

Warren County School District

PLANNED INSTRUCTION

COURSE DESCRIPTION

Course Title: English 7

Course Number: 00005

Course Description and Prerequisites: English 6

English 7 is designed primarily to help students communicate in an effective manner. Students will read and study various types of literature including fiction, nonfiction, short stories, and poetry.

In grammar, the course will present a study of the eight parts of speech, sentence structure, conventions, usage, vocabulary development, and spelling.

The seventh grade English curriculum is designed to develop and build upon basic communication skills in the areas of reading, writing, speaking, and listening.

No final exam is required. A comprehensive test as part of the last marking period is optional.

Suggested Grade Level: 7

Length of Course: ____ One Semester X Two Semesters ____ Other

Units of Credit: None

PDE Certification and Staffing Policies and Guidelines (CSPG) Required Teacher Certification(s) Secondary Middle Level English 7-9 or Secondary English 7-12

Certification verified by WCSD Human Resources Department:

x Yes No

Board Approved Textbooks, Software, Materials:

Title:

Publisher:

ISBN #:

Copyright Date:

Date of WCSD Board Approval:

BOARD APPROVAL:

Date Written: January 2009

Date Approved: _____

Implementation Year: 2009-2010

Suggested Supplemental Materials: See Instructional Order of Conventions Chart

Materials designed to help students through note-taking skills and the research process

Technology suggested but not limited to Smart Board, LCD projector, and laptop computers

COURSE STANDARDS

PA Academic Standards:

- 1.1.8 Learning to Read Independently
- 1.3.8 Reading, Analyzing and Interpreting Literature
- 1.4.8 Types of Writing
- 1.5.8 Quality of Writing
- 1.6.8 Speaking and Listening
- 1.7.8 Characteristics and Functions of the English Language
- 1.8.8 Research

WCSD Academic Standards: NA

Industry or Other Standards: NA

WCSD EXPECTATIONS

WCSD K-12 EXPECTATIONS for instruction in writing, reading, mathematics, and technology have been developed and revised annually. The teacher will integrate all WCSD EXPECTATIONS into this planned instruction

SPECIAL EDUCATION AND GIFTED REQUIREMENTS

The teacher shall make appropriate modifications and/or instruction and assessment based on a student's Individual Education Plan (I.E.P.) or Gifted Individual Education Plan (G.I.E.P.).

SPECIFIC EDUCATIONAL OBJECTIVES/CORRESPONDING STANDARDS AND ELIGIBLE CONTENT WHERE APPLICABLE

1.1.8 Learning to Read Independently (1.1B, 1.1D, 1.1E)

- A. Preview selection and interpret graphics.
- B. Set a purpose for reading.
- C. Relate prior knowledge.
- D. Make predictions.
- E. Read to determine meaning of text.
- F. Determine meanings of unfamiliar words while reading.
 - 1. Identify roots, prefixes, suffixes.
 - 2. Use context clues.
 - 3. Use dictionary as needed.

1.3.8 Reading Analyzing and Interpreting Literature (1.3A, 1.3B, 1.3C, 1.3F)

- A. Read and understand works of literature.
- B. Analyze the use of literary elements by an author including characterization, setting, plot, theme, and point of view.
- C. Analyze the effect of various devices.
 - 1. Figurative language (e.g., personification, simile, metaphor, hyperbole, illusion)
 - 2. Literary structures (e.g., foreshadowing, flashbacks)
- D. Read and respond to nonfiction and fiction, including short stories, legends, and poetry.

1.4.8 Types of Writing (1.4A, 1.4B, 1.4C)

- informational (letters, essays, and report)
- persuasive

1.5.8 Quality of Writing (1.5A, 1.5B, 1.5C, 1.5D, 1.5E, 1.5F, 1.5G)

- A. Write with a sharp, distinct focus.
 - 1. Identify topic, task and audience.
 - 2. Establish a single point of view.
 - 3. Write with a sharp, distinct focus.
- B. Content
 - 1. Gather information.
 - 2. Write using well-developed content appropriate for the topic.
- C. Organization
 - 1. Sustain a logical order within sentences and between paragraphs using meaningful transitions.
 - 2. Establish topic and purpose in the introduction.
 - 3. Reiterate the topic in an effective conclusion.
- D. Revise for style.
 - variety of word choices
 - variety of sentence structures: kinds, types and lengths
 - use voice and tone
- E. Edit writing using the conventions of language
- F. Present written work for publication when appropriate

1.6.8 Speaking and Listening (1.6A, 1.6B, 1.6C, 1.6E, 1.6F)

- A. Listen to others.
 - 1. Analyze information, ideas and opinions to determine relevancy.
 - 2. Take notes when needed.
- B. Listen to selections of literature. (fiction and/or nonfiction)
 - 1. Identify and define new words and concepts
 - 2. Summarize events and identify the significant points.
- C. Speak using skills appropriate to formal speech situations.
 - 1. Use complete sentences.
 - 2. Pronounce words correctly.
 - 3. Adjust volume to purpose and audience.
 - 4. Adjust pace to convey meaning.
 - 5. Add stress (emphasis) and inflection to enhance meaning.
 - 6. Answer audience questions.
- D. Contribute to discussions.
- E. Participate in small and large group discussions and presentations.
- F. Use media for learning purposes.

1.7.8 Characteristics and Function of the English Language (1.7.8B, 1.7.8C)

- A. Analyze the role and place of standard American English in speech, writing, and literature.
- B. Identify new words that have been added to the English language over time.

1.8.8 Research (1.8.8A, 1.8.8B, 1.8.8C)

- A. Select and refine a topic for a short research project.
- B. Locate information using appropriate sources and strategies.
- C. Teachers may work with another subject area for a cross-curricular project.
 - Determine valid resources for researching the topic, including primary and secondary sources.
 - Evaluate the importance and quality of the sources.
 - Select essential sources (e.g., dictionaries, encyclopedias, other reference materials, interviews, observations, computer databases).
 - Use tables of contents, indices, key words, cross-references and appendices.
 - Use traditional and electronic search tools.

- D. Organize, summarize and present the main ideas from research.
- Identify the steps necessary to carry out a research project.
 - Take relevant notes from sources.
 - Develop a thesis statement based on research.
 - Give precise, formal credit for others' ideas, images or information using a standard method of documentation.
 - Use formatting techniques to create an understandable presentation for a designated audience.

ASSESSMENTS

PSSA Assessment Anchors Addressed: The teacher must be knowledgeable of the PDE Assessment Anchors and/or Eligible Content and incorporate them into this planned instruction. Current assessment anchors can be found at pde@state.pa.us.

Formative Assessments: The teacher will develop and use standards-based assessments throughout the course.

Portfolio Assessment: ☐ Yes ☒ No

District-wide Final Examination Required: ☐ Yes ☒ No

Course Challenge Assessment:

REQUIRED COURSE SEQUENCE AND TIMELINE

Refer to Instructional Order of Conventions Chart.

Recommended Time: Although time has been allotted for direct instruction, these items will be *integrated* throughout the school year.

4 weeks	Use writing as a means of communication
6 weeks	Review the writing process and use writing as a thinking and learning tool
4 weeks	Develop in students an appreciation of the English language
4 weeks	Develop communication skills
4 weeks	Integrate technology
13 weeks	Edit for conventions and usage
3 weeks	Additional time is given for the discretion of the teacher

WRITING TEAM:

Bobbi Hessley Amy Kuppertz Barb Hawley
Peggy Mesing Terry Borger
Input from all Grade 7 Language Arts teachers

WCSD STUDENT DATA SYSTEM INFORMATION

1. Is there a required final examination? ☐ Yes ☒ No
2. Does this course issue a mark/grade for the report card? ☒ Yes ☐ No
3. Does this course issue a Pass/Fail mark? ☐ Yes ☒ No
4. Is the course mark/grade part of the GPA calculation?
☐ Yes ☒ No
5. Is the course eligible for Honor Roll calculation? ☒ Yes ☐ No
6. What is the academic weight of the course?
☒ No weight/Non credit ☐ Standard weight
☐ Enhanced weight ☐ Enhanced weight

2007- Instructional Order of Conventions

6th grade English	7th grade English	8th grade English
use of auxiliary verbs	transitive and intransitive verbs	active and passive voice of verbs
regular and irregular verbs	introduce direct objects	cases and uses of pronouns
conjugation of verbs	pronouns and antecedents	plurals and possessives
subjects and predicates	letter writing review	misplaced modifiers
coordinating conjunctions	prepositional phrases - adjective and adverb phrases	verb complements: direct object, indirect object, predicate nominative, predicate adjective
introduce prepositional phrases	diagram sentences with prepositional phrases	simple sentences with compound parts
underlining and quoting of titles	fragments and run-ons	commas and conjunctions (coordinate and correlative) in compound sentences
plurals and possessives	commas in compound sentences	commas with appositives
letter writing	quotations in dialogue	commas with nouns of direct address and in introductory phases
diagrams of simple sentences	subject and verb agreement	tense shift
fragments and run-ons	comparison of adverbs and adjectives	introduce sentence combining: illustrate introductory phrases and dependent clauses