

St Johns County School District  
English Language Arts, CCSD, Curriculum Map  
Grade 7 Unit 3

## Unit 3 – Courage

### Established Benchmarks:

**Reading Standards for Literature:** (All standards are taught, but the ones in **bold** are the focus for this unit.)

**RL 1 – Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.**

**RL 2 - Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.**

RL 3 – Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).

RL 4 – Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama.

**RL 5 – Analyze how a drama’s or poem’s form or structure (e.g., soliloquy, sonnet) contributes to its meaning.**

RL 6 – Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.

RL 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 8 – (Not applicable to literature)

RL 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.

RL10 – 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.

**Reading Standards for Informational Text:** (All standards are taught, but the ones in **bold** are the focus for this unit.)

**RI 1 – Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.**

**St Johns County School District  
English Language Arts, CCSD, Curriculum Map  
Grade 7 Unit 3**

- RI 2 – Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.
- RI 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 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 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 6 – Determine an author’s point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others.**
- RI 7 – 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 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 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.
- RI10 – 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.

**Writing Standards:** (All standards will be taught, but there should be a focus on the ones in **bold**).

- W1 – Write arguments to support claims with clear reasons and relevant evidence.**
- W2 – Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
- W3 – Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
- W4 – Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- W5 – 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.
- W6 – Use technology, including the internet, to produce and publish writing and link to and cite sources as well

**St Johns County School District**  
**English Language Arts, CCSD, Curriculum Map**  
**Grade 7 Unit 3**

as to interact and collaborate with others, including linking to and citing sources.

W7 – Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.

W8 – 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.

W9 – Draw evidence from literary or informational texts to support analysis, reflection, and research.

W10 – 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.

**Speaking & Listening:** (ALL of these standards should be taught throughout the year.)

SL 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 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 3 – Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.

SL 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 5 – Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.

SL 6 – Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

**Language:** (ALL of these standards should be taught throughout the year.)

L1 – Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

L2 – Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

L3 – Use knowledge of language and its conventions when writing, speaking, reading, or listening.

L4 – 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.

**St Johns County School District  
English Language Arts, CCSD, Curriculum Map  
Grade 7 Unit 3**

<p>L5 – Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. L6 – 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.</p>	
<p><b>Enduring Understanding:</b></p> <p>All personal choices require courage.</p>	<p><b>Essential Questions:</b></p> <ul style="list-style-type: none"> <li>• How can reading about the courage of real people inform our understanding of people and events?</li> <li>• What makes a person courageous?</li> <li>• What are catalysts for courage?</li> </ul>
<p><b>Student will know.....</b></p> <p><u>Reading Literature:</u></p> <ul style="list-style-type: none"> <li>• Text structures</li> <li>• Theme</li> </ul> <p><u>Reading Informational Text:</u></p> <ul style="list-style-type: none"> <li>• Text structures and forms</li> <li>• Central Idea</li> <li>• Point of View</li> <li>• Author’s Purpose</li> <li>• Compare/Contrast</li> </ul>	<p><b>Student will be able to.....</b></p> <p><u>Reading Literature:</u></p> <ul style="list-style-type: none"> <li>• Analyze how a poem’s form or structure contributes to its meaning.</li> </ul> <p><u>Reading Informational Text:</u></p> <ul style="list-style-type: none"> <li>• Analyze the structure an author uses to organize a text.</li> <li>• Determine an author’s point of view or purpose in a text and analyze how the author distinguished his/her position from that of others.</li> <li>• Compare and contrast a text to an audio, video, or multimedia version of the text, analyzing each medium’s portrayal of the subject.</li> </ul>

**St Johns County School District  
English Language Arts, CCSD, Curriculum Map  
Grade 7 Unit 3**

<p><u>Writing:</u></p> <ul style="list-style-type: none"> <li>• Arguments</li> <li>• Claims</li> <li>• Evidence</li> </ul>	<p><u>Writing:</u></p> <ul style="list-style-type: none"> <li>• Write arguments to support claims with clear reasons and relevant evidence.</li> </ul>
<p><b>Vocabulary:</b></p> <p><i>This section refers to vocabulary from the extended text only. We strongly encourage teachers to add vocabulary from other texts chosen.</i></p> <p><u>Academic Vocabulary:</u> Narrative non-fiction, excerpt, medium, analyze, text structure, compare, contrast, point-of-view, author’s purpose, distinguish, argument, claim, relevant, evidence, catalyst</p> <p><u>Vocabulary in Context</u> (from pg. 99) Accommodations, adjoining, moderate, novelty, prophecy, feverishly, ghastly, indefinitely</p> <p><u>Instructional Methods:</u> Teach prefixes, suffixes, root words and strategies that aid in determining meaning. Discuss synonyms and antonyms in regards to comparing and contrasting.</p>	<p><b>Grammar Focus:</b></p> <p><i>Instructors should identify the common patterns of errors in student writing and address them in their instruction. Listed below are the skills that need explicit instruction this quarter.</i></p> <ul style="list-style-type: none"> <li>• Recognize and correct inappropriate shifts in pronoun number and person.</li> <li>• Ensure subject-verb and pronoun-antecedent agreement.</li> <li>• Choose punctuation for effect.</li> </ul>

**St Johns County School District  
English Language Arts, CCSD, Curriculum Map  
Grade 7 Unit 3**

**Assessment Evidence**

**Formative Tasks:**

*Instructors should formatively assess their standards daily to track student progress and guide instruction. **Strategies and tools for the use of formative assessments can be found at:***

[Tools for Formative Assessments](#)

[Tools and Strategies for Formative Assessments](#)

Develop tasks that reflect performance and summative evidence of mastery.

- Text-based questions
- Close reading
- Read extended text
- Respond to vocabulary
- Respond to evidence-based selected response
- Routine, daily writing.

See livebinder.com for suggested lessons and resources.

**Threshold:**

69 and below on Summative Assessments

Suggested Re-Teach Options:

- Study Island (web-based, available 2013-14)
- Textbook Resource Manager (Re-teach options)
- Test-corrections
- Small-group instruction
- Conferencing

**Writing Tasks:**

*The instructor is expected to follow the PARCC Model Frameworks. Listed below are suggested writing activities.*

Align with PARCC Model Framework expectations:

- 4–6 expository pieces of writing per “Informational Text” quarter, with focus on informing & explaining.
- 1-2 narrative pieces of writing per “Informational

**Summative Tasks:**

RL.5, RI.5, RI.6, RI.7 Text-dependent questions that measure students’ comprehension and provide them with the evidence needed to develop their informational writing piece.

Mini-summative Assessments on selected texts throughout the quarter.

**St Johns County School District  
English Language Arts, CCSD, Curriculum Map  
Grade 7 Unit 3**

<p>Text” quarter.</p> <ul style="list-style-type: none"> <li>• PARCC “Evidences” suggest topics to include author’s point of view; drawing inferences; emphasizing different evidence; and advancing different interpretations of text.</li> <li>• Routine, daily, purposeful writing.</li> <li>• Text-based writing to demonstrate content and process knowledge.</li> </ul> <p><u>Suggested Writing:</u> “Did Captain Smith and his crew do all that they could to avoid the disaster?” Why or why not? Support your claim with evidence from the text.</p>	<p>District Formative Assessment–Writing Task–Part A – ¾ through quarter - Essay Writing District Formative Assessment– Part B – end of quarter –multiple choice</p>
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**Resources**

<p><b><u>Extended Text that ALL students MUST read:</u></b> Excerpt from “Exploring the Titanic” by Robert Ballard, pg. 100.</p> <p>Suggested pieces to accompany extended text are listed below. Students should read a minimum of 2-3 literature texts and a minimum of 1-2 informational texts per unit.</p> <p><b><u>Literature Texts:</u></b> “The Charge of the Light Brigade” by Lord Alfred Tennyson, pg. 572</p> <p>“The Names” by Billy Collins, pg. 550</p> <p>“Dirk the Protector,” Memoir by Gary Paulsen, pg. 270</p>	<p><b><u>Suggested Activities:</u></b></p> <p>Show clip from <i>The Blind Side</i> in which Tim McGraw’s character quotes “The Charge of the Light Brigade.” (use as a hook to read poetry).</p>
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**St Johns County School District  
English Language Arts, CCSD, Curriculum Map  
Grade 7 Unit 3**

“A Day’s Wait” by Ernest Hemmingway, pg. 468

**Informational Texts:**  
President George W. Bush’s 9/11 Address to the Nation  
<http://www.americanrhetoric.com/speeches/gwbush911addresstothenation.htm>

“Enemies Attack: A Nation Mourns,” pg. 553

“The Story Behind the Bus,” article on Rosa Parks  
<http://www.thehenryford.org/exhibits/rosaparks/story.asp>

**Scaffolding / Intervention Strategies:**

**Below Grade Level:**

- Use audio version of text to provide a model of fluent reading.
- Graphic organizers (including timeline for Titanic text) to help students make connections and review targeted learning goals.
- Teacher think-alouds make the process of comprehending text visible for students.
- Use Writer’s Workshop to develop writing skills.

**Above Grade Level:**

- Provide supplemental texts at an appropriate level of text complexity for these students.
- Use Socratic Seminars to increase the depth of discussion and learning.
- Use Writer’s Workshop to refine their writing skills.
- Use student choice whenever possible to develop open-ended projects.
- Allow for independent research that goes beyond the texts provided in class.