



**Diocese of Joliet**  
Catholic Schools

# Seventh Grade Curriculum Guide for Parents

## Language Arts and Reading

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# **DIOCESE OF JOLIET CATHOLIC SCHOOLS**

## Seventh Grade Curriculum Guide for Parents

### **INTRODUCTION**

Academic excellence is a pillar of Catholic schools in the Diocese of Joliet. To assist schools in maintaining academic excellence, the Catholic Schools Office has developed curriculum guides for grades preschool through eight. The purpose of the curriculum guide is to identify what we want our students to know and be able to do at the end of each grade based on Catholic faith standards and content standards. With these guides as a template, each individual school develops a plan to clearly articulate what is taught, how it is taught, and how student achievement is assessed for each grade.



# DIOCESE OF JOLIET CATHOLIC SCHOOLS

## Seventh Grade Curriculum Guide for Parents

### CARDINAL NEWMAN STANDARDS

The United States Conference of Catholic Bishops (USCCB) Committee on Catholic Education released a [document](#) in 2014 to guide Catholic schools in their approach to educational standards. The Cardinal Newman Society responded to this call by creating the Cardinal Newman Catholic Curriculum Standards with support from more than eight Catholic universities and colleges.

This curriculum guide is aligned to those standards. The Cardinal Newman Catholic Standards for reading and language arts in this curriculum guide are:

#### Reading

- Analyze literature that reflects the transmission of a Catholic culture and worldview.
- Analyze works of fiction and non-fiction to uncover authentic Truth.
- Describe the importance of thinking with images informed by classic Christian and Western symbols and archetypes, including their important role in understanding the battle between good and evil and their role in making visible realities that are complex, invisible, and spiritual.
- Use imagination to create dialogue between the reader and fictional characters by entering into the lives of the characters and uncovering deeper meanings, inferences, and relationships between the characters, nature, and God.
- Analyze an author's reasoning and discover the author's intent.
- Develop empathy, care, and compassion for a character's crisis or choice in order to transcend oneself, build virtue, and better understand one's own disposition and humanity.
- Share how literature cultivates the aesthetic faculties within the human person.



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### CARDINAL NEWMAN STANDARDS (CONTINUED)

The United States Conference of Catholic Bishops (USCCB) Committee on Catholic Education released a [document](#) in 2014 to guide Catholic schools in their approach to educational standards. The Cardinal Newman Society responded to this call by creating the Cardinal Newman Catholic Curriculum Standards with support from more than eight Catholic universities and colleges.

This curriculum guide is aligned to those standards. The Cardinal Newman Catholic Standards for reading and language arts in this curriculum guide are:

#### Language Arts

- Describe the importance of thinking with images informed by classic Christian and western symbols and archetypes, including their important role in understanding the battle between good and evil and their role in making visible realities that are complex, invisible, and spiritual.
- Use imagination to create dialogue between the readers and the fictional characters by entering into the lives of the characters and uncovering deeper meanings, inferences, and relationships between the characters, nature, and God.
- Summarize how literature can reflect the historical and sociological culture of the time period in which it was written to help us better understand ourselves and other cultures and times.
- Analyze the author's reasoning and discover the author's intent.
- Explain how language can be used as a bridge for communion for the betterment of all involved.
- Write in various ways to naturally order thoughts to the truth with an accurate expression of intent, knowledge, and feelings.
- Develop empathy, care, and compassion for a character's crisis or choice in order to transcend oneself, build virtue, and better understand one's own disposition and humanity.
- Display the virtues and values evident within stories that invoice an ideal to take a stand for love, faith, courage, fidelity, truth, beauty, goodness, and all virtues.



# DIOCESE OF JOLIET CATHOLIC SCHOOLS

## Seventh Grade Curriculum Guide for Parents

### READING LITERATURE

The following standards outline what the Diocese of Joliet expects students to know and do in reading literature by the end of Seventh Grade:

- Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
- Determine a moral theme or central idea of a text and analyze its development over the course of the text. Provide an objective summary of the text.
- Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).
- Determine the meaning of words and phrases as they are used in literary and Biblical texts, 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.
- Analyze how a drama's or poem's form or structure (e.g., soliloquy, sonnet, psalms) contributes to its meaning.
- Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.
- Compare and contrast a written story, drama, parable, or poem (including Catholic literature) 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).
- 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.
- By the end of the year, read, comprehend, and show an appreciation through a Catholic lens for grade-level literature, including stories, dramas, and poems.



# DIOCESE OF JOLIET CATHOLIC SCHOOLS

## Seventh Grade Curriculum Guide for Parents

### READING INFORMATIONAL TEXT

The following standards outline what the Diocese of Joliet expects students to know and do in reading informational text by the end of Seventh Grade:

- Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
- 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.
- Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas including Catholic teachings influence individuals or events, or how individuals influence ideas, events, and a student's Catholic faith).
- 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.
- Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas.
- Determine an author's point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others.
- Compare and contrast a text to an audio, video, or multimedia version of the text, analyzing each medium's portrayal of the subject (e.g., how the delivery of a speech affects the impact of the words).
- 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.
- 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 (e.g., analyze the different Gospel accounts).
- By the end of the year, read and comprehend grade-level literary nonfiction and show an appreciation through a Catholic lens for informational text.



# DIOCESE OF JOLIET CATHOLIC SCHOOLS

## Seventh Grade Curriculum Guide for Parents

### WRITING

The following standards outline what the Diocese of Joliet expects students to know and do in writing by the end of Seventh Grade:

- Write **arguments** to support claims with clear reasons and relevant evidence while maintaining Catholic values and identity.
  - Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically.
  - Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources (including but not limited to Catholic texts) and demonstrating an understanding of the topic or text.
  - Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence.
  - Establish and maintain a formal style.
  - Provide a concluding statement or section that follows from and supports the argument presented.
- Write **informative/explanatory texts** to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
  - Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
  - Develop the topic (including but not limited to a Catholic topic) with relevant facts, definitions, concrete details, quotations, or other information and examples.
  - Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.
  - Use precise language and domain-specific vocabulary to inform about or explain the topic.
  - Establish and maintain a formal style.
  - Provide a concluding statement or section that follows from and supports the information or explanation presented.



# DIOCESE OF JOLIET CATHOLIC SCHOOLS

## Seventh Grade Curriculum Guide for Parents

### WRITING (CONTINUED)

The following standards outline what the Diocese of Joliet expects students to know and do in writing by the end of Seventh Grade:

- Write **narratives** to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
  - Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.
  - Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters (character study may detail the implicit and/or explicit Catholic virtues and values).
  - Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.
  - Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.
  - Provide a conclusion that follows from and reflects on the narrated experiences or events.
- Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. Examples may include prayers, Catholic moral teachings, and reflective essays.
- With some guidance and support from peers and adults, develop, strengthen, and justify writing according to Catholic teaching as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
- Use technology, including the Internet, to produce and publish writing (including multi-media works reflecting a Catholic theme) and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.
- Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.
- Gather relevant information from multiple print and digital sources including an understanding of primary and secondary sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while exercising the virtue of honesty and following a standard format for citation of images, sources, and ideas thus eliminating plagiarism.
- Draw evidence from literary or informational texts to support analysis, reflection, and research.
- Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.





# DIOCESE OF JOLIET CATHOLIC SCHOOLS

## Seventh Grade Curriculum Guide for Parents

### LANGUAGE

The following standards outline what the Diocese of Joliet expects students to know and do in language arts by the end of Seventh Grade:

- Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- Explain the function of phrases and clauses in general and their function in specific sentences.
- Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.
- Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.
- Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- Use a comma to separate coordinate adjectives (e.g., “It was a fascinating, enjoyable movie” but not “He wore an old [,] green shirt”).
- Spell correctly.
- Use knowledge of language and its conventions when writing, speaking, reading, or listening.
- Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.
- Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on Seventh Grade reading and content, choosing flexibly from a range of strategies.
- Use context (e.g., the overall meaning of a sentence or paragraph; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase.
- Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., belligerent, bellicose, rebel).
- Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.
- Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).



# **DIOCESE OF JOLIET CATHOLIC SCHOOLS**

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### **LANGUAGE (CONTINUED)**

**The following standards outline what the Diocese of Joliet expects students to know and do in language arts by the end of Seventh Grade:**

- Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
- Interpret figures of speech (e.g., literary, biblical, and mythological allusions) in context.
- Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words.
- Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., refined, respectful, polite, diplomatic, condescending).
- Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases (including faith literacy); gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.



# DIOCESE OF JOLIET CATHOLIC SCHOOLS

## Seventh Grade Curriculum Guide for Parents

### SPEAKING & LISTENING

The following standards outline what the Diocese of Joliet expects students to know and do in speaking and listening by the end of Seventh Grade:

- Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led), building on others' ideas and expressing their own clearly.
- Come to discussions prepared, having read or researched material under study (including but not limited to Catholic texts and sources); explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
- Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.
- 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.
- Acknowledge new information expressed by others and, when warranted, modify their own views.
- Analyze the main ideas and supporting details presented in diverse media and formats including but not limited to Catholic texts and sources (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.
- Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.
- 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.
- Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.
- Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.
- Capitalize on opportunities to practice these skills within a liturgical context modeling Christ.