

Perris Union High School District

Course of Study

A. COURSE INFORMATION

Course Title: <div style="border: 1px solid black; padding: 2px; margin-bottom: 5px;">Language Arts 7</div> New <input checked="" type="checkbox"/> Revised	Subject Area: <input type="checkbox"/> Social Science <input checked="" type="checkbox"/> English <input type="checkbox"/> Mathematics <input type="checkbox"/> Laboratory Science <input type="checkbox"/> World Languages <input type="checkbox"/> Visual or Performing Arts <input type="checkbox"/> College Prep Elective <input type="checkbox"/> Other	Grade Level <input type="checkbox"/> MS <input type="checkbox"/> HS <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12
Transcript Title/Abbreviation: <div style="border: 1px solid black; padding: 2px; margin-bottom: 5px;">Lang Arts 7</div> (To be assigned by Educational Services)	Is this classified as a Career Technical Education course? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	
Transcript Course Code/Number: <div style="border: 1px solid black; padding: 2px; margin-bottom: 5px;">921073</div> (To be assigned by Educational Services)		
Required for Graduation: <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No - N/A	Credential Required to teach this course: <div style="border: 1px solid black; padding: 5px; margin-bottom: 5px;"> <i>Single Subject- English</i> </div> <i>To be completed by Human Resources only.</i>	
Meets UC/CSU Requirements? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No - N/A Was this course <u>previously approved by UC</u> for PUHSD? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No - N/A (Will be verified by Ed Services)	<div style="border: 1px solid black; padding: 5px; margin-bottom: 5px;"> <i>Jesus Wentaleth</i> </div> <div style="display: flex; justify-content: space-between;"> Signature Date </div> <div style="display: flex; justify-content: space-between; margin-top: 5px;"> <i>2-7-17</i> </div>	
Meets "AP" Requirements? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No - N/A	Meets "Honors" Requirements? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No - N/A	
Submitted by: Norma Carrillo, Jose De Vicente, Charles Tippie Site: Pinacate Middle School, California Military Institute Date: February 1, 2017	Unit Value/Length of Course: <input type="checkbox"/> 0.5 (half year or semester equivalent) <input checked="" type="checkbox"/> 1.0 (one year equivalent) <input type="checkbox"/> 2.0 (two year equivalent) <input type="checkbox"/> Other:	
Approvals	Name/Signature	Date
Director of Curriculum & Instruction	Julie Zierold	<i>2/1/17</i>
Asst. Superintendent of Educational Services	Marilyn Saucedo	<i>2.1.17</i>
Governing Board		

Prerequisite(s) (REQUIRED):
None
Corequisite(s) (REQUIRED):
None
Brief Course Description (REQUIRED):
The Language Arts 7 course is designed to prepare students for mastery of the California Common Core grade level Standards in English Language Arts.

B. COURSE CONTENT
<p>Course Purpose (REQUIRED): <i>What is the purpose of this course? Please provide a brief description of the goals and expected outcomes. Note: More specificity than a simple recitation of the State Standards is needed.</i></p>
<p><u>Purpose</u> The purpose of the Language Arts 7 course is to provide a researched- based comprehensive English Language arts program designed to provide each student with a clear path to achieving the California Common Core Standards.</p>
<p>Course Outline (REQUIRED): <i>Detailed description of topics covered. All historical knowledge is expected to be empirically based, give examples. Show examples of how the text is incorporated into the topics covered.</i></p>
<p>Collection 1- Bold Actions</p> <p><u>Learning Objectives- Students will be able to:</u></p> <ul style="list-style-type: none"> ● Identify, analyze, and make inferences about the elements of plot in a short story

- Analyze and compare news stories about the same event from various sources
- Analyze the elements of a myth and to determine two or more themes
- Understand how the elements of form and the use of alliteration emphasize ideas and meaning in a poem
- Identify, analyze, and draw conclusions about an author's purpose for writing informational texts

CCSS for ELA

- CCSS.ELA-LITERACY.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.
- CCSS.ELA-LITERACY.RL.7.3-Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).
- CCSS.ELA-LITERACY.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.,
- CCSS.ELA-LITERACY.W.7.3- Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
- CCSS.ELA-LITERACY.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.
- CCSS.ELA-LITERACY.L.7.1.B- Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.
- CCSS.ELA-LITERACY.L.7.4- Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grade 7 reading and content*, choosing flexibly from a range of strategies.
- CCSS.ELA-LITERACY.L.7.4.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.
- CCSS.ELA-LITERACY.L.7.4.B- Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., *belligerent*, *bellicose*, *rebel*).
- CCSS.ELA-LITERACY.L.7.4.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.
- CCSS.ELA-LITERACY.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.

Lessons and Key Readings

- Short Story by Theodore Taylor "Rogue Wave," p. 19A. Lexile 980L.
- Online News Article by Paul Harris, "Parents of Rescued Teenage Sailor Abby Sunderland Accused of Risking Her Life," p.19A. Lexile 1110L.
- Editorial by Joanna Weiss, "Ship of Fools," p.19A. Lexile 1130L.
- TV News Interview by CBS News, "Was Abby Too Young to Sail?" p. 19A.
- Greek Myth retold by Sally Benson, "The Flight of Icarus," p. 31A. Lexile 1110.
- Poem by Stephen Dobyns, "Icarus's Flight," p.39A.
- Informational Text by Patricia and Fredrick McKissack, "Women in Aviation," p.43A. Lexile 1150L.

Vocabulary Strategies and Language Conventions

- Latin Roots and Sentence Structure
- Noun Suffixes -ty and -ity, and commas and Coordinate Adjectives
- Connotations and Denotations, and Subordinate Clauses
- Academic Vocabulary
 - Aspect, cultural, evaluate, resource, text

Close Reader Selections

- Short Story by Eleanor E. Tate “Big Things Come in Small Packages,” p.18b. Lexile 900L
- Essay by Robert Medina, “Finding Your Everest,” p. 30b. Lexile 1160L
- Greek Myth retold by Olivia E. Coolidge, “Arachne,” p. 38b. Lexile 1250 L

Assessments

- Writing Activity: Movie Outline
- Media Activity: Blogs
- Writing Activity: Graphic Comic
- Speaking Activity: Oral Response
- Writing Activity: Report
- Performance Tasks
 - Write a Fictional Narrative
 - Present an Argument

Collections 2- Perception and Reality

Learning Objectives- Students will be able to:

- Identify elements of a folk tale and summarize the story
- Learn how to analyze a poem’s form as well as the use of figurative language and sound devices to understand their effects on meaning
- Analyze how text features contribute to a text and to summarize text objectively
- Analyze the purposes of public art and the techniques artist use to create the illusion of three-dimensionality
- Identify and analyze how setting affects characters’ traits, motivations, and actions
- Analyze the elements of a drama and make comparisons between a script and a performance

CCSS for ELA

- CCSS.ELA-LITERACY.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.
- CCSS.ELA-LITERACY.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.
- CCSS.ELA-LITERACY.RL.7.3-Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).
- CCSS.ELA-LITERACY.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.

- CCSS.ELA-LITERACY.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.,
- CCSS.ELA-LITERACY.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 here for specific expectations.)
- CCSS.ELA-LITERACY.L.7.4.B- Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., *belligerent*, *bellicose*, *rebel*).
- CCSS.ELA-LITERACY.L.7.4.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).

Lessons and Key Readings

- Folk Tale retold by Virginia Hamilton, “The People Could Fly,” p. 63A Lexile 430L.
- Poem by W.B. Yeats, “The Song of Wandering Aengus,” p. 71A and poem by William Shakespeare, “Sonnet 43,” p.71A
- Magazine Article by Susana Martinez-Conde and Stephen L. Macknik, “Magic and the Brain,” p.77A Lexile 1340L
- Public Art by Julian Beever, *Pavement Chalk Art*, p. 89A
- Short Story by Cory Doctorow, “Another Place, Another Time,” p.93A Lexile 1060L
- Drama by Lucille Fletcher, *Sorry, Wrong Number*, p.111A

Vocabulary Strategies and Language Conventions

- Latin Suffixes, Greek Prefix *neuro-*
- Reference Aids
- Adverb Clauses and Phrases
- Spell Correctly
- Academic Vocabulary
 - Abnormal, feature, focus, perceive, task

Close Reader Selections

- Short Story by David Yoo, “Heartbeat,” p. 70b Lexile 840L
- Science Writing by Reynaldo Vasquez, “Saving the Lost,” p. 88b. Lexile 920L
- From *A Christmas Carol*, p. 126b; Novel Excerpt by Charles Dickens Lexile 730L
- Drama Excerpt by Israel Horovitz
- Graphic Story by Marvel Comics

Assessments

- Speaking Activity: Dramatic Reading
- Speaking Activity: Discussion
- Speaking Activity: Demonstration
- Media Activity: Poster
- Writing Activity: Character Profile

- Writing Activity: Character Analysis
- Performance Tasks
 - Write an Argument
 - Give a Summary Presentation

Collections 3- Nature at Work

Learning Objectives- Students will be able to:

- Identify features of a memoir and analyze the author's style
- Identify elements of Shakespearean language, interpret meaning, and analyze a soliloquy
- Determine the theme of a short story and to analyze word choice and style
- Analyze elements of an expository essay and its structure
- Analyze poetic form and learn how poets use figurative language to express feelings and ideas

CCSS for ELA

- CCSS.ELA-LITERACY.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.
- CCSS.ELA-LITERACY.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.
- CCSS.ELA-LITERACY.RL.7.3-Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).
- CCSS.ELA-LITERACY.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.
- CCSS.ELA-LITERACY.RL.7.5 Analyze how a drama's or poem's form or structure (e.g., soliloquy, sonnet) contributes to its meaning
- CCSS.ELA-LITERACY.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.,
- CCSS.ELA-LITERACY.W.7.2B Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
- CCSS.ELA-LITERACY.W.7.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.
- CCSS.ELA-LITERACY.L.7.3A Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.*
- CCSS.ELA-LITERACY.L.7.5A Interpret figures of speech (e.g., literary, biblical, and mythological allusions) in context.
- CCSS.ELA-LITERACY.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.

Lessons and Key Readings

- Memoir by Eddy Harris from *Mississippi Solo*, p. 137A Lexile 830L
- Soliloquy by William Shakespeare from *The Tempest*, p. 145A
- Short Story by Naomi Shihab Nye, “Allied with Green,” p. 149A Lexile 900L
- Expository Essay by Douglass Fox, “Big Rocks’ Balancing Act,” p. 157A
- Poem by Pablo Neruda, “Ode to enchanted light,” p. 169A and poem by Mary Oliver, “Sleeping in the Forest,” p. 169A

Vocabulary Strategies and Language Conventions

- Figures of Speech
- Using a Glossary and Latin Roots
- Precise Language
- Sentence Structure
- Prepositional Phrases
- Academic Vocabulary
 - Affect, element, ensure, participate, specify

Close Reader Selections

- Memoir by Helen Thayer from *Polar Dream*, p. 144b Lexile 1070L
- Informational Text by James Vlahos, “The Hidden Southwest: The Arch Hunters,” p. 168b Lexile 1060L
- Poems by Leslie Marmon Silko, Victor Hernandez Cruz, and Gwendolyn Brooks from *Poems About Nature*, p. 174b

Assessments

- Writing Activity: Literary Analysis
- Speaking Activity: Dramatic Reading
- Writing Activity: Argument
- Speaking Activity: Summary Presentation
- Writing Activity: Poem
- Performance Tasks
 - Write a Personal Narrative
 - Write a Poetry Analysis

Collection 4- Risk and Exploration

Learning Objectives- Students will be able to:

- Trace and evaluate an argument
- Identify tone and evaluate the reasoning used to support a claim
- Analyze the structure of an informational text and paraphrase central ideas
- Understand how the elements of form and the use of alliteration emphasize ideas and meaning in a poem
- Identify, analyze, and draw conclusions about an author’s purpose for writing informational texts

CCSS for ELA

- CCSS.ELA-LITERACY.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.
- CCSS.ELA-LITERACY.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.
- CCSS.ELA-LITERACY.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.
- CCSS.ELA-LITERACY.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.
- CCSS.ELA-LITERACY.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).
- CCSS.ELA-LITERACY.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.
- CCSS.ELA-LITERACY.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.
- CCSS.ELA-LITERACY.SL.7.1- Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.
- CCSS.ELA-LITERACY.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.
- CCSS.ELA-LITERACY.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.
- CCSS.ELA-LITERACY.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.
- CCSS.ELA-LITERACY.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.
- CCSS.ELA-LITERACY.L.7.2- Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- CCSS.ELA-LITERACY.L.7.4.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.
- CCSS.ELA-LITERACY.L.7.4.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.
- CCSS.ELA-LITERACY.L.7.4.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).

- CCSS.ELA-LITERACY.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.

Lessons and Key Readings

- Speech by John F. Kennedy, “Remarks at the Dedication of the Aerospace Medical Health Center,” p. 185A Lexile 1380L.
- Commentary by Phillips Cousteau, “Why Exploring the Ocean Is Mankind’s Next Giant Leap,” p193A Lexile 1360L.
- Science Article by Cheryl Bardoe from “Living in the Dark,” p.201A Lexile 1200L.
- Poem by George Douglass Johnson, “Your World,” p.213A

Vocabulary Strategies and Language Conventions

- Using context clues
- Prefixes and Greek Roots
- Capitalization, adjective and verbal phrases
- Academic Vocabulary
 - Complex, potential, rely, stress, valid

Close Reader Selections

- Online Essay by Joan Vernikos, “Is Space Exploration Worth the Cost?” p.192b Lexile 1130L
- Science Article by Elisabeth Rosenthal, “Stinging Tentacles Offer Hint of Ocean’s Decline” p.212b Lexile 1370L

Assessments

- Writing Activity: Research Report
- Speaking Activity: Informal Debate
- Writing Activity: Persuasive Essay
- Writing Activity: Analysis
- Performance Tasks
 - Present an Argument

Collection 5- The Stuff of Consumer Culture

Learning Objectives- Students will be able to:

- Identify cause-and-effect patterns of organization in an informational text and draw conclusions from the text and graphs.
- Identify features of an author’s style and make inferences using textual details and their own knowledge.
- Analyze a poem’s form and identify theme and irony
- Identify elements of science fiction and analyze a story to determine its theme

CCSS for ELA

- CCSS.ELA-LITERACY.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.

- CCSS.ELA-LITERACY.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.
- CCSS.ELA-LITERACY.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).
- CCSS.ELA-LITERACY.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.
- CCSS.ELA-LITERACY.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.
- CCSS.ELA-LITERACY.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.
- CCSS.ELA-LITERACY.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.
- CCSS.ELA-LITERACY.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.
- CCSS.ELA-LITERACY.L.7.3.A- Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.*
- CCSS.ELA-LITERACY.L.7.4.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.
- CCSS.ELA-LITERACY.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.

Lessons and Key Readings

- Informational Text by Jeanne E. Arnold from *Life at Home in the Twenty-First Century*, p. 221A Lexile 1640L
- Informational Text by Thomas Hine, “Always Wanting More,” from *I Want That*, p. 233A Lexile 1240L
- Poem by X.J. Kennedy, “Dump,” p 241A and Poem by Gary Soto, “How Things Work,” p. 241A
- Short Story by Charles Yu, “Earth (A Gift Shop)” p. 249A Lexile 1010L

Vocabulary Strategies and Language Conventions

- Domain-specific words
- Synonyms and Antonyms
- Verifying Meaning, eliminate redundancy
- Noun clauses and spelling
- Academic Vocabulary

- Attitude, consume, goal, purchase, technology

Close Reader Selections

- Essay by Andres Padilla-Lopez, “Teenagers and New Technology,” p.232b Lexile 1040L
- Essay by Lourdes Barranco, “Labels and Illusions,” p.240b Lexile 1030L
- Short Story by Shinichi Hoshi, “He---y Come On Ou---t!” p258b Lexile 860L

Assessments

- Writing Activity: Essay
- Speaking Activity: Discussion
- Writing Activity: Analysis
- Writing Activity: Short Story
- Performance Tasks
 - Create a Multimedia Presentation

Collection 6- Guided by a Cause

Learning Objectives- Students will be able to:

- Determine central ideas and details analyze chronological order, and analyze author’s writing on the same topic
- Analyze points of view in a text and compare and contrast different genres
- Identify and analyze elements of a personal essay and determine an author’s point of view
- Analyze the purpose of a documentary and understand the features used in it
- Analyze a poet’s style and determine a theme
- Analyze methods of characterization and flashback in a short story

CCSS for ELA

- CCSS.ELA-LITERACY.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.
- CCSS.ELA-LITERACY.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.
- CCSS.ELA-LITERACY.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).
- CCSS.ELA-LITERACY.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.
- CCSS.ELA-LITERACY.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.
- CCSS.ELA-LITERACY.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.
- CCSS.ELA-LITERACY.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.

- CCSS.ELA-LITERACY.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.
- CCSS.ELA-LITERACY.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.
- CCSS.ELA-LITERACY.W.7.9b-Apply *grade 7 Reading standards* 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").
- CCSS.ELA-LITERACY.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.
- CCSS.ELA-LITERACY.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 here for specific expectations.)
- CCSS.ELA-LITERACY.L.7.2.Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- CCSS.ELA-LITERACY.L.7.4B- Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., *belligerent*, *bellicose*, *rebel*).
- CCSS.ELA-LITERACY.L.7.4D 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).
- CCSS.ELA-LITERACY.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.

Lessons and Key Readings

- History Writing by Albert Marrin from *Flesh & Blood So Cheap: The Triangle Fire and Its Legacy*, p. 265A Lexile 900L
- History Writing by Zachary Kent from *The Story of the Triangle Factory Fire*, p. 265A Lexile 1110L
- Historical Novel by Margaret Peterson Haddix from *Uprising*, p. 283A Lexile 800L
- Personal Essay by Craig Kielburger, "Craig Kielburger Reflects on Working Toward Peace," p. 307A Lexile 1080L
- Documentary directed by Judy Jackson, "It Takes a Child," p. 317A
- Poem by Nikki Giovanni, "A Poem for My Librarian, Mrs. Long," p. 321A
- Short Story by D'Arcy McNickle, "Train Time," p. 327A Lexile 670A

Vocabulary Strategies and Language Conventions

- Latin Roots
- Analogies, multiple meanings, using a dictionary
- Capitalization
- Phrases dangling modifiers

- Combining Sentences with Phrases
- Misplaced Modifiers
- Academic Vocabulary
 - Contrast, despite, error, inadequate, interact

Close Reader Selections

- History Writing by Lynne Olsen, “The Most Daring of (Our) Leaders,” p. 282b Lexile 1190L
- Speech by John Lewis, “Speech from the Democratic National Convention,” p. 282b Lexile 890L
- Short Story by ZZ Packer from Doris Is Coming, p. 306b Lexile 880L
- Online Article by David Karas, “Difference Maker: John Bergmann and Popcorn Park,” p. 320b Lexile 1130b

Assessments

- Speaking Activity: Summary
- Writing Activity: Narrative
- Speaking Activity: Argument
- Media Activity: Photo Documentary
- Writing Activity: Poem
- Writing Activity: Character Analysis
- Performance Tasks
 - Write an Informative Essay
 - Participate in a Panel Discussion

Writing Assignments (REQUIRED):

Give examples of the writing assignments and the use of critical analysis within the writing assignments.

Performance Tasks

- Write a fictional narrative
- Write an argumentative essay
- Write an opinion essay
- Write a descriptive essay
- Write an expository essay
- Write a personal narrative
- Write a poetry analysis
- Write a persuasive essay
- Write an informative essay with research

INSTRUCTIONAL MATERIALS (REQUIRED)

Textbook #1- Online materials will vary depending on teacher and vendor.

Title: California Collections	Edition: 1st
Author: Beers K, Hougen M, Jago C, McBride W, Palmer E, and Stack L.	ISBN: 9780544607088
Publisher: Houghton Mifflin Hartcourt	Publication Date: 2017
Usage: <input checked="" type="checkbox"/> Primary Text <input checked="" type="checkbox"/> Read in entirety or near	

Textbook #2 - N/A	
Title:	Edition:
Author:	ISBN:
Publisher:	Publication Date:
Usage: N/A <input checked="" type="checkbox"/> Primary Text <input checked="" type="checkbox"/> Read in entirety or near	

Supplemental Instructional Materials *Please include online, and open source resources if any.*

The Houghton Mifflin Hartcourt California Collections Adoption includes the following components:

- California Student Edition Grade 7
- Close Reader 8-year Print Subscription Grade 7
- California Student Edition and Close Reader eTextbook ePub 8-Year Grade 7
- California Interactive Digital Student Resources Enhanced 8-Year Grade 7
- California Downloadable Student Resource Tool Grade 7
- Performance Assessment 8-year Print Subscription Grade 7
- HMH Close Reads App, Grade 7

Estimated costs for classroom materials and supplies (REQUIRED). *Please describe in detail.*
If more space is needed than what is provided, please attach backup as applicable.

Cost for class set of textbooks: \$4,356	Description of Additional Costs: Teacher Resource Package print/w8yr digital is \$300 per teacher.
Additional costs: \$300	
Total cost per class set of instructional materials:	\$4,656

Key Assignments (REQUIRED):

Please provide a detailed description of the Key Assignments including tests, and quizzes, which should incorporate

not only short answers but essay questions also. How do assignments incorporate topics? Include all major assessments that students will be required to complete

Students will complete the following Key Assignments:

- Diagnostic assessments, CAASPP Interim assessments and performance tasks
- HMH Reading Inventory Lexile assessment (administered four times a year)

Students will complete the following performance tasks:

- Write a fictional narrative
- Write an argumentative essay
- Write an opinion essay
- Write a descriptive essay
- Write an expository essay
- Write a personal narrative
- Write a poetry analysis
- Write a persuasive essay
- Write an informative essay with research

Instructional Methods and/or Strategies (REQUIRED):

Please list specific instructional methods that will be used.

- Collaboration - Writing Strategies - Group work - Revising - Bell work
- Cornell notes - Brainstorming - Community Building Activities - Critical Reading
- Costa's Levels of Thinking - Critical Reading Process - Rehearsal and Revision
- Fishbowl - Focused Note Taking - Graphic Organizers - Inside/Outside Circles - Jigsaw
- Sequencing Groups - KWL - Learning Logs - Note-Checking Pairs - Four Corners - Parking Lot
- Philosophical Chairs - Reciprocal Teaching - Socratic Seminar - Direct Interactive Instruction -
- Storytelling Think-Pair-Share - Total Physical Response - Domino Effect - 10-2-2
- Presentation Model Academic Language Scripts - Chants - Choral Response - Create Context/Engage Prior Knowledge - Gradual Release of Responsibility - Modeling -
- Non-Linguistic Representations-Sentence Frames - Vocabulary Building - Academic and Content Questions Stems

Assessment Methods and/or Tools (REQUIRED):

Please list different methods of assessments that will be used.

California Assessment of Student Progress and Performance (CAASPP) aligned interim assessments including the Smarter Balanced Assessment Consortium (SBAC) Interim assessments, the Houghton Mifflin Hartcourt (HMH) curriculum embedded assessments and Performance Tasks, and the HMH Reading Inventory.

COURSE PACING GUIDE AND OBJECTIVES (REQUIRED)

Day (s)	Objective	Standard(s)	Reference
<p>Note- due to the recent adoption, teams of teachers will be working during the Spring and Summer of 2017 to modify, expand, and enhance the pacing guide for this course.</p>			
<p>6 wks</p>	<p>Collections 1- Key Learning Objectives- Students will be able to:</p> <ul style="list-style-type: none"> ● Identify, analyze, and make inferences about the elements of plot in a short story ● Analyze and compare news stories about the same event from various sources ● Analyze the elements of a myth and to determine two or more themes ● Understand how the elements of form and the use of alliteration emphasize ideas and meaning in a poem ● Identify, analyze, and draw conclusions about an author’s purpose for writing informational texts 	<p>CCSS.ELA-LITERACY.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.</p> <p>CCSS.ELA-LITERACY.RL.7.3 Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).</p> <p>CCSS.ELA-LITERACY.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.</p> <p>CCSS.ELA-LITERACY.W.7.3 Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</p> <p>CCSS.ELA-LITERACY.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.</p> <p>CCSS.ELA-LITERACY.L.7.1.B Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.</p> <p>CCSS.ELA-LITERACY.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.</p> <p>CCSS.ELA-LITERACY.L.7.4.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.</p>	<p>TE page 2 to 60.</p>

		<p>CCSS.ELA-LITERACY.L.7.4.B Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., <i>belligerent</i>, <i>bellicose</i>, <i>rebel</i>).</p> <p>CCSS.ELA-LITERACY.L.7.4.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.</p> <p>CCSS.ELA-LITERACY.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.</p>	
6 wks	<p>Collections 2- Key Learning Objectives- Students will be able to:</p> <ul style="list-style-type: none"> ● Identify elements of a folk tale and summarize the story ● Learn how to analyze a poem’s form as well as the use of figurative language and sound devices to understand their effects on meaning ● Analyze how text features contribute to a text and to summarize text objectively ● Analyze the purposes of public art and the techniques artist use to create the illusion of three-dimensionality ● Identify and analyze how setting affects characters’ traits, motivations, and actions ● Analyze the elements of a drama and make 	<p><u>CCSS for ELA</u></p> <ul style="list-style-type: none"> ● CCSS.ELA-LITERACY.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. ● CCSS.ELA-LITERACY.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. ● CCSS.ELA-LITERACY.RL.7.3-Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot). ● CCSS.ELA-LITERACY.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. ● CCSS.ELA-LITERACY.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., ● CCSS.ELA-LITERACY.SL.7.6 Adapt 	

	<p>comparisons between a script and a performance</p>	<p>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 here for specific expectations.)</p> <ul style="list-style-type: none"> ● CCSS.ELA-LITERACY.L.7.4.B- Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., <i>belligerent</i>, <i>bellicose</i>, <i>rebel</i>). ● CCSS.ELA-LITERACY.L.7.4D- 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). 	
<p>6 wks</p>	<p>Collections 3- Key Learning Objectives- Students will be able to:</p> <ul style="list-style-type: none"> ● Identify features of a memoir and analyze the author’s style ● Identify elements of Shakespearean language, interpret meaning, and analyze a soliloquy ● Determine the theme of a short story and to analyze word choice and style ● Analyze elements of an expository essay and its structure ● Analyze poetic form and learn how poets use figurative language to express feelings and ideas 	<ul style="list-style-type: none"> ● CCSS.ELA-LITERACY.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. ● CCSS.ELA-LITERACY.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. ● CCSS.ELA-LITERACY.RL.7.3-Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot). ● CCSS.ELA-LITERACY.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. ● CCSS.ELA-LITERACY.RL.7.5 Analyze how a drama's or poem's form or structure (e.g., soliloquy, sonnet) contributes to its meaning ● CCSS.ELA-LITERACY.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, 	

		<p>with scaffolding as needed at the high end of the range.,</p> <ul style="list-style-type: none"> ● CCSS.ELA-LITERACY.W.7.2B Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. ● CCSS.ELA-LITERACY.W.7.9 Draw evidence from literary or informational texts to support analysis, reflection, and research. ● CCSS.ELA-LITERACY.L.7.3A Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.* ● CCSS.ELA-LITERACY.L.7.5A Interpret figures of speech (e.g., literary, biblical, and mythological allusions) in context. ● CCSS.ELA-LITERACY.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. 	
6 wks	<p>Collections 4- Key Learning Objectives- Students will be able to:</p> <ul style="list-style-type: none"> ● Trace and evaluate an argument ● Identify tone and evaluate the reasoning used to support a claim ● Analyze the structure of an informational text and paraphrase central ideas ● Understand how the elements of form and the use of alliteration emphasize ideas and meaning in a poem ● Identify, analyze, and draw conclusions about an author’s purpose for 	<ul style="list-style-type: none"> ● CCSS.ELA-LITERACY.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. ● CCSS.ELA-LITERACY.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. ● CCSS.ELA-LITERACY.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. ● CCSS.ELA-LITERACY.RI.7.6- Determine an author's point of view or purpose in a text and analyze how the author 	

	<p>writing informational texts</p>	<p>distinguishes his or her position from that of others.</p> <ul style="list-style-type: none"> ● CCSS.ELA-LITERACY.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). ● CCSS.ELA-LITERACY.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. ● CCSS.ELA-LITERACY.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. ● CCSS.ELA-LITERACY.SL.7.1- Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly. ● CCSS.ELA-LITERACY.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. ● CCSS.ELA-LITERACY.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. ● CCSS.ELA-LITERACY.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. ● CCSS.ELA-LITERACY.W.7.8- Gather 	
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		<p>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.</p> <ul style="list-style-type: none"> ● CCSS.ELA-LITERACY.L.7.2- Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. ● CCSS.ELA-LITERACY.L.7.4.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. ● CCSS.ELA-LITERACY.L.7.4.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. ● CCSS.ELA-LITERACY.L.7.4.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). ● CCSS.ELA-LITERACY.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. 	
6 wks	<p>Collections 5- Key Learning Objectives- Students will be able to:</p> <ul style="list-style-type: none"> ● Identify cause-and-effect patterns of organization in an informational text 	<ul style="list-style-type: none"> ● CCSS.ELA-LITERACY.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. ● CCSS.ELA-LITERACY.RI.7.2-Determine two or more central ideas in a text and analyze their development over the course 	

	<p>and draw conclusions from the text and graphs.</p> <ul style="list-style-type: none"> ● Identify features of an author’s style and make inferences using textual details and their own knowledge. ● Analyze a poem’s form and identify theme and irony ● Identify elements of science fiction and analyze a story to determine its theme 	<p>of the text; provide an objective summary of the text.</p> <ul style="list-style-type: none"> ● CCSS.ELA-LITERACY.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). ● CCSS.ELA-LITERACY.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. ● CCSS.ELA-LITERACY.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. ● CCSS.ELA-LITERACY.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. ● CCSS.ELA-LITERACY.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. ● CCSS.ELA-LITERACY.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. ● CCSS.ELA-LITERACY.L.7.3.A- Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.* ● CCSS.ELA-LITERACY.L.7.4.A- Use context 	
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		<p>(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.</p> <ul style="list-style-type: none"> ● CCSS.ELA-LITERACY.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. 	
6 wks	<p>Collections 6- Key Learning Objectives- Students will be able to:</p> <ul style="list-style-type: none"> ● Determine central ideas and details analyze chronological order, and analyze author's writing on the same topic ● Analyze points of view in a text and compare and contrast different genres ● Identify and analyze elements of a personal essay and determine an author's point of view ● Analyze the purpose of a documentary and understand the features used in it ● Analyze a poet's style and determine a theme ● Analyze methods of characterization and flashback in a short story 	<ul style="list-style-type: none"> ● CCSS.ELA-LITERACY.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. ● CCSS.ELA-LITERACY.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. ● CCSS.ELA-LITERACY.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). ● CCSS.ELA-LITERACY.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. ● CCSS.ELA-LITERACY.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. ● CCSS.ELA-LITERACY.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. ● CCSS.ELA-LITERACY.RI.7.10-By the end of the year, read and comprehend literary 	

		<p>nonfiction in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p> <ul style="list-style-type: none">● CCSS.ELA-LITERACY.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.● CCSS.ELA-LITERACY.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.● CCSS.ELA-LITERACY.W.7.9b-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").● CCSS.ELA-LITERACY.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.● CCSS.ELA-LITERACY.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 here for specific expectations.)● CCSS.ELA-LITERACY.L.7.2.Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.● CCSS.ELA-LITERACY.L.7.4B- Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of	
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		<p>a word (e.g., <i>belligerent, bellicose, rebel</i>).</p> <ul style="list-style-type: none"> ● CCSS.ELA-LITERACY.L.7.4D 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). ● CCSS.ELA-LITERACY.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. 	
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C. HONORS COURSES ONLY	
Indicate how much this honors course is different from the standard course.	

D. BACKGROUND INFORMATION	
Context for course (optional)	
The Language Arts 7 course is being revised to align with the Common Core State Standards using materials from the most recent State Board of Education adoption for English Language Arts.	
History of Course Development (optional)	