A Planned Course Statement
for

7th Grade Language Arts, Honors

Course # 7110  Grade(s) 7

Department: Language Arts

Length of Period (mins.) 43  Total Clock Hours: 129

Periods per Cycle: 6  Length of Course (yrs.) 1.0

Type of Offering:  √ required  ____ elective

Credit: 1.0

Adopted: 6/11/06

Revised: 8/11/09

Developed by:

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**Description of Course**
Course Title: 7th Grade English, Honors - # 7110

Description:
This course is derived from the state standards of reading, writing, speaking, and listening. In this course students will concentrate on writing effective paragraphs, reading and discussing novels and short stories, as well as developing good grammar skills. Vocabulary and literary terms are emphasized. Every attempt is made to integrate these components so that students learn to use the English language effectively. Students who enroll in Language Arts Honors will be required to read TWO of the books from the list below over the summer and be prepared to complete a writing assignment and/or other appropriate assessment when they return to school in September.

Goals:
Students will:
- Become better readers, writers, thinkers, and listeners.
- Write in different styles and develop a three to five paragraph essay with a distinct focus, organizational techniques, well-developed content, and voice.
- Identify various phrases and clauses.
- Apply essential elements of fiction.
- Read two books from the summer reading list prior to the start of the school year.
  - Black Like Me – John Howard Griffin
  - Treasure Island – Robert Louis Stevenson
  - Animal Farm – George Orwell
  - All Quiet on the Western Front – Erich Maria Remarque
  - White Fang – Jack London
  - Walk Two Moons – Sharon Creech

Requirements:
- Fahrenheit 451 by Ray Bradbury
- The Adventures of Tom Sawyer by Mark Twain
- “The Diary of Anne Frank”
- “A Christmas Carol”
- Selected poems and short stories from Prentice Hall Literature
- 2 Book Reports in addition to required summer readings
- 2 Summer Reading books from above list
  - First 6 vocabulary units by mid-year; second 6 vocabulary units by end year.

Text:
- Vocabulary Power Plus (Book G), Prestwick House, 2005.

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**Key to Levels of Achievement (Listed with each learning objective)**

Awareness (A): Students are introduced to concepts, forms, and patterns.

Learning (L): Students are involved in a sequence of steps and practice activities which involved further development and allow evaluation of process.

Understanding (U): Students demonstrate ability to apply acquired concepts and skills to individual assignments and projects on an independent level.
Reinforcement (R): Students maintain and broaden understanding of concepts and skills to accomplish tasks at a greater level of sophistication.
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<tr>
<td><strong>Grammar – Parts of Speech</strong></td>
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|                          | 1   | Students will understand and apply nouns (Subject, Object, Direct Object, Indirect Object, Predicate Nominative) | U     | • Grammar/Composition Book  
• Worksheets  
• Textbook Exercises  
• Internet resources/materials | • Tests  
• Quizzes  
• Response to Worksheets  
• Writing Assignments  
• Assignments from Texts | 1.5.8.F |
|                          | 2   | Students will understand and apply Nominative Case (Subject), Objective Case (Object), Possessive Case, and antecedent pronouns. | L     | • Grammar/Composition Book  
• Worksheets  
• Textbook Exercises  
• Internet resources/materials | • Tests  
• Quizzes  
• Response to Worksheets  
• Writing Assignments  
• Assignments from Texts | 1.5.8.F |
|                          | 3   | Students will understand and apply linking verbs, action verbs, and verb phrases. | L     | • Grammar/Composition Book  
• Worksheets  
• Textbook Exercises  
• Internet resources/materials | • Tests  
• Quizzes  
• Response to Worksheets  
• Writing Assignments  
• Assignments from Texts | 1.5.8.F |
|                          | 4   | Students will understand and apply subject verb agreement. | L     | • Grammar/Composition Book  
• Worksheets  
• Textbook Exercises  
• Internet resources/materials | • Tests  
• Quizzes  
• Response to Worksheets  
• Writing Assignments  
• Assignments from Texts | 1.5.8.F |
|                          | 5   | Students will identify and use adjectives – (Predicate Adjective) | L     | • Grammar/Composition Book  
• Worksheets  
• Textbook Exercises  
• Internet resources/materials | • Tests  
• Quizzes  
• Response to Worksheets  
• Writing Assignments  
• Assignments from Texts | 1.5.8.F |
|                          | 6   | Students will understand and apply prepositions and prepositional phrases. | L     | • Grammar/Composition Book  
• Worksheets  
• Textbook Exercises  
• Internet resources/materials | • Tests  
• Quizzes  
• Response to Worksheets  
• Writing Assignments  
• Assignments from Texts | 1.5.8.F |
|                          | 7   | Students will identify and use adverbs. | L     | • Grammar/Composition Book  
• Worksheets  
• Textbook Exercises  
• Internet resources/materials | • Tests  
• Quizzes  
• Response to Worksheets  
• Writing Assignments  
• Assignments from Texts | 1.5.8.F |
|                          | 8   | Students will identify and use coordinating conjunctions. | L     | • Grammar/Composition Book  
• Worksheets  
• Textbook Exercises  
• Internet resources/materials | • Tests  
• Quizzes  
• Response to Worksheets  
• Writing Assignments  | 1.5.8.F |
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<td>Students will identify and use interjections.</td>
<td>L</td>
<td>Grammar/Composition Book, Worksheets, Textbook Exercises, Internet resources/materials</td>
<td>Assignments from Texts, Tests, Quizzes, Response to Worksheets, Writing Assignments, Assignments from Texts</td>
<td>1.5.8.F</td>
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<td>Students will understand and use capital letters and end marks.</td>
<td>R</td>
<td>Grammar/Composition Book, Worksheets, Textbook Exercises, Internet resources/materials</td>
<td>Tests, Quizzes, Response to Worksheets, Writing Assignments, Assignments from Texts</td>
<td>1.5.8.F</td>
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<td>Students will identify and use colons.</td>
<td>L</td>
<td>Grammar/Composition Book, Worksheets, Textbook Exercises, Internet resources/materials</td>
<td>Tests, Quizzes, Response to Worksheets, Writing Assignments, Assignments from Texts</td>
<td>1.5.8.F</td>
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<td>Students will identify and use semi-colons.</td>
<td>A</td>
<td>Grammar/Composition Book, Worksheets, Textbook Exercises, Internet resources/materials</td>
<td>Tests, Quizzes, Response to Worksheets, Writing Assignments, Assignments from Texts</td>
<td>1.5.8.F</td>
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<td>Students will identify commas in dialogue, appositives, and compound sentences.</td>
<td>L</td>
<td>Grammar/Composition Book, Worksheets, Textbook Exercises, Internet resources/materials</td>
<td>Tests, Quizzes, Response to Worksheets, Writing Assignments, Assignments from Texts</td>
<td>1.5.8.F</td>
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<td>Students will identify and use simple (one independent clause) and compound (two or more independent clauses) sentences.</td>
<td>U</td>
<td>Grammar/Composition Book, Worksheets, Textbook Exercises, Internet resources/materials</td>
<td>Tests, Quizzes, Response to Worksheets, Writing Assignments, Assignments from Texts</td>
<td>1.5.8.F</td>
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<tr>
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<td>Students will identify and use complex (one independent clause and one or more dependent/ subordinate clauses) sentences.</td>
<td>A</td>
<td>Grammar/Composition Book, Worksheets, Textbook Exercises, Internet resources/materials</td>
<td>Tests, Quizzes, Response to Worksheets, Writing Assignments, Assignments from Texts</td>
<td>1.5.8.F</td>
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<td>Students will identify fragments and run-ons.</td>
<td>L</td>
<td>Grammar/Composition Book, Worksheets, Textbook Exercises</td>
<td>Tests, Quizzes, Response to Worksheets</td>
<td>1.5.8.F</td>
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| Writing| 17  | Students will identify and apply various forms of writing: Informational/Expository, Persuasive, Narrative, and Descriptive (minimum of 3 paragraphs for each required). | L     | • Internet resources/materials                                                                                                                  | • Writing Assignments  
• Assignments from Texts  
• Teacher directed instruction  
• Teacher modeling and guided practice  
• Teacher created materials  
• Grammar and Composition Handbook  
• Internet resources/materials                                                                                                                   | 1.5.8.C, D, E     |
|        | 18  | Students will focus on writing from consistent point of view.                                                                                                                                              | L     | • Teacher directed instruction  
• Teacher modeling and guided practice  
• Teacher created materials  
• Grammar and Composition Handbook  
• Internet resources/materials                                                                                                                  | • Teacher Observation  
• Teacher Created Materials  
• Written response  
• PSSA Writing Prompts/Rubric  
• Analytical Writing Scoring Guide  
• Minimum of 1 essay completed within all the parameters of the writing process per marking period.  
• PSSA writing rubric                                                                                                                                                                                      | 1.5.8.E           |
|        | 19  | Students will formulate a topic sentence from an essay question (question/answer form).                                                                                                                     | L     | • Teacher directed instruction  
• Teacher modeling and guided practice  
• Teacher created materials  
• Grammar and Composition Handbook  
• Internet resources/materials                                                                                                                  | • Teacher Observation  
• Teacher Created Materials  
• Writing activities  
• Grammar and Composition Handbook                                                                                                                | 1.5.8.E           |
|        | 20  | Students will use the writing process (pre-write (brainstorming, webs, diagrams, graphic organizers), rough draft, edit, revise, (include descriptive details) final copy). | U     | • Informational/Expository, Persuasive (focus on fact and opinion and audience awareness), Narrative (2 out of 3 are required)  
• Internet resources/materials                                                                                                                 | • Writing Assignments  
• Descriptions  
• PSSA Writing Prompts/Rubric  
• Minimum of 1 essay completed within all the parameters of the writing process per marking period.  
• PSSA writing rubric  
• 1.8.8.C                                                                                                                                      | 1.5.8.E, 1.4.8.B   |
|        | 21  | Students will write a 3-5 paragraph essay using a topic sentence, supporting details, and a closing with coherence, focus, organization, and transition words/phrases. They will also use | L     | • Informational/Expository, Persuasive (focus on fact and opinion and audience awareness), Narrative (2 out of 3 are required)  
• Internet resources/materials                                                                                                                 | • Writing Assignments  
• Descriptions  
• PSSA Writing Prompts/Rubric  
• Minimum of 1 essay completed within all the parameters of the writing process per marking period.  
• PSSA writing rubric  
• 1.8.8.C                                                                                                                                      | 1.5.8.E           |
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<td>22</td>
<td>Students will write a poem using figurative language.</td>
<td>L</td>
<td>• Literature Book</td>
<td>• Teacher Observation</td>
<td>1.3.8.C, 1.4.8.A</td>
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<td>• Teacher made resources/materials</td>
<td>• Written response</td>
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<td>• Internet resources/materials</td>
<td>• PSSA Writing Rubric</td>
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<td>• Teacher directed instruction</td>
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<td>• Teacher modeling and guided practice</td>
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<td>• process per marking period.</td>
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<td>• Non-fiction book</td>
<td>• Rubrics</td>
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<td>• Teacher modeling and guided practice</td>
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<td>• Library instruction</td>
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<td>• Internet resources/materials</td>
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<td>Speaking and Listening</td>
<td>24</td>
<td>Students will locate, evaluate, and select information using appropriate sources and strategies to enhance writing assignments, including online resources.</td>
<td>L</td>
<td>• Teacher modeling</td>
<td>• Teacher Observations</td>
<td>1.8.8.B</td>
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<td>• Guided practice</td>
<td>• Written responses</td>
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<td>• Grammar and Composition Handbook</td>
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<td>• Teacher directed activities from core curriculum</td>
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<td>• Library instruction</td>
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<td>25</td>
<td>Students will learn to take notes from sources and paraphrase to avoid plagiarism.</td>
<td>L</td>
<td>• Grammar and Composition Book</td>
<td>• Teacher Observation</td>
<td>1.4.8.B, 1.5.8.B,C</td>
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<td>• Literature Book</td>
<td>• Written response</td>
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<td>• Teacher made materials</td>
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<td>• Teacher modeling and guided practice</td>
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<td>• Internet resources/materials</td>
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<td>26</td>
<td>Students will develop listening skills.</td>
<td>L</td>
<td>• Grammar and Composition Handbook</td>
<td>• Teacher Observation</td>
<td>1.6.8.D, E</td>
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<td>• Teacher Directed Instruction</td>
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<td>• Text Instruction</td>
<td>• Quiz</td>
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<td>• Teacher Modeling and guided practice in small and large group discussions</td>
<td>• Writing prompts</td>
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<td>27</td>
<td>Students will use appropriate expression when reading aloud.</td>
<td>L</td>
<td>• Guided practice through core instructional materials</td>
<td>• Teacher Observation</td>
<td>1.6.8.A, B</td>
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<td>• Guided reading</td>
<td>• Selection tests</td>
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<td>• Teacher-directed activities from</td>
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<td>• Written or oral response</td>
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|      | 28  | Students will present at least one oral report.                          | L     | ● Teacher guided instruction  
                                ● Teacher made materials  
                                ● Teacher modeling and guided practice  
                                ● Grammar and Composition Handbook | ● Teacher Observation  
                                ● Rubrics  
                                ● Peer Evaluation  
                                ● Self Evaluation | 1.1.8.H      |
|      | 29  | Students will actively participate and contribute in discussions and presentations. | U     | ● Teacher guided instruction  
                                ● Teacher made materials  
                                ● Teacher modeling and guided practice  
                                ● Grammar and Composition Handbook | ● Teacher Observation  
                                ● Rubrics  
                                ● Peer Evaluation  
                                ● Self Evaluation | 1.6.8.C      |
|      |     | Vocabulary                                                                |       |                                                                          |                                 |              |
|      | 30  | Students will identify words in English that are derived from other languages. | L     | ● Teacher modeling  
                                ● Guided Practice  
                                ● Vocabulary Book  
                                ● Literature Series | ● Teacher observations  
                                ● Written response  
                                ● Vocabulary Book | 1.7.8.A      |
|      | 31  | Students will use knowledge of structural analysis (including syllabication, prefixes, root words, and suffixes) to decode, understand, and use new specialized vocabulary words in writing and speaking. | L     | ● Teacher modeling  
                                ● Guided practice through core instructional materials  
                                ● Guided reading  
                                ● Teacher-directed activities from core instructional materials  
                                ● Literature Series | ● Leveled reading passages  
                                ● Teacher Observation  
                                ● Selection tests  
                                ● Assessment practice | 1.7.8.A      |
|      | 32  | Students will use new words accurately in writing and speaking.          | L     | ● Teacher modeling  
                                ● Guided practice through core instructional materials  
                                ● Guided reading  
                                ● Teacher-directed activities from core instructional materials | ● Leveled reading passages  
                                ● Teacher Observation  
                                ● Selection tests  
                                ● Assessment practice  
                                ● Writing or Oral assignments | 1.1.8.C      |
|      | 33  | Students will expand a reading vocabulary by correctly identifying and using synonyms, homophones, homographs, idioms, words with literal and figurative meaning, and words with roots, suffixes, and/or prefixes. | L     | ● Teacher modeling  
                                ● Guided practice through core instructional materials  
                                ● Guided reading  
                                ● Teacher-directed activities from core instructional materials | ● Leveled reading passages  
                                ● Teacher Observation  
                                ● Selection tests  
                                ● Assessment practice | 1.1.8.E      |
|      | 34  | Students will use a dictionary and thesaurus to locate and use guide     | L     | ● Teacher modeling  
                                ● Traditional and Non-traditional | ● Leveled reading passages  
                                ● Teacher Observation | 1.1.8.C,E,F    |
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|      |     | words, pronunciation keys, glossary, parts of speech, synonyms/antonyms, and word derivations. |       | dictionary and thesaurus  
- Teacher modeling  
- Guided practice through core instructional materials  
- Guided reading  
- Teacher-directed activities from core instructional materials | • Selection tests  
• Assessment practice |          |
|      | 35  | Students will identify central concepts and facts in text using strategies such as prior knowledge and illustrations, in order to clarify understanding and make predictions. | L     | • Teacher modeling  
• Guided practice through core instructional materials  
• Guided reading  
• Teacher-directed activities from core instructional materials | • Teacher Observation  
• Selection tests  
• Assessment practice | 1.11.8.D |
|      | 36  | Students will explain the major ideas and themes of fiction and nonfiction text. | L     | • Guided practice through core instructional materials  
• Guided reading  
• Teacher-directed activities from core instructional materials | • Teacher Observation  
• Selection tests  
• Assessment practice  
• Written or oral response | 1.1.8.G |
|      | 37  | Students will identify genre. | L     | • Guided practice through core instructional materials  
• Guided reading  
• Teacher-directed activities from core instructional materials | • Teacher Observation  
• Selection tests  
• Assessment practice  
• Written or oral response | 1.3.8. A-F |
|      | 38  | Students will make inferences and draw conclusions from fiction and nonfiction text and cite evidence. | L     | • Guided practice through core instructional materials  
• Guided reading  
• Teacher-directed activities from core instructional materials | • Teacher Observation  
• Selection tests  
• Assessment practice  
• Written or oral response | 1.3.8. A-F |
|      | 39  | Students will find the main idea and supporting details of a passage. | L     | • Class discussions/presentation  
• Creative and factual writing activities  
• Teacher directed activity | • Teacher observation  
• Anecdotal notes  
• Writing activities | 1.5.8.E |
|      | 40  | Students will differentiate fact from opinion across texts and a variety of media. | L     | • Guided practice through core instructional materials  
• Guided reading  
• Teacher-directed activities from core instructional materials | • Teacher Observation  
• Selection tests  
• Assessment practice  
• Written or oral response | 1.2.8.A |
|      | 41  | Students will identify bias, propaganda, and other persuasive techniques, where present in text. | L     | • Guided practice through core instructional materials  
• Guided reading | • Teacher Observation  
• Selection tests  
• Assessment practice | 1.2.8.A |
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|      | 42  | Students will compare and contrast the use of literary elements within and among texts, including characters, setting, plot, theme, and point of view. | L     | - Teacher-directed activities from core instructional materials  
- Guided practice through core instructional materials  
- Guided reading  
- Teacher-directed activities from core instructional materials | - Teacher Observation  
- Selection tests  
- Assessment practice  
- Written or oral response | 1.3.8.C |
|      | 43  | Students will identify figurative language such as personification, hyperbole, simile, and metaphor in various works of literature. | L     | - Teacher directed instruction  
- Guided practice through reading  
- Book Reports  
- Written response to literature | - Teacher Observation  
- Selection tests  
- Assessment practice  
- Written or oral response | 1.3.8.C |
|      | 44  | Students will identify tone/mood and style in various works of literature. | L     | - Teacher directed instruction  
- Guided practice through reading  
- Book Reports  
- Written response to literature | - Teacher Observation  
- Selection tests  
- Assessment practice  
- Written or oral response | 1.3.8.C |
|      | 45  | Students will analyze the effect of sound techniques (rhyme, rhythm, meter, and alliteration). | L     | - Teacher directed instruction  
- Guided practice through reading  
- Book Reports  
- Written response to literature | - Teacher Observation  
- Selection tests  
- Assessment practice  
- Written or oral response | 1.3.8.C |
|      | 46  | Students will respond to and analyze various genres of literature. | L     | - Teacher directed instruction  
- Guided practice through reading  
- Book Reports  
- Written response to literature | - Teacher Observation  
- Selection tests  
- Assessment practice  
- Written or oral response | 1.3.8.F |
| Short Stories | 47 | Students will read and understand fiction and nonfiction short stories. | L     | - **Rattlesnake Hunt** – required  
- **Amigo Brothers** – required  
- Zoos: Joys or Jails? – optional  
- How to Recognize a Venomous Snake in North America – optional  
- Alligator – optional  
- Barrio Brothers – optional  
- Yao Ming – optional  
- Cat on the Go – optional  
- Last Cover – optional  
- The Treasure of Lemon Brown – optional  
- Seventh Grade – optional  
- All Summer in a Day - optional | - Tests  
- Quizzes  
- Writing Assignments  
- Response to worksheets  
- Response to essay questions  
- Participation in oral discussion  
- Projects | 1.1.8.A  
1.1.8.G  
1.3.8.A, B |
<table>
<thead>
<tr>
<th>Unit</th>
<th>Num</th>
<th>Objective</th>
<th>Level</th>
<th>Content</th>
<th>Evaluation</th>
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<tr>
<td>Drama</td>
<td>48</td>
<td>Students will read and understand drama.</td>
<td>L</td>
<td>• Christmas Carol – required</td>
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<td>• The Monsters are Due on Maple Street – optional</td>
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<td>• The Mazarin Stone - optional</td>
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<td>• Projects</td>
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<tr>
<td>Novels</td>
<td>49</td>
<td>Students will read and understand novels.</td>
<td>L</td>
<td>• The Adventures of Tom Sawyer – required</td>
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<td>• Fahrenheit 451</td>
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<td>• 2 novels on summer reading list --required</td>
<td>• Response to essay questions</td>
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<td>• Optional materials selected by teacher</td>
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<td>Poetry</td>
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<td>Students will read and understand various forms of poetry.</td>
<td>L</td>
<td>• I’m Nobody-required</td>
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<td>• The Cremation of Sam McGee- required</td>
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<td>• Martin Luther King – required</td>
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<td>• Loo-Wit-optional</td>
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<td>• Bailando- optional</td>
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<td>• The Desert is My Mother -optional</td>
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