> <ul style="list-style-type: none"> <input type="checkbox"/> Focus actively on collaborative tasks. <input type="checkbox"/> Change or reinforce ideas or perspectives based on new, credible information and experiences. <input type="checkbox"/> Provide textual evidence to support ideas. <input type="checkbox"/> Respond thoughtfully to perspectives of others. <input type="checkbox"/> Pose questions to others to clarify, verify, or challenge ideas and conclusions.

Module 3

The common core standards are represented in the Learning Targets that we report in the gradebook on Infinite Campus.

Unit 1: Collaboration in the Harlem Renaissance	Learning Targets Taught and Assessed
<p style="text-align: center;">Common Core Standards </p>	<p>Success criteria: what students must do to demonstrate understanding of the targets.</p>
<p>RL.7.4 Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of 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>RL.7.7 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).</p>	<p>LT7A- Compare and contrast written and audio versions of text **</p> <ul style="list-style-type: none"> <input type="checkbox"/> Describe different techniques used in literary, musical, or visual mediums. <input type="checkbox"/> Analyze the effects of techniques in each medium. <p>LT7B- Interpret how an author uses figurative language to convey meaning and develop theme.</p> <ul style="list-style-type: none"> <input type="checkbox"/> Determine the meaning of unknown words or phrases. <input type="checkbox"/> Understand word relationships and how they convey meaning. <input type="checkbox"/> Determine the figurative and connotative meaning of words. <input type="checkbox"/> Identify themes. <input type="checkbox"/> Analyze how specific word choice impacts the development of a theme. <p>LT47C- Analyze how the structure of a text contributes to its meaning.</p> <ul style="list-style-type: none"> <input type="checkbox"/> Identify specific poetic/lyrical elements and structures. <input type="checkbox"/> Describe how certain poetic/lyrical elements and their impact on mood, tone, and meaning.
Unit 2: The Context of the Harlem Renaissance	Learning Targets Taught and Assessed
<p style="text-align: center;">Common Core Standards </p>	<p>Success criteria: what students must do to demonstrate understanding of the targets.</p>
<p>RL.7.3 Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).</p> <p>RL.7.6 Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.</p> <p>W.7.1 Write arguments to support claims with clear reasons and relevant evidence.</p> <p>W.7.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to</p>	<p>LT8A- Analyze how story elements interact and shape one another.</p> <ul style="list-style-type: none"> <input type="checkbox"/> Describe setting. <input type="checkbox"/> Describe elements of characterization and character relationships. <input type="checkbox"/> Trace plot as it develops. <input type="checkbox"/> Describe how the setting influences how events unfold or how characters react. <p>LT8B- Explain how and author develops and contrasts character’s points of view.</p> <ul style="list-style-type: none"> <input type="checkbox"/> Identify the points of view of central complex characters. <input type="checkbox"/> Describe how differences in character point of view impact the meaning of the text.

task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)

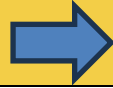
W.7.5 With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 7.)

LT8C- Compose literary argument writing that asserts a claim about the development of a theme.

- Clearly state a focused claim.
- Acknowledges counterargument.
- Uses accurate and relevant evidence and reasoning.
- Organizes information logically.
- Maintains a formal style.

Unit 3: The Legacy of the Harlem Renaissance

Common Core Standards



Learning Targets Taught and Assessed

Success criteria: what students must do to demonstrate understanding of the targets.

RL.7.2 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.

RL.7.4 Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of 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.

RL.7.5 Analyze how a drama's or poem's form or structure (e.g., soliloquy, sonnet) contributes to its meaning

SL.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.7.5 Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.

SL.7.6 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.)

LT9A- Interpret how an author uses figurative language to convey meaning and develop theme.

- Determine the meaning of unknown words or phrases.
- Understand word relationships and how they convey meaning.
- Determine the figurative and connotative meaning of words.
- Identify themes.
- Analyze how specific word choice impacts the development of a theme.

LT9B- Analyze how the structure of a text contributes to its meaning.

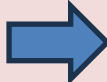
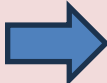
- Identify specific poetic elements and structures.
- Describe certain poetic elements and their impact on mood, tone, and meaning.

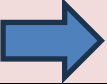
LT9C- Present a personal reflection of their learning process.

- Create a presentation that includes multimedia or visual elements.
- Speak with clarity as appropriate to the audience and modality.
- Use appropriate verbal and physical techniques (eye contact, volume, pace, body language).
- Demonstrate authenticity and craftsmanship in the final product.
- Demonstrate deep knowledge of chosen artifacts and their relationship to the Harlem Renaissance.

Module 4

The common core standards are represented in the Learning Targets that we report in the gradebook on Infinite Campus.

Unit 1: Plastic Pollution Common Core Standards 	Learning Targets Taught and Assessed Success criteria: what students must do to demonstrate understanding of the targets.
<p>RI.7.2 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>RI.7.6 Determine an author's point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others.</p> <p>RI.7.7 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).</p> <p>SL.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.</p> <p>SL7.3 Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.</p>	<p>LT10A- Compare and contrast how information is presented in written and visual forms.</p> <ul style="list-style-type: none"> <input type="checkbox"/> Identify central idea/s. <input type="checkbox"/> Identify how video techniques enhance text <input type="checkbox"/> Identify authors claim(s) and supporting evidence when relevant <input type="checkbox"/> Examine similarities and differences in how ideas are introduced, what types of details are emphasized, and their impact on the audience. <input type="checkbox"/> Provide an objective summary of the text. <p>LT10B- Analyze purpose and point of view and how it is conveyed in a complex text</p> <ul style="list-style-type: none"> <input type="checkbox"/> Identify the point of view of specific individuals in a text. <input type="checkbox"/> Identify details or events that impact a person's perspective or position. <input type="checkbox"/> Describe how an author distinguishes their position from that of others. <input type="checkbox"/> Support explanation/interpretation with text evidence. <p>LT10C- Identify and trace the argument an author presents in a text</p> <ul style="list-style-type: none"> <input type="checkbox"/> Identify the main claim of an argumentative text. <input type="checkbox"/> Identify evidence and reasoning used to support the main claim.
Unit 2: Take a Stand: Ways to Reduce Plastic Pollution Common Core Standards 	Learning Targets Taught and Assessed Success criteria: what students must do to demonstrate understanding of the targets.
<p>RI.7.2 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>RI.7.9 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.</p>	<p>LT11A- Analyze how different authors treat the same topic while emphasizing different evidence</p> <ul style="list-style-type: none"> <input type="checkbox"/> Delineate and evaluate a speaker's claims. <input type="checkbox"/> Describe how different authors present evidence and interpret facts. <p>LT11B- Analyze the development of two or more central ideas in a text</p> <ul style="list-style-type: none"> <input type="checkbox"/> Identify two or more central ideas of a text. <input type="checkbox"/> Identify specific details that help convey the central idea. <input type="checkbox"/> Construct an objective summary.

<p>SL.7.3 Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.</p> <p>SL.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.</p> <p>W.7.1 Write arguments to support claims with clear reasons and relevant evidence.</p>	<p><input type="checkbox"/> Support explanation/ interpretation with text evidence.</p> <p>LT11C- Compose formal argument writing that presents a stance reducing plastic pollution.</p> <p><input type="checkbox"/> Introduces and clearly states a claim.</p> <p><input type="checkbox"/> Supports the claim with clear points/reasons and evidence.</p> <p><input type="checkbox"/> Uses words and phrases to show the relationships among claim and points/reasons.</p> <p><input type="checkbox"/> Includes a conclusion that follows from the argument presented.</p> <p><input type="checkbox"/> Follows the rules of writing (spelling, punctuation, and grammar).</p>
<p>Unit 3: Spread the Message: We Can Make a Difference</p> <p>Common Core Standards </p>	<p>Learning Targets Taught and Assessed</p> <p>Success criteria: what students must do to demonstrate understanding of the targets.</p>
<p>SL.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.</p> <p>SL.7.5 Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.</p> <p>SL.7.6 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.)</p> <p>W 7.5 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.</p>	<p>LT12A- Create a documentary script/storyboard that clearly presents solutions to a problem.</p> <p><input type="checkbox"/> Presents findings, emphasizing salient points.</p> <p><input type="checkbox"/> Includes pertinent descriptions, facts, details, and examples.</p> <p><input type="checkbox"/> Presents content in a focused and coherent manner.</p> <p><input type="checkbox"/> Multimedia components and visual displays chosen clarify claims and emphasize salient points.</p> <p><input type="checkbox"/> Chooses language to express ideas precisely and concisely.</p> <p>LT12B- Revise and strengthen a documentary script.</p> <p><input type="checkbox"/> Utilizes feedback to improve quality of work and conventions.</p> <p><input type="checkbox"/> Chooses language to express ideas precisely and concisely.</p> <p><input type="checkbox"/> Includes pertinent points, key descriptions, facts, details, and/or examples.</p> <p>LT12C- Present a personal reflection of their learning process.</p> <p><input type="checkbox"/> Speak with clarity as appropriate to the audience and modality.</p> <p><input type="checkbox"/> Use appropriate verbal and physical techniques (eye contact, volume, pace, body language).</p> <p><input type="checkbox"/> Demonstrate authenticity and craftsmanship in the final product.</p> <p><input type="checkbox"/> Demonstrate deep knowledge of their solution to the problem.</p>