

# Humanities: English Language Arts and World History

## Lakewood Montessori Middle School

### Quarter 1: Theme--Identity

#### English Language Arts Goals

##### *Students will be able to independently use their learning to...*

- Read, understand, and be able to discuss the essence of a text and analyze how its structure and parts create it.
- Respond to texts in writing.
- Effectively write an informative/explanatory essay.
- Make cross curricular connections between social studies and ELA.

#### English Language Arts Focus Standards

RL.7.1 Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. RI.7.1 Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
RL.7.2 Determine a theme of a text and analyze its development over the course of the text; provide an objective summary of the text. RI.7.2 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.
RL.7.3 Analyze how particular elements of a story or drama interact. RI.7.3 Analyze the interactions between individuals, events, and ideas in a text.
RL.7.4 Determine the meaning of words and phrases as they are used in a text; analyze the impact of rhymes and repetitions of sounds on meaning and tone in a specific line or section of a literary work. RI.7.4 Determine the meaning of words and phrases as they are used in a text; analyze the impact of a specific word choice on meaning and tone.
L.7.4 Determine and/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: context clues, word parts, word relationships, and reference materials.
L.7.5 Demonstrate understanding of figurative language and nuances in word meanings. a. Interpret figures of speech in context based on grade 7 reading and content. b. Distinguish among the connotations of words with similar denotations.
W.7.2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. a. Organize information and ideas around a topic to plan and prepare to write. b. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting, graphics, and multimedia when useful to aiding comprehension. c. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. d. Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.

- e. Use precise language and domain-specific vocabulary to inform about or explain the topic.
- f. Establish and maintain a formal style.
- g. Provide a concluding statement or section that follows from and supports the information or explanation presented.
- h. With some guidance and support from peers and adults, develop and strengthen writing as needed by revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.

● **Supporting/Integrating Standards** (These Standards Should be Integrated throughout the Unit)

**RL.7.5 Analyze** how a **drama's** or **poem's** (or other literary genres) form or **structure** contributes to its meaning.

**RI.7.5 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.

**RL.7.6 Analyze** how an author develops and contrasts the **perspectives** of different **characters** in a text.

**RL.7.10** By the end of grade 7, read and understand literature within the 6-8 **text complexity band** proficiently and **independently** for sustained periods of time. Connect prior knowledge and experiences to text.

**RI.7.10** By the end of grade 7, read and understand informational texts within the 6-8 **text complexity band** proficiently and **independently** for sustained periods of time. Connect prior knowledge and experiences to text.

**W.7.4** Use **digital tools** and resources to produce and publish writing, link to and cite sources, and to interact and collaborate with others.

**W.7.6** 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.

**L.7.1** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; demonstrate proficiency within the 6-8 grammar continuum.

**L.7.2** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing; demonstrate proficiency within the 6-8 conventions continuum.

**L.7.3** Use knowledge of language and its conventions when writing, speaking, reading, or listening.

- a. Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.

**SL.7.1** 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.

- a. 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.
- b. Follow rules for **collegial discussions**, track progress toward specific goals and deadlines, and define individual roles as needed.
- c. 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.
- d. Acknowledge new information expressed by others and, when warranted, modify their own views.

## World History

### *Students will be able to independently use their learning to...*

- Demonstrate an understanding of what prompts exploration and expansion.
- Describe processes of consensus-building or conflict when people of diverse cultural backgrounds interact
- Understand how European imperialism impacted different parts of the world

### **Social Studies Focus Standards**

7.H.1.1 Construct charts, graphs, and historical narratives to explain particular events or issues over time.
7.H.1.2 Summarize the literal meaning of historical documents in order to establish context. 7.H.1.2 Summarize the literal meaning of historical documents in order to establish context.
7.H.1.3 Use primary and secondary sources to interpret various historical perspectives.
7.H.2.4 Analyze the economic, political, and social impacts of diseases (e.g. smallpox, malaria, bubonic plague, AIDS and avian flu) in modern societies.
7.G.1.1 - Explain how environmental conditions and human response to those conditions influence modern societies and regions (e.g. natural barriers, scarcity of resources and factors that influence settlement).
7.G.2.1 - Construct maps, charts, and graphs to explain data about geographic phenomena.
7.G.2.2 - Use maps, charts, graphs, geographic data and available technology tools (i.e. GPS and GIS software) to interpret and draw conclusions about social, economic, and environmental issues in modern societies and regions.
7.C&G.1.1 - Summarize the ideas that have shaped political thought in various societies and regions.
7.C&G.1.4 Compare the sources of power and governmental authority in various societies (e.g. monarchs, dictators, elected officials, anti-governmental groups and religious, political factions).
7.C.1.1- Explain how culture unites and divides modern societies and regions (e.g. enslavement of various peoples, caste system, religious conflict and Social Darwinism).
7.C.1.2 - Explain how cultural expressions (e.g. art, literature, architecture and music) influence modern society.
7.E.1.1 Explain how competition for resources affects the economic relationship among nations (e.g. colonialism, imperialism, globalization and interdependence).