

English/Language Arts

7th Grade



The [Indiana Academic Standards](#) define what students should know, understand, and be able to do at grade level beginning in kindergarten and progressing through grade twelve. These standards serve as the foundation to our curriculum in Noblesville Schools but are not a curriculum on their own. The Indiana Academic Standards are supported through grade-level, content-area curriculum maps and a selection of curriculum materials to support these maps. These curriculum maps and materials are aligned to the Indiana Academic standards while also providing the conditions necessary to be responsive to the needs of all learners. Therefore, the Noblesville Schools' curriculum is constantly undergoing periodic and systematic analysis and revision.

In *English/Language Arts for Grade 7*, learning objectives stem from standards in the following categories: nonfiction; fiction; vocabulary; and writing within informational, narrative, and argumentative genres. Students are asked to read a variety of contemporary and classic texts to consider such concepts as theme, character development, author's perspective, and the specific strategies used by an author to achieve specific artistic impacts or throughout a text. Students examine and analyze a variety of arguments, speeches, and other texts from history, gaining a better understanding of argument and argumentative devices. Students learn to employ techniques for their own writing within different genres, and learn that consideration of one's audience can help the writer make the most effective style choices. [English/Language Arts Grade 7 Indiana Academic Standards](#) serve as the foundation of the curriculum. These standards are supported in Noblesville Schools through primary curriculum materials for middle school, *The Units of Study for in Argumentative, Informative, and Narrative Writing: A Workshop Curriculum for Middle School Grades* (Heinemann).

Students in seventh grade read a wide variety of texts within different genres. Classroom texts include whole-class novels, student-selected texts for book clubs, and various nonfiction selections. Only whole-class novels are listed in this curriculum overview, and only for the academic-level courses. For bridges-level courses, contact your child's teacher or enroll in Canvas as a parent observer to learn more.

A note about unit order: Collaborative teacher teams across both middle schools work together to align standards, assessments, and learning objectives. As order/name of units, duration of units, and essential questions are at the discretion of building-level teams, unit duration is not included in this overview, and information provided may apply to both schools or only one. For the most relevant and up-to-date information on your child's English/Language Arts curriculum pacing, please [enroll as a Parent Observer on Canvas](#).

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Units of Study

Unit	Transfer Goals	Enduring Understandings	Essential Questions <i>May include but not limited to the following:</i>
<p>Unit 1 Navigating a Text (West)</p> <p>Summary, Theme, and Characterization (East)</p> <p><u>Related full-class novel:</u> <i>The Outsiders</i> by S.E. Hinton (East)</p> <p><i>Note: While both middle schools have the same standards and learning objectives, West uses longer units with many goals embedded within, and East 7th grade teachers have divided their units into shorter segments. All units and schools are specified throughout this document.</i></p>	<ol style="list-style-type: none"> 1. Navigate a variety of texts. 2. Effectively summarize any narrative. 	<ol style="list-style-type: none"> 1. Every text one writes should have a specific focus/theme. 2. Each narrative element in a text serves a specific purpose. 3. The organization of any text one writes should be very intentional. 4. Summaries include only the key components of the narrative. 5. Summaries cover the events of the entire narrative. 	<ol style="list-style-type: none"> 1. How do readers/writers navigate and respond to various texts? 2. What choices do authors have as writers and how do those choices impact the reader? 3. How do texts impact readers' lives? 4. How does summarizing a text affect our understanding of what we read and the stories we tell?

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Unit	Transfer Goals	Enduring Understandings	Essential Questions <i>May include but not limited to the following:</i>
<p>Unit 2 Using a Text for a Purpose (West)</p> <p>Digital research, nonfiction summary, setting, conflict, and informational writing (East)</p> <p><u>Related full-class novel:</u> <i>The Outsiders</i> by S.E. Hinton (West)</p>	<ol style="list-style-type: none"> 1. Use a text for a specific purpose. 2. Identify universal truths in fictional texts and use these fictional texts to help understand and direct their own lives. 3. Write sentences with correct subject/verb agreement. 	<ol style="list-style-type: none"> 1. Texts are written for a purpose. 2. Different texts can be used for various purposes. 3. A claim/central idea needs to be supported by reasoning and evidence. 4. Sentence variety impacts the quality of writing. 5. A theme is a universal lesson. 6. A theme should apply to the current text, other texts, and/or the world. 7. There are many types of verbs, including action, linking, and helping. 8. In a sentence, the subject and verb must agree. 	<ol style="list-style-type: none"> 1. How do texts impact people's viewpoints and decisions? 2. How does one use information to convince others? 3. How is information communicated? 4. How do authors use texts for various purposes? 5. How does one use a text to inform? 6. How can fiction impact a person's life?

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Unit	Transfer Goals	Enduring Understandings	Essential Questions <i>May include but not limited to the following:</i>
<p>Unit 3 Manipulating a Text (West)</p> <p>Perspective/Bias; Elements of Argument (East)</p> <p>Related full-class novel (West): Excerpts from <i>The Red Scarf Girl</i> by Ji-li Jiang</p>	<ol style="list-style-type: none"> 1. Create a story that is inspired by a nonfiction text. (West) 2. Analyze people and relationships by using indirect characterization. (East) 	<ol style="list-style-type: none"> 1. There is no original story. Every narrative is based on previous information, knowledge, claims, and texts. 2. Understand that persuasive techniques strengthen arguments. 3. Authors develop characters through (STEAL) speech, thoughts, emotions, actions, and looks. 4. Adjectives describe/modify nouns. 5. Adverbs describe/modify adjectives and adverbs. 	<ol style="list-style-type: none"> 1. How do texts impact our viewpoints and decisions? 2. How does one use information to convince others? 3. How is information communicated? 4. How do authors use texts for various purposes? 5. How do stories deepen understanding of human behavior?
<p>Unit 4 Creating a Text (West)</p> <p>Reading poetry and understanding figurative language; writing poetry (East)</p> <p>Plot and writing a short story (East)</p> <p>Related novel study (East) <i>Bronx Masquerade</i> by Nikki Grimes</p>	<ol style="list-style-type: none"> 1. Create an engaging text that communicates and supports a claim. 2. Use internet and electronic resources to learn about any topic. 	<ol style="list-style-type: none"> 1. Understand that different types of writing can work together for a culminating purpose. 2. Understand that research requires finding multiple relevant and credible sources. 3. Understand that reading laterally leads to finding more accurate information. (East) 	<ol style="list-style-type: none"> 1. How do authors build on others' texts to create an authentic work? 2. How can another person's choices impact an individual?