

Wyoming Department of Education Required Virtual Education Course Syllabus

BIG HORN COUNTY SCHOOL DISTRICT #1

Program Name	WYCA	Content Area	Language Arts
Course ID	CALA76031	Grade Level	7
Course Name	Language Arts 7 A	# of Credits	0.5
SCED Code	NoCourseSCED	Curriculum Type	Connections Academy

COURSE DESCRIPTION

In seventh grade, by studying authors such as Amy Tan, Emily Dickinson, and Laurence Yep, the student ponders such questions as “Does every conflict have a winner?”; “What is the best way to communicate?”; and “Do OTs see us more clearly than we see ourselves?” Short- and long-term research engages the student’s curiosity and critical-thinking skills. The student is encouraged to integrate knowledge and ideas into coursework as the student practices narrative, informative, and persuasive writing.

The student will sharpen and strengthen skills in reading, writing, listening, and speaking. The student is exposed to a wide variety of writing styles to create a sense of curiosity and excitement. The student will improve comprehension of increasingly complex literature and informational texts using a multi-draft reading approach as the student discusses, analyzes, and critiques. The student will learn to make connections between readings, OT titles, and the world. The student will also expand an academic vocabulary and build confidence through independent reading. The student will write expository and creative compositions and employ test-taking strategies that are effective for different types of learners.

WYOMING CONTENT AND PERFORMANCE STANDARDS

RL.7.1	Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
RL.7.2	Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.
RL.7.3	Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).
RL.7.4	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama.
RL.7.5	Analyze how a drama’s or poem’s form or structure (e.g., soliloquy, sonnet) contributes to its meaning.
RL.7.6	Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.
RL.7.7	Compare and contrast a written story, drama, or poem to its audio, filmed, staged, or multimedia version, analyzing the effects of techniques unique to each medium (e.g., lighting, sound, color, or camera focus and angles in a film).
RL.7.9	Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history
RL.7.10	By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.
RI.7.1	Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
RI.7.2	Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.
RI.7.3	Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).
RI.7.4	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.
RI.7.5	Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas.
RI.7.6	Determine an author’s point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others.
RI.7.7	Compare and contrast a text to an audio, video, or multimedia version of the text, analyzing each medium’s portrayal of the subject (e.g., how the delivery of a speech affects the impact of the words).
RI.7.8	Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims.
RI.7.9	Analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts.
RI.7.10	By the end of the year, read and comprehend literary nonfiction in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.
W.7.1	Write arguments to support claims with clear reasons and relevant evidence.
W.7.1.a	a. Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically.
W.7.1.b	b. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.
W.7.1.c	c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence.
W.7.1.d	d. Establish and maintain a formal style.
W.7.1.e	e. Provide a concluding statement or section that follows from and supports the argument presented.
W.7.2	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
W.7.2.a	a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/ effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
W.7.2.b	b. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
W.7.2.c	c. Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.
W.7.2.d	d. Use precise language and domain-specific vocabulary to inform about or explain the topic.
W.7.2.e	e. Establish and maintain a formal style.
W.7.2.f	f. Provide a concluding statement or section that follows from and supports the information or explanation presented.
W.7.3	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
W.7.3.a	a. Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically
W.7.3.b	b. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.
W.7.3.c	c. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.
W.7.3.d	d. Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.
W.7.3.e	e. Provide a conclusion that follows from and reflects on the narrated experiences or events.
W.7.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
W.7.5	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 7 on page 52.)
W.7.6	Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.
W.7.7	Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.
W.7.8	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
W.7.9	Draw evidence from literary or informational texts to support analysis, reflection, and research.
W.7.9.a	a. Apply <i>grade 7 Reading standards</i> to literature (e.g., “Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history”).
W.7.9.b	b. Apply <i>grade 7 Reading standards</i> to literary nonfiction (e.g. “Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims”).

W.7.10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
SL.7.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacherled) with diverse partners on <i>grade 7 topics, texts, and issues</i> , building on others' ideas and expressing their own clearly.
SL.7.1.a	a. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
SL.7.1.b	b. Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.
SL.7.1.c	c. Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.
SL.7.1.d	d. Acknowledge new information expressed by others and, when warranted, modify their own views.
SL.7.2	Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.
SL.7.3	Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.
SL.7.4	Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.
SL.7.5	Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.
SL.7.6	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 7 Language standards 1 and 3 on page 52 for specific expectations.)
L.7.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
L.7.1.a	a. Explain the function of phrases and clauses in general and their function in specific sentences.
L.7.1.b	b. Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.
L.7.1.c	c. Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.
L.7.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
L.7.2.a	a. Use a comma to separate coordinate adjectives (e.g., <i>It was a fascinating, enjoyable movie</i> but not <i>He wore an old[,] green shirt</i>).
L.7.2.b	b. Spell correctly
L.7.3	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
L.7.3.a	a. Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.
L.7.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 7 reading and content</i> , choosing flexibly from a range of strategies.
L.7.4.a	a. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
L.7.4.b	b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., <i>belligerent, bellicose, rebel</i>).
L.7.4.c	c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.
L.7.4.d	d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
L.7.5	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
L.7.5.a	a. Interpret figures of speech (e.g., literary, biblical, and mythological allusions) in context.
L.7.5.b	b. Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words.
L.7.5.c	c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., <i>refined, respectful, polite, diplomatic, condescending</i>).
L.7.6	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

SCOPE AND SEQUENCE

UNIT OUTLINE	STANDARD#	OUTCOMES
<p>Unit 1: MS LA Course Overview</p> <p>In this unit, you will receive a basic overview of the course. You will learn about the course structure built around the Literature series textbook, and preview the different icons and assessments included throughout the course. You will also explore and learn more about interactive reviews, novel units, and Independent Reading roles.</p>		<ul style="list-style-type: none"> •Learn about the course structure built around the literature series textbook •Preview the different icons and assessments included throughout the course •Explore and learn more about interactive reviews, novel units, and Independent Reading roles.
<p>Unit 2: Different Perspectives</p> <p>In this unit, you will explore the Big Question: Does every conflict have a winner? You will read stories multiple times to deepen your understanding of literature and to understand the author's craft better. You will read literary texts to explore characterization, analyze plot elements, and identify theme and point of view. You will read nonfiction texts to understand author's purpose and explore conflict. Finally, you will distinguish between nouns, adjectives, and adverbs, and learn ways to use context clues to help you understand unknown words.</p>	RL.7.1, RL.7.2, RL.7.3, RL.7.4, RL.7.6, RL.7.10 RI.7.1, RI.7.2, RI.7.3, RI.7.4, RI.7.5, RI.7.6, RI.7.10 W.7.3, W.7.3.a, W.7.3.b, W.7.3.c, W.7.3.d, W.7.3.e, W.7.4, W.7.5, W.7.6, W.7.7, W.7.8, W.7.9, W.7.9.b, W.7.10 SL.7.1, SL.7.1.a, SL.7.1.b, SL.7.1.c, SL.7.1.d, SL.7.3, SL.7.4, SL.7.6 L.7.1, L.7.2, L.7.2.a, L.7.2.b, L.7.3, L.7.3.a, L.7.4, L.7.4.a, L.7.4.c, L.7.4.d, L.7.5, L.7.5.a, L.7.5.b, L.7.5.c, L.7.6	<ul style="list-style-type: none"> •Make predictions and inferences; analyze point of view, conflict and resolution; and compare characters •Distinguish between personal and possessive pronouns, adjectives, and adverbs •Prewrite, draft, revise, and edit an autobiographical narrative •Predict, define, and accurately use academic vocabulary words related to conflict •Read, analyze, and connect an independent reading text to other literature and your personal experiences
<p>Unit 3: Exploring Ideas</p> <p>In this unit, you will explore the Big Question: What should we learn? You will read nonfiction selections multiple times to deepen your understanding of how authors communicate main ideas and purposes for writing. You will read literary nonfiction to classify fact and fiction and analyze how main ideas are supported by details. You will write an argumentative essay and will distinguish between different types and tenses of verbs to use them correctly in sentences.</p>	RL.7.1, RL.7.2, RL.7.3, RL.7.4, RL.7.6, RL.7.10 RI.7.1, RI.7.2, RI.7.3, RI.7.4, RI.7.5, RI.7.6, RI.7.8, RI.7.10 W.7.1, W.7.1.a, W.7.1.b, W.7.1.c, W.7.1.d, W.7.1.e, W.7.4, W.7.5, W.7.6, W.7.7, W.7.8, W.7.9, W.7.9.b, W.7.10 SL.7.1, SL.7.1.a, SL.7.1.b, SL.7.1.c, SL.7.1.d, SL.7.3, SL.7.4, SL.7.6 L.7.1, L.7.2, L.7.2.b, L.7.3, L.7.3.a, L.7.4, L.7.4.a, L.7.4.b, L.7.4.c, L.7.4.d, L.7.5, L.7.5.a, L.7.6	<ul style="list-style-type: none"> •Analyze main idea and support; classify fact and opinion; analyze nonfiction texts •Use action and linking verbs; use conjunctions and interjections; use correct verb tense; use Greek or Latin roots and affixes as clues to word meaning •Prewrite, draft, revise, and edit an argumentative text •Predict, define, and accurately use academic vocabulary words related to learning •Read, analyze, and connect an independent reading selection to other literature and your personal experiences

<p>Unit 4: The Watsons Go to Birmingham-1963 This novel tells the story of the "Weird Watson" family and the humorous events that occur to them in Flint, Michigan, in 1963. After one too many "adventures" involving their oldest son, Byron, the parents decide to take a family trip to Birmingham, Alabama, to visit the children's grandmother and hopefully encourage Byron to change his ways. On their way to Alabama, and while there, the Watson children learn that life is different for African Americans in the South. In this unit, you will identify literary elements, analyze themes, and develop an understanding of the historical context of the novel.</p>	<p>RL.7.1, RL.7.2, RL.7.3, RL.7.4, RL.7.6, RL.7.9, RL.7.10 W.7.8, W.7.9 L.7.2.b, L.7.3, L.7.4, L.7.4.a, L.7.6</p>	<ul style="list-style-type: none"> •Make, revise, and confirm predictions based upon prior knowledge •Respond to literal, inferential, and critical thinking questions before, during, and after reading the text •Analyze connections between the characters, setting, plot, theme and other story elements •Determine how authors use historical events as a basis to create fictional narratives •Make inferences and draw conclusions
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