



Adopted: September 2017

Language Arts Literacy

7th Grade Curriculum



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Unit 1 Launching

(DURATION: 30-35 Lessons / Four Weeks)

Syllabus 1: Setting up for Success

Launching Reader’s and Writer’s Notebook

Benchmark Assessments

Class Cohesion Activities

Project: Summer Reading Perfect 100 (see Appendix A)

Quiz:

Vocabulary: Academic – Bloom’s Taxonomy

M.U.G.S.: Prepositional Phrases, Nouns, Verbs

Test: Responding to Reading Using RACE in A3000

<p><u>Essential Questions:</u></p> <ul style="list-style-type: none"> -How can understanding academic vocabulary assist you learning? -How can you strengthen your writing? -What strategies can make you a stronger reader? -How can creating administrative organizations aid your learning? -Why is it important to set goals and track progress? -What constitutes a well-rounded response to literature? 	<p><u>Objectives (TSWBAT):</u></p> <ul style="list-style-type: none"> -interpret the actions required by academic vocabulary -notice prepositional phrases so as not to confuse them with other grammar or syntactic conventions -set a foundation to develop close reading skills -utilize the Reader’s and Writer’s Notebooks to track progress toward goals, make meaning of text, and grow as readers and writers -set a goal for personal reading -determine central and main ideas -differentiate between need-to-know and nice-to-know details -develop a reader-ly lens through which to analyze narratives by completing a project that involves thinking about the character, setting, plot, theme, and writer’s craft -use Microsoft Word to plan and compose a piece for assessment 	<p><u>Activities:</u></p> <p>Benchmark Assessments</p> <ul style="list-style-type: none"> -LinkIt -Holistic Scoring -Achieve 3000 <p>M.U.G.S. & Vocabulary > Choice Learning*</p> <ul style="list-style-type: none"> -studying notes taken during teacher presentation -viewing recorded teacher presentation -completing textbook reading and exercise(s) -completing practice worksheets -visiting a peer expert -interfacing with online resources -participating in review games <p>Close Reading</p> <ul style="list-style-type: none"> -Active Reading Strategies(ARS) -Post-It thoughts -annotating -identifying basic paragraph structure -responding with RACE -The Writing Process -attacking the different types of A3000 questions <p>Setting up Administrative Organizations</p> <ul style="list-style-type: none"> -binder -Reader’s and Writer’s Notebook -clock buddies <p>Independent Reading</p> <ul style="list-style-type: none"> -setting goals -preparing Book Talks -completing a Perfect 50 (reduction of Perfect 100) <p>Conferencing</p> <ul style="list-style-type: none"> -assistance with setting goals -choosing Just-Right books <p>Class Cohesion</p> <ul style="list-style-type: none"> -surveys -activities -determining learning style 	<p><u>Primary Standards:</u></p> <p>RL.7.5 L.7.4.A-.D, .6</p> <p><u>Secondary Standards:</u></p> <p>SL.7.1.A-.B L.7.1.A,</p>
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Notes: *Choice Time is student-led learning time. Students will have a choice to participate in any of the various means provided through which they feel they will best learn the content. In subsequent syllabi, Choice Time activities will be listed in the Notes section.

Unit 2 Structures and Foundations

(DURATION: 25-30 Lessons / Three Weeks)

Syllabus 2: Narrative Structures and Foundations

Structures and Genres of Narrative

Memoir and Continuation Story

Developing a Close Reading Habit

Project: None at this time

Quiz:

Vocabulary: Adjectives and Adverbs

M.U.G.S.: Adjectives, Adverbs, and Capitalization

Test: Choice > Memoir or Continuation Story

Essential Questions:

- How can you strengthen your writing?
- What does it mean to “close read”?
- What does “close reading” look like?
- How do you effectively retell a text?
- How do effectively continue a narrative written by someone else?
- What clues help the reader to discover the central idea or theme of a text?
- How do you analyze narratives?
- What needs to be considered when composing a narrative?
- What are the differences among narrative genres?
- What are the benefits of publishing on a word processor or other digital media platform?

Objectives

- (TSWBAT):**
- identify adjectives and adverbs
 - correctly capitalize letters in published writing
 - determine central idea in a text
 - retell a text
 - determine the theme in a text
 - continue a narrative so that is smoothly transitions between the original story and the newly continued one
 - choose strong descriptive and action words
 - analyze various narratives to understand how the elements work together
 - compose a variety of personal anecdotal narratives
 - use Microsoft Word to complete an assessment

Activities:

- M.U.G.S. & Vocabulary > Choice Learning***
- Close Reading**
- previewing to help determine central idea
 - using a guide question
 - annotating while reading
 - identifying thesis statement
 - identifying main ideas
 - retelling the text
 - taking initiative to define unknown vocabulary and asking questions of others
 - noticing own thinking
- Narrative Study**
- analyzing for structure and elements
 - differentiating between short story and novel
 - differentiating among narrative genres
 - composing anecdotes
 - using strong descriptive and action words
 - prewriting and organizers for composing narrative
 - composing a memoir
 - composing a continuation piece
 - finding theme
 - using Microsoft Word, compose a writing piece for assessment

Primary Standards:

- RL.7.2, .3, .5
- RI.7.2, .4, .5
- W.7.3.A-E, .4, .5, .6
- L.7.4.A-D

Secondary

- Standards:
- RL.1, .6, .9, .10
 - RI.7.10
 - W.7.10
 - L.7.2, .3, .6

Notes:

*studying notes taken during teacher presentation; viewing recorded teacher presentation; completing textbook reading and exercise(s); completing practice worksheets; visiting a peer expert; interfacing with online resources; participating in review games

Unit 2 Structures and Foundations

(DURATION: 30-35 Lessons / Three Weeks)

Syllabus 3: Nonfiction Structures and Foundations

Structures and Genres of Nonfiction

Composing Essays

Developing a Close Reading Habit

Project: Perfect 100

Quiz:

Vocabulary: Domain-Specific Vocabulary > Media Words

M.U.G.S.: Sentence Types, Subjects, Predicates, and Errors

Test: Nonfiction Essay

Essential Questions:

- How can learning vocabulary specific to a topic help you understand the topic better?
- What are the benefits of varying syntax?
- How can you determine the important information in a text?
- How do you create an effective summary?
- How do you analyze nonfiction texts?
- What needs to be considered when composing nonfiction texts?
- What is the difference between an argument and an opinion text?
- What techniques are utilized in a persuasive text to manipulate the reader?

Objectives

(TSWBAT):

- demonstrate understanding of domain-specific vocabulary
- identify different types of syntax and their elements
- summarize the important ideas and details in a text
- analyze nonfiction texts to determine their structure and style
- identify and discuss persuasive techniques in an argument piece
- compose a nonfiction essay using appropriate transitions
- identify different nonfiction styles in hybrid texts

Activities:

M.U.G.S. & Vocabulary > Choice Learning*

Close Reading

- reinforce previous practice
- differentiating between need-to-know and nice-to-know details

Nonfiction Study

- summarizing each paragraph
- analyzing for basic structure and elements
- recognizing the different styles of nonfiction: compare/contrast, cause-and-effect, categorical, problem>solution, and procedural/sequential
- using transitions appropriate to the different styles
- differentiating among the various nonfiction genres
- differentiating between informative and persuasive texts
- differentiating between opinion and argument texts
- recognizing persuasive techniques
- prewriting and organizers for composing nonfiction
- composing an informative essay
- composing an argument essay

Primary Standards:

- RI.7.4, .5
- W.7.2.A-F
- L.7.1.B, .3.A, .4.B

Secondary Standards:

- RI.7.2, .10
- W.7.4, .5, .6.10
- L.7.2.B, .6

Notes:

*studying notes taken during teacher presentation; viewing recorded teacher presentation; completing textbook reading and exercise(s); completing practice worksheets; visiting a peer expert; interfacing with online resources; participating in review games

Unit 2 Structures and Foundations

(DURATION: 20-25 Lessons / Two Weeks)

Syllabus 4: Research Skills

Credibility and Validity of Sources

Avoiding Plagiarism

Evaluating the Ideas of Others

Developing a Close Reading Habit

Project: None at this time

Quiz:

Vocabulary: Domain Specific > The Gold Rush Era

M.U.G.S.: Verb Tense

Test: Researched Argument Essay

Essential Questions:

- How can knowing domain-specific vocabulary help you gain a deeper understanding of a topic?
- Why is it important to revise for consistent verb tense?
- How does the organization of a text contribute to an author's development of its central idea?
- How can you determine what information is reliable when researching?
- How does knowing the print features of a nonfiction book aid a researcher's experience?
- What steps should be taken to compose a research paper?
- How do you avoid plagiarism?
- Are the points made in a text reasonable and relevant to the text?

Objectives

(TSWBAT):

- explain the need for understanding domain-specific vocabulary
- revise a writing piece to fix verb tense
- discuss how an author's organization of a text contributes to the overall message in the text
- evaluate the credibility of a website
- select appropriate research from a text
- cite research
- compose an argument piece that include relevant and credible research but avoid plagiarism
- evaluate the reasoning provided by an author

Activities:

M.U.G.S. & Vocabulary > Choice Learning*

Close Reading

- reinforce previous practice
- identifying subtopics
- setting a text dependent question before the second read in order to dig more deeply (word choice)
- completing a second read
- noticing personal feelings

Research Skills Development

- differentiating between initial and supportive research reporting
- collecting own thoughts *before* researching
- differentiating between fact and opinion
- gathering research:
 - Dewey Decimal System
 - databases
 - checking website credibility
 - judging research
 - citing research
- composing a research essay and providing a works-cited page

Primary

Standards:

RI.7.1, .2, .8
W.7.1.A-.E, .7, .8, .9.B

Secondary

Standards:

RI.7.3, .4, .5, .6, .10
W.7.4, .5, .6, .10
L.2.B, .3.A, .4.C, .6

Notes:

*studying notes taken during teacher presentation; viewing recorded teacher presentation; completing textbook reading and exercise(s); completing practice worksheets; visiting a peer expert; interfacing with online resources; participating in review games

Unit 3 Putting It Together

(DURATION: 15-20 Lessons / Two Weeks)

Syllabus 5: Critical Thinking and Presentation

Critical Thinking

Collegial Discussions: The Art of Discussion

Presentation of Work: Pride

Developing a Close Reading Habit

Project: PowerPoint or Google Slides Presentation (see Appendix D) Test: None at this time

Quiz:

Vocabulary: Domain-Specific > Hydraulic Fracturing

M.U.G.S.: Subject-Verb Agreement

Essential Questions:

- How does it effect the meaning of a sentence when the subject and verb don't agree?
- How does word choice reveal a person's perspective?
- How can critical thinking help deepen our understanding of the world around us?
- Why is it important to discuss our ideas with others?
- How can making connections to what you're reading enrich your understanding of the world around you?
- How can you use critical thinking in a debate?
- Why should you take pride in your work?
- How do you effectively carry yourself in a presentation?

Objectives

(TSWBAT):

- correctly agree subjects and verbs in number
- demonstrate critical thinking in both composition and discussion
- use digital media to give a presentation that makes a connection between something they can relate to in the real world and the novel *White Fang*
- compose a response to literature that demonstrates critical thinking
- demonstrate critical thinking during teacher-created debate

Activities:

M.U.G.S. & Vocabulary > Choice Learning*

Close Reading

- reinforce previous practice
- noticing and discussing author's word choice

Critical Thinking

-discussing personal feelings towards any of the A3000 article we've read so far or *White Fang* while I point out critical thinking statements to them

- responding to writing prompts using RACERS

Presentation

-practice the critical thinking skill of making connections by delivering a presentation that demonstrates a connection between *White Fang* and the real world

Primary

Standards:

W.7.6
SL.7.1.A-D, .4, .5, .6

Secondary

Standards:

RI.7.5, .10
W.7.4, .5, .7, .8, .9.B, .10
L.7.2.B, .3.A, .6

Notes:

*studying notes taken during teacher presentation; viewing recorded teacher presentation; completing textbook reading and exercise(s); completing practice worksheets; visiting a peer expert; interfacing with online resources; participating in review games

Unit 3 Putting It Together

(DURATION: 30-35 Lessons / Four Weeks)

Syllabus 6: The Art of Language Arts

Benchmark Assessments

The Art of Discussion: Analyzing Media, Debates, & Critical Thinking

The Art of Interpretation: Quotes and Poetry

Transferring a Close Reading Habit

Project: Perfect 100

Quiz:

Vocabulary: Domain-Specific > Civil Rights

M.U.G.S.: Commas

Additional Quiz: Debates

Test: Close Reading and Responding Using RACERS

Essential Questions:

- How do the various uses of a comma aid the writer?
- In what other situations can the skills of close reading be applied?
- What evidence in a text suggests secondary/inferred meanings?
- How is tone and mood conveyed in various literary formats?
- How do various literary devices aid in author in conveying a concept?
- What does it mean to say words have shades of meaning?

Objectives

(TSWBAT):

- use commas correctly, including with coordinate adjectives
- use close reading skills to help analyze visual media
- use close reading skills to analyze quotes and poetry
- examine word choice for connotations and denotations
- explain the functions of literary devices in various literature
- prepare an argument for debate using teacher-provided research
- view visual media to gather research for the debate

Activities:

Benchmark Assessments

- LinkIt
- Holistic Scoring
- Achieve 3000

M.U.G.S. & Vocabulary > Choice Learning*

Close Reading

- applying the skills of close reading to analyzing visual media
- applying the skills of close reading to analyzing quotes and poetry

The Art of Discussion

- analyzing the words in various print and visual media for connotations and denotations as well as shades of meaning
- identifying the mood and tone of various print and visual media
- begin building an understanding of perspective through viewing the movie *Hoodwinked*

Primary

Standards:

- RL.7.4, .5, .7
- RI.7.1.A- .E, .3, .4, .6, .9
- SL.7.1.A- .D, .2, .3
- L.7.2.A, .4.A- .D .5.A- .C

Secondary

Standards:

- RL.7.10
- RI.7.5, .8, .10
- W.7.10
- L.7.3.A, .6

Notes:

*studying notes taken during teacher presentation; viewing recorded teacher presentation; completing textbook reading and exercise(s); completing practice worksheets; visiting a peer expert; interfacing with online resources; participating in review games

Unit 4 Raising the Bar

(DURATION: 30-35 Lessons / Four Weeks)

Syllabus 7: Exploring Multiple Perspectives

Research Simulation

Critical Thinking: Word Choice Revelations and Comparing Texts on a Similar Topic

Reinforcing a Close Reading Habit

Project: None at this time

Quiz:

Vocabulary: Novel Study > *The Devil’s Arithmetic*

M.U.G.S.: Compound and Complex Syntax, Apostrophes

Test: Research Simulation

Essential Questions:

- How does knowing the vocabulary in a text assist with understanding the text?
- What are the benefits of varying syntax?
- In light of the various text read about civil rights, how do you define “civil rights” and what role should the United States play in enforcing the rights beyond our borders? within our borders?
- What is the value of having differences of opinion?
- How does word choice reveal a person’s perspective?
- How do different articles reporting on the same topic compare?

Objectives

- (TSWBAT):**
- build background vocabulary for *The Devil’s Arithmetic*
 - revise the parts of a sentence for best impact
 - participate in a collegial discussion about civil rights that demonstrates critical thinking and listening skills
 - analyze, interpret, and respond to quotes and poetry
 - differentiate among the following terms: *perspective, bias, values, stereotype, and prejudice*
 - evaluate arguments in research for reasoning and relevance
 - compose a research paper from provided research that reflects critical thinking and avoids plagiarism

Activities:

M.U.G.S. & Vocabulary > Choice Learning*

Close Reading

- reinforce previous practice
- participating in a collegial discussion based on the civil rights texts we’ve read

Research Simulation

- after turning our civil rights discussion into a well-written research paper, composing a research paper that balances the cited textual evidence with an appropriate amount of critical thinking
- identifying and discussing word choice in the various texts we’ve read to determine author’s perspective and how we feel about it
- comparing the perspectives of various texts on the same topic to notice how perspectives vary

Primary Standards:

RL.7.4
 RL.7.4
 SL.7.3, .4, .5, .6

Secondary Standards:

RI.7.1, .2, .3, .5, .6, .7, .8, 9, .10
 W.7.2.A-.F, .4, .5, .6, .7, .9.B, .10
 SL.7.1.A-.D, .2
 L.7.1.B, .2B, .4A-.D, .5A-.C, 6

Notes:

*studying notes taken during teacher presentation; viewing recorded teacher presentation; completing textbook reading and exercise(s); completing practice worksheets; visiting a peer expert; interfacing with online resources; participating in review games

Unit 4 Raising the Bar

(DURATION: 35-40 Lessons / Five Weeks)

Syllabus 8: Exploring Your Own Perspective

Historical Fiction

Composing Literary Essays

Practicing Quote and Poetry Analysis

Creating Nonfiction Texts

Reinforcing a Close Reading Habit

Project: Nonfiction Book Project (see Appendix E)

Quiz:

Vocabulary: Novel Study > *The Devil's Arithmetic*

M.U.G.S.: Formatting Dialogue and Titles

Test: Literary Essay

<p><u>Essential Questions:</u></p> <ul style="list-style-type: none"> -Why is it important to format dialogue correctly? -What impact does setting have in historical fiction? -Why is it important to explore a foundation of knowledge before you read a text? -What is the impact of visual media as opposed to print media in narrative? -How do critics discuss literature? -What exhibit from the American Museum of Natural History would you like to know more about, and what is it you would like to know? -How can knowing the print features of a nonfiction text help you with research? -What is revealed when you read several texts by the same author? 	<p><u>Objectives</u> (TSWBAT):</p> <ul style="list-style-type: none"> -format dialogue correctly -discuss understandings as we build background of WWII and the Holocaust -create a nonfiction book complete with a table of contents, foreword, chapters, afterword, glossary, index, and works-cited page -analyze <i>The Devil's Arithmetic</i> through the lens of setting -examine literary essays and discuss their focus -compose a literary essay -analyze character development -have a collegial discussion about Jane Yolen in light of all the texts we've read by her this year -compare watching <i>The Devil's Arithmetic</i> to reading it 	<p><u>Activities:</u></p> <p>M.U.G.S. & Vocabulary > Choice Learning*</p> <p>Close Reading</p> <ul style="list-style-type: none"> -reinforce previous practice -having a collegial discussion about WWII, the Holocaust, and <i>The devil's Arithmetic</i> as we read the novel <i>The Devil's Arithmetic</i> -having a collegial discussion about Jane Yolen and her writing style as revealed by the various Yolen texts we've read -discussing reading <i>The Devil's Arithmetic</i> as opposed to watching it -analyzing character development -composing a literary essay <p>Raising the Bar on Research</p> <ul style="list-style-type: none"> -choosing an exhibit of interest from the American Museum of Natural History -researching said exhibit -with a group of like-interested peers, create a nonfiction text complete with all the features of a nonfiction book 	<p><u>Primary Standards:</u></p> <p>RL.7.1, .3, .4, .5, .6, .7, .9 W.7.9.A</p> <p><u>Secondary Standards:</u></p> <p>RI.7.1, .2, .3, .4, .5, .6, .7, .8, .9, .10 W.7.1.A-E, .2.A-F, .4, .5, .6, .7, .8, .10 SL.7.1.A-D L.7.2.B, .3.A, .4.A-D, .5.A-C, .6</p>
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Notes:

*studying notes taken during teacher presentation; viewing recorded teacher presentation; completing textbook reading and exercise(s); completing practice worksheets; visiting a peer expert; interfacing with online resources; participating in review games

Unit 5 The Independent Learner

(DURATION: 15-20 Lessons / Two Weeks)

Syllabus 9: Standardized Testing

Preparing for PARCC

Taking the PARCC

Reinforcing a Close Reading Habit

Project: Prepare for Literacy Festival¹ (see Appendix F)

Quiz (only vocabulary):

Vocabulary: Greek and Latin Roots and Affixes Study
(To be assessed with Syllabus 10)

M.U.G.S.: Troublesome Words and Dangling Modifiers

Test: None at this time

<p><u>Essential Questions:</u></p> <ul style="list-style-type: none"> -How does knowing Greek and Latin roots and affixes help with reading comprehension of higher-level texts? -How can you revise your writing to ensure you are sending your intended message? -How can you improve your writing based on examination of previously-scored writing pieces? -How is the PARCC set up, and how do you interface with the tools? -What is literacy and in what ways can you demonstrate it? 	<p><u>Objectives</u> (TSWBAT):</p> <ul style="list-style-type: none"> -recall the Greek and Latin roots and affixes studied in sixth grade -correctly choose forms of words that are typically troublesome -revise the parts of a sentence in order to send a clear, intended message -evaluate and discuss previously-scored research simulation texts -interact with PARCC materials both online and in print -prepare to demonstrate understanding of literacy 	<p><u>Activities:</u></p> <p>M.U.G.S. & Vocabulary > Choice Learning*</p> <p>PARCC Preparation</p> <ul style="list-style-type: none"> -viewing and interfacing with the PARCC tutorial -examining scored writing pieces -reflecting on own writing -completing online and print PARCC practice <p>Literacy Festival</p> <ul style="list-style-type: none"> -choosing an activity to perform that will send an intended message to classmates -as an observer, receiving and interpreting the intended message 	<p><u>Primary Standards:</u> L.7.1.C</p> <p><u>Secondary Standards:</u> SL.7.1.A-.D L.7.4.A-.D,.6</p>
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Notes: **The PARCC will take place during this syllabus.**

¹In the Literacy Festival students can perform alone, in pairs, or in groups in one of the following two ways: 1) Sending an inferred message: perform a skit, original poem, poem in existence, comedy routine, or whatever the students can think of; or 2) Demonstrating or Teaching: card trick, origami, draw a picture, hair styles, makeup application, throwing a football, or whatever the students can think of.

*studying notes taken during teacher presentation; viewing recorded teacher presentation; completing textbook reading and exercise(s); completing practice worksheets; visiting a peer expert; interfacing with online resources; participating in review games

Unit 5 The Independent Learner

(DURATION: 20-25 Lessons / Two Weeks)

Syllabus 10: Actions Speak Louder Than Words

Benchmark Assessments

Greek Mythology

Giving and Following Directions

Reinforcing a Close Reading Habit

Project: Literacy Festival

Quiz:

Vocabulary: Novel Study > *The Outsiders*

M.U.G.S.: Troublesome Words and Dangling Modifiers

Test: None at this time

Essential Questions:

- How can you revise your writing to make sure you are sending the intended message?
- What issues effected ancient Greek society?
- Have humans made any progress in dealing with said issues?
- What is literacy and in what ways can you demonstrate it?
- Why is it necessary to take certain steps when following directions?

Objectives

(TSWBAT):

- build background vocabulary in order to gain a deeper understanding of *The Outsiders*
- correctly choose forms of words that are typically troublesome
- revise the parts of a sentence in order to send a clear, intended message
- utilize the Internet and a teacher-created webquest to build background on Ancient Greece
- explain the elements and purpose of myths
- view and discuss Greek myths
- follow directions to successfully complete card tricks and create origami
- prepare to demonstrate understanding of “literacy”

Activities:

Benchmark Assessments

- LinkIt
- Holistic Scoring
- Achieve 3000

M.U.G.S. & Vocabulary > Choice Learning*

Following Directions

- performing a card trick after receiving directions in all learning styles
- creating a piece of origami after receiving directions in all learning styles
- completing an obstacle course blindfolded while a partner provides verbal directions as a guide
- performing in the Literacy Festival

Ancient Greek Study

- completing a webquest
- having a collegial discussion about issues facing ancient Greek society
- viewing and discussing multiple myths on YouTube (*Mythical Warriors*)

Primary Standards:

Secondary Standards:

- RL.7.1, .2, .3, .4, .5, .6, .7, .9, .10
- RI.7.1, .2, .3, .4, .5, .6, .7, .8, .9, .10
- SL.7.1.A-.D, .2, .3, .4, .5, .6
- L.7.1.C, .3A, .4.A-D, .5.A-.C, .6

Notes:

*studying notes taken during teacher presentation; viewing recorded teacher presentation; completing textbook reading and exercise(s); completing practice worksheets; visiting a peer expert; interfacing with online resources; participating in review games

Unit 5 The Independent Learner

(DURATION: 45-50 Lessons / Six Weeks)

Syllabus 11: The More Things Change, the More They Stay the Same

Discussion: Social Issues Throughout History

Investigative Reporting on Ancient Greece

Creating a Magazine

Realistic Fiction

Project: Whole-Grade Ancient Greek Magazine (see Appendix G)

Debates (see Appendix H)

Quiz:

Vocabulary: Domain Specific > Ancient Greece

M.U.G.S.: Compound-Complex Syntax; Using Abbreviations

and Writing Numbers in Formal Writing

Test: Revise and Edit Writing Piece of Choice

<p>Essential Questions:</p> <ul style="list-style-type: none"> -How can varying syntax be beneficial? -What is the importance of using abbreviations and numbers uniformly in formal writing? What issues effect modern-day American society? -How has the media contributed to modern American stereotypes? -How do gender and class function in our society? -What does our society value? -Is there value in treating people differently? If so, what? -What role does media in magazine format fit in modern American society? -Why is it necessary to reflect on a task once you've completed it, but ideally throughout? 	<p>Objectives (TSWBAT):</p> <ul style="list-style-type: none"> -vary syntax -demonstrate mastery publishing skills - after watching the movie, determine the two plots of <i>The Outsiders</i> -while reading the book, gain knowledge and insight to <i>The Outsiders</i> to aid our collegial discussion -have a collegial discussion on the following topics: <ul style="list-style-type: none"> • media's impact in society • issues/values in several societies • steps taken in different societies to address the issues/values • the evolution of stereotypes -analyze magazines for its content and structure -compose an article for our whole-class magazine -research, prepare, and debate a group-chosen topic 	<p>Activities:</p> <p>M.U.G.S. & Vocabulary > Choice Learning*</p> <p><i>The Outsiders</i></p> <ul style="list-style-type: none"> -after watching the movie, analyzing the plot -after reading the book, discussing the society of the 1960s and comparing it in general to the societies of Ancient Greece, the 1930s-1940s, and modern day. -composing a literary essay <p>Deep Collegial Discussions: Let's see what happens!</p> <ul style="list-style-type: none"> -comparing all the societies we've studied this year in terms of their values and issues, as well as how each society has addressed them -having a student-led debate on a group-chosen topic -compose a student-chosen text that demonstrates deep critical thinking <p>Ancient Greek Magazine</p> <ul style="list-style-type: none"> -examining multiple magazines to discover the parts they have in common in their layout -analyzing various types of magazine articles for their format -composing an article for our whole-grade ancient Greek magazine that demonstrates comprehension of the class discussions and discoveries 	<p>Primary Standards:</p> <p>RL.7.10 RI.7.10 W.7.10 L.7.1.A-B</p> <p>Secondary Standards:</p> <p>RL.7.1, .2, .3, .4, .5, .6, .7, .9, .10 RI.7.1, .8 W.7.1.A-.E, .2.A-F, .3.A-.E, .4, .5, .6, .7, .8, .9.A-B, .10 SL.7.1.A-.D, .2, .3, .4, .5, .6 L.7.2.B, .3.A, .4.A-D, .5.A-.C, .6</p>
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Notes:

*studying notes taken during teacher presentation; viewing recorded teacher presentation; completing textbook reading and exercise(s); completing practice worksheets; visiting a peer expert; interfacing with online resources; participating in review games

Appendix

Items have been formatted to fit the layout of this document and may be revised at any time.
Page numbers mean nothing from here on out due to issues with the formatting.

APPENDIX A: Mrs. Harvey☺ Henderson

7th Grade Language Arts Literacy

Personal Reading Perfect 100

<p align="center">A. Music (List on lined paper)</p> <p>Name a theme or themes in the book. Select three songs that reflect the theme of the book. Name both the song and the artist. In two-three sentences, explain how each song reflects this (these) theme(s).</p> <p align="center">(20 Points)</p>	<p align="center">B. Create a Children’s Book (Worksheet)</p> <p>Use the provided worksheet to rewrite your book for an audience of kindergartners. Your book MUST INCLUDE the conflict, climax, the most important events, and the conclusion!! Don’t forget to illustrate it. Feel free to take more than one handout if you think you’ll need more panels.</p> <p align="center">(30 Points)</p>	<p align="center">C. Character Map (Worksheet)</p> <p>Using the provided worksheet, in the center circle, write the character’s name. In each of the three circles that extend from the center, write a character trait. In the rectangles, for each trait, explain two events in the book that proves how this character is each trait.</p> <p align="center">(20 Points)</p>	<p align="center">D. Create a Quiz (Quiz on lined paper)</p> <p>Create a fifteen-question, multiple choice quiz. Each stem should have four choices and range from easy to difficult. Circle the answers on the quiz. Your choices MAY NOT include “yes”, “no”, “true”, or “false.”</p> <p align="center">(40 Points)</p>
<p align="center">E. Character Analysis (2 paragraphs on lined paper)</p> <p>Choose one character from the book. In the first paragraph, describe the character. Include two personality traits and use examples from the book that show the traits. In the second paragraph, discuss the following two questions: How have they changed throughout the story? How would the story turn out differently if the character had different personality traits than the ones you described?</p> <p align="center">(30 Points)</p>	<p align="center">F. Theme Importance (2 paragraphs on lined paper)</p> <p>Identify one theme in the book. In the first paragraph, give at least two examples of how the book shows this theme and explain the examples. In the next paragraph, explain why this is an important theme for children to be exposed to.</p> <p align="center">(30 Points)</p>	<p align="center">G. Add a Chapter (2 paragraphs on lined paper)</p> <p>Ever wonder what happens to a character once a book is over? In two paragraphs, add a “chapter” about what possibly happens next. Include action and dialogue. If the book is part of a series, the “Add a Chapter” can only be added to the final book in the series.</p> <p align="center">(20 Points)</p>	<p align="center">H. Theme List (List on lined paper)</p> <p>List five thematic statements that occurred in the book. Feel free to use the Internet to identify these themes.</p> <p align="center">(10 Points)</p>
<p align="center">I. Create a PowerPoint (Handout & PowerPoint)</p> <p>Using Microsoft PowerPoint, follow the instructions on the handout for creating a presentation in which you will give to the class. Presentation delivery is part of the grade, so work on eye-contact, pacing, volume, and body language.</p> <p align="center">(40 Points)</p>	<p align="center">J. Book Brochure (Handout & printer paper)</p> <p>Using the instructions on the handout, create a brochure advertising the book to your classmates. It can be created on the computer, by hand, or a combination of both.</p> <p align="center">(50 Points)</p>	<p align="center">K. Text Connections (Worksheet)</p> <p>Using the provided worksheet, on the left side of the graphic organizer, list ten (10) traits, hobbies, situations, and/or events of the book. On the right side, list how these connections can be made to yourself, another text, or the world, and you must connect to all three of these at least once.</p> <p align="center">(10 Points)</p>	<p align="center">L. Summary (3 paragraphs on lined paper)</p> <p>In at least three paragraphs, summarize the plot of the book. You MUST INCLUDE the conflict, the most important events, the climax, and the conclusion. DO NOT add your opinion of the book! If the book is part of a series, it is your choice to summarize one of the books or all of them.</p> <p align="center">(30 Points)</p>
<p align="center">M. Create a Board Game (Handout and lined paper or actual game materials)</p> <p>Using the instructions on the handout, invent your own game!</p> <p align="center">(50 Points)</p>	<p align="center">N. Illustrate an Event (printer paper)</p> <p>Draw a full color picture of an event in your book. Write a caption for the event. By the way, stick figures are AWESOME!!</p> <p align="center">(10 Points)</p>	<p align="center">O. Friendly Letter (1 paragraphs on lined paper)</p> <p>Write a one-paragraph letter to any of the book’s characters. The letter should include a greeting and closing. It should also pick a particular situation, explain how the character handled it, and why you agree or disagree with what they did. Feel free to voice your opinion of them.</p> <p align="center">(10 Points)</p>	<p align="center">P. Book Review (2 paragraphs on lined paper)</p> <p>Write a two-paragraph book review. The first paragraph should describe the conflict and main characters of the book like the blurb on the back of the book – don’t give away the ending. The second paragraph should explain why you would or wouldn’t recommend this book to another seventh grader. Did you think this was a good book? Or would you highly suggest a person stay away?</p> <p align="center">(20 Points)</p>

Mrs. Harvey☺ Henderson
Personal Reading Perfect 100 – Scoring Rubric

<p style="text-align: center;">A. Music (List on lined paper)</p> <p>____ (3pts per) 3x song & artist ____ (3pts per) 3x explanation ____ (2pts) for the theme</p> <p style="text-align: center;">(20 Points) ____ Points Earned</p>	<p style="text-align: center;">B. Create a Children's Book (Worksheet)</p> <p>____ (4pts) conflict ____ (12pts) series of main events ____ (4pts) climax ____ (4pts) conclusion ____ (3pts) colorful / artistic ____ (3pts) easy-to-understand language</p> <p style="text-align: center;">(30 Points) ____ Points Earned</p>	<p style="text-align: center;">C. Character Map (Worksheet)</p> <p>____ (2pts per) 3x trait ____ (2pts per) 6x example ____ (2pts) quality</p> <p style="text-align: center;">(20 Points) ____ Points Earned</p>	<p style="text-align: center;">D. Create a Quiz (Quiz on lined paper)</p> <p>____ (2pts per) 15x question ____ (5pts) four choices ____ (3pts) easy – difficult ____ (2pts) answers circled</p> <p style="text-align: center;">(40 Points) ____ Points Earned</p>
<p style="text-align: center;">E. Character Analysis (2 paragraphs on lined paper)</p> <p>____ (4pts) paragraphs follow directions Paragraph 1 ____ (3pts per) 2x trait ____ (5pts per) 2x proof Paragraph 2 ____ (5pts) discusses transformation ____ (5pts) discussion of different personality traits</p> <p style="text-align: center;">(30 Points) ____ Points Earned</p>	<p style="text-align: center;">F. Theme Importance (2 paragraphs on lined paper)</p> <p>____ (4pts) paragraphs follow directions Paragraph 1 ____ (6pts) theme stated ____ (2pts per) 2x examples ____ (3pts per) 2x quality of explanation Paragraph 2 ____ (10pts) importance to children</p> <p style="text-align: center;">(30 Points) ____ Points Earned</p>	<p style="text-align: center;">G. Add a Chapter (2 paragraphs on lined paper)</p> <p>____ (6pts) logically follows the end of the book ____ (3pts) logical setting ____ (3pts) important characters are used ____ (6pts) uses action/ Dialogue ____ (2pts) two paragraphs</p> <p style="text-align: center;">(20 Points) ____ Points Earned</p>	<p style="text-align: center;">H. Theme List (List on lined paper)</p> <p>____ (2pts per) 5x themes ____ (-1pt per) 5x if it's a genre or activity ____ (-1pt per) 5x if it's not a thematic statement</p> <p style="text-align: center;">(10 Points) ____ Points Earned</p>
<p style="text-align: center;">I. Create a PowerPoint (PowerPoint)</p> <p>____ (5pts) presentation delivery ____ (7pts) slide 1 – book info/name (title, author, genre, pages, award/reviews) ____ (7pts) slide 2 – 3Cs ____ (7pts) slide 3 – opt* ____ (7pts) slide 4 – opt* ____ (7pts) slide 5 – conclusion</p> <p style="text-align: center;">(40 Points) ____ Points Earned</p>	<p style="text-align: center;">J. Book Brochure (Brochure)</p> <p style="text-align: center;">**See the bottom of this rubric.</p> <p style="text-align: center;">(50 Points) ____ Points Earned</p>	<p style="text-align: center;">K. Text Connections (Worksheet)</p> <p>____ (1pt per) 10x connection ____ (-2pts) overall not connecting in all three ways</p> <p style="text-align: center;">(10 Points) ____ Points Earned</p>	<p style="text-align: center;">L. Summary (3 paragraphs on lined paper)</p> <p>____ (4pts) three paragraphs ____ (4pts) conflict ____ (12pts) series of important events ____ (4pts) climax ____ (4pts) conclusion ____ (2pts) no opinion</p> <p style="text-align: center;">(30 Points) ____ Points Earned</p>
<p style="text-align: center;">M. Create a Board Game (Explanation or actual Game Board)</p> <p>____ (5pts) number of players ____ (5pts) list of materials ____ (15pts) inclusion of narrative elements ____ (5pts) board description ____ (5pts) objective ____ (15pts) rules</p> <p style="text-align: center;">(50 Points) ____ Points Earned</p>	<p style="text-align: center;">N. Illustrate an Event (Drawing)</p> <p>____ (2pts) colorful ____ (3pts) caption ____ (5pts) event</p> <p style="text-align: center;">(10 Points) ____ Points Earned</p>	<p style="text-align: center;">O. Friendly Letter (1 paragraphs on lined paper)</p> <p>____ (1pt) letter format ____ (3pts) situation explained ____ (4pts) character's actions discussed ____ (2pts) agree or disagree</p> <p style="text-align: center;">(10 Points) ____ Points Earned</p>	<p style="text-align: center;">P. Book Review (2 paragraphs on lined paper)</p> <p>____ (4pts) paragraphs follow directions Paragraph 1 ____ (3pts) conflict ____ (3pts) characters Paragraph 2 ____ (5pts) recommendation to seventh graders ____ (5pts) personal opinion</p> <p style="text-align: center;">(20 Points) ____ Points Earned</p>

***Optional Slides for the PowerPoint (7pts each):**

<p style="text-align: center;">Themes</p> <p>____ (2pts per) 2x themes ____ (1pt per) 2x evidence provided ____ (1pt) explained</p>	<p style="text-align: center;">Style</p> <p>____ (7pts) discusses author's writing style</p>	<p style="text-align: center;">Opinion</p> <p>____ (3pts) opinion of book ____ (2pts) retell of favorite or horrible scene ____ (1pt) recommendation ____ (1pt) to whom</p>
<p style="text-align: center;">Vocabulary</p> <p>____ (3pts) 5 words ____ (2pts) defined w PoS ____ (2pts) sentence</p>	<p style="text-align: center;">Quotes</p> <p>____ (4pts) 3 quotes ____ (3pts) why they are meaningful</p>	<p style="text-align: center;">Character</p> <p>____ (2pts) list main ____ (3pts) discuss transformation ____ (2pts) opinion of favorite</p>

****Point allotment for the Brochure (50pts):**

<p style="text-align: center;">Brochure itself →</p> <p style="text-align: center;">Summary</p> <p>____ (1pt) conflict ____ (4pts) series of important events ____ (1pt) climax ____ (1pt) conclusion</p>	<p style="text-align: center;">Author</p> <p>____ (4pts) colorful with pictures ____ (7pts) author biography</p>	<p style="text-align: center;">Book Information</p> <p>____ (4pts) tri-fold with proper formatting ____ (1pt) your name ____ (1pt) title ____ (1pt) author ____ (1pt) genre ____ (1pt) number of pages ____ (2pts) awards / reviews</p>
<p style="text-align: center;">Themes/Central Idea</p> <p>____ (4pts) three listed ____ (3pts) passage for each</p>	<p style="text-align: center;">Critical Review</p> <p>____ (4pts) opinion ____ (3pts) passages discussed</p>	<p style="text-align: center;">Free Choice (7pts)</p> <ul style="list-style-type: none"> • writing style • opinion of genre • connections • quotes • choice

APPENDIX B: Mrs. Harvey☺ Henderson
7th Grade Language Arts Literacy
Close Reading of Nonfiction Texts

Name: _____

Date: _____ Period: _____

Preview:

Purpose for reading:	Title:
Author:	Check out the pictures, graphs, charts, and sidebars. Comments:
Publishing Source:	What is this whole text about? (What's the central idea ?)
Publishing Date:	What do I already know about the topic? (Activate Prior Knowledge – CONNECT!)

First Read:

1. Choose one of the following Guide Questions to think about as you read the text:

- What do I learn about the topic as I read?
- What is the author trying to tell me?

2. Complete the first read.

- As you read, annotate (mark up the text) as practiced in class.
- Quickly retell the important ideas; try to keep it sequential:

3. Do you have an opinion about or connection to the passage; if “yes,” explain? _____

4. In the margin of the text (or in the Summary tab on A3000), define words with which you are unfamiliar.

5. Go back and highlight the thesis statement and main idea/topic sentence of each paragraph.

6. Paraphrase each paragraph either in the margin or under the Setting the Purpose tab on Achieve 3000.

Second Read: Get in CLOSE!!

7. Think about the information included in this passage and create a question about the text that will help you focus on the details *specifically* in this passage. (Teacher suggestion: What does the author’s word choice reveal about the

Henderson

author's feelings toward the topic?)

-
-
- 8. Re-read the text. What is the author discussing and *how* does the author develop his/her point? To figure this out, return to the body paragraphs and, using a different color highlighter, highlight only the important details pertaining to the thesis statement and the specific focus of each paragraph. Then, create a graphic organizer.
 - 9. In the space provided below or on a separate piece of paper, create an organizer of the article's thesis statement, subtopics, main ideas, and important details:

For Discussion Afterwards:

10. Can you determine the author's **perspective** or **tone**? **-OR-** How does the author feel about the topic of this passage? _____

11. Identify an argument in the text that you agree or disagree with. Explain why you agree or disagree: _____

12. What **mood** does this passage put you in? **-OR-** What ideas are running around in your head? **-OR-** How has this article change your thinking? _____

13. Provide evidence to your thinking in numbers 10-12. Include the page and/or paragraph number:

?# ____ Pg/Para _____ detail/thinking:	?# ____ Pg/Para _____ detail/thinking:	?# ____ Pg/Para _____ detail/thinking:
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14. Before you have a discussion about the article, plan a point will you make about the text: _____

APPENDIX D: Mrs. Harvey☺ Henderson

7th Grade Language Arts Literacy
Critical Thinking with *White Fang*
PowerPoint Presentation Information Sheet

Background: Humans are naturally curious creatures. When we see something that intrigues us because it doesn't quite match anything we've ever seen or understood before, we'll either seek out information about our curiosities or, at the very least, tuck it into our mental "back pocket" until we happen encounter it again. However, it is the people who actively seek to find the answers to their curiosities that are often rewarded with success in life.

"Luck favors the prepared." ~ Edna Mode, The Incredibles

Purpose:

- to practice the habits of noticing curiosities, asking questions about them, and finding answers
- to communicate the findings of these curiosities to an audience
- to make connections from a fictional text to the real world
- to demonstrate understanding of domain-specific vocabulary
- to experience working as a team
- to apply knowledge of presentation skills during the presentation

Task: Create a ten-slide PowerPoint presentation including a handout with domain-specific vocabulary to present to the class.

Audience: Your classmates and me ☺

Requirements:

- As a group decide which of the choices listed on the back will be the focus of your project.
- Use the preapproved website listed for each choice to gather relevant information. Seek my approval for using any additional sites.
- **While gathering information, keep in mind that you need to connect each project to the novel, cite a scene to prove the connection, and explain how the connection is being made.** See the individual task for more information and guidance with this requirement.
- Identify at least five words whose definitions are specific to the topic of each project.
- Complete an organizer during the prewriting phase of your project.
- Follow these guidelines for creating the ten slides:
 - Use ALL the domain-specific vocabulary on your handout throughout your presentation.
 - **First slide:** Include all students' names, a title, period, date of presentation, and a one-sentence introduction to the presentation.
 - **Slides 2-7:** Follow the directions for the individual requirements. (*Optional:* one slide can be completely devoted to pictures or embedded links.)
 - **Slide 8:** Respond to the discussion question; be sure to link the topic with *White Fang*.
 - **Slide 9:** You can choose to bullet or paragraph the following information for a conclusion:
 - 1) individual reaction to the novel and/or project – avoid using the judgments of "like" and "didn't like"
 - 2) any lesson learned in the process of completing the novel and/or project
 - 3) a statement that gives a conclusion to the presentation (*Optional:* You can make this more than one slide.)
 - **Last Slide:** Make a list of your sources in MLA format.
- Create a handout with the domain-specific vocabulary. You may also want to include helpful visuals on the handout.
- Present the PowerPoint as a team by dividing up the information and choosing who will present which slides. Everyone must present unless otherwise approved!!!

Support: To refresh your memory of the novel *White Fang*, you may reference the following website:

<http://www.sparknotes.com/lit/fang/context.html>

While gathering information, keep in mind that you need to connect each project to the novel, cite a scene to prove the connection, and explain how the connection is being made.

Individual Requirements:

1. Wolves visit: westernwildlife.org/gray-wolf-outreach-project/

Give your classmates a good idea of what wolves are really like through the following information:

- Latin name of the animal
- Biology and Behavior
 - pack behavior
 - communication
 - threats to their well-being
- Identification
 - as compared to coyotes
 - as compared to dogs

Discussion: How well does Jack London stay true to the possible actions, decisions, and feelings of a wolf?

2. Natives of the Gold Rush visit: calgoldrush.com THEN click on Part 3; then click on Native Americans

www.yfnta.or/past/history
yukonman.com

Relay the experiences of the natives in the major Gold Rush areas with the following information:

- Contributions of the natives
- Experiences of the natives
- Impact of the Gold Rush Era on natives

Discuss: How well does Jack London portray the natives in *White Fang*?

**3. Mining for Gold visit: sierrafoothillmagazine.com/goldmethods.html
geology.com/usgs/gold/
www.luckypanner.com**

Help your classmates understand what it took to find and mine for gold with the following information:

- How to locate gold
- Tools and methods for extracting gold
- Any other interesting information you choose to include

Discuss: In what way does London include the miners' experiences in the book *White Fang*?

**4. Gold Rush Era Obstacles visit: content.lib.washington.edu/extras/goldrush.html
www.historynet.com/klondike-gold-rush
www.historynet.com/california-gold-rush**

Describe the obstacles hopeful miners faced when they journeyed to the golden areas of America using the following information:

- Weather
- Speed of Communication
- Transportation

- Supplies – amount and transport
- Outlaws and Dishonest Opportunists

Discuss: How were the everyday stresses of surviving in golden America shown in the novel *White Fang*?

5. Jack London visit: www.biography.com/people/jack-london-9385499

Explain to your classmates the life of London, so that they get a better idea of who Jack London was as a man using the following information:

- Real name
- Other employment
- Journey as an author
- Recurring themes in his writing
- Interesting facts

Discuss: How did London's life experiences reveal themselves in *White Fang*?

Jobs:

1. (For one person) **Task Manager** – *This job is good for someone who likes to do a little bit of everything, as well as lead.*
 - **Responsible for understanding the project in its entirety**
 - **Reads ALL research the Research Expert will provide the Microsoft Master**
 - **Assists each job in the group**
 - **Keeps me informed of any issues along the way – we must maintain constant communication**
2. (For one or two persons) **Research Expert** – *This job is good for someone who likes to seek all kinds of information: books, videos, interviews, etc.*
 - **Gathers more research**
 - **Reads/Views/Conducts all research**
 - **Records the research the Microsoft Master needs to compose the slides and handout**
 - **Ensures the citation slide has been completed**
3. (For one person) **PowerPoint Specialist** – *This job is good for someone who is creative and good with technology, especially PowerPoint!*
 - **Designs the PowerPoint**
 - **Reads required Internet research**
 - **Creates a visual representation or diagram to make the communication of the information of your topic more clear**
 - **Ensures the citation slide has been completed**
4. (For one or two people) **Microsoft Master** – *This job is good for those who have the ability to write clearly and who are also skilled at using Microsoft Office.*
 - **Composes the written information for the PowerPoint and may assist the PPTS with creating the slides of information**
 - **Creates the domain-specific handout for the class**
 - **Reads required Internet research**

YOU CAN BE REMOVED FROM A POSITION AND A GROUP!! Any person who feels that someone in their group is not doing their job, is trying to take over someone else's job, or is making it difficult for the group to get their work done can tell me verbally at any time during the school day or give a note to Mrs. Meich to put in my mailbox. If I get two separate concerns about the same person, I will launch an investigation and consider making that person complete a version of the project on their own.

		4 (5x5)	3 (4x5)	2 (3x5)	1 (2x5)	0 (1x5)	Row Totals
Group Score (Everyone in the group gets the same rating here.)	Overall Requirements	<ul style="list-style-type: none"> All PowerPoint Requirements have been met. The handout has more than 5 words and has a visual. The presentation was divided appropriately among all group members. 	<ul style="list-style-type: none"> Missing some information on the slides, but there are ten slides with the overall requirements. The handout has more than five words or has a visual. All members presented, but a bit unevenly divided. 	<ul style="list-style-type: none"> Either missing some information or missing a slide. Handout has five words. The PowerPoint was presented by most members equally. 	<ul style="list-style-type: none"> Missing some information and a slide. Handout has five words. One person mainly presented the PowerPoint because members were confused about their rolls. 	<ul style="list-style-type: none"> Missing too many slides and too much information There are less than five words. Presenters were confused about their turn causing the flow of the information to be confusing to the audience. 	
	Connection Discussion (Slide 8)	<ul style="list-style-type: none"> A connection is clearly made between the topic and novel Cites the novel specifically and explains thoroughly. Shows deep understanding of the novel and topic. 	<ul style="list-style-type: none"> A connection is made between the topic and the novel. Cites specifically and explains clearly. Shows understanding of the novel and topic. 	<ul style="list-style-type: none"> A connection is made between the novel and the topic, but it's weak. Cites specifically and/or explains clearly. Shows knowledge of events in the story or their topic. 	<ul style="list-style-type: none"> Connection attempted, but not obviously understood. Attempts to cite and explain the answer. Shows awareness of the novel. 	<ul style="list-style-type: none"> No connection attempted. No citation from the novel used. No awareness of the novel evident. 	
	Domain-Specific Vocabulary	<ul style="list-style-type: none"> Includes more than five words. All words are domain-specific. All words' definitions are specific to the topic 	<ul style="list-style-type: none"> Includes five words. All words are domain-specific All words' definitions are specific to the topic 	<ul style="list-style-type: none"> Includes five words. Most words are domain-specific Words are defined, but may not be domain specific 	<ul style="list-style-type: none"> Includes five words. Too few are domain-specific. Words are defined, but may not be domain specific 	<ul style="list-style-type: none"> None of the words specifically relate to the topic of discussion. 	
		4	3	2	1	0	Score X5 Totals
Individual Score	Fulfillment of Job Requirements	<ul style="list-style-type: none"> TM-Everything turned in on time and all directions are followed; issues resolved within the group. PPS-Visually inviting to the audience; utilizes special effects; all slides included. RE-found at least one extra source; citation slide formatted correctly; demonstrates deep knowledge about topic. MM-information communicated easily; logical flow to the slides and information; excellent handout created. 	<ul style="list-style-type: none"> TM-Everything turned in on time with a little bit of library at lunch; all requirements are followed; issues in the group needed some help from me. PPS-Visually inviting to the audience; utilizes special effects; all slides included. RE-Found at least one extra source; citation slide formatted correctly; demonstrates deep knowledge about topic. MM-Information communicated easily; logical flow to the slides and information; handout created. 	<ul style="list-style-type: none"> TM-Most turned in on time; most requirements are followed; issues in the group needed major intervention from me. PPS-Mostly visually appealing; some special effects used; all slides are included; some may be a bit plain. RE-Second source doesn't provide any new information; knows only the required research; citation slide not properly formatted. MM-Information can be understood and followed for the most part; handout created. 	<ul style="list-style-type: none"> TM- PowerPoint is late; too much information is missing; issues in the group needed major intervention from me. PPS-The entire PowerPoint is plain and not really visually appealing. RE-No additional research has been added to the required research; there is no citation slide; couldn't answer basic questions about the topic. MM-Confusing format; information not easily understood; no handout or someone else did it. 	<ul style="list-style-type: none"> TM-Someone else did your job ATM- Someone else did your job MeMa- Someone else did your job MicMa- Someone else did your job <p>(NOT because you were absent)</p>	
	Presentation	<ul style="list-style-type: none"> Relies on notecards appropriately (glances down for reminders/reads full sentences of important info) Looks at the audience Appropriate volume & gestures Appropriate pace 	<ul style="list-style-type: none"> Relies on notecards a bit too much (glances down too frequently and says "um"-type words a lot) Looks at the audience Some volume and gesture issues. Good pace 	<ul style="list-style-type: none"> Relies too heavily on notecards (reads directly from them) Only glances at the audience from time to time. Volume in appropriate and no gestures. Good pace 	<ul style="list-style-type: none"> Reads from the PowerPoint. Doesn't look at the audience when presenting Either can't be heard or too loud and in appropriate gestures (doesn't like look naturally belongs) Speeds through the material 	<ul style="list-style-type: none"> Reads from the PPT slide Doesn't look at the audience when presenting Clear that the presentation wasn't rehearsed at all Speeds through the material 	
Comments and Total							Score:

APPENDIXE: Mrs. Harvey☺ Henderson
7th Grade Language Arts
Requirements for Nonfiction Book Project

Name: _____

Background:

You work for Harvey Publishers, and your company has just been awarded a major account: The American Museum of Natural History has asked the company to prepare nonfiction books to accompany the exhibits throughout the museum! You have been placed on a team that will need to go from concept development to published book in three weeks. Your boss has faith in you, so good luck!

Purpose:

- To understand that the purpose of nonfiction is to teach/learn
- To understand the structure and features of nonfiction materials
- To contemplate ideas beyond the information (to add insight, personal observations, critique, perspective, etc. **These are the critical-thinking skills!**)
- To practice researching and citing other people's ideas appropriately
- To learn to work as a team

Task: Create a nonfiction anthology, complete with a cover, table of contents, foreword, chapters, glossary, index, afterword, and works-cited page.

Audience: All school-aged children K-8; your teacher

Procedure:

1. As a team, brainstorm focuses for your topic; then, you will each choose a focus for your chapter of the book.
2. Each team member will choose a job from the list below.
3. Collect research to share with the team – EACH person needs to contribute ONE source; one of those sources needs to be an Internet source and another one needs to be a non-Internet source (a database is a non-Internet source). Wikipedia *is not* a source that you can use.
4. Organize your ideas into an outline.
5. Draft your "chapter" of the book, **which should be at least two typed pages**. After an appropriate amount of drafting, submit a near-error-free draft of your chapter to the Copy Editor by the deadline, which is March 14. (see Timeline on back)
6. Give domain-specific vocabulary words, index-worthy words, and works-cited information to appropriate people, according to chosen jobs, by the deadline on March 14. (see Timeline on back)
7. Complete your print feature and submit to the Layout Editor by the deadline. (see Timeline on back)
8. Approve the Layout Editor's work and anonymously rate your group members on their work with the project.
9. Publish the book and share it with the class at our **PUBLISHING PARTY!!** (without food, boooo!)

Jobs:

Task Manager (1 person): This person will be responsible for the following:

- Understanding the project as a whole and helping the team stick to the requirements and deadlines
- Reporting directly to me for any reason
- Creating the folders on the network and collecting the digital components in the folder (see **Folders** on back)
- Creating the index for the book (last feature to be created)

Format Editor (1-2 people): This person will be responsible for the following:

- Making sure the type-face, font, margins, and titles are consistent across the chapters.
- Creating the Works Cited page for the book (second feature to be created)

Copy Editor (1-2 people): This person will be responsible for the following:

- Fixing the M.U.G.S. of their team's chapters
- Creating glossary for the book (first feature to be created)

Layout Editor (1 person):

- Putting the book together and getting approval from team members
- Creating the table of contents (third feature to be created)

Team Effort: Cover Sheet, Foreword, and Afterword – As a team, you will design the cover of your book. You will also write the Foreword and Afterword with team cooperation. See attached handout.

Check	Due Date	Assignment
	March 6	Teams will choose chapter focuses.
	March 13	One (1) research citation is due – hand in citation sheets. (I will give them to the Format Editor once I’ve approved of the sources.) Fully prepared plan for each chapter and the whole book.
	March 14	First draft of chapters due. Write a list of domain-specific vocabulary words that you use in your chapter. Give it to your Copy Editor.
	To be completed during the second round of learning centers. Due March 20	Copy Editor checks all chapters for any mistakes. Final drafts of chapters are due to the Final Draft folder on the computer. Format Editor fixes the formatting of all the chapters. Format Editor’s Work’s Cited page and Copy Editor’s glossary are due to the Final Draft folder. Complete Team Effort assignments: Cover, Foreword, & Afterword
	March 21	Layout Editors finalize book’s format and Table of Contents in the Final Draft folder. Task Managers complete the Index and approve book.
	March 22	Get approval of the final copy from the team. Score teammates.
	April 7	Publishing Party!! Share the books by reading your respective chapter out loud!

Grading: See separate handout with team and individual rubric.

Task Manager

Folders: The team folders will be stored on WTB Network on the AccReadr drive, drive “R”.

1. Click Open, and go to My Computer.
2. Click on the R drive, labeled AccReader.
3. Click on the folder that says “a Ms. Harvey =).”
4. Click on your respective period’s folder.
5. Create a new folder titled with your team’s topic.
6. Inside your team folder you will need to create the following folders:
 - one folder per team member with their name (SJones)
 - Final Drafts

Format Editor: All chapters should use the same Type Face and font, be double spaced, and include the author’s name centered under the title of the chapter and print feature. (If the student has a heading, it should be removed from the final draft.)

Mrs. Harvey☺ Henderson
7th Grade Language Arts Literacy
Expectations for the Cover, Foreword, and Afterword

Name: _____

Date: _____ Period: _____

Cover:

The cover must be visually inviting, but **CANNOT** have a fully colorful background – this will cause issues when it comes time to publish the book. It must include the following:

- Title
- Authors' first and last names
- Eye-catching pictures (drawn, photographed, or taken from the Internet)
- Publishing date of the assignment (April 7)
- My name written as Mrs. Harvey Henderson's 7th Grade

Foreword:

The "Foreword" is the statement made by the editor(s) of a book to provide background or insight to the central idea of the entire book. It is not always included in a nonfiction's text, but it is necessary for our project as it will introduce the central idea and provide any extra information your audience (your peers and me!) may need to know to understand the rest of your book. Here are my expectations:

- Five –seven sentences.
- A sentence must be included that states the central idea of the book, i.e. a thesis statement.
- It leaves the reader wanting to know more; therefore, invites the reader into your book.
- Your group's choice: Either
 - A) provide a history of your central idea
 - B) provide a "pyramid" type lead into your central idea
 - C) provide any background not covered in the chapters that we should know in order to understand the book
- Should be located **AFTER** the Table of Contents and before the first chapter; it should be a page all its own.
- Title this page as Foreword.
- Same type-face and font as the chapters.

Afterword:

The "Afterword" rounds out the design of the book as whole by making the audience feel satisfied the book is finished. Here are my expectations:

- Four – six sentences.
- It must make the audience feel like the book has ended; in addition, make them feel like they may want to seek out more information on the topic.
- Your group's choice: Either
 - A) wrap up the book with reflections on the central idea
 - B) make a few statements that predict changes in the future
 - C) discuss ways to help (be careful **not** to make it sound persuasive by saying something to the effect of "We should..." because "should" implies taking action)
- Should be located **AFTER** the last chapter.
- Title this page as Afterword.
- Same type-face and font as the chapters.

Scoring Rubric for Nonfiction Book Project

Teammates' Initials: _____

Name: _____

Topic: _____

Date: _____ Period: _____

Team Rubric	5	4	3	2	1	Points Earned
Cover	<ul style="list-style-type: none"> • Appropriately inviting illustrations that shows thought went into its creation • Catchy and thoughtful title • All requested information is there 	<ul style="list-style-type: none"> • Inviting illustrations • Catchy title • All requested information is there 	<ul style="list-style-type: none"> • Inviting illustrations • Title • All requested information is there 	<ul style="list-style-type: none"> • Inviting Illustrations • Title • All authors listed 	<ul style="list-style-type: none"> • Title • All authors listed 	
Foreword	<ul style="list-style-type: none"> • Introduces the topic and focus of the book • Shows critical thinking and leaves the reader thinking • Exceptionally well written 	<ul style="list-style-type: none"> • Introduces the topic and focus of the book • Shows critical thinking and leaves the reader thinking 	<ul style="list-style-type: none"> • Introduces the topic and focus of the book 	<ul style="list-style-type: none"> • Introduces the topic of the book • Doesn't clearly introduce the focus of the book 	<ul style="list-style-type: none"> • Doesn't clearly introduce the topic of the book • Doesn't introduce the focus of the book 	
Afterword	<ul style="list-style-type: none"> • Closes the book as a whole • Makes the reader feel satisfied the book is done • Leaves the reader thinking and wanting to know more 	<ul style="list-style-type: none"> • Closes the book as a whole • Causes the reader to think about the topic 	<ul style="list-style-type: none"> • Closes the book as a whole 	<ul style="list-style-type: none"> • Close the book for the most part • May feel a bit like there was more to be said or could have been said 	<ul style="list-style-type: none"> • Leaves "loose ends" open • Introduces new ideas that are not discussed in the book, leaving the reader unsatisfied that the book is done 	
Format and Layout	<ul style="list-style-type: none"> • Looks like a book • All chapters and print features look uniform • Logical organization of print features and chapters • Headings removed and all parts are signed 	<ul style="list-style-type: none"> • Looks like a book • Most print features and chapters look uniform • Logical organization of print features and chapters • Headings removed and all parts are signed 	<ul style="list-style-type: none"> • Looks like a book • Some print features and chapters look uniform • Logical organization of print features and chapters • Headings removed and all parts are signed 	<ul style="list-style-type: none"> • Pages stapled together • Few print features and chapters look uniform • Organization is unclear • Only the chapters are signed or headings haven't been removed 	<ul style="list-style-type: none"> • Pages stapled together • None of the print features and chapters look uniform • Parts are randomly placed • Some parts are signed while other parts still have headings 	
Adherence to Deadlines	<ul style="list-style-type: none"> • Chapter drafts turned into teacher on time • Final draft of chapter saved to digital Final Draft folder on time • Print features saved to digital Final Draft folder on time 	<ul style="list-style-type: none"> • Most draft deadlines are met • Final draft of chapter saved to Final Draft folder on time • Print features saved to Final Draft folder on time 	<ul style="list-style-type: none"> • Most draft deadlines met • Final draft of chapter saved to Final Draft folder on time • Most print features saved to Final Draft folder on time 	<ul style="list-style-type: none"> • Teammates had to chase each other down after deadlines to turn parts in 	<ul style="list-style-type: none"> • Teacher had to chase down teammates after deadlines to hand parts in 	

Total: _____

Overall comments: _____

Job Title: _____

FINAL GRADE: _____

Individual Rubric	5	4	3	2	1	Points Earned
Content of Chapters	<ul style="list-style-type: none"> Logical organization of information Clear and well written lead, thesis statement, and conclusion Shows appropriate critical thinking for all to most ideas Research folded into writing fluently 	<ul style="list-style-type: none"> Logical organization of information Clear lead, thesis statement, and conclusion Shows appropriate critical thinking for most ideas Research folded into writing fluently /If the research is summarized, it is retold in the student's own language 	<ul style="list-style-type: none"> Information is mostly organized logically Clear lead, thesis statement, and conclusion Critical thinking is evident Research seems a bit summarized but is balanced with the critical thinking 	<ul style="list-style-type: none"> Information is mostly organized Lead, thesis statement, and/or conclusion evident, but weak Critical thinking attempted Too much research summarized and not enough critical thinking 	<ul style="list-style-type: none"> An attempt at organization is unsuccessful Lead, thesis statement, and/or conclusion unclear Critical thinking not evident The body of the chapter seems like all summarized research 	
M.U.G.S. (Conventions of Language)	<ul style="list-style-type: none"> No spelling errors All typos eliminated Correct pronoun usage Complete, clear sentences Correct capitalization usage 	<ul style="list-style-type: none"> Few spelling errors Few typos Few mistakes in pronoun usage Few awkward sentences and errors Few capitalization errors 	<ul style="list-style-type: none"> Some spelling errors Some typos Some mistakes in pronoun usage Some awkward sentences and errors Some capitalization errors 	<ul style="list-style-type: none"> Many spelling errors Many typos Many mistakes in pronoun usage Many awkward sentences and errors Many capitalization errors 	<ul style="list-style-type: none"> Numerous spelling errors Numerous typos Numerous mistakes in pronoun usage Numerous awkward sentences and errors Numerous capitalization errors (So many mistakes it distracts the reader's understanding) 	
Requirements	Includes the following: <ul style="list-style-type: none"> 2-4 pages Includes appropriate graphic aids or illustrations Includes organizational aids 	Includes the following: <ul style="list-style-type: none"> 2-4 pages Includes appropriate graphic aids or illustrations Includes organizational aids 	Includes the following: <ul style="list-style-type: none"> 2-4 pages Includes a graphic aid or illustration Includes organizational aids 	Includes the following: <ul style="list-style-type: none"> 1 pages Includes a graphic aid or illustration that Includes organizational aids 	Includes the following: <ul style="list-style-type: none"> 1 pages Includes a graphic aid or illustration that doesn't fit with the point of the chapter No organizational aids 	
Print Features	<ul style="list-style-type: none"> Title Formatted correctly according to notes 	<ul style="list-style-type: none"> Title Few errors in formatting 	<ul style="list-style-type: none"> Title Some errors in formatting 	<ul style="list-style-type: none"> Title Many errors in formatting 	<ul style="list-style-type: none"> Title Completely wrong formatting 	
Group Report Sheets	Group members will score each other anonymously based on a 0-5 scale.	These ratings will be averaged and added to this part of the rubric				

Key

Few errors: 11-20% of the paper
Some errors: 21-35% of the paper
Many errors: 36-49% of the paper
Numerous errors: More than 50% of the paper

Total: _____ x3/
Add from group rubric: _____

Grand total: _____

APPENDIX F: Mrs. Harvey☺ Henderson
7th Grade LAL
Literacy Festival _____
Period: _____

<p>Student/Group: _____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>Performance Notes:</p> <p>Literacy Demonstrated? _____ How?</p>	<p>Student/Group: _____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>Performance Notes:</p> <p>Literacy Demonstrated? _____ How?</p>	<p>Student/Group: _____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>Performance Notes:</p> <p>Literacy Demonstrated? _____ How?</p>
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<p>Student/Group: _____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>Performance Notes:</p> <p>Literacy Demonstrated? _____ How?</p>	<p>Student/Group: _____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>Performance Notes:</p> <p>Literacy Demonstrated? _____ How?</p>	<p>Student/Group: _____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>Performance Notes:</p> <p>Literacy Demonstrated? _____ How?</p>
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APPENDIX G: Mrs. Harvey☺ Henderson
7th Grade Language Arts Literacy
Ancient Greek Magazine Requirements

Background:

You are a reporter for our brand new magazine under the Spartan Press. As a matter of fact, we're so new, we still have to come up with a name for our magazine. We better name it fast because the first issue is scheduled for publication on June 19, 2016!

Purpose:

- to demonstrate knowledge of the Ancient Greek civilization
- to demonstrate ability to write in all three text types
- to practice researching and citing sources, as well as the importance of citation
- to exhibit critical thinking skills
- to show skill in active voice and consistent verb tense

Task: Write an article for our magazine.

Audience: The general public

Requirements:

10. As an individual, after you receive your article assignment, research information about Ancient Greece to inform and aid your ability to write your article.
11. Cite your sources – **you MUST use at least two sources!** The sites used during the Ancient Greek Webquest can count as sources of information, so don't hesitate to go back to it.
12. Compose your article.
13. Proofread your draft, especially for proper voice and verb tense.
14. Print and submit your article on time – **May 30** – for the copy editor to review.
15. Finalize and save the final copy on **June 6** to your classes' folder on the drive labeled "AccReader," which is also known as wtb-dc\ALSData (R:), open the Ms. Harvey => folder and then the Greek Magazine folder to access your class folder.

Grading: See scoring rubric on the "Guidelines for Writing Greek Articles" handout. (Soon to be distributed.)

Calendar of Deadlines: See back of this paper.

EXTRA CREDIT OPPORTUNITIES:

Artist (multiple): Your job will be to create any art that our journalists cannot find. Be sure to include your name in the picture in order to get credit. **You do not need to stay after, but you must turn in your art by June 1, along with the final copy of the article.**

Copy Editor (Depends on the class): Your job will be to assist our journalists in the writing process, mainly editing. **You do not need to stay after, but you will be hard at work during class time, and may have to finish classwork on your own time.** This job will be completed during the week of June 1-3.

Editor-in-Chief (2 overall): Your job will be to assist me, the Senior Editor, in the grading process. Not only will you aid in the grading and verification process, but you will also help me choose the articles that will make it into our magazine. **You will need to stay after school with me until 4:30 on Tuesday, June 7; Wednesday, June 8; and possibly Thursday, June 9.**

Layout Editor (2 overall): Your job will be to help plan the layout of the magazine from cover to cover. **You will need to stay after with me until 4:30 on Tuesday, June 14; Wednesday, June 15; and Thursday, June 16.**

TIMELINE FOR THE PROJECT:

Check	Date	Assignment
	5/19	- Write an appeal for the magazine article you wish to write. Include in this appeal if you would like to be an editor – make sure you tell me which editor you'd like to be!!
	5/23	-Brainstorm titles for the magazine.
	5/23	-Receive article assignments.
	5/24	-Vote for magazine title. -Editors revealed.
	BAND KIDS: Stop by to vote!	
	5/25	-Reveal the title for our magazine. -Discuss the art contest.
	5/25-30 Rough Draft of Article Due May 30!!	-In the library, research and write article. -Complete the rough draft by 5/30.
	5/31-6/6	-Copy editors work during class and at home to make proofreading corrections to the articles.
	6/1	-Deadline to submit cover art.
	6/6	-Make corrections and finalize the pictures and formatting of your own article. -Vote on cover art.
	6/9	-Reveal Cover Art Winner.
	6/6, 7, & possibly 8	-Editors-in-Chief stay after until 4:30.
	6/9-12	-Winner of the cover art contest must add feature article titles to the cover over the weekend.
	6/12	-Final cover art due.
	6/13, 14, & possibly 15	-Layout Editors stay after until 4:30.
	6/19	DISTRIBUTE PUBLISH MAGAZINE!!!!!!

Mrs. Harvey☺ Henderson
7th Grade Language Arts Literacy
Guidelines for Writing Greek Articles

DUE FOR PROJECT GRADE BY Tuesday, JUNE 6, 2017.

-All article topics must be related in some way to Ancient Greece.

-You can either be a modern-day reporter reporting on Ancient Greece, or you can be an Ancient Greek reporter reporting on Ancient Greece.

-ALL ARTICLE MUST HAVE A TITLE AND BE SIGNED BY YOU!!! Some articles require subheadings; be sure to follow the directions provided here. Also, if you'd like to make up a fake Greek-sounding name, be my guest; just make sure you communicate this to me!!

Feature Article: You are competing for top billing on our cover page! You are allowed to work in two-person teams!! Two people can work together – your choice!

Format	Content
<ul style="list-style-type: none"> • At least five paragraphs • As many pages as needed – no blank space, though • Two subheadings • At least two paragraphs per subheading • Appropriate amount of pictures with captions • At least one sidebar: <ul style="list-style-type: none"> -interesting or extra facts -interesting quote lifted from the article -common question answered 	<ul style="list-style-type: none"> • Text Type: (USUALLY) Argument / Opinion I will also accept Informative and Narrative • You have the freedom to write about ANYTHING as long as it demonstrates your deep understanding of Ancient Greece

Health/Wellness/Sports Article: (athlete, activity, product, sporting event, mental-health concept)

Format	Content
<ul style="list-style-type: none"> • Three separate articles • All on one page • One paragraph per article • Subheading to each article • Pictures with captions that aid in understanding the topic of the article 	<ul style="list-style-type: none"> • Text Type: Informative • Each article must be related to the wellness triangle in some way • Each description should reveal <i>how</i> it is related to human wellness

Trends: (technology, fashion, theater, education, weaponry, celebrities, gods & goddesses)

Format	Content
<ul style="list-style-type: none"> • Three separate articles • All on one page • One paragraph per article • Subheading to each article • Pictures to accompany each trend 	<ul style="list-style-type: none"> • Text Type: Persuasive • Each article must include the price (in GREEK CURRENCY!!), unless the subject is a person, and location of its subject matter • The paragraphs need to explain the following: <ul style="list-style-type: none"> -if it's a product: what it is and how to use it -if it's a person: who it is and why they're trendy -if it's an event: what it is and how to participate

Letters from Reader:

Format	Content
<ul style="list-style-type: none"> • Two letters • All on one page • Two paragraphs per letter <ul style="list-style-type: none"> -Paragraph one needs to summarize the article read in the previous magazine -Paragraph two needs to provide your critical thinking about that article 	<ul style="list-style-type: none"> • Text Type: Opinion/Argument, Informative, Narrative • Demonstrate ability to summarize • Demonstrates critical thinking by connecting to the previous article through an opinion of the article, more advice, or an experience similar to the previous article • Includes the name and location of the letter writer

<ul style="list-style-type: none"> • Subheading to each letter 	
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Ask a Greek:

Q&A

Format	Content
<ul style="list-style-type: none"> • Three questions with answers • All on one page • Subheading for each question & response • Question is in bold print with the name and location of the person who “wrote” it • The response is 6-8 sentences 	<ul style="list-style-type: none"> • Text Type: Expert Opinion/Informative • Demonstrates deep understanding of the topic being questioned

Interview

Format	Content
<ul style="list-style-type: none"> • Ten (10) questions • All on one page, or formatted to fill entire pages • Interviewer’s initials appear in bold print before the question • The question itself is italicized • Interviewee’s initials appear in bold print before their response • Each response can be any where from two to eight sentences long 	<ul style="list-style-type: none"> • Text Type: Persuasive, Informative, Narrative • Demonstrates insight of the person being interviewed (Interviewee)

How-to:

Procedural

Format	Content
<ul style="list-style-type: none"> • Three procedural objects: either recipe or how to build something/get somewhere • Each one formatted on its own page (so you should have three pages altogether) • Title each article • Pictures should be used to aid the explanation • Written using easy vocabulary • Step-by-step instructions 	<ul style="list-style-type: none"> • Text Type: Informative • Demonstrates deep understanding of the procedure

How It Works

Format	Content
<ul style="list-style-type: none"> • Two how-it-works objects • Each one formatted on its own page (so you should have two pages altogether) • Title each article • Picture of the object being discussed • Bulleted explanation of how the object works 	<ul style="list-style-type: none"> • Text Type: Informative • Demonstrates deep understanding of how the object works

Advertisements: (technology, fashion, theater, education, weaponry, military training, Olympic training, celebrities, gods & goddesses)

Format	Content
<ul style="list-style-type: none"> • Three advertisements • Each one formatted on its own page (so you should have three pages altogether) • Picture of the object/topic • One- or two-sentence description of the product, service, or event 	<ul style="list-style-type: none"> • Text Type: Persuasive • Includes the headline (description), slogan, and logo of your own creation

Entertainment: (games, comics, surveys, contests, quizzes, astrology, omens, gossip column)

Format	Content
<ul style="list-style-type: none"> • Depending on the complexity of the entertainment you wish to provide, I will tell you how may I need you to create 	<ul style="list-style-type: none"> • Text Type: Narrative, Informative, and/or Persuasive • Demonstrate serious effort went into its creation

Mrs. Harvey☺ Henderson
7th Grade Language Arts Literacy
Score Sheet for Articles in Greek Magazine

Name: _____

Article Assignment: _____

General Requirements: _____ (5) Signature and Title
_____ (5) Relates to Ancient Greece

Feature Article Formatting

_____ (5) At least five paragraphs
_____ (5) No unnecessary blank space
_____ (10) Two subheadings
_____ (20) Visuals with captions

_____ (20) Sidebar

Content

_____ (30) Quality

_____ **Total**

Health / Wellness / Sport Formatting

_____ (10) Three separate articles on one page
_____ (15) One paragraph per article w/ subheading
_____ (20) Visuals

Content

_____ (10) Informative **Text Type** obvious
_____ (10) Related to wellness
_____ (25) Descriptions reveal *how* wellness is included

_____ **Total**

Trends Formatting

_____ (10) Three separate articles on one page
_____ (10) One paragraph per article w/ subheading
_____ (10) Visuals

Content

_____ (10) Persuasive **Text Type** obvious
_____ (5) Price in Greek currency
_____ (5) Location
_____ (20) Describes what/who "it" is
_____ (20) Explains how/why "it" is trendy

_____ **Total**

Letters from Readers Formatting

_____ (10) Two letters on one page each w/ subheading
_____ (10) Two paragraphs per letter
_____ (10) Name and location of letter writer
_____ (10) First para summary/Second para critical thinking

Content

_____ (25) Demonstrates ability to summarize
_____ (25) Demonstrates critical thinking

_____ **Total**

Ask a Greek Q & A Formatting

_____ (10) Three questions and answers all on one page
_____ (15) Subheadings for each question w/ question in bold print and name and location of questioner

_____ (5) Six to eight sentences per response

Content

_____ (10) Expert Opinion/Informative **Text Type** obvious
_____ (50) Shows understanding of the topic in question

_____ **Total**

Ask a Greek Interview Formatting

_____ (10) Ten questions all on one page; fits entire page

_____ (10) Interviewer and interviewee's initials stand out

_____ (10) Questions italicized

_____ (10) Each response at least two sentences

Content

_____ (50) Shows deep understanding of the interviewee

_____ **Total**

How-To - Procedural Formatting

_____ (10) Three procedural objects, formatted to its own pages with titles for each

Content

_____ (10) Informative **Text Type** obvious

_____ (20) Pictures used to aid the steps

_____ (20) Step-by-Step directions

_____ (20) Easy-to-understand vocabulary

_____ (10) Show understanding of the procedure

_____ **Total**

How-To - How It Works Formatting

_____ (10) Two how-it-works objects, formatted to its own pages with titles for each

_____ (20) Picture of the object being discussed

Content

_____ (10) Informative **Text Type** obvious

_____ (40) Bulleted explanation of how the object works

_____ **Total**

Advertisement Formatting

_____ (20) Three ads, each formatted to its own page

_____ (20) Picture of the product

Content

_____ (10) Persuasive **Text Type** obvious

_____ (20) One- or two-sentence description of the product

_____ (10) Slogan

_____ (10) Logo

_____ **Total**

Entertainment Content

_____ (25) Demonstrates serious effort went into making the article

_____ (15) It is entertaining!

_____ **Total (x2)**

Extra Credit: For those who volunteered for the jobs of Artist, Copy Editor, or Layout Editor (Maximum Credit: 15 points)

_____ (10) Job One

_____ (5) Job Two

APPENDIX H: Mrs. Harvey 😊 Henderson
7th Grade Language Arts Literacy
Requirements for Debate

Name: _____

Background:

You are a lawyer, and you and your team of coworkers have been hoping that your boss is going to give you the BIG CASE about which everyone in the office has been talking. Everyone else wants the case, too. Your boss can only give it to one team, but s/he is undecided. Your boss decides to have a friendly contest to see which team deserves the case. There will be two teams that will debate a given topic, and the team that does the best will land the case.

Purpose:

- To understand that the purpose of persuasion is to influence
- To understand the difference between good and bad arguments
- To demonstrate your ability to use visuals to support your topic
- To contemplate ideas beyond the information (to add insight, personal observations, critique, perspective, etc. **These are the critical-thinking skills valued in the real world!**)
- To practice researching and citing other people's ideas
- To learn to work as a team

Task: Debate a topic so well you get people to change their mind, strengthen their own opinions, or understand why you have the opinion you do

Audience: Your coworkers and boss.

Requirements:

16. In a group, chose a topic of persuasion that is interesting to your group, and that you will be able to research.
17. Each group member will chose a job from the list below.
18. Collect research from at least TWO (2) sources. One source must be a non-Internet source, and Wikipedia *is not* a credible source. These sources will be recorded on a citation sheet.
19. As a group, decide your claims to support your position.
20. Individually prepare the arguments and elaboration to the claim you have been provided.
21. As a group, decide where a visual should be inserted and what it should be.
22. Present your individual claim and arguments during the debate.
23. Present using deliberate tone of voice, voice inflections, attitude, gestures, eye contact, and enthusiasm
24. Complete evaluation sheets of the other topic being debated in class.

Jobs:

Task Manager (1 person): This person will be responsible for the following:

- Understanding the project as a whole and helping the group stick to it.
- Writing and delivering the opening and closing remarks.
- Listening closely to the claims and arguments of the opposing position during the debate.
- Responding to the opposition during the rebuttal period.

Secretary (2 people): This person will be responsible for the following:

- Taking notes during the debate to help the task manager during the rebuttal.
- Gathering research to support the point provided.
- Writing at least two arguments with elaboration to support the point.
- Delivering your point and arguments during the debate.

Research Manager (1-2 people):

- Gathering extra arguments NOT being used by other group members that could help the task manager during the rebuttal.
- Gathering research to support the point provided.
- Writing at least two arguments with elaboration to support the point.
- Delivering your point and arguments during the debate.

Materials Manager FOR GROUPS OF FIVE OR SIX ONLY (1 person): This person will be responsible for the following:

- Keeping all the materials organized and in a central location in case someone is absent.
- Gathering research to support the point provided.
- Writing at least two arguments with elaboration to support the point.
- Delivering your point and arguments during the debate.

Mrs. Harvey ☺ Henderson
7th Grade Language Arts Literacy
Debate Worksheet and Evaluation Form

Name: _____

Date: _____ Period: _____

Debate's Resolution: _____

My opinion before the debate: FOR AGAINST NO OPINION

Notes and Questions:

During the debate, you are responsible for determining the reason and at least one argument. Use the following graph as your work space. **You, too, will be graded on this paper!**

Argument 1	
Pro Reasons	Con (rebuttal)
Argument 1	
Con Reasons	Pro (rebuttal)
Argument 2	
Con Reasons	Pro (rebuttal)

Argument 2	
Pro Reasons	Con (rebuttal)
Argument 3	
Pro Reasons	Con (rebuttal)
Argument 3	
Con Reasons	Pro (rebuttal)
Argument 4 (if needed)	
Con Reasons	Pro (rebuttal)
Argument 4	
Pro Reasons	Con (rebuttal)

Mrs. Harvey☺ Henderson
7th Grade Language Arts Literacy
Debate Evaluation Form TEACHER (period: _____)

Debate's Resolution: _____

	(Student: _____)	(Student: _____)
Opening:	Affirmative: <u> Y/N </u>	Negative: <u> Y/N </u>
Claim Stated?	Affirmative: <u> Y/N </u>	Negative: <u> Y/N </u>
Attention grabbing?	Affirmative: <u> Y/N </u>	Negative: <u> Y/N </u>

Argument 1

<p style="text-align: center;">Affirmative (Student: _____)</p> <p>Speaks in complete sentences Y N</p> <p>Point is clearly made Y N</p> <p>Argument 1</p> <hr/> <p>Explained well Y N</p> <p>Argument 2</p> <hr/> <p>Explained well Y N</p> <p>Note:</p>	<p style="text-align: center;">Rebuttal Statement</p> <p>Directly Addresses A's claim Y N</p> <p>Who spoke?</p>
---	--

<p style="text-align: center;">Negative (Student: _____)</p> <p>Speaks in complete sentences Y N</p> <p>Point is clearly made Y N</p> <p>Argument 1</p> <hr/> <p>Explained well Y N</p> <p>Argument 2</p> <hr/> <p>Explained well Y N</p> <p>Note:</p>	<p style="text-align: center;">Rebuttal Statement</p> <p>Directly Addresses N's claim Y N</p> <p>Who spoke?</p>
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Argument 2

<p style="text-align: center;">Negative (Student: _____)</p> <p>Speaks in complete sentences Y N</p> <p>Point is clearly made Y N</p> <p>Argument 1</p> <hr/> <p>Explained well Y N</p> <p>Argument 2</p> <hr/> <p>Explained well Y N</p> <p>Note:</p>	<p style="text-align: center;">Rebuttal Statement</p> <p>Directly Addresses N's claim Y N</p> <p>Who spoke?</p>
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<p style="text-align: center;">Affirmative (Student: _____)</p> <p>Speaks in complete sentences Y N</p> <p>Point is clearly made Y N</p> <p>Argument 1</p> <hr/> <p>Explained well Y N</p> <p>Argument 2</p> <hr/> <p>Explained well Y N</p> <p>Note:</p>	<p style="text-align: center;">Rebuttal Statement</p> <p>Directly Addresses A's claim Y N</p> <p>Who spoke?</p>
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Argument 3	
<p style="text-align: center;">Affirmative (Student: _____)</p> <p>Speaks in complete sentences Y N Point is clearly made Y N Argument 1</p> <p>Explained well Y N Argument 2</p> <p>Explained well Y N Note:</p>	<p>Rebuttal Statement</p> <p>Directly Addresses A's claim Y N Who spoke?</p>
<p style="text-align: center;">Negative (Student: _____)</p> <p>Speaks in complete sentences Y N Point is clearly made Y N Argument 1</p> <p>Explained well Y N Argument 2</p> <p>Explained well Y N Note:</p>	<p>Rebuttal Statement</p> <p>Directly Addresses N's claim Y N Who spoke?</p>
Argument 4	
<p style="text-align: center;">Negative (Student: _____)</p> <p>Speaks in complete sentences Y N Point is clearly made Y N Argument 1</p> <p>Explained well Y N Argument 2</p> <p>Explained well Y N Note:</p>	<p>Rebuttal Statement</p> <p>Directly Addresses N's claim Y N Who spoke?</p>
<p style="text-align: center;">Affirmative (Student: _____)</p> <p>Speaks in complete sentences Y N Point is clearly made Y N Argument 1</p> <p>Explained well Y N Argument 2</p> <p>Explained well Y N Note:</p>	<p>Rebuttal Statement</p> <p>Directly Addresses A's claim Y N Who spoke?</p>

Conclusion: Affirmative: _____ Y / N Negative: _____ Y / N
Claim Restated? Affirmative: _____ Y / N Negative: _____ Y / N
Gives sense of finality? Affirmative: _____ Y / N Negative: _____ Y / N
Comments: _____
