

FOLSOM CORDOVA UNIFIED SCHOOL DISTRICT

Pre-AP English 7

DATE: January 2012

SUBJECT AREA: English

PROPOSED GRADE LEVEL(S): 7th

COURSE LENGTH: One Year

GRADING: A-F

NUMBER OF CREDITS: NA

PREREQUISITES: None

BRIEF COURSE DESCRIPTION:

The curriculum for this course correlates to the California English Language Arts Content Standards for 7th grade, as well as the Common Core State Standards for English Language Arts. It includes instruction in reading literary texts and informational texts, writing, communication, and language.

GENERAL GOALS/PURPOSES:

This course was designed for the advanced learner, to prepare them for AP and college readiness. The course uses *Springboard*, the official Pre-AP curriculum from College Board. According to the College Board website, *Springboard* infuses rigor, sets high expectations, and expands access and opportunity for all students. The *SpringBoard* curriculum materials support student acquisition of the skills and knowledge to meet Common Core standards by:

- Providing engaging and relevant activities that allow students to develop the essential skills needed for success in college level work as well as in the workplace
- Incorporating appropriate rigor that challenges students by requiring them not only to apply concepts and skills, but also to explain the thinking behind their applications of knowledge
- Designing the program around evidence of what works in the classroom: research-based practices such as designing instruction with the end in mind, scaffolding activities to prepare students for increasing levels of rigor, integrating learning strategies that help students “learn how to learn”
- Integrating content that addresses key strengths found in current state standards; the rigor of the curriculum fully meets and often exceeds the expectations of key state standards
(www.collegeboard.org)

STUDENT READING COMPONENT:

The Common Core State Standards (CCSS) for reading are equally divided between literary and informational texts. The reading strand asks students to move beyond reading comprehension and analyze both literary and informational texts for content, stylistic technique, and organizational structure. The strength of the SpringBoard program continues to be the development of critical thinking and close reading skills through scaffolded instruction in preparation for reading and responding to the kind of literary and informational texts students will encounter in AP Literature and Composition as well as AP Language and Composition exams.

The CCSS explicitly emphasize the examination of key reading concepts (e.g. paired passages, examining part-to-whole relationships within larger body of texts, integration of knowledge and ideas across subjects, etc.) within a particular grade level.

SpringBoard activities provide multiple opportunities for students to conduct a comparative analysis of texts to examine integrated knowledge and ideas, organizational structure, theme, and an author’s development of style.

STUDENT WRITING COMPONENT:

SpringBoard contains a vertically articulated writing program that prepares students to exceed the writing performance expectations outlined in the writing strand of the CCSS. Together, SpringBoard activities and Writing Workshops deepen students' knowledge of writing process, types, and purposes so that students can produce clear and coherent writing ready for publication.

The Embedded Assessments and Writing Workshops provide a comprehensive writing curriculum to foster effective teaching and learning to ensure that all students are prepared for the writing demands of high-stakes state assessments, Advanced Placement courses and exams, and college.

STUDENT COMMUNICATION COMPONENT:

The communication Strand of the CCSS outlines the oral literacy and technology skills pertinent to success in the 21st century. SpringBoard contains a sophisticated progression of oral literacy and multimedia skills designed to develop students' ability to speak, listen, and collaborate with others as they make meaning from, create, and present texts in a variety of media.

STUDENT LANGUAGE COMPONENT:

SpringBoard is aligned with the CCSS for grammar and conventions and vocabulary acquisition and use. SpringBoard's instructional approach to language development is to present all new information within the context of an activity that students are to do. This approach ensures that students' grammar and vocabulary use are developed through strategic reading and writing practices so that new concepts learned can be employed when students engage in writing and speaking tasks.

DETAILED UNITS OF INSTRUCTION:

This course is taught using *SpringBoard* curriculum from CollegeBoard, 2011.

See Appendix A: *SpringBoard English Textual Power, Level 2: Choices, Level at a Glance*

SUBJECT AREA CONTENT STANDARDS TO BE ADDRESSED:

Springboard is fully aligned to both the CA State Standards (1997) and the CA Common Core State Standards (2010) for grade seven.

THIS COURSE WILL PREPARE STUDENTS FOR THE CAHSEE and/or CSTs:

Reading, Writing, and Language Arts

LAB FEE, IF REQUIRED:

None

DISTRICT ESLR's TO BE ADDRESSED:

Students will be:

- **Self-directed Learners** who will be able to use notes and a textbook to assist them in continuing their learning outside of the classroom setting.
- **Efficient Communicators** who can explain mathematical concepts to others and use mathematics to organize and explain data.
- **Quality Producers** who understand the importance of neat, organized work that demonstrates their thinking and understanding of the solution they've formed to solve a problem.

- **Constructive Thinkers** who are able to attack problems with organization, logic, and mathematical skills they've developed in a systematic fashion.
- **Collaborative Workers** who can work in a variety of settings in culturally diverse groups. They will be able to form and use study groups to strengthen their own understanding in addition to providing the same service for classmates.
- **Responsible Citizens** who accept the consequences of their actions and who demonstrate their understanding of their role in the learning process.

Appendix A

SpringBoard® English Textual Power™

Level 2: Choices					
Unit	Essential Questions	Academic Vocabulary	Embedded Assessments	Unit Goals	Writing Workshop Connection
Unit 1 The Choices We Make <i>Independent Reading</i>	How do authors use narrative elements to create a story? Why is storytelling an important aspect of a culture or society?	Characterization Folklore Personal Narrative Plot Sensory Details Symbolism Theme	EA 1: Revising a Personal Narrative About Choice EA 2: Creating an Illustrated Myth	<ul style="list-style-type: none"> To make connections among texts and to oneself To explore the role of personal voice in writing To analyze genres and their organizational structures To examine the function and use of narrative elements To use the writing process to prepare drafts for publication 	Writing Workshop 4: Personal Narrative Writing Workshop 2: Short Story
Unit 2 What Influences My Choices? <i>Independent Reading</i>	How do advertisers attempt to influence consumers? How do purpose and audience shape the content in a persuasive text?	Consumerism Media Advertising Persuasion Audience Purpose Editorial	EA 1: Analyzing an Advertisement and Creating a New One EA 2: Writing a Letter to the Editor	<ul style="list-style-type: none"> To understand how our lives are affected by persuasion To identify and analyze persuasive techniques, appeals, language, and images in print and nonprint texts To create persuasive advertisements and to write persuasive letters to the editor 	Writing Workshop 9: Response to Literary or Expository Text Writing Workshop 7: Procedural Texts: Business Letters
Unit 3 Our Choices and Life's Lessons <i>Tangerine</i>	What is the relationship between choices and consequences? How does research contribute to the discovery of solutions?	Imagery Point of View Literary Analysis Problem/Solution Essay Research	EA 1: Writing an Analytical Essay EA 2: Researching and Presenting a Problem and Solutions	<ul style="list-style-type: none"> To make connections between or among texts and your own lives To analyze, interpret, and evaluate a novel on a variety of levels and for a variety of purposes To read with fluency and apply appropriate language conventions (sentence structure, usage, punctuation) in oral reading, discussion, and writing To conduct research and present a convincing argument 	Writing Workshop 8: Persuasive Writing Writing Workshop 9: Response to Literary or Expository Text Writing Workshop 10: Research
Unit 4 Reflecting on My Choices <i>Independent Reading</i>	Why is it important to revisit, reflect on, and revise previously written texts? What influences a writer's choices during the revision process?	Voice Revision Global Revision	EA: Making Revision Choices	<ul style="list-style-type: none"> To revisit and evaluate previously written texts To recognize how audience and format influence voice To understand the difference between revising and editing 	Writing Workshop 2: Short Story Writing Workshop 9: Response to Literary or Expository Text Writing Workshop 10: Research
Unit 5 How We Choose to Act <i>Independent Reading</i>	How does a speaker create and present an effective oral text? How do literary devices enhance a text?	Oral Interpretation Tone Monologue Narrative Poem Poetic Devices	EA 1: Creating and Presenting a Monologue EA 2: Creating a Narrative Poem	<ul style="list-style-type: none"> To learn to communicate in a variety of forms (verbal, nonverbal) To improve skills in oral reading and presentation To enhance textual analysis skills and apply them to a variety of genres 	Writing Workshop 5: Script Writing Writing Workshop 3: Poetry

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