

Wyoming Department of Education Required Virtual Education Course Syllabus

2201000- Washakie County School District No.1

Program Name	Washakie #1 Online	Content Area	LA
Course ID	WOL-LA7-A	Grade Level	7
Course Name	WOL-English 7A	# of Credits	0.5
SCED Code	NA	Curriculum Type	K-12 Fuel Education

COURSE DESCRIPTION

This course continues the development of comprehension and analysis of informational and fictional texts with an ongoing emphasis on reading strategies. Students express themselves using standard (formal) English in written and oral presentations. Analyzing and practicing the form and structure of various genres of writing enhances students' communication skills. Students study a variety of media to understand informational and persuasive techniques, explicit and implied messages, and how visual and auditory cues affect messages. Grammar, usage, and mechanics skills are deepened. Students continue to widen their vocabulary and apply acquisition strategies. Portfolios created by students provide a platform for them to set goals, monitor their progress, and reflect on their accomplishments and challenges. The course includes discussion activities that engage students in the curriculum while creating a sense of community.

WYOMING CONTENT AND PERFORMANCE STANDARDS

STANDARD#	BENCHMARK (Standard/Indicator) Use the Standards and Benchmarks as Spreadsheets
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.7.8	(Not applicable to literature)
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	Assessed second semester.
RI.7.2	Assessed second semester.
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	Assessed second semester.
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	Assessed second semester.
RI.7.8	Assessed second semester.
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.

WYOMING CONTENT AND PERFORMANCE STANDARDS

STANDARD#	BENCHMARK (Standard/Indicator) Use the Standards and Benchmarks as Spreadsheets
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. Assessed second semester.
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. Assessed second semester.
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.
	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”).
	b. Assessed second semester.
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.

WYOMING CONTENT AND PERFORMANCE STANDARDS

STANDARD#	BENCHMARK (Standard/Indicator) Use the Standards and Benchmarks as Spreadsheets
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	Assessed second semester.
SL.7.3	Assessed second semester.
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	Assessed second semester.
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. Assessed second semester.
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. Assessed second semester.
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. Assessed second semester.
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 OBJECTIVES/STUDENT CENTERED GOALS
Module 1: The Heart's Deep Core Lesson 1.01: The Heart's Deep Core Lesson 1.02: Recognizing Beauty Lesson 1.03: Perseverance Pays Off Lesson 1.04: Solitude Lesson 1.05: Appearances Can Be Deceiving Lesson 1.06: Captivity Lesson 1.07: Generosity Lesson 1.08: Sacrifice and Reward Lesson 1.09: Celebrate Life Lesson 1.10: Word Play 1 Lesson 1.11: Writing an Essay Lesson 1.12: Express Yourself Lesson 1.13: Make it Clear Lesson 1.14: What's It All About? Lesson 1.15: Writing Workshop 1 Lesson 1.16: Polish Your Essay Lesson 1.17: Module Review Lesson 1.18: Module Exam	L.7.1.a L.7.1.c L.7.2.b L.7.4.a L.7.5.b L.7.6 RI.7.4 RI.7.6 RI.7.10 RL.7.1 RL.7.2 RL.7.3 RL.7.4 RL.7.5 RL.7.10 SL.7.1.a SL.7.1.b SL.7.1.c W.7.1.a W.7.1.b W.7.1.e W.7.2.a W.7.2.b W.7.2.c W.7.2.d W.7.2.f W.7.4 W.7.5 W.7.10	<ul style="list-style-type: none"> • Identify character traits and motivation. • Describe characters based on speech, actions, or interactions with others. • Demonstrate comprehension of text. • Identify theme. • Analyze recurring theme. • Write an essay that contains an introduction, thesis statement, supporting paragraphs, and conclusion. • Maintain a consistent voice and identifiable tone. • Use transitions to connect ideas. • Write an essay that has clarity, unity, and coherence.
Module 2: Irony Lesson 2.01: Irony Lesson 2.02: Literature Study 1 Lesson 2.03: Selflessness Lesson 2.04: Literature Study 2 Lesson 2.05: Bling Lesson 2.06: Consequences Lesson 2.07: It's So Dramatic! Lesson 2.08: Detecting Irony Lesson 2.09: You Are the Author Lesson 2.10: Inspiration Lesson 2.11: Characters Welcome Lesson 2.12: Who Will Tell It? Lesson 2.13: Be Consistent Lesson 2.14: Engage the Senses Lesson 2.15: Writing Workshop 2 Lesson 2.16: The Finishing Touch	L.7.1.a L.7.1.b L.7.1.c L.7.3.a L.7.5.a L.7.5.b RL.7.1 RL.7.2 RL.7.3 RL.7.6 RL.7.7 RL.7.10 SL.7.1.c SL.7.1.d W.7.3.a W.7.3.b W.7.3.c	<ul style="list-style-type: none"> • Describe characters based on speech, actions, or interactions with others. • Identify character traits and motivations. • Make inferences and draw conclusions. • Recognize author's purpose and devices used to accomplish it, including author's language, organization, and structure. • Recognize irony. • Identify cause and effect relationships. • Recognize allusions. • Recognize the effect of setting or culture on a literary work. • Compare and contrast literary selections and characters. <p>Write a fictional narrative with characters, setting, plot, and theme.</p>

SCOPE AND SEQUENCE

UNIT OUTLINE	STANDARD#	OUTCOMES OBJECTIVES/STUDENT CENTERED GOALS
Lesson 2.17: Module Review Lesson 2.18: Module Exam	W.7.3.d W.7.3.e W.7.5 W.7.10	<ul style="list-style-type: none"> • Use dialogue to reveal character and to move the plot forward. • Use imagery to establish a mood. • Use chronological order or another appropriate pattern of organization. • Use correct capitalization, punctuation, and spelling. • Maintain a consistent point of view.
Module 3: Narratives Lesson 3.01: Narratives Lesson 3.02: Ingenuity Lesson 3.03: Innovation Lesson 3.04: It's Radioactive Lesson 3.05: Chain Reaction Lesson 3.06: Scientific Exploration Lesson 3.07: Research Plan Lesson 3.08: Collect Information Lesson 3.09: First Impressions Count Lesson 3.10: Tell All About It Lesson 3.11: Obedience Lesson 3.12: Vindictiveness Lesson 3.13: Silence Lesson 3.14: Arrogance Lesson 3.15: Notorious Lesson 3.16: Sacrifice Lesson 3.17: Module Review Lesson 3.18: Module Exam	L.7.1.a L.7.4.c L.7.4.d RI.7.3 RI.7.4 RI.7.9 RI.7.10 RL.7.1 RL.7.2 RL.7.3 RL.7.9 RL.7.10 SL.7.1.c SL.7.1.d W.7.2.a W.7.5 W.7.7 W.7.8 W.7.9.a W.7.10	<ul style="list-style-type: none"> • Recognize author's purpose and devices used to accomplish it, including author's language, organization, and structure. • Recognize author's attitude. • Distinguish fact from historical fiction. • Describe characters based on speech, actions, or interactions with others. • Identify character traits and motivations. • Formulate opinions and personal responses after reading. • Compare and contrast characters or literary selections. • Make inferences and draw conclusions. • Write a research report that incorporates both print and online sources. • Cite sources within the report and record the full citation on a Works Cited page. • Maintain a consistent tone, style, and voice. • Write a research report that incorporates both print and online sources. • Maintain a consistent point of view. • Use an appropriate pattern of organization. • Compare and contrast key information, evidence, emphasis, and presentation by multiple authors on the same topic. • Demonstrate comprehension of text. • Identify the characteristics of narrative poetry. • Identify sequence of events. • Identify rhyme scheme. • Identify alliteration. • Make inferences and draw conclusions. • Identify mood. • Identify figurative language. • Make a prediction. • Identify rhythm. • Recognize sentence structure and punctuation. • Make inferences and draw conclusions about poetic elements and relationships to one another.

SCOPE AND SEQUENCE

UNIT OUTLINE	STANDARD#	OUTCOMES OBJECTIVES/STUDENT CENTERED GOALS
<p>Module 4: There and Back Again Lesson 4.01: There and Back Again Lesson 4.02: Surprise! Lesson 4.03: The Burglar Lesson 4.04: Riddles Lesson 4.05: Choices and Consequences Lesson 4.06: Word Play 2 Lesson 4.07: The Power of Song Lesson 4.08: An Unlikely Hero Lesson 4.09: The Folly of Pride Lesson 4.10: Greed and Desire Lesson 4.11: Bravery or Betrayal? Lesson 4.12: Back Again Lesson 4.13: Autobiography Lesson 4.14: Choose Your Topic Lesson 4.15: Appeal to the Senses Lesson 4.16: Polish Your Draft Lesson 4.17: Module Review Lesson 4.18: Module Exam</p>	<p>L.7.2.b L.7.3.a L.7.4.a L.7.4.c L.7.4.d L.7.6 RI.7.6 RI.7.10 RL.7.1 RL.7.2 RL.7.3 RL.7.4 RL.7.6 RL.7.10 SL.7.1.d W.7.2.a W.7.3.a W.7.3.b W.7.3.e W.7.5 W.7.6 W.7.10</p>	<ul style="list-style-type: none"> • Recognize effect of setting or culture on a literary work. • Recognize use of language to convey mood. • Demonstrate knowledge of major characters, incidents, and terms. • Describe characters based on speech, actions, or interactions with others. • Identify character traits and motivations. • Identify conflict and resolution. • Identify theme. • Recognize stereotypes. • Identify symbolism. • Use chronological order. • Write an autobiographical incident essay about a memorable event. • Use first-person point of view. • Use language that shows and dialogue.
<p>Module 5: Advice and Instruction Lesson 5.01: Advice and Instruction Lesson 5.02: The Great Outdoors Lesson 5.03: What's the Procedure? Lesson 5.04: Who Is My Audience? Lesson 5.05: Illustrate It Lesson 5.06: Show and Tell Lesson 5.07: Advice Lesson 5.08: Pride in a Job Well Done Lesson 5.09: Anger Management Lesson 5.10: Persistence Lesson 5.11: Parental Advice Lesson 5.12: That Is Funny! Lesson 5.13: Can You Believe It? Lesson 5.14: Persuade Me Lesson 5.15: Writing Workshop 5 Lesson 5.16: Module Review Lesson 5.17: Module Exam Lesson 5.18: Your Choice</p>	<p>L.7.2.b L.7.3.a SL.7.1.c SL.7.4 SL.7.5 W.7.1.c W.7.2.a W.7.2.c W.7.4 W.7.5 W.7.6 W.7.10</p>	<ul style="list-style-type: none"> • Make inferences and draw conclusions. • Identify theme. • Recognize use of language to convey mood. • Recognize author's purpose and devices used to accomplish it, including author's language, organization, and structure. • Identify defining characteristics of text. • Make inferences and draw conclusions. • Compare and contrast literary characters and selections. • Analyze connection between text and life. • Formulate opinions and personal responses after reading. • Recognize hyperbole. • Take initiative to further your own learning.