

Wallenpaupack Area School District Planned Course Curriculum Guide

English/Language Arts

Grade 7 English

Course Description:

The 7th grade English curriculum continues the development in the skills of writing, speaking, and listening. This course focuses on basic writing skills with an emphasis on effective sentence structure, paragraph construction, and multi-paragraph essay development. This course includes ongoing instruction on correct grammar and conventions.

Revision Date:

June 2014

Wallenpaupack Area School District Curriculum

COURSE: English

GRADE: 7

UNIT 1: Narrative

TIME FRAME: 22 ½ days

PA CORE STANDARDS:

CC.1.4.7.M: Write narratives to develop real or imagined experiences or events.

CC.1.4.7.N: Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters.

CC.1.4.7.O: Use narrative techniques such as dialogue, description, and pacing to develop experiences, events, and/or characters; use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.

CC.1.4.7.P: Organize an event sequence that unfolds naturally and logically, using a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one timeframe or setting to another; provide a conclusion that follows from and reflects on the narrated experiences and events.

CC.1.4.7.Q: Write with an awareness of the stylistic aspects of writing.

- Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.
- Use sentences of varying lengths and complexities.
- Use precise language.
- Develop and maintain a consistent voice.

CC.1.4.7.R: Demonstrate a grade appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.

CC.1.4.7.T: 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.

CC.1.4.7.X: 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.

UNIT OBJECTIVES (SWBATS):

- Apply the concepts of the writing process from prewriting to publishing
- Develop paragraphs demonstrating unity and coherence
- Analyze and critique their own and other students' writing
- Write an original narrative essay using the basic conventions of Standard English

INSTRUCTIONAL STRATEGIES/ACTIVITIES:

- The writing process
 - Topic Sentence/Thesis Statement
 - Supporting sentences
 - Concluding sentences
 - Organizing ideas
 - Transitions
 - Task, purpose, audience

- Develop narrative

Ongoing

- Everyday edits
- Standard conventions of English language
- Parts of speech
- Phrases & clauses
- Varied sentence structure
- Misplaced and dangling modifiers
- Fragments and run-ons

ANCHOR VOCABULARY:

- Character
- Characterization
- Narrative writing
- Narrator
- Point of view
- Sensory language
- Sequence
- Word choice

ASSESSMENTS (Diagnostic/Benchmark/Formative/Summative):

- CDTs (Diagnostic)
- PSSAs (Summative)
- Rough drafts (Formative)
- Peer editing (Formative)
- Grammar Review (Formative)
- Grammar tests and quizzes (Summative)
- Narrative assignments (Summative)

EVIDENCE OF MASTERY:

- Advanced or Proficient on PSSA
- Objective score of 67% or better
- Summative assessment: narrative essay—13.5-20 on scale of 0-20

DIFFERENTIATED INSTRUCTION (Remediation/Extension) (Process, Product or Content)

Struggling

- Accommodations based on student's IEP/504
- Grammar worksheets/activities
- Graphic organizers
- Chunking information

Advanced

- Write a narrative from a different point of view
- Create a multi-media presentation of a narrative

RESOURCES (Websites, Blogs, Videos, Whiteboard Resources, etc.):

- *Language Network*

- *World of Language*
- *English Grammar & Composition*
- Teacher-generated materials
- Student-generated materials
- *Tall Tale* (movie)
- Quizlet
- Study Island
- Education World
- Other internet sources as needed

Wallenpaupack Area School District Curriculum

COURSE: English

GRADE: 7

UNIT 2: Informative/Explanatory

TIME FRAME: 22 ½ days

PA CORE STANDARDS:

CC.1.4.7.A: Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information clearly.

CC.1.4.7.B: Identify and introduce the topic clearly, including a preview of what is to follow.

CC.1.4.7.C: Develop and analyze the topic with relevant facts, definitions, concrete details, quotations, or other information and examples; include graphics and multimedia when useful to aiding comprehension.

CC.1.4.7.D: Organize ideas, concepts, and information using strategies such as definition, classification, comparison/contrast, and cause/effect; use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts; provide a concluding statement or section; include formatting when useful to aiding comprehension.

CC.1.4.7.E: Write with an awareness of the stylistic aspects of composition.

- Use precise language and domain-specific vocabulary to inform about or explain the topic.
- Use sentences of varying lengths and complexities.
- Develop and maintain a consistent voice.
- Establish and maintain a formal style.

CC.1.4.7.F: Demonstrate a grade appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.

CC.1.4.7.S: Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade-level reading standards for literature and literary nonfiction.

CC.1.4.7.T: 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.

CC.1.4.7.U: 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.

CC.1.4.7.V: Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.

CC.1.4.7.W: 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 or citation.

CC.1.4.7.X: 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.

UNIT OBJECTIVES (SWBATS):

- Apply the concepts of the writing process from prewriting to publishing
- Develop paragraphs demonstrating unity and coherence
- Analyze and critique their own and other students' writing
- Write informative/explanatory essays using the basic conventions of Standard English

INSTRUCTIONAL STRATEGIES/ACTIVITIES:

- The writing process
- Develop informative/explanatory essay

Ongoing

- Everyday edits
- Standard conventions of English language
- Parts of speech
- Phrases & clauses
- Varied sentence structure
- Misplaced and dangling modifiers
- Fragments and run-ons

ANCHOR VOCABULARY:

- Audience
- Cause/effect
- Classification
- Cohesion
- Comparison/contrast
- Definition
- Explain
- Informative writing
- Sentence structure
- Style
- Transitions
- Topic

ASSESSMENTS (Diagnostic/Benchmark/Formative/Summative):

- CDTs (Diagnostic)
- PSSAs (Summative)
- Rough drafts (Formative)
- Peer editing (Formative)
- Grammar Review (Formative)
- Grammar tests and quizzes (Summative)
- Informational/explanatory assignments (Summative)

EVIDENCE OF MASTERY:

- Advanced or Proficient on PSSA
- Objective score of 67% or better
- Summative assessment: informational/explanatory essay—13.5-20 on scale of 0-20

DIFFERENTIATED INSTRUCTION (Remediation/Extension) (Process, Product or Content)*Struggling*

- Accommodations based on student's IEP/504
- Grammar worksheets/activities
- Graphic organizers

- Chunking information

Advanced

- Write an informational/explanatory presentation in the format of a newscast
- Create a multi-media presentation of an informational/explanatory topic

RESOURCES (Websites, Blogs, Videos, Whiteboard Resources, etc.):

- *Language Network*
- *World of Language*
- *English Grammar & Composition*
- Teacher-generated materials
- Student-generated materials
- Quizlet
- Study Island
- Education World
- Other internet resources as needed
- Destiny/Library Resources
- Noodletools

Wallenpaupack Area School District Curriculum

COURSE: English

GRADE: 7

UNIT 3: Opinion/Argumentative

TIME FRAME: 22 ½ days

PA CORE STANDARDS:

CC.1.4.7.G: Write arguments to support claims.

CC.1.4.7.H: Introduce and state an opinion on a topic.

CC.1.4.7.I: Acknowledge alternate or opposing claims and support claim with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic.

CC.1.4.7.J: Organize the claim(s) with clear reasons and evidence clearly; clarify relationships among claim(s) and reasons by using words, phrases, and clauses to create cohesion; provide a concluding statement or section that follows from and supports the argument presented.

CC.1.4.7.K: Write with an awareness of the stylistic aspects of composition.

- Use precise language and domain-specific vocabulary to inform about or explain the topic.
- Use sentences of varying lengths and complexities.
- Develop and maintain a consistent voice.
- Establish and maintain a formal style.

CC.1.4.7.L: Demonstrate a grade appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.

CC.1.4.7.S: Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade-level reading standards for literature and literary nonfiction.

CC.1.4.7.T: 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.

CC.1.4.7.U: 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.

CC.1.4.7.V: Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.

CC.1.4.7.W: 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 or citation.

CC.1.4.7.X: 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.

UNIT OBJECTIVES (SWBATS):

The students will be able to

- Apply the concepts of the writing process from prewriting to publishing
- Develop paragraphs demonstrating unity and coherence
- Analyze and critique their own and other students' writing
- Write opinion/argumentative essays using the basic conventions of Standard English

INSTRUCTIONAL STRATEGIES/ACTIVITIES:

- The writing process
- Content vocabulary
- Develop opinion/argumentative essay
- Research

Ongoing

- Everyday edits
- Standard conventions of English language
- Parts of speech
- Phrases & clauses
- Varied sentence structure
- Misplaced and dangling modifiers
- Fragments and run-ons

ANCHOR VOCABULARY:

- Analysis
- Argument
- Audience
- Claims
- Conclusion/concluding section
- Evidence
- Informative writing
- Opinion
- Sentences
- Support

ASSESSMENTS (Diagnostic/Benchmark/Formative/Summative):

- CDTs (Diagnostic)
- PSSAs (Summative)
- Rough drafts (Formative)
- Peer editing (Formative)
- Grammar Review (Formative)
- Grammar tests and quizzes (Summative)
- Opinion/argumentative assignments (Summative)

EVIDENCE OF MASTERY:

- Advanced or Proficient on PSSA
- Objective score of 67% or better
- Summative assessment: opinion/argumentative essay—13.5-20 on scale of 0-20

DIFFERENTIATED INSTRUCTION (Remediation/Extension) (Process, Product or Content)

Struggling

- Accommodations based on student's IEP/504
- Grammar worksheets/activities
- Graphic organizers
- Chunking information

Advanced

- Present an argument from two different points of view
- Create a commercial using one of the propaganda techniques

RESOURCES (Websites, Blogs, Videos, Whiteboard Resources, etc.):

- *Language Network*
- *World of Language*
- *English Grammar & Composition*
- Teacher-generated materials
- Student-generated materials
- Quizlet
- Study Island
- Education World
- Destiny/Library Resources
- Other internet resources as needed
- Noodletools

Wallenpaupack Area School District Curriculum

COURSE: English

GRADE: 7

UNIT 4: Poetry

TIME FRAME: 22 ½ days

PA CORE STANDARDS:

CC.1.3.7.E: Analyze how the structure or form of a text contributes to its meaning.

CC.1.3.7.F: Determine the meaning of words and phrases as they are used in grade level reading and content, including interpretation of figurative, connotative meanings.

CC.1.4.7.M: Write narratives to develop real or imagined experiences or events.

CC.1.4.7.N: Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters.

CC.1.4.7.O: Use narrative techniques such as dialogue, description, and pacing to develop experiences, events, and/or characters; use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.

CC.1.4.7.P: Organize an event sequence that unfolds naturally and logically, using a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another; provide a conclusion that follows from and reflects on the narrated experiences and events.

CC.1.4.7.Q: Write with an awareness of the stylistic aspects of writing.

- Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.

- Use sentences of varying lengths and complexities.

- Use precise language.

- Develop and maintain a consistent voice.

CC.1.4.7.R Demonstrate a grade appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.

CC.1.4.7.S: Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade level reading standards for literature and literary nonfiction.

CC.1.4.7.T: 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.

CC.1.4.7.U: 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.

CC.1.4.7.X: 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.

UNIT OBJECTIVES (SWBATS):

The students will be able to

- Analyze and compare various authors' works
- Apply the concepts of the writing process from prewriting to publishing
- Develop original poems demonstrating effective use of figurative language
- Write with an understanding of the basic conventions of Standard English
- Write poems using various poetic forms
- Analyze and critique their own and other students' writing

INSTRUCTIONAL STRATEGIES/ACTIVITIES:

- Analyzing poetic styles, structures, and techniques

- Content vocabulary
- Research
- Identifying/creating poems
- The writing process

Ongoing

- Standard conventions of English language
- Figurative language
- Precise language and sensory details
- Phrases & clauses
- Misplaced and dangling modifiers

ACHOR VOCABULARY:

- Analyze
- Description
- Dialogue
- Figurative language
- Figurative meaning
- Interpret
- Narrative writing
- Narrator
- Point of view
- Sensory language
- Sequence
- Text Structure

ASSESSMENTS (Diagnostic/Benchmark/Formative/Summative):

- CDTS (Diagnostic)
- PSSAs (Summative)
- Rough drafts (Formative)
- Peer editing (Formative)
- Grammar Review (Formative)
- Poetry quizzes (Summative)
- Poetry project (Summative)

EVIDENCE OF MASTERY:

- Advanced or Proficient on PSSA
- Objective score of 67% or better
- Summative assessment: poetry project

DIFFERENTIATED INSTRUCTION (Remediation/Extension) (Process, Product or Content)

Struggling

- Accommodations based on student's IEP/504
- Grammar worksheets/activities
- Graphic organizers
- Chunking information
- Templates

Advanced

- Submit poem for publication beyond classroom
- Create a presentation for poetry project using multi-media format

RESOURCES (Websites, Blogs, Videos, Whiteboard Resources, etc.):

- *Language Network*
- *World of Language*
- *English Grammar & Composition*
- Teacher-generated materials
- Student-generated materials
- Study Island
- Education World
- Destiny/Library Resources
- Noodletools
- Poetry websites
- Library Resources