

**Our Lady of the Lake Roman Catholic School**  
**Yearly Course Outline**  
**Reading/Spelling**  
**Seventh Grade**  
**2024 -2025**

**Teacher's Name:** Jessica Bourgeois

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**Teacher's Room Number:** 206

**Course Description**

**Reading:** The seventh grade reading program allows students to experience a variety of genres of literature and examples of informational texts through the reading of novels and selections from *HMH Into Literature* and *Collections*. Through these texts, students will be taught the standards and grade-level expectations (GLEs) for language arts established by the state of Louisiana for 7<sup>th</sup> grade and will learn strategies to improve reading comprehension, critical thinking, and vocabulary development. The Accelerated Reader program will be used to promote independent reading, allowing the students to select books of their choice.

**Vocabulary/Spelling:** *Vocabulary Workshop* will be used to expand vocabulary and spelling skills. This program focuses on word meaning and usage. It is designed to provide students with the vocabulary skills they need to achieve higher-level reading proficiency and to succeed on standardized tests.

**Instructional Materials**

**Reading:** *Collections 8* and *HMH Into Literature 8*

**Vocabulary/Spelling:** *Vocabulary Workshop Level B/Sadlier-Oxford*

**Novels:** *The Outsiders*, *And Then There Were None*, and *Number the Stars*

**Methods of Assessment and Distribution**

All test, quiz, and homework grades will be posted on PowerSchool ([www.ollpowerschool.org](http://www.ollpowerschool.org)). Please check for postings frequently. Each quarter, four test- and four quiz-weighted assessments will be administered.

**1st & 2nd Quarters**  
**(Exams taken)**

50% Tests  
20% Exams  
20% Quizzes  
10% Homework

**3rd & 4th Quarters**  
**(No Exams taken)**

60% Tests  
---% Exams  
30% Quizzes  
10% Homework

**Grading Scale**

A: 100-94  
B: 93-86  
C: 85-78  
D: 77-70  
U: 69 and below

## Tentative Course Calendar

**\*\*Dates and course content are subject to change at discretion of teacher or administration.\*\***

Week	Standards	Objectives (The learner will . . .)	Instructional Materials	Assessments
<b>1st Quarter</b>				
<p><b>Week 1 - 8</b> <i>8/12 - 10/3</i></p> <p><i>8/16 Summer Reading Due</i></p> <p><i>9/27 Fun Run kickoff</i></p> <p><i>10/3 Living Rosary</i></p> <p><i>10/4 No School</i></p>	<p>RL.7.1 RL.7.2 RL.7.3 RL.7.4 R.L.7.5 RL.7.6 RL. 7.10 W.7.3 W.7.5 W.7.6 W.7.7 W.7.8 W.7.9 W.7.10 SL.7.1a-d SL.7.4 SL.7.5 SL.7.6 L.7.1 L.7.2 L.7.3 L.7.4 L.7.5</p>	<p>1. Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>2. Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.</p> <p>3. Analyze how particular elements of a story or drama interact.</p> <p>4. Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama.</p> <p>5. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.</p>	<p><b><i>The Outsiders</i></b> S. E. Hinton</p> <p>Comprehension Questions</p> <p>Notes</p> <p>Pixar Short Films</p> <p>Worksheets</p>	<p><b>Test #1</b> Summer Reading</p> <p><b>Quiz #1</b> Chapters 1-4 <i>The Outsiders</i></p> <p><b>Test # 2</b> Chapters 1-8 <i>The Outsiders</i></p> <p><b>Quiz #2</b> One Pager Plan Due</p> <p><b>Quiz #3</b> Chapters 9-12 <i>The Outsiders</i></p> <p><b>Test #3</b> <i>The Outsiders</i> One Pager</p> <p><b>Test #4</b> Cold Read</p> <p><b>Quiz #4</b> Figurative Language</p>
<p><b>Week 9</b> <i>10/7 - 10/11</i></p> <p><i>10/11 ½ Day</i></p> <p>Middle School Exams</p>	<p>All standards covered in the first quarter will be reviewed.</p>	<p>1. Review vocabulary, readings, and skills from the first quarter for the exam.</p> <p>2. Demonstrate understanding of information in grade-appropriate texts using a variety of strategies</p>	<p>Test reviews</p> <p>Review games</p> <p>1<sup>st</sup> Quarter Exam</p> <p>1<sup>st</sup> Quarter AR</p>	<p><b>1<sup>st</sup> Qtr. Exam</b></p>
<b>2nd Quarter</b>				
<p><b>Week 10 -12</b></p>	<p><b>CCSS.ELA-Literacy</b></p>	<p>1.Cite several pieces of textual evidence to support analysis</p>	<p><b><i>Collections</i></b></p>	<p><b>Quiz # 1</b> Irony and point</p>

<p>10/14 – 10/31</p> <p>11/1 Virtual Day</p> <p>11/1 In Service</p> <p>11/2 OLL Festival</p>	<p>RL.7.1 RL.7.2 RL.7.3 RL.7.4 RL.7.6 RL. 7.10 W.7.3 W.7.5 W.7.6 W.7.7 W.7.8 W.7.9 W.7.10 SL.7.1a-d SL.7.4 SL.7.5 SL.7.6 L.7.1 L.7.2 L.7.3 L.7.4 L.7.5</p>	<p>of what the text says explicitly as well as inferences drawn from the text.</p> <p>2. Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.</p> <p>3. Analyze how particular elements of a story or drama interact.</p> <p>4. Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings.</p> <p>5. Determine the tone and mood of the story and use text evidence to support answers.</p> <p>6. Identify the point of view of the story.</p> <p>7. Come to discussion prepared and follow rules for discussion and decision making.</p>	<p>“Tom Sawyer” short story</p> <p>Worksheets</p> <p>Comprehension questions</p> <p>notes</p>	<p>of view</p> <p><b>Test #1</b> Tom Sawyer</p>
<p><b>Week 13 -15</b> <b>11/4 – 11/22</b></p>	<p>RL.7.1 RL.7.2 RL.7.3 RL.7.4 RL.7.6 RL. 7.10 W.7.3 W.7.5 W.7.6 W.7.7 W.7.8 W.7.9 W.7.10 SL.7.1a-d SL.7.4 SL.7.5</p>	<p>1. Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>2. Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.</p> <p>3. Determine the meaning of words and phrases.</p>	<p><b>Collections</b></p> <p>“One Last Time” short story</p> <p>Worksheets</p> <p>Notes</p> <p>Comprehension questions</p>	<p><b>Test #2</b> “One Last Time”</p> <p><b>Quiz #2</b> “One Last Time” vocabulary and sensory details</p>

	SL.7.6 L.7.1 L.7.2 L.7.3 L.7.4 L.7.5	4. Analyze structure in a text.  5. Determine the author's purpose.  6. Come to discussion prepared and follow rules for discussion and decision making.  7. Verify meaning of words or phrases by checking dictionary.  8. Analyze author's perspective and sensory details		
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**Thanksgiving Holidays**  
**Nov. 25 – Nov. 29**

<b>Week 16 -17</b> 12 /2 -12/13	RL.7.1 RL.7.2 RL.7.3 RL.7.4 RL.7.6 RL.7.7 RL.7.8 RL. 7.10 W.7.3 W.7.5 W.7.6 W.7.7 W.7.8 W.7.9 W.7.10 SL.7.1a-d SL.7.4 SL.7.5 SL.7.6 L.7.1 L.7.2 L.7.3 L.7.4 L.7.5	1. Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.  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.  3. Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).  4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.  5. Compare and contrast a written story, drama, or poem to its audio, filmed, staged, or multimedia version, analyzing the effects of techniques	from "Harriet Tubman: Conductor on the Underground Railroad"  Harriet Tubman video  Worksheets  Comprehension questions	<b>Test #3</b> "Harriet Tubman"  <b>Quiz #4</b> "Harriet Tubman" vocabulary
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		<p>unique to each medium.</p> <p>6. Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history.</p> <p>7. Analyze how author reveals character throughout the story and make inferences.</p>		
<p><b>Week 18</b>  <b>12/16 – 12/20</b>  Middle School Exams</p>	<p>All standards covered in the second quarter will be reviewed</p>	<p>1. Review vocabulary, readings, and skills from the first quarter for the exam.</p> <p>2. Demonstrate understanding of information in grade-appropriate texts using a variety of strategies</p>	<p>Test reviews and games</p> <p>2<sup>nd</sup> Quarter Exam</p> <p>2<sup>nd</sup> Quarter AR</p>	<p><b>Test #4</b>  AR Project</p> <p><b>Exam</b></p>
<p><b>Christmas Holidays</b>  <b>Dec. 21 – Jan.5</b></p>				
<p><b>3rd Quarter</b></p>				
<p><b>Week 19 - 26</b>  <b>1/6 – 3/14</b>  <b>1/20 No School</b>  <b>1/31 Pep Rally</b>  <b>2/9 Half day</b>  <b>2/21 Eve Parade</b>  <b>2/28 ½ Day</b></p>	<p>RL.7.1  RL.7.2  RL.7.3  RL.7.4  R.L.7.5  RL.7.6  RL. 7.10  W.7.3  W.7.5  W.7.6  W.7.7  W.7.8  W.7.9  W.7.10  SL.7.1a-d  SL.7.4  SL.7.5  SL.7.6  L.7.1  L.7.2  L.7.3  L.7.4  L.7.5</p>	<p>1. Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>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.</p> <p>3. Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).</p> <p>4. Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of</p>	<p><b>And Then There Were None</b>  Agatha Christie</p> <p>Worksheets</p> <p>Notes</p> <p>Tests</p> <p>Comprehension questions</p>	<p><b>Quiz # 1</b>  Mystery vocabulary and characters</p> <p><b>Quiz # 2</b>  Chapters 1-4 – <i>And Then There Were None</i></p> <p><b>Test #1</b>  Chapters 1-7 <i>And Then There Were None</i></p> <p><b>Quiz #3</b>  Chapters 8-11 <i>And Then There Were None</i></p> <p><b>Test #2</b>  Chapters 8-13 <i>And Then There Were None</i></p>

		<p>sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama.</p> <p>5. Analyze how a drama's or poem's form or structure (e.g., soliloquy, sonnet) contributes to its meaning.</p> <p>6. Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.</p> <p>7. Compare and contrast a written story, drama, or poem to its audio, filmed, staged, or multimedia version, analyzing the effects of techniques unique to each medium (e.g., lighting, sound, color, or camera focus and angles in a film).</p>		
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**Mardi Gras Holidays  
March 3-7**

<p><b>Week 27</b></p> <p><i>3/10 - 3/14</i></p> <p><b>3/14 ½ Day</b></p>	<p>RL.7.1 RL.7.2 RL.7.3 RL.7.4 R.L.7.5 RL.7.6 RL. 7.10 W.7.3 W.7.5 W.7.6 W.7.7 W.7.8 W.7.9 W.7.10 SL.7.1a-d SL.7.4 SL.7.5 SL.7.6 L.7.1 L.7.2 L.7.3 L.7.4 L.7.5</p>	<p>1. Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>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.</p> <p>3. Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).</p> <p>4. Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other</p>	<p><b><i>And Then There Were None</i></b> Agatha Christie</p> <p>Worksheets</p> <p>Notes</p> <p>Tests</p> <p>Comprehension questions</p>	<p><b>Quiz # 4</b> Create Crossword puzzle for <i>And Then There Were None</i></p> <p><b>Test #4</b> AR Project</p>
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		<p>repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama.</p> <p>5. Analyze how a drama's or poem's form or structure (e.g., soliloquy, sonnet) contributes to its meaning.</p> <p>6. Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.</p> <p>7. Compare and contrast a written story, drama, or poem to its audio, filmed, staged, or multimedia version, analyzing the effects of techniques unique to each medium (e.g., lighting, sound, color, or camera focus and angles in a film).</p>		
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**4th Quarter**

<p><b>Week 28 - 29</b> <i>3/17 - 3/28</i></p>	<p>RL.7.1 RL.7.2 RL.7.3 RL.7.4 RL.7.6 RL.7.9 RL.7.10 RI 7.1 RI. 7.2 RI.7.3 SL.7.1a SL.7.1b L.7.1 L.7.2 L.7.3 L.7.4 L.7.5 W. 7.10 W.7.4 W.7.6</p>	<p>1. Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>2. Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.</p> <p>3. Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).</p> <p>4. Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of</p>	<p><b>Number the Stars</b> Lois Lowry</p> <p>WW II video</p> <p>“The Diary of Anne Frank”</p> <p>Worksheets</p> <p>Comprehension questions</p> <p>Notes</p> <p>Map</p>	<p><b>Quiz #1</b> Map of Europe and vocabulary</p> <p><b>Test #1</b> Chapters 1-6</p> <p><b>Quiz #2</b> Chapters 7- 9</p> <p><b>Quiz #3</b> Chapters 10-13</p>
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		<p>sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama.</p> <p>5. Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.</p> <p>6. Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history.</p> <p>7. By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p>		
<p><b>Week 30 – 32</b></p> <p><b>3/31 – 4/17</b></p>	<p>RL.7.1 RL.7.2 RL.7.3 RL.7.4 RL.7.6 RL.7.9 RL.7.10 RI.7.1 RI.7.2 RI.7.3 SL.7.1a SL.7.1b L.7.1 L.7.2 L.7.3 L.7.4 L.7.5 W.7.10 W.7.4 W.7.6</p>	<p>1. Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>2. Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.</p> <p>3. Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).</p> <p>4. Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a</p>	<p><b>Number the Stars</b> Lois Lowry</p> <p>WW II video</p> <p>“The Diary of Anne Frank”</p> <p>Worksheets</p> <p>Comprehension questions</p> <p>Notes</p> <p>Map</p>	<p><b>Test #2</b> Danish Resistance PowerPoint</p> <p><b>Test #3</b> Chapter 7-end of novel</p> <p><b>Test #4</b> AR Project</p>



		<p>poem or section of a story or drama.</p> <p>5. Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.</p> <p>6. Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history.</p> <p>7. By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p>		
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**Easter Holiday  
April 21-25**

**7<sup>th</sup> Grade Vocabulary/Spelling**

<b>1<sup>ST</sup> Quarter</b>				
<b>Weeks 2-8</b> 8/19 – 10/3	1. Students will develop vocabulary skills to achieve higher-level reading proficiency and to succeed at standardized tests.	<i>Vocabulary Workshop-Level B</i>  Units 1 to 4	<b>CCSS.ELA-LITERACY</b>  L. 7.4.A L. 7.4.B L. 7.4.C L. 7.4.D L. 7.5.B L. 7.5.C L. 7.6	Students will be tested on correct spelling of vocabulary word and meaning of the vocabulary word
<b>2<sup>ND</sup> Quarter</b>				
<b>Weeks 10 – 17</b> 10/14 – 12/13	1. Students will develop vocabulary skills to achieve higher-level reading proficiency and to succeed at standardized tests.	<i>Vocabulary Workshop-Level B</i>  Units 5-8	<b>CCSS.ELA-LITERACY</b>  L. 7.4.A L. 7.4.B L. 7.4.C L. 7.4.D L. 7.5.B L. 7.5.C L. 7.6	Students will be tested on correct spelling of vocabulary word and meaning of the vocabulary word
<b>3<sup>rd</sup> Quarter</b>				

<b>Weeks 19-27</b> 1/6 – 3/14	1. Students will develop vocabulary skills to achieve higher-level reading proficiency and to succeed at standardized tests.	<i>Vocabulary Workshop-Level B</i>  Units 9- 12	<b>CCSS.ELA-LITERACY</b>  L. 7.4.A L. 7.4.B L. 7.4.C L. 7.4.D L. 7.5.B L. 7.5.C L. 7.6	Students will be tested on correct spelling of vocabulary word and meaning of the vocabulary word
<b>4<sup>th</sup> Quarter</b>				
<b>Weeks 28-32</b> 3/17 – 4/17	1. Students will develop vocabulary skills to achieve higher-level reading proficiency and to succeed at standardized tests.	<i>Vocabulary Workshop-Level B</i>  Units 13 -15	<b>CCSS.ELA-LITERACY</b>  L. 7.4.A L. 7.4.B L. 7.4.C L. 7.4.D L. 7.5.B L. 7.5.C L. 7.6	Students will be tested on correct spelling of vocabulary word and meaning of the vocabulary word