

Course Title: English 7

Topic/Concept: What kind of Learner and Writer Am I?

Time Allotment: 4 weeks

Unit Sequence: 1

**Major Concepts to be learned:**

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| <ol style="list-style-type: none"><li>1. What kind of learner am I?</li><li>2. What is writing fluency?</li><li>3. What are the 5 steps of the writing process?</li><li>4. What are my strengths and weaknesses as a writer?</li><li>5. How do I use a writer's notebook/ portfolio?</li><li>6. How do I write a "perfect" paragraph?</li><li>7. How do I assess my writing using the PA Writing Rubric as a means for improving my writing in the areas of Focus, Content, Organization, Style and Conventions?</li></ol> | <ol style="list-style-type: none"><li>8. What is a sentence fragment?</li><li>9. What are the two parts of a sentence?</li><li>10. What is a noun?</li><li>11. How will I use technology in the English 7 classroom?</li><li>12. What are the rules for punctuating sentences?</li></ol> |
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**Expected Skills to be demonstrated:**

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| <ol style="list-style-type: none"><li>1. Using a learning survey, students will identify their type of learning and will understand what practices and environments work best for them to learn.</li><li>2. Students will practice writing fluency. They will set goals and keep track of personal writing achievements.</li><li>3. Students will review the 5 steps of the writing process and demonstrate each one while writing a personal narrative</li><li>4. Students will keep a resume of writing strengths and weaknesses in their writer's world notebooks.</li><li>5. Students will understand the uses of the writer's world notebooks and portfolios.</li><li>6. Students will be able to write a PEPSI paragraph and will understand how to write complete sentences with subjects and predicates.</li><li>7. Students will discuss the PA writing rubric and write it in student language. They will use this rubric to aid them in revising and editing their writing.</li><li>8. Students will be able to identify the subject and the predicate in sentences. In order to do this they will first understand the function of a noun.</li><li>9. Students will practice the following: logging into the computers, opening documents, saving documents, signing into wikispaces, and typing.</li><li>10. Students will review the basic rules for punctuating sentences.</li></ol> |
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**PA Standards/Anchors:**

**Eligible Content:**

1.4.7.B	1.7.7.A	• 1.4.7.B	1.7.7.A
1.5.7.A-F	1.9.7.A	• 1.5.7.A-F	1.9.7.A

**Instructional Strategies:**

**Assessments:**

Lecture	Group discussion	<ul style="list-style-type: none"><li>• PEPSI paragraphs will be assessed using the PA Writing Rubric and a teacher created checklist specific to this writing assignment.</li><li>• Journals will be assessed by points for completing the specific journal assignments.</li><li>• Students will receive points for participating in writing workshop activities. Writing rockets will be used to track writing fluency.</li><li>• Students will take a quiz at the end of this unit to test terms and concepts in grammar.</li></ul>
Student Journals	Written work	
Note Taking	Evaluating	
Peer Editing	Partner Work	
Performance task	Hands-on activity	
Specific Reading		

**Course Title:** English 7

**Topic/Concept:** Storytelling: Legends, Ghost Stories, Folk Tales and Urban Legends

**Time Allotment:** 4 weeks

**Unit Sequence:** 2

**Major Concepts to be learned:**

1. What is oral tradition?
2. What are the differences amongst folk tales, ghost stories, legends and urban legends?
3. What is the difference between first person and third person point-of-view?
4. What qualities make a good ghost story?
5. What are some scary vocabulary words to improve my ghost story?
6. How can I use the Internet to determine if a story I hear is fact or fiction?
7. What is descriptive writing?
8. What is a verb and how do I write with strong actions?
9. What are the elements of fiction?

**Expected Skills to be demonstrated:**

1. On an exam, the student will be able to define the terms: oral tradition, folk tale, ghost story, legend, and urban legend.
2. The student will be able to differentiate between first person point of view and third person.
3. The student will be able to write an original ghost story following the criteria and scored by the PA Writing Rubric.
4. The student will share writing with his/ her peers.
5. The student will use all 5 steps of the writing process to create an example of descriptive writing.
6. On a quiz, the student will be able to identify verbs in sentences with 80% accuracy.
7. The student will write active sentences rather than writing in passive voice.
8. The student will understand the function of verbs in a sentence and identify action verbs, helping verbs, and linking verbs in sentences.
9. The students will read examples of fiction such as "Tell Tale Heart", self selected ghost stories, and "Monsters are Due on Maple Street".
10. The student will define the elements of fiction and will recall these definitions on a quiz.

**PA Standards/Anchors:**

**Eligible Content:**

1.4.7.A	1.6.7.B	• R7.B.2.2.1	R7.A.1.5.1	R7.B.3.1.1
1.5.7.A-F	R7.A.1	• R7.A.1.6.1	R7.A.1.3.1	

**Instructional Strategies:**

**Assessments:**

Lecture	Group discussion	Performance task	• Storytelling, point of view, elements of fiction and verb quizzes
Student Journals	Written work	Hands-on activity	• Completed ghost story
Oral presentation	Note Taking	Evaluating	• Ghost story checklists activity
Specific Reading	Reflecting		• Ghost story reflection/ self reflection
			• Urban Legends Activity

**Course Title:** English 7

**Topic/Concept:** Descriptive Writing/ Fiction Writing

**Time Allotment:** 4 weeks

**Unit Sequence:** 3

**Major Concepts to be learned:**

1. What are describing words and what words do they modify?
2. How do I write with relevant illustrations?
3. How do I write a strong beginning to a fictional piece?
4. How do I write a clear ending to a fictional piece?
5. How do I use dialogue in my writing?
6. What is an adjective?
7. What is an adverb?
8. How do I apply literary conflict, literary elements, and literary devices and literary structures to my writing?

**Expected Skills to be demonstrated:**

1. Students will learn about descriptive modifiers and their function within a sentence.
2. Students will write a short fictional story in which a character makes a journey.
3. Students will practice writing good (strong) story starters.
4. Students will improve story conclusions by workshopping story endings.
5. Students will use dialogue appropriately in their fictional piece.
6. Students will be able to identify adjectives in sentences and will understand which words they modify.
7. Students will be able to identify adverbs in sentences and will understand which words they modify.
8. Students will be able to write a story that uses literary structure, literary devices and literary elements effectively.

**PA Standards/Anchors:**

**Eligible Content:**

1.7.8	1.4.8.A	• R7.A.1.6.2	• R7.A.1.1.1
1.5.8	R7.A.1.6	• R7.B.2.1.1	• R7.B.2.1.2
R7.A.1.1	R7.B.2	• R7.B.2.2.1	• R7.B.2.2.2

**Instructional Strategies:**

**Assessments:**

Lecture	Group discussion	• Students will be able to identify adjectives and adverbs on a quiz with 80% accuracy. • Students will receive points for grammar practice activities and homework. • Students will receive points for completed written assignments in their journals. • Students will write a fictional piece to be evaluated using the PA rubric and a specific checklist for this assignment.
Performance task	Student Journals	
Written work	Hands-on activity	
self reflection		

Course Title: English 7

Topic/Concept: A Christmas Carol

Time Allotment: 3 weeks

Unit Sequence: 4

**Major Concepts to be learned:**

1. What are the meanings of some Victorian words used in the text?
2. How do I summarize a text but convey the same story to others?
3. How does a script differ from a novel or short story?
4. How can one story have so many versions and interpretations?
5. What is a preposition and a prepositional phrase?
6. How do I write a script for a performance?

**Expected Skills to be demonstrated:**

1. Students will define selected Victorian vocabulary used in "A Christmas Carol"
2. Students will complete a jigsaw activity as a group to condense a stave of "A Christmas Carol".
3. Students will discuss the difference between short stories and scripts.
4. Students will complete various online journal assignments and will respond to comprehension questions about the text.
5. Students will view a movie version of "A Christmas Carol" and compare it to the text they read and the script they wrote.
6. Students will learn the preposition song to help them memorize 50 prepositions.
7. Students will complete preposition worksheets to practice identifying prepositions and prepositional phrases in context.
8. In small groups, students will write condensed scripts of "A Christmas Carol" to perform for the class.

**PA Standards/Anchors:**

**Eligible Content:**

1.3.7.A  
1.3.7.C  
R7.A.1  
R7.B.1

- R7.A.1.1.1
- R7.A.1.3.1
- R7.A.1.5.1
- R7.B.1.1.1

**Instructional Strategies:**

**Assessments:**

Lecture                      Group discussion  
Student Journals        Hands-on activity  
Role Play                    Note Taking  
Specific Reading

- Students will list 30 prepositions from memory on a preposition quiz.
- Students will complete a Victorian Vocabulary Quiz
- Students will receive points for online journal entries.
- Students will create a script and puppets for the Paper Bag Theater Project.

**Course Title:** English 7

**Topic/Concept:** Persuasive Writing

**Time Allotment:** 4-5 weeks

**Unit Sequence:** 5

**Major Concepts to be learned:**

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| 1. What is persuasive writing?                                | 5. What is a transition?   |
| 2. What language makes me sound persuasive?                   | 6. How do I revise and edit a persuasive essay?                  |
| 3. How do I use a writing map to organize a persuasive essay? | 7. What is propaganda and what techniques are used to spread it? |
| 4. How do I write a 5 paragraph persuasive essay?             | 8. How do I use online databases and Internet for research?      |

**Expected Skills to be demonstrated:**

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| 1. The students will be able to write a 5 paragraph persuasive essay that will be workshopped as a large group.                            |
| 2. The student will learn how to write an AP Statement (arguable point) and how to back up an opinion with research and specific examples. |
| 3. The student will be able to use a mapping tool for organization.  |
| 4. The student will be able to improve vocabulary in writing, especially to sound persuasive to readers.                                   |
| 5. The student will focus on use of transitions in writing.  |
| 6. The student will revise and edit writing using guided revision techniques and also large group workshop/ revision.                      |
| 7. Students will be able to identify propaganda in posters and writing and will also be able to sort examples by propaganda techniques.    |
| 8. The student will use a computer for word processing and online research.  |

**PA Standards/Anchors:**

**Eligible Content:**

1.4.7.C	1.8.7.A-C	• R7.B.3.1.1	• R7.B.3.2.1
1.5.7.A-F	1.9.7.A	• R7.B.3.3.1	
1.7.7A	1.9.7.B		

**Instructional Strategies:**

**Assessments:**

Problem solving activities	Lecture	• Student writing will be evaluated using the PA Writing Rubric and a teacher checklist specific for the writing assignment. • Students will receive points for meeting the steps of the writing process. • Students will self reflect on writing and their writing processes. • Students will play rounds of "Propaganda" (Academic Game Format)
Group discussion	Performance task	
Research	Student Journals	
Written work	Note Taking	
Outlining	Specific Reading	

Course Title: English 7

Topic/Concept: Poetry Out Loud

Time Allotment: 4-5 weeks

Unit Sequence: 6

**Major Concepts to be learned:**

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| 1. What is dramatic interpretation?              | 5. What are poetic devices?                                   |
| 2. What is the difference between tone and mood? | 6. How do I write a poetry?                                   |
| 3. Who is the speaker in a poem?                 | 7. How do I analyze poetry?                                   |
| 4. What is figurative language?                  | 8. What is a pronoun and how do I identify them in sentences? |

**Expected Skills to be demonstrated:**

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| 1. Students will be able to choose a poem to analyze and interpret.                               |
| 2. Students will be able to write about the poem they have selected.                              |
| 3. Students will be able to create a tone map to use in a performance.                            |
| 4. Students will be able to identify examples of figurative language and poetic devices in poems. |
| 5. Students will be able to identify the speaker in a poem.                                       |
| 6. Students will be able to write original poetry.  |
| 7. Students will participate in "word play".  |
| 8. Students will be able to evaluate and respond to poetry they have selected.                    |

**PA Standards/Anchors:**

**Eligible Content:**

1.3.7.B	1.3.7.D	• R7.A.1.1.1	R7.B.2.1.1
R7.A.1.1	1.4.7.A	• R7.A.1.3.1	
R7.A.1.3	1.6.7.A	• R7.B.2.1.2	

**Instructional Strategies:**

**Assessments:**

Lecture	Group discussion	• Students will write a paragraph about the poem they have chosen to be evaluated using a teacher checklist specific to the assignment. • Students will write poetry for points. • Students will select a poem to interpret creatively.
Performance task	Written work	
Hands-on activity	Role Play	
Oral presentation	Note Taking	
Specific Reading	Reflecting on performance	

**Course Title:** English 7

**Topic/Concept:** Mythology

**Time Allotment:** 6-7 weeks

**Unit Sequence:** 7

**Major Concepts to be learned:**

1. How does the ancient greek culture influence us today?
2. What is a myth?
3. How is greek mythology both fiction and nonfiction?
4. How has the greek language influenced the English Language?
5. In what ways can I interpret a greek character and greek myths artistically?

**Expected Skills to be demonstrated:**

1. Students will read Edith Hamilton’s Mythology and take notes on a character study guide.
2. Students will define Greek roots, prefixes and suffixes and build words using these affixes.
3. Students will select one character from Greek mythology and select a project to interpret the myth and the character artistically. These will be shared with the class in a small presentation.
4. Students will select a mythology project from a given list to connect the modern world and the ancient world.

**PA Standards/Anchors:**

**Eligible Content:**

R7.A.1	1.3.7.A	• R7.A.1.2.1	R7.B.1.2.1
1.1.7E	1.6.7.A and B	• R7.B.1.1.1	
R7.B.1	1.8.7.B	• R7.A.1.5.1	
R7.B.2	1.9.7.A	• R7.A.1.3.1	

**Instructional Strategies:**

**Assessments:**

Problem solving activities	Lecture	<ul style="list-style-type: none"><li>• Students will be quizzed daily on the reading assignments.</li><li>• Students will complete a character study guide for 112 points.</li><li>• Students will complete the interpretation project of their choice to be graded by a rubric specific to the assignment.</li><li>• Students will complete a connection project to be graded by a rubric specific to the assignment.</li><li>• Greek roots and vocabulary will be assessed in a series of quizzes following each vocabulary lesson.</li></ul>
Group discussion	Performance task	
Research	Hands-on activity	
Oral presentation	Note Taking	
Summarizing	Specific Reading	
Written work	Journaling	

Course Title: English 7

Topic/Concept: Not so boring Non-Fiction/ Refining Writing Skills

Time Allotment: 4 weeks

Unit Sequence: 8

**Major Concepts to be learned:**

1. What is an oral history report?	6. What are the rules for punctuation?
2. How do I design interview questions?	7. What is an interjection?
3. How do I write a feature article?	8. What is a conjunction?
4. How do I improve my writing vocabulary?	9. What is a writing workshop and what is my role?
5. How do I improve my writing style?	

**Expected Skills to be demonstrated:**

1. Students will create an interview and carry it out.
2. Students will read examples of oral history reports.
3. Students will be able to an interview and write the information as a feature article.
4. Students will publish their feature article in some way to share with others.
5. Students will participate in writing workshops.
6. Students will focus on content, style and conventions in their writing.
7. Students will be able to understand interjections and their function in sentences.
8. Students will be able to understand conjunctions and their functions in sentences.
9. Students will review punctuation rules.
10. Students will review sentence fragments and run-ons.

**PA Standards/Anchors:**

1.2.7.A	1.5.7.A-E	1.9.7.A
1.2.7.B	1.6.7.A	
1.4.7.B	1.8.7.C	

**Eligible Content:**

<ul style="list-style-type: none"><li>• R7.A.1.4.1</li><li>• R7.A.1.5.1</li><li>• R7.B.3.1.1</li></ul>
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**Instructional Strategies:**

Lecture	Group discussion
Performance task	Research
Student Journals	Written work
Oral presentation	Note Taking
Outlining	Specific Reading
Self reflection	

**Assessments:**

<ul style="list-style-type: none"><li>• Students will write an oral history report to be evaluated using the PA rubric and a specific checklist for this assignment.</li><li>• Students will take quizzes for the following: interjections, conjunctions, punctuation and sentence fragments.</li><li>• Students will write in journals for points.</li></ul>
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