

7th Language and Literature Subject Group Overview

Unit Name		Module 1: Globalization and Sustainability	Module 2: Fairness and Development	Module 3: Identities and Relationships	Module 4: Personal and Cultural Reflection
Time Frame		9 Weeks	9 Weeks	9 Weeks	9 Weeks
Course Name: 7 th Language and Literature	Georgia Standards of Excellence	Primary Standards: ELAGSE7RL1/ RI1 ELAGSE7RL2/RI2 ELAGSE7RL3/RI3 ELAGSE7RL4/ RI4 ELAGSE7RL5 ELAGSE7RL6 ELAGSE7RL9/ RI9 ELAGSE7RL10 ELAGSE7W3 ELAGSE7W4 ELAGSE7W5 ELAGSE7W7 ELAGSE7W8 ELAGSE7W9 ELAGSE7SL1 ELAGSE7L1 ELAGSE7L2 ELAGSE7L4 ELAGSE7L5 ELAGSE7L6	Primary Standards: ELAGSE7RL1/ RI1 ELAGSE7RL2/RI2 ELAGSE7RL3/RI3 ELAGSE7RL4/ RI4 ELAGSE7RL5/ RI5 ELAGSE7RL6/ RI6 ELAGSE7RL7/ RI7 ELAGSE7RL9/RI9 ELAGSE7RL10 ELAGSE7RI8 ELAGSE7W1 ELAGSE7W4 ELAGSE7W5 ELAGSE7W6 ELAGSE7W7 ELAGSE7W8 ELAGSE7W9 ELAGSE7SL1 ELAGSE7L1 ELAGSE7L2 ELAGSE7L4 ELAGSE7L5 ELAGSE7L6	Primary Standards: ELAGSE7RL1/ RI1 ELAGSE7RL3/RI3 ELAGSE7RL4/ RI4 ELAGSE7RL5/ RI5 ELAGSE7RL7/ RI7 ELAGSE7RL9 ELAGSE7RL10 ELAGSE7RI2 ELAGSE7RI6 ELAGSE7RI8 ELAGSE7W2 ELAGSE7W3 ELAGSE7W4 ELAGSE7W5 ELAGSE7W6 ELAGSE7W7 ELAGSE7W8 ELAGSE7W9 ELAGSE7SL1 ELAGSE7L1 ELAGSE7L2 ELAGSE7L3 ELAGSE7L4 ELAGSE7L5 ELAGSE7L6	Primary Standards: ELAGSE7RL1/ RI1 ELAGSE7RL2/RI2 ELAGSE7RL3/RI3 ELAGSE7RL4/ RI4 ELAGSE7RL9 ELAGSE7RL10 ELAGSE7RI5 ELAGSE7RI6 ELAGSE7RI9 ELAGSE7W2 ELAGSE7W4 ELAGSE7W5 ELAGSE7W6 ELAGSE7W7 ELAGSE7W8 ELAGSE7W9 ELAGSE7SL1 ELAGSE7L1 ELAGSE7L2 ELAGSE7L3 ELAGSE7L4 ELAGSE7L5 ELAGSE7L6

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	Approaches To Learning (ATL Skills)	<p><u>List Category:</u> Communication</p> <p><u>Cluster:</u> Communication Skills</p> <p><u>Skill Indicator:</u></p> <ol style="list-style-type: none"> 1. Use intercultural understanding to interpret communication 2. Make inferences and draw conclusions <p><u>List Category:</u> Social</p> <p><u>Cluster:</u> Collaboration Skills</p> <p><u>Skill Indicator:</u></p> <ol style="list-style-type: none"> 1. Practice empathy 	<p><u>List Category:</u> Communication</p> <p><u>Cluster:</u> Communication Skills</p> <p><u>Skill Indicator:</u></p> <ol style="list-style-type: none"> 1. Give and receive meaningful feedback 2. Use appropriate forms of writing for different purposes and audiences <p><u>List Category:</u> Social</p> <p><u>Cluster:</u> Collaboration Skills</p> <p><u>Skill Indicator:</u></p> <ol style="list-style-type: none"> 1. Negotiate effectively 	<p><u>List Category:</u> Communication</p> <p><u>Cluster:</u> Communication Skills</p> <p><u>Skill Indicator:</u></p> <ol style="list-style-type: none"> 1. Give and receive meaningful feedback 2. Use appropriate forms of writing for different purposes and audiences <p><u>List Category:</u> Thinking</p> <p><u>Cluster:</u> Critical Thinking Skills</p> <p><u>Skill Indicator:</u></p> <ol style="list-style-type: none"> 1. Consider ideas from multiple perspectives 	<p><u>List Category:</u> Communication</p> <p><u>Cluster:</u> Communication Skills</p> <p><u>Skill Indicator:</u></p> <ol style="list-style-type: none"> 1. Give and receive meaningful feedback 2. Use appropriate forms of writing for different purposes and audiences <p><u>List Category:</u> Thinking</p> <p><u>Cluster:</u> Transfer Skills</p> <p><u>Skill Indicator:</u></p> <ol style="list-style-type: none"> 1. Combine knowledge, understanding, and skills to create products or solutions
	Statement of Inquiry	How does globalization influence sustainability practices and outcomes globally, and how can individuals navigate these dynamics to promote personal survival?	Life experiences can impact perspectives and significantly affect one’s identity, culture, and self-expression.	Understanding identities and relationships through diverse perspectives allows us to explore how point of view and setting shape individual and collective experiences.	How do personal identities and cultural expressions intersect globally, and what role does cultural diversity play in shaping individual identities and fostering global understanding?
	Global Context	Globalization and Sustainability	Fairness and Development	Identities and Relationships	Personal and Cultural Expression
	Key Concept	Global Interactions	Perspective	Identity	Culture
	Related Concepts	<ol style="list-style-type: none"> 1. Point of View 2. Setting 	<ol style="list-style-type: none"> 1. Character 2. Self Expression 	<ol style="list-style-type: none"> 1. Style 2. Purpose 	<ol style="list-style-type: none"> 1. Context 2. Audience Imperatives
	Design Cycle Transdisciplinary	<u>Writing Process:</u> Narrative	<u>Writing Process:</u> Informational/Expository	<u>Writing Process:</u> Argumentative	<u>Writing Process:</u> Research/Analysis

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	<p style="text-align: center;">Common Assessments and MYP Task</p>	<p>Common Assessments:</p> <ol style="list-style-type: none"> 1. Standards-Based Mid-Unit Assessment 2. Standards-Based Summative Assessment 3. Narrative Essay 4. MYP GRASP Task 	<p>Common Assessments:</p> <ol style="list-style-type: none"> 1. Standards-Based Mid-Unit Assessment 2. Standards-Based Summative Assessment 3. Argumentative Essay 4. MYP GRASP Task 	<p>Common Assessments:</p> <ol style="list-style-type: none"> 1. Standards-Based Mid-Unit Assessment 2. Standards-Based Summative Assessment 3. Informational/Expository Essay 4. MYP GRASP Task 	<p>Common Assessments:</p> <ol style="list-style-type: none"> 1. Standards-Based Mid-Unit Assessment 2. Standards-Based Summative Assessment 3. Research/Analysis Essay 4. MYP GRASP Task
	<p style="text-align: center;">Differentiation For Tiered Learners</p>	<p>**Small Group ELA course accommodates students that learn at a different pace by focusing on priority standards**</p> <p>Depending on the needs of your students, consider the following ways to support struggling readers:</p> <ul style="list-style-type: none"> ● build background knowledge about time and place. ● provide an expanded Reader’s Dictionary for students to use as they read. ● Coordinate with English Language Learners and Special Education teachers to provide intentional support. ● Based on student accommodations, give students access to an audiobook version of the text that they can use when they read at home. 	<p>**Small Group ELA course accommodates students that learn at a different pace by focusing on priority standards**</p> <p>Depending on the needs of your students, consider the following ways to support struggling readers:</p> <ul style="list-style-type: none"> ● build background knowledge about time and place. ● provide an expanded Reader’s Dictionary for students to use as they read. ● Coordinate with English Language Learners and Special Education teachers to provide intentional support. ● Based on student accommodations, give students access to an audiobook version of the text that they can use when they read at home. 	<p>**Small Group ELA course accommodates students that learn at a different pace by focusing on priority standards**</p> <p>Depending on the needs of your students, consider the following ways to support struggling readers:</p> <ul style="list-style-type: none"> ● build background knowledge about time and place. ● provide an expanded Reader’s Dictionary for students to use as they read. ● Coordinate with English Language Learners and Special Education teachers to provide intentional support. ● Based on student accommodations, give students access to an audiobook version of the text that they can use when they read at home. 	<p>**Small Group ELA course accommodates students that learn at a different pace by focusing on priority standards**</p> <p>Depending on the needs of your students, consider the following ways to support struggling readers:</p> <ul style="list-style-type: none"> ● build background knowledge about time and place. ● provide an expanded Reader’s Dictionary for students to use as they read. ● Coordinate with English Language Learners and Special Education teachers to provide intentional support. ● Based on student accommodations, give students access to an audiobook version of the text that they can use when they read at home.