Secondary Curriculum Maps
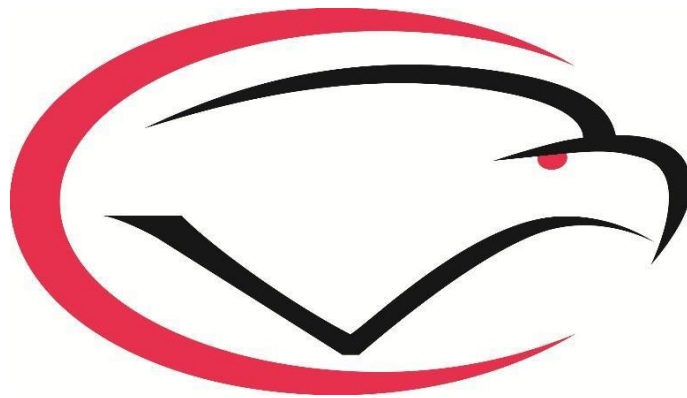
Cumberland Valley School District

Soaring to Greatness, Committed to Excellence

7th Grade ELA

7th grade ELA						
Unit	Timeline	Topic/Skills	Reading Informational Text	Reading Literature	Writing	Speaking/Listening
Literature and Informational Text Reading/Writing Integration I	MP#1 (18 Weeks)	Determine and Analyze Central Idea (nonfiction and fiction)		CC.1.3.7.B	CC.1.4.7.S	CC.1.5.7.A
		Cite Evidence to Support Analysis, Reflection, and Research	CC.1.2.7.A	CC.1.3.7A	CC.1.4.7.E	
		Determine Author's POV	CC.1.2.7.B	CC.1.3.7.C	CC.1.4.7.F	CC.1.5.7.D
		Determine Meanings of Unfamilar Words	CC.1.2.7.D	CC.1.3.7.F	CC.1.4.7.G	
		Analyze Elements of Plot	CC.1.2.7.F		CC.1.4.7.H	
		Argumentative/Analytical Writing Process			CC.1.4.7.I	
		Conventions/Grammar (comma usage)			CC.1.4.7.J	
		Engage in Collaborative Discussions			CC.1.4.7.K	
					CC.1.4.7.L	
Literature and Informational Text Reading/Writing Integration II	MP#2 (18 Weeks)	Determine Meanings of Unfamilar Words				
		Argumentative/Analytical Writing Process				
			CC.1.2.7.B	CC.1.3.7.B		CC.1.5.7.A
		Cite Evidence to Support Analysis (explictly and inferential)		CC.1.3.7A		
		Engage in Collaborative Discussions		CC.1.3.7.C		
				CC.1.3.7.F		
		Analyze Elements of Plot			CC1.4.7.S	CC.1.5.7 D
Literature and Informational Text Reading/Writing Integration III	MP#3 (18 Weeks)		CC.1.2.7.B		CC.1.4.7.B	
		Cite Evidence to Support Analysis, Reflection, and Research		CC.1.3.7.B	C.C.1.4.7.V	
		Research Process			C.C.1.4.7.W	
Literature and Informational Text Reading/Writing Integration IV	MP#4 (18 Weeks)	Cite Evidence to Support Analysis, Reflection, and Research			C.C.1.4.7.V	
		Research Process	CC.1.2.7.B	CC.1.3.7.B	CC.1.4.7.W	

Curriculum Map

CV Priority Standard/PA Core Standard
CC.1.2.7.F Determine the meaning of words and phrases as they are used in grade-level reading and content, including interpretation of figurative, connotative, and technical meaning.

Taught in Unit(s)

Explanation/Example of Standard
● Demonstrate understanding of vocabulary and figurative language in informational texts.   ● Authors make purposeful choices to achieve an intended effect within informational text (s).   ● Strategic readers actively seek the meanings of unknown words/phrases to deepen their understanding of informational texts.

Common Misconceptions
Confuse literal and nonliteral meaning   The word "like" always indicates a simile   Connotation (feeling) and denotation (actual meaning) are the same thing

Big Idea(s)	Essential Question(s)
● Effective readers use multiple strategies to determine the meanings of words/phrases	● How do readers use context clues to determine the meanings of unknown words? ● How does understanding figurative language help one to comprehend nonfiction text? ● How does one differentiate literal and nonliteral?

Assessments	
See unit map for specific unit common assessments	
Assessment Anchor	**Eligible Content**

EO.7.B-V.4
 Vocabulary Acquisition and Use
 	
 EO7.B-V.4.1.1
	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 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. *audience, auditory, audible)*
	   c. Determine the meaning of technical words and phrases used in text

E07.B-V.4.1.2	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

	a. Interpret figurative language (simile, metaphor, personification, and hyperbole) in context.
Concepts (what students need to know)	**Skills** (what students must be able to do)
Students need to know: ● Informational text ● Word choice ● Context clues ● Literal/Denotative meaning ● Connotative meaning ● Technical meaning ● Figurative or nonliteral meaning (e.g. simile, metaphor, personification, hyperbole) ● Tone ● Affixes/roots	● Read and reread other sentences paragraphs, and non-linguistic images in the text to identify context clues ● Use context clues to help unlock the meaning of unknown words/phrases ● Determine the appropriate definition of words that have more than one meaning ● Differential between the literal and non-literal meaning ● Identify and interpret figurative language ● Explain how figurative language enhances and extends meaning ● Explain how the impact of specific language choices by the author ● Determine the meaning of words, phrases as they are used in a text, including figurative, connotative, and technical meanings

Curriculum Map

CV Priority Standard/PA Core Standard
CC.1.2.7.D 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.

Taught in Unit(s)
This concept will be introduced and taught in Unit 1 and used throughout the year in all units.

Explanation/Example of Standard
Authors achieve their purpose by controlling what the reader knows through the choices they make (e.g. content, point of view, style, word choice) Author's choices distinguish their position, viewpoint, or attitude that of others. Effective readers analyze the text to better understand the author's viewpoint/attitude and purpose.

Common Misconceptions
Confuse point of view (1st, 3rd, omniscient) and author's viewpoint (the perspective of the author) Confuse purpose (inform, entertain, persuade) with the view point (the perspective of the author)

Big Idea(s)	Essential Question(s)
Effective reading involves recognizing and analyzing the author's purpose and point of view.	● How doe readers recognize the author's purpose and point of view? ● How do readers analyze the author's purpose and point of view?

Assessments
See unit map for specific unit common assessments

Assessment Anchor	Eligible Content
E07.B-C.2.1 Craft and Structure	
E07.B-C.2.1.1	Determine an author's point of view or purpose in a text and explain how it is conveyed in the text.
E07.B-C.2.1.3	Determine how the author uses the meaning of words or phrases, including figurative, connotative, or technical meanings, in a text.

Concepts (what students need to know)	Skills (what students must be able to do)
Students need to know: ● Informational texts (both literary nonfiction and technical texts) ● How to explain ● Author's roles/purposes (to inform, to persuade, to explain how, to entertain) for writing a text ● Point of View (first, third, omniscient) ● Author's viewpoint/focus/attitude/bias ● Author's perspective (background)	● Identify text features ● Identify text structures ● Make predictions about text based on text features and text structures ● Analyze/make connections between author's choice of text structure and the text's purpose/central idea ● Explain how structure and/or features enhance text's purpose/central idea

● Audience ● Author's strategies for developing viewpoint and definition, process, description, comparison, problem/solution, simple cause/effect, conflict/resolution ● Various text features (e.g. title, author, cover pictures, captions, maps, chapter headings, charts, graphs, illustrations, glossaries) ● Difference between text structure and text feature ● Relationship between parts of the text and whole text (as indicated by text features and structures)	● Describe the relationship between the text organization and development of ideas ● Analyze the pattern and structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas.

Curriculum Map

CV Priority Standard/PA Core Standard
CC.1.2.7.A Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.

Taught in Unit(s)
This concept will be introduced and taught in Unit 1 and used throughout the year in all units.

Explanation/Example of Standard
● Authors of informational text(s) follow a pattern or plan and include key details in order to help readers make meaning of text.   ● Effective readers use key details in an informational text to identify the main topic.   ● Strategic readers develop effective summaries that capture the main idea (s) of informational text and excludes personal opinions or judgments.

Common Misconceptions
● Main idea and theme are not the same. Main idea/Topic   Theme/Central message   ● A longer summary is a better summary

Big Idea(s)	Essential Question(s)
● Effective reading involves various text structure. ● Key details can be used to identify the main idea. ● Summary writing is objective. ● Effective summaries objectively state the main idea and key details of informational text.	● How do readers analyze various informational text structures? ● How do readers identify main and key details? ● How do readers summarize informational text?

Assessments	
See unit map for specific unit common assessments	

Assessment Anchor		Eligible Content	
EO6.B-K	Demonstrate understanding of key ideas and details in informational texts.	**B-K.1.1.1**	Cite textual evidence to support analysis of what the text says explicitly as well as inferences and/or generalizations drawn from the text.
B-K.1.1	Demonstrate understanding of key ideas and details in informational texts.	**B-K.1.1.2**	Determine a central idea of a text and how it is conveyed through relevant details; provide a summary of the text distinct from personal opinions or judgments
B-C.3.1	Demonstrate understanding of connections within and/or among informational texts.	**B-C.3.1.2**	Compare and contrast one author's presentation of events with that of another (e.g., a memoir written by and a biography on the same person).

Concepts (what students need to know)	Skills (what students must be able to do)

Students need to know:
- Informational text
- How to explain (e.g. what and why)
- Central/main idea
- Types of text structures (e.g. sequence/chronological order, comparison)
- Different purposes for graphic organizers, based on structure of text
- Differences between central/main ideas and key details in an informational text
- Components of an effective summary (e.g. objective vs. subjective) for informational texts
- 10% Summary Writing Process
- START sentence writing

- Determine central/main idea of an informational text
- Recognize how ideas are organized in an informational text
- How to write a START sentence
- How to write a 10% summary
- Describe or graphically represent the relationship between central/main ideas and details
- Explain how the main ideas are are supported by key details
- Summarize the main ideas in an informational text, capturing the most important parts of the piece distinct from personal opinions or judgements
- Determine the central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments (10% summary)

7th Grade CC.1.3.7.B Curriculum Map

CV Priority Standard/PA Core Standard
CC.1.3.7.B Analyze how particular elements of a story or drama interact and how setting shapes the characters or plot.

Taught in Unit(s)

Explanation/Example of the Standard
Seventh grade students are required to refer to specific details in the text when finding the similarities and differences between two or more characters, settings, or events. Use questions and prompts such as: ● How did the character's reaction to the news impact the plot, specifically the rising action, in the play? ● Tell me how the character solved the problem in this story? ● Describe how these two characters are the same. How are they different? ● How did the character's actions impact the (plot)? ● How does the setting impact the character's actions at this point in the play? ● How does the changes to the setting affect the character? ● What impact did the character's decision have on the plot? Has the climax (character changes) occurred? How do you know?

Common Misconceptions
Some students may believe: ● Setting is not important to the characters. ● Characters are not affected by changes in plot or setting.

Big Idea(s)	Essential Question(s)
● Authors use specific details in a story or drama to describe characters, settings, or events. ● Good readers use specific details from a literary text to support their analysis about characters, settings, or events.	● How does comparing and contrasting story elements help a reader gain understanding of a text?

Assessments
See unit map for specific unit common assessments

Assessment Anchor		Eligible Content	
E07.A-K.1	Key Ideas and Details	E07.A-K.1.1.3	Compare and contrast two or more characters, settings, or events in a story, drama or poem, drawing on the specific details in the text (e.g., how characters interact).

Concepts (what students need to know)	Skills (what students must be able to do)
● Literary texts ● Key ideas ● Important/supporting key details ● Story Elements:	● Identify important, specific details that support key ideas ● Identify and describe the plot events in a story or drama, including the beginning,

- Plot (e.g., events, climax/turning point, resolution)
- Conflict (man vs. man, man vs. self, man vs. nature, etc.)
- Characters and character roles (hero/villain, major/minor, protagonist/antagonist)
● Drama Elements
- Scene
- Dialogue
- Stage directions
● Character traits: description, dialogue, actions, thoughts, how other characters feel about this character

rising actions, climax, falling actions, and conclusion.
● Describe or graphically represent characters (traits, thoughts, words, feelings, and actions), including examples from the text regarding their thoughts, feelings, actions, statements, and/or the way other people react/talk about them.
● Identify and describe the setting in a story or drama, specifically the physical location and the time period. Include any progression/changes this setting.
● Classify events as the beginning, rising actions, climax, falling actions, and conclusions.

Curriculum Map

CV Priority Standard/PA Core Standard
CC.1.4.7.W. 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 conclusions of others while avoiding plagiarism and following a standards format for citation.

Taught in Unit(s)
Unit 2

Explanation/Example of Standard
When conducting research, students need to know how to identify a source's credibility and where to look for reliable sources; they need to be able to paraphrase an author's words to avoid plagiarism.

Common Misconceptions
Students think that when they search for information in a web browser, they should type the full question in the search box. Students think that if you read it on the internet it must be true. Students think that Wikipedia is a valid source for research.

Big Idea(s)	Essential Question(s)
The research process involves gathering and evaluating sources. One must paraphrase and/or cite in order to avoid plagiarism.	How does one determine the credibility and accuracy of sources used for research? How do critical readers use evidence to support written and spoken assertions? How do we gather relevant information from multiple sources? How does one paraphrase and/or cite to avoid plagiarism?

Assessments

Assessment Anchor	Eligible Content
N/A	N/A

Concepts (what students need to know)	Skills (what students must be able to do)
● Relevant academic vocabulary (sources, credibility, accuracy, data, conclusions, paraphrase, quote, plagiarism, citation) ● How to gather relevant information from multiple sources ● How to use search terms effectively ● How to assess credibility and accuracy of sources ● How to quote sources ● Why citing sources is important. ● How to paraphrase sources ● Why paraphrase sources	● Gather relevant information from multiple sources ● Use search terms effectively ● Assess credibility and accuracy of sources ● Quote data and conclusions ● Paraphrase data and conclusions ● Students must be academically honest ● Follow a standard format for citation (MLA)

● How to follow a standard format for citation (MLA) ● Why we use Modern Language Association (MLA). ● How to avoid Academic Dishonesty	

Curriculum Map

CV Priority Standard/PA Core Standard
CC.1.4.7.S Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade-level reading standards for literature and literary nonfiction.

Taught in Unit(s)
Units 1,2, and 3

Explanation/Example of Standard
Seventh-grade students use strategies for reading literary and informational text as they investigate topics: ● When reading literary texts: seventh-grade students are required to refer to specific details in the text to support their inferences. ● When reading informational text: students at this level give explanations about how an author uses evidence to support an argument/claim in the text. In addition they must prove each point with evidence from the text. Students will combine information from several texts about the same subject in a written or oral response that demonstrates knowledge of the subject.

Common Misconceptions
Students may believe: ● Referring to the text for specific details is not necessary because they already know the information. ● Their opinion is more important that the facts from the text.

Big Idea(s)	Essential Question(s)
Effective writing is a coherent and logical communication tool The key components of a literary response (analysis). The key components of an informational text response.	● After reading a text, how does a reader write to a prompt? ● What are the key components of a literary response (analysis)? ● What are the key components of an informational text response?

Assessments

Assessment Anchor		Eligible Content	
E07.E1	Evidence-Based Analysis of Text	E07.E.1.1.1.	Introduce text(s) for the intended audience, state an opinion, and/or topic, establish a situation, and create an organizational structure in which related ideas are logically grouped to support the writer's purpose.

E07E.1.1.2	Develop the analysis using a variety of evidence from text(s) to support claims, opinions, ideas, and inferences.	E.07.E.1.1.3	Link ideas within and across categories of information using words, phrases, and clauses *(e.g. in contrast, especially)*
E.07.E.1.1.4	Use precise language and domain specific vocabulary to inform about or explain the topic and/or convey the experience and events.	E.07E.1.1.5	Establish and maintain a formal style.
E07E.1.1.6	Provide a concluding section related to the analysis presented.		

Concepts (what students need to know)	Skills (what students must be able to do)
● An argument is an opinion plus how or why ● Relevant information (e.g. facts, definitions, concrete details, quotations, observations) ● Organizational patterns (e.g. definition, classification, comparison/contrast, and cause/ effect) ● Domain specific (academic) vocabulary from the text ● Style (e.g. formal, informal, specific audience) ● Effective introduction/hook (e.g. one that is separate from the body an presents a thesis argument) ● Linking/Transition words, phrases, clauses ● Character responses to situations ● Description ● Reaction/Response (e.g. Why was this event important? How did the event make you feel?) ● Difference between relevant and irrelevant details ● Sequence of events ● Closure/ending/conclusion ● Literature TDA response: TAG + VERB + How (title, author, genre, plus a verb and a "how?")	● After reading a grade level text, write a response to a prompt ● Be able to create an argument (opinion plus how or why? ● Engage the reader with an introduction/hook that presents the topic ● Write a START sentence ● Write a TAG+ Verb+ "how?" sentence ● Group related information logically ● Develop a topic with facts, definitions, concrete details, quotations or other information and examples related to the topic ● Link idea within an across categories and information using words, phrases, clauses ● Use precise language and domain- specific (academic) vocabulary to inform about or explain the topic. ● Quote integration (ICE)- introduce, cite evidence, explain/analyze

● Nonfiction TDA response: START sentence (Source, topic, author, "right verb" and topic) ● Quote integration (ICE)- introduce, cite evidence, explain/analyze	

Curriculum Map

CV Priority Standard/PA Core Standard
CC.1.5.7.D 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.

Taught in Unit(s)
This concept will be introduced and taught in Unit 1 and used throughout the year in all units.

Common Misconceptions
1. Preparation is not important for effective oral presentations. 2. Eye contact and clear verbal skills are not important if it is not a formal presentation.

Big Idea(s)	Essential Question(s)
- Students will present information formally and inform audience of facts/information clearly - Students can effectively and respectfully communicate during an in-class/online discussion by responding to others and being open-minded	- What are the skills necessary for presenting information to an audience? - How do speakers coherently present claims and findings? - Why is it important to prepare for an in-class/online discussion?

Assessments
See unit map for specific unit common assessments

Assessment Anchor	Eligible Content
This is not a state-assessed item.	

Concepts (what students need to know)	Skills (what students must be able to do)
Students need to know: - Claims / findings - Logical presentation - Pertinent descriptions, facts, details - Main ideas / themes - Effective communication to an audience - "Habits of discussion" - What appropriate eye contact means (looks like)	Students must be able to: - demonstrate maturity and proper demeanor - make/maintain appropriate eye contact - use/maintain adequate volume - use clear pronunciation - organize information logically for audience comprehension - awareness of audience

7th Grade ELA Curriculum Map CC.1.5.7.A

CV Priority Standard/PA Core Standard
CC.1.5.7A - Engage effectively in a range of collaborative discussions, on grade-level topics, texts, and issues, building on others' ideas and expressing their own clearly.

Taught in Unit(s)
All Units (Presentations/Socratic Seminar)

Explanation/Example of Standard
● Students need to understand that engaging in academic discussions and posing higher level questions of themselves and others leads to a higher understanding of topics, texts, and issues. Students will understand how to express their own ideas with poise, clarity, evidence (textual or schema), and understanding of tone.

Common Misconceptions
● Students are not just to be knowledgeable on their own ideas and topics, but they are to listen to others to help strengthen , fortify, and build upon their own ideas more effectively.

Big Idea(s)	Essential Question(s)
● Effective speakers can engage in collaborative discussions concerning relevant information and build on others' ideas while maintaining clarity. ● How do effective listeners engage in discussion that promotes collaboration?	● How can I engage in a collaborative discussion? ● How can I use other's ideas to build my own opinion? ● How can I use other's ideas to fortify my understanding of a text?

Assessments
Socratic Seminars, Discussions, Group Projects & Presentations

Concepts (what students need to know)	Skills (what students must be able to do)
● Communication Soft Skills (habits of discussion) ● Socratic Seminar ● Appropriate eye contact ● Adequate volume ● Clear pronunciation ● Working collaboratively ● How to identify relevant evidence that supports their claims	● Speakers are able to engage in collaborative discussions concerning relevant information and build on others' ideas while maintaining clarity. ● Express their own ideas is a clear, logical way with evidence to support their claims. ● Build on the ideas of others ● Question peers ● Reflect ● Evaluate themselves and others ● Listen ● Use relevant evidence to support claims ● Acknowledge new information expressed by others and, when warranted, modify their own views ● 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.

	● 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.

7th Grade ELA Curriculum Map CC.1.5.7.A

CV Priority Standard/PA Core Standard
CC.1.5.7A - Engage effectively in a range of collaborative discussions, on grade-level topics, texts, and issues, building on others' ideas and expressing their own clearly.

Taught in Unit(s)
All Units (Presentations/Socratic Seminar)

Explanation/Example of Standard
● Students need to understand that engaging in academic discussions and posing higher level questions of themselves and others leads to a higher understanding of topics, texts, and issues. Students will understand how to express their own ideas with poise, clarity, evidence (textual or schema), and understanding of tone.

Common Misconceptions
● Students are not just to be knowledgeable on their own ideas and topics, but they are to listen to others to help strengthen , fortify, and build upon their own ideas more effectively.

Big Idea(s)	Essential Question(s)
● Effective speakers can engage in collaborative discussions concerning relevant information and build on others' ideas while maintaining clarity. ● How do effective listeners engage in discussion that promotes collaboration?	● How can I engage in a collaborative discussion? ● How can I use other's ideas to build my own opinion? ● How can I use other's ideas to fortify my understanding of a text?

Assessments
Socratic Seminars, Discussions, Group Projects & Presentations

Concepts (what students need to know)	Skills (what students must be able to do)
● Communication Soft Skills (habits of discussion) ● Socratic Seminar ● Appropriate eye contact ● Adequate volume ● Clear pronunciation ● Working collaboratively ● How to identify relevant evidence that supports their claims	● Speakers are able to engage in collaborative discussions concerning relevant information and build on others' ideas while maintaining clarity. ● Express their own ideas is a clear, logical way with evidence to support their claims. ● Build on the ideas of others ● Question peers ● Reflect ● Evaluate themselves and others ● Listen ● Use relevant evidence to support claims ● Acknowledge new information expressed by others and, when warranted, modify their own views ● 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.

	● 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.