

Course of Study:

7th Grade English Language Arts Accelerated - 710



Essential Question: How do challenges inspire heroism?

Unit 1: Greek Mythology

Essential Question: What makes a hero?

Learning Standard:

RL 8.1 - Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.

RL 8.3 - Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.

RL 8.4 - Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning, mood, and tone, including analogies or allusions to other texts.

RL 8.5 - Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style.

RL 8.7 - Analyze the extent to which a filmed or live production of a story or drama stays faithful to or departs from the text or script, evaluating the choices made by the director or actors.

RL 8.9 - Analyze how a modern work of fiction alludes to themes, patterns of events, or character types from myths, traditional stories, and religious literary texts, such as (but not limited to) the Bible and The Epic of Gilgamesh, including describing how the material is rendered new.

RI 8.1 - Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.

RI 8.2 - Analyze informational text development. a. Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas. b. Incorporate central ideas and their relationships into an objective summary of the text.

RI 8.4 - Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.

RI 8.5 - Analyze in detail the structure of a specific paragraph in a text, including the role of particular sentences in developing and refining a key concept.

How Taught?

Teaching activities may include, but are not limited to:

- Direct Instruction
- Collaborative Group
- Independent Work
- Stations
- Modeling
- Scaffolding
- Review
- Project Based Learning
- Research
- Multi-Sensory
- Flipped Lessons

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W 8.2 - Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

W 8.4. - Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

W 8.5 - With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.

W 8.6 - Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently, as well as to interact and collaborate with others.

W 8.7 - Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.

W 8.8 - Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others, while avoiding plagiarism and following a standard format for citation.

W 8.9 - Draw evidence from literary or informational texts to support analysis, reflection, and research.

SL 8.1 - Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.

SL 8.4 - Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.

L 8.2 - Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. (comma, ellipses, dash)

L 8.4 - Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies.

L 8.5 - Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

L 8.6 - Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge

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<p>when considering a word or phrase important to comprehension or expression.</p>	
<p>RESOURCES:</p> <ul style="list-style-type: none"> ● Achieve 3000 ● Membean ● CommonLit <ul style="list-style-type: none"> ○ “The Hero’s Journey” ○ “Apollo and the Laurel Tree” ○ “Casey at the Bat” by Ernest Lawrence Thayer ○ “Jupiter and His Mighty Company End the Golden Age” ○ “Welcome to the Underworld” ● <i>How to Read Literature Like a College Professor</i> by Thomas C. Foster ● <i>The Trojan War</i> by Bernard Evslin ● <i>The Iliad</i> (graphic novel) by Gareth Hinds ● <i>7 Habits for Highly Effective Teens</i> by Sean Covey ● <i>All the Light We Cannot See</i> by Anthony Doerr ● <i>I am Malala</i> by Malala Yousafzai ● <i>The Breadwinner</i> by Deborah Ellis ● <i>The Fault in Our Stars</i> by John Green ● <i>The Winter People</i> by Joseph Bruchac <p>Supporting Videos:</p> <ul style="list-style-type: none"> ● Achilles’ Heel or One Weak Spot ● Ancient Greek Religion and Gods ● Arachne ● BMW commercial ● Eros & Psyche ● Friends: The One with the Thesaurus (edited for content and grade-appropriateness) ● <i>Hercules</i> (Disney 1997) ● Greek Mythology Series YouTube Channel ● Greek Peek: Mythology for Kids YouTube Channel ● Hercules or a Massive Effort ● The Hero’s Journey according to James Campbell ● Icarus and Daedalus ● <i>The Lightning Thief</i> movie (2010) ● King Midas ● Lowe’s commercial ● The Midas Touch ● The Myth of Prometheus ● Narcissus & Echo ● Narcissus or Love Myself to Death ● The Outsiders allusion ● Piper ● See U In History/Mythology YouTube Channel ● What is Bento? ● What Makes a Hero? ● Where Did English Come From? ● Troy movie excerpts <ul style="list-style-type: none"> ○ Helen Arrives 	<p>How Assessed?</p> <p>Assessment methods may include, but are not limited to:</p> <ul style="list-style-type: none"> ● Pre-Assessments (pre-tests, observation, anticipation guide, questioning, diagnostics) ● Formative Assessments (entry/exit slips, group work, reflections, discussions, homework/classwork, self and peer evaluations, observations, conferences, rubrics) ● Summative Assessments (using rubrics; tests/exams, projects, creative assignments, presentations)
	<p>How Re-Taught?</p> <p>Re-teaching activities may include, but are not limited to:</p> <ul style="list-style-type: none"> ● Breaking down concept into smaller components ● Presenting the information again in a different way ● Practice activities such as computer tutorials, games and hands-on activities ● Review sessions

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- [Paris vs. Menelaus](#)
- [Patroclus vs. Hector](#)
- [Hector vs. Achilles](#)
- [The Trojan Horse](#)

Greek gods videos:

- [Greek Gods rap](#)
- [Apollo](#)
- [Aphrodite](#)
- [Ares](#)
- [Artemis](#)
- [Athena](#)
- [Demeter](#)
- [Dionysus](#)
- [Hades](#)
- [Hephaestus](#)
- [Hera](#)
- [Hermes](#)
- [Hestia](#)
- [Poseidon](#)
- [Zeus](#)

Other References:

- [Atalanta](#) (reference)
- *D'Aulaires' Book of Greek Myths* (d'Aulaire)
- [Echidna](#)
- [Google Lit Trip: The Lightning Thief](#) (activity)
- *Greek Gods and Monsters* by Bernard Evslin
- *Heroes and Monsters of Greek Myths* by Bernard Evslin
- *Junior Genius Guides: Greek Mythology* by Ken Jennings
- *Mythical Monsters* (McNab)
- *Mythical Monsters* (McCall)
- *Mythlopedia: Oh My Gods* (Bryant), *All in the Family* (Otfinoski), *She's All That* (Bryant), *What a Beast* (Kelly)
- *Mythology for Teens* - 2 books (Hamby)
- [The Oracle at Delphi](#) (text only)
- *The Other Side of the Myth* (*Cyclops Tells All, Medusa Tells All, Pandora Tells All, Cronus the Tital Tells All, Helen of Troy Tells All*)
- *Poptopics: Mythology* (West)
- [Procrustes](#) (text only)
- *Usborne Illustrated Guide to Greek Myths and Legends*

Technology Resources:

- Quizizz
- Quizlet
- Blooket
- Kahoot
- Gimkit
- Peardeck
- Flipgrid
- Edulastic
- Canva

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Unit 2: Victorian Era

Essential Question: How do heroes bring about change?

Learning Standard:

RL 8.2 Analyze literary text development. a. Determine a theme of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot. b. Incorporate a theme and its relationship to other story elements into an objective summary of the text.

RL 8.3 Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.

RL 8.4 Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning, mood, and tone, including analogies or allusions to other texts.

RL 8.6 Analyze how differences in the points of view and perspectives of the characters and the audience or reader (e.g., created through the use of dramatic irony) create effects such as suspense or humor.

RL 8.7 Analyze the extent to which a filmed or live production of a story or drama stays faithful to or departs from the text or script, evaluating the choices made by the director or actors.

RL 8.9 Analyze how a modern work of fiction alludes to themes, patterns of events, or character types from myths, traditional stories, and religious literary texts, such as (but not limited to) the Bible and The Epic of Gilgamesh, including describing how the material is rendered new.

RI 8.1 Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.

RI 8.3 Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).

RI 8.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.

RI 8.6 Determine an author's perspective or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.

RI 8.7 Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea.

How Taught?

Teaching activities may include but are not limited to:

- Direct Instruction
- Collaborative Group
- Independent Work
- Stations
- Modeling
- Scaffolding
- Review
- Project Based Learning
- Research
- Flipped Lessons

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W 8.1 Write arguments to support claims with clear reasons and relevant evidence. a. Establish a clear thesis statement to present an argument. b. Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically. c. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text. d. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence. e. Establish and maintain a formal style. f. Provide a concluding statement or section that follows from and supports the argument presented.

W 8.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

W 8.5 With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.

Materials:

- Achieve3000
- Membean
- CommonLit
 - “After Twenty Years” O. Henry
 - “Retrieved Reformation” O. Henry
 - “Annabel Lee” by Edgar Allan Poe
 - “Down the Rabbit Hole” (ch. 1)
 - “Jaberwocky” by Lewis Carroll
 - “A Retrieved Reformation” O. Henry
 - Excerpt from *A Christmas Carol*: “Marley’s Ghost” and “The Second of the Three Spirits”
 - Excerpt from *Oliver Twist*
 - “The Life of a U.S. Industrial Worker”
- *A Christmas Carol* by Charles Dickens (play adapted by Frederick Gaines)

Video Resources:

- *A Christmas Carol* movie (2009)
- *A Christmas Carol* movie (1984)
- *Mickey’s Christmas Carol* (1983)
- *Dora’s Christmas Carol Adventure* (2009)
- *The Smurfs: A Christmas Carol* (2011)
- *A Flintstones Christmas Carol* (1994)
- *The Muppet Christmas Carol* (1992)
- *The Grinch* (2018, 2000)
- *Enola Holmes 2* (2022)
- [Inspire Education YouTube Channel](#)
- [Factories in Victorian England](#)
- [Industrial Revolution](#)
- [Mental Floss: 10 of the Worst Jobs in the Victorian Era](#)

How Assessed?

Assessment methods may include, but are not limited to:

- Pre-Assessments (pre-tests, observation, anticipation guide, questioning, diagnostics)
- Formative Assessments (entry/exit slips, group work, reflections, discussions, homework/classwork, self and peer evaluations, observations, conferences, rubrics)
- Summative Assessments (using rubrics; tests/exams, projects, creative assignments, presentations)

How Re-Taught?

Re-teaching activities may include, but are not limited to:

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- [Nature Walk 4: Assassins' Creed Syndicate - Victorian Era Hyde Park](#)
- [Smash Boom Best Podcast](#)

Other Resources:

- [Occupations in Victorian England](#)
- [Victorian Web \(Victorian Era Occupations\)](#)
- [What Was the Industrial Revolution](#)
- [What was Life Like? Episode 10: Victorians](#)
- [What is Steampunk? \(1\)](#)
- [What is Steampunk? \(2\)](#)
- *Critical Reading Series* workbooks (published by McGraw Hill and Jamestown Publishing)

Choice novels from Victorian Era & Steampunk genres to build background for reading *A Christmas Carol*

HISTORICAL FICTION: Victorian Era

- *The Agency: A Spy in the House* (Lee)
- *Assassin's Creed: Unity, Underworld* (Bowden)
- *Belle Epoque* (Ross)
- *Carols and Chaos* (Anstey)
- *City of Orphans* (Avi)
- *Deadly* (Chibbaro)
- *Death in the Air* (Peacock)
- *Fall of the Amazing Zalindas* (Michael & Mack)
- *Dr. Frankenstein's Daughters* (Weyn)
- *Enola Holmes* (Springer)
- *The Fire Thief* (Deary)
- *The Ghost of Crutchfield Hall* (Hahn)
- *The Great Trouble* (Hopkinson)
- *Hunting Prince Dracula* (Maniscalco)
- *I Was Jane Austen's Best Friend* (Harrison and Hellard)
- *Jackaby* (Ritter)
- *The Lacemaker and the Princess* (Bradley)
- *Lyddie* (Paterson)
- *Maid of Secrets* (McGowan)
- *Marie Antoinette* (Lasky)
- *Montmorency: Thief, Liar, Gentleman?* (Updale)
- *Mr. Darcy, Vampire* (Grange)
- *Palace of Spies* (Zettel)
- *Pride and Prejudice Zombies* (Grahame-Smith)
- *Prisoners in the Palace* (MacColl)
- *The Printer's Devil* (Bajoria)
- *Ripper* (Petrucha)
- *The School for Unusual Girls* (Baldwin)
- *Lockwood & Co.* series (Stroud)
- *Stalking Jack the Ripper* (Maniscalco)
- *This Dark Endeavor* (Oppel)
- *Wreckers* (Lawrence)
- *Young Sherlock: Stone Cold* (Lane)

- Breaking down concept into smaller components
- Presenting the information again in a different way
- Practice activities such as computer tutorials, games and hands-on activities
- Review sessions

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<p>CLASSICS:</p> <ul style="list-style-type: none"> ● <i>Sherlock Holmes</i> ● <i>Frankenstein</i> ● <i>Dracula</i> ● <i>Great Expectations</i> ● <i>Prince and the Pauper</i> ● <i>Robinson Crusoe</i> ● <i>Little Women</i> ● <i>Pride and Prejudice</i> ● <i>Treasure Island</i> <p>STEAMPUNK:</p> <ul style="list-style-type: none"> ● <i>Airborn</i> (Oppel) ● <i>Airman</i> (Colfer) ● <i>Assassin’s Creed: Underworld</i> (Bowden) ● <i>Assassin’s Creed: Unity</i> (Bowden) ● <i>Clockwork Angel</i> (Clare) ● <i>The Clockwork Three</i> (Kirby) ● <i>The Dark Unwinding</i> (Cameron) ● <i>The Death Collector</i> (Richards) ● <i>Etiquette & Espionage</i> (Carriger) ● <i>Flights and Chimes and Mysterious Times</i> (Trevayne) ● <i>Girl in the Steel Corset</i> (Cross) ● <i>Incarceron</i> (Fisher) ● <i>Lady of Devices</i> (Adina) ● <i>Legacy of the Clockwork Key</i> (Bailey) ● <i>Leviathan</i> (Westerfeld) ● <i>Mysteries of Cove</i> (Bemis) ● <i>The Rithmatist</i> (Sanderson) ● <i>Something Strange and Deadly</i> (Dennard) ● or any other parent-approved student choice novel <p>Technology Resources:</p> <ul style="list-style-type: none"> ● Quizizz ● Quizlet ● Blooket ● Kahoot ● Gimkit ● Peardeck ● Flipgrid ● Edulastic ● Canva 	
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Unit 3: The Middle Ages

Essential Question: How does society affect a person’s identity?

<p>Learning Standard:</p>	<p>How Taught? Teaching activities may include but are not limited to:</p> <ul style="list-style-type: none"> ● Direct Instruction
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	<ul style="list-style-type: none"> ● Collaborative Group ● Independent Work ● Stations ● Modeling ● Scaffolding ● Review ● Project Based Learning ● Research ● Flipped Lessons
<p>Materials:</p> <ul style="list-style-type: none"> ● Achieve3000 ● CommonLit <ul style="list-style-type: none"> ○ “The Ant and the Dove” by Aesop ○ “The Ants and the Grasshopper” by Aesop ○ “The Fox and the Lion” by Aesop ○ “The Lion and the Mouse” by Aesop ○ “The Fox, the Hen, and the Drum” by Maude Barrows Dutton ○ “Nothing Gold Can Stay” by Robert Frost ○ “The Road Not Taken” by Robert Frost ○ “Stopping by Woods on a Snowy Evening” by Robert Frost ○ “The Wind and the Sun” by Horace E. Scudder ● <i>Crispin</i> by Avi <p>Resources:</p> <ul style="list-style-type: none"> ● “Bad King John” from <i>The Middle Ages</i> from Stories in History series ● <i>Outrageous Women of the Middle Ages</i> by Vicki Leon ● <i>Poo! A History of the World from the Bottom Up!</i> by Sarah Albee ● <i>The Worst Children’s Jobs in History</i> by Tony Robinson ● <i>Kids at Work</i> by Lewis Hine ● ProCon.org 	<p>How Assessed? Assessment methods may include, but are not limited to:</p> <ul style="list-style-type: none"> ● Pre-Assessments (pre-tests, observation, anticipation guide, questioning, diagnostics) ● Formative Assessments (entry/exit slips, group work, reflections, discussions, homework/classwork, self and peer evaluations, observations, conferences, rubrics) ● Summative Assessments (using rubrics; tests/exams, projects, creative assignments, presentations)
	<p>How Re-Taught? Re-teaching activities may include, but are not limited to:</p> <ul style="list-style-type: none"> ● Breaking down concept into smaller components ● Presenting the information again in a different way ● Practice activities such as computer tutorials, games and hands-on activities ● Review sessions

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Unit 4: Test Prep & Dystopian Societies

Essential Question: How do heroes defend the greater good?

<p>Learning Standard:</p>	<p>How Taught? Teaching activities may include but are not limited to:</p> <ul style="list-style-type: none"> ● Direct Instruction ● Collaborative Group ● Independent Work ● Stations ● Modeling ● Scaffolding ● Review ● Project Based Learning ● Research ● Flipped Lessons
<p>Materials:</p> <ul style="list-style-type: none"> ● Achieve3000 ● CommonLit <ul style="list-style-type: none"> ○ “Examination Day” by Bradbury ○ “The Orb” by Birch <p>Videos:</p> <ul style="list-style-type: none"> ● Twilight Zone - “Examination Day” ● “Ironic” music video by Alanis Morissette ● updated “Ironic” video (0-1:00) ● Ted-Ed Situational Irony ● Santa Clarita Diet junk drawer clip ● MacGyver paper clip clip ● Seven Wonders of the Ancient World ● The Seven Wonders of the Ancient World ● The Seven Wonders of the Ancient World ● Wall-E clip ● <p>Resources:</p> <ul style="list-style-type: none"> ● <i>The Seven Wonders</i> series by Lerangis ● <i>Seven Wonders of the World</i> coloring book by A.G. Smith ● <i>The Seven Wonders of the Ancient World</i> by Reg Cox and Neil Morris ● <i>Where Were the Seven Wonders of the Ancient World</i> by Yona Zelids McDonough ● <i>What are the 7 Wonders of the Ancient World?</i> by Michelle Laliberte ● <i>Seven Wonders of the Ancient World</i> by Arianne McHugh ● <i>Seven Wonders of the World</i> by Carmella Van Vleet ● <i>The Great Fire</i> by Murphy <p>Choice novels from dystopian genre</p>	<p>How Assessed? Assessment methods may include, but are not limited to:</p> <ul style="list-style-type: none"> ● Pre-Assessments (pre-tests, observation, anticipation guide, questioning, diagnostics) ● Formative Assessments (entry/exit slips, group work, reflections, discussions, homework/classwork, self and peer evaluations, observations, conferences, rubrics) ● Summative Assessments (using rubrics; tests/exams, projects, creative assignments, presentations) <p>How Re-Taught? Re-teaching activities may include, but are not limited to:</p> <ul style="list-style-type: none"> ● Breaking down concept into smaller components ● Presenting the information again in a different way

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- *The 5th Wave* by Rick Yancey
- *Among the Hidden* Margaret Peterson Haddix
- *The Bar Code Tattoo* by Suzanne Weyn
- *The City of Ember* by Jeanne DuPrau
- *Clone Codes* by the McKissacks
- *Divergent* by Veronica Roth
- *The Gardener* by S. A. Bodeen
- *The Giver* by Lois Lowry
- *The House of the Scorpion* by Nancy Farmer
- *The Hunger Games* by Suzanne Collins
- *Legend* by Marie Lu
- *Matched* by Ally Condie
- *The Maze Runner* by James Dashner
- *Pawn* by Aimee Carter
- *Ready Player One* by Ernest Kline
- *Scythe* by Neal Shusterman
- *The Selection* by Kiera Cass
- *Shattered* by Teri Terry
- *The Sky Inside* by Clare B. Dunkle
- *Stung* by Bethany wiggins
- *Swipe* by Evan Angler
- *Uglies* by Scott Westerfeld
- *Unwind* Neal Shuserman
- or any other parent-approved dystopian novel of student choice

- Practice activities such as computer tutorials, games and hands-on activities
- Review sessions