



**SPRING GROVE AREA SCHOOL DISTRICT**



**PLANNED COURSE OVERVIEW**

<b>Course Title:</b> English Language Arts <b>Grade Level(s):</b> 7 <b>Units of Credit:</b> <b>Classification:</b> Required	<b>Length of Course:</b> 30 cycles <b>Periods Per Cycle:</b> 6 <b>Length of Period:</b> 47 minutes <b>Total Instructional Time:</b> 141 Hours
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***Course Description***

Students in this course are introduced to literary concepts in a variety of genres: fiction, drama, non-fiction and poetry. Attention focuses on comprehension relating to specific skills within each genre. Skills include identifying and explaining plot development, characterization, text structures, author's purpose, figurative language, inferences, main idea/details, vocabulary development, and other relevant literacy skills. Students respond to a variety of texts and also develop their writing skills in the above mentioned genres. Students continue working on the writing process with a specific emphasis on organization, focus, style, content development, and conventions.

***Instructional Strategies, Learning Practices, Activities, and Experiences***

Anticipatory Sets	Interaction Sequence	Reports and Speeches
Bell Ringers	Internet Research	Research
CDT	Journals	Small Group Interventions
Class Discussions	Posted Objectives	Teacher Demonstrations
Closure	Practice Exercises	Teacher-Made Tests
Critical Thinking	Presentations	Technology Integration
Graphic Organizers	PSSA Released Passages	Videos/DVDs
Guided Reading	Question-Answer Relationships	Wait-Time
Higher Level Questioning	Quizzes	Wait-Time Extended
Homework	Reader's Theater	

***Assessments***

CDTs	Presentations	Teacher Observations
Creative Writing	Projects	Teacher-Made Tests and Quizzes
Homework	Reports	Unit Tests
Journaling	Selection Tests	

***Materials/Resources***

Internet	Mentor Texts	SAS (Standards Aligned System)
Prentice Hall Literature	Picture Books	Technology (Various applications, software, etc.)
<i>D'Aulaire's Book of Greek Myths</i>	Resource Books	Teen Ink Magazines
<i>Lessons That Change Writers</i> by Nancie Atwell	Scope Magazines	Trade Books
<i>Groundwork for a Better Vocabulary</i> (Townsend Press)	Supplemental Readings	Videos/DVDs

**Adopted:** 1/27/88

**Revised:** 9/3/91; 8/19/98; 10/04; 8/16/10; 5/19/14

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<b>1.2 Reading Informational Text</b> <b>Students read, understand, and respond to informational text – with emphasis on comprehension, making connections among ideas and between texts with focus on textual evidence.</b>	
<b>CONTENT/KEY CONCEPTS</b>	<b>OBJECTIVES/STANDARDS</b>
Key Ideas and Details – Main Idea	CC.1.2.7.A - 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.
Key Ideas and Details - Test Analysis	CC.1.2.7.B - Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences, conclusions, and/or generalizations drawn from the text.  CC.1.2.7.C - Analyze the interactions between individuals, events, and ideas in a text.
Craft and Structure – Point of View	CC.1.2.7.D - 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.
Craft and Structure – Text Structure	CC.1.2.7.E - Analyze the structure of the text through evaluation of the author’s use of graphics, charts, and the major sections of the text.
Craft and Structure - Vocabulary	CC.1.2.7.F - Determine the meaning of words and phrases as they are used in grade level reading and content, including interpretation of figurative, connotative, and technical meanings.
Integration of Knowledge and Ideas – Diverse Media	CC.1.2.7.G - Compare and contrast a text to an audio, video, or multimedia version of the text, analyzing each medium’s portrayal of the subject (e.g. how the delivery of a speech affects the impact of the words).

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<b>CONTENT/KEY CONCEPTS</b>	<b>OBJECTIVES/STANDARDS</b>
Integration of Knowledge and Ideas – Evaluating Arguments	CC.1.2.7.H - Evaluate an author’s argument, reasoning, and specific claims for the soundness of the argument and the relevance of the evidence.
Integration of Knowledge and Ideas – Analysis Across Texts	CC.1.2.7.I - Analyze how two or more authors present and interpret facts on the same topic.
Vocabulary Acquisition and Use	CC.1.2.7.J - 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.  CC.1.2.7.K - Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade level reading and content, choosing flexibly from a range of strategies and tools.
Range of Reading	CC.1.2.7.L - Read and comprehend literary non-fiction and informational text on grade level, reading independently and proficiently.

<b>1.3 Reading Literature</b> <b>Students read and respond to works of literature - with emphasis on comprehension, making connections among ideas and between texts with focus on textual evidence.</b>	
<b>CONTENT/KEY CONCEPTS</b>	<b>OBJECTIVES/STANDARDS</b>
Key Ideas and Details – Theme	CC.1.3.7.A - 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.
Key Ideas and Details – Text Analysis	CC.1.3.7.B - Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences, conclusions, and/or generalizations drawn from the text.
Key Ideas and Details - Literary Elements	CC.1.3.7.C - Analyze how particular elements of a story or drama interact and how setting shapes the characters or plot.
Craft and Structure - Point of View	CC.1.3.7.D - 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.
Craft and Structure – Text Structure	CC.1.3.7.E - Analyze the development of the meaning through the overall structure of the text.
Craft and Structure – Vocabulary	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.
Integration of Knowledge and Ideas – Sources of Information	CC.1.3.7.G - Compare and contrast a written story, drama, or poem to its audio, filmed, staged, or multimedia version, analyzing the effects of techniques unique to each medium (e.g. lighting, sound, color, or camera focus and angles in a film).

<b>1.3 Reading Literature</b> <b>Students read and respond to works of literature – with emphasis on comprehension, making connections among ideas and between texts with focus on textual evidence.</b>	
<b>CONTENT/KEY CONCEPTS</b>	<b>OBJECTIVES/STANDARDS</b>
Integration of Knowledge and Ideas – Text Analysis	CC.1.3.7.H - Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history.
Vocabulary Acquisition and Use – Strategies	CC.1.3.7.I - Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade level reading and content, choosing flexibly from a range of strategies and tools.
Vocabulary Acquisition and Use	CC.1.3.7.J - 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.
Range of Reading	CC.1.3.7.K - Read and comprehend literary fiction on grade level, reading independently and proficiently.

<b>1.4 Writing</b> <b>Students Write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.</b>	
<b>CONTENT/KEY CONCEPTS</b>	<b>OBJECTIVES/STANDARDS</b>
Informative/Explanatory	CC.1.4.7.A - Write informative/ explanatory texts to examine a topic and convey ideas, concepts, and information clearly.
Informative/Explanatory – Focus	CC.1.4.7.B - Identify and introduce the topic clearly, including a preview of what is to follow.
Informative/Explanatory – Content	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.
Informative/Explanatory – Organization	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.
Informative/Explanatory – Style	CC.1.4.7.E - Write with an awareness of the stylistic aspects of composition. <ul style="list-style-type: none"> <li>• Use precise language and domain-specific vocabulary to inform about or explain the topic.</li> <li>• Use sentences of varying lengths and complexities</li> <li>• Use precise language.</li> <li>• Develop and maintain a consistent voice.</li> <li>• Establish and maintain a formal style.</li> </ul>
Informative/Explanatory – Conventions of Language	CC.1.4.7.F - Demonstrate a grade appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.
Opinion/Argumentative	CC.1.4.7.G - Write arguments to support claims.

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CONTENT/KEY CONCEPTS	OBJECTIVES/STANDARDS
Opinion/Argumentative - Focus	CC.1.4.7.H - Introduce and state an opinion on a topic.
Opinion/Argumentative – Content	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.
Opinion/Argumentative – Organization	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.
Opinion/Argumentative – Style	CC.1.4.7.K - Write with an awareness of the stylistic aspects of composition. <ul style="list-style-type: none"> <li>• Use precise language and domain-specific vocabulary to inform about or explain the topic.</li> <li>• Use sentences of varying lengths and complexities.</li> <li>• Use precise language.</li> <li>• Develop and maintain a consistent voice.</li> <li>• Establish and maintain a formal style.</li> </ul>
Opinion/Argumentative – Conventions of Language	CC.1.4.7.L - Demonstrate a grade appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation and spelling.
Narrative	CC.1.4.7.M - Write narratives to develop real or imagined experiences or events.
Narrative – Focus	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.



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CONTENT/KEY CONCEPTS	OBJECTIVES/STANDARDS
Narrative - Content	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.
Narrative – Organization	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.
Narrative – Style	CC.1.4.7.Q - Write with an awareness of the stylistic aspects of writing. <ul style="list-style-type: none"> <li>• Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.</li> <li>• Use sentences of varying lengths and complexities</li> <li>• Use precise language.</li> <li>• Develop and maintain a consistent voice.</li> </ul>
Narrative – Conventions of Language	CC.1.4.7.R - Demonstrate a grade appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.
Response to Literature	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 non-fiction.

<b>1.4 Writing</b> <b>Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.</b>	
<b>CONTENT/KEY CONCEPTS</b>	<b>OBJECTIVES/STANDARDS</b>
Production and Distribution of Writing – Writing Process	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.
Technology and Publication	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.
Conducting Research	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.
Credibility, Reliability, and Validity of Sources	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 for citation.
Range of Writing	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.

<b>1.5 Speaking and Listening</b> <b>Students present appropriately in formal speaking situations, listen critically, and respond intelligently as individuals or in group discussions.</b>	
<b>CONTENT/KEY CONCEPTS</b>	<b>OBJECTIVES/STANDARDS</b>
Comprehension and Collaboration – Collaborative Discussion	CC.1.5.7.A - Engage effectively in a range of collaborative discussions, on grade level topics, texts, and issues, building on others' ideas and expressing their own clearly.
Comprehension and Collaboration – Critical Listening	CC.1.5.7.B - Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.
Comprehension and Collaboration – Evaluating Information	CC.1.5.7.C - Analyze the main ideas and supporting details presented in diverse media formats (e.g. visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.
Presentation of Knowledge and Ideas – Purpose, Audience, and Task	CC.1.5.7.D - 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.
Presentation of Knowledge and Ideas - Context	CC.1.5.7.E - Adapt speech to a variety of contexts and tasks.
Integration of Knowledge and Ideas – Multimedia	CC.1.5.7.F - Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.
Conventions of Standard English	CC.1.5.7.G - Demonstrate command of the conventions of standard English when speaking based on grade 7 level and content.