

CURRICULUM MAP FOR LANGUAGE ARTS/ENGLISH HAMMOND BAPTIST SCHOOLS, 7TH GRADE

The 2023 Indiana Academic Standards SEVENTH GRADE English/Language Arts are the full-column headings and in the left-hand column. They are listed by skill and not in chronological order. Therefore, the right column refers to the portion of curriculum that emphasizes the skill in the Hammond Baptist Schools curriculum—*ENGLISH: “Write These Words”*—which is divided into 36 weeks and covers grammar, spelling with vocabulary and idioms, composition, and the books of Proverbs and James.

The Hammond Baptist Junior High English classes support and cooperate with the other academic classes to prepare a backboard, tabletop display, written & illustrated paper, and oral report for the Annual Academic Fair held each spring. The 6th-graders’ theme is the Bible; 7th-graders’, science; and 8th-graders, history.

SEVENTH GRADE: ENGLISH/LANGUAGE ARTS

Standards identified as essential for mastery by the end of the grade level are indicated with gray shading and an *E*. The learning outcome statement for each domain immediately precedes each set of standards.

READING: COMPREHENSION	
<i>LEARNING OUTCOME:</i> Students analyze the author’s technique, structure, main ideas, purpose, and perspective in grade-level fiction and nonfiction text, using textual evidence to support analysis.	
7.RC.1 Analyze what a text says explicitly as well as draw inferences from the text through citing textual evidence. (E)	One to two chapters of the Bible—Proverbs & James—are read and analyzed each week.
7.RC.2 Analyze the development of a theme or central idea over the course of a work of literature; provide a detailed summary that supports the analysis. (E)	This is done in the weekly Proverbs & James quizzes (Weeks 1-36).
7.RC.3 Analyze how a work of literature’s structural elements such as subplots, parallel episodes, climax, and conflicts contribute to its meaning and plot. (E)	This is not done in 7 th grade; it has been mastered and reviewed by and in 6 th grade Reading Class.
7.RC.4 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.	This is not done in 7 th grade; it has been mastered and reviewed by and in 6 th grade Reading Class and extensively again in 10 th .
7.RC.5 Analyze the development of two or more central ideas over the course of a text; provide a detailed, objective summary of the text.	Proverbs & James Bible quizzes
7.RC.6 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).	This is not done in 7 th grade; it has been mastered and reviewed by and in 6 th grade Reading Class and extensively again in 9 th -11 th grades literature.
7.RC.7 Determine an author’s perspective or purpose in a text, and analyze how the author distinguishes [his] position from the positions of others. (E)	This is not done in 7 th grade; it has been mastered and reviewed by and in 6 th grade Reading Class and extensively again in 9 th -11 th grades literature.
7.RC.8 Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims, noting instances of bias and stereotyping. (E)	This is not done in 7 th grade; it has been mastered and reviewed by and in 6 th grade Reading Class and extensively again in 9 th -11 th grades literature.

7.RC.9 Analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts.	This is done in Bible class (e.g., Kings-Chronicles; the Gospels; Acts-Paul's epistles). Paper done relating to science class for the Academic Fair.
7.RC.10 Use context to determine or clarify the meaning of words and phrases.	James & Proverbs readings & quizzes Research for Science Paper.
7.RC.11 Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words.	James & Proverbs readings & quizzes Done in spelling: 15 spelling words on a theme along with 5 vocabulary words each week.
7.RC.12 Distinguish among the connotations of words with similar denotations.	Within spelling & Bible readings
7.RC.13 Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of words (e.g., belligerent, bellicose, rebel). (E)	Spelling: Y-words (Week 10); <i>pre-/post-</i> words (Week 16); <i>-able/-ible</i> words (Week 17_); <i>trans-/per-/circu-</i> words (Week 19);
Writing <i>LEARNING OUTCOME:</i> Students compose writing and presentations for various genres which demonstrate a command of English grammar and usage through the writing and research processes.	
7.W.1 Write arguments in a variety of forms that: a. Introduce claim(s), acknowledge alternate or opposing claims, and use appropriate organizational structures. b. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text. c. Establish and maintain a consistent style and tone appropriate for the purpose and audience. d. Use effective transitions to create cohesion and clarify the relationships among claim(s), reasons, k and evidence. e. Provide a concluding statement or section that follows and supports the argument presented. (E)	The focus of all composition culminates in the research paper for the Academic Fair: the 7th-grade's topic relates to science. During Weeks 7-12: Practices are conducted to review sentence construction and paragraphing, including topic sentences with short one-paragraph essays on various topics. During Weeks 21-29: Essays including thesis statements and outlining expand into three-paragraphs on various topics. During Weeks 30-34: Research and paragraphs are expanded into full papers with introductory paragraphs ending with a thesis statement; a minimum of five pages, each illustrated, expanding the topic and following the outline; ending with a concluding paragraph which begins with a restated thesis.

7.W.2 Write informative compositions in a variety of forms that: - Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information using strategies such as definition and classification; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aid comprehension. - Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples from various sources and texts. - Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts. - Choose language and content-specific vocabulary that express ideas precisely and concisely, recognizing and eliminating wordiness and redundancy. - Establish and maintain a style appropriate for the purpose and audience. - Provide a concluding statement or section that follows and supports the information or explanation presented. (E)	During Weeks 7-12: Practices are conducted to review sentence construction and paragraphing, including topic sentences with short essays on various topics. During Weeks 21-29: Essays including thesis statements and outlining expand into three-paragraphs on various topics. During Weeks 30-34: Research and paragraphs are expanded into full papers with introductory paragraphs ending with a thesis statement; a minimum of five pages, each illustrated, expanding the topic and following the outline; ending with a concluding paragraph which begins with a restated thesis.
7.W.3 Write narrative compositions in a variety of formats that: - Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters. - Organize an event sequence (e.g., conflict, climax, resolution) that unfolds naturally and logically, using a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another. - Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or character. - Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events. - Provide an ending that follows and reflects on the narrated experiences or events. (E)	During Weeks 7-12: Practices are conducted to review sentence construction and paragraphing, including topic sentences with short essays on various topics, including personal stories and book reports.
7.W.4 Apply the writing process to all formal writing including but not limited to argumentative, informative, and narrative: - Plan and develop, draft, and revise writing using appropriate reference materials. Rewrite, try a new approach, and edit to produce and strengthen writing that is clear and coherent with some guidance and support from peers and adults. - Use technology to interact and collaborate with others to generate, produce, and publish writing and link to sources.	Reviewed during Weeks 7-12, preparing for research paper. For all compositions—essays, book reports, research paper—dictionaries, the Bible, and thesaurus are used. Technology is used for research for Academic Fair for finding both information and illustrations. All sources are cited either in a bibliography or within the text, i.e., Bible references.

7.W.5 Conduct research assignments and tasks to build knowledge about the research process and the topic under study. - Formulate a research question. - Gather relevant information from multiple sources, using search terms effectively and annotate sources. - Assess the credibility and accuracy of each source. - Quote or paraphrase the information and conclusions of others. - Avoid plagiarism and follow a standard format for citation. - Present information, choosing from a variety of formats. (E)	During Weeks 30-34: Research is recorded on note cards, coded according to bibliography cards. After the thesis is formulated, the notes are organized and follow the outline. The final paper is written using only the notes to flesh out the outline into the text of the paper. All sources are cited either in a bibliography or within the text, i.e., Bible references (Proverbs 3:5).
7.W.6 Demonstrate command of English grammar and usage, focusing on: - Verbs—Recognizing and correcting problems with subject/verb agreement. - Phrases and Clauses—Recognizing and correcting misplaced and dangling modifiers. - Usage—Writing simple, compound, complex, and compound-complex sentences; recognizing and correcting sentence fragments and run-ons; varying sentence patterns for meaning, reader interest, and style. (E)	Grammar is reviewed Weeks 1-30: Nouns: Week 1 Pronouns: Week 2 Verbs (Transitive & Intransitive): Weeks 4-5 Modifiers (Adj., Adv., Prep.): Weeks 15-18; Complements (SC, IO/DO): Weeks 28-30 Usage: Weeks 7-12: Practices are conducted to review sentence construction and paragraphing, including topic sentences with short one-paragraph essays on various topics.
7.W.7 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling, focusing on: Punctuation—Using commas with subordinate clauses. (E)	Spelling: Weekly vocabulary & spelling lists Capitalization: Week 1 (with nouns) Punctuation: Weeks 7-12—Practices review sentence construction and paragraphing.
Communication and Collaboration <i>LEARNING OUTCOME:</i> Students actively engage in listening, discussing, and presenting ideas using text and other sources of evidence to drive and demonstrate their thoughts.	
7.CC.1 Engage effectively in a range of collaborative discussions (e.g., one-on-one, in groups, and teacher-led) on grade-appropriate topics, texts, and issues, building on others' ideas and expressing personal ideas clearly. (E)	We do not do this in the classroom per se; however: The young people participate in Teenage Soul Winning every Saturday. The young people practice their oral presentations for the Academic Fair, first by reading their papers and then present/practice their oral presentation first given to the class and then to the judges at the Fair.
7.CC.2 Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed. (E)	This is part of the soul-winning training: "If you were to die today, are you 100% sure you'd go to Heaven?"
7.CC.3 Acknowledge new information expressed by others, and consider it in relation to one's own views. (E)	This is part of the soul-winning training in response to a "wrong answer", e.g., "I'll go to Heaven because I'm a good person." "That would be logical, but the Bible says"

7.CC.4 Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally), and explain how the ideas clarify a topic, text, or issue under study.	Discussed during research paper preparations.
7.CC.5 Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning, relevance, and sufficiency of the evidence.	This is part of the soul-winning training, not in English class.
7.CC.6 Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples. Use appropriate eye contact, adequate volume, and clear pronunciation.	Presenting oral book reports and Academic Fair papers and oral presentation. This is also part of the soul-winning training.
7.CC.7 Develop engaging presentations that include multimedia components and visual displays to clarify claims and findings and emphasize salient points.	For Academic Fair: Backboard, display, paper, and oral presentation.
7.CC.8 Analyze the ways that the media use words and images to attract the public's attention. (E)	Discussed during research paper project.

Bibliography

Bible

"Write These Words." Hammond: Hammond Baptist Curriculum, 2005-2024.