

**Michigan District Lutheran School Curriculum *SCOPE & SEQUENCE***

<b>Grade Level: 7th</b>		<b>Curricular Area: Language Arts</b>	
<b>Unit 1: Reading</b>	<b>Unit 2: Writing</b>	<b>Unit 3: Speaking</b>	<b>Unit 4: Listening &amp; Viewing</b>
<p>1A Word Recognition and Word Study</p> <ul style="list-style-type: none"> <li>• Word Recognition</li> <li>• Fluency</li> <li>• Vocabulary</li> </ul>	<p>2A Writing Genre</p> <ul style="list-style-type: none"> <li>• Narrative Writing</li> <li>• Persuasive Writing</li> <li>• Research Questions</li> </ul>	<p>3A Conventions</p> <ul style="list-style-type: none"> <li>• Practice Effective Communication Skills</li> <li>• Adjust Use of Language for Different Purposes</li> <li>• Use Common Grammatical Structures</li> </ul>	<p>4A Conventions</p> <ul style="list-style-type: none"> <li>• Analyze Content and Message of Media</li> <li>• Exhibit Appropriate Audience Behavior</li> <li>• Analyze Verbal and Non-Verbal Strategies</li> </ul>
<p>1B Narrative Text</p> <ul style="list-style-type: none"> <li>• Examine Literary Elements and Structure</li> <li>• Identify Author’s Style and Purpose</li> <li>• Analyze the Use of Literary Devices</li> </ul>	<p>2B Writing Process</p> <ul style="list-style-type: none"> <li>• Planning (Pre-writing)</li> <li>• Write Draft</li> <li>• Revise Draft                             <ul style="list-style-type: none"> <li>*Elaboration</li> <li>*Clarification</li> </ul> </li> <li>• Proofread &amp; Edit</li> </ul>	<p>3B Discourse</p> <ul style="list-style-type: none"> <li>• Engage in Interactive Discussions</li> <li>• Respond to Multiple Text Types</li> <li>• Discuss Written Narratives</li> <li>• Deliver an Informational Presentation</li> </ul>	<p>4B Response</p> <ul style="list-style-type: none"> <li>• Take Notes on a Variety of Genre</li> <li>• Ask Clarifying Questions</li> <li>• Respond to Classic and Contemporary Texts</li> <li>• Identify Propaganda</li> </ul>



Church Extension Fund

**Michigan District Lutheran School Curriculum *SCOPE & SEQUENCE* – Cont.**

<b>Grade Level: 7th</b>		<b>Curricular Area: Language Arts</b>	
<b>Unit 1: Reading</b>	<b>Unit 2: Writing</b>	<b>Unit 3: Speaking</b>	<b>Unit 4: Listening &amp; Viewing</b>
1C Informational Text <ul style="list-style-type: none"> <li>• Identify Features of Informational Text</li> <li>• Study Organizational Text Patterns</li> <li>• Explain the Usage of Text Features</li> </ul>	2C Personal Style		
1D Comprehension <ul style="list-style-type: none"> <li>• Text-to-Self and Text-to-Text Connections</li> <li>• Concise Summarization</li> <li>• Analysis of Global Themes, Universal Truths, and Principles in Text</li> <li>• Application from Science, Social Studies, &amp; Math</li> </ul>	2D Grammar & Usage		
1E Metacognition	2E Spelling		
1F Critical Standards	2F Handwriting		
1G Reading Attitude	2G Writing Attitude		



Church Extension Fund

**Michigan District Lutheran School Curriculum *Outcomes*– Grade 7**

**Curricular Area: Language Arts (Reading/Word Recognition and Word Study)**

**Outcome 1A :** Students will understand grade-level words and determine the meaning of specialized vocabulary by using their knowledge of word parts, word relationships and context clues.

<b>Grade Level Content Expectations (GLCEs)</b>	<b>Michigan Benchmarks</b>	<b>Teaching the Faith Activities</b>
<p>R.WS.07.01 Explain and use word structure, sentence structure, and prediction to aid in decoding and understanding the meanings of words encountered in context.</p> <p>R.WS.07.02 Use structural, syntactic, and semantic analysis to recognize unfamiliar words in context including idioms, analogies, metaphors, similes, knowledge of roots and affixes, major word chunks/rimes, and syllabication.</p> <p>R.WS.07.03 Automatically recognize frequently encountered words in print with the number of words that can be read fluently increasing steadily across the school year.</p> <p>R.WS.07.04 Know the meanings of words encountered frequently in grade-level reading and oral language contexts.</p> <p>R.WS.07.05 Acquire and apply strategies to identify unknown words and construct meaning.</p> <p>R.WS.07.06</p>	<p>ELA.1.MS.2 Read with developing fluency a variety of texts, such as short stories, novels, poetry, plays, textbooks, manuals, and periodicals.</p> <p>ELA.1.MS.3 Employ multiple strategies to construct meaning, such as generating questions, studying vocabulary, analyzing mood and tone, recognizing how authors use information, generalizing ideas, matching form to content, and developing reference skills.</p> <p>ELA.1.MS.4 Employ multiple strategies to recognize words as they construct meaning, including the use of context clues, word roots and affixes, and syntax.</p> <p>ELA.3.MS.3 Read and write fluently, speak confidently, listen and interact appropriately, view critically, and represent creatively. Examples include reporting formally to an audience, debating issues, and interviewing members of the public.</p> <p>ELA.4.MS.3 Investigate idiomatic phrases and word origins and how they have contributed to contemporary meaning.</p> <p>ELA.3.MS.5</p>	<p>Word Study:</p> <ul style="list-style-type: none"> <li>• Use the Oxford English Dictionary to discover the origin of a word.</li> <li>• Research the language of their ancestors and report on it.</li> <li>• Contact the American Bible Society or Lutheran Bible Translators for information about the Scriptures in other languages or for material on language translation.</li> </ul> <p>Vocabulary:</p> <ul style="list-style-type: none"> <li>• Use a Bible concordance to find references to biblical measures or biblical units of money, animals of the Bible, places in the Bible or other categories. Use the words to create a word puzzle such as a word search or a crossword puzzle for a younger class of students. Include a list of the words used with a copy of the puzzle.</li> <li>• Use words from the Bible, from the class devotions, or from class religion lessons as part of weekly vocabulary lists. Include the words in sentences or stories.</li> </ul> <p>Vocabulary:</p>



<p>Fluently read beginning grade-level text and increasingly demanding texts as the year proceeds.</p> <p>R.WS.07.07</p> <p>In context, determine the meaning of words and phrases including cross-cultural expressions, mathematical expressions, scientific procedures, and literary terms using strategies and authentic content-related resources.</p>	<p>Select appropriate strategies to construct meaning while reading, listening to, viewing, or creating texts. Examples include generating relevant questions, studying vocabulary, analyzing mood and tone, recognizing how authors and speakers use information, and matching form to content.</p> <p>ELA.3.MS.6 Determine the meaning of unfamiliar words and concepts in oral, visual, and written texts by using a variety of resources, such as semantic and structural features, prior knowledge, reference materials, and electronic sources.</p> <p>ELA.4.MS.1 Compare and contrast spoken, written, and visual language patterns used in their communication contexts, such as community activities, discussions, mathematics and science classes, and the workplace.</p> <p>ELA.7.MS.1 Use a combination of strategies when Encountering unfamiliar texts while constructing meaning. Examples include generating questions, studying vocabulary, analyzing mood and tone, recognizing how creators of text use and represent information, and matching form to content.</p> <p>ELA.7.MS.2 Monitor their progress while using a variety of strategies to overcome difficulties when constructing and conveying meaning, and develop strategies to deal with new communication needs.</p>	<ul style="list-style-type: none"> <li>• Use words from religion class to create acrostic poems.</li> <li>• Use related words for a Hangman-type game Have students play in partners</li> </ul> <p>Fluency:</p> <ul style="list-style-type: none"> <li>• Read a children’s book to an audience of young children.</li> <li>• Pair older students with a class of kindergarten students. Have each older child select and read two or three books to the kindergarten students. Include Arch books of Bible stories in the selections to be read.</li> <li>• Select, prepare, and read a selection of Scripture aloud indicating through your reading your understanding of the selection.</li> </ul>
--	---	--



**Michigan District Lutheran School Curriculum *TEACHER ACCOUNTABILITY RECORD***

<b>1A Word Recognition &amp; Word Study</b> <b>Teacher Name:</b> _____ <b>Grade Level: 7</b>	<b>Curricular Area: Language Arts-Unit 1-Reading</b>  <b>School Year:</b>				
<b>Michigan Standards, Benchmarks or <i>Grade Level Content Expectations</i></b> (The <i>italicized</i> indicates the one used).	<b>Dates Taught (month/day/initials):</b>				
R.WS.07.01 Explain and use word structure, sentence structure, and prediction to aid in decoding words and understanding meanings of words encountered in context.					
R.WS.07.02 Use structural, syntactic, and semantic analysis to recognize unfamiliar words in context including idioms, analogies, metaphors, similes, knowledge of roots and affixes, major word chunks/rimes, and syllabication.					
R.WS.07.03 Automatically recognize frequently encountered words in print with the number of words that can be read fluently increasing steadily across the school year.					
R.WS.07.04 Know the meanings of words encountered frequently in grade-level reading and oral language contexts.					
R.WS.07.05 Acquire and apply strategies to identify unknown words and construct meaning.					
R.WS.07.06 Fluently read beginning grade-level text and increasingly demanding text as the year proceeds					
R.WS.07.07 In context, determine the meaning of words and phrases including cross-cultural expressions, mathematical expressions, scientific procedures, and literary terms using strategies and authentic content-related resources.					



**Michigan District Lutheran School Curriculum *OUTCOMES* – Grade 7**

**Curricular Area: Language Arts (Reading/Narrative Text)**

**Outcome 1B: The student will understand and analyze the literary elements of narrative text and will connect the text to his own personal experiences.**

Grade Level Content Expectations (GLCEs)	Michigan Benchmarks	Teaching the Faith Activities
<p>R.NT.07.01 Identify how the tensions among characters, communities, themes, and issues are related to their own experiences in classic, multicultural, and contemporary literature recognized for quality and literary merit.</p> <p>R.NT.07.02 Analyze the structure, elements, style, and purpose of narrative genre including mystery, poetry, memoir, drama, myths, and legends.</p> <p>R.NT.07.03 Analyze the role of antagonists, protagonists, internal and external conflicts, and abstract themes.</p> <p>R.NT.07.04 Analyze author’s craft including the use of theme, antagonists, protagonists, overstatement, understatement, and exaggeration.</p>	<p>ELA.1.MS.1 Use reading for multiple purposes, such as enjoyment, clarifying information, and learning complex procedures.</p> <p>ELA.1.MS.5 Respond to a variety of oral, visual, written, and electronic texts by making connections to their personal lives and the lives of others.</p> <p>ELA.3.MS.7 Recognize and use varied techniques to construct text, convey meaning, and express feelings to influence an audience. Examples include identification with characters and multiple points of view.</p> <p>ELA.5.MS.1 Select, read, listen to, view, and respond thoughtfully to both classic and contemporary texts recognized for quality and literary merit.</p> <p>ELA.5.MS.3 Identify and discuss how the tensions among characters, communities, themes, and issues in literature and other texts are related to one’s own experience.</p> <p>ELA.5.MS.4 Investigate and demonstrate understanding of the</p>	<p>Identify and describe literary elements such as character, setting, plot, point of view, and dialogue in a narrative and use them as models for their own narratives.</p> <ul style="list-style-type: none"> <li>• Study accounts of biblical characters such as Jonah, Noah, Daniel, etc., and use a story map to identify each story’s literary elements.</li> <li>• Develop a chart comparing and contrasting the accounts of the Christmas story in Matthew and Luke. Compare character, setting, plot, and point of view from the perspective of the authors.</li> <li>• Rewrite a Bible story from the point of view of a different character (e.g., Balaam’s donkey, the Last Supper from Judas’ point of view, the lions in the den surrounding Daniel).</li> </ul> <p>Describe the mood or the setting of a story and discuss its impact on the story</p> <ul style="list-style-type: none"> <li>• In a small group make a list of Old Testament settings and New Testament settings. Discuss how each setting shaped the events of a particular story.</li> <li>• Use stories to discuss how the setting</li> </ul>



	<p>cultural and historical contexts of the themes, issues, and our common heritage as depicted in literature and other texts.</p> <p>ELA.5.MS.5 Investigate through literature and other texts various examples of distortion and stereotypes. Examples include those associated with gender, race, culture, age, class, religion, and handicapping conditions.</p> <p>ELA.6.MS.3 Compare and contrast the style and characteristics of individual authors, speakers, and illustrators and how they shape text and influence their audiences' expectations.</p> <p>ELA.8.MS.2 Describe and use characteristics of various narrative genre and elements of narrative technique to convey ideas and perspectives. Examples include foreshadowing and flashback in poetry, science fiction, short stories, and novels.</p> <p>ELA.9.MS.2 Synthesize content from multiple texts representing varied perspectives in order to formulate principles and generalizations.</p> <p>ELA.10.MS.1 Analyze themes and central ideas in literature and other texts in relation to issues in their own lives.</p>	<p>affects the outcome of the story: feeding of the 5,000, Jesus and His disciples in the Garden of Gethsemane, the story of Zacchaeus, the hillside outside of Bethlehem in the night Jesus was born, etc.)</p> <ul style="list-style-type: none"> <li>• Write a free-verse mood poem describing the mood of a particular Bible story, for example, Mary in the garden on Easter morning, Jonah in the belly of the great fish, Peter walking on the water toward Jesus, etc.</li> </ul> <p>Identify the literary concepts of characterization, plot development, setting, theme, mood, and style.</p> <ul style="list-style-type: none"> <li>• Select a biblical character: Peter, Moses, Abraham, Jesus, Noah. Read all Bible references related to that person. Develop a character web for the character. Include characteristics evident from Scripture and identify the characteristics that honor God.</li> <li>• Identify the theme of the Bible. Identify the theme of individual stories or books in the Bible.</li> <li>• Make a chart of several stories from either the New Testament or the Old Testament, highlighting various literary concepts.</li> <li>• Identify the major and minor characters in a story, book, or play.</li> </ul>
--	---	--



Michigan District Lutheran School Curriculum *TEACHER ACCOUNTABILITY RECORD*

<p><b>1B Narrative Text</b></p> <p><b>Teacher Name:</b> _____</p> <p><b>Grade Level:</b> 7</p>	<p><b>Curricular Area: Language Arts/Unit 1-Reading</b></p> <p><b>School Year:</b></p>				
<p><b>Michigan Standards, Benchmarks or <i>Grade Level Content Expectations</i></b> (The <i>italicized</i> indicates the one used).</p>	<p><b>Dates Taught (month/day/initials):</b></p>				
<p>R.NT.07.01 Identify how the tensions among characters, communities, themes, and issues are related to their own experiences in classic, multicultural, and contemporary literature recognized for quality and literary merit.</p>					
<p>R.NT.07.02 Analyze the structure, elements, style, and purpose of narrative genre including mystery, poetry, memoir, drama, myths, and legends.</p>					
<p>R.NT.07.03 Analyze the role of antagonists, protagonists, internal and external conflicts, and abstract themes.</p>					
<p>R.NT.07.04 Analyze author’s craft including the use of theme, antagonists, protagonists, overstatement, understatement, and exaggeration.</p>					



Church Extension Fund

**Michigan District Lutheran School Curriculum *OUTCOMES* – Grade 7**

**Curricular Area: Language Arts (Reading/Informational Text)**

**Outcome 1C: The student will read, analyze, and evaluate a variety of informational genre.**

Grade Level Content Expectations (GLCEs)	Michigan Benchmarks	Teaching the Faith Activities
<p>R.IT.07.01 Analyze the structure, elements, features, style, and purpose of informational genre including persuasive essay, research report, brochure, personal correspondence, autobiography and biography.</p> <p>R.IT.07.02 Analyze organizational text patterns including sequential, compare/contrast, and cause/effect.</p> <p>R.IT.07.03 Explain how authors use writer’s craft and text features including metaphors, similes, captions, diagrams, and appendices to enhance the understanding of central, key, and supporting ideas.</p>	<p>ELA.1.MS.1 Use reading for multiple purposes, such as enjoyment, clarifying information, and learning complex procedures.</p> <p>ELA.3.MS.7 Recognize and use varied techniques to construct text, convey meaning, and express feelings to influence an audience. Examples include identification with characters and multiple points of view.</p> <p>ELA.6.MS.3 Compare and contrast the style and characteristics of individual authors, speakers, and illustrators and how they shape text and influence their audiences’ expectations.</p> <p>ELA.8.MS.3 Describe and use characteristics of various informational genre (e.g., biographies, newspapers, brochures, and persuasive arguments and essays) and elements of expository text structure (e.g., multiple patterns of organization, relational links, and central purposes) to convey ideas.</p> <p>ELA.8.MS.4 Identify and use aspects of the craft of the speaker, writer, and illustrator to formulate and express their ideas artistically. Examples include color and</p>	<p>Evaluate an author’s style on the basis of established criteria.</p> <p>Analyze the various purposes of speeches and other communication.</p> <ul style="list-style-type: none"> <li>• Read the Sermon on the Mount and the sermon Peter delivered on Pentecost. Analyze them according to their purpose (to influence, inform, persuade, or entertain). Analyze different verses or sections in each sermon for separate purposes.</li> </ul> <p>Analyze the elements of autobiographies and biographies.</p> <ul style="list-style-type: none"> <li>• Read autobiographies of notable Christians. Then give an oral report on the person’s life.</li> <li>• Matthew, Mark, Luke, and John can be considered biographers. Compare and contrast their differing accounts of Jesus’ life.</li> <li>•</li> <li>• Research the life of a famous Christian of a famous church musician: Martin Luther; Martin Luther King, Jr.; Billy Graham;</li> </ul>



	<p>composition, flashback, multidimensional characters, pacing, appropriate use of details, strong verbs, language that inspires, and effective leads.</p> <p>ELA.8.MS.5 Explain how the characteristics of various oral, visual, and written texts (e.g., videos, hypertext, glossaries, textbooks, and speeches) and the textual aids they employ (e.g., subheadings/titles, charts, and indexes) are used to convey meaning.</p> <p>ELA.9.MS.2 Synthesize content from multiple texts representing varied perspectives in order to formulate principles and generalizations.</p> <p>ELA.10.MS.2 Perform the daily functions of a literate individual. Examples include acquiring information from multiple sources and then evaluating, organizing, and communicating it in various contexts.</p>	<p>J.S. Bach; etc. Write the person's biography and share it with your class.</p> <p>Research and share the history of a favorite hymn or worship song.</p> <ul style="list-style-type: none"> <li>• Research the history behind a favorite or well-known hymn. Check with the pastor or music director for reference material. Present the information in play or readers' theater form to the class.</li> </ul>
--	--	---



**Michigan District Lutheran School Curriculum *TEACHER ACCOUNTABILITY RECORD***

<p><b>1C Informational Text</b>  <b>Teacher Name:</b> _____  <b>Grade Level:</b> 7</p>	<p><b>Curricular Area:</b> Language Arts/Unit 1-Reading  <b>School Year:</b></p>				
<p><b>Michigan Standards, Benchmarks or <i>Grade Level Content Expectations</i></b>          (The <i>italicized</i> indicates the one used).</p>	<p><b>Dates Taught (month/day/initials):</b></p>				
<p>R.IT.07.01          Analyze the structure, elements, features, style, and purpose of informational genre including persuasive essay, research report, brochure, personal correspondence, autobiography and biography.</p>					
<p>R.IT.07.02          Analyze organizational text patterns including sequential, compare/contrast, and cause/effect.</p>					
<p>R.IT.07.03          Explain how authors use text features including metaphors, similes, captions, diagrams, and appendices to enhance the understanding of central, key, and supporting ideas.</p>					



Church Extension Fund

**Michigan District Lutheran School Curriculum *OUTCOMES* – Grade 7**

**Curricular Area: Language Arts (Reading/Comprehension)**

**Outcome 1D: The student will connect literature to their own personal experiences, retell through summary, analyze themes and universal truths, and apply knowledge from grade-level texts.**

Grade Level Content Expectations (GLCEs)	Michigan Benchmarks	Teaching the Faith Activities
<p>R.CM.07.01 Connect personal knowledge, experiences, and understanding of the world to themes and perspectives in text through oral and written responses.</p> <p>R.CM.07.02 Retell through concise summarization grade-level narrative and informational text.</p> <p>R.CM.07.03 Analyze global themes, universal truths, and principles within and across texts to create a deeper understanding by drawing conclusions, making inferences, and synthesizing.</p> <p>R.CM.07.04 Apply significant knowledge from grade-level science, social studies, and mathematics texts.</p>	<p>ELA.1.MS.1 Use reading for multiple purposes, such as enjoyment, clarifying information, and learning complex procedures.</p> <p>ELA.1.MS.3 Employ multiple strategies to construct meaning, such as generating questions, studying vocabulary, analyzing mood and tone, recognizing how authors use information, generalizing ideas, matching form to content, and developing reference skills.</p> <p>ELA.1.MS.5 Respond to a variety of oral, visual, written, and electronic texts by making connections to their personal lives and the lives of others.</p> <p>ELA.3.MS.3 Read and write fluently, speak confidently, listen and interact appropriately, view critically, and represent creatively. Examples include reporting formally to an audience, debating issues, and interviewing members of the public.</p> <p>ELA.3.MS.5 Select appropriate strategies to construct meaning while reading, listening to, viewing, or creating texts. Examples include generating relevant questions,</p>	<p>Students will apply what they read to their own lives.</p> <ul style="list-style-type: none"> <li>• Use secular texts written by Christian authors to discover how the text relates to their lives. Recommended novels include: Madeline L’Engle’s—<i>A Wrinkle in Time</i>; C.S. Lewis’—<i>The Chronicles of Narnia</i>; Katherine Patterson’s—<i>Bridge to Terabithia</i> or Natalie Babbitt’s —<i>Tuck Everlasting</i>.</li> <li>• When finishing a literature text, have students write a response piece to the theme of the book or to the ideas presented in the book. Have students speculate how the characters or plot might have been different if the characters had put their Christian faith into action.</li> <li>• Bring newspaper or magazine editorials on topics relating to the Christian life or Christian values. Have students write replies to the editorials.</li> <li>• Select a Bible character whose personality and characteristics you think most resemble you. Compare and contrast yourself with that character.</li> </ul>



	<p>studying vocabulary, analyzing mood and tone, recognizing how authors and speakers use information, and matching form to content.</p> <p>ELA.3.MS.6 Determine the meaning of unfamiliar words and concepts in oral, visual, and written texts by using a variety of resources, such as semantic and structural features, prior knowledge, reference materials, and electronic sources.</p> <p>ELA.3.MS.8 Express their responses and make connections between oral, visual, written, and electronic texts and their own lives.</p> <p>ELA.5.MS.1 Select, read, listen to, view, and respond thoughtfully to both classic and contemporary texts recognized for quality and literary merit</p> <p>ELA.5.MS.2 Describe and discuss shared issues in the human experience that appear in literature and other texts from around the world. Examples include quests for happiness and service to others.</p> <p>ELA.5.MS.3 Identify and discuss how the tensions among characters, communities, themes, and issues in literature and other texts are related to one's own experience.</p> <p>ELA.5.MS.4 Investigate and demonstrate understanding of the cultural and historical contexts of the themes, issues, and our common heritage as depicted in literature and other texts.</p>	<ul style="list-style-type: none"> <li>• Read books written by Christian authors such as C.S. Lewis, Madeline L'Engle, Katherine Patterson, or Natalie Babbitt. Look for evidences of their faith in their writing.</li> </ul>
--	--	--



Church Extension Fund

	<p>ELA.5.MS.5 Investigate through literature and other texts various examples of distortion and stereotypes. Examples include those associated with gender, race, culture, age, class, religion, and handicapping conditions.</p> <p>ELA.7.MS.1 Use a combination of strategies when Encountering unfamiliar texts while constructing meaning. Examples include generating questions, studying vocabulary, analyzing mood and tone, recognizing how creators of text use and represent information, and matching form to content.</p> <p>ELA.8.MS.3 Describe and use characteristics of various informational genre (e.g., biographies, newspapers, brochures, and persuasive arguments and essays) and elements of expository text structure (e.g., multiple patterns of organization, relational links, and central purposes) to convey ideas.</p> <p>ELA.9.MS.1 Explore and reflect on universal themes and substantive issues from oral, visual, and written texts. Examples include coming of age, rights and responsibilities, group and individual roles, conflict and cooperation, creativity, and resourcefulness.</p> <p>ELA.9.MS.2 Synthesize content from multiple texts representing varied perspectives in order to formulate principles and generalizations.</p> <p>ELA.10.MS.1</p>	
--	--	--



	<p>Analyze themes and central ideas in literature and other texts in relation to issues in their own lives.</p> <p>ELA.10.MS.2 Perform the daily functions of a literate individual. Examples include acquiring information from multiple sources and then evaluating, organizing, and communicating it in various contexts.</p> <p>ELA.10.MS.3 Use oral, written, and visual texts to identify and research issues of importance that confront adolescents, their community, their nation, and the world. Examples include using research findings to organize and create texts to persuade others to take a particular position or to alter their course of action with regard to a particular school/ community issue or problem.</p> <p>ELA.11.MS.3 Organize, analyze, and synthesize information to draw conclusions and implications based on their investigation of an issue or problem.</p> <p>ELA.12.MS.5 Refine their own standards to evaluate personal and public communications within a responsible and ethical system for the expression of ideas.</p>	
--	---	--



Church Extension Fund

**Michigan District Lutheran School Curriculum *TEACHER ACCOUNTABILITY RECORD***

<b>1D Comprehension</b> <b>Teacher Name:</b> _____ <b>Grade Level:</b> 7	<b>Curricular Area: Language Arts/ Unit 1-Reading</b>  <b>School Year:</b>				
<b>Michigan Standards, Benchmarks or <i>Grade Level Content Expectations</i></b> (The <i>italicized</i> indicates the one used).	<b>Dates Taught (month/day/initials):</b>				
R.CM.07.01 Connect personal knowledge, experiences, and understanding of the world to themes and perspectives in text through oral and written responses.					
R.CM.07.02 Retell through concise summarization grade-level narrative and informational text.					
R.CM.07.03 Analyze global themes, universal truths, and principles within and across texts to create a deeper understanding by drawing conclusions, making inferences, and synthesizing.					
R.CM.07.04 Apply significant knowledge from grade-level science, social studies, and mathematics texts.					



**Michigan District Lutheran School Curriculum *OUTCOMES* – Grade 7**

**Curricular Area: Language Arts (Reading/Metacognition)**

**Outcome 1E: The student will be able to use a variety of skills, processes, and strategies to self-monitor their own comprehension.**

Grade Level Content Expectations (GLCEs)	Michigan Benchmarks	Teaching the Faith Activities
<p>R.MT.07.01 Self-monitor comprehension when reading or listening to text by automatically applying and discussing the strategies used by mature readers to increase comprehension including: predicting, constructing mental images, visually representing ideas in text, questioning, rereading or listening again if uncertain about meaning, inferring, summarizing, and engaging in interpretive discussions.</p> <p>R.MT.07.02 Plan, monitor, regulate, and evaluate skills, strategies, and processes for their own reading comprehension by applying appropriate metacognitive skills such as SQP3R and pattern guides.</p>	<p>ELA.1.MS.3 Employ multiple strategies to construct meaning, such as generating questions, studying vocabulary, analyzing mood and tone, recognizing how authors use information, generalizing ideas, matching form to content, and developing reference skills.</p> <p>ELA.3.MS.5 Select appropriate strategies to construct meaning while reading, listening to, viewing, or creating texts. Examples include generating relevant questions, studying vocabulary, analyzing mood and tone, recognizing how authors and speakers use information, and matching form to content.</p> <p>ELA.7.MS.2 Monitor their progress while using a variety of strategies to overcome difficulties when constructing and conveying meaning, and develop strategies to deal with new communication needs.</p> <p>ELA.9.MS.2 Synthesize content from multiple texts representing varied perspectives in order to formulate principles and generalizations.</p>	<p>Evaluate their writing in terms of sequential development, supporting detail, and cause and effect.</p> <ul style="list-style-type: none"> <li>• Use stories from the Gospel writers to compare the sequential development of each story across differing texts. The Concordia Self-Study Bible has a helpful chart on page 1606 that cross-references repeated stories.</li> </ul> <p>Identify and describe literary elements such as character, setting, plot, point of view, and dialogue in a narrative and use them as models for their own narratives.</p> <ul style="list-style-type: none"> <li>• Study accounts of biblical characters such as Noah, Daniel, etc., and use a story map to identify each story’s literary elements.</li> <li>• Develop a chart comparing and contrasting the accounts of the Christmas story in Matthew and Luke.</li> </ul>



**Michigan District Lutheran School Curriculum *TEACHER ACCOUNTABILITY RECORD***

<p><b>1E Metacognition</b>  <b>Teacher Name:</b> _____  <b>Grade Level:</b> 7</p>	<p><b>Curricular Area:</b> Language Arts/ Unit 1-Reading  <b>School Year:</b></p>				
<p><b>Michigan Standards, Benchmarks or <i>Grade Level Content Expectations</i></b>  <b>(The italicized indicates the one used).</b></p>	<p><b>Dates Taught (month/day/initials):</b></p>				
<p>R.MT.07.01                  Self-monitor comprehension when reading or listening to text by automatically applying and discussing the strategies used by mature readers to increase comprehension including: predicting, constructing mental images, visually representing ideas in text, questioning, rereading or listening again if uncertain about meaning, inferring, summarizing, and engaging in interpretive discussions.</p>					
<p>R.MT.07.02                  Plan, monitor, regulate, and evaluate skills, strategies, and processes for their own reading comprehension by applying appropriate metacognitive skills such as SQP3R and pattern guides</p>					



Church Extension Fund

**Michigan District Lutheran School Curriculum *OUTCOMES* – Grade 7**

**Curricular Area: Language Arts (Reading/Critical Standards)**

**Outcome 1F: The student will assess their own writing and the writing of others.**

Grade Level Content Expectations (GLCEs)	Michigan Benchmarks	Teaching the Faith Activities
<p>R.CS.07.01 Analyze the appropriateness of shared, individual and expert standards based on purpose, context, and audience in order to assess their own writing and the writing of others.</p>	<p>ELA.7.MS.3 Reflect on their own developing literacy, set learning goals, and evaluate their progress.</p> <p>ELA.12.MS.1 Differentiate sets of standards for individual use according to the purpose of the communication context. An example is maintaining different sets of individual standards when creating texts for formal and informal situations.</p> <p>ELA.12.MS.2 Demonstrate understanding of individual, shared, and academic standards used for different purposes and context.</p> <p>ELA.12.MS.3 Develop critical standards based on aesthetic qualities, and use them to explain choices in reading, writing, speaking, listening, viewing, and representing.</p> <p>ELA.12.MS.4 Create a collection of personal work based on individual, shared, and academic standards, reflecting on the merit of each selection.</p> <p>ELA.12.MS.5 Refine their own standards to evaluate personal and public communications within a responsible and ethical system for the expression of ideas.</p>	<p>Use accurate facts and valid sources of information to support ideas.</p> <p>Evaluate an author’s style on the basis of established criteria.</p> <p>Analyze the various purposes of speeches and other communications.</p> <ul style="list-style-type: none"> <li>• Read the Sermon on the Mount and the sermon Peter delivered on Pentecost. Analyze them according to their purpose (to influence, inform, persuade, or entertain). Analyze different verses or sections in each sermon for separate purposes.</li> </ul>



**Michigan District Lutheran School Curriculum *TEACHER ACCOUNTABILITY RECORD***

<b>1F Reading/Critical Standards</b> <b>Teacher Name:</b> _____ <b>Grade Level:</b> 7	<b>Curricular Area: Language Arts/ Unit 1-Reading</b>  <b>School Year:</b>				
<b>Michigan Standards, Benchmarks or <i>Grade Level Content Expectations</i></b> <b>(The italicized indicates the one used).</b>	<b>Dates Taught (month/day/initials):</b>				
R.CS.07.01 Compare the appropriateness of shared, individual and expert standards based on purpose, context, and audience in order to assess their own writing and the writing of others.					



Church Extension Fund

**Michigan District Lutheran School Curriculum *OUTCOMES* – Grade 7**

**Curricular Area: Language Arts (Reading/Reading Attitude)**

**OUTCOME 1G: The student will be enthusiastic about reading and will engage in reading independently.**

Grade Level Content Expectations (GLCEs)	Michigan Benchmarks	Teaching the Faith Activities
<p>R.AT.07.01 Be enthusiastic about reading and do substantial reading and writing on their own.</p>	<p>ELA.1.MS.1 Use reading for multiple purposes, such as enjoyment, clarifying information, and learning complex procedures.</p> <p>ELA.3.MS.8 Express their responses and make connections between oral, visual, written, and electronic texts and their own lives.</p>	<p>Choose to read books or write stories in leisure time.</p> <ul style="list-style-type: none"> <li>• Read the Bible during the class DEAR (Drop Everything and Read) time.</li> <li>• Develop a cycle of books for the class to read. During one part of the cycle, assign books from the Bible. Students can prepare a report or present a project based on the assigned book.</li> <li>• Have the students plan and develop a schedule to read a particular book or books of the Bible. Encourage them to carry out the plan and report the results to classmates.</li> </ul>



**Michigan District Lutheran School Curriculum *TEACHER ACCOUNTABILITY RECORD***

<b>1G Reading Attitude</b> Teacher Name: _____ Grade Level: 7	<b>Curricular Area: Language Arts/ Unit 1-Reading</b>  <b>School Year:</b>				
<b>Michigan Standards, Benchmarks or <i>Grade Level Content Expectations</i></b> <b>(The italicized indicates the one used).</b>	<b>Dates Taught (month/day/initials):</b>				
R.AT.07.01 Be enthusiastic about reading and do substantial reading and writing on their own.					



Church Extension Fund

**Michigan District Lutheran School Curriculum *OUTCOMES* – Grade 7**

**Curricular Area: Language Arts (Writing/Writing Genre)**

**Outcome 2A: The student will write narrative genre and a research report while utilizing the writing process.**

Grade Level Content Expectations (GLCEs)	Michigan Benchmarks	Teaching the Faith Activities
<p>W.GN.07.01 Write a cohesive narrative piece such as a memoir, drama, legend, mystery, poetry, or myth that includes appropriate conventions to the genre employing literary and plot devices (e.g., internal and/or external conflicts, antagonists/protagonists, personification).</p> <p>W.GN.07.02 Write a research report using a wide variety of resources that includes appropriate organizational patterns (e.g., position statement/supporting evidence, problem statement/solution, or compare/contrast), descriptive language, and informational text features.</p> <p>W.GN.07.03 Formulate research questions using multiple resources, perspectives, and arguments/counter-arguments to develop a thesis statement that culminates in a final presented project using the writing process.</p>	<p>ELA.2.MS.1 Write fluently for multiple purposes to produce compositions, such as personal narratives, persuasive essays, lab reports, and poetry.</p> <p>ELA.3.MS.1 Integrate listening, viewing, speaking, reading, and writing skills for multiple purposes and in varied contexts. An example is using all the language arts to prepare and present a unit project on career exploration.</p> <p>ELA.3.MS.6 Determine the meaning of unfamiliar words and concepts in oral, visual, and written texts by using a variety of resources, such as semantic and structural features, prior knowledge, reference materials, and electronic sources.</p> <p>ELA.4.MS.5 Recognize and use levels of discourse appropriate for varied contexts, purposes, and audiences, including terminology specific to a particular field. Examples include community building, an explanation of a biological concept, comparison of computer programs, commentary on an artistic work, analysis of a fitness program, and classroom debates on political issues.</p>	<p>Narrative Writing:</p> <ul style="list-style-type: none"> <li>Identify and describe literary elements such as character, setting, plot, point of view, and dialogue in a narrative and use them as models for their own narratives.</li> <li>Rewrite a Bible story from the point of view of a different character (e.g., Balaam’s donkey, the Last Supper from Judas’ point of view, the lions in the den surrounding Daniel).</li> <li>Write a narrative about a situation in your own faith-life, including the literary elements. For example, write about your Baptism, a time spent witnessing to a friend or relative, a situation of life when you had to make a difficult decision based on Christian values.</li> </ul> <p>Write an abbreviated autobiography and a biography.</p> <ul style="list-style-type: none"> <li>Make a list of what biographers include in their biographies. Make a list of questions and interview a classmate or family member using the list. Then write a biography of the person.</li> </ul>
	Michigan Benchmarks	Teaching the Faith Activities



Church Extension Fund

	<p>ELA.5.MS.1 Select, read, listen to, view, and respond thoughtfully to both classic and contemporary texts recognized for quality and literary merit</p> <p>ELA.5.MS.2 Describe and discuss shared issues in the human experience that appear in literature and other texts from around the world. Examples include quests for happiness and service to others.</p> <p>ELA.5.MS.3 Identify and discuss how the tensions among characters, communities, themes, and issues in literature and other texts are related to one's own experience.</p> <p>ELA.5.MS.4 Investigate and demonstrate understanding of the cultural and historical contexts of the themes, issues, and our common heritage as depicted in literature and other texts.</p> <p>ELA.5.MS.5 Investigate through literature and other texts various examples of distortion and stereotypes. Examples include those associated with gender, race, culture, age, class, religion, and handicapping conditions.</p> <p>ELA.7.MS.4 Demonstrate a variety of strategies for planning, drafting, revising, and editing several different forms of texts for specific purposes. Examples include persuading a particular audience to take action and capturing feelings through poetry. Michigan Benchmarks</p>	<p>Write autobiographies and biographies.</p> <ul style="list-style-type: none"> <li>• Select a biblical character, such as Peter or Paul. Study their life and write a biographical sketch of them.</li> <li>• Have students write autobiographies. Encourage them to reflect on their personal relationship with Jesus Christ.</li> <li>• Matthew, Mark, Luke and John can be considered biographers. Compare and contrast their differing accounts of Jesus' life.</li> <li>• Research the life of a famous Christian or a famous church leader or musician. Write the person's biography and share it with your class.</li> <li>• Write a free-verse mood poem describing the mood of a particular Bible story, for example, Mary in the garden on Easter morning, Jonah in the belly of the great fish, Peter walking on the water toward Jesus, etc.</li> </ul> <p>Rewrite stories as drama, providing dialogue and stage directions.</p> <ul style="list-style-type: none"> <li>• Write a parable as a chapel skit with dialogue and stage directions. Perform the skit for a chapel service.</li> <li>• Rewrite a Bible story as a puppet play or readers' theater.</li> </ul>
--	--	--



Church Extension Fund

	<p>ELA.8.MS.2 Describe and use characteristics of various narrative genre and elements of narrative technique to convey ideas and perspectives. Examples include foreshadowing and flashback in poetry, science fiction, short stories, and novels.</p> <p>ELA.8.MS.3 Describe and use characteristics of various informational genre (e.g., biographies, newspapers, brochures, and persuasive arguments and essays) and elements of expository text structure (e.g., multiple patterns of organization, relational links, and central purposes) to convey ideas.</p> <p>ELA.8.MS.4 Identify and use aspects of the craft of the speaker, writer, and illustrator to formulate and express their ideas artistically. Examples include color and composition, flashback, multidimensional characters, pacing, appropriate use of details, strong verbs, language that inspires, and effective leads.</p> <p>ELA.8.MS.5 Explain how the characteristics of various oral, visual, and written texts (e.g., videos, hypertext, glossaries, textbooks, and speeches) and the textual aids they employ (e.g., subheadings/titles, charts, and indexes) are used to convey meaning.</p> <p>ELA.9.MS.2 Synthesize content from multiple texts representing varied perspectives in order to formulate principles and generalizations.</p> <p>ELA.10.MS.3</p>	<ul style="list-style-type: none"> <li>• Select a Gospel reading and perform as a play for the Sunday worship service.</li> <li>• Write a story or play of your own with a major and minor character in which the characters learn a biblical truth</li> </ul> <p>Write a story in rhymed couplets.</p> <ul style="list-style-type: none"> <li>• Read aloud several Arch books (available from Concordia Publishing House) to the class. Have students select different stories (other than the ones read) and write a Bible story in rhymed couplets. Include illustrations. Share completed work with a younger class.</li> </ul> <p>Research Reports:</p> <p>Research and share the history of a favorite hymn or worship song.</p> <ul style="list-style-type: none"> <li>• Poll parents or classmates to determine their favorite hymns. Chart or graph the choices.</li> <li>• Use a hymnal and songbook to select a hymn writer to study. Write a brief biography of a famous hymn writer; John Newton, Fannie Crosby, Martin Luther, Isaac Watts.</li> <li>• Research the history behind a favorite or well-known hymn. Check with the pastor or music director for reference material. Present the information in play or readers' theater form to the class.</li> </ul>
--	--	---



	<p>Use oral, written, and visual texts to identify and research issues of importance that confront adolescents, their community, their nation, and the world. Examples include using research findings to organize and create texts to persuade others to take a particular position or to alter their course of action with regard to a particular school/ community issue or problem.</p> <p>ELA.11.MS.1 Generate questions about important issues that affect them or topics about which they are curious; narrow the questions to a clear focus; and create a thesis or a hypothesis.</p> <p>ELA.11.MS.2 Explain and use resources that are most appropriate and readily available for investigating a particular question or topic. Examples include knowledgeable people, field trips, tables of contents, indexes, glossaries, icons/headings, hypertext, storage addresses, CDROM/ laser disks, electronic mail, and library catalogue databases.</p> <p>ELA.11.MS.3 Organize, analyze, and synthesize information to draw conclusions and implications based on their investigation of an issue or problem.</p> <p>ELA.11.MS.4 Use different means of developing and presenting conclusions based on the investigation of an issue or problem to an identified audience. Examples include election ballots, hypertext, and magazines and booklets including graphics.</p>	<ul style="list-style-type: none"> <li>• Invite a guest musician from another church to share information with your class on the history of hymns.</li> <li>• Research and write a brief paper on one of the following topics: prayer, crosses, Baptism, heaven, angels, peace, love, Holy Spirit. Use biblical references to support the topic. Develop your ideas in a logical progression.</li> </ul>
--	--	--



**Michigan District Lutheran School Curriculum *TEACHER ACCOUNTABILITY RECORD***

<p><b>2A Writing Genre</b>  <b>Teacher Name:</b> _____  <b>Grade Level:</b> 7</p>	<p><b>Curricular Area:</b> Language Arts/ Unit 2- Writing  <b>School Year:</b></p>				
<p><b>Michigan Standards, Benchmarks or <i>Grade Level Content Expectations</i></b>  <b>(The italicized indicates the one used).</b></p>	<p><b>Dates Taught (month/day/initials):</b></p>				
<p>W.GN.07.01                  Write a cohesive narrative piece such as a memoir, drama, legend, mystery, poetry, or myth that includes appropriate conventions to the genre employing literary and plot devices (e.g., internal and/or external conflicts, antagonists/protagonists, personification).</p>					
<p>W.GN.07.02                  Write a research report using a wide variety of resources that includes appropriate organizational patterns (e.g., position statement/supporting evidence, problem statement/solution, or compare/contrast), descriptive language, and informational text features.</p>					
<p>W.GN.07.03                  Formulate research questions using multiple resources, perspectives, and arguments/counter-arguments to develop a thesis statement that culminates in a final presented project using the writing process.</p>					



**Michigan District Lutheran School Curriculum *OUTCOMES* – Grade 7**

**Curricular Area: Language Arts (Writing/Writing Process)**

**Outcome 2B: The student will write using pre-writing techniques, drafting, revision, editing, and proof-reading to evaluate grade-level writing pieces.**

Grade Level Content Expectations (GLCEs)	Michigan Benchmarks	Teaching the Faith Activities
<p>W.PR.07.01 Set a purpose, consider audience, and replicate authors’ styles and patterns when writing a narrative or informational piece.</p> <p>W.PR.07.02 Apply a variety of pre-writing strategies for both narrative (e.g., graphically depict roles of antagonist/protagonist, internal/external conflict) and informational writing (e.g., position statement/supporting evidence, problem statement/solution, or compare/contrast).</p> <p>W.PR.07.03 Revise drafts to reflect different perspectives for multiple purposes and to ensure that content, structure, elements of style and voice, literary devices, and text features are consistent.</p> <p>W.PR.07.04 Draft focused ideas using titles, leads, and endings in a variety of text structures to achieve a specific purpose for intended audiences when writing compositions.</p> <p>W.PR.07.05 Proofread and edit writing using grade-level checklists and other appropriate resources both</p>	<p>ELA.2.MS.2 Recognize and use authors' techniques that convey meaning and build empathy with readers when composing their own texts. Examples include appeals to reason and emotion, use of figurative language, and grammatical conventions which assist audience comprehension.</p> <p>ELA.2.MS.3 Plan and draft texts, and revise and edit their own writing, and help others revise and edit their texts in such areas as content, perspective, and effect.</p> <p>ELA.2.MS.4 Select and use appropriate language conventions when editing text. Examples include various grammatical constructions, subject-verb agreement, punctuation, and spelling.</p> <p>ELA.3.MS.2 Begin to implement strategies to regulate effects of variables of the communication process. An example is selecting a format for the message to influence the receiver’s response.</p> <p>ELA.3.MS.7 Recognize and use varied techniques to construct text, convey meaning, and express feelings to influence an audience. Examples include identification with characters and multiple</p>	<p>Identify and describe literary elements such as character, setting, plot, point of view, and dialogue in a narrative and use them as models for their own narratives.</p> <ul style="list-style-type: none"> <li>• Study accounts of biblical characters such as Jonah, Noah, Daniel, etc., and use a story map to identify each story’s literary elements.</li> <li>• Develop a chart comparing and contrasting the accounts of the Christmas story in Matthew and Luke. Compare characters, setting, plot, point of view, and perspective of the authors.</li> </ul> <p>Analyze the various purposes of speeches and other communications.</p> <p>Evaluate their writing in terms of sequential development, supporting detail, and cause and effect.</p> <p>Proofread their own writing to check mechanics and revise it.</p>



<p>individually and in groups.</p>	<p>points of view.</p> <p>ELA.4.MS.4 Demonstrate how communication is affected by connotation and denotation and why one particular word is more effective or appropriate than others in a given context.</p> <p>ELA.4.MS.5 Recognize and use levels of discourse appropriate for varied contexts, purposes, and audiences, including terminology specific to a particular field. Examples include community building, an explanation of a biological concept, comparison of computer programs, commentary on an artistic work, analysis of a fitness program, and classroom debates on political issues.</p> <p>ELA.7.MS.4 Demonstrate a variety of strategies for planning, drafting, revising, and editing several different forms of texts for specific purposes. Examples include persuading a particular audience to take action and capturing feelings through poetry.</p> <p>ELA.8.MS.1 Select and use mechanics that enhance and clarify understanding. Examples include paragraphing, organizational patterns, variety in sentence structure, appropriate punctuation, grammatical constructions, conventional spelling, and the use of connective devices, such as previews and reviews.</p> <p>ELA.8.MS.3 Describe and use characteristics of various informational genre (e.g., biographies, newspapers, brochures, and persuasive arguments and essays)</p>	
------------------------------------	---	--



	<p>and elements of expository text structure (e.g., multiple patterns of organization, relational links, and central purposes) to convey ideas.</p> <p>ELA.8.MS.4 Identify and use aspects of the craft of the speaker, writer, and illustrator to formulate and express their ideas artistically. Examples include color and composition, flashback, multidimensional characters, pacing, appropriate use of details, strong verbs, language that inspires, and effective leads.</p> <p>ELA.9.MS.2 Synthesize content from multiple texts representing varied perspectives in order to formulate principles and generalizations.</p> <p>ELA.11.MS.2 Explain and use resources that are most appropriate and readily available for investigating a particular question or topic. Examples include knowledgeable people, field trips, tables of contents, indexes, glossaries, icons/headings, hypertext, storage addresses, CDROM/laser disks, electronic mail, and library catalogue databases.</p> <p>ELA.12.MS.1 Differentiate sets of standards for individual use according to the purpose of the communication context. An example is maintaining different sets of individual standards when creating texts for formal and informal situations.</p>	
--	--	--



**Michigan District Lutheran School Curriculum *TEACHER ACCOUNTABILITY RECORD***

<p><b>2B Writing Process</b>  <b>Teacher Name:</b> _____  <b>Grade Level:</b> 7</p>	<p><b>Curricular Area:</b> Language Arts/ Unit 2-Writing  <b>School Year:</b></p>				
<p><b>Michigan Standards, Benchmarks or <i>Grade Level Content Expectations</i></b>  <b>(The italicized indicates the one used).</b></p>	<p><b>Dates Taught (month/day/initials):</b></p>				
<p>W.PR.07.01  Set a purpose, consider audience, and replicate authors’ styles and patterns when writing a narrative or informational piece.</p>					
<p>W.PR.07.02  Apply a variety of pre-writing strategies for both narrative (e.g., graphically depict roles of antagonist/protagonist, internal/external conflict) and informational writing (e.g., position statement/supporting evidence, problem statement/solution, or compare/contrast).</p>					
<p>W.PR.07.03  Revise drafts to reflect different perspectives for multiple purposes and to ensure that content, structure, elements of style and voice, literary devices, and text features are consistent.</p>					
<p>W.PR.07.04  Draft focused ideas using titles, leads, and endings in a variety of text structures to achieve a specific purpose for intended audiences when writing compositions.</p>					
<p>W.PR.07.05  Proofread and edit writing using grade-level checklists and other appropriate resources both individually and in groups.</p>					



Church Extension Fund

**Michigan District Lutheran School Curriculum *OUTCOMES* – Grade 7**

**Curricular Area: Language Arts (Writing/Personal Style)**

**Outcome 2C: The student will develop their own personal voice and style of writing.**

Grade Level Content Expectations (GLCEs)	Michigan Benchmarks	Teaching the Faith Activities
<p>W.PS.07.01 Exhibit personal style and voice to enhance the written message in both narrative (e.g., personification, humor, element of surprise) and informational writing (e.g., emotional appeal, strong opinion, credible support).</p>	<p>ELA.2.MS.2 Recognize and use authors' techniques that convey meaning and build empathy with readers when composing their own texts. Examples include appeals to reason and emotion, use of figurative language, and grammatical conventions which assist audience comprehension.</p> <p>ELA.3.MS.2 Begin to implement strategies to regulate effects of variables of the communication process. An example is selecting a format for the message to influence the receiver's response.</p> <p>ELA.3.MS.3 Read and write fluently, speak confidently, listen and interact appropriately, view critically, and represent creatively. Examples include reporting formally to an audience, debating issues, and interviewing members of the public.</p> <p>ELA.3.MS.7 Recognize and use varied techniques to construct text, convey meaning, and express feelings to influence an audience. Examples include identification with characters and multiple points of view.</p>	<p>Use sentences of varying lengths and complexity in written work.</p> <ul style="list-style-type: none"> <li>• Write a personal reaction piece on a topic such as faith, anger jealousy, the Christian life, Baptism or confirmation, or what my faith means to me. Include sentences of varying length and complexity.</li> <li>• Write a devotion to share with class. Include sentences of different lengths.</li> <li>• Use John 3:16-17 as an example of a sentence with various clauses. Have the students find and present other Bible verses that employ varying clauses.</li> </ul> <p>Read, discuss and write varied forms of poetry.</p> <ul style="list-style-type: none"> <li>• Select a favorite hymn and write it as a poem.</li> <li>• Select a favorite biblical reference and write a poem on that reference.]</li> <li>• Write Haiku poetry based on pictures from the Psalms or creation or any biblical narratives.</li> </ul>



	<p>ELA.4.MS.5 Recognize and use levels of discourse appropriate for varied contexts, purposes, and audiences, including terminology specific to a particular field. Examples include community building, an explanation of a biological concept, comparison of computer programs, commentary on an artistic work, analysis of a fitness program, and classroom debates on political issues.</p> <p>ELA.6.MS.2 Demonstrate their ability to use different voices in oral and written communication to persuade, inform, entertain, and inspire their audiences.</p> <p>ELA.8.MS.3 Describe and use characteristics of various informational genre (e.g., biographies, newspapers, brochures, and persuasive arguments and essays) and elements of expository text structure (e.g., multiple patterns of organization, relational links, and central purposes) to convey ideas.</p> <p>ELA.8.MS.4 Identify and use aspects of the craft of the speaker, writer, and illustrator to formulate and express their ideas artistically. Examples include color and composition, flashback, multidimensional characters, pacing, appropriate use of details, strong verbs, language that inspires, and effective leads.</p> <p>ELA.10.MS.3 Use oral, written, and visual texts to identify and research issues of importance that confront adolescents, their community, their nation, and the world. Examples include using research findings to</p>	
--	---	--



	<p>organize and create texts to persuade others to take a particular position or to alter their course of action with regard to a particular school/ community issue or problem.</p> <p>ELA.12.MS.1 Differentiate sets of standards for individual use according to the purpose of the communication context. An example is maintaining different sets of individual standards when creating texts for formal and informal situations.</p>	
--	--	--



Church Extension Fund

**Michigan District Lutheran School Curriculum *TEACHER ACCOUNTABILITY RECORD***

<b>2C Personal Style</b> <b>Teacher Name:</b> _____ <b>Grade Level:</b> 7	<b>Curricular Area: Language Arts/ Unit 2-Writing</b>  <b>School Year:</b>				
<b>Michigan Standards, Benchmarks or <i>Grade Level Content Expectations</i></b> (The <i>italicized</i> indicates the one used).	<b>Dates Taught (month/day/initials):</b>				
W.PS.07.01 Exhibit personal style and voice to enhance the written message in both narrative (e.g., personification, humor, element of surprise) and informational writing (e.g., emotional appeal, strong opinion, credible support).					



Church Extension Fund

**Michigan District Lutheran School Curriculum *OUTCOMES* – Grade 7**

**Curricular Area: Language Arts (Writing/Grammar and Usage)**

**Outcome 2D: The student will use grade-level writing conventions and proper grammatical structure.**

Grade Level Content Expectations (GLCEs)	Michigan Benchmarks	Teaching the Faith Activities
<p>W.GR.07.01                      In the context of writing, correctly use style conventions (e.g., Modern Language Association Handbook) and a variety of grammatical structures including participial phrases; adverbial subordinate clauses; superlative adjectives and adverbs; present, past, future, continuous verb tenses; parentheses; singular and plural possessive forms; and indefinite pronoun referents.</p>	<p>ELA.2.MS.4                      Select and use appropriate language conventions when editing text. Examples include various grammatical constructions, subject-verb agreement, punctuation, and spelling.</p> <p>ELA.8.MS.1                      Select and use mechanics that enhance and clarify understanding. Examples include paragraphing, organizational patterns, variety in sentence structure, appropriate punctuation, grammatical constructions, conventional spelling, and the use of connective devices, such as previews and reviews.</p>	<p>Discuss the role of dashes, hyphens, quotation marks, apostrophes, and commas in writing and use them appropriately</p> <ul style="list-style-type: none"> <li>• Rewrite a Bible narrative in a story with dialogue, using quotation marks correctly.</li> <li>• Use Psalms as a basis to find various uses of dashes and commas. Discuss how the use of these affect the meaning of the verses.</li> <li>• Rewrite a Scripture verse without any punctuation. Have a classmate try to punctuate the verse correctly. Discuss in class the different meanings which arise with different punctuation markings.</li> <li>• Select, prepare, and read a selection of Scripture aloud indicating through your reading your understanding of the selection.</li> </ul> <p>Proofread their own writing to check mechanics and revise it.</p>



**Michigan District Lutheran School Curriculum *TEACHER ACCOUNTABILITY RECORD***

<p><b>2D Grammar &amp; Usage</b>  <b>Teacher Name:</b> _____  <b>Grade Level:</b> 7</p>	<p><b>Curricular Area:</b> Language Arts/ Unit 2-Writing  <b>School Year:</b></p>				
<p><b>Michigan Standards, Benchmarks or <i>Grade Level Content Expectations</i></b>  <b>(The italicized indicates the one used).</b></p>	<p><b>Dates Taught (month/day/initials):</b></p>				
<p>W.GR.07.01                  In the context of writing, correctly use style conventions (e.g., Modern Language Association Handbook) and a variety of grammatical structures including participial phrases; adverbial subordinate clauses; superlative adjectives and adverbs; present, past, future, continuous verb tenses; parentheses; singular and plural possessive forms; and indefinite pronoun referents.</p>					



Church Extension Fund

**Michigan District Lutheran School Curriculum *OUTCOMES* – Grade 7**

**Curricular Area: Language Arts (Writing/Spelling)**

**Outcome 2E: The student will use their knowledge of affixes to spell correctly.**

Grade Level Content Expectations (GLCEs)	Michigan Benchmarks	Teaching the Faith Activities
<p>W.SP.07.01 In the context of writing, correctly spell the derivatives of bases and affixes.</p>	<p>ELA.2.MS.4 Select and use appropriate language conventions when editing text. Examples include various grammatical constructions, subject-verb agreement, punctuation, and spelling.</p> <p>ELA.8.MS.1 Select and use mechanics that enhance and clarify understanding. Examples include paragraphing, organizational patterns, variety in sentence structure, appropriate punctuation, grammatical constructions, conventional spelling, and the use of connective devices, such as previews and reviews.</p>	<p>Create a list of important words from subject matter and spell them correctly.</p> <ul style="list-style-type: none"> <li>• Use a Bible concordance to find references to biblical measures or biblical units or money, animals of the Bible, places in the Bible or other categories. Use the words to create a word puzzle such as a word search or a crossword puzzle for a younger class of students. Include a list of the words used with a copy of the puzzle.</li> <li>• Use words from the Bible, from the class devotions, or from class religion lessons as part of weekly vocabulary lists. Include the words in sentences or stories.</li> <li>• Use words from religion class to create acrostic poems.</li> <li>• Use related words for a Hangman-type game. Have students play in partners.</li> </ul>



**Michigan District Lutheran School Curriculum *TEACHER ACCOUNTABILITY RECORD***

<b>2E Spelling</b> Teacher Name: _____ Grade Level: 7	<b>Curricular Area: Language Arts/ Unit 2-Writing</b>  <b>School Year:</b>				
<b>Michigan Standards, Benchmarks or <i>Grade Level Content Expectations</i></b> <b>(The italicized indicates the one used).</b>	<b>Dates Taught (month/day/initials):</b>				
W.SP.07.01 In the context of writing, correctly spell the derivatives of bases and affixes.					



Church Extension Fund

**Michigan District Lutheran School Curriculum *OUTCOMES* – Grade 7**

**Curricular Area: Language Arts (Writing/Handwriting)**

**Outcome 2F: The student will write neatly and legibly.**

<b>Grade Level Content Expectations (GLCEs)</b>	<b>Michigan Benchmarks</b>	<b>Teaching the Faith Activities</b>
W.HW.07.01 Write neat and legible compositions.	ELA.2.MS.4 Select and use appropriate language conventions when editing text. Examples include various grammatical constructions, subject-verb agreement, punctuation, and spelling.  ELA.3.MS.2 Begin to implement strategies to regulate effects of variables of the communication process. An example is selecting a format for the message to influence the receiver’s response.	



Church Extension Fund

**Michigan District Lutheran School Curriculum *TEACHER ACCOUNTABILITY RECORD***

<p><b>2F Handwriting</b></p> <p>Teacher Name: _____</p> <p>Grade Level: 7</p>	<p><b>Curricular Area: Language Arts/ Unit 2-Writing</b></p> <p><b>School Year:</b></p>				
<p><b>Michigan Standards, Benchmarks or <i>Grade Level Content Expectations</i></b>  <b>(The italicized indicates the one used).</b></p>	<p><b>Dates Taught (month/day/initials):</b></p>				
<p>W.HW.07.01                  Write neat and legible compositions.</p>					



Church Extension Fund

**Michigan District Lutheran School Curriculum *OUTCOMES* – Grade 7**

**Curricular Area: Language Arts (Writing/Writing Attitude)**

**Outcome 2G: The student will develop a love of writing.**

Grade Level Content Expectations (GLCEs)	Michigan Benchmarks	Teaching the Faith Activities
<p>W.AT.07.01 Be enthusiastic about writing and learning to write.</p>	<p>ELA.2.MS.1 Write fluently for multiple purposes to produce compositions, such as personal narratives, persuasive essays, lab reports, and poetry.</p>	<p>Write new words for a familiar melody.</p> <ul style="list-style-type: none"> <li>• Take a child’s song such as “Mary Had a Little Lamb: and write a Christian song for that tune. Teach the song to a younger class of children.</li> <li>• Write a “rap” based on a story from the Old or New Testament. Perform it for chapel.</li> <li>• Select a song from the popular music of the day. Write Christian lyrics for the song.</li> </ul>



**Michigan District Lutheran School Curriculum *TEACHER ACCOUNTABILITY RECORD***

<b>2G Writing Attitude</b> Teacher Name: _____ Grade Level: 7	<b>Curricular Area: Language Arts/ Unit 2-Writing</b>  <b>School Year:</b>				
<b>Michigan Standards, Benchmarks or <i>Grade Level Content Expectations</i></b> <b>(The italicized indicates the one used).</b>	<b>Dates Taught (month/day/initials):</b>				
W.AT.07.01 Be enthusiastic about writing and learning to write.					



Church Extension Fund

**Michigan District Lutheran School Curriculum *OUTCOMES* – Grade 7**

**Curricular Area: Language Arts (Speaking/Conventions)**

**Outcome 3A: The student will communicate effectively using Standard American English and using specialized language when effective for audience, purpose and topic.**

Grade Level Content Expectations (GLCEs)	Michigan Benchmarks	Teaching the Faith Activities
<p>S.CN.07.01 Adjust their use of language to communicate effectively with a variety of audiences and for different purposes by using specialized language related to a topic and selecting words carefully to achieve precise meaning when presenting.</p>	<p>ELA.3.MS.2 Begin to implement strategies to regulate effects of variables of the communication process. An example is selecting a format for the message to influence the receiver’s response.</p>	<p>Demonstrate appropriate balance between listening and speaking behavior without being overly dominant or reticent.</p>
<p>S.CN.07.02 Speak effectively using slang, dialect, and colloquial language suitably to create interest and drama in narrative and informational presentations.</p>	<p>ELA.3.MS.3 Read and write fluently, speak confidently, listen and interact appropriately, view critically, and represent creatively. Examples include reporting formally to an audience, debating issues, and interviewing members of the public.</p>	<ul style="list-style-type: none"> <li>• Keep a box or jar in the classroom with pertinent topics or situations written on slips of paper. At various times, select and debate topics in class ( e.g., appropriate ways of protesting abortion).</li> </ul>
<p>S.CN.07.03 Present in standard American English if it is their first language. (Students whose first language is not English will present in their developing version of standard American English.)</p>	<p>ELA.3.MS.4 Practice verbal and nonverbal strategies that enhance understanding of spoken messages and promote effective listening behaviors. Examples include altering inflection, volume, and rate, using evidence, and reasoning.</p>	<ul style="list-style-type: none"> <li>• Have students volunteer for and carry out classroom devotions for a week. Encourage classmates to participate in devotions by asking thoughtful questions.</li> </ul>
	<p>ELA.4.MS.2 Investigate the origins of language patterns and vocabularies and their impact on meaning in formal and informal situations. An example is comparing language in a business letter to language in a friendly letter.</p>	<ul style="list-style-type: none"> <li>• Read autobiographies of notable Christians. Then give an oral report on the person’s life.</li> </ul>
	<p>ELA.4.MS.4 Demonstrate how communication is affected by</p>	<ul style="list-style-type: none"> <li>• Develop a TV commercial which could be used to encourage someone to do one or more of the following: attend church, be baptized, read the Bible, pray regularly.</li> <li>• Develop and perform a radio program or puppet play, including sound effects, based on a Bible story. Present the program or play to other classes.</li> </ul>



	<p>connotation and denotation and why one particular word is more effective or appropriate than others in a given context.</p> <p>ELA.6.MS.1 Analyze their use of elements of effective communication that impact their relationships in their schools, families, and communities. Examples include use of pauses, suspense, and elaboration.</p> <p>ELA.8.MS.4 Identify and use aspects of the craft of the speaker, writer, and illustrator to formulate and express their ideas artistically. Examples include color and composition, flashback, multidimensional characters, pacing, appropriate use of details, strong verbs, language that inspires, and effective leads.</p> <p>ELA.11.MS.4 Use different means of developing and presenting conclusions based on the investigation of an issue or problem to an identified audience. Examples include election ballots, hypertext, and magazines and booklets including graphics.</p> <p>ELA.12.MS.1 Differentiate sets of standards for individual use according to the purpose of the communication context. An example is maintaining different sets of individual standards when creating texts for formal and informal situations.</p>	
--	---	--



**Michigan District Lutheran School Curriculum *TEACHER ACCOUNTABILITY RECORD***

<p><b>3A Conventions</b>  <b>Teacher Name:</b> _____  <b>Grade Level:</b> 7</p>	<p><b>Curricular Area:</b> Language Arts/ Unit 3-Speaking  <b>School Year:</b></p>				
<p><b>Michigan Standards, Benchmarks or <i>Grade Level Content Expectations</i></b>          (The <i>italicized</i> indicates the one used).</p>	<p><b>Dates Taught (month/day/initials):</b></p>				
<p>S.CN.07.01          Adjust their use of language to communicate effectively with a variety of audiences and for different purposes by using specialized language related to a topic and selecting words carefully to achieve precise meaning when presenting.</p>					
<p>S.CN.07.02          Speak effectively using slang, dialect, and colloquial language suitably to create interest and drama in narrative and informational presentations.</p>					
<p>S.CN.07.03          Present in standard American English if it is their first language. (Students whose first language is not English will present in their developing version of standard American English.)</p>					



Church Extension Fund

**Michigan District Lutheran School Curriculum *OUTCOMES* – Grade 7**

**Curricular Area: Language Arts (Speaking/Discourse)**

**Outcome 3B: The student will engage in substantial discussion, respond to a variety of ideas, and present an organized, focused, and coherent oral presentation.**

Grade Level Content Expectations (GLCEs)	Michigan Benchmarks	Teaching the Faith Activities
<p>S.DS.07.01 Engage in interactive, extended discourse to socially construct meaning in book clubs, literature circles, partnerships, or other conversation protocols.</p> <p>S.DS.07.02 Respond to multiple text types in order to anticipate and answer questions, offer opinions and solutions, and to identify personally with a universal theme.</p> <p>S.DS.07.03 Discuss written narratives with a variety of literary and plot devices (e.g., clearly described setting, sequenced events, complex major and minor characters, dialogue, suspense, and specific character actions such as gestures, movements, and expressions).</p> <p>S.DS.07.04 Plan and deliver a focused, coherent informational presentation using an informational organizational pattern (e.g., theory/evidence, persuasion, sequence) that incorporates persuasive, non-verbal techniques, and provides explanations and descriptions supportive of the presentation’s focus and the backgrounds and interests of the audience.</p>	<p>ELA.1.MS.1 Use reading for multiple purposes, such as enjoyment, clarifying information, and learning complex procedures.</p> <p>ELA.1.MS.5 Respond to a variety of oral, visual, written, and electronic texts by making connections to their personal lives and the lives of others.</p> <p>ELA.3.MS.1 Integrate listening, viewing, speaking, reading, and writing skills for multiple purposes and in varied contexts. An example is using all the language arts to prepare and present a unit project on career exploration.</p> <p>ELA.3.MS.2 Begin to implement strategies to regulate effects of variables of the communication process. An example is selecting a format for the message to influence the receiver’s response.</p> <p>ELA.3.MS.3 Read and write fluently, speak confidently, listen and interact appropriately, view critically, and represent creatively. Examples include reporting formally to an audience, debating issues, and interviewing members of the public.</p>	<p>Identify the major and minor characters in a story, book, or play.</p> <ul style="list-style-type: none"> <li>As a class brainstorm the qualities, attributes, or properties that make a major character or a minor character. In small groups, make a list of 25 major characters of the Old or New Testament, or 25 minor characters of the Old or New Testament. Compare lists to determine if there are any crossovers. Then give the groups a chance to defend or change their positions.</li> </ul> <p>Conduct a meeting, using appropriate parliamentary procedure.</p> <ul style="list-style-type: none"> <li>Elect class officers. Hold class meetings to discuss issues that come up. Use parliamentary procedure to conduct the meeting.</li> </ul> <p>Participate in small and large group discussions on various topics. Assign a topic that a small group will discuss and debate. Then have each group share with the class the results of their discussion.</p>



	<p>ELA.3.MS.4 Practice verbal and nonverbal strategies that enhance understanding of spoken messages and promote effective listening behaviors. Examples include altering inflection, volume, and rate, using evidence, and reasoning.</p> <p>ELA.3.MS.5 Select appropriate strategies to construct meaning while reading, listening to, viewing, or creating texts. Examples include generating relevant questions, studying vocabulary, analyzing mood and tone, recognizing how authors and speakers use information, and matching form to content.</p> <p>ELA.3.MS.6 Determine the meaning of unfamiliar words and concepts in oral, visual, and written texts by using a variety of resources, such as semantic and structural features, prior knowledge, reference materials, and electronic sources.</p> <p>ELA.3.MS.8 Express their responses and make connections between oral, visual, written, and electronic texts and their own lives.</p> <p>ELA.4.MS.5 Recognize and use levels of discourse appropriate for varied contexts, purposes, and audiences, including terminology specific to a particular field. Examples include community building, an explanation of a biological concept, comparison of computer programs, commentary on an artistic work, analysis of a fitness program, and classroom debates on political issues.</p>	
--	---	--



	<p>ELA.5.MS.1 Select, read, listen to, view, and respond thoughtfully to both classic and contemporary texts recognized for quality and literary merit</p> <p>ELA.5.MS.2 Describe and discuss shared issues in the human experience that appear in literature and other texts from around the world. Examples include quests for happiness and service to others.</p> <p>ELA.5.MS.3 Identify and discuss how the tensions among characters, communities, themes, and issues in literature and other texts are related to one's own experience.</p> <p>ELA.5.MS.4 Investigate and demonstrate understanding of the cultural and historical contexts of the themes, issues, and our common heritage as depicted in literature and other texts.</p> <p>ELA.5.MS.5 Investigate through literature and other texts various examples of distortion and stereotypes. Examples include those associated with gender, race, culture, age, class, religion, and handicapping conditions.</p> <p>ELA.6.MS.2 Demonstrate their ability to use different voices in oral and written communication to persuade, inform, entertain, and inspire their audiences.</p> <p>ELA.6.MS.4 Document and enhance a developing voice through multiple media. Examples include reflections for</p>	
--	--	--



	<p>their portfolios, audio and video tapes, and submissions for publications.</p> <p>ELA.8.MS.3 Describe and use characteristics of various informational genre (e.g., biographies, newspapers, brochures, and persuasive arguments and essays) and elements of expository text structure (e.g., multiple patterns of organization, relational links, and central purposes) to convey ideas.</p> <p>ELA.8.MS.4 Identify and use aspects of the craft of the speaker, writer, and illustrator to formulate and express their ideas artistically. Examples include color and composition, flashback, multidimensional characters, pacing, appropriate use of details, strong verbs, language that inspires, and effective leads.</p> <p>ELA.9.MS.1 Explore and reflect on universal themes and substantive issues from oral, visual, and written texts. Examples include coming of age, rights and responsibilities, group and individual roles, conflict and cooperation, creativity, and resourcefulness.</p> <p>ELA.9.MS.2 Synthesize content from multiple texts representing varied perspectives in order to formulate principles and generalizations.</p> <p>ELA.9.MS.3 Develop a thesis using key concepts, supporting evidence, and logical argument.</p> <p>ELA.10.MS.1 Analyze themes and central ideas in literature and other texts in relation to issues in their own lives.</p>	
--	---	--



	<p>ELA.10.MS.2 Perform the daily functions of a literate individual. Examples include acquiring information from multiple sources and then evaluating, organizing, and communicating it in various contexts.</p> <p>ELA.10.MS.3 Use oral, written, and visual texts to identify and research issues of importance that confront adolescents, their community, their nation, and the world. Examples include using research findings to organize and create texts to persuade others to take a particular position or to alter their course of action with regard to a particular school/ community issue or problem.</p> <p>ELA.11.MS.4 Use different means of developing and presenting conclusions based on the investigation of an issue or problem to an identified audience. Examples include election ballots, hypertext, and magazines and booklets including graphics.</p> <p>ELA.12.MS.3 Develop critical standards based on aesthetic qualities, and use them to explain choices in reading, writing, speaking, listening, viewing, and representing.</p> <p>ELA.12.MS.5 Refine their own standards to evaluate personal and public communications within a responsible and ethical system for the expression of ideas.</p>	
--	---	--



**Michigan District Lutheran School Curriculum *TEACHER ACCOUNTABILITY RECORD***

<p><b>3B Discourse</b>  <b>Teacher Name:</b> _____  <b>Grade Level:</b> 7</p>	<p><b>Curricular Area:</b> Language Arts/ Unit 3-Speaking   <b>School Year:</b></p>				
<p><b>Michigan Standards, Benchmarks or <i>Grade Level Content Expectations</i></b>          (The <i>italicized</i> indicates the one used).</p>	<p><b>Dates Taught (month/day/initials):</b></p>				
<p>S.DS.07.01          Engage in interactive, extended discourse to socially construct meaning in book clubs, literature circles, partnerships, or other conversation protocols.</p>					
<p>S.DS.07.02          Respond to multiple text types in order to anticipate and answer questions, offer opinions and solutions, and to identify personally with a universal theme.</p>					
<p>S.DS.07.03          Discuss written narratives with a variety of literary and plot devices (e.g., clearly described setting, sequenced events, complex major and minor characters, dialogue, suspense, and specific character actions such as gestures, movements, and expressions).</p>					
<p>S.DS.07.04          Plan and deliver a focused, coherent informational presentation using an informational organizational pattern (e.g., theory/evidence, persuasion, sequence) that incorporates persuasive, non-verbal techniques, and provides explanations and descriptions supportive of the presentation’s focus and the backgrounds and interests of the audience.</p>					



**Michigan District Lutheran School Curriculum *OUTCOMES* – Grade 7**

**Curricular Area: Language Arts (Listening & Viewing/Conventions)**

**Outcome 4A: The student will listen and view critically to determine the validity of the ideas presented while using appropriate audience behavior.**

Grade Level Content Expectations (GLCEs)	Michigan Benchmarks	Teaching the Faith Activities
<p>L.CN.07.01 Distinguish facts from opinions and question their validity when listening to or viewing a variety of speeches and presentations.</p> <p>L.CN.07.02 Listen to or view critically while demonstrating appropriate social skills of audience behaviors (e.g., eye contact, attentive, supportive); critically examine the verbal and non-verbal strategies during speeches and presentations.</p>	<p>ELA.3.MS.2 Begin to implement strategies to regulate effects of variables of the communication process. An example is selecting a format for the message to influence the receiver’s response.</p> <p>ELA.3.MS.3 Read and write fluently, speak confidently, listen and interact appropriately, view critically, and represent creatively. Examples include reporting formally to an audience, debating issues, and interviewing members of the public.</p> <p>ELA.3.MS.4 Practice verbal and nonverbal strategies that enhance understanding of spoken messages and promote effective listening behaviors. Examples include altering inflection, volume, and rate, using evidence, and reasoning.</p> <p>ELA.3.MS.8 Express their responses and make connections between oral, visual, written, and electronic texts and their own lives.</p> <p>ELA.4.MS.5 Recognize and use levels of discourse appropriate for varied contexts, purposes, and audiences, including terminology specific to a particular field.</p>	<p>Take notes from an oral presentation and use them for a report on the presentation.</p> <ul style="list-style-type: none"> <li>• Invite the pastor or the church president to make a presentation to the class on a particular topic. Have the students take notes and write a brief report of the talk.</li> <li>• Invite a church member with an interesting occupation or story to speak with the class. Have students take notes and write an article based on the notes for the school or church newsletter.</li> </ul> <p>Invite a guest musician from another church to share information with your class about the history of specific hymns.</p>



	<p>Examples include community building, an explanation of a biological concept, comparison of computer programs, commentary on an artistic work, analysis of a fitness program, and classroom debates on political issues.</p> <p>ELA.5.MS.5 Investigate through literature and other texts various examples of distortion and stereotypes. Examples include those associated with gender, race, culture, age, class, religion, and handicapping conditions.</p> <p>ELA.6.MS.3 Compare and contrast the style and characteristics of individual authors, speakers, and illustrators and how they shape text and influence their audiences' expectations.</p> <p>ELA.8.MS.3 Describe and use characteristics of various informational genre (e.g., biographies, newspapers, brochures, and persuasive arguments and essays) and elements of expository text structure (e.g., multiple patterns of organization, relational links, and central purposes) to convey ideas.</p> <p>ELA.9.MS.1 Explore and reflect on universal themes and substantive issues from oral, visual, and written texts. Examples include coming of age, rights and responsibilities, group and individual roles, conflict and cooperation, creativity, and resourcefulness.</p> <p>ELA.9.MS.2 Synthesize content from multiple texts representing varied perspectives in order to formulate principles and generalizations.</p>	
--	--	--



	<p>ELA.9.MS.3 Develop a thesis using key concepts, supporting evidence, and logical argument.</p> <p>ELA.10.MS.3 Use oral, written, and visual texts to identify and research issues of importance that confront adolescents, their community, their nation, and the world. Examples include using research findings to organize and create texts to persuade others to take a particular position or to alter their course of action with regard to a particular school/ community issue or problem.</p> <p>ELA.12.MS.1 Differentiate sets of standards for individual use according to the purpose of the communication context. An example is maintaining different sets of individual standards when creating texts for formal and informal situations.</p> <p>ELA.12.MS.2 Demonstrate understanding of individual, shared, and academic standards used for different purposes and context.</p> <p>ELA.12.MS.3 Develop critical standards based on aesthetic qualities, and use them to explain choices in reading, writing, speaking, listening, viewing, and representing.</p>	
--	--	--



**Michigan District Lutheran School Curriculum *TEACHER ACCOUNTABILITY RECORD***

<p><b>4A Conventions</b>  <b>Teacher Name:</b> _____  <b>Grade Level:</b> 7</p>	<p><b>Curricular Area:</b> Language Arts/ Unit 4-Listening &amp; Viewing  <b>School Year:</b></p>				
<p><b>Michigan Standards, Benchmarks or <i>Grade Level Content Expectations</i></b>  <b>(The italicized indicates the one used).</b></p>	<p><b>Dates Taught (month/day/initials):</b></p>				
<p>L.CN.07.01  Distinguish facts from opinions and question their validity when listening to or viewing a variety of speeches and presentations.</p>					
<p>L.CN.07.02  Listen to or view critically while demonstrating appropriate social skills of audience behaviors (e.g., eye contact, attentive, supportive); critically examine the verbal and non-verbal strategies during speeches and presentations.</p>					



Church Extension Fund

**Michigan District Lutheran School Curriculum *OUTCOMES* – Grade 7**

**Curricular Area: Language Arts (Listening & Viewing/Response)**

**Outcome 4B: The student will evaluate a variety of texts by analyzing attitude, point of view, bias, and effect of the media.**

Grade Level Content Expectations (GLCEs)	Michigan Benchmarks	Teaching the Faith Activities
<p>L.RP.07.01 Listen to or view knowledgeably a variety of genre to identify, state, and react to a speaker’s point of view and bias.</p> <p>L.RP.07.02 Select, listen to or view knowledgeably, and respond thoughtfully to both classic and contemporary texts recognized for quality and literary merit.</p> <p>L.RP.07.03 Identify a speaker’s attitude toward a subject expressed through tone, mood, emotional cues, and depth of content.</p> <p>L.RP.07.04 Ask probing questions of speakers, focusing on claims and conclusions presented.</p> <p>L.RP.07.05 Respond to multiple text types when listened to or viewed knowledgeably, by discussing, illustrating, and/or writing in order to anticipate and answer questions; determine personal and universal themes; and offer opinions or solutions.</p>	<p>ELA.1.MS.5 Respond to a variety of oral, visual, written, and electronic texts by making connections to their personal lives and the lives of others.</p> <p>ELA.2.MS.1 Write fluently for multiple purposes to produce compositions, such as personal narratives, persuasive essays, lab reports, and poetry.</p> <p>ELA.3.MS.1 Integrate listening, viewing, speaking, reading, and writing skills for multiple purposes and in varied contexts. An example is using all the language arts to prepare and present a unit project on career exploration.</p> <p>ELA.3.MS.2 Begin to implement strategies to regulate effects of variables of the communication process. An example is selecting a format for the message to influence the receiver’s response.</p> <p>ELA.3.MS.3 Read and write fluently, speak confidently, listen and interact appropriately, view critically, and represent creatively. Examples include reporting formally to an audience, debating issues, and interviewing members of the public.</p> <p>ELA.3.MS.4</p>	<ul style="list-style-type: none"> <li>• Bring newspaper or magazine editorials on topics relating to the Christian life or Christian values. Have students write replies to the editorials.</li> <li>• When finishing a literature text, have students write a response piece to the theme of the book or to the ideas presented in the book. Have students speculate how the characters or plot might have been different if the characters had put their Christian faith into action.</li> <li>• Select a Bible character whose personality and characteristics you think most resemble you. Compare and contrast yourself with that character.</li> <li>• Evaluate an author’s style on the basis of established criteria.</li> <li>• Analyze the various purposes of speeches and other communication.</li> <li>• Develop a TV commercial which could be used to encourage someone to do one or more of the following: attend church, be baptized, read the Bible, pray regularly.</li> </ul>



Church Extension Fund

<p>L.RP.07.06 Evaluate the credibility of a speaker by determining whether the speaker’s point of view is biased or not.</p> <p>L.RP.07.07 Identify persuasive and propaganda techniques and analyze the effect on the view of images, text, and sound in the electronic media (e.g., television, movies), and determine if the techniques used achieved their intended effects.</p>	<p>Practice verbal and nonverbal strategies that enhance understanding of spoken messages and promote effective listening behaviors. Examples include altering inflection, volume, and rate, using evidence, and reasoning.</p> <p>ELA.3.MS.5 Select appropriate strategies to construct meaning while reading, listening to, viewing, or creating texts. Examples include generating relevant questions, studying vocabulary, analyzing mood and tone, recognizing how authors and speakers use information, and matching form to content.</p> <p>ELA.3.MS.6 Determine the meaning of unfamiliar words and concepts in oral, visual, and written texts by using a variety of resources, such as semantic and structural features, prior knowledge, reference materials, and electronic sources.</p> <p>ELA.3.MS.8 Express their responses and make connections between oral, visual, written, and electronic texts and their own lives.</p> <p>ELA.4.MS.5 Recognize and use levels of discourse appropriate for varied contexts, purposes, and audiences, including terminology specific to a particular field. Examples include community building, an explanation of a biological concept, comparison of computer programs, commentary on an artistic work, analysis of a fitness program, and classroom debates on political issues.</p> <p>ELA.5.MS.1</p>	
--	--	--



	<p>Select, read, listen to, view, and respond thoughtfully to both classic and contemporary texts recognized for quality and literary merit</p> <p>ELA.5.MS.2 Describe and discuss shared issues in the human experience that appear in literature and other texts from around the world. Examples include quests for happiness and service to others.</p> <p>ELA.5.MS.3 Identify and discuss how the tensions among characters, communities, themes, and issues in literature and other texts are related to one's own experience.</p> <p>ELA.5.MS.4 Investigate and demonstrate understanding of the cultural and historical contexts of the themes, issues, and our common heritage as depicted in literature and other texts.</p> <p>ELA.5.MS.5 Investigate through literature and other texts various examples of distortion and stereotypes. Examples include those associated with gender, race, culture, age, class, religion, and handicapping conditions.</p> <p>ELA.6.MS.3 Compare and contrast the style and characteristics of individual authors, speakers, and illustrators and how they shape text and influence their audiences' expectations.</p> <p>ELA.8.MS.3 Describe and use characteristics of various informational genre (e.g., biographies, newspapers,</p>	
--	---	--



	<p>brochures, and persuasive arguments and essays) and elements of expository text structure (e.g., multiple patterns of organization, relational links, and central purposes) to convey ideas.</p> <p>ELA.9.MS.1 Explore and reflect on universal themes and substantive issues from oral, visual, and written texts. Examples include coming of age, rights and responsibilities, group and individual roles, conflict and cooperation, creativity, and resourcefulness.</p> <p>ELA.9.MS.2 Synthesize content from multiple texts representing varied perspectives in order to formulate principles and generalizations.</p> <p>ELA.9.MS.3 Develop a thesis using key concepts, supporting evidence, and logical argument.</p> <p>ELA.10.MS.1 Analyze themes and central ideas in literature and other texts in relation to issues in their own lives.</p> <p>ELA.10.MS.2 Perform the daily functions of a literate individual. Examples include acquiring information from multiple sources and then evaluating, organizing, and communicating it in various contexts.</p> <p>ELA.10.MS.3 Use oral, written, and visual texts to identify and research issues of importance that confront adolescents, their community, their nation, and the world. Examples include using research findings to organize and create texts to persuade others to take</p>	
--	--	--



	<p>a particular position or to alter their course of action with regard to a particular school/ community issue or problem.</p> <p>ELA.12.MS.3 Develop critical standards based on aesthetic qualities, and use them to explain choices in reading, writing, speaking, listening, viewing, and representing.</p> <p>ELA.12.MS.5 Refine their own standards to evaluate personal and public communications within a responsible and ethical system for the expression of ideas.</p>	
--	--	--



Church Extension Fund

**Michigan District Lutheran School Curriculum *TEACHER ACCOUNTABILITY RECORD***

<p><b>4B Response</b>  <b>Teacher Name:</b> _____  <b>Grade Level:</b> 7</p>	<p><b>Curricular Area:</b> Language Arts/ Unit 4-Listening and Viewing  <b>School Year:</b></p>				
<p><b>Michigan Standards, Benchmarks or <i>Grade Level Content Expectations</i></b>  <b>(The italicized indicates the one used).</b></p>	<p><b>Dates Taught (month/day/initials):</b></p>				
<p>LRP.07.01  Listen to or view knowledgeably and discuss a variety of genre to identify, state, and react to a speaker’s point of view and bias.</p>					
<p>LRP.07.02  Select, listen to or view knowledgeably, and respond thoughtfully to both classic and contemporary texts recognized for quality and literary merit.</p>					
<p>L.RP.07.03  Identify a speaker’s attitude toward a subject expressed through tone, mood, emotional cues, and depth of content.</p>					
<p>L.RP.07.04  Ask probing questions of speakers, focusing on claims and conclusions presented.</p>					
<p>L.RP.07.05  Respond to multiple text types when listened to or viewed knowledgeably, by discussing, illustrating, and/or writing in order to anticipate and answer questions; determine personal and universal themes; and offer opinions or solutions.</p>					
<p>L.RP.07.06  Evaluate the credibility of a speaker by determining whether the speaker’s point of view is biased or not.</p>					
<p>L.RP.07.07  Identify persuasive and propaganda techniques and analyze the effect on the view of images, text, and sound in the electronic media (e.g., television, movies), and determine if the techniques used achieved their intended effects.</p>					



Church Extension Fund