

## MCS Advanced Studies Grade 7 Language and Literature Subject Group Overview

Unit Name		Unit 1: Identities and Relationships	Unit 2: Personal and Cultural Expression	Unit 3: Globalization and Sustainability	Unit 4: Fairness and Development	Unit 5: Orientation of Time and Space
Time Frame		9 weeks	8 weeks	7 weeks	8 weeks	4 weeks
<b>Course Name:</b> 7 <sup>th</sup> Language and Literature	<b>Georgia Standards of Excellence</b>	<b>Primary Standards:</b> Writing: - W3 - W4 - W5 - W9  Reading: - RL3 - RL4 - RL5 - RL9  Speaking and Listening: - SL1  Language: - L1 - L2 - L4 - L5	<b>Primary Standards:</b> Writing: - W1 - W6 - W7 - W8  Reading: - RI1 - RI2 - RI3 - RI5 - RI6 - RI7  Speaking & Listening: - SL1 - SL4 - SL5  Language: - L1 - L2 - L4 - L5 - L7	<b>Primary Standards:</b> Writing: - W2 - W4 - W9  Reading: - RL1 - RL4 - RL6 - RL7 - RL9 - RI1 - RI2 - RI4  Speaking & Listening: - SL1 - SL2 - SL3  Language: - L2 - L4 - L5 - L6	<b>Primary Standards:</b> Writing: - W1 - W2 - W3 - W5 - W7 - W8  Reading: - RL1 - RL2 - RL3 - RL5 - RL10 - RL1 - RL2 - RI5 - RI8  Speaking and Listening: - SL1 - SL3 - SL5	<b>Primary Standards:</b> Writing: - W1 - W2 - W3 - W4 - W5 - W7 - W9  Reading: - RL1 - RL2 - RL3 - RL4 - RL5 - RL6 - RL7 - RL9 - RI1 - RI2 - RI3 - RI4  Speaking and Listening: - SL1 - SL3 - SL5  Language: - L1 - L2 - L4 - L5 - L7

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	MCS Gifted Standards	<p>MCS.Gifted.S4A.</p> <p>MCS.Gifted.S4B.</p> <p>MCS.Gifted.S4C.</p> <p>MCS.Gifted.S4D.</p>	<p>MCS.Gifted.S5A.</p> <p>MCS.Gifted.S5B.</p> <p>MCS.Gifted.S5C.</p> <p>MCS.Gifted.S5D.</p> <p>MCS.Gifted.S5E</p>	<p>MCS.Gifted.S3A.</p> <p>MCS.Gifted.S3B.</p> <p>MCS.Gifted.S3C.</p>	<p>MCS.Gifted.S1A.</p> <p>MCS.Gifted.S1B.</p> <p>MCS.Gifted.S1C.</p>	<p>MCS.Gifted.S6A.</p> <p>MCS.Gifted.S6B.</p> <p>MCS.Gifted.S6C.</p> <p>MCS.Gifted.S6D.</p> <p>MCS.Gifted.S6E.</p>
	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"> <li>1. Use intercultural understanding to interpret communication</li> <li>2. Make inferences and draw conclusions</li> </ol> <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"> <li>1. Practice empathy</li> </ol>	<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"> <li>1. Give and receive meaningful feedback</li> <li>2. Use appropriate forms of writing for different purposes and audiences</li> </ol> <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"> <li>1. Negotiate effectively</li> </ol>	<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"> <li>1. Give and receive meaningful feedback</li> <li>2. Use appropriate forms of writing for different purposes and audiences</li> </ol> <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"> <li>1. Consider ideas from multiple perspectives</li> </ol>	<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"> <li>1. Give and receive meaningful feedback</li> <li>2. Use appropriate forms of writing for different purposes and audiences</li> </ol> <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"> <li>1. Combine knowledge, understanding, and skills to create products or solutions</li> </ol>	<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"> <li>3. Give and receive meaningful feedback</li> <li>4. Use appropriate forms of writing for different purposes and audiences</li> </ol> <p><u>List Category:</u> Thinking, Reflecting</p>

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<b>Statement of Inquiry</b>	Exploring diverse narratives allows us to understand how identities shape relationships and influence individual perspectives within a community.	The exploration of personal narratives and cultural texts allows individuals to articulate their identities and connect with others through shared experiences and values.	Literature and media reflect the complexities of globalization and its impact on sustainability, prompting critical reflection on our shared responsibilities toward the environment and each other.	Analyzing diverse texts reveals how perceptions of fairness influence social development and drive change within communities.	Literature and historical narratives illustrate how time and place shape human experiences and perspectives, influencing identity and cultural understanding.
<b>Global Context</b>	Intercultural Understanding and Empathy	Personal and Cultural Expression	Globalization and Sustainability	Fairness and Development	Orientation of Time and Space
<b>Key Concept</b>	Key Concepts: Identity, relationship, perspective	Key Concepts: Culture, values, experiences	Key Concepts: Shared responsibilities, globalization	Key Concepts: Fairness, social development, change	Key Concepts: Human Experiences
<b>Related Concepts</b>	<ol style="list-style-type: none"> <li>1. Figurative Language</li> <li>2. Author's Purpose</li> </ol>	<ol style="list-style-type: none"> <li>1. Character</li> <li>2. Self Expression</li> </ol>	<ol style="list-style-type: none"> <li>1. Style</li> <li>2. Purpose</li> </ol>	<ol style="list-style-type: none"> <li>1. Context</li> <li>2. Audience Imperatives</li> </ol>	<ol style="list-style-type: none"> <li>1. Creativity</li> <li>2. Voice &amp; Tone</li> <li>3. Writing techniques</li> </ol>
<b>Design Cycle Transdisciplinary</b>	<u>Writing Process:</u> Narrative	<u>Writing Process:</u> Argumentative	<u>Writing Process:</u> Informational/Expository	<u>Writing Process:</u> Research/Analysis	<u>Writing Process:</u> Culmination of Narrative, Argumentative, & Informational
<b>Common Assessments and MYP Task</b>	<b>Common Assessments:</b> <ol style="list-style-type: none"> <li>1. Standards-Based Mid-Unit Assessment</li> <li>2. Standards-Based Summative Assessment</li> <li>3. Narrative Essay</li> <li>4. MYP GRASP Task</li> </ol>	<b>Common Assessments:</b> <ol style="list-style-type: none"> <li>1. Standards-Based Mid-Unit Assessment</li> <li>2. Standards-Based Summative Assessment</li> <li>3. Argumentative Essay</li> <li>4. MYP GRASP Task</li> </ol>	<b>Common Assessments:</b> <ol style="list-style-type: none"> <li>1. Standards-Based Mid-Unit Assessment</li> <li>2. Standards-Based Summative Assessment</li> <li>3. Informational/Expository Essay</li> <li>4. MYP GRASP Task</li> </ol>	<b>Common Assessments:</b> <ol style="list-style-type: none"> <li>1. Standards-Based Mid-Unit Assessment</li> <li>2. Standards-Based Summative Assessment</li> <li>3. Research/Analysis Essay</li> <li>4. MYP GRASP Task</li> </ol>	<b>Common Assessments:</b> <ol style="list-style-type: none"> <li>1. End-of-year writing portfolio</li> </ol>

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	<b>Differentiation For Tiered Learners</b>	<p>Depending on the needs of your students, consider the following ways to support struggling readers:</p> <ul style="list-style-type: none"> <li>• build background knowledge about time and place.</li> <li>• provide an expanded Reader's Dictionary for students to use as they read.</li> <li>• Coordinate with English Language Learners and Special Education teachers to provide intentional support.</li> <li>• Based on student accommodations, give students access to an audiobook version of the text that they can use when they read at home.</li> </ul>	<p>Depending on the needs of your students, consider the following ways to support struggling readers:</p> <ul style="list-style-type: none"> <li>• build background knowledge about time and place.</li> <li>• provide an expanded Reader's Dictionary for students to use as they read.</li> <li>• Coordinate with English Language Learners and Special Education teachers to provide intentional support.</li> <li>• Based on student accommodations, give students access to an audiobook version of the text that they can use when they read at home.</li> </ul>	<p>Depending on the needs of your students, consider the following ways to support struggling readers:</p> <ul style="list-style-type: none"> <li>• build background knowledge about time and place.</li> <li>• provide an expanded Reader's Dictionary for students to use as they read.</li> <li>• Coordinate with English Language Learners and Special Education teachers to provide intentional support.</li> <li>• Based on student accommodations, give students access to an audiobook version of the text that they can use when they read at home.</li> </ul>	<p>Depending on the needs of your students, consider the following ways to support struggling readers:</p> <ul style="list-style-type: none"> <li>• build background knowledge about time and place.</li> <li>• provide an expanded Reader's Dictionary for students to use as they read.</li> <li>• Coordinate with English Language Learners and Special Education teachers to provide intentional support.</li> <li>• Based on student accommodations, give students access to an audiobook version of the text that they can use when they read at home.</li> </ul>	<p>Depending on the needs of your students, consider the following ways to support struggling readers:</p> <ul style="list-style-type: none"> <li>• build background knowledge about time and place.</li> <li>• provide an expanded Reader's Dictionary for students to use as they read.</li> <li>• Coordinate with English Language Learners and Special Education teachers to provide intentional support.</li> <li>• Based on student accommodations, give students access to an audiobook version of the text that they can use when they read at home.</li> </ul>
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