



## Course Outcome Summary

### Course Information: 7<sup>th</sup> Grade English

**Description:** In seventh grade English, students will read and write about the topics of immigration, teen culture, civil rights, and American wars. They will study vocabulary with Greek and Roman prefixes and suffixes. They will practice grammar skills in their writing. Students will practice the skills of listening and speaking through sharing of their published work.

**Instruction Level:** 7<sup>th</sup> Grade

**Total Credits:** 4

**Prerequisites:** None

**Textbooks:**

#### 1. (Unit 1): English Skills and Immigration

Literature , McDougal Littell, Houghton Mifflin Co., ISBN: 0618945237:

What Can Stories Teach Us? -Pgs. 624-631

Sally Ann Thunder Ann Whirlwind -Pgs. 712-719

What Makes a Story Unforgettable? -Pgs. 22-29

Exploring the Titanic -Pgs. 98-114

The Scholarship Jacket -Pgs. 216-223

How Do We Share Our Stories? -Pgs. 752-759

Names/Nombres -Pgs.780-786-

Elements of Literature, Holt, Rinehart and Winston, Harcourt Brace & Co., 0030968291:

Barrio Boy- Pgs. 124-133

Fish Cheeks- Pgs. 134-143

The Arrival, Shaun Tan, Arthur A. Levine Books, 0439895294

#### 2. (Unit 2): Teen Culture

Literature , McDougal Littell, Houghton Mifflin Co., ISBN: 0618945237:

Back to the Future- Pgs. 150-156

Dirk the Protector -Pgs. 268-276

It was a Long Time Before/ Abuelito Who Pgs. 280-284

What's the Big Idea? (Theme) -Pgs. 302-309

Amigo Brothers -Pgs. 310-322

What Do Fish Have to do with Anything? -Pgs. 338-352

Homeless -Pgs. 356-360

What is a Poem? (Rhyme, Rhythm, Imagery, Figurative Language) -Pgs. 540-547

Out of the Dust (Poem) -Pgs. 488-493

The Names (Poem) -Pgs. 548-553

The Delight Song of Tsoai-Talee/ Four Skinny Trees (Poem) -Pgs. 600-604

It's Not About the Bike/ 23 Days in July -Pgs. 790-799

The Noble Experiment -Pgs. 808-831

My Mother Enters the Work Force/ Washington Monument by Night (poem) -Pgs. 844-848

Professional Athletes -Pgs. 918-924

**3. (Unit 3): Civil Rights**

Literature , McDougal Littell, Houghton Mifflin Co., ISBN: 0618945237:

Encounter with Martin Luther King, Jr. -Pgs. 258-267

The War of the Wall -Pgs. 326-337

What's Your Style? (Mood, Tone, & Style) -Pgs. 436-443

The People Could Fly -Pgs. 480-485

Malcom X -Pgs. 802-807

The Noble Experiment- Pgs. 808-821

Jackie Robinson Makes Headlines- Pgs. 822-827

Lucy Stone -Pgs. 832-841

Elements of Literature, Holt, Rinehart and Winston, Harcourt Brace & Co., 0030968291:

Song of the Trees- Pgs. 28-44

\*Books above **or** Literature Circle books below:

Roll of Thunder Hear My Cry , Mildred D. Taylor, Puffin Books, 0140384510

The Rock and the River, Kekla Magoon, Aladdin, 1416978039

The Lions of Little Rock, Kristin Levine, Puffin Books, 9780142424353

The Port Chicago 50, Steve Sheinkin, Roaring Book Press, 9781596437968

**4. (Unit 4): American Wars**

Literature , McDougal Littell, Houghton Mifflin Co., ISBN: 0618945237:

What Makes a Great Character? -Pgs. 174-181

Zebra -Pgs. 182-207

The Legacy of the Vietnam War -Pgs. 208-214

Elements of Literature, Holt, Rinehart and Winston, Harcourt Brace & Co., 0030968291:

Antaeus- Pgs. 468-481

**Course Standards:**

**Reading Standards**

Applied English Score Range 13-15

English Score Range 13-19

Enriched English Score Range 16-23:

<https://www.act.org/content/dam/act/unsecured/documents/CCRS-ReadingStandards.pdf>

**English Standards**

Applied English Score Range 13-15

English Score Range 13-19

Enriched English Score Range 16-23:

<https://www.act.org/content/dam/act/unsecured/documents/CCRS-EnglishStandards.pdf>

**Writing Standards**

Applied English Score Range 5-6

English Score Range 7-8

Enriched English Score Range 7-8:

<https://www.act.org/content/dam/act/unsecured/documents/CCRS-WritingStandards.pdf>

## Unit

---

1. Immigration
2. Teen Culture
3. Civil Rights
4. American Wars

## Unit Outlines

---

### 1. English Skills and Immigration

#### Standards:

##### Reading

##### Central Ideas, Themes, and Summaries

- Identify the topic of passages and explain the difference(s) between the topic and the central idea or theme
- Infer a central idea in paragraphs.

##### Multiple Texts

- Make simple comparisons between two passages

##### Purpose and Point of View

- Recognize a clear intent of an author or narrator in somewhat challenging literature passages

##### Word Meanings and Word Choice

- Understand the indirect meaning of a familiar word or phrase and of simple descriptive language

##### Text Structure

- Analyze the overall structure of passages.

##### English

##### Topic Development Purpose of Focus

Delete material because it does not relate to the topic of the essay

##### Organization, Unity, and Cohesion

- Determine the need for transition words or phrases to establish the flow of time relationships in simple narrative essays (e.g., *then, this time*)

##### Knowledge of Language

- Revise confusing writing that creates obvious logic problems

##### Sentence Structure and Formation

- Determine the need for punctuation or conjunctions to join simple clauses

##### Punctuation Conventions

- Delete commas that create basic sense problems (e.g., between verb and direct object)

##### Writing:

##### Focus on Topic

- Maintain a focus on the specific issue in the writing prompt throughout most of the essay
- Write to establish focus on the topic

##### Developing Ideas

- Make ideas clear to support topic by using some specific reasons, details, and examples

- Show some movement between general and specific ideas and examples

### **Organizing Ideas**

- Provide an adequate but simple organizational structure by logically grouping most ideas
- Use some appropriate transitional words and phrases
- Present a somewhat developed introduction and conclusion

### **Using Language**

- Show adequate use of language to communicate by
  - correctly using standard English rules of grammar, usage, and mechanics, but with few errors
  - choosing words that are appropriate
  - using different kinds of sentence structures

### **Essential Question:**

Students will be able to answer the following question(s):

- How and why have people immigrated to the United States?

### **Essential Knowledge:**

What are the key concepts/vocabulary/ideas that students will have mastery of by the completion of the unit?

- Students will be able to determine the meanings of unfamiliar words by using roots, prefixes and suffixes.
- Students will be able to cite a specific detail from a text in support of their inferences.
- Student will be able to explain how and why people immigrated to the United States?
- Students will be able to identify and use English skills.
- Students will compose a thesis with an originally created main idea for single paragraph.
- Students will identify theme and point of view.
- Student will create a MEL-Con item for professional careers.
- Students will create a MEL-Con summative on immigration-genealogy.
- Students will be able to identify the main idea and point of view in a piece of nonfiction.
- Students will use supporting details in their writing.

## **2. Teen Culture**

### **Standards:**

#### **Reading**

#### **Word Meanings and Word Choice**

- Understand the indirect meaning of a familiar word or phrase and of simple descriptive language.

#### **Text Structure**

- Analyze how one or more sentences in passages relate to the whole passage when the function is stated or clearly indicated
- Analyze the overall structure of passages.

#### **Close Reading**

- Locate basic facts (e.g., names, dates, events) clearly stated in a passage
- Draw simple logical conclusions in somewhat challenging literature passages

#### **Purpose and Point of View**

- Recognize a clear intent of an author or narrator in somewhat challenging literature passages.

### **Central Ideas, Themes, and Summaries**

- Identify the topic of passages and explain the difference(s) between the topic and the central idea or theme
- Infer a central idea in paragraphs.

### **Relationships**

- Determine when (e.g., first, last, before, after) an event occurs in somewhat challenging passages
- Identify simple cause-effect relationships within a single sentence in a passage

### **Multiple Texts**

- Make simple comparisons between two passages.

### **Arguments**

- Analyze how one or more sentences in passages support a claim when the relationship is clearly indicated

### **English**

#### **Topic Development Purpose of Focus**

- Delete material because it does not relate to the topic of the essay

#### **Organization, Unity, and Cohesion**

- Determine the need for transition words or phrases to establish the flow of time relationships in simple narrative essays (e.g., *then, this time*)

#### **Knowledge of Language**

- Revise confusing writing that creates obvious logic problems

#### **Sentence Structure and Formation**

- Determine the need for punctuation or conjunctions to join simple clauses
- Recognize and correct inappropriate shifts in verb tense between simple clauses in a sentence or between simple adjoining sentences

#### **Usage Conventions**

- Form the past tense of irregular but commonly used verbs

#### **Punctuation Conventions**

- Delete commas that create basic sense problems (e.g., between verb and direct object)

### **Writing:**

#### **Expressing Judgment**

- Show clear understanding of the persuasive purpose of the task by taking a position on the issue in the writing prompt and offering some connected ideas for discussion
- Generate reasons for a position that are important to and clear; show some recognition of the complexity of the issue in the prompt by
  - acknowledging implications and/or complications of the issue, and/or
  - providing some response to counterarguments to the writer's position

#### **Focus on Topic**

- Maintain a focus on the specific issue in the writing prompt throughout most of the essay
- Write to establish focus on the topic

#### **Developing Ideas**

- Make ideas clear to support topic by using some specific reasons, details, and examples
- Show some movement between general and specific ideas and examples

### **Organizing Ideas**

- Provide an adequate but simple organizational structure by logically grouping most ideas
- Use some appropriate transitional words and phrases
- Present a somewhat developed introduction and conclusion

### **Using Language**

- Show adequate use of language to communicate by
  - correctly using standard English rules of grammar, usage, and mechanics, but with few errors
  - choosing words that are appropriate
  - using different kinds of sentence structures

### **Essential Question:**

Students will be able to answer the following question(s):

- What are the characteristics of teen culture?
- How do these characteristics affect the daily life of teens?

### **Essential Knowledge:**

What are the key concepts/vocabulary/ideas that students will have mastery of by the completion of the unit?

- Students will be able to determine the meanings of unfamiliar words by using roots, prefixes and suffixes.
- Students will be able to write a two-paragraph essay with transitions, thesis, theme, sequence, introduction, and concluding paragraph in response to a prompt related to teen culture
- Students will be able to explain the phenomenon of teen culture.

## **3. Civil Rights**

### **Standards:**

#### **Reading**

##### **Word Meanings and Word Choice**

- Understand the indirect meaning of a familiar word or phrase and of simple descriptive language

##### **Close Reading**

- Locate basic facts (e.g., names, dates, events) clearly stated in a passage

##### **Purpose and Point of View**

- Recognize a clear intent of an author or narrator in somewhat challenging literature passages

##### **Multiple Texts**

- Make simple comparisons between two passages

##### **Central Ideas, Themes, and Summaries**

- Identify the topic of passages and explain the difference(s) between the topic and the central idea or theme
- Infer a central idea in paragraphs.

#### **English**

##### **Topic Development Purpose of Focus**

- Delete material because it does not relate to the topic of the essay

### **Organization, Unity, and Cohesion**

- Determine the need for transition words or phrases to establish the flow of time relationships in simple narrative essays (e.g., *then, this time*)

### **Knowledge of Language**

- Revise confusing writing that creates obvious logic problems

### **Sentence Structure and Formation**

- Determine the need for punctuation or conjunctions to join simple clauses
- Recognize and correct inappropriate shifts in verb tense between simple clauses in a sentence or between simple adjoining sentences

### **Usage Conventions**

- Form the past tense of irregular but commonly used verbs
- Form adjectives that compare
- Form adjectives that describe the highest quality/degree

### **Writing:**

#### **Expressing Judgment**

- Show clear understanding of the persuasive purpose of the task by taking a position on the issue in the writing prompt and offering some connected ideas for discussion
- Generate reasons for a position that are important to and clear; show some recognition of the complexity of the issue in the prompt by
  - acknowledging implications and/or complications of the issue, and/or
  - providing some response to counterarguments to the writer's position

#### **Focus on Topic**

- Maintain a focus on the specific issue in the writing prompt throughout most of the essay
- Write to establish focus on the topic

#### **Developing Ideas**

- Make ideas clear to support topic by using some specific reasons, details, and examples
- Show some movement between general and specific ideas and examples

#### **Organizing Ideas**

- Provide an adequate but simple organizational structure by logically grouping most ideas
- Use some appropriate transitional words and phrases
- Present a somewhat developed introduction and conclusion

#### **Using Language**

- Show adequate use of language to communicate by
  - correctly using standard English rules of grammar, usage, and mechanics, but with few errors
  - choosing words that are appropriate
  - using different kinds of sentence structures

#### **Essential Question:**

Students will be able to answer the following question(s):

- In the history of the United States, how have civil rights been challenged?
- Why do civil rights continue to be debated in this country?

#### **Essential Knowledge:**

What are the key concepts/vocabulary/ideas that students will have mastery of by the completion of the unit?

- Students will be able to determine the meanings of unfamiliar words by using roots, prefixes and suffixes.
- Students will be able to write a 3-paragraph civil rights argumentative essay with introduction and conclusion.
- Students will determine patterns of cause and effect in reading and writing.
- Students will present a speech after using Mel-Con writing.

#### **4. American Wars**

##### **Standards:**

##### **Reading**

##### **Word Meanings and Word Choice**

- Understand the indirect meaning of a familiar word or phrase and of simple descriptive language

##### **Central Ideas, Themes, and Summaries**

- Identify the topic of passages and explain the difference(s) between the topic and the central idea or theme
- Infer a central idea in paragraphs.

##### **Purpose and Point of View**

- Recognize a clear intent of an author or narrator in somewhat challenging literature passages

##### **Close Reading**

- Locate basic facts (e.g., names, dates, events) clearly stated in a passage
- Draw simple logical conclusions about the main characters in somewhat challenging literature passages

##### **Relationships**

- Determine when (e.g., first, last, before, after) an event occurs in somewhat challenging passages

##### **English**

##### **Topic Development Purpose of Focus**

- Delete material because it does not relate to the topic of the essay

##### **Organization, Unity, and Cohesion**

- Determine the need for transition words or phrases to establish the flow of time relationships in simple narrative essays (e.g., *then*, *this time*)

##### **Knowledge of Language**

- Revise confusing writing that creates obvious logic problems

##### **Sentence Structure and Formation**

- Determine the need for punctuation or conjunctions to join simple clauses
- Form adjectives that compare (3-4)
- Form adjectives that describe the highest quality/degree (3-4)

##### **Writing:**

##### **Focus on Topic**

- Maintain a focus on the specific issue in the writing prompt throughout most of the essay
- Write to establish focus on the topic

##### **Developing Ideas**

- Make ideas clear to support topic by using some specific reasons, details, and examples
- Show some movement between general and specific ideas and examples

### **Organizing Ideas**

- Provide an adequate but simple organizational structure by logically grouping most ideas
- Use some appropriate transitional words and phrases
- Present a somewhat developed introduction and conclusion

### **Using Language**

- Show adequate use of language to communicate by
  - correctly using standard English rules of grammar, usage, and mechanics, but with few errors
  - choosing words that are appropriate
  - using different kinds of sentence structures

### **Essential Question:**

Students will be able to answer the following question(s):

- What wars took place in the history of the United States?
- How and why was America involved?
- Is war ever justified?
- Should America be involved in wars that do not occur on American soil?

### **Essential Knowledge:**

What are the key concepts/vocabulary/ideas that students will have mastery of by the completion of the unit?:

- Students will be able to determine the meanings of unfamiliar words by using roots, prefixes and suffixes.
- Students will analyze the impact of war on civilian and soldier in differing ways.
- Students will write a four-paragraph MEL-Con with introduction and conclusion.
- Students will apply research methods to discover different ideas about American War topics.
- Student will include a summative annotated bibliography with MLA citations of two student found sources in an American war research report.
- Students will determine the differences between primary