



Gateway School District

Curriculum Map

Middle Schools (5-8)

Moss Side Middle School (5-8)
9000 Gateway Campus Blvd.
Monroeville, PA 15146
412-373-5830

Gateway Middle School
4450 Old William Penn Highway
Monroeville, PA 15146
412-373-5780

Curriculum Map: GMS - 7 English Language Arts

Course: Language Arts: 7

Grades - 7

Unit 1: The Environment in Which We Live Affects our Decision-Making

Subject: Language Arts

Brief Summary of Unit

Students' reading, writing, speaking and listening are constructed around the big idea of using appropriate strategies to derive meaning from text while grappling with the question of how the environment in which we live affects our decision-making. They read from, and write to, informational text as well as classic and contemporary literature. Students strengthen their reading, writing, speaking, and listening skills for the purpose of identifying and analyzing main ideas, citing evidence that supports the analysis of text, determining an author's purpose and point of view, analyzing word and phrase use in text and how each are used to influence the meaning of the text, and finally, acknowledging and distinguishing between opposing claims.

Stage One - Desired Results

Established Goals:(Standards of Learning, content standards)

1. Identify and analyze main idea/central idea.
2. Determine author's purpose and point of view.
3. Interpret figurative language and use of words in a text.
4. Cite evidence to support analysis of a text.
5. 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.
6. Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences, conclusions, and/or generalizations drawn from the text.
7. Evaluate an author's argument, reasoning, and specific claims for the soundness of the argument and the relevance of the evidence.
8. 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.
9. Determine the meaning of words and phrases as they are used in grade level reading and content, including interpretation of figurative, connotative, and technical meanings.

Understandings: What will students understand (about what big ideas) as a result of the unit? "Students will understand that..."

1. Effective readers use appropriate strategies

Essential Questions: What arguable, recurring, and thought-provoking questions will guide inquiry and point toward the big ideas of the unit?

<p>to construct meaning.</p> <ol style="list-style-type: none"> 2. Critical thinkers actively and skillfully interpret, analyze, evaluate, and synthesize information. 3. Active listeners make meaning from what they hear by questioning, reflecting, responding, and evaluating. 4. Effective speakers prepare and communicate messages to address the audience and purpose. 5. Effective research requires the use of varied resources to gain or expand knowledge. 6. Audience and purpose influence a writer's choice of organizational pattern, language, and literary techniques. 7. Rules of grammar and language conventions support clarity of communications between writers/speakers and readers/listeners. 8. An expanded vocabulary enhances one's ability to express ideas and information. 	<ol style="list-style-type: none"> 1. How do strategic readers create meaning from informational and literary text? 2. What is this text really about? 3. How do readers know what to believe? 4. How does what readers read influence how they should read it? 5. How does a reader's purpose influence how text should be read? 6. How do readers know what to believe in what they read, hear, and view? 7. How does interaction with text provoke thinking and response? 8. What do good listeners do? 9. How do active listeners make meaning? 10. How do active listeners know what to believe in what they hear? 11. How do task, purpose, and audience influence how speakers craft and deliver a message? 12. How do speakers employ language and utilize resources to effectively communicate a message? 13. What does a reader look for and how can s/he find it? 14. How does a reader know a source can be trusted? 15. How does one organize and synthesize information from various sources? 16. How does one best present findings? 17. What makes clear and effective writing? 18. Why do writers write? 19. What is the purpose? 20. Who is the audience? 21. What will work best for the audience? 22. How do learners make decisions concerning formal and informal language in social and academic settings? 23. How do grammar and the conventions of language influence spoken and written communication? 24. Why learn new words? 25. What strategies and resources does the learner use to figure out unknown vocabulary? 26. How does one develop and refine vocabulary?
--	--

Stage Two - Assessment Evidence

Performance Tasks: What evidence will be collected to determine whether or not the understandings have been developed, the knowledge and skill attained, and the state standards met?

Other Evidence:(quizzes, tests and so on)

Stage Three - Learning Plan

1. **Literary Text** (Must Teach)
2. **Informational Text** (Must Teach)
3. **Language Conventions** (Must Teach)
4. **Vocabulary Acquisition** (Must Teach)
5. **Speaking & Listening** (Must Teach)
6. **Writing Process** (Must Teach)

Unit 2: Personal Perspectives Influence the Outcome of a Situation

Subject: Language Arts

Brief Summary of Unit

Students' reading, writing, speaking and listening are framed around the big idea of actively and skillfully interpreting, analyzing, evaluating, and synthesizing information while students grapple with the question of how personal perspectives influence the outcome of a situation. They read from, and write to, informational text as well as classic and contemporary literature. Students engage in class discussions involving informational texts and literature to examine how personal perspectives influence the outcome of a situation. Student outcomes include analyzing how elements of a story or drama interact and how setting shapes characters and plot, determining a theme and analyzing its development over the course of the text, analyzing how an author develops and contrasts the points of view of different characters or narrators in a text, citing evidence that strongly supports analysis, and analyzing the influence and use of words and phrases in text.

Stage One - Desired Results

Established Goals:(Standards of Learning, content standards)

1. Determine and analyze the development of theme.
2. Determine author's purpose and point of view.
3. Interpret figurative language and use of words in a text.
4. Cite evidence to support analysis of a text.
5. Determine the meaning of words and phrases as they are used in grade level reading and content, including interpretation of figurative, connotative, and technical meanings.
6. Analyze how particular elements of a story or drama interact and how setting shapes the characters or plot.
7. 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.

Understandings: What will students understand (about what big ideas) as a result of the unit? "Students will understand that..."

Essential Questions: What arguable, recurring, and thought-provoking questions will guide inquiry and point toward the big ideas of the unit?

Stage Two - Assessment Evidence

Performance Tasks: What evidence will be collected to determine whether or not the understandings have been developed, the knowledge and skill attained, and the state standards met?

Other Evidence:(quizzes, tests and so on)

Stage Three - Learning Plan

1. **Literary Text** (Must Teach)
2. **Informational Text** (Must Teach)
3. **Language Conventions** (Must Teach)
4. **Vocabulary Acquisition** (Must Teach)
5. **Speaking & Listening** (Must Teach)
6. **Writing Process** (Must Teach)

Unit 3: Processing Opposing Perspectives

Subject: Language Arts

Brief Summary of Unit

Students' reading, writing, speaking and listening focus on the big idea of actively and skillfully interpreting, analyzing, evaluating, and synthesizing information while exploring opposing perspectives. They engage in an examination of various perspectives that present, multiple views, often in direct opposition to one another. Students read from, and write to, informational text as well as contemporary literature. They engage in class discussions involving the informational text and literature to grapple with and process opposing perspectives. Students are provided with opportunities to interact with a wide array of texts that support the ability to reason, analyze and assess divergent thinking and various perspectives. Student outcomes include understanding the defined perspective, its relationship to the author, and the impact on the central message.

Stage One - Desired Results

Established Goals:(Standards of Learning, content standards)

1. Identify and analyze main idea/central idea.
2. Determine author's purpose and point of view.
3. Interpret figurative language and use of words in a text.
4. Cite evidence to support analysis of a text.
5. Analyze how two or more authors present and interpret facts on the same topic.
6. Evaluate an author's argument, reasoning, and specific claims for the soundness of the argument and the relevance of the evidence.
7. 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.

Understandings: What will students understand (about what big ideas) as a result of the unit? "Students will understand that..."

Essential Questions: What arguable, recurring, and thought-provoking questions will guide inquiry and point toward the big ideas of the unit?

Stage Two - Assessment Evidence

Performance Tasks: What evidence will be collected to determine whether or not the understandings have been developed, the knowledge and skill attained, and the state standards met?

Other Evidence:(quizzes, tests and so on)

Stage Three - Learning Plan

1. **Literary Text** (Must Teach)
2. **Informational Text** (Must Teach)
3. **Language Conventions** (Must Teach)
4. **Vocabulary Acquisition** (Must Teach)
5. **Speaking & Listening** (Must Teach)
6. **Writing Process** (Must Teach)

Unit 4: The Interpretation of Events is Impacted by Perspective

Subject: Language Arts

Brief Summary of Unit

Students engage in formal research while grappling with how the interpretation of events is impacted by perspective. Using multiple sources, they examine information and analyze the central idea. Students understand how the author's perspective influences the way the content is presented, allowing them to assess its accuracy and credibility. Student outcome is to produce a research paper in which assertions are based upon textual evidence. This short research project should draw on several sources and follow a standard format for citations.

Stage One - Desired Results

Established Goals:(Standards of Learning, content standards)

1. Identify and analyze main idea/central idea.
2. Determine author's purpose and point of view.
3. Interpret figurative language and use of words in a text.
4. Cite evidence to support analysis of a text.
5. Analyze the structure of the text through evaluation of the author's use of graphics, charts, and the major sections of the text.
6. Compare and contrast a fictional portrayal of a time, place or character and an historical account of the same period as a means of understanding how authors of fiction use or alter history.
7. Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences, conclusions, and/or generalizations drawn from the text.
8. Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.
9. 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.

Understandings: What will students understand (about what big ideas) as a result of the unit? "Students will understand that..."

Essential Questions: What arguable, recurring, and thought-provoking questions will guide inquiry and point toward the big ideas of the unit?

Stage Two - Assessment Evidence

Performance Tasks: What evidence will be collected to determine whether or not the understandings have been developed, the knowledge and skill attained, and the state standards met?

Other Evidence:(quizzes, tests and so on)

Stage Three - Learning Plan

1. **Literary Text** (Must Teach)
2. **Informational Text** (Must Teach)
3. **Language Conventions** (Must Teach)
4. **Vocabulary Acquisition** (Must Teach)
5. **Speaking & Listening** (Must Teach)
6. **Writing Proces** (Must Teach)

Unit 5: Determining if Logic is the Best Path to Decision Making

Subject: Language Arts

Brief Summary of Unit

Students' reading, writing, and speaking and listening are confronted with the big idea of audience and purpose influencing a writer's choice of organizational pattern, language, and literary techniques while considering if using logic is the best path toward decision-making. Students read from, and write to, informational texts as well as classic and contemporary literature. They compare and contrast diverse media. Student outcomes include determining and analyzing main idea, citing evidence that strongly supports an analysis of text, determining an author's point of view and purpose in text, analyzing the influence and use of words and phrases in text, and acknowledging and distinguishing between opposing claims.

Stage One - Desired Results

Established Goals:(Standards of Learning, content standards)

1. Identify and analyze main idea/central idea.
2. Determine author's purpose and point of view.
3. Interpret figurative language and use of words in a text.
4. Cite evidence to support analysis of a text.
5. 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.
6. Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences, conclusions, and/or generalizations drawn from the text.
7. Evaluate an author's argument, reasoning, and specific claims for the soundness of the argument and the relevance of the evidence.
8. 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.
9. Determine the meaning of words and phrases as they are used in grade level reading and content, including interpretation of figurative connotative meanings.

Understandings: What will students understand (about what big ideas) as a result of the unit? "Students will understand that..."

Essential Questions: What arguable, recurring, and thought-provoking questions will guide inquiry and point toward the big ideas of the unit?

Stage Two - Assessment Evidence

Performance Tasks: What evidence will be collected to determine whether or not the understandings have been developed, the knowledge and skill attained, and the state standards met?

Other Evidence:(quizzes, tests and so on)

Stage Three - Learning Plan

1. **Literary Text** (Must Teach)
2. **Informational Text** (Must Teach)
3. **Language Conventions** (Must Teach)
4. **Vocabulary Acquisition** (Must Teach)
5. **Speaking & Listening** (Must Teach)
6. **Writing Process** (Must Teach)