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2024-25 Gifted & Talented English and Literature Syllabus

Curriculum Goals

Goal One: To support mastery of core areas of learning at a pace, complexity, abstractness, and depth appropriate for gifted learners.

Goal Two: To develop understanding of concepts, themes, and issues which are fundamental to the disciplines as well as society and to develop an appreciation for interrelationships among the disciplines.

Goal Three: To develop inquiry skills at a level of complexity, abstractness, and depth appropriate for gifted learners.

Goal Four: To develop the skills of critical thinking, problem solving, and decision-making at a level of complexity, abstractness, and depth appropriate for gifted learners.

Goal Five: To develop proficiency in communicating abstract and complex ideas, relationships, and issues.

Curriculum Components

Effective curriculum and instruction for gifted and talented students must incorporate the following components:

- Goals that support mastery of core areas of learning
- Scope and sequence that provide meaningful organization and structure
- Learning experiences organized around complex concepts, themes, and issues
- Challenging, meaningful content that exceeds state grade-level standards
- Instruction in the processes of communicating, problem solving, and critical thinking that exceeds state grade-level standards
- Instruction in independent learning skills
- Opportunities for worldwide communication and research
- Products that reflect advanced achievement and in-depth research
- Combination of acceleration and enrichment
- Articulation with the basic core curriculum
- Integrated, relevant assessment of student performance

The Gifted and Talented Curriculum for seventh grade language arts is divided into four units. One unit will be covered each quarter.

First Quarter

Students will:

Know (Content/Concept)	Do (Skills/Procedure)
Inquiry	
A. Process for formulating relevant questions for investigation (7-I 1.1)	A. Construct relevant questions for investigation (7-I 1.1)
B. Strategies for close reading to include annotating and questioning the text (7-I 2.1)	B. Visibly demonstrate analysis of text using close reading strategies (7-I 2.1)
C. Process for formulating logical questions (7-I 2.1)	C. Construct logical questions about a topic based on preliminary reading (7-I 2.1)
D. Skills for identifying connections between two or more texts on the same topic, while considering the significance of multiple perspectives on that topic or event (7-I 2.1)	D. Present conclusions about connections between texts that recognize the effect of multiple perspectives on the reader. (7-I 2.1)
E. Strategies to develop a plan of action for researching a topic (7-I 3.1)	E. Create a logical research plan that includes a guiding question to drive research (7-I 3.1)
F. Recognize the purpose for examining historical, social, cultural, or political context to expand the inquiry process (7-I 3.2).	F. After reading and analyzing the historical, social, cultural, or political context of a text, develop additional questions to guide additional research (7-I 3.2)
G. Strategies to gather relevant information from both primary and secondary sources and record notes in an organized, logical manner (7-I 3.3 and 7-I 3.4, 7-C 2.1)	G. Identify, gather and organize relevant information from primary and secondary sources (7-I 3.3, 7-I 3.4, 7-C 2.1).
H. Strategies to evaluate sources for perspective, validity, or bias (7-I 3.3, 7-C 2.2)	H. Evaluate sources for perspective, validity or bias and record observations about that evaluation in notes taken from a source (7-I 3.3, 7-C 2.2)
I. Reading strategies that require students to identify and gather only significant, relevant information on the topic (7-I 3.4)	I. Use gathered information to revise ideas about the topic and the inquiry focus (7-I 3.4)
J. Multiple strategies or methods of reporting findings and taking action(7-I 3.4, 7-I 4.2)	J. Report relevant findings using a variety of methods to engage audience and encourage action (7-I 3.4, 7-I 4.2)
K. Processes for developing critical thought that identifies patterns of evidence leading to a logical conclusion (7-I 4.1)	K. Explain how the conclusions are based on evidence (7-I 4.1)
L. Why it is important to recognize an alternative point of view (7-I 4.1)	L. Acknowledge alternative views and incorporate those into the reporting of findings (7-I 4.1)
M. Process for reflecting on findings and posing further questions (7-I 4.3)	M. Reflect on findings and generate additional questions for further inquiry (7-I 4.3)

N. Shared knowledge can inform the inquiry process (7-I 5.1)	N. Share knowledge and gather feedback from peers and adults to refine the inquiry process (7-I 5.1)
O. Relationship between prior knowledge and present learning to guide inquiry (7-I 5.2)	O. Apply prior knowledge and integrate present learning into the inquiry process (7-I 5.2)
P. Process for self-evaluation of inquiry process (7-I 5.3)	P. Evaluate inquiry process and incorporate findings into future inquiry (7-I 5.3)
Reading Literary Text	
<p>A. Textual evidence citations to support analysis of explicit statements made in a text</p> <p>Textual evidence citations to support an inference drawn from a text (7-RL 5.1)</p>	<p>A. Close read to cite textual evidence to support analysis and inferences</p> <p>Accurately cite quotes and paraphrased sections of text (7-RI 5.1)</p>
B. Thematic development (7-RL 6.1)	B. Identify and analyze the development of theme(s) (7-RL 6.1)
<p>C. Media techniques in literary texts and diverse media</p> <ul style="list-style-type: none"> Effect of media techniques on interpretation of Ideas, themes, or topics in literary texts and diverse media (7-RL 7.1) 	C. Analyze the effects of various media techniques on ideas, themes, or topics in literary texts and diverse media (7-RL 7.1)
D. Strategies for comparing and contrasting depiction of historical context (7-RL 7.2)	D, E. Use comparison and contrast strategies to understand the rhetorical effect of the author's literary depiction of a time, place, or character to the historical account of the same time period. (7-RL 7.2)
E. Author's use of historical context for rhetorical effect (7-RL 7.2)	D, E. Use comparison and contrast strategies to understand the rhetorical effect of the author's literary depiction of a time, place, or character to the historical account of the same time period. (7-RL 7.2)
F. Elements of plot (e.g. exposition, conflict, rising action, climax, falling action, and resolution) (7-RL 8.1)	F. Analyze interaction of elements in a narrative or drama (7-RL 8.1)
G. Methods to develop a character (e.g. description of physical appearance, character's speech, thoughts, and actions, reactions of other characters to the character, narrator's direct comments, and indirect and direct characterization) (7-RL 8.1)	F, G, H. Apply understandings of plot elements and character types in order to analyze the effect of setting on the development of characters/and or plot (7-RL 8.1)
H. Effect of setting (e.g. character and/or plot development) (7-RL 8.1)	F, G, H. Apply understandings of plot elements and character types in order to analyze the effect of setting on the development of characters/and or plot (7-RL 8.1)
I. Figurative and connotative meanings of words and phrases) (7-RL 9.1)	<p>I. Analyze the figurative and connotative meaning of words and phrases used in text and determine their impact on tone</p> <p>(Types of language to consider: metaphors, similes, extended metaphors, oxymorons, personification,</p>

	alliteration, onomatopoeia, hyperbole, idioms, cliches, irony) (7-RL 9.1)
J. Impact of rhymes and other repetition of sounds (7-RL 9.1)	J. Analyze the impact of rhymes and other repetitions of sounds (i.e. specific verses/stanzas in a poem or sections of a narrative/drama) (7-RL 9.1)
K. Strategies for analyzing impact of an author's choice of words, word phrases and conventions, meaning and tone. (7-RL 9.2)	K. Analyze the impact of the author's choice of words, phrases and conventions on meaning and tone (7-RL 9.2)
L. Strategies for using context clues to determine the meanings of words and phrases (i.e. jargon, domain-specific vocabulary, and irony) (7-RL 10.1)	L. Apply strategies for using context clues to determine the meanings of words and phrases (7-RL 10.1)
M. Impact of the author's choice of point of view, perspective, or purposes on the content, meaning, and style (7-RL 11.1)	M. Analyze how an author's perspective, purpose, and chosen point of view develop the content, meaning, and style of a literary text (Points of view to consider: 1st-person, 2nd-person, 3rd-person limited, 3rd-person omniscient, and 3rd-person objective) (7-RL 11.1)
N. Impact of text structures in prose, drama, and/or poetry (i.e. specific verses/stanzas of poems or sections of narrative/drama) (7-RL 12.1)	N. Analyze and critique the development of theme, setting, and/or plot based on the author's use of complex text structures in prose, drama, and poetry (7-RL 12.1)
O. Impact of author's choice of text structures on meaning within the text (7-RL 12.2)	O. Analyze the author's use of various text structures and draw conclusions about how they impact meaning (7-RL 12.2)
P. Strategies for effectively conducting cooperative reading in whole and small groups (7-RL 13.1)	P. Engage purposeful whole and small group reading in order to understand and evaluate the text(s) (7-RL 13.1)
Q. Practices and habits employed by successful independent readers (7-RL 13.2)	Q. Independently read for extended periods of time for enjoyment and analysis (7-RL 13.2)
R. Practices and habits employed by self-directed, critical readers and thinkers (7-RL 13.3)	R. Use strategies to independently regulate interpretive reading and critical thinking (7-RL 13.3)
Writing	
A. Strategies for crafting an essay introduction (i.e. effective lead that introduces the topic clearly and previews what is to follow) (7-W 2.1a)	A. Write an effective essay introduction that introduces the topic clearly and previews what is to follow (7-W 2.1a)
B. Methods of gathering resources (i.e. textual evidence from online databases, online encyclopedias, websites, print resources, or interviews) to support writing (7-RI 5.1, 7-W 2.1b)	B. Gather textual evidence from multiple sources (print and digital) (7-RI 5.1, 7-W 2.1b)
C. Strategies for conducting online searches (e.g. keywords, phrases and search engines) (7-W 2.1b)	C. Use specific and relevant keywords, phrases and search engines to conduct online searches (7-W 2.1b)
D. Most effective organizational patterns (e.g. definition, classification, compare/contrast, and cause/effect) to use when presenting information (7-W 2.1c, 7-C 4.2)	D. Select and implement the most appropriate organizational pattern for writer's purpose (7-W 2.1c, 7-C 4.2)

E. Strategies to assess credibility of sources (7-W 2.1d, 7-C 2.2)	E. Assess credibility of selected sources for research and use only the most valid (7-W 2.1d, 7-C 2.2)
F. Rationale for selecting various methods of formatting, graphics, and multimedia to present information to a specific audience (7-W 2.1e)	F. Include appropriate formatting, graphics, and multimedia to help clarify and emphasize important information (7-W 2.1e)
G. Strategies for developing a topic with concrete details, relevant examples and commentary (7-W 2.1f)	G. Develop a topic with relevant facts, definitions, concrete details, quotations, or other information and examples (7-W 2.1f)
H. Steps to the writing process (e.g. planning, writing, revising, editing, and publishing) (7-W 2.1g)	H. Demonstrate evidence of all steps in the writing process with an opportunity to revise individual writing with help from peers and edit for grammar, mechanics and spelling errors (7-W 2.1g)
I. Strategies for paraphrasing, summarizing, and directly quoting from a text and the correct format of in-text citation(i.e. objective, unbiased) to avoid plagiarism (7-RI 6.1, 7-W 2.1h,i, 7-C 2.3)	I. When appropriate, use paraphrases, summaries, and direct quotations from sources for support while avoiding plagiarism (7-RI 6.1, 7-W 2.1h,i, 7-C 2.3)
J. Methods of evaluating transitions for their effect on cohesion and clarity (7-W 2.1j, 7-C 2.1)	J. Choose effective transitional words within and between paragraphs to create cohesion and clarify relationships among ideas (7-W 2.1j, 7-C 2.1)
K. Effect of word choice (e.g. connotation/denotation, domain-specific vocabulary) (7-RI 8.1, 7-W 2.1k, 7-C 5.1)	K. Choose precise language and domain-specific vocabulary to inform or explain a topic (7-RI 8.1, 7-W 2.1k, 7-C 5.1)
L. Speech must be adapted to context <ul style="list-style-type: none"> we adapt speech based audience and purpose we use formal English for appropriate tasks and audiences (7-W 2.1l) 	L. Adapt speech based on context Identify different ways of speaking based on situation and audience Use formal English (no slang, proper grammar and pronunciation) in appropriate contexts (7-W2.1l)
M. Strategies for effectively concluding an informative/expository text (7-W 2.1m)	M. Write a conclusion that supports the ideas in the informative/explanatory text and leaves the audience thinking (7-W2.1m)
N. Narrative techniques for developing real or imagined experiences or events (7-W 3.1a)	N. Apply effective narrative techniques learned in literary analysis (7-W 3.1a)
O. Strategies for developing narrative leads (e.g. beginning with action, dialogue, or reaction "in medias res") (7-W 3.1b)	O. Incorporate strategies to develop narrative leads (7-W 3.1b)
P. Elements of narrative structure (e.g. exposition, rising action, climax, falling action, and resolution) (7-W 3.1c)	P. Use logical story structure to organize experiences and/or events (7-W 3.1c)
Q. Elements of writer's craft (e.g. dialogue, pacing, and manipulation of time) (7-W 3.1d)	Q. Effectively use elements of a writer's craft to develop the narrative (7-W 3.1d)

R. Meaning and appropriate use of relevant transitions and their effect on unity and clarity (e.g. first, next, meanwhile, later, finally, in the end) (7-W 3.1e)	R. Effectively employ relevant transition words, phrases, and clauses to convey appropriate sequence of experiences/events (7-W 3.1e)
S. Writing process to plan, draft and revise writing through self and peer revisions (7-W 3.1f)	S. Implement steps in the writing process by generating a plan, drafting, making necessary revisions, and editing in order to build ideas and improve narrative. (7-W 3.1f)
T. Impact of imagery, precise vocabulary, and sensory language in narratives (7-W 3.1g)	T. Use imagery, precise vocabulary, and sensory language to capture the action, convey experiences/events, and develop characters (7-W3.1g)
U. Strategies for developing narrative conclusions (7-W 3.1h)	U. Write a logical conclusion for the narrative.(7-W3.1h)
V. Understand how to correctly use phrases and clauses and their function in general and specific sentences (7-W 4.1a, c)	V. Demonstrate appropriate use of phrases and clauses within narrative writing. Edit to eliminate or correct misplaced and dangling modifiers. (7-W 4.1a,c)
W. Simple, compound, complex, and compound-complex sentences and how they are used to signal differing relationships among ideas (7-W 4.1b)	W. Choose deliberately among simple, compound, complex, and compound-complex sentences to signal different relationships among ideas within a composition (7-W 4.1b)
X. Conventions of standard English capitalization, punctuation, and spelling when writing on grade level (7-W 5.2)	X. Demonstrate mastery of grade-level conventions of standard English capitalization, punctuation, and spelling when writing (7-W 5.2)
Y. Appropriate use of commas to separate coordinate adjectives and introductory subordinate clauses (7-W 5.2 a,b)	Y. Place commas appropriately to separate coordinate adjectives and introductory subordinate clauses (7-W 5.2 a,b)
Communication	
A.Tasks for preparing for group conversations (7-C 1.1, 1.5)	A.Reflect on how how ideas are shaped by perspectives and new learning, consider alternate viewpoints and counterarguments (7-C 1.1, 1.5)
B. Guidelines for collegial discussion <ul style="list-style-type: none"> • active listening • effective questioning (open-ended questions, follow-up questions) • reflection • text evidence • focus (7-C 1.2) 	B. Prepare for focused discussion by gathering supporting evidence and preparing probing questions (7-C 1.2)
C. Formal and informal voice (7-C 1.3)	C. Utilize formal and informal voice as appropriate for audience, setting, and task (7-C 1.3)
D. Strategies for modifying personal ideas (7-C 1.4)	D. Acknowledge new information expressed by others and modify personal ideas when necessary (7-C 1.4)

Second Quarter

Students will:

Know (Content/Concept)	Do (Skills/Procedure)
Inquiry	
A. Process for formulating relevant questions for investigation (7-I 1.1)	A. Construct relevant questions for investigation (7-I 1.1)
B. Strategies for close reading to include annotating and questioning the text (7-I 2.1)	B. Visibly demonstrate analysis of text using close reading strategies (7-I 2.1)
C. Process for formulating logical questions (7-I 2.1)	C. Construct logical questions about a topic based on preliminary reading (7-I 2.1)
D. Skills for identifying connections between two or more texts on the same topic, while considering the significance of multiple perspectives on that topic or event (7-I 2.1)	D. Present conclusions about connections between texts that recognize the effect of multiple perspectives on the reader. (7-I 2.1)
E. Strategies to develop a plan of action for researching a topic (7-I 3.1)	E. Create a logical research plan that includes a guiding question to drive research (7-I 3.1)
F. Recognize the purpose for examining historical, social, cultural, or political context to expand the inquiry process (7-I 3.2).	F. After reading and analyzing the historical, social, cultural, or political context of a text, develop additional questions to guide additional research (7-I 3.2)
G. Strategies to gather relevant information from both primary and secondary sources and record notes in an organized, logical manner (7-I 3.3, 7-I 3.4, 7-C 2.1)	G. Identify, gather and organize relevant information from primary and secondary sources (7-I 3.3, 7-I 3.4, 7-C 2.1).
H. Strategies to evaluate sources for perspective, validity, or bias (7-I 3.3, 7-C 2.2)	H. Evaluate sources for perspective, validity or bias and record observations about that evaluation in notes taken from a source (7-I 3.3, 7-C 2.2)
I. Reading strategies that require students to identify and gather only significant, relevant information on the topic (7-I 3.4)	I. Use gathered information to revise ideas about the topic and the inquiry focus (7-I 3.4)
J. Multiple strategies or methods of reporting findings and taking action (7-I 3.4, 7-I 4.2)	J. Report relevant findings using a variety of methods to engage audience and encourage action (7-I 3.4, 7-I 4.2)
K. Processes for developing critical thought that identifies patterns of evidence leading to a logical conclusion (7-I 4.1)	K. Explain how the conclusions are based on evidence (7-I 4.1)
L. Why it is important to recognize an alternative point of view (7-I 4.1)	L. Acknowledge alternative views and incorporate those into the reporting of findings (7-I 4.1)
M. Process for reflecting on findings and posing further questions (7-I 4.3)	M. Reflect on findings and generate additional questions for further inquiry (7-I 4.3)

N. Process for self-evaluation of inquiry process (7-I 5.3)	N. Evaluate inquiry process and incorporate findings into future inquiry (7-I 5.3)
Reading Informational Text	
A. Strategies for reading informational texts (i.e. use 5W's and H questions, determine main ideas and details) (7-RI 4.1)	A. Read informational text for purpose, understanding, and comprehension (7-RI 4.1)
B. Textual evidence supports (i.e. multiple examples to support inferences drawn from a text) (7-RI 5.1)	B. Cite multiple examples of textual evidence to support analysis and inferences (i.e. annotate the text, mark key words and phrases, flag pages and take notes, accurately cite quotes and paraphrased sections of text) (7-RI 5.1)
C. Central ideas (7-RI 6.1)	C. Identify central ideas (7-RI 6.1)
D. Strategies for writing an objective summary (e.g. key ideas, supporting details, avoiding personal bias) (7-RI 6.1)	D. Use identified supporting details to construct a summary of the central ideas distinct from identified personal judgments or opinions (7-RI 6.1)
E. Methods of citing of key supporting details when writing or speaking about a text (7-RI 6.1)	E. Cite key supporting details found in the text (7-RI 6.1)
F. Informational text structures (e.g. cause and effect, sequential, compare and contrast) and text features (e.g. headings, subheadings, graphics, bolded, italics) (7-RI 8.2, 7-RI 11.1)	F. Identify and analyze text structures and features to determine how they impact the author's ideas or claim (7-RI 8.2, 7-RI 11.1)
G. Elements of an effective argument (e.g. claim, reasons, and evidence) that support the claim with logical reasoning and sufficient evidence (7-RI 11.2)	G. Trace an argument <ul style="list-style-type: none"> • identify the claim(s) in an argument • identify the reasons and evidence used to support claim(s) (7-RI 11.2)
H. Methods of assessing sound reasoning, valid and sufficient evidence in an informational text (7-RI 11.2)	H. Evaluate whether reasoning in text is logical and sound and based on valid and sufficient evidence (7-RI 11.2)
Writing	
A. Strategies for crafting an essay introduction (i.e. effective lead that introduces the topic clearly and previews what is to follow) (7-W 2.1a)	A. Write an effective essay introduction that introduces the topic clearly and previews what is to follow (7-W 2.1a)
B. Methods of gathering resources (i.e. textual evidence from online databases, online encyclopedias, websites, print resources, or interviews) to support writing (7-RI 5.1, 7-W 2.1b)	B. Gather textual evidence from multiple sources (print and digital) (7-RI 5.1, 7-W 2.1b)
C. Strategies for conducting online searches (e.g. keywords, phrases and search engines) (7-W 2.1b)	C. Use specific and relevant keywords, phrases and search engines to conduct online searches (7-W 2.1b)

D. Most effective organizational patterns (e.g. definition, classification, compare/contrast, and cause/effect) to use when presenting information (7-W 2.1c, 7-C 4.2)	D. Select and implement the most appropriate organizational pattern for writer's purpose (7-W 2.1c, 7-C 4.2)
E. Strategies to assess credibility of sources (7-W 2.1d, 7-C 2.2)	E. Assess credibility of selected sources for research and use only the most valid (7-W 2.1d, 7-C 2.2)
F. Rationale for selecting various methods of formatting, graphics, and multimedia to present information to a specific audience (7-W 2.1e)	F. Include appropriate formatting, graphics, and multimedia to help clarify and emphasize important information (7-W 2.1e)
G. Strategies for developing a topic with concrete details, relevant examples and commentary (7-W 2.1f)	G. Develop a topic with relevant facts, definitions, concrete details, quotations, or other information and examples (7-W 2.1f)
H. Steps to the writing process (e.g. planning, writing, revising, editing, and publishing) (7-W 2.1g)	H. Demonstrate evidence of all steps in the writing process with an opportunity to revise individual writing with help from peers and edit for grammar, mechanics and spelling errors (7-W 2.1g)
I. Strategies for paraphrasing, summarizing, and directly quoting from a text and the correct format of in-text citation(i.e. objective, unbiased) to avoid plagiarism (7-RI 6.1, 7-W 2.1h,i, 7-C 2.3)	I. When appropriate, use paraphrases, summaries, and direct quotations from sources for support while avoiding plagiarism (7-RI 6.1, 7-W 2.1h,i, 7-C 2.3)
J. Methods of evaluating transitions for their effect on cohesion and clarity (7-W 2.1j, 7-C 2.1)	J. Choose effective transitional words within and between paragraphs to create cohesion and clarify relationships among ideas (7-W 2.1j, 7-C 2.1)
K. Effect of word choice (e.g. connotation/denotation, domain-specific vocabulary) (7-RI 8.1, 7-W 2.1k, 7-C 5.1)	K. Choose precise language and domain-specific vocabulary to inform or explain a topic (7-RI 8.1, 7-W 2.1k, 7-C 5.1)
L. Speech must be adapted to context <ul style="list-style-type: none"> we adapt speech based audience and purpose we use formal English for appropriate tasks and audiences (7-W 2.1l) 	L. Adapt speech based on context Identify different ways of speaking based on situation and audience Use formal English (no slang, proper grammar and pronunciation) in appropriate contexts (7-W2.1l)
M. Strategies for effectively concluding an informative/expository text (7-W 2.1m)	M. Write a conclusion that supports the ideas in the informative/explanatory text and leaves the audience thinking (7-W2.1m)
N. Correct use of phrases and clauses Understanding of their functions in general and in specific sentences (7-W 4.1a, c)	N. Demonstrate knowledge of the function of phrases and clauses through correct, effective use in writing (7-W 4.1a, c)
O. The difference between simple, compound, complex, and compound-complex sentence (i.e. signal differing relationships among ideas) (7-W 4.1b)	O. Choose deliberately among simple, compound, complex, and compound-complex sentences to signal different relationships among ideas within a composition (7-W 4.1b)

P. Grade-level conventions of standard English (e.g. capitalization, punctuation, and spelling when writing)(7-W 5.2)	P. Demonstrate mastery of grade-level conventions of standard English capitalization, punctuation, and spelling when writing (7-W 5.2)
Q. Appropriate use of comma to separate coordinate adjectives (7-W 5.2a)	Q. Use a comma to separate coordinate adjectives (7-W 5.2a)
R. Appropriate use of comma after introductory subordinate clauses (7-W 5.2b)	R. Use a comma after introductory subordinate clauses (6-W 5.2b)
Communication	
A. Purposeful multimedia can enhances presentations (7-C 3.2)	A. Effectively use multimedia to clarify information and strengthen claims or evidence (7-C 3.2)
B. Speakers use chronological, cause/effect, problem/solution, and compare/contrast structures to convey messages. (7-C 4.2)	B. Analyze the effectiveness of the speaker's choice of structure (7-C 4.2)
C. Speakers intentionally articulate a clear message in a presentation (7-C 4.3a-e)	C. Analyze how a speaker: <ul style="list-style-type: none"> • monitors audience awareness • addresses possible misconceptions or objections • chooses appropriate media • uses an appropriate style for the audience (7-C 4.3a-e)
D. Presentations are most effective when catered to the audience <ul style="list-style-type: none"> • background knowledge • age • profession (7-C 5.1) 	D. When choosing a presentation style: <ul style="list-style-type: none"> • consider the audience's awareness of the topic • Plan to addresses possible misconceptions or objections • chooses appropriate media for the audience • uses an appropriate style for the audience
E. Craft techniques that impact audiences and convey messages such as word choice, figurative language, dialogue, idioms, and imagery (7-C 5.2)	E. Integrate appropriate craft techniques to impact the audience and convey the message (7-C 5.2)
7-C 2.1, 2.2, 2.3 included with the other knows and dos	

Quarter Three

Students will:

KNOW (Content/Concept)	DO (Skills/Procedure)
Inquiry	
A. Process for formulating relevant questions for investigation (7-I 1.1)	A. Construct relevant questions for investigation (7-I 1.1)
B. Strategies for close reading to include annotating and questioning the text (7-I 2.1)	B. Visibly demonstrate analysis of text using close reading strategies (7-I 2.1)
C. Process for formulating logical questions (7-I 2.1)	C. Construct logical questions about a topic based on preliminary reading (7-I 2.1)
D. Skills for identifying connections between two or more texts on the same topic, while considering the significance of multiple perspectives on that topic or event (7-I 2.1)	D. Present conclusions about connections between texts that recognize the effect of multiple perspectives on the reader (7-I 2.1)
E. Strategies to develop a plan of action for researching a topic (7-I 3.1)	E. Create a logical research plan that includes a guiding question to drive research (7-I 3.1)
F. Recognize the purpose for examining historical, social, cultural, or political context to expand the inquiry process (7-I 3.2).	F. After reading and analyzing the historical, social, cultural, or political context of a text, develop additional questions to guide additional research (7-I 3.2)
G. Strategies to gather relevant information from both primary and secondary sources and record notes in an organized, logical manner (7-I 3.3, 7-I 3.4, 7-C 2.1)	G. Identify, gather and organize relevant information from primary and secondary sources (7-I 3.3, 7-I 3.4, 7-C 2.1)
H. Strategies to evaluate sources for perspective, validity, or bias (7-I 3.3, 7-C 2.2)	H. Evaluate sources for perspective, validity or bias and record observations about that evaluation in notes taken from a source (7-I 3.3, 7-C 2.2)
I. Reading strategies that require students to identify and gather only significant, relevant information on the topic (7-I 3.4)	I. Use gathered information to revise ideas about the topic and the inquiry focus (7-I 3.4)
J. Multiple strategies or methods of reporting findings and taking action (7-I 3.4, 7-I 4.2)	J. Report relevant findings using a variety of methods to engage audience and encourage action (7-I 3.4, 7-I 4.2)
K. Processes for developing critical thought that identifies patterns of evidence leading to a logical conclusion (7-I 4.1)	K. Explain how the conclusions are based on evidence (7-I 4.1)
L. Why it is important to recognize an alternative point of view (7-I 4.1)	L. Acknowledge alternative views and incorporate those into the reporting of findings (7-I 4.1)
M. Process for reflecting on findings and posing further questions (7-I 4.3)	M. Reflect on findings and generate additional questions for further inquiry (7-I 4.3)
N. Process for self-evaluation of inquiry process (7-I 5.3)	N. Evaluate inquiry process and incorporate findings into future inquiry (7-I 5.3)

Reading Informational Text	
A. Strategies for reading informational texts (i.e. use 5W's and H questions, determine main ideas and details) (7-RI 4.1)	A. Read informational text for purpose, understanding, and comprehension (7-RI 4.1)
B. Textual evidence supports (i.e. multiple examples to support inferences drawn from a text) (7-RI 5.1)	B. Cite multiple examples of textual evidence to support analysis and inferences (i.e. annotate the text, mark key words and phrases, flag pages and take notes, accurately cite quotes and paraphrased sections of text) (7-RI 5.1)
C. Central ideas (7-RI 6.1)	C. Identify central ideas (7-RI 6.1)
D. Strategies for writing an objective summary (e.g. key ideas, supporting details, avoiding personal bias) (7-RI 6.1)	D. Use identified supporting details to construct a summary of the central ideas distinct from identified personal judgments or opinions (7-RI 6.1)
E. Methods of citing of key supporting details when writing or speaking about a text (7-RI 6.1)	E. Cite key supporting details found in the text (7-RI 6.1)
F. Informational text structures (e.g. cause and effect, sequential, compare and contrast) and text features (e.g. headings, subheadings, graphics, bolded, italics) (7-RI 8.2, 7-RI 11.1)	F. Identify and analyze text structures and features to determine how they impact the author's ideas or claim (7-RI 8.2, 7-RI 11.1)
G. Elements of an effective argument (e.g. claim, reasons, and evidence) that support the claim with logical reasoning and sufficient evidence (7-RI 11.2)	G. Trace an argument <ul style="list-style-type: none"> • identify the claim(s) in an argument • identify the reasons and evidence used to support claim(s) (7-RI 11.2)
H. Methods of assessing sound reasoning, valid and sufficient evidence in an informational text (7-RI 11.2)	H. Evaluate whether reasoning in text is logical and sound and based on valid and sufficient evidence (7-RI 11.2)
Writing	
A. Method for introducing claims in an argument (7-W 1.1a)	A. Craft a well written claim and introduce claims in the essay (7-W 1.1a)
B. Method for organizing reasons and evidence logically (7-W 1.1a)	B. Logically present reasons and evidence (7-W 1.1a)
C. Purpose of acknowledging counterclaims (also called alternate or opposing claims) (7-W 1.1a)	C. Acknowledge and incorporate counterclaims into essay (7-W 1.1a)
D. Effective methods of including relevant information found in print and multimedia sources such as online databases, online encyclopedias, websites, and interviews when gathering information (7-W 1.1b)	D. Use relevant information from multiple print and multimedia sources to support claim (7-W 1.1b)

E. Strategies for supporting claims with logical reasoning and relevant evidence to demonstrate understanding of a topic or text (7-W 1.1c)	E. Support claims with logical reasoning and relevant evidence (7-W 1.1c)
F. Method of evaluating a source for accuracy and credibility (7-W 1.1c, 7-C 2.2)	F. Incorporate only accurate, credible sources in the essay (7-W 1.1c, 7-C 2.2)
G. Purpose of organizing information logically to provide unity and clarity among claims, reasons, and evidence in an argument (7-W 1.1d)	G. Organize information effectively to provide unity and clarity among claims, reasons, and evidence in an argument (7-W 1.1d)
H. Strategies for creating unity such as using varied sentence structure and deliberately chosen transitional words or phrases (7-W 1.1d, 7-C 2.1)	H. Choose effective transitional words within and between paragraphs to create unity and clarity among claims, reasons, and evidence (7-W 1.1d, 7-C 2.1)
I. Strategies for developing the claim with credible evidence and data (7-W 1.1e)	I. Develop the claim with credible evidence and data (7-W 1.1e)
J. Writing Process: planning, writing, revising, editing, publishing (7-W 1.1f)	J. Develop and strengthen writing as needed by planning, revising, editing, and rewriting (7-W 1.1f)
K. Strategies for citing paraphrased, quotes, and summarized information found in research to avoid plagiarism (7-W 1.1g, 7-C 2.3)	K. Incorporate paraphrase, summary, and quotes found in researched information and cite appropriately (7-W 1.1g, 7-C 2.3)
L. Importance of avoiding plagiarism by giving credit to others using a standard format for citation (MLA format) (7-W 1.1g)	L. Give credit to others using a standard format (MLA format) for in-text citations and Works Cited (7-W 1.1g)
M. Criteria for establishing and maintaining a formal style and objective tone (7-W 1.1h)	M. Establish and maintain a formal style and objective tone (7-W 1.1h)
N. Strategies for concluding an argument effectively (7-W 1.1i)	N. Provide a concluding statement or section that follows from and supports the argument (7-W 1.1i)
O. Correct use of phrases and clauses Understanding of their functions in general and in specific sentences (7W 4.1a, c)	O. Demonstrate knowledge of the function of phrases and clauses through correct, effective use in writing (7-W 4.1a, c)
P. The difference between simple, compound, complex, and compound-complex sentence (i.e. signal differing relationships among ideas) (7-W 4.1b)	P. Choose deliberately among simple, compound, complex, and compound-complex sentences to signal different relationships among ideas within a composition (7-W 4.1b)

Q. Grade-level conventions of standard English (e.g. capitalization, punctuation, and spelling when writing)(7-W 5.2)	Q. Demonstrate mastery of grade-level conventions of standard English capitalization, punctuation, and spelling when writing (7-W 5.2)
R. Appropriate use of comma to separate coordinate adjectives (7-W 5.2a)	R. Use a comma to separate coordinate adjectives (7-W 5.2a)
S. Appropriate use of comma after introductory subordinate clauses (7-W 5.2b)	S. Use a comma after introductory subordinate clauses (6-W 5.2b)
Communication	
A. Purposeful multimedia can enhances presentations (7-C 3.2)	A. Effectively use multimedia to clarify information and strengthen claims or evidence (7-C 3.2)
B. Speakers effectively craft arguments to inform, engage, and impact audiences (7-C 4.1)	B. Determine the effectiveness of a speaker's argument by evaluating the soundness of the reasoning and the relevance and sufficiency evidence of the evidence (7-C 4.1)
C. Speakers use chronological, cause/effect, problem/solution, and compare/contrast structures to convey messages (7-C 4.2)	C. Analyze the effectiveness of the speaker's choice of structure (7-C 4.2)
D. Speakers intentionally articulate a clear message in a presentation (7-C 4.3a-e)	D. Analyze how a speaker: <ul style="list-style-type: none"> • monitors audience awareness • addresses possible misconceptions or objections • chooses appropriate media • uses an appropriate style for the audience (7-C 4.3a-e)
E. Presentations are most effective when catered to the audience <ul style="list-style-type: none"> • background knowledge • age • profession (7-C 5.1) 	E. When choosing a presentation style: <ul style="list-style-type: none"> • consider the audience's awareness of the topic • Plan to addresses possible misconceptions or objections • chooses appropriate media for the audience • uses an appropriate style for the audience
F. Craft techniques that impact audiences and convey messages such as word choice, figurative language, dialogue, idioms, and imagery (7-C 5.2)	F. Integrate appropriate craft techniques to impact the audience and convey the message (7-C 5.2)

7-C 2.1, 2.2, 2.3 included with other knows and dos

Quarter Four

Students will:

Know (Content/Concept)	Do (Skills/Procedure)
Inquiry	
A. Process for formulating relevant questions for investigation (7-I 1.1)	A. Construct relevant questions for investigation (7-I 1.1)
B. Strategies for close reading to include annotating and questioning the text (7-I 2.1)	B. Visibly demonstrate analysis of text using close reading strategies (7-I 2.1)
C. Process for formulating logical questions (7-I 2.1)	C. Construct logical questions about a topic based on preliminary reading (7-I 2.1)
D. Skills for identifying connections between two or more texts on the same topic, while considering the significance of multiple perspectives on that topic or event (7-I 2.1)	D. Present conclusions about connections between texts that recognize the effect of multiple perspectives on the reader (7-I 2.1)
E. Strategies to develop a plan of action for researching a topic (7-I 3.1)	E. Create a logical research plan that includes a guiding question to drive research (7-I 3.1)
F. Recognize the purpose for examining historical, social, cultural, or political context to expand the inquiry process (7-I 3.2).	F. After reading and analyzing the historical, social, cultural, or political context of a text, develop additional questions to guide additional research (7-I 3.2)
G. Strategies to gather relevant information from both primary and secondary sources and record notes in an organized, logical manner (7-I 3.3 and 7-I 3.4, 7-C 2.1)	G. Identify, gather and organize relevant information from primary and secondary sources (7-I 3.3, 7-I 3.4, 7-C 2.1).

H. Strategies to evaluate sources for perspective, validity, or bias (7-I 3.3, 7-C 2.2)	H. Evaluate sources for perspective, validity or bias and record observations about that evaluation in notes taken from a source (7-I 3.3, 7-C 2.2)
I. Reading strategies that require students to identify and gather only significant, relevant information on the topic (7-I 3.4)	I. Use gathered information to revise ideas about the topic and the inquiry focus (7-I 3.4)
J. Multiple strategies or methods of reporting findings and taking action(7-I 3.4, 7-I 4.2)	J. Report relevant findings using a variety of methods to engage audience and encourage action (7-I 3.4, 7-I 4.2)
K. Processes for developing critical thought that identifies patterns of evidence leading to a logical conclusion (7-I 4.1)	K. Explain how the conclusions are based on evidence (7-I 4.1)
L. Why it is important to recognize an alternative point of view (7-I 4.1)	L. Acknowledge alternative views and incorporate those into the reporting of findings (7-I 4.1)
M. Process for reflecting on findings and posing further questions (7-I 4.3)	M. Reflect on findings and generate additional questions for further inquiry (7-I 4.3)
N. Shared knowledge can inform the inquiry process (7-I 5.1)	N. Share knowledge and gather feedback from peers and adults to refine the inquiry process (7-I 5.1)
O. Relationship between prior knowledge and present learning to guide inquiry (7-I 5.2)	O. Apply prior knowledge and integrate present learning into the inquiry process (7-I 5.2)
P. Process for self-evaluation of inquiry process (7-I 5.3)	P. Evaluate inquiry process and incorporate findings into future inquiry (7-I 5.3)
Reading Literary Text	
A. Textual evidence citations to support analysis of explicit statements made in a text Textual evidence citations to support an inference drawn from a text (7-RL 5.1)	A. Close read to cite textual evidence to support analysis and inferences Accurately cite quotes and paraphrased sections of text (7-RI 5.1)
B. Thematic development (7-RL 6.1)	B. Identify and analyze the development of theme(s) (7-RL 6.1)

<p>C. Media techniques in literary texts and diverse media (7-RL 7.1)</p> <ul style="list-style-type: none"> • Effect of media techniques on interpretation of Ideas, themes, or topics in literary texts and diverse media (7-RL 7.1) 	<p>C. Analyze the effects of various media techniques on ideas, themes, or topics in literary texts and diverse media (7-RL 7.1)</p>
<p>D. Strategies for comparing and contrasting depiction of historical context (7-RL 7.2)</p>	<p>D, E. Use comparison and contrast strategies to understand the rhetorical effect of the author's literary depiction of a time, place, or character to the historical account of the same time period. (7-RL 7.2)</p>
<p>E. Author's use of historical context for rhetorical effect (7-RL 7.2)</p>	<p>D, E. Use comparison and contrast strategies to understand the rhetorical effect of the author's literary depiction of a time, place, or character to the historical account of the same time period. (7-RL 7.2)</p>
<p>F. Elements of plot (e.g. exposition, conflict, rising action, climax, falling action, and resolution) (7-RL 8.1)</p>	<p>F. Analyze interaction of elements in a narrative or drama (7-RL 8.1)</p>
<p>G. Methods to develop a character (e.g. description of physical appearance, character's speech, thoughts, and actions, reactions of other characters to the character, narrator's direct comments, and indirect and direct characterization) (7-RL 8.1)</p>	<p>F, G, H. Apply understandings of plot elements and character types in order to analyze the effect of setting on the development of characters/and or plot (7-RL 8.1)</p>
<p>H. Effect of setting (e.g. character and/or plot development) (7-RL 8.1)</p>	<p>F, G, H. Apply understandings of plot elements and character types in order to analyze the effect of setting on the development of characters/and or plot (7-RL 8.1)</p>
<p>I. Figurative and connotative meanings of words and phrases) (7-RL 9.1)</p>	<p>I. Analyze the figurative and connotative meaning of words and phrases used in text and determine their impact on tone</p> <p>(Types of language to consider: metaphors, similes, extended metaphors, oxymorons, personification, alliteration, onomatopoeia, hyperbole, idioms, cliches, irony) (7-RL 9.1)</p>

J. Impact of rhymes and other repetition of sounds (7-RL 9.1)	J. Analyze the impact of rhymes and other repetitions of sounds (i.e. specific verses/stanzas in a poem or sections of a narrative/drama) (7-RL 9.1)
K. Strategies for analyzing impact of an author's choice of words, word phrases and conventions, meaning and tone. (7-RL 9.2)	K. Analyze the impact of the author's choice of words, phrases and conventions on meaning and tone (7-RL 9.2)
L. Strategies for using context clues to determine the meanings of words and phrases (i.e. jargon, domain-specific vocabulary, and irony) (7-RL 10.1)	L. Apply strategies for using context clues to determine the meanings of words and phrases (7-RL 10.1)
M. Impact of the author's choice of point of view, perspective, or purposes on the content, meaning, and style (7-RL 11.1)	M. Analyze how an author's perspective, purpose, and chosen point of view develop the content, meaning, and style of a literary text (Points of view to consider: 1st-person, 2nd-person, 3rd-person limited, 3rd-person omniscient, and 3rd-person objective) (7-RL 11.1)
N. Impact of text structures in prose, drama, and/or poetry (i.e. specific verses/stanzas of poems or sections of narrative/drama) (7-RL 12.1)	N. Analyze and critique the development of theme, setting, and/or plot based on the author's use of complex text structures in prose, drama, and poetry (7-RL 12.1)
O. Impact of author's choice of text structures on meaning within the text (7-RL 12.2)	O. Analyze the author's use of various text structures and draw conclusions about how they impact meaning (7-RL 12.2)
P. Strategies for effectively conducting cooperative reading in whole and small groups (7-RL 13.1)	P. Engage purposeful whole and small group reading in order to understand and evaluate the text(s) (7-RL 13.1)
Q. Practices and habits employed by successful independent readers (7-RL 13.2)	Q. Independently read for extended periods of time for enjoyment and analysis (7-RL 13.2)
R. Practices and habits employed by self-directed, critical readers and thinkers (7-RL 13.3)	R. Use strategies to independently regulate interpretive reading and critical thinking (7-RL 13.3)
Writing	
A. Narrative techniques for developing real or imagined experiences or events (7-W 3.1a)	A. Apply effective narrative techniques learned in literary analysis (7-W 3.1a)

B. Strategies for developing narrative leads (e.g. beginning with action, dialogue, or reaction "in medias res") (7-W 3.1b)	B. Incorporate strategies to develop narrative leads (7-W 3.1b)
C. Elements of narrative structure (e.g. exposition, rising action, climax, falling action, and resolution) (7-W 3.1c)	C. Use logical story structure to organize experiences and/or events (7-W 3.1c)
D. Elements of writer's craft (e.g. dialogue, pacing, and manipulation of time) (7-W 3.1d)	D. Effectively use elements of a writer's craft to develop the narrative (7-W 3.1d)
E. Meaning and appropriate use of relevant transitions and their effect on unity and clarity (e.g. first, next, meanwhile, later, finally, in the end) (7-W 3.1e)	E. Effectively employ relevant transition words, phrases, and clauses to convey appropriate sequence of experiences/events (7-W 3.1e)
F. Writing process to plan, draft and revise writing through self and peer revisions (7-W 3.1f)	F. Implement steps in the writing process by generating a plan, drafting, making necessary revisions, and editing in order to build ideas and improve narrative. (7-W 3.1f)
G. Impact of imagery, precise vocabulary, and sensory language in narratives (7-W 3.1g)	G. Use imagery, precise vocabulary, and sensory language to capture the action, convey experiences/events, and develop characters (7-W3.1g)
H. Strategies for developing narrative conclusions (7-W 3.1h)	H. Write a logical conclusion for the narrative.(7-W3.1h)
I. Understand how to correctly use phrases and clauses and their function in general and specific sentences (7-W 4.1a, c)	I. Demonstrate appropriate use of phrases and clauses within narrative writing. Edit to eliminate or correct misplaced and dangling modifiers. (7-W 4.1a,c)
J. Simple, compound, complex, and compound-complex sentences and how they are used to signal differing relationships among ideas (7-W 4.1b)	J. Choose deliberately among simple, compound, complex, and compound-complex sentences to signal different relationships among ideas within a composition (7-W 4.1b)
K. Conventions of standard English capitalization, punctuation, and spelling when writing on grade level (7-W 5.2)	K. Demonstrate mastery of grade-level conventions of standard English capitalization, punctuation, and spelling when writing (7-W 5.2)

L. Appropriate use of commas to separate coordinate adjectives and introductory subordinate clauses (7-W 5.2 a,b)	L. Place commas appropriately to separate coordinate adjectives and introductory subordinate clauses (7-W 5.2 a,b)
Communication	
A.Tasks for preparing for group conversations (7-C 1.1, 1.5)	A.Reflect on how how ideas are shaped by perspectives and new learning, consider alternate viewpoints and counterarguments (7-C 1.1, 1.5)
B. Guidelines for collegial discussion <ul style="list-style-type: none"> • active listening • effective questioning (open-ended questions, follow-up questions) • reflection • text evidence • focus (7-C 1.2) 	B. Prepare for focused discussion by gathering supporting evidence and preparing probing questions (7-C 1.2)
C. Formal and informal voice (7-C 1.3)	C. Utilize formal and informal voice as appropriate for audience, setting, and task (7-C 1.3)
D. Strategies for modifying personal ideas (7-C 1.4)	D. Acknowledge new information expressed by others and modify personal ideas when necessary (7-C 1.4)

Our textbook for the year is , Grade 7, published by Houghton Mifflin Harcourt.

We will study several novels throughout the year. Novels to be studied are listed below:

Tulsa Burning by Anna Myers

--The day he buried his pa, Nobe Chase lost everything-his father, his home, and his dog, Rex. Worst of all, he had to move into town to live with Sheriff Leonard-dog killer, wife stealer, and secret law-breaker of all sorts. That day, Nobe found a new purpose for his life-revenge. Hate takes over his life, burning out of control inside him. Nobe learns how dangerous hate can be when it is unleashed in a fury of fire and gunpowder during a race riot in nearby Tulsa. When the violence spills over into his hometown, Nobe must decide what kind of man he is going to become-one driven by vengeance or one driven by courage.

A Long Walk to Water by Linda Sue Park

--*A Long Walk to Water* begins as two stories, told in alternating sections, about a girl in Sudan in 2008 and a boy in Sudan in 1985. The girl, Nya, is fetching water from a pond that is two hours' walk from her home: she makes two trips to the pond every day. The boy, Salva, becomes one of the "lost boys" of Sudan, refugees who cover the African continent on foot as they search for their families and for a safe place to stay. Enduring every hardship from loneliness to attack by armed rebels to contact with killer lions and crocodiles, Salva is a survivor, and his story goes on to intersect with Nya's in an astonishing and moving way.

***A Christmas Carol* by Charles Dickens**

--To bitter, miserly Ebenezer Scrooge, Christmas is just another day. But all that changes when the ghost of his long-dead business partner appears, warning Scrooge to change his ways before it's too late.

Other novels *TBA*

*Because our primary goal is to maximize student achievement, material may be added, deleted, and/or substituted at the teacher's discretion based upon the individual needs, levels, and learning styles of each class. Creative projects, written assignments, and supplemental materials may be included also throughout the year as opportunities arise.

Materials:

Students will need the following:

- section in a three-ring binder for Language Arts
- Loose-leaf paper
- pencils
- a novel of their choice to read if they finish their assigned work
- Spiral notebook
- Textbook – HMH Collections-online textbook
- Performance Assessment workbook-online textbook
- Close Reader workbook-online textbook

Weekly and Ongoing Assignments:

- **Stems-** Some stems will be given along with vocabulary that is useful.
- **Grammar-** Grammar homework will be assigned throughout each quarter and an assessment will follow.

Rules for Student Behavior: (see Agenda/Student Handbook for 4-step discipline plan)

- **Be prompt-**on time for class and in your assigned seat before the bell rings
- **Be prepared-**have all required materials every day; bring a novel to class every day
- **Be polite-**respect others and their belongings, and they (and I) will respect you!

Grading Policy and Weighting of Grades will follow the Directive from the Greenville County Schools

50% Major Assessments-Tests, Projects

50% Minor Assessments-Homework, Classwork, Quizzes

Grades are available at all times on the Portal. Grades will be posted as soon as I have graded the work. If you have questions concerning a particular grade, please ask your child for an explanation before you contact me. If you continue to have further questions, contact me.

Late Work:

Refer to the Riverside Middle School Late Work Policy in the Agenda/Student Handbook and on the school website.

My Daily Schedule:

Second Period: GT ELA
Third Period: ELA
Fourth Period: Related Arts
Fifth Period: Related Arts
Sixth Period: GT ELA
Seventh Period: ELA

Extra help Times: Flex from 8:30-8:56 am

Please note: If you call me and leave a message, I will call you back within twenty-four hours of receiving your phone call. If you email me, I will email you within twenty-four hours of receiving your email. These protocols may be subject to change if I am absent from school or the school is on a holiday.