

Course of Study:
7th-Grade English Language Arts
(700)



Course of Study [ELA] - [2022-2023]

[Grade 7 (700)]

Essential Question: How do challenges inspire heroism?

Unit 1: Greek Mythology

Essential Question: What makes a hero?

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| <p>Learning Standard:</p> <p>RL.7.1 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 7.4 Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific language choices, such as sensory words or phrases, on meaning and tone, including 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 7.7 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>RL 7.10 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. Build background knowledge and activate prior knowledge in order to make text-to-self, text-to-text, and text-to-world connections that deepen understanding of the text.</p> <p>RI.7.1 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 Analyze informational text development. a. Determine two or more central ideas in a text and analyze their development over the course of the text. b. Provide an objective summary of the text that includes the central ideas and their development.</p> <p>RI 7.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.</p> <p>RI 7.5 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 Determine an author’s perspective or purpose in a text and analyze how the author distinguishes his or her position from that of others.</p> <p>RI 7.10 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.</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● Multi-Sensory● Flipped Lessons |
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W 7.2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

W 7.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

W 7.5 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 7.6 Use technology, including the Internet, to produce and publish writing and link to and cite sources, as well as to interact and collaborate with others, including linking to and citing sources.

W 7.7 Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.

W 7.8 Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

W 7.10 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.

SL 7.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.

SL 7.2 Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.

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

SL 7.5 Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.

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

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L 7.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. a. Explain the function of phrases and clauses in general and their function in specific sentences. b. Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.

L 7.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

L 7.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening. a. Choose language that expresses ideas precisely and concisely. b. Recognize and eliminate wordiness and redundancy.

L 7.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies. a. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., belligerent, bellicose, rebel).

L 7.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. a. Interpret figures of speech (literary, biblical, and mythological allusions) in context. b. Use relationship between particular words (synonym/antonym, analogy) to better understand each of the words.

RESOURCES:

- Achieve 3000
- CommonLit
 - "Apollo and the Laurel Tree"
 - "Casey at the Bat" by Ernest Lawrence Thayer
 - "Chiron, the Wisest Centaur"
 - "Cinderella"
 - "Echo and Narcissus"
 - "Jupiter and His Mighty Company End the Golden Age"
 - "Orpheus and Eurydice"
 - "The Story of Prometheus and Pandora's Box"
 - "Theseus and the Minotaur"
 - "Welcome to the Underworld"
- *How to Read Literature Like a College Professor* by Thomas C. Foster
- *The Lightning Thief* by Rick Riordan
- Membean

Supporting Videos:

- [Achilles' Heel or One Weak Spot](#)
- [Ancient Greek Religion and Gods](#)
- [Arachne](#)
- [BMW commercial](#)

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)

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- [Eros & Psyche](#)
- [Friends: The One with the Thesaurus](#) (edited for content and grade-appropriateness)
- *Hercules* (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](#)
- *The Lightning Thief* 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?](#)

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)

How Re-Taught?

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

- 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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- *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

Unit 2: Victorian Era

Essential Question: How do heroes bring about change?

Learning Standard:

RL 7.2 Analyze literary text development. a. Determine a theme of a text and analyze its development over the course of the text. b. Incorporate the development of a theme and other story details into an objective summary of the text.

RL 7.3 Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).

RL 7.4 Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific language choices, such as sensory words or phrases, on meaning and tone, including rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama.

RL 7.5 Analyze how a drama's or poem's form or structure (e.g., soliloquy, sonnet) contributes to its meaning.

RL 7.7 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).

RL 7.9 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.

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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RL 7.10 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. Build background knowledge and activate prior knowledge in order to make text-to-self, text-to-text, and text-to-world connections that deepen understanding of the text.

RI 7.1 Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

RI 7.2 Analyze informational text development. a. Determine two or more central ideas in a text and analyze their development over the course of the text. b. Provide an objective summary of the text that includes the central ideas and their development.

RI 7.3 Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).

RI 7.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.

RI 7.5 Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas.

RI 7.6 Determine an author's perspective or purpose in a text and analyze how the author distinguishes his or her position from that of others.

RI 7.8 Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims.

W 7.1 Write arguments to support claims with clear reasons and relevant evidence.

W 7.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

W 7.5 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 7.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.

W 7.10 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.

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SL 7.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.

SL 7.2 Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.

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

SL 7.5 Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.

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

L 7.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. a. Explain the function of phrases and clauses in general and their function in specific sentences. b. Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas. c. Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.

L 7.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

L 7.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening. a. Choose language that expresses ideas precisely and concisely. b. Recognize and eliminate wordiness and redundancy.

L 7.4 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.

L 7.6 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:

- Achieve3000
- CommonLit
 - "After Twenty Years" O. Henry
 - "Retrieved Reformation" O. Henry

How Assessed?

Assessment methods may include, but are not limited to:

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- “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)
- Membean

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](#)
- [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*

CHOICE 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)

- 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:

- 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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- *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)

CLASSICS:

- *Sherlock Holmes*
- *Frankenstein*
- *Dracula*
- *Great Expectations*
- *Prince and the Pauper*
- *Robinson Crusoe*
- *Little Women*
- *Pride and Prejudice*
- *Treasure Island*

STEAMPUNK:

- *Airborn* (Oppel)
- *Airman* (Colfer)
- *Assassin's Creed: Underworld* (Bowden)
- *Assassin's Creed: Unity* (Bowden)
- *Clockwork Angel* (Clare)
- *The Clockwork Three* (Kirby)
- *The Dark Unwinding* (Cameron)
- *The Death Collector* (Richards)
- *Etiquette & Espionage* (Carriger)
- *Flights and Chimes and Mysterious Times* (Trevayne)
- *Girl in the Steel Corset* (Cross)
- *Incarceron* (Fisher)
- *Lady of Devices* (Adina)
- *Legacy of the Clockwork Key* (Bailey)

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| <ul style="list-style-type: none">● <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 novel of student choice <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?

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| <p>Learning Standard:</p> <p>RL.7.1 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 Analyze literary text development. a. Determine a theme of a text and analyze its development over the course of the text. b. Incorporate the development of a theme and other story details into an objective summary of the text.</p> <p>RL 7.9 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>RI.7.1 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 Analyze informational text development. a. Determine two or more central ideas in a text and analyze their development over the course of the text. b. Provide an objective summary of the text that includes the central ideas and their development.</p> <p>RI 7.3 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 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>How Taught?</p> <p>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 |
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RI 7.5 Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas.

RI 7.6 Determine an author's perspective or purpose in a text and analyze how the author distinguishes his or her position from that of others.

W 7.3 Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-constructed event sequences.

W 7.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

W 7.5 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 7.7 Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.

W 7.8 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.

SL 7.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.

SL 7.2 Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.

SL 7.4 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.

L 7.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. a. Explain the function of phrases and clauses in general and their function in specific sentences. b. Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.

L 7.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

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| <p>L 7.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> | |
| <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 ● Membean <p>Choice novels from the Middle Ages (historical fiction genre) to build background for social studies</p> <p>CHOICE HISTORICAL FICTION: Middle Ages</p> <ul style="list-style-type: none"> ● <i>Alanna: The First Adventure</i> by Tamora Pierce ● <i>Alchemy & Meggy Swan</i> Karen Cushman ● <i>The Badger Knight</i> by Kathryn Erskine ● <i>The Book of Mordred</i> by Vivian Vande Velde ● <i>The Book without Words</i> by Avi ● <i>Catherine Called Birdy</i> by Karen Cushman ● <i>Crispin: The Cross of Lead</i> by Avi ● <i>Dragon: Hound of Honor</i> by Julie Andrews Edwards ● <i>The False Prince</i> by Jennifer Nielson ● <i>First Test</i> by Tamora Pierce ● <i>The Healer’s Apprentice</i> by Melanie Dickerson ● <i>Hood</i> by Stephen R. Lawhead ● <i>King Arthur</i> by Roger Greene ● <i>King Arthur</i> by Howard Pyle ● <i>The King’s Assassin</i> by Stephen Deas ● <i>Knight’s Ardor</i> by Teresa Swift ● <i>Knight’s Castle</i> by Edward Eager ● <i>Matilda Bone</i> by Karen Cushman ● <i>Midnight Magic</i> by Avi ● <i>The Midwife’s Apprentice</i> by Karen Cushman ● <i>Pagan’s Crusade</i> by Catherine Jinks ● <i>Ranger’s Apprentice</i> by John Flanagan ● <i>Riese: Kingdom Falling</i> by Greg Cox ● <i>Robin Hood</i> by Henry Gilbert ● <i>Robin Hood</i> by Howard Pyle ● <i>The Seeing Stone</i> by Kevin Crossley ● <i>The Thief</i> by Megan Turner ● <i>The Youngest Templar</i> by Michael Spradlin | <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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| <ul style="list-style-type: none">• or any other parent-approved novel of student choice <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 | |
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Unit 4: Test Prep & Dystopian Societies

Essential Question: How do heroes defend the greater good?

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| <p>Learning Standard:</p> <p>RL 7.2 Analyze literary text development. a. Determine a theme of a text and analyze its development over the course of the text. b. Incorporate the development of a theme and other story details into an objective summary of the text.</p> <p>RL 7.3 Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).</p> <p>RL 7.4 Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific language choices, such as sensory words or phrases, on meaning and tone, including 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 7.7 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>RL 7.10 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. Build background knowledge and activate prior knowledge in order to make text-to-self, text-to-text, and text-to-world connections that deepen understanding of the text.</p> <p>RI.7.1 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 Analyze informational text development. a. Determine two or more central ideas in a text and analyze their development over the course of the text. b. Provide an objective summary of the text that includes the central ideas and their development.</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 |
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RI 7.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.

RI 7.5 Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas.

RI 7.6 Determine an author's perspective or purpose in a text and analyze how the author distinguishes his or her position from that of others.

RI 7.7 Compare and contrast a text to an audio, video, or multimedia version of the text, analyzing each medium's portrayal of the subject (e.g., how the delivery of a speech affects the impact of the words).

RI 7.8 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.

RI 7.9 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.

W 7.1 Write arguments to support claims with clear reasons and relevant evidence.

W 7.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

W 7.5 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 7.6 Use technology, including the Internet, to produce and publish writing and link to and cite sources, as well as to interact and collaborate with others, including linking to and citing sources.

W 7.7 Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.

W 7.8 Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

W 7.10 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.

SL 7.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7

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topics, texts, and issues, building on others' ideas and expressing their own clearly.

SL 7.2 Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.

SL 7.3 Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

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

SL 7.5 Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.

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

L 7.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. a. Explain the function of phrases and clauses in general and their function in specific sentences. b. Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas. c. Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.

L 7.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening. a. Choose language that expresses ideas precisely and concisely. b. Recognize and eliminate wordiness and redundancy.

L 7.4 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.

L 7.6 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:

- Achieve3000
- CommonLit
 - "Examination Day" by Bradbury
 - "The Orb" by Birch
- Membean

Videos:

- [Twilight Zone](#) - "Examination Day"
- ["Ironic"](#) music video by Alanis Morissette

How Assessed?

Assessment methods may include, but are not limited to:

- Pre-Assessments (pre-tests, observation, anticipation guide,

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- [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

Resources:

- *The Seven Wonders* series by Lerangis
- *Seven Wonders of the World* coloring book by A.G. Smith
- *The Seven Wonders of the Ancient World* by Reg Cox and Neil Morris
- *Where Were the Seven Wonders of the Ancient World* by Yona Zelids McDonough
- *What are the 7 Wonders of the Ancient World?* by Michelle Laliberte
- *Seven Wonders of the Ancient World* by Arianne McHugh
- *Seven Wonders of the World* by Carmella Van Vleet
- *The Great Fire* by Murphy

Choice novels from dystopian genre

- *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

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:

- 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