

Curriculum Map - English Language Arts - 7 ELA - Novel Studies

Unit	State Standards	Outcomes	Essential Questions	Essential Skills	Assessments	Faith Integration
Entire year						
LIT-Tuck Everlasting	<p>RL.7.1(A) Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>RL.7.2(A) Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.</p> <p>RL.7.3(A) Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).</p> <p>RL.7.4(A) Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama.</p> <p>RL.7.6(A) Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.</p> <p>RL.7.7(A) 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>Does good always triumph over evil? Why is the circle of life necessary? Would you choose to live forever?</p>	<p>Identify elements of fantasy in the book. Identify and explain similes and metaphors. Explain the reasons that the Tucks did not want to live forever. Analyze how this is a coming-of-age novel. Identify themes in the book.</p>	<p>Question worksheets Classroom discussion AR test</p>	<p>Explain how the book changed or confirmed your feelings about death and eternal life. Explain the ethical decisions that had to be made in the book.</p>
LIT-The Lions of Little Rock	<p>RL.7.1(A) Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>RL.7.2(A) Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.</p> <p>RL.7.3(A) Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).</p> <p>RL.7.6(A) Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.</p> <p>RL.7.9(A) Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history.</p> <p>RL.7.10(A) 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.</p>		<p>How do individuals grow through trying circumstances? Is it necessary for racism to divide individuals and society? How do people discern when it is necessary to take a stand? What are necessary aspects or qualities of friendship?</p>	<p>Describe the racial conflicts in Little Rock during this time period. Explain the implications of the "lions." Explain the connections between Marlee and the community finding their voices. Describe the types of conflicts in the book.</p>	<p>Question worksheets Classroom discussion Essay AR test</p>	<p>Describe the elements of faith portrayed in the book (Bible passages, church attendance, etc.).</p>
LIT-Phineas Gage	<p>RI.7.2(A) Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.</p> <p>RI.7.3(A) Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas</p>		<p>How can real-life tragedies become the foundation for medical progress? What does modern-day science owe to Phineas's accident?</p>	<p>Explain how the changes in Phineas helped to consolidate the understanding of two opposing viewpoints of brain "scholars" of Phineas's time period.</p>	<p>Question worksheets Classroom discussion AR test</p>	<p>Although the book makes no mention of faith, how do the intricacies of the brain and central nervous system demonstrate the hand of the Creator? How did God use a tragedy</p>

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	<p>influence individuals or events, or how individuals influence ideas or events).</p> <p>RI.7.4(A) Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.</p> <p>RI.7.8(A) 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>RI.7.10(A) 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.</p> <p>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.</p> <p>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.</p>					<p>to further medical understanding? How does the DVD Gifted Hands demonstrate the beauty of the brain and also the life transformation following prayer and study of God's Word?</p>
<p>LIT-The True Confessions of Charlotte Doyle</p>	<p>RL.7.1(A) Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>RL.7.2(A) Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.</p> <p>RL.7.3(A) Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).</p> <p>RL.7.4(A) Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama.</p> <p>RL.7.6(A) Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.</p> <p>RL.7.10(A) 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.</p>		<p>What were the social expectations for women at the time of the book, and how have they changed? How do social classes affect the dynamics of the murder investigation and trial?</p>	<p>Describe how the author builds suspense throughout the book. Describe the elements of a mystery and how they are demonstrated in this book.</p>	<p>Question worksheets Essay Classroom discussion AR test</p>	<p>Are there ever any reasons that an individual should not obey a parent or superior? (4th Commandment) How is racism an element in this book?</p>
<p>LIT-Fever 1793</p>	<p>RL.7.1(A) Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>RL.7.2(A) Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.</p> <p>RL.7.3(A) Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).</p>		<p>How did misunderstandings about yellow fever contribute to fear and spread of the disease? How did the social structure and classes impact the care given or not given to yellow fever victims? How does the heroine of</p>	<p>Explain the historical context of 1793 Philadelphia. List the real and fictionalized characters portrayed in the novel. Analyze how attention to historical and scientific detail moves the plot.</p>	<p>Question worksheets Classroom discussion AR test</p>	<p>How does the African American church demonstrate their caring and faith during the yellow fever epidemic? How does the Bible give Mattie strength during her ordeals?</p>

	<p>RL.7.6(A) Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.</p> <p>RL.7.9(A) Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history.</p>		<p>the novel come of age through trying circumstances?</p>			
<p>LIT-The Bronze Bow</p>	<p>RL.7.1(A) Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>RL.7.2(A) Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.</p> <p>RL.7.3(A) Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).</p> <p>RL.7.4(A) Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama.</p> <p>RL.7.6(A) Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.</p> <p>RL.7.9(A) Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history.</p> <p>W.7.1(A) Write arguments to support claims with clear reasons and relevant evidence. <ul style="list-style-type: none"> •a. Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically. •b. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text. •c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence. •d. Establish and maintain a formal style. •e. Provide a concluding statement or section that follows from and supports the argument presented. </p> <p>W.7.2(A) Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. <ul style="list-style-type: none"> •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 </p>		<p>How does an individual deal with a painful past? Can true love really conquer hate?</p>	<p>Explain the historical and religious context of the novel. Explain which individuals mentioned in the book are real historical figures. Describe which characters are static or dynamic characters and why.</p>	<p>Question worksheets Classroom discussion Essay about conflicts Narrative writing from the perspective of a different character AR test</p>	<p>Explain the role of zealots, scribes, rabbis, and other religious and political figures during this time period. How did Joel emphasize elements of the Law? Compare the events involving Jesus with their biblical contexts. In what ways does the novel do a good job of relaying the message of Jesus, and in what ways doesn't it go far enough? How does it fail?</p>

	<p>cohesion and clarify the relationships among ideas and concepts.</p> <ul style="list-style-type: none"> •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. <p>W.7.3(A) Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</p> <ul style="list-style-type: none"> •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 convey experiences and events. •e. Provide a conclusion that follows from and reflects on the narrated experiences or events. <p>W.7.4(A) 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.)</p>					
<p>LIT-May's Boy</p>	<p>RI.7.1(A) Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>RI.7.2(A) Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.</p> <p>RI.7.3(A) Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).</p> <p>RI.7.4(A) Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.</p> <p>RI.7.5(A) Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas.</p> <p>RI.7.6(A) Determine an author's point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others.</p> <p>RI.7.7(A) 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</p>		<p>How did God prepare May to care for Leslie? How are Leslie's special gifts miraculous? How do Leslie's gifts have an impact on others?</p>	<p>Explain what is meant by a savant. Describe how May's life experiences prepared her to care for Leslie.</p>	<p>Chapter response journals Classroom discussion AR test</p>	<p>Explain the role of May's faith during her childhood years. Explain the role of May's faith as a young wife and mother. Expalin how May's faith gave her determination and purpose in caring for Leslie.</p>

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	<p>of the words).</p> <p>RI.7.10(A) 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.</p>					
LIT-The Great Fire	<p>RI.7.2(A) Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.</p> <p>RI.7.3(A) Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).</p> <p>RI.7.4(A) Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.</p> <p>RI.7.5(A) Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas.</p>		<p>What factors made Chicago a city that would burn out of control? What social factors entered into the blame for the fire? How does building construction differ today due to the Great Fire?</p>	<p>Describe the factors that made Chicago vulnerable for a large fire. Explain the reasons for the spread of the fire. Explain the changes to building construction and to the city of Chicago after the fire. Explain that the Peshtigo, WI fire had more loss of life than the Chicago fire.</p>	<p>Question worksheets Classroom discussion AR test</p>	<p>How can we, as Christians, make sense of such a tragedy?</p>
LIT-The Lion, the Witch, and the Wardrobe	<p>RL.7.1(A) Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>RL.7.2(A) Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.</p> <p>RL.7.3(A) Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).</p> <p>RL.7.6(A) Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.</p>		<p>What is the author's purpose in writing this book? Why does the author write the book as an allegory? What elements of fantasy are in the book?</p>	<p>Explain how the book is an allegory. Explain the mythological elements that are in the novel. Explain the elements of fantasy in the book.</p>	<p>Question worksheets Classroom discussion AR test</p>	<p>Explain how God always triumphs over evil/the devil. Explain the substitutionary sacrifice of Aslan/Jesus for Edmund/sinners. Compare the death and resurrection elements to the biblical accounts.</p>