Course Overview

Middle School | 7 | ELA HA - *Last Updated on October 28, 2024*

DESCRIPTION

K-12 Content Area | Mission & Philosophy Statement

- Foster a love for literacy across diverse backgrounds and abilities, ensuring equitable access to rich learning experiences equipping learners with the skills, mindset, and passion to engage actively as informed readers, writers, and communicators throughout their lives.
- Cultivate communicators and critical thinkers, empowering them to inquire, analyze, and create meaningfully from a variety of texts and perspectives, preparing them for the responsibilities of active participation as a citizen in our democracy as well as in an evolving global society.
- Engender collaborative and creative environments where learners innovate, elevate diverse voices and modalities to express themselves effectively and imaginatively.
- Promote a culturally responsive English Language Arts education that honors the identities, cultures, and experiences of all students, integrating diverse texts and voices to promote empathy, understanding, and respect.

Students in seventh-grade High Achievement Language Arts will continue to build upon their previous learning through knowledge and use of literature, writing, and communication skills. In the high-achievement course, students work at a faster pace and deeper level. They read higher-level core novels, have more choice novel reading opportunities embedded into the pacing, and do a multi-genre research project that spans several quarters.
They will be encouraged and given more opportunities to express themselves and share information in a variety of formats that support creativity, collaboration, higher-level thinking skills, and some risk-taking.

Grade seven students assume a more analytical approach to literature. They will explore a wider selection of literary works that illustrate the linguistic and cultural diversity found in today's society. Standards in reading include making predictions, interpreting characters' behaviors, and comparing and contrasting literature. Literary elements and literary devices will be taught through a variety of genres. Textual evidence will be cited to support analysis of what the text says explicitly as well as inferences drawn from the text. Students will focus on anecdotal and metacognitive note-taking with a Socratic line of questioning. Various forms of note-taking and graphic organizers are utilized to differentiate based on students' needs. In making the reading and writing connection, students will compose reading responses, develop characters, and apply grammar rules and spelling to compositions. Students will also write in narrative, descriptive, expository, and persuasive modes, taking into account topic, purpose, and audience. In addition, they will have opportunities for creative writing, including drama, poetry, and fiction. Steps of the writing process with the use of graphic organizers will be incorporated into writing instruction. Grammar and vocabulary will be taught and reviewed in class. Students build critical thinking and problem-solving skills, through close observation and analysis of texts, evidence-based writing, higher-order questioning, and engaging in academic conversation.

Throughout the curriculum, students embark on a diverse journey of literary exploration and skill development across four unique units. They delve into the world of storytelling, both as readers and writers, encountering a variety of contemporary and classic narratives that explore themes of choice and

consequence. Through this exploration, students cultivate their figurative and creative thinking abilities while deepening their appreciation for the artistry inherent in storytelling. Students will build upon this foundation, guiding students from storytelling to the realm of informative and persuasive writing. Through collaborative efforts, close reading, and research, students learn to craft effective informational texts, initially exploring topics such as marketing to young people before advancing to the creation of compelling argumentative pieces. The curriculum further enhances students' engagement with rhetoric and persuasion as they navigate the intricacies of argumentation, analyzing societal controversies and refining their skills in constructing persuasive letters advocating for their chosen positions. Finally, Students hone their linguistic skills through an exploration of poetry, monologues, and dialogues, delving into the subtleties of language use for impact. Through collaborative performances of original monologues and excerpts from Shakespeare's Twelfth Night, students apply their understanding of language and expression in both vocal and visual mediums, culminating in a synthesis of their year-long learning journey.

STANDARDS

Pennsylvania - Grade 7 - English Language Arts ELA

CC.1.2.7.A CC.1.2.7.B CC.1.2.7.C CC.1.2.7.D CC.1.2.7.I CC.1.2.7.H CC.1.2.7.G

CC.1.2.7.F CC.1.2.7.E CC.1.2.7.L CC.1.2.7.K CC.1.2.7.J CC.1.3.7.A CC.1.3.7.B

CC.1.3.7.G CC.1.3.7.F CC.1.3.7.E CC.1.3.7.D CC.1.3.7.C CC.1.3.7.H CC.1.3.7.I

CC.1.3.7.J CC.1.3.7.K CC.1.4.7.D CC.1.4.7.C CC.1.4.7.B CC.1.4.7.A CC.1.4.7.E

CC.1.4.7.F CC.1.4.7.G CC.1.4.7.H CC.1.4.7.L CC.1.4.7.K CC.1.4.7.J CC.1.4.7.I

CC.1.4.7.M CC.1.4.7.N CC.1.4.7.O CC.1.4.7.P CC.1.4.7.Q CC.1.4.7.T CC.1.4.7.S

CC.1.4.7.R CC.1.4.7.V CC.1.4.7.U CC.1.4.7.W CC.1.4.7.X CC.1.5.7.D CC.1.5.7.C

CC.1.5.7.B CC.1.5.7.A CC.1.5.7.E CC.1.5.7.F CC.1.5.7.G

COURSE OBJECTIVES

Specific objectives for this course are aligned with the Pennsylvania Core Standards for English Language Arts and the Eligible Content State Standards for English Language Arts.

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ASSESSMENT TYPES

- Diagnostic Assessments
- Core/Choice Novel notes and seminars
- Curriculum-based measures
- Formative Assessments
- Summative Assessments

SUGGESTED METHODS OF INSTRUCTION

Below is a list of suggested strategies for high-quality instruction in English Language Arts:

- Instructional components outlined in the Framework for Teaching by Charlotte Danielson
- Goal setting
- Collaborative Learning through Socratic Seminar
- Formative opportunities to drive instruction
- Think-pair-share
- Reciprocal teaching
- Read Alouds and student independent choice novels

RESOURCES

Student Resources: The College Board, Advanced Placement Program. Springboard © English Language Arts Grade 7, 2018 Student Text Printed Version Student Text Online Version **Teacher Resources:** The College Board, Advanced Placement Program. Springboard © English Language Arts Grade 7, 2018 Teacher's Guide Printed Version with Online Access Assessment Resources	**Novels:** The Book Thief by Markus Zusak The Outsiders by S.E.Hinton A Separate Peace by John Knowles The Twelfth Night by William Shakespeare Endangered by Eliot Schrefer	

Teacher Created Resources