

Grade: 7

Subject: Language Arts

Standard A: Reading: Comprehending, appreciating, and analyzing literature through a Catholic lens

<b>DIOCESAN REQUIREMENTS</b>
<b>CONCEPTS, SKILLS, &amp; CATHOLIC FAITH CONNECTIONS</b>
<ul style="list-style-type: none"> <li>Establish a pattern of reading for enjoyment.</li> </ul>
<ul style="list-style-type: none"> <li>Use effective reading strategies to acquire useful information from both religious and secular sources.</li> </ul>
<ul style="list-style-type: none"> <li>Read, interpret, analyze, and discuss texts for an understanding of the heritage and cultures of all of God's people.</li> </ul>

<b>LOCAL LEVEL SCHOOL ELEMENTS</b>					
Estimated Percent Proficient	Quarter Taught				Assessment
	1	2	3	4	

<b>RESOURCES &amp; ACTIVITIES</b>	<b>ASSESSED SKILLS</b>	<b>COMMON CORE STANDARDS</b>
<p><b>Religious:</b></p> <ul style="list-style-type: none"> <li>Bible</li> <li>Catholic Catechism</li> <li>Religion text</li> <li>Inspirational literature</li> <li>Biographies</li> </ul> <p><b>Subject Resources:</b></p> <ul style="list-style-type: none"> <li>Read Magazine</li> <li>Scholastic</li> <li>Reader's Theater</li> <li>Book Club</li> <li>Reference Materials</li> <li>Newspapers &amp; popular magazines</li> <li>Internet Sources</li> </ul> <p><b>Activities:</b></p> <ul style="list-style-type: none"> <li>Battle of the Books</li> </ul>	<p><b>ITBS Skills:</b></p> <ul style="list-style-type: none"> <li>Use sentence and word structure, word origins and context to recognize meaning of passages and phrases.</li> <li>Identify defining features of literary texts.</li> <li>Recognize structures and conventions of literary genres.</li> <li>Recognize themes, ideas and insights found in classical literature.</li> <li>Evaluate themes &amp; ideas considering audience &amp; purpose.</li> <li>Interpret and apply charts, tables schedules, timelines, and manuals.</li> <li>Evaluate accuracy and usefulness of information from conflicting sources.</li> <li>Analyze information and organization of informational passages.</li> </ul> <p><b>Locally Developed Assessments or Projects:</b></p> <ul style="list-style-type: none"> <li>Paraphrases of short poems</li> <li>Multiple Choice responses to informational passages.</li> </ul>	<ul style="list-style-type: none"> <li>Cite textual evidence in support of an interpretation of text.</li> <li>Determine the central idea of a text.</li> <li>Relate dialogue to action in a narrative.</li> <li>Determine the intended meaning of figurative and connotative language and analogies.</li> <li>Explain differences of point of view between characters in a narrative.</li> <li>Contrast a fictional portrayal of a person or event in history with an historical account.</li> <li>Analyze the impact of a specific word choice on meaning and tone.</li> <li>Summarize the points of disagreement between two authors who present conflicting views.</li> </ul>

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Standard B: Writing: Utilizing the writing process to support Catholic ideals and values.

<b>DIOCESAN REQUIREMENTS</b>
<b>CONCEPTS, SKILLS, &amp; CATHOLIC FAITH CONNECTIONS</b>
<ul style="list-style-type: none"> <li>Plan, create, revise, edit, and produce effectively written communication founded in Catholic beliefs and/ tradition.</li> </ul>
<ul style="list-style-type: none"> <li>Use appropriate conventions of grammar and correct spelling for all forms of written communication.</li> </ul>

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	1	2	3	4	

<b>RESOURCES &amp; ACTIVITIES</b>	<b>ASSESSED SKILLS</b>	<b>COMMON CORE STANDARDS</b>
<p><b>Religious:</b></p> <ul style="list-style-type: none"> <li>Bible</li> <li>Lives of the Saints</li> </ul> <p><b>Subject Resources:</b></p> <ul style="list-style-type: none"> <li>Texts of grammar, vocabulary, and spelling</li> <li>Religion text</li> </ul> <p><b>Activities:</b></p> <ul style="list-style-type: none"> <li>Essays or research papers on selected saints, miracles, sacraments, Catholic values, Creed, prayers.</li> <li>Scrapbook of faith development</li> <li>Writing for publication</li> <li>Anthology of student work</li> <li>Student treasures</li> <li>Write Stuff</li> <li>E-Book</li> <li>Power point storybook</li> </ul>	<p><b>ITBS Skills:</b></p> <ul style="list-style-type: none"> <li>Employ principles of coordination, subordination, and comparison, using conjunctions and relative pronouns correctly.</li> <li>Demonstrate correct usage with respect to pronoun case, consistency of tense, subject-verb agreement, and modifier selection.</li> <li>Employ conventions of capitalization.</li> <li>Punctuate and spell according to established conventions.</li> </ul> <p><b>Locally Developed Assessments or Projects:</b></p> <ul style="list-style-type: none"> <li>Profile of a hero</li> <li>Essay on a virtue</li> <li>Writing rubrics</li> <li>In-class writing paragraph responses</li> </ul>	<ul style="list-style-type: none"> <li>Introduce and support claims using logical reasoning, relevant evidence, &amp; credible sources</li> <li>Maintain a formal style.</li> <li>Provide a concluding statement that flows from and supports the argument.</li> <li>Organize ideas and information into categories.</li> <li>Use appropriate transitions to create cohesion and clarify relationships.</li> <li>Use precise language and domain-specific vocabulary.</li> <li>Write narratives that develop characters and events through description, reflection, &amp; dialog.</li> <li>Follow recommended steps of composition: planning, first draft, revision.</li> <li>Conduct short research project to answer a focused question.</li> <li>Gather relevant evidence from digital &amp; printed sources.</li> </ul>

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Standard C: Oral Language: Speaking to God’s people with clarity and respect

<b>DIOCESAN REQUIREMENTS</b>
<b>CONCEPTS, SKILLS, &amp; CATHOLIC FAITH CONNECTIONS</b>
<ul style="list-style-type: none"> <li>Develop active listening and comprehension skills to participate effectively in discussion for a variety of audiences and purposes.</li> </ul>
<ul style="list-style-type: none"> <li>Present through discussion, speech, or oral readings, a Catholic view of an experience and/or belief.</li> </ul>
<ul style="list-style-type: none"> <li>Establish appropriate guidelines for audience etiquette.</li> </ul>

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<b>RESOURCES &amp; ACTIVITIES</b>	<b>ASSESSED SKILLS</b>	<b>COMMON CORE STANDARDS</b>
<p><b>Religious:</b></p> <ul style="list-style-type: none"> <li>Read at Mass</li> <li>Prayer leader</li> <li>Seasonal liturgical prayer leader</li> <li>Living rosary</li> <li>Role play stations of the cross</li> <li>Buddy system for reading Bible stories</li> </ul> <p><b>Subject Resources:</b></p> <ul style="list-style-type: none"> <li>Speech Texts</li> </ul> <p><b>Activities:</b></p> <ul style="list-style-type: none"> <li>Forensics &amp; Debate</li> <li>Drama club, plays, &amp; musicals</li> <li>Student government</li> <li>Sporting events</li> <li>Poetry reading group</li> <li>Play reading &amp; Role-playing</li> <li>Panel Discussions</li> <li>Storytelling &amp; oral book reports</li> <li>Interviews and demonstrations</li> </ul>	<p><b>ITBS Skills:</b></p> <p>Oral language skills are not measured on ITBS tests.</p> <p><b>Interdisciplinary Connections:</b></p> <ul style="list-style-type: none"> <li>Give and accept constructive criticism with dignity and Christian attitude.</li> <li>Give compliments with sincerity.</li> <li>Accept compliments with humility.</li> <li>Demonstrate applause and appreciation at appropriate times.</li> </ul> <p><b>Locally Developed Assessments or Projects:</b></p> <p>Oral book reports</p>	<ul style="list-style-type: none"> <li>Acknowledge new information expressed by others.</li> <li>Support arguments with evidence.</li> <li>Use appropriate eye contact, adequate volume, correct pronunciation, and clear articulation when speaking.</li> <li>Include media components and visual displays in presentations.</li> <li>Use standard English.</li> </ul>

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Standard D: Cultural Conventions: Understanding the expression and meaning of God’s gift of language.

<b>DIOCESAN REQUIREMENTS</b>
<b>CONCEPTS, SKILLS, &amp; CATHOLIC FAITH CONNECTIONS</b>
<ul style="list-style-type: none"> <li>Expand the vocabulary to include Catholic terminology as a means of communication.</li> <li>Incorporate the use of the Catholic Catechism as a resource for oral and written presentations.</li> <li>Make appropriate word selections that reflect Catholic ideals in social, cultural, and professional situations.</li> </ul>

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<b>RESOURCES &amp; ACTIVITIES</b>	<b>ASSESSED SKILLS</b>	<b>COMMON CORE STANDARDS</b>
<p><b>Religious:</b></p> <ul style="list-style-type: none"> <li>Bible</li> <li>Catholic Catechism</li> <li>Religion texts</li> </ul> <p><b>Subject Resources:</b></p> <ul style="list-style-type: none"> <li>Textbooks of grammar, spelling, vocabulary</li> <li>Thesaurus</li> </ul> <p><b>Activities:</b></p> <ul style="list-style-type: none"> <li>Role play social interactions including introductions</li> <li>Extemporaneous speech activities</li> <li>Review of library skills</li> <li>Reference material quiz games</li> <li>People searches of explorers, Black History Month, etc.</li> </ul>	<p><b>ITBS Skills:</b></p> <ul style="list-style-type: none"> <li>Recognize structures and conventions of literary genres.</li> <li>Recognize themes, ideas, and insights found in fables, myths, epics, short stories, poems, and novels.</li> <li>Use conventions of usage, mechanics, and sentence structure as well as paragraph and manuscript forms.</li> <li>Recognize themes, ideas, and insights from classical literature used in contemporary texts.</li> <li>Identify common historical, social, and cultural themes and issues in selected passages.</li> <li>Punctuate, capitalize, and spell according to the conventions of English mechanics.</li> <li>Choose words purposefully, distinguishing between formal and informal, public and private, jargonate and commonly used language.</li> </ul> <p><b>Locally Developed Assessments or Projects:</b></p> <ul style="list-style-type: none"> <li>Physical geography assessments</li> <li>Reference skills assessments</li> <li>Spelling, usage, and mechanics tests</li> </ul>	<ul style="list-style-type: none"> <li>Summarize a text accurately.</li> <li>Analyze how authors distinguish their position from that of others.</li> <li>Demonstrate command of standard English.</li> <li>Use domain-specific vocabulary to inform or explain.</li> <li>Explain purpose and causation within a narrative.</li> <li>Edit the writing of a peer looking for compliance with basic conventions of language.</li> </ul>

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Standard E: Media & Technology: Utilizing and appraising the tools that distribute God’s message to the world.

<b>DIOCESAN REQUIREMENTS</b>
<b>CONCEPTS, SKILLS, &amp; CATHOLIC FAITH CONNECTIONS</b>
<ul style="list-style-type: none"> <li>• Use technology as a tool for a collection of appropriate information based upon good Catholic judgment.</li> <li>• Follow internet safety rules throughout guided instruction to insure morally acceptable standards of technology.</li> <li>• Demonstrate knowledge of media products by creating age appropriate publications based upon Catholic values.</li> <li>• Use Catholic principles to evaluate and analyze current trends broadcast through the media.</li> </ul>

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<p><b>Religious:</b></p> <ul style="list-style-type: none"> <li>• Catholic Times</li> <li>• Religion text</li> <li>• Catholic internet resources</li> </ul> <p><b>Subject Resources:</b></p> <p><b>Activities:</b></p> <ul style="list-style-type: none"> <li>• Create Power point projects, brochures, and posters.</li> <li>• Discover societal inferences based upon titles, ads, pictures (movies, TV shows, etc.</li> <li>• Cell phone etiquette</li> <li>• Use suggested sites such as Wordle.net or Google: Shift Happens 2009</li> </ul>	<p><b>ITBS Skills:</b></p> <ul style="list-style-type: none"> <li>• Review and evaluate the usefulness of information gathered in an investigation.</li> <li>• Most media skills are not measured by ITBS.</li> </ul> <p><b>Locally Developed Assessments or Projects:</b> Media Analysis Assessments of Newspapers, magazines, TV, or movies.</p>	<ul style="list-style-type: none"> <li>• Analyze the message presented in diverse media.</li> <li>• Include multimedia components in demonstrations to clarify claims.</li> </ul>

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Standard F: Research and Inquiry: Investigating God’s creation and presenting conclusions clearly and intelligently (Organize & Report)

<b>DIOCESAN REQUIREMENTS</b>
<b>CONCEPTS, SKILLS, &amp; CATHOLIC FAITH CONNECTIONS</b>
<ul style="list-style-type: none"> <li>• Conduct research on assigned topics of Catholic doctrine regarding current social issues.</li> <li>• Give proper credit to sources by using reference books to organize and create a bibliography.</li> </ul>

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<b>RESOURCES &amp; ACTIVITIES</b>	<b>ASSESSED SKILLS</b>	<b>COMMON CORE STANDARDS</b>
<p><b>Religious:</b></p> <ul style="list-style-type: none"> <li>• Bible</li> <li>• Catholic Catechism</li> <li>• Religion text</li> <li>• Catholic internet sources</li> <li>• Catholic times</li> </ul> <p><b>Subject Resources:</b></p> <ul style="list-style-type: none"> <li>• Encyclopedias</li> <li>• Reference books</li> <li>• Internet resources</li> <li>• Religious &amp; secular videos</li> </ul> <p><b>Activities:</b></p> <ul style="list-style-type: none"> <li>• Create a bibliography or works cited list</li> <li>• Library skills workshop</li> <li>• Note-taking practicum</li> <li>• Outlining</li> </ul>	<p><b>ITBS Skills:</b></p> <ul style="list-style-type: none"> <li>• Consult dictionaries and other reference materials when choosing words &amp; phrases for use in oral and written presentations.</li> <li>• Interpret charts, tables, schedules, manuals, etc.</li> <li>• Compare and contrast the accuracy and usefulness of information from conflicting sources.</li> <li>• Distinguish between the facts found in reference materials and the generalizations drawn from them.</li> </ul> <p><b>Locally Developed Assessments or Projects:</b></p> <ul style="list-style-type: none"> <li>• Rubrics for note-taking, outlines, and citations.</li> <li>• Topic Searches</li> </ul>	<ul style="list-style-type: none"> <li>• Conduct short research projects to answer a question.</li> <li>• Gather relevant evidence from multiple print and digital sources.</li> <li>• Cite sources avoiding plagiarism.</li> <li>• Draw evidence from literary and informational texts to support analysis and research.</li> </ul>