Archdiocese of Newark Catholic Schools

Curriculum Mapping

Curriculum mapping is a process that helps schools and districts/ dioceses determine the "agreed-upon" learning for all students. Curriculum mapping was undertaken in the Archdiocese of Newark in order to ensure that a consistent, clearly articulated curriculum infused with Gospel values is being provided to all students in our schools. The curriculum maps for the Catholic schools of the Archdiocese of Newark identify the content to be taught and skills to be mastered at each grade level.

The expertise and experience of the educators within our schools is the main source for determining the content and skills students will be expected to master. The Archdiocesan curriculum maps are developed through a collaborative process which involves individual teacher contributions, small group sessions and larger group meetings. Relevant educational standards including those proposed by content area experts, the New Jersey Core Curriculum Content Standards, and the Common Core State Standards are used as a resource in the curriculum mapping process. The resulting consensus maps reflect the collective thinking of classroom teachers based on their observation of student learning and their knowledge of educational practice and research. The Archdiocesan curriculum maps include teacher generated ideas for the infusion of Gospel values and faith connection activities.

While the curriculum maps clearly articulate the expected learning for all students, individual teachers have the flexibility to teach the content and skills in their own manner by:
- ♦ utilizing their own particular strengths and teaching style
- ♦ addressing the varying learning needs of their students
- ♦ determining the order in which the content and skills are presented within a marking period
- ♦ including additional content and skills once students have met the learning expectations identified in the curriculum map

Administrators at all levels will maintain the responsibility to ensure that teachers are following the curriculum maps and that appropriate teaching is being conducted. This will be done through a combination of classroom observations, faculty meetings, professional development opportunities and teacher evaluations, as well as by using various measurement tools, including formative and summative assessments. The Archdiocesan curriculum maps will help ensure the academic excellence that is integral to the mission of our Catholic schools and will provide educators and parents with a clear understanding of the learning expectations at each grade level.

English Language Arts
Each of the curriculum maps for English Language Arts in kindergarten through 8th grade is divided into the five strands that compose the English Language Arts curriculum- Reading, Writing, Language, Speaking & Listening, and Handwriting. Although the curriculum maps are arranged by strands for organizational purposes, instruction in English Language Arts utilizes an approach that integrates the various strands. Content is repeated across grade levels, reflecting the spiraling nature of the English Language Arts curriculum. Spiraling allows students to deepen and expand their understanding of key content as required skills become increasingly sophisticated and complex.

July 2015

Archdiocese of Newark Catholic Schools English Language Arts Curriculum Map for Grade 7				

READING

Standards	Content	Skills	Assessment	Gospel Values & Faith Connections

RL.7.10
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.
 	
RI.7.10
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.
 	
RL.7.3
Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).
 	
RI.7.3
Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).
 	
RI.7.5
Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas.
	Genres
	RL.7.10, RI.7.10, RL.7.3
	
	Informational Text
	RI.7.10, RI.7.3, RI.7.5
		Genres
		• Distinguish among various genres.
		• Identify, read, and summarize written works from various genres, including the following:
		  o Fiction
		  o Non- Fiction
		  o Historical Fiction
		  o Narratives
		  o Poetry
		  o Drama
		  o Myths
		  o Folk tales
		  o Humor
		  o Memoirs/Diaries
		
		Informational Text
		• Read and comprehend various types of informational text, including:
		  o Historical Documents
		  o Articles & Reports
		  o Reference Guides
		  o Data-Based Text
		  o Textbooks
			Student learning will be assessed on a continual basis using various types of formal and informal assessments. A list of possible assessment methods is provided below.
			
			Tests
			Quizzes
			Book Reports
			Oral Presentations
			Group Projects
			Individual Projects
			Essays
			Journals
			Portfolios
			Group Discussions
			Speeches
			Mock Trials
			Character Maps
			Plays and Skits
			Homework
			Multimedia Presentations
				Gospel values should be evident in the classroom environment and referenced and reinforced throughout the curriculum.
				
				Gospel Values
				Community
				Compassion
				Faith in God
				Forgiveness
				Hope
				Justice
				Love
				Peace
				Respect for Life
				Service
				Simplicity
				Truth
				
				Teachers will highlight Gospel values and other elements of Catholic identity as they develop instructional units within the English Language Arts curriculum.

Archdiocese of Newark Catholic Schools
English Language Arts Curriculum Map for Grade 7

READING

Standards	Content	Skills	Assessment	Gospel Values & Faith Connections
RL.7.1, RI.7.1 Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. **RL.7.2, RI.7.2** Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text. **RL.7.3** Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot). **RI.7.3** Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).	**Analyzing Text** RL.7.1, RI.7.1, R.L.7.2. RI.7.2, RL.7.3, RI.7.3 **Theme** RL.7.1, RL.7.2 **Plot** RL.7.3	• Describe how organization of the text contributes to the development of ideas and aids comprehension. **Analyzing Text** • Cite evidence from the text to support analysis of the text. **Theme** • Determine the central theme in a text and analyze its development. • Recognize and discuss Catholic social justice themes within a text. **Plot** • Identify elements of plot and conflict: o Exposition o Rising Action o Climax o Falling Action o Resolution		Highlight Gospel values in discussions of literary text. Discuss a character's actions and choices in light of Christian moral values. Apply reading strategies to biblical passages. Make comparisons to stories and figures from the Bible.

Archdiocese of Newark Catholic Schools
English Language Arts Curriculum Map for Grade 7

READING

Standards	Content	Skills	Assessment	Gospel Values & Faith Connections
RL.7.1, RI.7.1 Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.		• Describe and/or diagram the progression of plot development.		
RL.7.2, RI.7.2 Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.	**Conflict** RL.7.1, RL.7.2, RL.7.3	**Conflict** • Identify and explain the main struggle within the story. • Distinguish between internal and external conflict.		
RL.7.3 Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).	**Characterization** RL.7.1, RL.7.2, RL.7.**3**	**Characterization** • Differentiate between direct and indirect characterization. • Recognize character traits and make inferences about the characters. • Identify the protagonist and antagonist. • Analyze how the author develops the characters in a story.		

Archdiocese of Newark Catholic Schools English Language Arts Curriculum Map for Grade 7				
READING				
Standards	**Content**	**Skills**	**Assessment**	**Gospel Values & Faith Connections**
RL.7.4 Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama. **RI.7.4** Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone. **RL.7.6** Analyze how an author develops and contrasts the points of view of different characters or narrators in a text. **RI.7.6** Determine an author's point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others.	**Setting** RL.7.1, RL.7.2, RL.7.3 **Mood and Tone** RL.7.4, RI.7.4 **Point of View** RL.7.6, RI.7.6 **Author's Purpose** RL.7.6, RI.7.6	**Setting** • Determine and describe where and when a story takes place. • Analyze how setting affects characters and plot. **Mood and Tone** • Identify the mood and tone of a text. • Critique the language that defines the mood and tone using context clues. **Point of View** • Recognize different points of view in text. • Differentiate points of view and their impact on the story. **Author's Purpose** • Distinguish between inform, persuade, and/or entertain as the purpose of a text.		

Archdiocese of Newark Catholic Schools English Language Arts Curriculum Map for Grade 7				
READING				
Standards	**Content**	**Skills**	**Assessment**	**Gospel Values & Faith Connections**

RL.7.4
Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama.
 	
RL.7.5
Analyze how a drama's or poem's form or structure (e.g., soliloquy, sonnet) contributes to its meaning.
 	
RL.7.6
Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.
	Literary Devices
	RL.7.4, RL.7.5, RL.7.6
		Literary Techniques
		• Develop strategies to identify how various literary devices are used in a story, such as:
		  o Foreshadowing
		  o Flashback
		  o Irony
		  o Suspense
		  o Dialect
		  o Attitude
		  o Perspective
		  o Voice
		  o Symbolism
		  o Allusion		

RI.7.8 Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims. **RI.7.9** Analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts.	**Fact vs. Opinion** RI.7.8, RI.7.9 **Figurative Language** RL.7.4	**Fact vs. Opinion** • Distinguish between facts and opinion in text. • Identify facts used to support an opinion presented in a text. **Figurative Language** • Distinguish between literal and figurative meaning.		

Archdiocese of Newark Catholic Schools
English Language Arts Curriculum Map for Grade 7

READING

Standards	Content	Skills	Assessment	Gospel Values & Faith Connections
RL.7.4 Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama. **RI.7.4** Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone. **L.7.5** Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. a) Interpret figures of speech (e.g., literary, biblical, and mythological allusions) in context. b) Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words. c) Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., *refined, respectful, polite, diplomatic, condescending*).	**Vocabulary Development** RL.7.4, RI.7.4, L.7.5	• Recognize simile, metaphor, imagery, and personification. **Vocabulary Development** • Apply knowledge of root words, prefixes and suffixes to determine meaning of unfamiliar words. • Determine what part of speech a word functions as in a given context. • Determine the meaning of words and phrases as they are used in the text. • Analyze how word choice affects the meaning of the text. • Differentiate between denotation and connotation of words.		

Archdiocese of Newark Catholic Schools
English Language Arts Curriculum Map for Grade 7

READING

Standards	Content	Skills	Assessment	Gospel Values & Faith Connections

RL.7.10
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.
 	
RI.7.10
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.
	Reading Strategies
	RL.7.10, RI.7.10
		Reading Strategies
		• Utilize various reading strategies to aid comprehension, including:
		  o Inferring
		  o Sequencing of Events
		  o Using Context Clues
		  o Predicting
		  o Drawing Conclusions
		  o Recalling Details
		  o Summarizing and Paraphrasing		

Archdiocese of Newark Catholic Schools
English Language Arts Curriculum Map for Grade 7

LANGUAGE

Standards	Content	Skills	Assessment	Gospel Values & Faith Connections

L.7.1
Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
a) Explain the function of phrases and clauses in general and their function in specific sentences.
b) Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.
c) Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.
	Parts of Speech
	L 7.1
	
	Sentence Structure
	L.7.1
	
	Phrases and Clauses
	L.7.1
		Parts of Speech
		• Identify and correctly utilize the various parts of speech.
		  o Nouns
		  o Pronouns
		  o Verbs
		  o Adjectives
		  o Adverbs
		  o Interjections
		  o Conjunctions
		  o Prepositions
		
		Sentence Structure
		• Identify and label the parts of a sentence.
		• Identify sentences as simple, compound or complex.
		• Demonstrate command of proper sentence structure.
		
		Phrases and Clauses
		• Differentiate among sentences, phrases, and clauses.
		• Explain the function of clauses and phrases in a sentence.
			Student learning will be assessed on a continual basis using various types of formal and informal assessments. A list of possible assessment methods is provided below.
			
			  Tests
			  Quizzes
			  Reports
			  Written Assignments
			  Oral Communication
			  Oral Presentations
			  Group Projects
			  Individual Projects
			  Essays
			  Journals
			  Portfolios
			  Group Discussions
			  Speeches
			  Homework
			  Multimedia Presentations
				Gospel values should be evident in the classroom environment and referenced and reinforced throughout the curriculum.
				
				Gospel Values
				
				  Community
				  Compassion
				  Faith in God
				  Forgiveness
				  Hope
				  Justice
				  Love
				  Peace
				  Respect for Life
				  Service
				  Simplicity
				  Truth
				
				Teachers will highlight Gospel values and other elements of Catholic identity as they develop instructional units within the English Language Arts curriculum.

Archdiocese of Newark Catholic Schools English Language Arts Curriculum Map for Grade 7				

LANGUAGE

Standards	Content	Skills	Assessment	Gospel Values & Faith Connections
L.7.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. a) Use a comma to separate coordinate adjectives. b) Spell correctly. **L.7.3** Use knowledge of language and its conventions when writing, speaking, reading, or listening. a) Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy. **L.7.4** Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on G*rade 7 reading and content*, choosing flexibly from a range of strategies. a) Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. b) Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., *belligerent, bellicose, rebel*).	**Language Mechanics** L.7.2, L.7.3 **Vocabulary Development** L.7.4, L.7.6	• Identify independent and subordinate clauses. • Use phrases and clauses effectively. **Language Mechanics** • Demonstrate command of the conventions of standard English including but not limited to capitalization, punctuation, and spelling. **Vocabulary Development** • Define, clarify, and use previously unknown words. • Recognize multi-meaning words. • Choose from a range of strategies to determine the meaning of		

Archdiocese of Newark Catholic Schools
English Language Arts Curriculum Map for Grade 7

LANGUAGE

Standards	Content	Skills	Assessment	Gospel Values & Faith Connections
c) Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech. d) Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary). **L.7.6** Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.		unfamiliar words, including: ○ Root Word ○ Prefix ○ Suffix ○ Synonyms & Antonyms ○ Analogies ○ Context Clues		

Archdiocese of Newark Catholic Schools
English Language Arts Curriculum Map for Grade 7

WRITING

Standards	Content	Skills	Assessment	Gospel Values & Faith Connections

W.7.1
Write arguments to support claims with clear reasons and relevant evidence.
 	
W.7.2
Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
 	
W.7.3
Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
 	
W.7.4
Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
 	
W.7.10
Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
	Genres and Forms of Writing
	W.7.1, W.7.2, W.7.3, W.7.4 , W.7.10
	
	Five Paragraph Essay
	W.7.4
		Genres and Forms of Writing
		• Recognize and produce writing within various genres and forms, including:
		  o Persuasive/ Argumentative
		  o Narrative
		  o Expository
		  o Creative
		  o Descriptive
		  o Reflective
		  o Compare and Contrast
		  o Journal Writing
		
		Five Paragraph Essay
		• Produce clear and coherent essays that include the introductory paragraph, three body paragraphs, and the concluding paragraph.
		• Develop a strong thesis statement.
			Student learning will be assessed on a continual basis using various types of formal and informal assessments. A list of possible assessment methods is provided below.
			
			Tests
			Quizzes
			Writing Assignments
			Conferencing
			Essays
			Reports
			Group Projects
			Individual Projects
			Journals
			Portfolios
			Rubrics
			Speeches
			Plays and Skits
			Homework
			Multimedia Presentations
				Gospel values should be evident in the classroom environment and referenced and reinforced throughout the curriculum.
				
				Gospel Values
				
				Community
				Compassion
				Faith in God
				Forgiveness
				Hope
				Justice
				Love
				Peace
				Respect for Life
				Service
				Simplicity
				Truth
				
				Teachers will highlight Gospel values and other elements of Catholic identity as they develop instructional units within the English Language Arts curriculum.

Archdiocese of Newark Catholic Schools
English Language Arts Curriculum Map for Grade 7

WRITING

Standards	Content	Skills	Assessment	Gospel Values & Faith Connections
W.7.5 With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. **L.7.1** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. **L.7.2** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. **W.7.7** Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation. **W.7.8** 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.	**Writing Process** W.7.5 **Writing Mechanics** L.7.1, L.7.2 **Research Report** W.7.7, W.7.8	**Writing Process** • Identify, organize and connect the steps of the writing process to complete a published piece. o Draft o Revise o Edit o Proofread o Publish **Writing Mechanics** • Apply conventions of grammar, usage, punctuation, capitalization, and spelling when editing and proofreading. **Research Report** • Gather relevant information from a variety of credible print and digital sources. • Compose an effective thesis statement.		Write essays and reports on topics related to Catholic faith. Produce writing assignments that integrate and reflect Gospel values.

Archdiocese of Newark Catholic Schools
English Language Arts Curriculum Map for Grade 7

WRITING

Standards	Content	Skills	Assessment	Gospel Values & Faith Connections
		• Present ideas in an organized manner. • Cite supporting evidence. • Utilize correct MLA format for citation of sources.		

Archdiocese of Newark Catholic Schools
English Language Arts Curriculum Map for Grade 7

SPEAKING & LISTENING

Standards	Content	Skills	Assessment	Gospel Values & Faith Connections
SL.7.4 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. **SL.7.5** Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points. **SL.7.6** Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. **SL.7.3** Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.	**Oral Presentations** SL.7.4, SL.7.5, SL.7.6 **Oral Reading** SL.7.6 **Listening Skills** SL.7.3	**Oral Presentations** • Present claims and findings in an organized and logical manner. • Speak loudly and clearly. • Use appropriate eye contact and body language while presenting. • Use visual displays when appropriate. **Oral Reading** • Display fluency and accuracy when reading aloud. • Use appropriate tone, pitch, volume, and rate. • Enunciate words distinctly. **Listening Skills** • Maintain a respectful demeanor while listening to presentations.	Student learning will be assessed on a continual basis using various types of formal and informal assessments. A list of possible assessment methods is provided below. Tests Quizzes Oral Presentations Response to oral presentations Summary of oral presentations Group Discussions Speeches Debates Plays and Skits Multimedia Presentations Group Projects Individual Projects	Gospel values should be evident in the classroom environment and referenced and reinforced throughout the curriculum. **Gospel Values** Community Compassion Faith in God Forgiveness Hope Justice Love Peace Respect for Life Service Simplicity Truth Teachers will highlight Gospel values and other elements of Catholic identity as they develop instructional units within the English Language Arts curriculum.

Archdiocese of Newark Catholic Schools English Language Arts Curriculum Map for Grade 7				

SPEAKING & LISTENING

Standards	Content	Skills	Assessment	Gospel Values & Faith Connections
SL.7.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *Grade 7 topics, texts, and issues,* building on others' ideas and expressing their own clearly. a) Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. b) Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed. c) Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed. d) Acknowledge new information expressed by others and, when warranted, modify their own views. **SL.7.2** Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.	**Group Discussion** SL.7.1, SL.7.2	• Make connections with what is heard and prior knowledge. • Ask relevant questions when appropriate. **Group Discussion** • Engage appropriately in range of collaborative discussions. • Ask relevant questions when appropriate. • Respond clearly and concisely to questions posed by others. • Maintain focus on topic being discussed.		Research and discuss topics related to Catholic faith. Prepare presentations on topics related to Catholic faith.

Archdiocese of Newark Catholic Schools
English Language Arts Curriculum Map for Grade 7

HANDWRITING

Standards	Content	Skills	Assessment	Gospel Values & Faith Connections
WLP.7.3 Maintain legible cursive writing with proper spacing and consistent slant. **WLP.7.6** Write by hand with speed and fluency appropriate for grade 7.	**Cursive Handwriting Skills** WLP.7.3 **Fluency** WLP.7.6	**Cursive Handwriting Skills** • Know and demonstrate cursive handwriting skills. • Produce legible cursive writing with proper formation, size and spacing, consistent slant, and proper indentation. **Fluency** • Write by hand with speed and fluency.	Student learning will be assessed on a continual basis using various types of formal and informal assessments. A list of possible assessment methods is provided below. Daily Written Work Writing Samples Timed Writing Tasks Worksheets	Gospel values should be evident in the classroom environment and referenced and reinforced throughout the curriculum. **Gospel Values** Community Compassion Faith in God Forgiveness Hope Justice Love Peace Respect for Life Service Simplicity Truth Teachers will highlight Gospel values and other elements of Catholic identity as they develop instructional units within the English Language Arts curriculum.