

# EGJH ELA Curriculum Map

## 7th Grade

Quarter 1	Quarter 2	Quarter 3	Quarter 4
<p><b>Unit: Generations</b></p> <ul style="list-style-type: none"> <li>Essential Question: What can one generation learn from another?</li> <li>Writing Focus: Narrative</li> </ul> <p><b>Essential Standards:</b> 7.RL/RI.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><b>Learning Targets:</b></p> <ol style="list-style-type: none"> <li>Students will learn how to make inferences based on explicit and implied details in a text.</li> <li>Students will learn how to select and cite relevant/strong textual evidence to support their understanding of a text.</li> </ol>	<p><b>Unit: Turning Points</b></p> <ul style="list-style-type: none"> <li>Essential Question: What can cause a sudden change in someone's life?</li> <li>Writing Focus: Informational Research</li> </ul> <p><b>Essential Standards:</b> 7.RI.2: Determine two or more central ideas of a text and analyze their development over the course of the text; provide an objective summary of the text.</p> <p>W.2.a: Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</p> <ul style="list-style-type: none"> <li>Introduce a topic clearly, previewing what is to follow (thesis statements).</li> </ul> <p><b>Learning Targets:</b></p> <ol style="list-style-type: none"> <li>Students will learn how to identify one or more central ideas in informational texts.</li> <li>Students will learn how to provide an objective summary of an informational text.</li> <li>Students will learn about the components of a strong thesis statement.</li> <li>Students will learn how to write a strong thesis statement.</li> </ol>	<p><b>Unit: People and the Planet</b></p> <ul style="list-style-type: none"> <li>Essential Question: What effects do people have on the environment?</li> <li>Writing Focus: Argument</li> </ul> <p><b>Unit: A Starry Home</b></p> <ul style="list-style-type: none"> <li>Essential Question: Should we make a home in space?</li> <li>Writing Focus: Argument</li> </ul> <p><b>Essential Standards:</b> W.1.a: Write arguments to support claims with clear reasons and relevant evidence.</p> <ul style="list-style-type: none"> <li>7th Grade: Introduce claims, acknowledge alternate or opposing claims, and organize the reasons and evidence logically.</li> </ul> <p><b>Learning Targets:</b></p> <ol style="list-style-type: none"> <li>Students will learn how to identify appropriate counterclaims based on provided thesis statements (claims).</li> <li>Students will learn how to respond to counterclaims when building a strong argument.</li> </ol>	<p><b>Unit: Facing Adversity</b></p> <ul style="list-style-type: none"> <li>Essential Question: How do we overcome obstacles?</li> <li>Writing Focus: Cumulative - Student Choice</li> </ul> <p><b>Essential Standards:</b> 7.RL.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><b>Learning Targets:</b></p> <ol style="list-style-type: none"> <li>Students will learn how to determine theme(s) in literary texts.</li> <li>Students will learn how to analyze the theme's development in the text.</li> </ol>

## 8th Grade

Quarter 1	Quarter 2	Quarter 3	Quarter 4
<p><b>Unit: Rites of Passage</b></p> <ul style="list-style-type: none"> <li>Essential Question: What are some milestones on the path to growing up?</li> <li>Writing Focus: Narrative</li> </ul> <p><b>Essential Standards:</b> 8.RL/RI.1: Cite the textual evidence that most <b>strongly</b> supports an analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p><b>Learning Targets:</b></p> <ol style="list-style-type: none"> <li>Students will learn how to make inferences based on explicit and implied details in a text.</li> <li>Students will learn how to select and cite relevant/strong textual evidence to support their understanding of a text.</li> </ol>	<p><b>Unit: The Holocaust</b></p> <ul style="list-style-type: none"> <li>Essential Question: How do we remember the past?</li> <li>Writing Focus: Informational Research</li> </ul> <p><b>Essential Standards:</b> 8.RI.2: Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.</p> <p>W.2.a: Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</p> <ul style="list-style-type: none"> <li>Introduce a topic clearly, previewing what is to follow (thesis statements).</li> </ul> <p><b>Learning Targets:</b></p> <ol style="list-style-type: none"> <li>Students will learn how to identify one or more central ideas in informational texts.</li> <li>Students will learn how to provide an objective summary of an informational text.</li> <li>Students will learn about the components of a strong thesis statement.</li> <li>Students will learn how to write a strong thesis statement.</li> </ol>	<p><b>Unit: What Matters</b></p> <ul style="list-style-type: none"> <li>Essential Question: When is it right to take a stand?</li> <li>Writing Focus: Argument</li> </ul> <p><b>Essential Standards:</b> W.1.a: Write arguments to support claims with clear reasons and relevant evidence.</p> <ul style="list-style-type: none"> <li>8th Grade: Introduce claims, acknowledge and distinguish the claims from alternate or opposing claims, and organize the reasons and evidence logically.</li> </ul> <p><b>Learning Targets:</b></p> <ol style="list-style-type: none"> <li>Students will learn how to identify appropriate counterclaims based on provided thesis statements (claims).</li> <li>Students will learn how to respond to counterclaims when building a strong argument.</li> </ol>	<p><b>Unit: Human Intelligence</b></p> <ul style="list-style-type: none"> <li>Essential Question: In what different ways can people be intelligent?</li> <li>Writing Focus: Cumulative - Student Choice</li> </ul> <p><b>Unit: Invention</b></p> <ul style="list-style-type: none"> <li>Essential Question: Are inventions realized through inspiration or perspiration?</li> <li>Writing Focus: Cumulative - Student Choice</li> </ul> <p><b>Essential Standards:</b> 8.RL.2: Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.</p> <p><b>Learning Targets:</b></p> <ol style="list-style-type: none"> <li>Students will learn how to determine theme(s) in literary texts.</li> <li>Students will learn how to analyze the theme's development in the text.</li> </ol>