

Grade: 7 Advanced
Course: Language Arts
Year: 2019-2020



English Language Arts Power Standards

Reading Literature:

RL.7.1 Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

RL. 7.4 Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific language choices, such as sensory words or phrases, on meaning and tone, including rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama.

RL. 7.10 By the end of the year, read and comprehend literature, including stories, dramas, and poems, in grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range. Build background knowledge and activate prior knowledge in order to make text-to-self, text-to-text, and text-to-world connections that deepen understanding of the text.

Reading Information:

RI. 7.1 Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

RI. 7.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.

RI. 7.10 By the end of the year, read and comprehend literary nonfiction in grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.

Writing:

W. 7.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

W. 7.5 With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.

W. 7.9 Draw evidence from literary or informational texts to support analysis, reflection, and research. a. Apply grade 7 Reading standards to literature (e.g., “Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history”). b. Apply grade 7 Reading standards to literary nonfiction (e.g. “Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims).

W. 7.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Speaking and Listening:

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SL. 7.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others’ ideas and expressing their own clearly. a. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. b. Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed. c. Pose questions that elicit elaboration and respond to others’ questions and comments with relevant observations and ideas that bring the discussion back on topic as needed. d. Acknowledge new information expressed by others and, when warranted, modify their own views.

Language:

L.7.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening. a. Choose language that expresses ideas precisely and concisely. b. Recognize and eliminate wordiness and redundancy.

L. 7.6 Acquire and use accurately grade appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

[ODE Model Curriculum](#)

[ODE ELA Glossary from Standards](#)

Suggested Pacing	Content Standards What must students know and be able to do?	Advanced Learning and Performance Expectations	Assessment of Learning Options How will we know if they learned this skill?	Learning Resources Options What will we do if they didn't, and what if they did?
First Quarter				
	RL.7.3 Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).	Advanced students are expected to analyze and evaluate textual evidence, understand that the theme of a text is influenced by literary elements, and understand that the author uses dialogue and/or events to reveal a character.	Fall iReady diagnostic WW On Demand Independent Reading Reading Journals Guided/Focused written responses to reading	Independent Reading Inventory Students Edit into one Google Form WW Unit of Study Mentor Texts: <i>Fahrenheit 451</i> , Banned Book Project, Tall Tales, Greek Mythology, <i>The Odyssey</i>

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				www.commonlit.org
	RL.7.6 Analyze how an author uses the point of view to develop and contrast the perspectives of different characters or narrators in a text.	Advanced students are expected to understand the impact of an author’s use of language on text. Students will determine how text structure helps to contribute to meaning and style. Students also analyze how differences in points of view and perspectives create effects, such as humor or suspense.	Guided/Focused written responses to reading Rewrite passages in a different point of view	Greek mythology passages, <i>Fahrenheit 451</i> , Banned Book Project reading and analysis
	W.7.3 Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. a. Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically. b. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters. c. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another. d. Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and	Advanced students are expected to write narratives that develop real or imagined experiences using narrative techniques and precise language throughout. They also should provide a highly logical conclusion for their narrative.	Write a realistic fictional narrative Role play WW unit rubric adapted for GT rigor	Personal narrative writing WW Story Unit

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	convey experiences and events. e. Provide a conclusion that follows from and reflects on the narrated experiences or events.			
	SL.7.6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.	Advanced students are expected to adapt speech to a variety of contexts and tasks, while demonstrating a command of formal English.	Rubric to accompany project	Say What? Banned Book Project Presentation
	L.7.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. a. Explain the function of phrases and clauses in general and their function in specific sentences. b. Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas. c. Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.	Advanced students are expected to demonstrate command of the conventions of standard English grammar in their writing to the degree that their written products would be acceptable at an upper high school or even undergraduate collegiate level. Of particular focus is the correct application of different punctuation marks to different types of phrases and clauses within and between sentences.	Grammar unit	iReady Teacher made options as appropriate Grammar DVDs
	L.7.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. a. Use a comma to separate coordinate adjectives (e.g., It was a fascinating, enjoyable movie but not He wore an old[,] green shirt). b. Spell correctly.	Advanced students are expected to demonstrate command of the conventions of standard English grammar in their writing to the degree that their written products would be acceptable at an upper high school or even undergraduate collegiate level. Of particular focus is the correct application of different punctuation marks to different types of phrases and clauses within and between sentences.	Grammar unit	iReady Teacher made options as appropriate Grammar DVDs

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		Students will also learn techniques to verify spelling.		
Second Quarter				
	<p>RL.7.2 Analyze literary text development. a. Determine a theme of a text and analyze its development over the course of the text. b. Incorporate the development of a theme and other story details into an objective summary of the text.</p>	<p>Advanced students are expected to analyze textual evidence, understand that the theme of a text is influenced by literary elements, and understand that the author uses dialogue and/or events to reveal a character.</p>	<p>WW On Demand</p> <p>WW unit rubric adapted for GT rigor</p> <p>Independent Reading</p> <p>Reading Journals</p> <p>Companion Book</p>	<p>WW Unit of Study Writing About Reading</p> <p>www.commonlit.org</p> <p><i>The Pearl, The Odyssey</i></p>
	<p>RL.7.5 Analyze how a drama's or poem's form or structure (e.g., soliloquy, sonnet) contributes to its meaning.</p>	<p>Advanced students will determine how text structure helps to contribute to meaning and style.</p>	<p>Annotations</p>	<p><i>Christmas Carol</i> <i>The Pearl</i></p>
	<p>L.7.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies. a. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. b. Use common, grade-appropriate Greek or Latin affixes and</p>	<p>Advanced students are expected to understand the impact of an author's use of language on text. Advanced students will be challenged to read materials (class and independently chosen) which stretch the students' reading level.</p>	<p>Vocabulary quizzes</p> <p>Guided/Focused written responses to reading</p>	<p>iReady Teacher illustration Latin roots during discussions.</p>

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	<p>roots as clues to the meaning of a word (e.g., belligerent, bellicose, rebel). c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech. d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).</p>			
	<p>L.7.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. a. Interpret figures of speech (e.g., literary, biblical, and mythological allusions) in context. b. Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words. c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., refined, respectful, polite, diplomatic, condescending).</p>	<p>Advanced students are expected to present information precisely and logically and make strategic use of digital media to enhance presentations. They also are expected to adapt speech to a variety of contexts and tasks, demonstrating command of formal English.</p>	<p>Guided/Focused written responses to reading</p>	<p>References to Greek mythology unit <i>The Pearl</i></p>
<p>Third Quarter</p>				
	<p>RL.7.9 Compare and contrast a fictional portrayal of a time, place, or character and a historical account of</p>	<p>Advanced students are expected to evaluate forms of presentation media</p>	<p>Winter iReady diagnostic WW On Demand</p>	<p>MOCK TRIAL Shakespeare</p>

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	<p>the same period as a means of understanding how authors of fiction use or alter history.</p>	<p>as well as delineate and evaluate arguments, reasoning, and evidence in text claims. In addition, advanced students will analyze two or more texts with conflicting information on the same topic.</p>	<p>WW unit rubric adapted for GT rigor</p> <p>Independent Reading</p> <p>Reading Journals</p> <p>MOCK TRIAL: +Analysis of character development Creation of: +Opening Statements +Direct Examination Questions +Cross Examination Questions +Closing Statements +Public Speaking +Real Time Thinking During Trial</p>	<p><i>The Pearl</i></p> <p>Edcite Test Prep</p> <p>Ohio Performance Coach</p> <p>www.newsela.com</p> <p>www.commonlit.org</p>
	<p>W.7.2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. a. Establish a thesis statement to present information. b. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia to aid</p>	<p>Advanced students are expected to present cogent and precise informational text on a topic. Students are expected to select evidence from credible as opposed to non-credible sources to ensure that accurate information is presented, paying careful attention to the organization of content and grammatical structure.</p>	<p>Companion Book</p> <p>Guided/Focused written responses to reading</p> <p>MOCK TRIAL: +Analysis of character development Creation of: +Opening Statements +Direct Examination Questions +Cross Examination Questions +Closing Statements +Public Speaking +Real Time Thinking During</p>	<p>MOCK TRIAL</p> <p>Personal Interview Project</p> <p>Trial of Socrates (SS)</p>

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	<p>comprehension, if needed. c. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. d. Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts. e. Use precise language and domain specific vocabulary to inform about or explain the topic. f. Establish and maintain a formal style. g. Provide a concluding statement or section that follows from and supports the information or explanation presented.</p>		<p>Trial</p>	
	<p>RI.7.3 Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).</p>	<p>Advanced students are expected to continue to cite what the text says explicitly, determine, and analyze a central idea of text and its supporting ideas, provide an objective summary of text, and compare ideas and individuals within a text.</p>	<p>Annotate articles Small group discussions Short answer and extended response questions MOCK TRIAL: +Analysis of character development Creation of: +Opening Statements +Direct Examination Questions +Cross Examination Questions +Closing Statements +Public Speaking +Real Time Thinking During Trial</p>	<p>MOCK TRIAL www.newsela.com www.commonlit.org Edcite Test Prep Test Prep</p>
	<p>RI.7.5 Analyze the structure an author</p>	<p>Advanced students analyze how an</p>	<p>Annotate articles</p>	<p>MOCK TRIAL</p>

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	<p>uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas</p>	<p>author’s use of structure develops key concepts, and determine an author’s perspective and purpose in a text with any analysis of evidence and viewpoints.</p>	<p>Small group discussions</p> <p>Short answer and extended response questions</p> <p><u>MOCK TRIAL:</u> +Analysis of character development Creation of: +Opening Statements +Direct Examination Questions +Cross Examination Questions +Closing Statements +Public Speaking +Real Time Thinking During Trial</p>	<p>www.newsela.com www.commonlit.org</p> <p>Edcite Test Prep</p> <p>Test Prep</p>
	<p>RI.7.6 Determine an author’s perspective or purpose in a text and analyze how the author distinguishes his or her position from that of others.</p>	<p>Advanced students determine an author’s perspective and purpose in a text with analysis of evidence and viewpoints.</p>	<p>Annotate articles</p> <p>Small group discussions</p> <p>Short answer and extended response questions</p> <p><u>MOCK TRIAL:</u> +Analysis of character development Creation of: +Opening Statements +Direct Examination Questions +Cross Examination Questions +Closing Statements +Public Speaking +Real Time Thinking During Trial</p>	<p><u>MOCK TRIAL</u></p> <p>www.newsela.com www.commonlit.org</p> <p>Edcite Test Prep</p> <p>Test Prep</p>

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	<p>RI.7.7 Compare and contrast a text to an audio, video, or multimedia version of the text, analyzing each medium’s portrayal of the subject (e.g., how the delivery of a speech affects the impact of the words).</p>	<p>Advanced students are expected to evaluate forms of presentation media as well as delineate and evaluate arguments, reasoning, and evidence in text claims.</p>	<p>Annotate articles Small group discussions Short answer and extended response questions</p> <p><u>MOCK TRIAL:</u> +Analysis of character development Creation of: +Opening Statements +Direct Examination Questions +Cross Examination Questions +Closing Statements +Public Speaking +Real Time Thinking During Trial</p>	<p><u>MOCK TRIAL</u> <u>www.newsela.com</u> <u>www.commonlit.org</u> <u>Edcite Test Prep</u> <u>Test Prep</u></p>
	<p>RI.7.8 Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims.</p>	<p>Advanced students are expected to evaluate forms of presentation media as well as delineate and evaluate arguments, reasoning, and evidence in text claims.</p>	<p>Annotate articles Small group discussions Short answer and extended response questions</p> <p><u>MOCK TRIAL:</u> +Analysis of character development Creation of: +Opening Statements +Direct Examination Questions +Cross Examination Questions +Closing Statements +Public Speaking +Real Time Thinking During</p>	<p><u>MOCK TRIAL</u> <u>www.newsela.com</u> <u>www.commonlit.org</u> <u>Edcite Test Prep</u> <u>Test Prep</u></p>

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			Trial	
	<p>RI.7.9 Analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts.</p>	<p>Advanced students will analyze two or more texts with conflicting information on the same topic.</p>	<p>Annotate articles</p> <p>Small group discussions</p> <p>Short answer and extended response questions</p> <p><u>MOCK TRIAL:</u> +Analysis of character development Creation of: +Opening Statements +Direct Examination Questions +Cross Examination Questions +Closing Statements +Public Speaking +Real Time Thinking During Trial</p>	<p>MOCK TRIAL</p> <p>www.newsela.com www.commonlit.org</p> <p>Edcite Test Prep</p> <p>Test Prep</p>
	<p>W.7.1 Write arguments to support claims with clear reasons and relevant evidence. a. Establish a thesis statement to present an argument. b. Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically. c. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text. D. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons,</p>	<p>Advanced students are expected to write various arguments to support claim(s) and acknowledge and distinguish the difference between claim(s) and counterclaim(s). Students are expected to select evidence from credible as opposed to non-credible sources to ensure that accurate information is presented, paying careful attention to the organization of content and grammatical structure.</p>	<p>Argument Essay</p> <p>Debates</p> <p><u>MOCK TRIAL:</u> +Analysis of character development Creation of: +Opening Statements +Direct Examination Questions +Cross Examination Questions +Closing Statements +Public Speaking +Real Time Thinking During Trial</p>	<p>MOCK TRIAL</p> <p>WW Unit of Study Art of Argument</p> <p>Trial of Socrates</p>

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	<p>and evidence. e. Establish and maintain a formal style. f. Provide a concluding statement or section that follows from and supports the argument presented.</p>			
	<p>W.7.6 Use technology, including the Internet, to produce and publish writing and link to and cite sources, as well as to interact and collaborate with others, including linking to and citing sources.</p>	<p>Advanced students also are expected to use technology to produce, publish, and update individual or shared writing products.</p>	<p>Argument Essay Debates MOCK TRIAL: +Analysis of character development Creation of: +Opening Statements +Direct Examination Questions +Cross Examination Questions +Closing Statements +Public Speaking +Real Time Thinking During Trial</p>	<p>MOCK TRIAL WW Unit of Study Art of Argument Test Prep</p>
	<p>W.7.8 Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.</p>	<p>Advanced students are expected to conduct short research projects and incorporate several print and digital sources, quoting and paraphrasing effectively. Students are expected to draw evidence from literary or informational texts to support analysis, reflection, and research. Students also are expected to delineate and evaluate the argument and specific claims, assessing the reasoning and evidence in text.</p>	<p>Argument Essay Debates MOCK TRIAL: +Analysis of character development Creation of: +Opening Statements +Direct Examination Questions +Cross Examination Questions +Closing Statements +Public Speaking +Real Time Thinking During</p>	<p>MOCK TRIAL WW Unit of Study Art of Argument</p>

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			Trial	
	SL.7.3 Delineate a speaker’s argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence.	Critical listeners focus on the speaker’s main ideas or points in order to pose and respond to questions relative to the topic of discussion. Students listen for clue words and identify important details.	Debates <u>MOCK TRIAL:</u> +Analysis of character development Creation of: +Opening Statements +Direct Examination Questions +Cross Examination Questions +Closing Statements +Public Speaking +Real Time Thinking During Trial	<u>MOCK TRIAL</u> WW Unit of Study Art of Argument
	SL.7.4 Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.	Advanced students are expected to present information precisely and logically and make strategic use of digital media to enhance presentations.	Debates <u>MOCK TRIAL:</u> +Analysis of character development Creation of: +Opening Statements +Direct Examination Questions +Cross Examination Questions +Closing Statements +Public Speaking +Real Time Thinking During Trial	<u>MOCK TRIAL</u> WW Unit of Study Art of Argument
Fourth Quarter				

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	<p>RL.7.7 Compare and contrast a written story, drama, or poem to its audio, filmed, staged, or multimedia version, analyzing the effects of techniques unique to each medium (e.g., lighting, sound, color, or camera focus and angles in a film).</p>	<p>Advanced students are expected to be able to analyze how various productions stay faithful or depart from original texts and analyze works of fiction that allude to themes, patterns, and character types from various text genres.</p>	<p>Spring iReady diagnostic Independent Reading Reading Journals</p>	<p>www.commonlit.org Reference to <i>Fahrenheit 451</i> 2nd quarter</p>
	<p>W.7.7 Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.</p>	<p>Advanced students are expected to conduct short research projects and incorporate several print and digital sources, quoting and paraphrasing effectively. Students are expected to draw evidence from literary or informational texts to support analysis, reflection, and research. Students also are expected to delineate and evaluate the argument and specific claims, assessing the reasoning and evidence in text.</p>	<p>Research WW unit rubric adapted for GT rigor</p>	<p><i>Hunger Games/Lord of the Flies</i></p>
	<p>SL.7.2 Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.</p>	<p>Advanced students are expected to initiate and participate in a range of collaborative discussions and integrate multiple sources of information while evaluating the credibility and accuracy of each source. They also are expected to evaluate information given by a speaker while identifying faulty reasoning or evidence.</p>	<p>Small Group Discussions</p>	<p>Short Story Reading Unit</p>
	<p>SL.7.5 Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.</p>	<p>Advanced students are expected to present information precisely and logically and make strategic use of digital media to enhance presentations.</p>	<p>Interview, written project, oral presentation of a person two generations older than the student</p>	<p>Writing and research</p>

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Vision of a Graduate: 7th Grade Advanced Language Arts Focus



- Taught throughout the year with opportunities to learn to accept and acknowledge others' opinions



- Class discussions - small group/ large group and partner
- Presentations

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- Selection of specific texts designed to lead to discussions of the plight of different groups of people throughout the world and history
- School-wide service projects to help those in need
- Mock Trial gives the experience of jurisprudence

- Regular updates on Progressbook with notes added as needed per student
- Regular updates on Google Classroom
- Positive postcards sent to parents by teacher
- Conferencing with students
- Mock Trial demonstrates the importance of listening in order to respond



- Emphasis on learning from mistakes
- Rubrics for self-assessment
- Lessons are layered throughout the year- basics taught first quarter and built upon throughout the remaining quarters.
- Continuous progress checks
- Celebrations
- Research, writing, speaking on complex real-life issues pushes student horizons
- Movement of advanced students into high school mindset



- Close reading with annotations
- Finding/citing textual evidence
- Argumentative practices: arguing both sides of a topic (whether or not one agrees, but to see both sides)
- Mock Trial preparation provides real life collaborative critical thinking
- Mock Trial execution allows for real time adaptability and thought/expression
- Final projects - all units



- Literature Discussions
- Peer Edits
- Small group projects



- Selection of texts that promote an understanding of others
- School-wide service projects to help those in need

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- Meeting with teacher during study halls, after school, etc.
- Mock Trial teams showcase group effort towards a common goal
- Mock Trial promotes respect toward academic adversaries