

Unit	State Standards	Outcomes	Essential Questions	Essential Skills	Assessments	Faith Integration
Academic Year						
Unit 1 - Taking Action <i>(updated 8/23/20)</i>	RL.7.1(I) Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. RL.7.2(I) Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text. RL.7.3(I) Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot). RL.7.4(I) Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama. RL.7.5(I) Analyze how a drama's or poem's form or structure (e.g., soliloquy, sonnet) contributes to its meaning. RL.7.10(I) By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range. RI.7.1(I) Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. RI.7.2(I) Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text. RI.7.3(I) 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). RI.7.4(I) 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.7.5(I) Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas. RI.7.6(I) Determine an author's point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others. RI.7.7(I) 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). RI.7.10(I) By the end of the year, read and comprehend literary nonfiction in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range. W.7.2(I) Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. •a. 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 when useful to aiding comprehension. •b. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. •c. Use appropriate transitions to create cohesion and clarify the		What helps people rise up to face difficulties?	<ul style="list-style-type: none"> • Use academic vocabulary to discuss and write about texts <ul style="list-style-type: none"> • aspect, cultural, evaluate, resource, text • Analyze plot • Make inferences • Analyze myths • Analyze form in poetry • Analyze tone • Determine author's purpose • Analyze character • Analyze setting and conflict • Analyze structure • Write an informational essay • Present a film critique 	<ul style="list-style-type: none"> • Lesson exit tickets • Reading selection tests • Response log • Unit test • Unit reflection • Unit writing task • Unit speaking and listening task 	Learning Mindset - Growth Mindset

relationships among ideas and concepts.

- d. Use precise language and domain-specific vocabulary to inform about or explain the topic.

- e. Establish and maintain a formal style.

- f. Provide a concluding statement or section that follows from and supports the information or explanation presented.

W.7.4(I)

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)

W.7.5(I)

With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 7 on page 52.)

W.7.6(I)

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.

W.7.7(I)

Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.

W.7.8(I)

Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

W.7.9(I)

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(I)

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.

SL.7.1(I)

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.

SL.7.2(I)

Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.

SL.7.3(I)

Delineate a speaker's argument and specific claims, evaluating the

soundness of the reasoning and the relevance and sufficiency of the evidence.

SL.7.4(I)
Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.

SL.7.6(I)
Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 7 Language standards 1 and 3 on page 52 for specific expectations.)

L.7.1(I)
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.

L.7.2(I)
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.

L.7.3(I)
Use knowledge of language and its conventions when writing, speaking, reading, or listening.
 •a. Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.

L.7.4(I)
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 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).

L.7.5(I)
Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
 •a. Interpret figures of speech (e.g., 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).

L.7.6(I)
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.

Unit 2 - Reality Check

(updated 8/11/20)

What can blur the lines between what's real and what's not?

- Use academic vocabulary to discuss and write about texts
 - abnormal, feature, focus, perceive, task
- Analyze character

- Lesson exit tickets
- Reading selection tests
- Response log
- Unit test

Learning Mindset - Curiosity

Curriculum Map - English Language Arts - 7 ELA - Into Lit

				<ul style="list-style-type: none"> Analyze conflict Determine author's purpose Analyze folk tales Analyzue humor Analyze rhyme Analyze sound devices and mood Analyze drama Create a multimodal presentation 	<ul style="list-style-type: none"> Unit reflection Unit writing task Unit speaking and listening task 	
<p>Unit 3 - Inspired by Nature</p> <p><i>(updated 8/11/20)</i></p>			<p>What does it mean to be in harmony with nature?</p>	<ul style="list-style-type: none"> Use academic vocabulary to discuss and write about texts <ul style="list-style-type: none"> affect, element, ensure, participate, specify Analyze argument Analyze point of view Analyze memoir Analyze figurative language Analyze sonnets Analyze rhyme scheme Analyze theme Analyze odes Analyze lyric poetry Analyze media Write a personal narrative 	<ul style="list-style-type: none"> Lesson exit tickets Reading selection tests Response log Unit test Unit reflection Unit writing task Unit speaking and listening task 	<p>Learning Mindset - Setting Goals</p>
<p>Unit 4 - The Terror and Wonder of Space</p> <p><i>(updated 8/11/20)</i></p>			<p>Why is the idea of space exploration both inspiring and unnerving?</p>	<ul style="list-style-type: none"> Use academic vocabulary to discuss and write about texts <ul style="list-style-type: none"> complex, potential, rely, stress, valid Analyze structural elements Analyze organizational patterns Analyze author's purpose Analyze repetition Analyze science fiction Analyze mood Analyze graphical elements Analyze theme Analyze media Analyze rhetorical devices Write an argument Create a podcast 	<ul style="list-style-type: none"> Lesson exit tickets Reading selection tests Response log Unit test Unit reflection Unit writing task Unit speaking and listening task 	<p>Learning Mindset - Growth Mindset</p>

Curriculum Map - English Language Arts - 7 ELA - Into Lit

<p>Unit 5 - More than a Game</p> <p><i>(updated 8/11/20)</i></p>			<p>How do sports bring together friends, families, and communities?</p>	<ul style="list-style-type: none"> • Use academic vocabulary to discuss and write about texts <ul style="list-style-type: none"> • attitude, consume, goal, purchase, style • Make predictions • Analyze organizational patterns • Analyze novels in verse • Analyze metaphor and personification • Analyze voice in poetry • Make inferences • Write a short story 	<ul style="list-style-type: none"> • Lesson exit tickets • Reading selection tests • Response log • Unit test • Unit reflection • Unit writing task • Unit speaking and listening task 	<p>Learning Mindset - Plan/Predict</p>
<p>Unit 6 - Change Agents</p> <p><i>(updated 8/11/20)</i></p>			<p>What inspires you to make a difference?</p>	<ul style="list-style-type: none"> • Use academic vocabulary to discuss and write about texts <ul style="list-style-type: none"> • contrast, despite, error, inadequate, interact • Analyze author's point of view • Analyze elements of documentary • Analyze realistic fiction • Analyze character qualities • Analyze free verse in poetry • Analyze theme • Analyze history writing • Determine key ideas • Analyze text structure • Write a research report • Participate in a panel discussion 	<ul style="list-style-type: none"> • Lesson exit tickets • Reading selection tests • Response log • Unit test • Unit reflection • Unit writing task • Unit speaking and listening task 	<p>Learning Mindset - Growth Mindset</p>