

7th Grade Curriculum Map

Priority Standards

FSA Standards

BIG IDEA 1: DIGITAL CITIZENSHIP

Enduring Understanding: We can share knowledge and participate ethically and productively as members of a democratic society.

To Know, Understand, and Do:

- Appropriate Online Behavior (AOB)
- Cyberbullying (CB)
- Social Networking and Chat Rooms (SN)
- Digital footprint
- Plagiarism/Intellectual Property
- Citations/Attributions
 - Easybib
 - Creative Commons
 - MLA/APA
- Censorship
 - Banned Book Week (Sept-Oct)
 - Challenges/Freedom

Priority Standard:

LAFS.7.W.3.7: Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.

Supporting Standards:

- *LAFS.7.W.3.8: Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.*
- *VA.68.S.3.4-Demonstrate respect for copyright laws and intellectual property ownership when creating and producing works of art. e.g. ethics, plagiarism, appropriation from the Internet and other sources.*
- *ISTE 3: Research and information fluency: Students apply digital tools to gather, evaluate, and use information. (b) Locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media.*

Priority Standard:

SC.68.CS-PC.1.2 Describe and use safe and appropriate practices when participating in online communities (e.g., discussion groups, blogs, and social networking sites).

Supporting Standards:

- *MU.68.F.3.2-Investigate and discuss laws that protect intellectual property, and practice safe, legal, and responsible acquisition and use of musical media.*

- *ISTE 5-Digital Citizenship-Students understand human, cultural, and societal issues related to technology and practice legal and ethical behavior: (a) Advocate and practice safe, legal, and responsible use of information and technology; (b) Exhibit a positive attitude toward using technology that supports collaboration, learning, and productivity; (c) Demonstrate personal responsibility for lifelong learning; (d) Exhibit leadership for digital citizenship.*

BIG IDEA 2: DIGITAL LITERACY AND INNOVATION

Enduring Understanding: We can draw conclusions, make informed decisions, collaborate, and apply knowledge to new situations using technology and other information tools.

To Know, Understand, and Do:

- Review formatting tools
 - Multiple platforms
- Personalization tools
 - Settings
 - Icons
 - Launchpad
- Troubleshooting strategies (power, alternate browser, lock keys, etc.)
- Presentation/Public Speaking techniques
- Digital project
- Digital collaboration (Shared GoogleDocs, etc.)
- Organizational tools
 - calendars
 - bookmarks
 - reminders
- Create visual displays
 - charts
 - tables
 - graphs
- Digital Experience (select at least one)
 - Skype
 - Digital field trip
 - Peer collaboration
 - Video conference
- Innovation Center/Makerspace

Priority Standard:

LAFS.7.W.3.7: Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.

Supporting Standards:

- LAFS.7.W.2.6-use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.
- LAFS.6.RI.3.7: *Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.*
- LAFS.7.SL.1.1-Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly: (a), (b), (c), and (d).
- LAFS.7.SL.1.2-Analyze the main idea and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.
- LAFS.7.SL.2.4-Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts details, and examples; use appropriate eye contact adequate volume, and clear pronunciation.
- ISTE 3: Research and information fluency: Students apply digital tools to gather, evaluate, and use information. (c)Evaluate and select information sources and digital tools based on the appropriateness to specific tasks. (d) Process data and report results.

Priority Standard:

SC.68.CS-CC.1.3 *Design, develop, and publish a collaborative digital product using a variety of digital tools and media-rich resources that demonstrate and communicate concepts to inform, persuade, and/or entertain.*

Supporting Standards:

- SC.68.CS-CC.1.1 *Demonstrate an ability to communicate appropriately through various online tools.*
- SC.68.CS-CC.1.2 *Apply productivity and or multimedia tools for local and global group collaboration.*
- LAFS.7.SL.2.5-*Include multimedia components and visual displays in presentation to clarify claims and findings and emphasize salient points.*
- VA.68.S.1.1-*Manipulate content, media, techniques, and processes to achieve communication with artistic intent.*
- VA.68.H.3.3-*Create imaginative works to include background knowledge or information from other subjects. e.g., from history, environment, literary works*

ISTE 1: Creativity and innovation: *Students demonstrate creative thinking, construct knowledge, and develop innovative products and processes using technology. (a) Apply existing knowledge to generate new ideas, products, or processes. (b) Create original works as a means of personal or group expression. (c) Use models and simulations to explore complex systems and issues.*

Priority Standard:

SC.68.CS-CS.2.2: *Solve real-life issues in science and engineering (i.e., generalize a solution to open-ended problems) using computational thinking skills.*

Supporting Standards:

- ISTE 2: Communication and collaboration: Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others. (a) Interact, collaborate, and publish with peers, experts, or others employing a variety of digital environments and media. (b) Communicate information and ideas effectively to multiple audiences using a

variety of media and formats. (c) Develop cultural understanding and global awareness by engaging with learners of other cultures. (d) Contribute to project teams to produce original works or solve problems.

- ISTE 6: Technology operations and concepts: Students demonstrate a sound understanding of technology concepts, systems, and operations. (a) Understand and use technology systems; (b) Select and use applications effectively and productively; (c) Troubleshoot systems and applications; (d) Transfer current knowledge to learning of new technologies.
- VA.68.O.1.3: Combine creative and technical knowledge to produce visually strong works of art.
- VA.68.O.2.2: Investigate the problem-solving qualities of divergent thinking as a source for new visual symbols and images.
- TH.68.C.2.3: Ask questions to understand a peer's artistic choices for a performance or design.

BIG IDEA 3: Personal and Aesthetic Growth

Enduring Understanding: We can pursue personal and aesthetic growth.

To Know, Understand, and Do:

- Orientation
- SSYRA promote/participate
 - Introduce (Sept)
 - Vote (Mar-May)
 - Celebrate (Mar-May)
- Destiny review
- Literacy Promotion (select one or more)
 - Statewide Celebrate Literacy Week
 - School Library Month
 - Poetry Month

Priority Standard:

LAFS.7.RI.1.2: Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.

Supporting Standards:

- LAFS.7.RL.4.1-By the end of the year, read and comprehend literature, including stories, dramas, and poems in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.
- LAFS.7.RI.1.1- Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
- LAFS.7.RI.1.3-Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).
- LAFS.7.RI.2.4 - Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.
- LAFS.7.RI.2.5 - Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.
- LAFS.7.RI.2.6- Determine an author's point of view or purpose in a text and explain how it is conveyed in the text.

- *LAFS.7.RI.3.7-Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.*
- *LAFS.7.RI.3.8- Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not.*
- *LAFS.7.RI.3.9- Compare and contrast one author's presentation of events with that of another (e.g., a memoir written by and a biography on the same person).*
- *LAFS.7.RI.4.10 - By the end of the year, read and comprehend literary nonfiction in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.*

Priority Standard:

LAFS.7.RL.1.2-Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.

Supporting Standards:

- *LAFS.7.RL.1.1 - Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.*
- *LAFS.7.RL.1.3-Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.*
- *LAFS.7.RL.2.4- Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.*
- *LAFS.7.RL.2.5-Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style.*
- *LAFS.7.RL.2.6-Analyze how differences in the points of view of the characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor.*
- *LAFS.7.RL.3.7-Analyze the extent to which a filmed or live production of a story or drama stays faithful to or departs from the text or script, evaluating the choices made by the director or actors.*
- *LAFS.7.RL.3.9- Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new.*
- *LAFS.7.RL.4.10-By the end of the year, read and comprehend literature, including stories, dramas, and poems, at the high end of grades 6–8 text complexity band independently and proficiently.*

BIG IDEA 4: INQUIRY, CRITICAL THINKING, AND REFLECTION

Enduring Understanding: *We can inquire, think critically, and gain knowledge from a variety of sources.*

To Know, Understand, and Do:

- FINDS research process (Focus, Investigate, Note, Develop, Score)
- Searches
 - Boolean search terms

- Multiple browsers
- Reference (World Book Online, Gale)
- Destiny one search
- Citations
 - Bibliography Tools (Easybib)
- Notes
 - Annotating
 - Paraphrasing
 - Summarizing
- Sources
 - Compare primary/secondary sources
 - Evaluate digital/print resources

Priority Standard:

LAFS.7.W.3.7-Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.

Supporting Standards:

- *LAFS.7.W.1.1-Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. (b) Support claim(s) with clear reasons and relevant evidence using credible sources and demonstrating an understanding of the topic or text.*
- *LAFS.7.W.1.2-Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content. (b) Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.*
- *LAFS.7.W.3.8-Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.*
- *LAFS.7.W.3.9-Draw evidence from literary or informational texts to support analysis, reflection, and research. (a) Apply grade 7 Reading standards to literature. (b) Apply grade 7 Reading standards to literary nonfiction.*
- *ISTE 3: Research and information fluency: Students apply digital tools to gather, evaluate, and use information. (a) Plan strategies to guide inquiry. (b) Locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media.(c)Evaluate and select information sources and digital tools based on the appropriateness to specific tasks.*
- *ISTE 4: Critical Thinking, problem solving, and decision making: Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources. (a) Identify and define authentic problems and significant questions for investigation; (b) Plan and manage activities to develop a solution or complete a project; (c) Collect and analyze data to identify solutions and/or make informed decisions; (d) Use multiple processes and diverse perspectives to explore alternative solutions.*
- *SC.68.CS-CP.1.1 Define parameters for individual and collaborative projects using Boolean logic (e.g., using “not”, “or”, “and”).*