

Havre Public Schools English Language Arts 7th Grade

Course Information:

Topic: English Language Arts

Grade Level: 7

Length: Year

Period/s Per Day: 1 period, 51 minutes

Essential Understanding:

Students will continue to develop the ability to cite relevant evidence when interpreting or analyzing a text or supporting their points in speaking and writing. Students will also build academic vocabulary as he or she reads more complex texts, including stories, plays, historical novels, poems, and informational books and articles.

Course Objectives and Expectations: This should contain skills that students will be exposed to throughout the course. These skills may or may not be content specific.

Analyzing how the form or structure of a play or poem contributes to its meaning

Analyzing how particular elements of a story or play interact (like how the setting shapes the characters or plot)

Determining how an author develops and contrasts the points of view of different characters or narrators in a text

Conducting short research projects, drawing on several sources and identifying related questions for further research and investigation

Engaging in a range of classroom discussions on topics and texts, expressing ideas clearly and building on the ideas of others

Identifying a speaker's argument and specific claims and evaluating the reasoning and evidence behind these claims

Using clues such as word roots or add-ons to a word (such as the prefix hyper-, which means 'excessive' in the words hyperactive and hypersensitive) to determine the meaning of a word

Interpreting figures of speech or references to literature or mythology in a text

Writing for a range of purposes and audiences

Student Objectives:

Students will determine a theme or central idea of a text and analyze its development over the course of the text.

Students will analyze how an author develops and contrasts the points of view of different characters or narrators in a text.

Students will cite several pieces of evidence from the text to support analysis of what the text says explicitly as well as inferences drawn from the text.

Students will compare and contrast a text to an audio, video, or multimedia version of the text, analyzing each medium's portrayal of the subject (such as how the delivery of a speech affects the impact of the words).

Students will introduce a topic clearly, previewing what is to follow, and develop the topic with relevant facts, definitions, concrete details, quotations, or other information.

Students will provide a concluding statement or section that follows from and supports the information or explanation presented.

Students will organize ideas, concepts, and information using strategies such as definition, classification, comparison/contrast, and cause/ effect.

Students will use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.

Students will use precise language and subject-specific vocabulary to inform or explain the topic.

*These sections will be completed when materials arrive.

Pacing and pertinent Montana Content Standard: Pacing of the course should be included, with the applicable content standards. Technology standards should also be considered here.

Course Outline and Assessments: This section should contain a detailed course outline containing topics taught and assessed. Do not include specific textbook references, chapter numbers, or page numbers.

Timeline: The timeline should include unit titles and the approximate time it will take to teach the unit.

Resources: List everything here, websites, textbooks, resource manuals, etc.

<https://opi.mt.gov/Educators/Teaching-Learning/K-12-Content-Standards/English-Language-Arts-Literacy-Standards>

https://opi.mt.gov/Portals/182/Page%20Files/Just%20for%20Parents/ParentGuide_ELA_7.pdf?ver=2019-11-26-113153-770

<https://www.blueponyk12.com/cms/lib/MT01001096/Centricity/Domain/12/HAVRE%20PUBLIC%20SCHOOLS%20TECHNOLOGY%20CURRICULUM.pdf>