

**ENGLISH/LANGUAGE ARTS: GRADE 7****Grade:** 7**Academic Standard:** 7.1**Academic Standard Indicator:** 7.1.1**Core Standard:** No

**Standard Description (Academic or Indicator):** Vocabulary and Concept Development: Identify and understand idioms and comparisons - such as analogies, metaphors, and similes - in prose and poetry. (1) Idioms: expressions that cannot be understood just by knowing the meanings of the words in the expression, such as *to be an old hand at something* or *to get one's feet wet*; (2) Analogies: comparisons of the similar aspects of two different things; (3) Metaphors: implied comparisons, such as *The stars were brilliant diamonds in the night sky*. (4) Similes: comparisons that use "like" or "as," such as *The stars were like a million diamonds in the sky*.

**Suggestion for Integrating International Content:** Have students who know another language take an English idiom and try to translate it or find its equivalent expression in that language. Show students how idioms or idiomatic expressions in any language cannot simply be understood word by word, let alone when "translated" into another language.

**Examples:** English into Spanish: *from time to time/occasionally = de vez en cuando*; *to learn by heart = aprender de memoria*; English into French: *to be homesick/to have the blues = avoir le cafard*; *teacher's pet* (m or f) = *chouchou* (m)/*chouchoute* (f) *du prof*. **Extension:** Discuss in class the difficulties that non-native speakers learning English have in interpreting meaning in English idiomatic expressions. **Suggested resources:** *Scholastic Dictionary of Idioms* (Scholastic Reference, 1998); websites for idioms in other languages at:

<http://www.languagerealm.com/spanish/spanishidioms.php>;

<http://www.languagerealm.com/french/frenchidioms.php>;

[http://en.wiktionary.org/wiki/Category:Idioms\\_by\\_language](http://en.wiktionary.org/wiki/Category:Idioms_by_language).

**Grade:** 7**Academic Standard:** 7.1**Academic Standard Indicator:** 7.1.1**Core Standard:** No

**Standard Description (Academic or Indicator):** Vocabulary and Concept Development: Identify and understand idioms and comparisons - such as analogies, metaphors, and similes - in prose and poetry. (1) Idioms: expressions that cannot be understood just by knowing the meanings of the words in the expression, such as *to be an old hand at something* or *to get one's feet wet*; (2) Analogies: comparisons of the similar aspects of two different things; (3) Metaphors: implied comparisons, such as *The stars were brilliant diamonds in the night sky*; (4) Similes: comparisons that use "like" or "as," such as *The stars were like a million diamonds in the sky*.

**Suggestion for Integrating International Content:** Have students compare American vocabulary with that of other languages and consider how idioms are used in the U.S. in contrast to how those phrases are expressed differently in other countries.

**Grade:** 7**Academic Standard:** 7.1**Academic Standard Indicator:** 7.1.2**Core Standard:** Yes

**Standard Description (Academic or Indicator):** Use knowledge of Greek, Latin, and Anglo-Saxon roots and word parts to understand subject-area vocabulary (science, social studies, and mathematics).

**Suggestion for Integrating International Content:** Much of modern scientific vocabulary is international in nature, in the sense that many modern languages share the same roots and word parts (prefixes, suffixes), often derived from Latin and Greek. Have students compare English and another language descended from Latin and Greek, looking for pairs of similar-looking scientific words. Have them separate out the roots from the word parts and then figure out the meanings of all parts of the words. **Examples:**

English *mathemat-ics, anthropo-logy, geo-graphy* = Spanish *matemát-ica, antropo-logía, geo-grafía* = French *mathéma-tiques, anthropo-logie, géo-graphie*. **Suggested resource:** <http://www.prefixsuffix.com/>.

**Grade:** 7

**Academic Standard:** 7.1

**Academic Standard Indicator:** 7.1.3

**Core Standard:** Yes

**Standard Description (Academic or Indicator):** Clarify word meanings through the use of definition, example, restatement, or through the use of contrast stated in the text.

**Suggestion for Integrating International Content:** Have students read a book which is set in a foreign country in Latin America or another continent. Help them figure out how to define unfamiliar words or terms that they may find, based on the contexts in which the words appear.

**Grade:** 7

**Academic Standard:** 7.2

**Academic Standard Indicator:** 7.2.1

**Core Standard:** Yes

**Standard Description (Academic or Indicator):** Structural Features of Informational and Technical Materials: Understand and analyze the differences in structure and purpose between various categories of informational materials (such as textbooks, newspapers, and instructional or technical manuals).

**Suggestion for Integrating International Content:** Have students read newspapers or magazines from other countries in paper or online format and compare them to U.S. local and national newspapers. **Suggested resource:** <http://www.world-newspapers.com/>. **Extension:** Have students compare other media such as textbooks or instruction manuals for electronic devices which often include Spanish and French versions.

**Grade:** 7

**Academic Standard:** 7.2

**Academic Standard Indicator:** 7.2.1

**Core Standard:** Yes

**Standard Description (Academic or Indicator):** Structural Features of Informational and Technical Materials: Understand and analyze the differences in structure and purpose between various categories of informational materials (such as textbooks, newspapers, and instructional or technical manuals).

**Suggestion for Integrating International Content:** Find a manual or textbook written in a different language and ask students to determine if it includes key indicators to assist users. **Example:** Have students examine a reference work like a large - not pocket-size - modern U.S. or British dictionary for English users to see how it makes use of print devices such as, graphics boxes, dialog bubbles, arrows, colors, shading, or illustrations to help their readers or explain the concepts. Then look at a large monolingual Spanish or French dictionary, produced for native Spanish or French readers, to see how it presents comparable kind of information or whether it uses different graphic devices to guide their readers. Have students discover if these differences are cultural/social rather than structural/technical, as well as provide possible explanations.

**Grade:** 7

**Academic Standard:** 7.2

**Academic Standard Indicator:** 7.2.2

**Core Standard:** Yes

**Standard Description (Academic or Indicator):** Locate information by using a variety of consumer and public documents.

**Suggestion for Integrating International Content:** Have students plan a trip to a foreign country where it is necessary to use public transportation. Have them access a train or mass transportation schedule from their country of choice and plot a travel adventure for a particular day and time, including all side trips. **Suggested resource:** International embassy websites, most of which have tourist information available in English.

**Grade:** 7**Academic Standard:** 7.2**Academic Standard Indicator:** 7.2.3**Core Standard:** Yes**Standard Description (Academic or Indicator):** Analyze text that uses the cause-and-effect organizational pattern.**Suggestion for Integrating International****Content:** Have students analyze cause-and-effect patterns in a book that is set in or about another country.**Grade:** 7**Academic Standard:** 7.2**Academic Standard Indicator:** 7.2.4**Core Standard:** Yes**Standard Description (Academic or Indicator):** Analysis of Grade-Level-Appropriate Nonfiction and Informational Text: Identify and trace the development of an author's argument, point of view, or perspective in text.**Suggestion for Integrating International****Content:** Use books, articles, or chapters by non-U.S. authors, or that are set in other countries. Have students compare the points of view of non-U.S. authors with those of U.S. writers on the same or similar topics.**Grade:** 7**Academic Standard:** 7.2**Academic Standard Indicator:** 7.2.7**Core Standard:** Yes**Standard Description (Academic or Indicator):** Draw conclusions and make reasonable statements about a text, supporting the conclusions and statements with evidence from the text.**Suggestion for Integrating International****Content:** Have students form ideas about a text that takes place in another culture or country and support their assumptions and conclusions with evidence drawn from within the text.**Grade:** 7**Academic Standard:** 7.2**Academic Standard Indicator:** 7.2.8**Core Standard:** Yes**Standard Description (Academic or Indicator):** Identify methods (such as repetition of words, biased or incomplete evidence) an author uses to persuade the reader.**Suggestion for Integrating International****Content:** Have students analyze stories or poetry or other texts from other cultures to detect patterns in the writing that aim to persuade or instill particular emotions in the reader.**Grade:** 7**Academic Standard:** 7.2**Academic Standard Indicator:** 7.2.10**Core Standard:** No**Standard Description (Academic or Indicator):** Identify and explain instances of persuasion, propaganda, and faulty reasoning in text, such as unsupported or invalid premises or inferences and conclusions that do not follow the premise.**Suggestion for Integrating International****Content:** Have students look at how other cultures advertise and persuade people to buy things. **Example:** Have students do Internet research on how some global corporations like McDonalds, which aim for uniformity of their products everywhere, have to adjust their advertising and their products to attract local customers in the countries where they operate. **Extension:** Have students discuss how U.S. tourists might respond to these “international” menus. **Suggested resources:** [http://en.wikipedia.org/wiki/McDonald%27s\\_products](http://en.wikipedia.org/wiki/McDonald%27s_products); <http://trifter.com/practical-travel/budget-travel/mcdonald's-strange-menu-around-the-world/>.

**Grade:** 7

**Academic Standard:** 7.2

**Academic Standard Indicator:** 7.2.10

**Core Standard:** No

**Standard Description (Academic or Indicator):** Identify and explain instances of persuasion, propaganda, and faulty reasoning in text, such as unsupported or invalid premises or inferences and conclusions that do not follow the premise.

**Suggestion for Integrating International**

**Content:** Have students research and find examples of election materials in another country and evaluate the print, television, or radio ads for elements of persuasion, propaganda, and faulty reasoning. *Example:* Elections in Great Britain.

**Grade:** 7

**Academic Standard:** 7.2

**Academic Standard Indicator:** 7.2.10

**Core Standard:** No

**Standard Description (Academic or Indicator):** Identify and explain instances of persuasion, propaganda, and faulty reasoning in text, such as unsupported or invalid premises or inferences and conclusions that do not follow the premise.

**Suggestion for Integrating International**

**Content:** Have students compare and contrast political advertising between countries. *Example:* Compare and contrast a U.S. presidential campaign with the different selection process for a prime minister in the United Kingdom.

**Grade:** 7

**Academic Standard:** 7.3

**Academic Standard Indicator:** --

**Core Standard:** No

**Standard Description (Academic or Indicator):** Students read and respond to grade-level-appropriate historically or culturally significant works of literature, such as the selections in the [www.doe.in.gov/standards/readinglist.html](http://www.doe.in.gov/standards/readinglist.html) illustrate the quality and complexity of the materials to be read by students. At Grade 7,

students read a wide variety of fiction, such as classic and contemporary literature, historical fiction, fantasy, science fiction, mysteries, adventures, folklore, mythology, poetry, short stories, dramas, and other genres.

**Suggestion for Integrating International**

**Content:** Have students read a range of fiction such as short novels, poems, book chapters, fables, short stories, or folktales from other countries or cultures or written by foreign authors. Have students report on what they found most interesting about the cultures depicted in these writings.

**Grade:** 7

**Academic Standard:** 7.3

**Academic Standard Indicator:** 7.3.1

**Core Standard:** Yes

**Standard Description (Academic or Indicator):** Structural Features of Literature: Discuss the purposes and characteristics of different forms of written text, such as the short story, the novel, the novella, and the essay.

**Suggestion for Integrating International**

**Content:** Have students choose a particular form of text from another culture or country and look for textual elements that they find most interesting and different, compared with their expectations based on American literary forms.

**Grade:** 7

**Academic Standard:** 7.3

**Academic Standard Indicator:** 7.3.2

**Core Standard:** Yes

**Standard Description (Academic or Indicator):** Analysis of Grade-Level-Appropriate Literary Text: Identify events that advance the plot and determine how each event explains past or present action or foreshadows (provides clues to) future action.

**Suggestion for Integrating International**

**Content:** Have students read a short piece of fiction that takes place in other another country and look for elements of foreshadowing as the actions of the plot unfold.

**Grade:** 7**Academic Standard:** 7.3**Academic Standard Indicator:** 7.3.3**Core Standard:** Yes

**Standard Description (Academic or Indicator):** Analyze characterization as shown through a character’s thoughts, words, speech patterns, and actions; the narrator’s description; and the thoughts, words, and actions of other characters.

**Suggestion for Integrating International**

**Content:** Have students read a short novel or novella set in another country and focus on a specific person whose character, in word and deed, seems quite different from what a similar character in American literature might be like.

**Grade:** 7**Academic Standard:** 7.3**Academic Standard Indicator:** 7.3.7**Core Standard:** Yes

**Standard Description (Academic or Indicator):** Explain the effects of common literary devices, such as symbolism, imagery, or metaphor, in a variety of fictional texts. (1) Symbolism: the use of an object to represent something else; for example, a dove might symbolize peace; (2) Imagery: the use of language to create vivid pictures in the reader’s mind; (3) Metaphor: an implied comparison in which a word or phrase is used in place of another, such as *He was drowning in money*.

**Suggestion for Integrating International**

**Content:** Have students read the poems “Fear” by Gabriela Mistral and “Identity” by Julio Noboa Polanco, found in *The Language of Literature, Grade 7*, edited by Arthur N. Applebee, Andrea B. Bermudez, Sheridan Blau, et al., in the McDougal Littell literature series (Houghton Mifflin Harcourt, 2001), to learn about the concept of symbolism. Both poems are presented in English and Spanish.

**Grade:** 7**Academic Standard:** 7.4**Academic Standard Indicator:** 7.4.1**Core Standard:** Yes

**Standard Description (Academic or Indicator):** Organization and Focus: Discuss ideas for writing, keep a list or notebook of ideas, and use graphic organizers to plan writing.

**Suggestion for Integrating International**

**Content:** Encourage students to look for ideas in texts that focus on different world cultures.

**Example:** Have them organize the ideas and themes as they relate to different geographic areas or cultural traits.

**Grade:** 7**Academic Standard:** 7.4**Academic Standard Indicator:** 7.4.5**Core Standard:** Yes

**Standard Description (Academic or Indicator):** Research Process and Technology: Identify topics; ask and evaluate questions; and develop ideas leading to inquiry, investigation, and research.

**Suggestion for Integrating International**

**Content:** Have students develop topics for inquiry that determine what they want to find out about other cultures or countries.

**Grade:** 7**Academic Standard:** 7.5**Academic Standard Indicator:** 7.5.1**Core Standard:** Yes

**Standard Description (Academic or Indicator):** Write biographical or autobiographical compositions that: (1) develop a standard plot line - including a beginning, conflict, rising action, climax, and denouement (resolution) - and point of view; (2) develop complex major and minor characters and a definite setting; (3) use a range of appropriate strategies, such as dialogue; suspense; and the naming of specific narrative action, including movement, gestures, and expressions.

**Suggestion for Integrating International**

**Content:** Have students write sketches about

important or influential people from other nations. **Examples:** Marie Curie of France, two-time Nobel Prize winner in Physics in 1903 and in Chemistry in 1911; Kofi Annan of Ghana, Secretary-General of the United Nations and Nobel Peace Prize winner in 2001. **Suggested resource:** Indiana University Center for the Study of Global Change database on Nobel Peace Prize winners (from 1901 to 2005) at <http://www.indiana.edu/~global/resources/nobel.php>.

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**Grade:** 7

**Academic Standard:** 7.5

**Academic Standard Indicator:** 7.5.2

**Core Standard:** Yes

**Standard Description (Academic or Indicator):** Write responses to literature that: (1) develop interpretations that show careful reading, understanding, and insight; (2) organize interpretations around several clear ideas, premises, or images from the literary work; (3) support statements with evidence from the text.

**Suggestion for Integrating International Content:** Have students write short responses to texts that contain international themes, including cultural similarities and differences that they notice.

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**Grade:** 7

**Academic Standard:** 7.5

**Academic Standard Indicator:** 7.5.3

**Core Standard:** Yes

**Standard Description (Academic or Indicator):** Research Application: Write or deliver a research report that has been developed using a systematic research process (defines the topic, gathers information, determines credibility, reports findings) and that: (1) uses information from a variety of sources (books, technology, multimedia) and documents sources independently by using a consistent format for citations; (2) demonstrates that information that has been gathered has been summarized and that the topic has been refined through this process; (3) demonstrates that sources have been evaluated for accuracy, bias, and credibility; (4) organizes information by categorizing and sequencing, and demonstrates the distinction

between one's own ideas from the ideas of others, and includes a bibliography (Works Cited).

**Suggestion for Integrating International**

**Content:** Have each student pick a country to research and choose a specific topic of interest on which to focus. **Examples:** *El Día de los Muertos* celebration in Mexico; the rice industry in the Philippines; vegetarianism in India.

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**Grade:** 7

**Academic Standard:** 7.5

**Academic Standard Indicator:** 7.5.3

**Core Standard:** Yes

**Standard Description (Academic or Indicator):** Research Application: Write or deliver a research report that has been developed using a systematic research process (defines the topic, gathers information, determines credibility, reports findings) and that: (1) uses information from a variety of sources (books, technology, multimedia) and documents sources independently by using a consistent format for citations; (2) demonstrates that information that has been gathered has been summarized and that the topic has been refined through this process; (3) demonstrates that sources have been evaluated for accuracy, bias, and credibility; (4) organizes information by categorizing and sequencing, and demonstrates the distinction between one's own ideas from the ideas of others, and includes a bibliography (Works Cited).

**Suggestion for Integrating International**

**Content:** Have each student conduct Internet and library research that focuses on a country of their choosing to examine the topic of immigration. Have them write papers describing the impact that immigrants from other world regions have had on their new country of residence. Citing appropriate sources, have students make a case for demonstrating the contributions or the challenges that immigrants bring to the development and growth of the country's regions or its cities.

**Grade:** 7

**Academic Standard:** 7.5

**Academic Standard Indicator:** 7.5.5

**Core Standard:** Yes

**Standard Description (Academic or Indicator):** Write summaries of reading materials that: (1) include the main ideas and most significant details; (2) use the student's own words, except for quotations; (3) reflect underlying meaning, not just the superficial details.

**Suggestion for Integrating International Content:** Have students summarize the main ideas in a text from or about another non-Western country or culture.

**Grade:** 7

**Academic Standard:** 7.5

**Academic Standard Indicator:** 7.5.7

**Core Standard:** Yes

**Standard Description (Academic or Indicator):** Write for different purposes and to a specific audience or person, adjusting style and tone as necessary.

**Suggestion for Integrating International Content:** Have students imagine that they have an author in another country as a pen pal. Have them write to the pen pal, relating what they have learned about his/her country, based on one of the author's texts.

**Grade:** 7

**Academic Standard:** 7.5

**Academic Standard Indicator:** 7.5.7

**Core Standard:** Yes

**Standard Description (Academic or Indicator):** Write for different purposes and to a specific audience or person, adjusting style and tone as necessary.

**Suggestion for Integrating International Content:** Have groups of students select different countries to research slang or colloquial words, in the native language, that refer to customs and food items. Then have group representatives give reports to the class. Even if students pick an English-speaking country like

Australia or England, they can still find slang words that refer specifically to life in that nation.

**Example:** the equivalent of *French fries* in American English is *chips* in British English.

**Suggested resource:**

<http://www.brighthub.com/education/languages/articles/67933.aspx#ixzz0mstaiWjV>. **Extension:**

The local community kitchen wants to know how and what to feed refugees from four different countries. Divide students into four groups to research each country about the kinds of food, why they eat what they do, specific eating customs or taboos (where they sit, who eats first, which hand to use, whether men, women, and children all sit together or not, etc.). Then have each group write a structured report to the director of the local community kitchen describing their findings and creating typical menus for an evening meal.

**Grade:** 7

**Academic Standard:** 7.6

**Academic Standard Indicator:** 7.6.2

**Core Standard:** Yes

**Standard Description (Academic or Indicator):** Grammar: Identify and use infinitives (the word to followed by the base form of a verb, such as *to understand* or *to learn*) and participles (made by adding -ing, -d, -ed, -n, -en, or -t to the base form of the verb, such as *dreaming, chosen, built, and grown*).

**Suggestion for Integrating International Content:** Discuss the use of infinitives in English and give examples from texts. Then point out that infinitives also occur in other languages, but that they may be formed in other ways, such as having one word instead of two. **Examples:** Compared to English *to have* - Spanish *haber*; French *avoir*; German *haben*.

**Grade:** 7

**Academic Standard:** 7.6

**Academic Standard Indicator:** 7.6.6

**Core Standard:** Yes

**Standard Description (Academic or Indicator):** Punctuation: Identify and correctly use hyphens (-), dashes (–), brackets ( [ ] ), and semicolons (;).

**Suggestion for Integrating International**

**Content:** Have students examine foreign texts to note the use and shape of punctuation marks and accents. *Example:* Spanish juvenile stories or folktales. Initiate a discussion regarding use of Spanish punctuation, its purpose, and shape of the punctuation marks, and compare with English punctuation.

**Grade:** 7

**Academic Standard:** 7.6

**Academic Standard Indicator:** 7.6.7

**Core Standard:** Yes

**Standard Description (Academic or Indicator):** Demonstrate the correct use of quotation marks and the use of commas with subordinate clauses.

**Suggestion for Integrating International**

**Content:** Have students examine foreign texts to note the use and shape of punctuation marks and accents. Have them pay attention to how German quotation marks in some books differ from English punctuation; where accents appear over vowels; what kinds of words are capitalized in the middle of sentences, etc. Initiate a general discussion regarding the use of punctuation, its purpose, and why there are differences between writing systems of different languages, even when they share the same basic Latin alphabet. *Example:* German juvenile stories or folktales.

**Grade:** 7

**Academic Standard:** 7.7

**Academic Standard Indicator:** 7.7.1

**Core Standard:** Yes

**Standard Description (Academic or Indicator):** Comprehension: Ask questions to elicit information, including evidence to support the speaker's claims and conclusions.

**Suggestion for Integrating International**

**Content:** Invite a foreign guest to talk about "a day in the life of" a person from his/her country. Encourage students to ask the speaker follow-up questions that are specifically based on the presentation.

**Grade:** 7

**Academic Standard:** 7.7

**Academic Standard Indicator:** 7.7.6

**Core Standard:** No

**Standard Description (Academic or Indicator):** Analysis and Evaluation of Oral and Media Communications: Provide helpful feedback to speakers concerning the coherence and logic of a speech's content and delivery and its overall impact upon the listener.

**Suggestion for Integrating International**

**Content:** Have students view video or listen to audio of speeches delivered by influential world figures to determine what techniques were used to sway their audiences to a particular point of view. *Examples:* Adolph Hitler; Winston Churchill; Charles de Gaulle; Mahatma Gandhi. *Suggested resource:* <http://www.newsplyer.com/Famous-Speeches-videos>.

**Grade:** 7

**Academic Standard:** 7.7

**Academic Standard Indicator:** 7.7.8

**Core Standard:** No

**Standard Description (Academic or Indicator):** Speaking Applications: Deliver narrative presentations that: (1) establish a context, standard plot line (with a beginning, conflict, rising action, climax, and resolution of the conflict), and point of view; (2) describe major and minor characters and a definite setting; (3) use a range of appropriate strategies to make the story engaging to the audience, including using dialogue and suspense and showing narrative action with movement, gestures, and expressions.

**Suggestion for Integrating International**

**Content:** Have students select a myth, folktale, fable, or legend from a different culture. In the tradition of oral storytelling, have them learn their selections well enough to present to a captive audience of elementary students.



**Grade:** 7

**Academic Standard:** 7.7

**Academic Standard Indicator:** 7.7.11

**Core Standard:** Yes

**Standard Description (Academic or Indicator):** Deliver persuasive presentations that: (1) state a clear position in support of an argument or proposal; (2) describe the points in support of the proposal and include supporting evidence.

**Suggestion for Integrating International Content:** Have students make persuasive presentations using topics from various middle school debate programs. Over the last three years or so, assertions have included: the U.S. should allow free travel and trade with Cuba; the U.S. should ban the importation of all products from China; the United Nations Security Council should have no permanent members; the atomic bombing of Hiroshima was justified. Teams of students can investigate and research both sides of these topics and then present the results in an opposition format, if not a true debate setting.

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