



SCHOOL DISTRICT OF MONROE

Preparing for the Future, One Child at a Time

English (Grade 7)

Course Description:

The curriculum for this required course is developed from the [Wisconsin Common Core Standards for English Language Arts](#). Students will be exposed to and practice skills related to: reading literature, reading informational text, writing, speaking and listening, and language. Grades are determined by quizzes, tests, projects and daily work. The information in this course overview outlines what students should understand and be able to do by the end of the semester/year.

Mastery Standards:

Reading: Literature

Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. (RL7.1)

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. (RL7.2)

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. (RL7.4)

Reading: Informational Text

Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. (RI7.1)

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. (RI7.2)

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. (RI7.4)

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. (RI7.6)

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. (RI7.8)

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. (RI7.9)

Language

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (L7.1)

Writing

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (W7.4)

Unit	Description of Unit and Learning Targets
<p>Unit Title: In Pursuit</p> <p><u>Essential Questions:</u></p> <ul style="list-style-type: none"> Regardless of the risks or human costs, what drives us to undertake a mission? 	<p>Students will.....</p> <p><u>Learning Targets:</u></p> <ul style="list-style-type: none"> I can use quotes from the text to support an idea about the text. (RI.1) I can use information from the text and my prior knowledge to form a conclusion (inference) about the text. (RI.1) I can point out two or more of the main points an author is trying to make in a text. (RI.2) I can explain how the supporting details in the text develop the author's main points. (RI.2) I can paraphrase the text without inserting any opinions. (RI.2) I can use context clues to figure out a word's meaning. (RI.4) I can identify when a term is used as its dictionary definition explains or if there is a hidden meaning behind a word or phrase. (RI.4) I can identify whether a term is used for positive or negative effect. (RI.4) I can explore how an author's choice of words affects my understanding of the text. (RI.4)
<p>Unit Title: The Powers That Be</p> <p><u>Essential Questions:</u></p> <ul style="list-style-type: none"> When viewed through the lens of different cultures, eras, and diverse points of view, what should be the principles of a just society? 	<p>Students will...</p> <p><u>Learning Targets:</u></p> <ul style="list-style-type: none"> I can use quotes from the text to support an idea about a story or poem. (RL.1) I can use information from a story or poem and my prior knowledge to form a conclusion (inference) about the story or poem. (RL.1) I can point out two or more of the main points or themes an author is trying to show in a story or poem. (RL.2) I can explain how the elements of the story develop the author's main points or theme. (RL.2) I can paraphrase the story without inserting any opinions. (RL.2) I can write different types of sentences and correctly punctuate them. (L.1)
<p>Unit Title: Getting Along</p> <p><u>Essential Questions:</u></p> <ul style="list-style-type: none"> What are the challenges of human interactions when forming relationships with one another and the world around us? 	<p>Students will...</p> <p><u>Learning Targets:</u></p> <ul style="list-style-type: none"> I can determine an author's personal thoughts and feelings about a topic. (RI.6) I can determine why an author wrote an informational text. (RI.6) I can evaluate how one author explains his or her thoughts differently from another. (RI.6) I can summarize an author's argument and claims. (RI.8) I can judge how effective an author made his or her argument. (RI.8) I can judge whether an author's evidence and explanations are true and connected to the claim. (RI.8) I can closely look at two texts on the same topic and explain how the authors have used different data or interpretations of similar data to advance their argument. (RI.9)

Unit Title: Justice Served

Essential Questions:

- When viewed through the lens of human struggle, determination, and the fight for human rights, why is it essential to defend human rights?

Students will...

Learning Targets:

- I can use context clues to figure out a word's meaning in a story or poem. (RL.4)
- I can identify when there is a hidden meaning behind a word or phrase. (RL.4)
- I can identify whether a term is used for positive or negative effect. (RL.4)
- I can consider how the author has used a variety of poetic techniques to affect my understanding of a poem. (RL.4)
- I can write clearly for a variety of tasks and audiences. (W.4)
- I can organize my writing. (W.4)
- I can develop my ideas in writing. (W.4)