



**A Planned Course of Study
for**

English Language Arts 7 (ELA 7)

AJHS Course # 0171

Abington School District

Abington, Pennsylvania

August, 2019

I. Objectives

Students will demonstrate the appropriate level proficiency in each of the following areas:

A. Reading Informational Text

1. Key Ideas and Details
2. Craft and Structure
3. Integration of Knowledge and Ideas
4. Vocabulary Acquisition
5. Range of Reading

B. Reading Literature

1. Key Ideas and Details
2. Craft and Structure
3. Integration of Knowledge and Ideas
4. Vocabulary Acquisition
5. Range of Reading

C. Writing

1. Informative/Explanatory
2. Opinion/Argumentative
3. Narrative
4. Response to Literature
5. Production and Distribution of Writing
6. Technology and Publication
7. Research to Build and Present Knowledge
8. Credibility, Reliability, and Validity of Sources
9. Range of Writing

D. Speaking and Listening

1. Comprehension and Collaboration
2. Presentation of Knowledge and Ideas
3. Integration of Knowledge and Ideas
4. Conventions of Standard English

II. Major Concepts**A. Reading Informational Texts****1. Key Ideas and Details**

- a. Determine two or more central ideas in a text and analyze their development over the course of the text and provide an objective summary of the text.
- 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.
- c. Analyze the interactions between individuals, events and ideas in a text.

2. Craft and Structure

- a. 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.
- b. Analyze the structure of a text through evaluation of the author's use of graphics, charts, and the major sections of the text.
- c. 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.

3. Integration of Knowledge and Ideas

- a. 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)
- b. Evaluate an author's argument, reasoning, and specific claims for the soundness of the argument and relevance of the evidence.
- c. Analyze how two or more texts present and interpret facts on the same topic.

4. Vocabulary Acquisition

- a. Acquire and use accurately grade-appropriate academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
- b. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade level content, choosing flexibly from a range of strategies and tools.

5. Range of Reading

- a. Read and comprehend complex literary nonfiction and informational texts on grade level, reading independently and proficiently.

B. Reading Literature**1. Key Ideas and Details**

- 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.
- b. Cite several pieces of textual evidence to support an analysis of what the text says explicitly as well as inferences, conclusions and/or generalizations drawn from the text.
- c. Analyze how particular elements of a story or drama interact and how setting shapes the characters or plot. .

2. Craft and Structure

- a. Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.
- b. Analyze how the structure or form of a text contributes to its meaning.
- c. Determine the meaning of words and phrases as they are used in grade-level reading and content, including interpretation of figurative, connotative meanings.

3. Integration of Knowledge and Ideas

- a. 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. Compare and contrast a fictional portrayal of a time, place, or character and historical account of the same period as a means of understanding how authors of fiction use or alter history.

4. Vocabulary Acquisition

- a. 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.
- b. 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.

5. Range of Reading

- a. Read and comprehend literary fiction on grade level, reading independently and proficiently.

C. Writing**1. Informative/Explanatory**

- a. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information clearly.
- b. Identify and introduce the topic clearly, including a preview of what is to follow.

- 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.
- 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.
- e. Write with an awareness of the stylistic aspects of composition.
- f. Use precise language and domain-specific vocabulary to inform about or explain the topic.
- g. Use sentences of varying lengths and complexities.
- h. Develop and maintain a consistent voice.
- i. Establish and maintain a formal style.
- j. Demonstrate a grade appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.

2. Opinion/Argumentative

- a. Write arguments to support claims.
- b. Introduce and state an opinion on a topic.
- c. 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.
- d. 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.
- e. Write with an awareness of the stylistic aspects of composition.
- f. Use precise language and domain-specific vocabulary to inform about or explain the topic.
- g. Use sentences of varying lengths and complexities.
- h. Develop and maintain a consistent voice.
- i. Establish and maintain a formal style.
- j. Demonstrate a grade appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.

3. Narrative

- a. Write narratives to develop real or imagined experiences and events.

- b. Engage and orient the reader by establishing a context and point o view and introducing a narrator and/or characters.
 - c. 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.
 - d. 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.
 - e. Write with an awareness of the stylistic aspects of writing.
 - f. Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.
 - g. Use sentences of varying lengths and complexities.
 - h. Use precise language.
 - i. Develop and maintain a consistent voice.
 - j. Demonstrate a grade appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.
- 4. Response to Literature**
- a. Draw evidence from literary or informational text to support analysis, reflection, and research, applying grade-level reading standards for literature and literary nonfiction. .
- 5. Production and Distribution of Writing**
- a. 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.
- 6. Technology and Publication**
- a. Use technology, including the Internet, to produce and publish writing, link to and cite sources, as well as to interact and collaborate with others, including linking to and citing sources.
- 7. Research to Build and Present Knowledge**
- a. Conduct short research projects to answer a question, drawing on several sources drawing on several sources and generating additional related, focused questions for further research and investigation.
- 8. Credibility, Reliability, and Validity of Sources**

- a. Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote/paraphrase the data and conclusions of others while avoiding plagiarism, following a standard format for citation.
- b. Draw evidence from literary or informational texts to support analysis, reflection, and research.

9. Range of Writing

- a. Write routinely over extended time frames (time for research, reflection and revisions) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes and audiences.

D. Speaking and Listening

1. Comprehension and Collaboration

- a. Engage effectively in a range of collaborative discussions.
- b. Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.
- 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.

2. Presentation of Knowledge and Ideas

- a. 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.
- b. Adapt speech to a variety of contexts and tasks.

3. Integration of Knowledge and Ideas

- a. Integrate multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.

4. Conventions of Standard English

- a. Demonstrate command of the conventions of standard English when speaking and writing based on grade 7 level and content.

III. Instruction**A. Course Schedule**

1. 5 days a week, full year, 47 minutes per period

B. Pacing

Throughout the course of four marking periods, the following units will be implemented:

1. Narrative, Expository, and Argumentative Writing Workshop Units, along with journals, TDAs, and short response writing throughout the year.
2. Literature Units—novels aligned with related nonfiction texts, poems, and selected short stories.
3. Language Units – grammar, usage and mechanics, vocabulary in context.
4. Speaking and Listening – oral presentations and literary discussions.

C. Methods

1. Provide opportunities for independent and collaborative learning.
2. Product-driven reading and writing instruction
3. Model and teach reading and writing strategies for students to practice.
4. Support comprehension using reciprocal teaching practices that include questioning, clarifying, summarizing, and students interacting with the texts.
5. Annotate texts to provide evidence to support responses to literature questions.
6. Immerse students in the genre by examining text features and structures and reading mentor texts and literature before writing.
7. Provide options for writing.
8. Encourage learning and practicing the craft of authors through modeling, conferring, and collaboration.
9. Teach strategies that emphasize analysis and interpretation by examining authors' styles and use of language.

D. Technology

1. Use of computers will be incorporated into the course.

2. Websites will be utilized as a source of e-text, and other online student resources connected to the course concepts.
3. Google Suite for Education may be employed to achieve objectives.

E. Resources

1. Elements of Literature, First Course: Holt, Rinehart and Winston 2003
2. Elements of Language, First Course: Holt, Rinehart and Winston 2001
3. African American Literature Anthology: Holt, Rinehart and Winston 1998
4. Performance Coach 7: Triumph Learning 2015
5. A selection of district approved novels, dramas, etc.
6. Library research materials, on-line data bases, reference and library books
7. Echoes and Reflections are used to teach Human Rights focusing on acts of discrimination.

IV. Assessment

A. Procedures for Evaluation

1. Summative assessments
 - a. A departmental common assessment will be administered at the end of each unit.
2. Formative assessments will be administered in a variety of formats.
3. Accommodations aligned with those permitted for the PSSA Exams and included in IEPs will be provided for Special Education students who are enrolled in this course.

B. Expected Levels of Achievement

Students are expected to achieve proficiency. Proficiency and related grades are defined as follows:

A.....	90 – 100%
B.....	80 – 89%
C.....	70 – 79%
D.....	60 – 69%



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