

Orange Unified School District
ENGLISH 7
 Year Course

GRADE LEVEL: 7

PREREQUISITES: None

INTRODUCTION TO THE SUBJECT:

This course is designed to promote reading, writing, speaking, and listening skills with emphasis on vocabulary and concept development, reading comprehension, literary response and analysis, writing applications and research, and oral and written English language conventions.

Study and technological skills are developed along with the basic skills of reading, writing, speaking, and listening. Formal study of narrative, expository, persuasive, and descriptive domains of writing and text are continued and expanded at this level. Process writing (prewriting, precomposing, writing, sharing, revising, editing, and publishing) is emphasized.

ESSENTIAL LEARNINGS: Students will

- Write both expository and narrative essays using correct grammar, punctuation, capitalization, and spelling.
- Comprehend and analyze both informational and narrative readings.
- Comprehend text and build vocabulary through the use of context clues, word origins, word structure, and figurative language.
- Use communication skills (listening and speaking) through teamwork and oral presentations to prepare for the real world.

FIRST TRIMESTER

ASSESSMENT BLUEPRINT:

Trimester	Standard	# of Questions
1	RW.1.2 Greek, Latin, and Anglo- Saxon roots and affixes	3
	RW.1.3 Clarify word meanings	5
	RL.3.1 Purposes / characteristics of forms of prose	1
	RL.3.2 Events that advance plot; foreshadowing	3
	RL.3.3 Characterization	3
	RL.3.4 Recurring themes across works	2
	RL.3.5 Points of view in narrative text	3
	RL.3.6 Analyze responses to literary works	2
	WC.1.3 Parts of speech; types and structure of sentences.	4
	WC.1.7 Spelling derivatives	3
	WS.1.1 Organizational structure with transitions to unify ideas	3
	WS.1.2 Supporting statements and claims	2
	WS.1.3 Notetaking, outlining, summarizing	3
	WS.1.7 Revisions	4

PHRASE

Weeks

♦ indicates challenge story/passage – recommended for HONORS

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|--|------------------------------------|
| I. Grammar | ongoing throughout First Trimester |
| A. Nouns and Pronouns | |
| B. Verbs | |
| C. Adjectives and Adverbs | |
| D. Prepositions | |
| E. Conjunctions and Interjections | |
| II. Short Story | 7 |
| A. Required Core Literature | |
| 1. Seventh Grade (character) – page 116 | |
| 2. All Summer in a Day (setting) – page 264 | |
| 3. Treasure of Lemon Brown (theme) – page 466 | |
| 4. The Third Wish (plot)(write modern day fairy tale) – page 168 | |
| B. Extended Literature | |
| 1. Rikki-Tikki-Tavi (plot) – page 408 | |
| 2. Two Kinds from <i>The Joy Luck Club</i> (character) – page 16 | |
| 3. A Boy and a Man from <i>Banner in the Sky</i> (plot) – page 180 | |
| 4. ♦After Twenty Years (plot) – page 428 | |
| 5. The Third Level (setting) – page 64 | |
| 6. ♦A Day’s Wait (plot) – page 74 | |
| 7. ♦Ribbons (theme) – page 466 | |
| 8. The Hummingbird that Lived through Winter (theme) – page 146 | |
| 9. Any short story from <u>Prentice Hall Bronze</u> | |
| C. Writing | |
| 1. Summary | |
| 2. Narrative (autobiographical and fictional) | |
| III. Novel | 4 |
| A. Core Literature (choose one from the following) | |
| 1. A Door in the Wall | |
| 2. Catherine, Called Birdy | |
| 3. I, Juan de Pareja | |
| 4. Lupita Manana | |
| 5. The Midwife’s Apprentice | |
| 6. The Clay Marble | |
| 7. Adam of the Road | |
| 8. ♦The Arabian Nights | |
| 9. The Sword in the Circle | |
| 10. ♦Queen’s Own Fool | |
| 11. ♦A Proud Taste for Scarlet and Miniver | |
| 12. ♦The Prince and the Pauper | |
| 13. ♦The Sword and the Stone | |
| 14. ♦A Christmas Carol | |
| 15. ♦Beowulf—The New Telling | |
| 16. The Outlaws of Sherwood | |
| B. Writing | |
| 1. Summary | |
| 2. Response to Literature | |

SECOND TRIMESTER

ASSESSMENT BLUEPRINT:

Trimester	Standard	# of Questions
2	RW.1.1 Idioms, analogies, metaphors, similes	3
	RW.1.2 Greek, Latin, and Anglo- Saxon roots and affixes	2
	RW.1.3 Clarify word meanings	2
	RC.2.1 Structure and purpose of informational materials	3
	RC.2.2 Consumer, workplace, public documents	4
	RC.2.3 Cause-and-effect	2
	RC.2.4 Author’s argument, point of view, perspective	3
	RC.2.5 Technical directions	3
	RC.2.6 Author’s evidence; bias/stereotyping	3
	WC.1.4 Quotations marks, commas; English usage	4
	WC.1.5 Hyphens, dashes, brackets, semi-colons	1
	WC.1.6 Capitalization	2
	WS.1.1 Organizational structure with transitions to unify ideas	2
	WS.1.2 Supporting statements and claims	2
	WS.1.3 Notetaking, outlining, summarizing	2
	WS.1.7 Revisions	2

- IV. Grammar ongoing throughout Second Trimester
- A. Capitalization
 - B. Punctuation
 - C. Basic Sentence Parts
 - D. Phrases and Clauses
 - E. Effective Sentences

- V. Non-Fiction 5
- A. Required Core Literature
 1. Burning Out at Nine (expository) – page 33
 2. Let the Reader Beware (practical/technical) – page 503
 3. Four Skinny Trees (reflective) – page 230
 4. The External Frontier (persuasive) – page 319
 5. From *Into Thin Air* (narrative) – page 190
 - B. Extended Literature
 1. Melting Pot (expository) – page 122
 2. A Colony in the Sky (expository) – page 153
 3. The Iceman (expository) – page 393
 4. Moving Mountains (practical/technical) – page 138
 5. Fingerprints and Identity (practical/technical) – page 138
 6. How to Enjoy Poetry (practical/technical) – page 544
 7. How to Use Your New Alarm Chronograph Timer (practical/technical) – page 759
 8. I Am a Native of North America (reflective) – page 528
 9. From In Search of Our Mothers’ Gardens (reflective) – page 106
 10. From *Barrio Boy* (narrative) – page 523
 11. My Furthest Back Person (narrative) – page 46

12. Victor Edmundo Villasenor (narrative) – page 58
13. Was Tarzan a Three-Bandage Man? (narrative) – page 82
14. Rattlesnake Hunt (narrative) – page 518
15. The Night the Bed Fell (narrative) – page 254
16. Nolan Ryan (narrative) – page 572
17. Any non-fiction from Prentice Hall Bronze

C. Writing

1. Summary
2. Technical Writing
3. Persuasive

VI. Poetry

5

A. Required Core Literature

1. The Highwayman (narrative) – page 276
2. From Song of Myself; I'm Nobody; Me (lyric poetry) – pages 38-40
3. Seal; The Pasture; Three Haiku (form) – pages 720-722
4. Mother to Son (figurative language) – page 144 (compare to Seuss All the Places You Will Go)
5. Fog (figurative language) – page 750
6. Oranges (sensory language) – page 85
7. Annabel Lee (sound devices) – page 728

B. Extended Literature

1. Father William (narrative) – page 368
2. The Cremation of Sam McGee (narrative) – page 708
3. ♦The Charge of the Light Brigade (narrative) – page 198
4. Stopping by Woods on a Snowy Evening (form – page 226
5. Life (figurative language) – page 751
6. ♦The Village Blacksmith (figurative language) – page 748
7. Miracles (sensory language) – page 228
8. Full Fathom Five (sound devices) – page 736
9. Martin Luther King (sound devices) – page 730
10. Onomatopoeia (sound devices) – page 737
11. Sarah Cynthia Sylvia Stout Would Not Take the Garbage Out (sound devices) – page 366
12. Any poetry from Prentice Hall Bronze

C. Writing

1. Descriptive Writing

VII. STAR Writing Test Preparation

3

THIRD TRIMESTER

ASSESSMENT BLUEPRINT:

Trimester	Standard	# of Questions
3	RW.1.1 Idioms, analogies, metaphors, similes	4
	RW.1.2 Greek, Latin, and Anglo- Saxon roots and affixes	2
	RW.1.3 Clarify word meanings	2
	RL.3.1 Purposes / characteristics of forms of prose	1
	RL.3.2 Events that advance plot; foreshadowing	2
	RL.3.3 Characterization	3
	RL.3.4 Recurring themes across works	2
	RL.3.5 Points of view in narrative text	3
	WC.1.1 Placement of modifiers; active voice	1
	WC.1.2 Infinitives, participles; pronouns and antecedents	1
	WS.1.1 Organizational structure with transitions to unify ideas	2
	WS.1.2 Supporting statements and claims	2
	WS.1.3 Notetaking, outlining, summarizing	1
	WS.1.4 Questions; inquiry, investigation and research	3
	WS.1.5 Bibliography; citations	2
	WS.1.7 Revisions	2

VIII. Grammar ongoing throughout Third Trimester
 A. Using Verbs
 B. Using Pronouns
 C. Making Words Agree
 D. Using Modifiers

IX. Poetry (continued—see above) 2

X. Myths, Legends, and Folk Tales 3
 A. California State Standards
 B. Core Literature
 1. Icarus and Daedalus (myths) – page 822
 2. Demeter and Persephone (myths) – page 818
 3. Popocatepetl and Ixtlaccihuatl (legends) – page 778
 4. The People Could Fly (folk tale) – page 798
 5. The Lion and the Statue (fable) – page 802
 6. The Fox and the Crow (fable) – page 803
 C. Extended Literature
 1. All Stores are Anansi’s (folk tale) – page 804
 2. Any myth, legend, or folk tale from Prentice Hall Bronze
 D. Writing
 1. Narrative
 2. Research (cultures and myths from culture)

XI. STAR Test Preparation and Testing 2-3

XII. Research Report 2-3
 A. Writing 1.4
 B. Writing 1.5

XIII. Drama 4-5
 A. California State Standards
 B. Core Literature
 1. The Monsters are Due on Maple Street – page 666
 C. Extended Literature
 1. A Christmas Carol; Scrooge and Marley – page 600
 2. ♦St. Crispian’s Day Speech from Henry V – page 202
 3. from Billy Elliott – page 312
 D. Writing
 1. Narrative (drama) (write sequel to “Monsters on Maple Street”)

DATE OF CONTENT REVISION: October 2002

DATE OF CURRENT CONTENT REVISION: March 2010

DATE OF BOARD APPROVAL: December 12, 2002

CALIFORNIA CONTENT STANDARDS: READING	# of Items	%
1.0 WORD ANALYSIS, FLUENCY, AND SYSTEMATIC VOCABULARY DEVELOPMENT: Students use their knowledge of word origins and word relationships, as well as historical and literary context clues, to determine the meaning of specialized vocabulary and to understand the precise meaning of grade-level-appropriate words.	11	15%
1.1 Vocabulary and Concept Development: identify idioms, analogies, metaphors, and similes in prose and poetry	3	
1.2 Vocabulary and Concept Development: use knowledge of Greek, Latin, and Anglo-Saxon roots and affixes to understand content-area vocabulary	3	
1.3 Vocabulary and Concept Development: clarify word meanings through the use of definition, example, restatement, or contrast	5	
2.0 READING COMPREHENSION (FOCUS ON INFORMATIONAL MATERIALS): Students read and understand grade-level-appropriate material. They describe and connect the essential ideas, arguments, and perspectives of the text by using their knowledge of text structure, organization, and purpose. The selections in <i>Recommended Readings in Literature, Kindergarten Through Grade Eight</i> illustrate the quality and complexity of the materials to be read by students. In addition, by grade eight, students read one million words annually on their own, including a good representation of grade-level-appropriate narrative and expository text (e.g., classic and contemporary literature, magazines, newspapers, online information). In grade seven, students make substantial progress toward this goal.	18	24%

CALIFORNIA CONTENT STANDARDS: READING	# of Items	%
2.1 Structural Features of Informational Materials: understand and analyze the differences in structure and purpose between various categories of informational materials (e.g., textbooks, newspapers, instructional manuals, signs)	3	
2.2 Structural Features of Informational Materials: locate information by using a variety of consumer, workplace, and public documents	4	
2.3 Structural Features of Informational Materials: analyze text that uses cause-and-effect organizational pattern	2	
2.4 Comprehension and Analysis of Grade-Level-Appropriate Text: identify and trace the development of an author’s argument, point of view, or perspective in text	3	
2.5 Comprehension and Analysis of Grade-Level-Appropriate Text: understand and explain the use of a simple mechanical device by following technical directions	3	
2.6 Expository Critique: assess the adequacy, accuracy, and appropriateness of the author’s evidence to support claims and assertions, noting instances of bias and stereotyping	3	
3.0 LITERARY RESPONSE AND ANALYSIS: Students read and respond to historically or culturally significant works of literature that reflect and enhance their studies of history and social science. They clarify the ideas and connect them to other literary works. The selections in <i>Recommended Readings in Literature, Kindergarten Through Grade Eight</i> illustrate the quality and complexity of the materials to be read by students.	13	17%
3.1 Structural Features of Literature: articulate the expressed purposes and characteristics of different forms of prose (e.g., short story, novel, novella, essay)	1	
3.2 Narrative Analysis of Grade-Level-Appropriate Text: identify events that advance the plot, and determine how each event explains past or present action(s) or foreshadows future action(s)	2	
3.3 Narrative Analysis of Grade-Level-Appropriate Text: analyze characterization as delineated through a character’s thoughts, words, speech patterns, and actions; the narrator’s description; and the thoughts, words, and actions of other characters	3	
3.4 Narrative Analysis of Grade-Level-Appropriate Text: identify and analyze recurring themes across works (e.g., the value of bravery, loyalty, and friendship; the effects of loneliness)	2	
3.5 Narrative Analysis of Grade-Level-Appropriate Text: contrast points of view (e.g., first and third person, limited and omniscient, subjective and objective) in narrative text and explain how they affect the overall theme of the work	3	
3.6 Literary Criticism: analyze a range of responses to a literary work and determine the extent to which the literary elements in the work shaped those responses	2	

CALIFORNIA CONTENT STANDARDS: WRITING	# of Items	%
1.0 WRITTEN AND ORAL ENGLISH LANGUAGE CONVENTIONS: Students write and speak with a command of standard English conventions appropriate to the grade level.	16	21%
1.1 Sentence Structure: place modifiers properly, and use the active voice	1	
1.2 Grammar: identify and use infinitives and participles and make clear references between pronouns and antecedents	1	
1.3 Grammar: identify all parts of speech and types and structure of sentences	4	
1.4 Grammar: demonstrate the mechanics of writing (e.g., quotation marks, commas at end of dependent clauses) and appropriate English usage (e.g., pronoun reference)	4	
1.5 Punctuation: identify hyphens, dashes, brackets, and semi-colons and use them correctly	1	
1.6 Capitalization: use correct capitalization	2	
1.7 Spelling: spell derivatives correctly by applying the spellings of bases and affixes	3	
1.0 WRITING STRATEGIES: Students write clear, coherent, and focused essays. The writing exhibits students' awareness of the audience and purpose. Essays contain formal introductions, supporting evidence, and conclusions. Students progress through the stages of the writing process as needed.	17	23%
1.1 Organization and Focus: create an organizational structure that balances all aspects of the composition and uses effective transitions between sentences to unify important ideas	3	
1.2 Organization and Focus: support all statements and claims with anecdotes, descriptions, facts and statistics, and specific examples	2	
1.3 Organization and Focus: use strategies of note-taking, outlining, and summarizing to impose structure on composition drafts	3	
1.4 Research and Technology: identify topics; ask and evaluate questions; and develop ideas leading to inquiry, investigation, and research	3	
1.5 Research and Technology: give credit for both quoted and paraphrased information in a bibliography by using a consistent and sanctioned format and methodology for citations	2	
1.6 Research and Technology: create documents by using word-processing skills and publishing programs; develop simple databases and spreadsheets to manage information and prepare reports	NA*	
1.7 Evaluation and Revision: revise writing to improve organization and word choice after checking the logic of the ideas and the precision of the vocabulary	4	
TOTALS	75	100%