

# FOLSOM CORDOVA UNIFIED SCHOOL DISTRICT

## English 7

**Date:** April 2016

**Course Length:** One year

**Proposed Grade Level(s):** 7

**Subject Area:** ELA

**Grading:** A-F

**Credits:** N/A

**CTE Sector/Pathway:** NA

**Articulation Units:** N/A

**Prerequisite(s)** Placement recommendations include the following: *i-Ready* Scale Score 566+, Overall CAASPP Score of 3 or 4

**Intent to Pursue ‘A-G’ College Prep Status:** N/A

### **COURSE DESCRIPTION:**

English 7 is a grade-level course designed to provide a comprehensive curriculum in English language arts with integration of the CA ELD Standards that were adopted by the SBE November 2012 (CDE 2014).

This course calls for students to engage in a range of tasks (analyze, interpret, assess, integrate and evaluate, collaborate, adapt, apply) that require the critical thinking, problem solving and collaboration demanded of 21<sup>st</sup> century living and learning, with emphasis on meaning making, effective expression, content knowledge, and language development.

### **GENERAL GOALS/ESSENTIAL QUESTIONS:**

- Students develop the readiness for college, careers, and civic life.
- Students attain the capacities of literate individuals.
- Students become broadly literate.
- Students acquire the skills for living and learning in the 21st century.

### **COMMON CORE STATE STANDARD READING COMPONENT:**

Reading Anchor Standards (K-12)

#### **Key Ideas & Details**

1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
3. Analyze how and why individuals, events, or ideas develop and interact over the course of a text.

#### **Craft & Structure**

4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning, or tone.
5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.

6. Assess how point of view or purpose shapes the content and style of a text.

### **Integration of Knowledge & Ideas**

7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.

9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

### **Reading Range / Text Complexity**

10. Read and comprehend complex literary and informational texts independently and proficiently.

## **COMMON CORE STATE STANDARD WRITING COMPONENT:**

Writing Anchor Standards (K-12)

### **Text Types & Purposes**

1. Write arguments to support claims in an analysis of substantive topics or texts using valid reasoning and relevant and sufficient evidence.

2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details and well-structured event sequences.

### **Production & Distribution of Writing**

4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

### **Research to Build Knowledge**

7. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.

8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

### **Range of Writing**

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

## **COMMON CORE STATE STANDARD SPEAKING AND LISTENING COMPONENTS:**

Speaking and Listening Anchor Standards (K-12)

### **Comprehension & Collaboration**

1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

### **Presentation of Knowledge & Ideas**

4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.
6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.<sup>2</sup>

### **COMMON CORE STATE STANDARD LANGUAGE COMPONENTS:**

Language Anchor Standards (K-12)

#### **Conventions of Standard English**

1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

#### **Knowledge of Language**

3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

#### **Vocabulary Acquisition and Use**

4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering an unknown term important to comprehension or expression.

### **CTE INDUSTRY SECTOR / PATHWAY / STANDARDS:**

N/A

### **DETAILED UNITS OF INSTRUCTION:**

Unit 1: In Pursuit

Unit Driving Question: What drives us to undertake a mission?

Unit Overview: In this Grade 7 unit, students will be reading short stories, poetry, memoirs, and several non-fiction narratives to explore the missions some people or characters have pursued to achieve their goals. The first two excerpts in the unit, from Ernesto Galarza's autobiography Barrio Boy and Farah Ahmedi's memoir The Other Side of the Sky, draw students into this topic with their remarkable storylines of survival in a new environment. These two excerpts pay testament to the strength of the human spirit against great odds. Other selections in the unit include journeys into the Yukon, into nineteenth-century colonial India, and even into outer space during the perilous Apollo 13 mission. This unit also include works from some of the world's best-known modern authors: William Butler Yeats, John Steinbeck and Maya Angelou—all with one purpose in mind: to discover what drives us to undertake a mission regardless of the risk or human cost.

Featured Genres: fiction, poetry, informational

Key Reading Skills: central or main idea, textual evidence, figurative language, theme, story elements, informational text structure and elements, compare and contrast, poetic structure and elements, word meaning, connotation and denotation, technical language, media

Key Writing Skills: thesis statement, audience and purpose, organize informative writing, supporting details, introductions, body paragraphs and transitions, conclusions, style sources and citations.

Extended Writing Project: As students make their way through the unit, they will compile a number of ideas related to undertaking a mission. The extended writing project for this unit helps students share those ideas through a well-constructed informative/explanatory essay that focuses on what drives individuals to undertake a mission. Small, manageable tasks lead students through the prewriting, planning, drafting, revising, and editing/proofreading/publishing steps of the writing process, while skills lessons offer modeling and instruction on criteria within each step specific to the writing form.

## Unit 2: The Powers that Be

Unit Driving Question: What should be the principles of a just society?

Unit Overview: In this Grade 7 unit, students will explore the principles of a fair, or just, society from a variety of literary perspectives—through folktales, short stories, poetry, and excerpts from contemporary novels—as well as through timely non-fiction texts. The unit begins with an excerpt from the informational text Gladiator which explains why the tradition of the gladiator in ancient Rome began to decline with the rise of Christianity and the spread of social change. This is followed by the chilling Shirley Jackson story, “The Lottery,” which contains the important theme of how blindly following tradition can be dangerous, especially when it leads to injustice. Other selections include a true story about the dictatorship in North Korea, an excerpt from a futuristic novel, and an analysis of the United States Constitution and the real meaning behind the three words: “We the People.” Throughout this unit, students will investigate the principals of a just society by exploring different cultures and eras and diverse points of view.

Featured Genres: fiction, poetry, informational

Key Reading Skills: informational text structure and elements, story elements, point of view, theme, word meaning, textual evidence, media, connotation and denotation, poetic structure figurative language, argument, claim, and persuasion, author’s purpose or point of view, compare and contrast

Key Writing Skills: audience and purpose, organize narrative writing, descriptive details, introduction/sory beginning, narrative techniques and sequencing, conclusion/story ending, style

Extended Writing Project: As students make their way through the unit, they will compile a number of ideas related to the pursuit of one’s goals. The extended writing project for this unit helps students share those ideas through a well-constructed informative/explanatory essay on what motivates people to reach a goal. Small, manageable tasks lead students through the prewriting, planning, drafting, revising, and editing/proofreading/publishing steps of the writing process, while skill lessons offer modeling and instruction on criteria within each step specific to the writing form.

## Unit 3: Justice Served

Unit Driving Question: Why is it essential to defend human rights?

Unit Overview: In this Grade 7 unit, students will explore the importance of defending human rights through accounts of real people and characters in a variety of texts that include fiction, narrative non-fiction, informational texts, and speeches. The unit begins with an excerpt from Mother Jones: Fierce Fighter for Workers’ Rights, which highlights the demonstrations and crusades against unfair child labor practices of workers’ rights activist Mary Harris “Mother” Jones, whose “march of the mill children” made headlines at the turn of the twentieth century. Other selections share stories of great defenders of human rights, including a biography of the young Harriet Tubman, a poem honoring labor leader and civil right activist Cesar Chavez, Nelson Mandela’s autobiography, and Nehru’s eulogy for Mahatma Gandhi. Throughout this unit, students will explore human struggle, determination, and the fight for human rights.

Featured Genres: fiction, poetry, informational

Key Reading Skills: informational text elements and structure, technical language, Greek and Latin affixes and roots, theme, word meaning, poetic elements, figurative language, connotation and denotation, textual evidence, media, compare and contrast, poetic structure, central or main idea, author’s purpose and point of view

Key Writing Skills: thesis statement, audience and purpose, organize argumentative writing, supporting details, introductions, body paragraphs and transitions, conclusions, style, sources and citations

Extended Writing Project: As students make their way through the unit, they will compare and contrast texts about the motivations and crusades of great defenders of human rights and their impact on society. The extended writing project for this unit helps students organize their ideas into a well-constructed literary analysis that evaluates which text is more convincing in presenting and supporting the claim that the leader was a great defender of human rights. Small, manageable tasks lead students through the prewriting, planning, drafting, revising, and editing/proofreading/publishing steps of the writing process, while skill lessons offer modeling and instruction on criteria within each step specific to the writing form.

#### Unit 4: Getting Along

Unit Driving Question: What are the challenges of human interactions?

Unit Overview: In this Grade 7 unit, a variety of texts will help students explore the forces that create challenges for human interaction. Students will read about the steps people take to overcome these forces so that they can form meaningful relationships with others. The unit begins with an excerpt from The Outsiders, which focuses on class conflicts between two rival gangs in the 1960s. Other selections relate real-life stories—for example, the award-winning drama The Miracle Worker and Nicolas Gage’s memoir “The Teacher Who Changed My Life.” Human interaction with nature also presents a challenge, as students will learn from the informational text “California Invasive Plant Inventory.” Throughout this unit, students will explore the challenges we face in forming relationships with one another and with the world around us.

Featured Genres: fiction, poetry, informational, drama

Key Reading Skills: textual evidence, point of view, informational text elements and structure, theme, dramatic elements, story structure, figurative language, central or main idea, technical language, arguments and claims, compare and contrast, author’s purpose, media, story elements, poetic elements

Key Writing Skills: audience, purpose, and style, research and note-taking, thesis statement, organize argumentative writing, supporting details, introductions and conclusions

Extended Writing Project: As students make their way through the unit, they will read about fictional characters and real people who are confronted with the challenges of human interaction, whether those challenges involve forming new relationships, maintaining existing friendships, using language to communicate, or interacting with nature. The extended writing project for this unit helps students showcase their knowledge of science through a well-constructed argumentative essay in which they explore the challenges caused by human interaction with the environment and form an argument, based on research. Small, manageable tasks lead students through the prewriting, planning, drafting, revising, and editing/proofreading/publishing steps of the writing process. Skill lessons offer modeling and instruction on criteria within each step specific to the writing form.

### **TEXTBOOKS AND RESOURCE MATERIALS:**

**Text:** StudySync Grade 7 BookheadEd Learning, LLC 2015

### **SUBJECT AREA CONTENT STANDARDS TO BE ADDRESSED:**

#### Reading: Literature

1. Cite textual evidence (Units 1-4)
2. Determine theme or central idea (Units 1-4)
3. Analyze how dialogue or incident propel plot (Units 1-4)
4. Determine the meaning of words and phrases in text (Units 1-4)
5. Compare and contrast text structures (Units 1-4)

6. Analyze how differences in point-of-view creates effects (Units 1-2,4)
7. Analyze the extent a media version stays faithful to a text (Units 1-2,4)
8. N/A
9. Analyze how modern fiction draws on past works (Units 1-3)
10. Read and comprehend literature independently and proficiently (Units 1-4)

### Reading: Informational Text

1. Cite textual evidence (Units 1-4)
2. Determine theme or central idea (Units 1-4)
3. Analyze connections and distinctions between texts (Units 1-4)
4. Determine the meaning of words and phrases in text (Units 1-4)
5. Analyze paragraph structure (Units 1-4)
6. Determine and analyze author's point of view (Units 1-4)
7. Evaluate advantages and disadvantages of different mediums (Units 3-4)
8. Delineate and evaluate claims and arguments (Units 2, 4)
9. Analyze texts with conflicting opinions (Unit 2, 4)
10. Read and comprehend literary nonfiction independently and proficiently (Units 1-4)

### Writing

1. Write arguments to support claims (Units 1- 4)
2. Write informative/explanatory texts (Units 1- 4)
3. Write narratives on real or imagined events (Units 2-3)
4. Produce clear and coherent writing (Units 1-4)
5. Develop and strengthen writing (Units 1-4)
6. Use technology to produce and publish writing (Units 1-4)
7. Conduct short research projects (Units 1-4)
8. Gather relevant information from multiple sources (Units 1-4)
9. Draw evidence from literary or informational text (Units 1-4)
10. Write routinely over both extended and shorter time frames (Units 1-4)

### Speaking & Listening

1. Engage in a range of collaborative discussions (Units 1-4)
2. Analyze information presented in diverse media (Units 1-4)
3. Delineate a speaker's argument and claims (Units 1-4)
4. Present claims and findings (Units 1-4)
5. Integrate multimedia and visual displays into presentations (Units 1-4)
6. Adapt speech to contexts and tasks (Units 1-4)

### Language

1. Demonstrate command of standard English grammar and usage (Units 1-4)
2. Demonstrate command of standard English capitalization, punctuation, and spelling (Units 1-4)
3. Use knowledge of language when writing, speaking, reading, or listening (Units 1- 4)
4. Determine meaning of unknown words (Units 1-4)
5. Demonstrate understanding of figurative language (Units 1-4)
6. Acquire and use grade-appropriate vocabulary (Units 1-4)

## **DISTRICT ESLRS TO BE ADDRESSED:**

### **Students will be:**

- **Self-Directed Learners** who read and write independently, gaining confidence in their abilities to think on their own and take responsibility for their own learning. They will be guided toward independent learning as a life-long tool for success in the classroom and beyond.
- **Effective Communicators** who are able to read clearly and project their voices; read with the appropriate inflection and emphasis; and participate appropriately in small group and class discussions.
- **Collaborative Workers** who are capable of working in both large and small groups in order to produce well-organized, thoughtful products such as group presentations on topics that are raised in reading. Students will demonstrate a respect of the varying viewpoints offered from different members of a group and work produced by groups will demonstrate effort by all students.
- **Constructive Thinkers** who reflect on their reading and writing to enhance the outcomes of their work. Students will practice metacognitive strategies to improve their reading comprehension.
- **Quality Producers/Performers** who take pride in all assignments and realize the value of creating a product that is original in substance and an example of a personal best effort.
- **Responsible Citizens** who are prepared to contribute to our democracy in positive ways. Through their reading experiences students will gain an understanding of the responsibility, honor, and integrity that is essential to become a functioning member of our society.

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