

Course Title: GRADE SEVEN ENGLISH-LANGUAGE ARTS-A	Course Description
<p>Course No. N/A Grade level: 7</p> <p>Text and Resource Options: *A. <i>Bridges to Literature, Level II</i>; McDougal-Littell B. <i>Spell It Out, Red, Part I</i>; Globe Fearon C. <i>Best Short Stories, Middle</i>; Jamestown Pub. D. <i>Literature For English, Advanced I</i>, McGraw-Hill Contemporary E. Grade-level appropriate literature</p> <p>*Primary Adoption</p>	<p>Course Value: *One Semester</p> <p>Credit Value: One Course</p>
<p>Course Content: Key Content Standards and Course Objectives</p>	<p>This literature-based curriculum will integrate written and oral language skills, reading comprehension, and literary analysis using various literary genres. Writing and grammar assignments will be based on the individual needs of the students as determined by the teacher. The quality and complexity of the materials to be read by students are illustrated in the <i>California Reading List</i>.</p> <p>The purpose of this course is to help students master many of the foundational skills and standards that are required to pass the English-Language Arts portion of the California High School Exit Examination.</p> <p>*Open entry/open exit</p>
<ol style="list-style-type: none"> 1. Vocabulary and Concept Development: Clarify word meaning through the use of definition, example, restatement, or contrast (7-1.3), identify idioms, analogies, metaphors, and similes in prose and poetry (7-1.1). 3. Reading Comprehension: Locate information using a variety of documents (7-2.2), analyze text that uses cause/effect patterns (7-2.3). 4. Literary Response and Analysis: Identify events that advance the plot, and determine how each event explains past or present actions (7-3.2), articulate the expressed purposes and characteristics of different forms of prose (7-3.1), identify and analyze recurring themes across works (7-3.4). 5. Writing Strategies: Support all statements and claims with anecdotes, descriptions, facts and statistics, and/or specific examples (7-1.2), use strategies of note-taking, outlining, and summarizing to structure composition drafts (7-1.3), give credit for both quoted and paraphrased information in a bibliography (7-1.5), create documents using word-processing skills (7-1.6). 6. Writing Applications: Write fictional or autobiographical narratives (7-2.1), write summaries of reading materials that contain the main ideas, are written in the student's own words, and reflect the underlying meaning of the source (7-2.5), write responses to literature (7-2.2), write research reports (7-2.3). 7. Written and Oral English Language Conventions: Place modifiers properly, using active voice (7-1.1), identify and use infinitives, participles, and clear pronoun/antecedent references (7-1.2), use correct capitalization (7-1.5), identify and use hyphen dash, brackets, and semi-colon between two clauses of a compound sentence (7-1.4), spell derivative correctly (7-1.6). 8. Listening and Speaking Strategies: Ask probing questions designed to elicit information (7-1.1), determine the speaker's attitude toward the subject (7-1.2), use explicit techniques for effective presentations (7-1.6), provide constructive feedback to speakers concerning the coherence and logic of a speech's content and delivery (7-1.7). 	<p>Methods of Study</p> <ol style="list-style-type: none"> 1. Students will complete all activities assigned. 2. Students will participate in discussion with other class members and/or teacher. <p>Evaluation of Performance Standards</p> <ol style="list-style-type: none"> 1. Students will complete all assignments and assessments with a minimum of 70% accuracy. 2. The supervising teacher will be satisfied with the quality of the student's work.

GRADE SEVEN ENGLISH-LANGUAGE ARTS A

Course Outline

I. Textbook Assignment Options:

A. *Bridges to Literature, Level II (1 Course)*

- Read each Selection in Units 1-6.
- For each selection above, write the definitions to the words in the “Vocabulary Preview”
- For each selection above, complete the “Think It Through” exercises end of each selection.
- Complete one Extension Activity.

B. *Spell It Out, Red (1 Course)*

- Read and complete all activities in the textbook

C. *Best Short Stories, Middle Level (1 Course)*

- Read all stories in Units 1-5.
- Complete the “Review” and “Interpreting the Story” exercises at the end of each story.
- Complete the “Writing Exercise” activity at the end of each unit.

D. *Literature for English, Advanced II (1 Course)*

- Read and complete all activities in the textbook.
- Complete one Extension Activity.

II. Extension Activities (select 1)

A. *Bridges to Literature*

1. After reading “My Man Blue,” think about people who have made a difference in your life. Think about the ways in which these people changed the way you thought or acted. Write a 500-700 word rough draft. Revise and edit your rough draft. Type your final draft on Microsoft Word. (WR 2 or WR 3)
2. Read “Forty-Five Seconds Inside A Tornado.” What do you know about tornadoes? How might it feel to be caught in one? Using the Internet, an encyclopedia, magazine, newspaper, or other materials, research tornadoes. Write a 500-700 word rough draft of your findings. You will need to include a bibliography and footnotes. Revise and edit your rough draft. Type your final draft on Microsoft Word. (WR 3)
3. Read the story, “Scars and Stripes.” What does it feel like to lose someone? Have you ever lost a relative, a friend, a parent, or a pet? Write a 500-700 word story where the main character loses someone or something close to him. Develop a standard plot line with a conflict, rising action, climax, and a conclusion. (WR 2)
4. Teacher generated activity, approved by site administrator.

B. Literature for English, Advanced II (select 1)

1. Research and write an essay (4-paragraph minimum) on one of the four following topics related to the readings in the textbook:

- a. Roman Gladiators: compare and contrast them to modern-day athletes.
- b. Issues facing elderly people (health issues, retirement, loneliness, etc.).
- c. Lifestyles of native Alaskans.

Write a rough draft and edit and revise your essay. Submit all parts of your work to your teacher. (WR 3)

2. Teacher generated activity, approved by the site administrator.

X. Evaluation

- Unit and/or final test.
- All textbook work must meet the 70% accuracy level for a “C” grade.