7th Grade English Language Arts/Literacy Curriculum Maps

Students in 7th Grade English Language Arts are required to read *Redwall*, by Brian Jacques, over the summer and complete an accompanying writing assignment.

Grade: 7 Subject: English Language Arts/Literacy	Unit of Study: Short Stories
Big Idea/Rationale	• Students will practice reading strategies in whole class, small group, and individual settings. • Students will draft, revise, and edit writing using the writing process. • Read short stories for understanding. • Students will identify plot, setting, characters, and conflict elements in short stories. • Incorporate knowledge of paragraph writing to create one's own story.
Enduring Understandings	• Reading comprehension is built on a solid foundation of vocabulary, context, practice, experience, and knowledge of the conventions of genre. • Making connections among different pieces of writing leads to greater comprehension and deeper understanding. • The ability to identify elements will enable a deeper understanding of the text. • Writing is a process, not a result.
Essential Questions	• How can one's ability to understand & analyze a reading help to improve one's writing? • What techniques are involved in writing narratives, informative/explanatory texts, and arguments? • What language choices can a writer make to improve a piece? • How do the elements of a short story impact the reading experience?
Content (Subject Matter)	• Recall specific information from stories. • Analyze actions to determine possible traits of specific characters. • Predict how characters might react in a given situation. • Track elements of a short story in graphic organizers. • Create a short story.
Standards	07.RS.01 Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. 07.RS.02 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. 07.RS.03 Analyze how particular elements of a story or drama interact (e.g. how setting shapes the characters or plot). 07.RS.04 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. 07.RS.06 Analyze how an author develops and contrasts the points of view of different characters or narrators in a text. 07.RS.09 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. 07.W.03.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.

	07.W.03.B Use narrative techniques such as dialogue pacing and description to develop experiences events and/or characters.
	07.W.03.C Use a variety of transition words phrases and clauses to convey sequence and signal shifts from one time frame or setting to another.
	07.W.03.D Use precise words and phrases relevant descriptive details and sensory language to capture the action and convey experiences and events.
	07.W.03.E Provide a conclusion that follows from and reflects on the narrated experiences or events.
Materials/Resources	• McDougall-Littell *Language of Literature* text • 21st Century cart/projector

Grade: 7 Subject: English Language Arts/Literacy	Unit of Study: *Paragraph Writing*
Big Idea/Rationale	• Students will draft, revise, and edit writing using the writing process • Understand the foundations of paragraph writing. • Identify characteristics of different types of paragraphing. • Identify & create effective topic sentences that describe what the paragraph is about. • Create and identify different types of paragraphs which includes Narrative, Persuasive, Expository, and Descriptive. • Identify transitions in a reading.
Enduring Understandings	• Writing is a process, not a result. • A topic sentence provides the framework for an effective paragraph. • Paragraphing is the building block of all types of writing.
Essential Questions	• What strategies can a writer use to create interesting and effective paragraphs? • Why is the use of transitions an effective tool in paragraph writing? • Why is it important to include a topic sentence in every paragraph? • What techniques are involved in writing narratives, informative/explanatory texts, and arguments? • What language choices can a writer make to improve a piece?
Content (Subject Matter)	• Write multi-paragraph compositions that have clear topic development, logical organization, effective use of detail, and variety in sentence structure. • Revise and edit drafts by rereading for content and organization, usage, sentence construction, mechanics and word choice.
Standards	07.W.7.3A - 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. 07.W.03.B - Use narrative techniques such as dialogue pacing and description to develop experiences events and/or characters. 07.W.03.C - Use a variety of transition words phrases and clauses to convey sequence and signal shifts from one time frame or setting to another. 07.W.03.D - Use precise words and phrases relevant descriptive details and sensory language to capture the action and convey experiences and events. 07.W.03.E - Provide a conclusion that follows from and reflects on the narrated experiences or events. 07.W.04 - 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.) 07.W.05 - 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. 07.W.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.
Materials/Resources	• 21st Century cart/projector

	• Paragraphing notes • Practice worksheets • Computer/lined paper

Grade: 7 Subject: English Language Arts/Literacy	Unit of Study: Vocabulary
Big Idea/Rationale	• Students will define new words to increase vocabulary & better understand in-class readings. • Students will utilize new vocabulary words in writing assignments and in-class discussions.
Enduring Understandings	• Reading comprehension is built on a solid foundation of vocabulary, context, practice, experience, and knowledge of the conventions of genre. • Learning word roots and parts of speech can help discern meanings of unknown words.
Essential Questions	• How can writing be improved through an increase on one's vocabulary? • How can an increased vocabulary improve one's ability to understand a novel? • How are word roots used to understand meaning?
Content (Subject Matter)	Define and use new vocabulary words as related to in-class novels and using the Vocabulary Workshop.
Standards	07.RS.04 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. 07.L.04 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. 07.L.05 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. 07.L.06 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.
Materials/Resources	• *Sadlier Vocabulary Workshop: Level B*

Grade: 7 Subject: English Language Arts/Literacy	Unit of Study: Grammar
Big Idea/Rationale	• Learn the correct rules for capitalization. • Identify the parts of speech and how they interact in sentences. • Learn how to correctly place and utilize periods, question marks, commas, exclamation points, semicolons, colons, hyphens, parentheses, apostrophes, and dashes in writing. • Proofread writings for correct use of capitalization and punctuation. • Spell words correctly.
Enduring Understandings	• Writing is a process, not a result. • Knowledge of proper grammar is important to make one's self better understood to others when writing.
Essential Questions	• What language choices can a writer make to improve a piece? • Why does good grammar matter? • What strategies can be best used to proofread a piece of writing?
Content (Subject Matter)	• Correctly use punctuation and capitalization in all types of writing completed in class. • Identify the parts of speech in sentences. • Identify subject/object relationships in sentences. • Revise and edit drafts by rereading for content and organization, usage, sentence construction, mechanics and word choice. • Use a variety of sentences types correctly, including combinations of independent and dependent clauses, prepositional and adverbial phrases, and varied sentence openings to develop an lively and effective personal style. • Incorporate varied sentence structure and correct grammar when speaking.
Standards	07.L.01.A - Explain the function of phrases and clauses in general and their function in specific sentences. 07.L.01.B - Choose among simple compound complex and compound-complex sentences to signal differing relationships among ideas. 07.L.01.C - Place phrases and clauses within a sentence recognizing and correcting misplaced and dangling modifiers. 07.L.02.A - Use a comma to separate coordinate adjectives (e.g. It was a fascinating, enjoyable movie, but not He wore an old[,] green shirt). 07.L.02.B - Spell correctly. 07.L.03.A - Choose language that expresses ideas precisely and concisely recognizing and eliminating wordiness and redundancy.
Materials/Resources	• 21st Century cart/projector • Grammar notes

Grade: 7 Subject: English Language Arts/Literacy	Unit of Study: Mysteries/<u>Hound of the Baskervilles</u> by Sir Arthur Conan Doyle
Big Idea/Rationale	• Students will have opportunities for practice in reading independently using the independent reading and journaling model. • Read additional mystery stories to discuss style and strategies utilized by authors of the genre. • Read and discuss events in the story and make predictions about future events. • Analyze personal traits of specific characters and their impact on the story. • Analyze the techniques used by Sherlock Holmes to solve mysteries, and how they define his character. • Use writing process to draft an essay which responds to a quote taken from the novel.
Enduring Understandings	• Reading comprehension is built on a solid foundation of vocabulary, context, practice, experience, and knowledge of the conventions of genre. • Making connections among different pieces of writing leads to greater comprehension and deeper understanding. • Writing is a process, not a result.
Essential Questions	• What are the most effective strategies a reader can use to understand a new text? • What techniques are involved in writing narratives, informative/explanatory texts, and arguments? • What language choices can a writer make to improve a piece? • What strategies do author's use to build the suspense in a mystery? • What is the significance of the <u>power of observation</u> in *Hound*?
Content (Subject Matter)	• Read selections from the following mystery stories for substance and meaning: *Masque of the Red Death*, by Edgar Allan Poe; *Monsters are Due on Maple Street,* by Rod Serling; *The Hound of the Baskervilles,* by Sir Arthur Conan Doyle. • Analyze ideas and recurring themes found in texts such as bravery, loyalty, friendship, suspense, and prediction. • Compare and contrast characters in the novel. • Identify and analyze literary techniques and elements, such as foreshadowing, rhetorical and stylistic features of text and their impact on meaning. • Write multi-paragraph compositions that have clear topic development, logical organization, effective use of detail, and variety in sentence structure. • Demonstrate active listening by analyzing information, ideas, and opinions shared by others and responding with appropriate questions.
Standards	<u>07.RS.01</u> Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. <u>07.RS.02</u> 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. <u>07.RS.03</u> Analyze how particular elements of a story or drama interact (e.g. how setting shapes the characters or plot). <u>07.RS.04</u> 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. 07.RS.05 Analyze how a drama's or poem's form or structure (e.g. soliloquy sonnet) contributes to its meaning. 07.RS.06 Analyze how an author develops and contrasts the points of view of different characters or narrators in a text. 07.RS.09 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. 07.W.01.A - Introduce claim(s) acknowledge alternate or opposing claims and organize the reasons and evidence logically. 07.W.01.B - Support claim(s) with logical reasoning and relevant evidence using accurate credible sources and demonstrating an understanding of the topic or text. 07.W.01.C - Use words phrases and clauses to create cohesion and clarify the relationships among claim(s) reasons and evidence. 07.W.01.D - Establish and maintain a formal style. 07.W.01.E - Provide a concluding statement or section that follows from and supports the argument presented.
Materials/Resources	• McDougall-Littell *Language of Literature* texts • Novel – *The Hound of the Baskervilles*, by Sir Arthur Conan Doyle • 21st Century cart/projector • computers • comprehension question worksheets

Grade: 7 Subject: English Language Arts/Literacy	Unit of Study: 5 Paragraph Essay
Big Idea/Rationale	• Students will draft, revise, and edit writing using the Writing Process model. • Formulate an opinion on a given topic. • Break down and identify the main parts of a thesis statement. • Create a thesis statement as a set-up to a 5-paragraph essay. • Identify the structure of a five-paragraph essay. • Analyze the relationship of a thesis statement to the body paragraphs of a 5-paragraph essay. • Analyze the structure of introductory and conclusion paragraphs. • Write an introductory and conclusion paragraph based on a thesis statement. • Write a 5-paragraph essay about an opinion-based topic.
Enduring Understandings	• A thesis statement is the key building block of an essay. • Making connections among different pieces of writing leads to greater comprehension and deeper understanding. • Writing is a process, not a result.
Essential Questions	• What techniques are involved in writing narratives, informative/explanatory texts, and arguments? • What language choices can a writer make to improve a piece? • What is the importance of including a thesis statement at the beginning of a writing assignment? • What is the importance of knowing what you want to write before committing ideas to paper? • How can you effectively support and opinion/argument, as introduced by the thesis statement?
Content (Subject Matter)	• Write multi-paragraph compositions that have clear topic development, logical organization, effective use of detail, and variety in sentence structure. • Revise and edit drafts by rereading for content and organization, usage, sentence construction, mechanics and word choice. • Use a variety of sentences types correctly, including combinations of independent and dependent clauses, prepositional and adverbial phrases, and varied sentence openings to develop an lively and effective personal style. • Support a position, acknowledging opposing views. • Make inferences based upon the content of photographs and other visual images. • Keep a writing portfolio of work samples for teacher/student discussion and review.
Standards	07.W.01.A - Introduce claim(s) acknowledge alternate or opposing claims and organize the reasons and evidence logically. 07.W.01.B - Support claim(s) with logical reasoning and relevant evidence using accurate credible sources and demonstrating an understanding of the topic or text. 07.W.01.C - Use words phrases and clauses to create cohesion and clarify the relationships among claim(s) reasons and evidence. 07.W.01.D - Establish and maintain a formal style.

	07.W.01.E - Provide a concluding statement or section that follows from and supports the argument presented. 07.W.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.
Materials/Resources	• 21st Century cart/projector • notes/worksheets related to structure of thesis statements and 5-paragraph essays

Grade: 7 Subject: English Language Arts/Literacy	Unit of Study: Poetry Unit
Big Idea/Rationale	• Students will experience a new genre of literature and read for understanding. • Written response to reading allows for a deeper understanding of the genre. • Experience writing a new genre will allow for a greater understanding of how the genre differs from others. • Students will practice evaluating and analyzing poetry for form and meaning.
Enduring Understandings	• Reading comprehension is built on a solid foundation of vocabulary, context, practice, experience, and knowledge of the conventions of genre. • Making connections among different pieces of writing leads to greater comprehension and deeper understanding. • Writing is a process, not a result.
Essential Questions	• How is poetry different from other forms of writing? • What process can we apply to read and understand poetry?
Content (Subject Matter)	• Understanding poetry • Response and analysis to poetry using daily writing • Creating poetry • Figurative Language in poetry
Standards	07.RS.02 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. 07.RS.04 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. 07.RS.05 Analyze how a drama's or poem's form or structure (e.g. soliloquy sonnet) contributes to its meaning. 07.RS.10 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. 07.W.04 - 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.) 07.W.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.
Materials/Resources	• 21st Century cart/projector • McDougall-Littell *Language of Literature* texts • Emily Dickinson – "If I can stop one heart from breaking" • Nikki Giovanni – "The World is not a Pleasant Place to Be" • Gwendolyn Brooks "My Grandmother is Waiting for Me to Come Home" • Sandara Cisneros "My Wicked Wicked Ways" • William Shakespeare- Sonnets 104, 130, 18 • Alfred Noyes- "The Highwayman" • Naomi Shihab Nye- "The Rider"

	- Mary Oliver- "The Turtle"
	- Rudyard Kipling- "Toomai of the Elephants"
	- Lewis Carroll- "The Jabberwocky"
	- Shel Silverstein- "Sarah Cynthia Sylvia Stout Would Not Take the Garbage Out"
	- Ernest Lawrence Thayer- "Casey at the Bat"
	- Pablo Neruda- "Ode to an Artichoke"
	- Haiku By:
	  Basho
	  Natsume Soseki
	  Michael R. Collings

Grade: 7 Subject: English Language Arts/Literacy	Unit of Study: <u>A Christmas Carol</u>, by Charles Dickens
Big Idea/Rationale	• Students will have opportunities for practice in reading independently using the independent reading and journaling model. • Read & discuss events in the story and make predictions about future events. • Analyze personal traits of specific characters and their impact on the story.
Enduring Understandings	• Reading comprehension is built on a solid foundation of vocabulary, context, practice, experience, and knowledge of the conventions of genre. • Making connections among different pieces of writing leads to greater comprehension and deeper understanding. • Writing is a process, not a result. • A theme is a recurring idea that author develops across the novel.
Essential Questions	• What are the most effective strategies a reader can use to understand a new text? • What techniques are involved in writing narratives, informative/explanatory texts, and arguments? • What language choices can a writer make to improve a piece? • How are characters defined by their actions? • What is the significance of the metamorphosis of Scrooge's personality from the beginning to the end of the story? • How does an author develop a theme across the range of the novel?
Content (Subject Matter)	• Read for understanding by setting a purpose for reading, making and adjusting predictions, asking essential questions, and relating new learning to background experiences • Identify & analyze literary techniques & elements such as figurative language, meter, rhetorical, & stylistic features of text & their impact on meaning. • Read & compare at least two works related to the same topic & produce evidence of reading. • Give oral presentations to different audiences for various purposes, such as summaries of books and articles, narratives, and persuasive topics. • Read aloud with fluency. • Demonstrate active listening by analyzing information, ideas, and opinions shared by others and responding with appropriate questions. • Compare & contrast how the various forms of media cover the same topic.
Standards	<u>07.RS.01</u> Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. <u>07.RS.02</u> 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. <u>07.RS.03</u> Analyze how particular elements of a story or drama interact (e.g. how setting shapes the characters or plot). <u>07.RS.04</u> 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.

	07.RS.05 Analyze how a drama's or poem's form or structure (e.g. soliloquy sonnet) contributes to its meaning.
	07.RS.06 Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.
	07.RS.09 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.
	07.RS.10 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.
Materials/Resources	- Novel – *A Christmas Carol*, by Charles Dickens 21st Century cart/projector - Computers - Comprehension question worksheets

Grade: 7 Subject: English Language Arts/Literacy	**Unit of Study: Much Ado About Nothing** **by William Shakespeare**
Big Idea/Rationale	• Students will have opportunities for practice in reading independently using the independent reading and journaling model. • Students will draft, revise, and edit writing using the Writing Process model. • Compare & contrast scenes from book w/movie versions of *Much Ado About Nothing*. • Discuss events in the story and make predictions about future events. • Analyze personal traits of specific characters and their impact on the story. • Analyze the meaning of the title *Much Ado About Nothing*. • Define and use vocabulary words related to Shakespeare. • Use writing process to draft an essay based on meaning. • Film study to analyze character traits and behaviors.
Enduring Understandings	• Reading comprehension is built on a solid foundation of vocabulary, context, practice, experience, and knowledge of the conventions of genre. • Making connections among different pieces of writing leads to greater comprehension and deeper understanding. • Writing is a process, not a result.
Essential Questions	• What are the most effective strategies a reader can use to understand a new text? • What techniques are involved in writing narratives, informative/explanatory texts, and arguments? • What language choices can a writer make to improve a piece? • Describe the meaning of the title *Much Ado About Nothing* as it relates to the events of the story • How are characters defined by their actions?
Content (Subject Matter)	• Read *Much Ado About Nothing* for substance and meaning. • Read for understanding by setting a purpose for reading, making and adjusting predictions, asking essential questions, and relating new learning to background experiences. • Read aloud with fluency. • Analyze ideas and recurring themes found in texts such as bravery, loyalty, friendship, and loneliness. • Identify and analyze literary techniques and elements, such as figurative language, meter, rhetorical and stylistic features of text and their impact on meaning. • Write multi-paragraph compositions that have clear topic development, logical organization, effective use of detail, and variety in sentence structure. • Revise and edit drafts by rereading for content and organization, usage, sentence construction, mechanics and word choice. • Demonstrate active listening by analyzing information, ideas, and opinions shared by others and responding with appropriate questions. • Keep a writing portfolio of work samples for teacher/student discussion and review.

Standards	07.RS.01 Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. 07.RS.02 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. 07.RS.03 Analyze how particular elements of a story or drama interact (e.g. how setting shapes the characters or plot). 07.RS.04 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. 07.RS.05 Analyze how a drama's or poem's form or structure (e.g. soliloquy sonnet) contributes to its meaning. 07.RS.06 Analyze how an author develops and contrasts the points of view of different characters or narrators in a text. 07.RS.09 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. 07.RS.10 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. 07.SL.01.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. 07.SL.01.B Follow rules for collegial discussions track progress toward specific goals and deadlines and define individual roles as needed. 07.SL.01.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. 07.SL.01.D Acknowledge new information expressed by others and when warranted modify their own views. 07.SL.02 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. 07.SL.03 Delineate a speaker's argument and specific claims evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence. 07.SL.04 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. 07.SL.05 Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points. 07.SL.06 Adapt speech to a variety of contexts and tasks demonstrating command of formal English when indicated or appropriate. 07.W.01.A Introduce claim(s) acknowledge alternate or opposing claims and organize the reasons and evidence logically. 07.W.01.B Support claim(s) with logical reasoning and relevant evidence using accurate credible sources and demonstrating an understanding of the topic or text. 07.W.01.C Use words phrases and clauses to create cohesion and clarify the relationships among claim(s) reasons and evidence. 07.W.01.D Establish and maintain a formal style. 07.W.01.E Provide a concluding statement or section that follows from and supports the argument presented.

Materials/Resources	- Novel - *Much Ado About Nothing*, by William Shakespeare 21st Century cart/projector - Video: *Much Ado*… (1993) (2012) - comprehension question worksheets

Grade: 7 Subject: English Language Arts/Literacy	Unit of Study: The Outsiders by S. E. Hinton
Big Idea/Rationale	• Read and discuss events in the story and make predictions about future events. • Analyze personal traits of specific characters and their impact on the story. • Answer open-ended essay questions related to plot & character analysis.
Enduring Understandings	• Reading comprehension is built on a solid foundation of vocabulary, context, practice, experience, and knowledge of the conventions of genre. • Making connections among different pieces of writing leads to greater comprehension and deeper understanding.
Essential Questions	• What are the most effective strategies a reader can use to understand a new text? • What language choices can a writer make to improve a piece? • How do characters (like Ponyboy) grow & change as the story progresses?
Content (Subject Matter)	• Read *The Outsiders*, by S. E. Hinton. • Analyze ideas and recurring themes found in texts such as bravery, loyalty, friendship, suspense, and prediction. • Compare and contrast characters in the novel. • Identify and analyze literary techniques and elements, such as foreshadowing, rhetorical and stylistic features of text and their impact on meaning. • Write multi-paragraph compositions that have clear topic development, logical organization, effective use of detail, and variety in sentence structure. • Demonstrate active listening by analyzing information, ideas, and opinions shared by others and responding with appropriate questions.
Standards	07.RS.01 Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. 07.RS.02 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. 07.RS.03 Analyze how particular elements of a story or drama interact (e.g. how setting shapes the characters or plot). 07.RS.04 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. 07.RS.05 Analyze how a drama's or poem's form or structure (e.g. soliloquy sonnet) contributes to its meaning. 07.RS.06 Analyze how an author develops and contrasts the points of view of different characters or narrators in a text. 07.RS.09 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. 07.W.01.A Introduce claim(s) acknowledge alternate or opposing claims and organize the reasons and evidence logically. 07.W.01.B Support claim(s) with logical reasoning and relevant evidence using accurate credible sources and demonstrating an understanding of the topic or text.

	07.W.01.C Use words phrases and clauses to create cohesion and clarify the relationships among claim(s) reasons and evidence. 07.W.01.D Establish and maintain a formal style. 07.W.01.E Provide a concluding statement or section that follows from and supports the argument presented.
Materials/Resources	• Novel – *The Outsiders* by S. E. Hinton • DVD of *The Outsiders* (1983) • 21st Century cart/projector

Grade: 7 Subject: English Language Arts/Literacy	Unit of Study: **A Night to Remember**
Big Idea/Rationale	• Read with comprehension. • Provide background historical information about Titanic to set up the novel. • Analyze the actions of characters and their impact on the story. • Analyze the historical impact of the story. • Define and use vocabulary words related to *A Night to Remember.* • Respond to open-ended questions based on opinion & analysis.
Enduring Understandings	• Read for understanding by setting a purpose for reading, making and adjusting predictions, asking essential questions, and relating new learning to background experiences. • Analyze ideas and recurring themes found in texts such as bravery, loyalty, friendship, and loneliness. • Support a position, acknowledging opposing views. • Make inferences based upon the content of photographs and other visual images.
Essential Questions	• Why do we read non-fiction? • What makes a narrator reliable or unreliable in fiction and non-fiction?
Content **(Subject Matter)**	• Read *A Night to Remember* for substance and meaning. • Analyze ideas and recurring themes found in texts such as bravery, loyalty, friendship, and loneliness. • Write multi-paragraph compositions that have clear topic development, logical organization, effective use of detail, and variety in sentence structure. • Revise and edit drafts by rereading for content and organization, usage, sentence construction, mechanics and word choice. • Demonstrate active listening by analyzing information, ideas, and opinions shared by others and responding with appropriate questions. • Support a position, acknowledging opposing views. • Make inferences based upon the content of photographs and other visual images.
Standards	07.RI.01 Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. 07.RI.02 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. 07.RI.03 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). 07.RI.04 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. 07.RI.05 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.

	07.RI.06 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.
	07.RI.07 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).
	07.RI.08 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.
	07.RI.09 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.
	07.RI.10 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.
	07.W.01.A Introduce claim(s) acknowledge alternate or opposing claims and organize the reasons and evidence logically.
	07.W.01.B Support claim(s) with logical reasoning and relevant evidence using accurate credible sources and demonstrating an understanding of the topic or text.
	07.W.01.C Use words phrases and clauses to create cohesion and clarify the relationships among claim(s) reasons and evidence.
	07.W.01.D Establish and maintain a formal style.
	07.W.01.E Provide a concluding statement or section that follows from and supports the argument presented.
Materials/Resources	• McDougall-Littell *Language of Literature* texts • *A Night to Remember* by Walter Lord • 21st Century cart/projector • Videos of *A Night to Remember* & A&E's *Titanic: Death of a Dream* • Comprehension question worksheets

Grade: 7 Subject: English Language Arts/Literacy	Unit of Study: <u>The Maze Runner</u> by James Dashner
Big Idea/Rationale	• Students will read a contemporary, young adult novel. • Students will pair non-fiction readings with the novel to better understand themes and ideas within the text. (Examples: Amnesia, Caste Systems, Epidemics). • Students will engage in the learning experience by leading class discussions. • Students will adopt different perspectives on issues raised in the novel in journal writing.
Enduring Understandings	• Connecting non-fiction articles with themes and ideas in a work of fiction can enhance the reading experience. • Character perspectives in the novel will change the reader's view of events in the text. • Regular writing practice in response to open-ended prompts will improve the writer's skills.
Essential Questions	• How does fiction help us better understand real world issues? • What can the reader learn from adopting the perspective/situation of a character?
Content (Subject Matter)	• Analyze actions to determine possible traits of specific characters. • Predict how characters might react in a given situation.
Standards	<u>07.RS.01</u> Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. <u>07.RS.02</u> 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. <u>07.RS.03</u> Analyze how particular elements of a story or drama interact (e.g. how setting shapes the characters or plot). <u>07.RS.04</u> 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. <u>07.RS.06</u> Analyze how an author develops and contrasts the points of view of different characters or narrators in a text <u>07.RS.10</u> 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. <u>07.W.02.A</u> - 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. <u>07.W.02.B</u> - Develop the topic with relevant facts definitions concrete details quotations or other information and examples. <u>07.W.02.C</u> - Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.

	07.W.02.D - Use precise language and domain-specific vocabulary to inform about or explain the topic. 07.W.02.E - Establish and maintain a formal style. 07.W.02.F - Provide a concluding statement or section that follows from and supports the information or explanation presented. 07.W.01.D - Establish and maintain a formal style. 07.W.01.E - Provide a concluding statement or section that follows from and supports the argument presented.
Materials/Resources	• *The Maze Runner*- James Dashner • Collection of timely articles dealing with ideas and themes raised in the text.

Grade: 7 Subject: English Language Arts/Literacy	**Unit of Study: Research Project**
Big Idea/Rationale	• Students will complete a research project in order to develop researching skills.
Enduring Understandings	• Write a research paper using a variety of textual information to support a thesis. • Write multi-paragraph compositions that have clear topic development, logical organization, effective use of detail, and variety in sentence structure. • Revise and edit drafts by rereading for content and organization, usage, sentence construction, mechanics and word choice. • Use a variety of sentences types correctly, including combinations of independent and dependent clauses, prepositional and adverbial phrases, and varied sentence openings to develop an lively and effective personal style. • How to effectively use technology as a research tool.
Essential Questions	• What does effective research consist of? • What are the most effective revision and editing methods? • How can I use technology to complete my research? • How can research be used to support a claim or thesis?
Content (Subject Matter)	• Write a cross-curricular research report using a variety of textual information for support. • Write multi-paragraph compositions that have clear topic development, logical organization, effective use of detail, and variety in sentence structure. • Revise and edit drafts by rereading for content and organization, usage, sentence construction, mechanics and word choice. • Use a variety of sentences types correctly, including combinations of independent and dependent clauses, prepositional and adverbial phrases, and varied sentence openings to develop an lively and effective personal style.
Standards	<u>07.W.02.A</u> - 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. <u>07.W.02.B</u> - Develop the topic with relevant facts definitions concrete details quotations or other information and examples. <u>07.W.02.C</u> - Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts. <u>07.W.02.D</u> - Use precise language and domain-specific vocabulary to inform about or explain the topic. <u>07.W.02.E</u> - Establish and maintain a formal style. <u>07.W.02.F</u> - Provide a concluding statement or section that follows from and supports the information or explanation presented. <u>07.W.01.D</u> - Establish and maintain a formal style. <u>07.W.01.E</u> - Provide a concluding statement or section that follows from and supports the argument presented.
Materials/Resources	• 21st Century cart/projector • Student Computers

	• Annotated Bibliography

Grade: 7 Subject: English Language Arts/Literacy	Unit of Study: Mythology/Medieval Era
Big Idea/Rationale	• Discuss mythology as a way of explaining natural origins through storytelling. • Cross-cultural studies: read myths from different cultures (i.e. Greek, African, Native American, Norse, etc.) & discuss the comparisons among them. • Discussion of the Medieval Era & its legends (Robin Hood, King Arthur) & how this relates to mythology. • Analysis of the inclusion of Heroic characters in Mythological and Medieval stories.
Enduring Understandings	• Reading comprehension is built on a solid foundation of vocabulary, context, practice, experience, and knowledge of the conventions of genre. • Making connections among different pieces of writing leads to greater comprehension and deeper understanding. • Writing is a process, not a result.
Essential Questions	• For what purpose are mythological stories told? • What is the importance of passing down myths through generations? • What types of characters are common in mythology, regardless of culture? • How are myths different across different cultures? How are they similar? • How are Heroes important in both Mythology and the Medieval Era? • What is the purpose of a Coat of Arms?
Content (Subject Matter)	• Read Greek, Norse, African, and North American myths for substance and meaning. • Read Medieval stories for substance & meaning, and discuss their connections to mythology. • Identify common character types among myths. • Analyze the purpose of individual myths (what origin/message are they trying to tell?). • Discuss the Code of Chivalry, and how it is evident in Medieval stories. • Describe the composition and purpose of a Coat of Arms, and how they reflect one's life.
Standards	07.RS.01 Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. 07.RS.02 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. 07.RS.03 Analyze how particular elements of a story or drama interact (e.g. how setting shapes the characters or plot). 07.RS.05 Analyze how a drama's or poem's form or structure (e.g. soliloquy sonnet) contributes to its meaning. 07.RS.06 Analyze how an author develops and contrasts the points of view of different characters or narrators in a text. 07.RS.09 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. 07.RS.10 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.

	07.W.02.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. 07.W.02.B - Develop the topic with relevant facts definitions concrete details quotations or other information and examples. 07.W.02.C - Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts. 07.W.02.D - Use precise language and domain-specific vocabulary to inform about or explain the topic. 07.W.02.E - Establish and maintain a formal style. 07.W.02.F - Provide a concluding statement or section that follows from and supports the information or explanation presented. 07.W.01.D - Establish and maintain a formal style. 07.W.01.E - Provide a concluding statement or section that follows from and supports the argument presented.
Materials/Resources	• McDougall-Littell *Language of Literature* text • Story packets of myths, including, but not limited to: • *Arachne* (Greek) • *Persephone* (Greek) • *The Fall of Icarus* (Greek) • *Thor in the Land of Giants* (Norse) • *The Death of Balder* (Norse) • *How the Lame Boy Brought Fire from Heaven* (African) • *How Raven helped the Ancient People* (North American) • Story packets of the following Medieval legends: • Excerpts from *The Legend of King Arthur* • *The Meeting of Robin Hood and Little John* • 21st Century cart/projector

Grade: 7 Subject: English Language Arts/Literacy	Unit of Study: Literature Circles
Big Idea/Rationale	• Independent reading of a student selected text can help create lifelong readers. • Students must work together through the course of the novel building teamwork skills.
Enduring Understandings	• Reading is not limited to the classroom. • A deeper understanding of a text can come from discussion and group activities. • Students can view peers as a resource to their own learning.
Essential Questions	• Why is it important for you to read outside of the classroom? • How does a text change and grow when you discuss it with peers?
Content (Subject Matter)	• Reading of a student selected text • Independent activities showing and developing understanding • Group discussions and activities showing and developing understanding
Standards	07.RS.01-Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. 07.RS.02-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. 07.RS.03-Analyze how particular elements of a story or drama interact (e.g. how setting shapes the characters or plot). 07.RS.05-Analyze how a drama's or poem's form or structure (e.g. soliloquy sonnet) contributes to its meaning. 07.RS.06-Analyze how an author develops and contrasts the points of view of different characters or narrators in a text. 07.RS.10-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. 07.RS.04 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. 07.RS.06 Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.
Materials/Resources	• Choice of texts from 7th grade independent reading curriculum