

PLANNED COURSE –SEVENTH GRADE ENGLISH ADVANCED

Unit: **Grammar**

State Curriculum Standard: **1.1.8 Learning to Read Independently**
 1.2.8 Learning to Read in the Content Areas
 1.5.8 Quality of Writing
 1.6.8 Speaking and Listening
 1.7.8 Characteristics and Functions of the English Language

PSSA Anchor: **See Checklist**

Appendix:

- A. PA Academic Standards for Reading, Writing, Speaking and Listening - Grade 8**
- B. PSSA Reading Assessment Anchors Checklists**
- C. PSSA Writing Rubrics**
- D. PSSA Reading Rubric**
- E. PSSA Assessment Anchor Glossary**

Course Content	Student Performance	Resources	Assessments
A Parts of a Sentence Chapter 19 B Phrases and Clauses Chapter 20 C Sentence Types and Variety Chapter 21 D Punctuation - mastery of the apostrophe, comma and end punctuation; introduce semi-colon and colon -Chapter 26 E Diagramming workshop (pages 656 - 665) F Glossary Terms <ul style="list-style-type: none"> • Accuracy • Appositive • Conventions of language • Dialogue • Possessive • Syntax 	<ul style="list-style-type: none"> • Locate appropriate texts. • Identify and use common organizational structures and graphic features to comprehend information • Understand specialized vocabulary in the content areas during reading. Use these words accurately in speaking and writing. • Demonstrate fluency and comprehension in reading • Self-correct mistakes • Read and understand essential content of informational texts and documents in all academic areas • Edit writing using the conventions of language: spell common, frequently used words correctly; use capital letters correctly; punctuate correctly; use all 	<ul style="list-style-type: none"> • <i>Prentice Hall Writing and Grammar</i> • <i>Prentice Hall Writing and Grammar Writing Exercise Workbook.</i> • Prentice Hall On-line Essay Scorer. • <i>WriteSource</i> • Prentice Hall provided audio, CD's, tapes, videos, unit resources. • Supplemental materials provided by teacher as needed 	<ul style="list-style-type: none"> • Text exercises • Teacher made tests and quizzes • Prentice Hall tests and quizzes • Prentice Hall on-line essay scorer • Worksheets • Student / teacher generated essays • Response to PSSA and/or teacher generated prompts • Alternative/technology projects

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Course Content	Student Performance	Resources	Assessments
	parts of speech properly, and use complete sentences (simple, compound, complex, compound-complex, declarative, interrogative, exclamatory, and imperative) <ul style="list-style-type: none">• Listen to others• Speak using skills appropriate to formal speech situations pronouncing words correctly• Contribute to discussions• Analyze the role and place of standard American English in speech, writing and literature		

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Unit: **Writing**

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Course Content	Student Performance	Resources	Assessments
A Introduction to Writing Chapters 1, 2, and 3 B Descriptive Writing Chapter 6 C Persuasive Writing Chapter 7 D Comparison and Contrast Writing Chapter 8 E Cause and Effect Writing Chapter 9 F How To Writing Chapter 10 G Response to Literature Writing Chapter 12 H Writing for Assessment Chapter 13 I Glossary Terms: <ul style="list-style-type: none"> • Accuracy • Analysis • Assertion • Author's Purpose • Author's Thesis 	<ul style="list-style-type: none"> • Write a minimum of two three- paragraph essays which will be scored online from Prentice Hall Online Essay Scorer. Write a minimum of four teacher scored essays and one research piece. The teacher chooses from the following categories: <ul style="list-style-type: none"> • Descriptive Writing • Persuasive Writing • Comparison and Contrast Writing • Cause and Effect Writing • How To Writing • Response to Literature Writing • Writing for Assessment • Use an MLA Heading • Write an effective introduction of at least four 	<ul style="list-style-type: none"> • <i>Prentice Hall Writing and Grammar</i> • <i>Prentice Hall Writing and Grammar Exercise Workbook.</i> • Prentice Hall On-line Essay Scorer. • <i>WriteSource</i> • <i>Four Square Writing Method</i> • <i>Four Square Writing Personal Coach</i> • Prentice Hall provided audio, CD's, tapes, videos, unit resources. • Supplemental materials provided by teacher as needed 	<ul style="list-style-type: none"> • Text exercises • Teacher made tests and quizzes • Prentice Hall tests and quizzes • Prentice Hall On-line Essay Scorer • Worksheets • Student / teacher generated essays • Response to PSSA and/or teacher generated prompts • Alternative/technology projects • Oral individual/group project(s)/ presentations

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Course Content	Student Performance	Resources	Assessments
<ul style="list-style-type: none"> • Bias • Cause and Effect • Characterization • Compare • Conclusion • Conflict/Problem • Content • Contrast • Conventions of Language • Descriptive Text • Editorials • Evaluate • Explanatory sentence • Expository Text • Figurative Language • Fluency • Focus • Generalization • Graphic Organizer • Inference 	<ul style="list-style-type: none"> to six sentences using the funnel method • Write an effective conclusion of at least four to six sentences using the inverted funnel method • Independently write a three-paragraph essay • Write a guided five-paragraph essay • Identify and use common organizational structures and graphic features to comprehend information • Write a body paragraph with a minimum of eight to twelve sentences • Attain proficiency/advanced in PSSA writing prompts. • Understand specialized vocabulary in the content areas during reading. Use 		

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Course Content	Student Performance	Resources	Assessments
<ul style="list-style-type: none"> • Main Idea • Multiple-meaning Words • Organization • Problem/Solution • Persuasive Tactics • Sentence Fluency • Style • Syntax • Thesis • Tone • Voice 	<p>these words accurately in speaking and in writing</p> <ul style="list-style-type: none"> • Read and understand essential content of informational texts in all academic areas • Produce work in at least one literary genre that follows the conventions of the genre. • Read and understand works of literature • Read and respond to fiction and nonfiction • Write multi-paragraph informational pieces • Write multi-paragraph persuasive pieces: include a clearly stated position or opinion; convincing, elaborated and properly cited evidence; develop reader interest; anticipate 		

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Course Content	Student Performance	Resources	Assessments
	<p>and counter reader concerns and arguments</p> <ul style="list-style-type: none"> • Write with a sharp, distinct focus; identify topic, task and audience; establish a single point of view • Write using well-developed content appropriate for topic; gather, determine validity and reliability of and organize information; employ the most effective format for purpose and audience; write paragraphs that have details and information specific to the topic and relevant to the focus • Write with controlled and/or subtle organization; sustain a logical order within sentences and between 		

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	<p>paragraphs using meaningful transitions; establish topic and purpose in the introduction; reiterate the topic and purpose in the conclusion</p> <ul style="list-style-type: none"> • Write with an understanding of the stylistic aspects of composition; use different types and lengths of sentences; use tone and voice through the use of precise language • Revise writing after rethinking logic of organization and rechecking central idea, content, paragraph development, level of detail style, tone and word choice • Edit writing using the conventions of language 		

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Course Content	Student Performance	Resources	Assessments
	<ul style="list-style-type: none"> • Spell common, frequently used words correctly; use capital letters correctly; punctuate correctly; use the eight parts of speech properly; use complete sentences including the various types and structures. • Present and/or defend written work when appropriate • Listen to others • Ask probing questions. • Analyze information, ideas and opinions to determine relevancy • Take notes when needed. • Speak using skills appropriate to formal speech situations pronouncing words correctly • Use complete sentences. 		

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Course Content	Student Performance	Resources	Assessments
	<ul style="list-style-type: none"> • Pronounce words correctly. • Adjust volume to purpose and audience • Adjust pace to convey meaning • Add stress and inflection to enhance meaning. • Contribute to discussions. • Ask relevant, probing questions • Respond with relevant information, ideas or reasons in support of opinions expressed • Listen to and acknowledge the contributions of others. • Adjust tone and involvement to encourage equitable participation • Clarify, illustrate or expand on a response when asked. • Present support for opinions. 		

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Course Content	Student Performance	Resources	Assessments
	<ul style="list-style-type: none"> Paraphrase and summarize, when prompted Participate in small and large group discussions and presentations Use media for learning purposes Analyze the role and place of standard American English in speech, writing and literature 		

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Unit: **Research**

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Course Content	Student Performance	Resources	Assessments
A Research Report Chapter 11 B Citing Sources and Preparing Manuscript pgs. 760 - 764 C Internet Research Handbook pgs. 765-769 D Topic Outline E Note Card Format F MLA Style Documentation pgs. 763-764 G Glossary Terms <ul style="list-style-type: none"> • Accuracy • Analysis • Assertion • Author's Purpose • Author's Thesis • Bias • Conclusion • Context • Conventions of Language • Editorials • Evaluate 	<ul style="list-style-type: none"> • Create topic outline and thesis • Create an outline, including four to five main ideas with supporting details per main idea, minimum of three • Summarize and paraphrase main ideas and supporting details • Create note cards. • Write a multi-paragraph report • Add MLA styled documentation • Cite sources • Write an effective introduction of at least four to six sentences using the funnel method of writing • Write an effective conclusion of at least four to six sentences using the inverted funnel method of writing 	<ul style="list-style-type: none"> • <i>Prentice Hall Writing and Grammar</i> • <i>Prentice Hall Writing and Grammar Exercise Workbook.</i> • Prentice Hall On-line Essay Scorer. • <i>WriteSource</i> • <i>Four Square Writing Method</i> • <i>Four Square Writing Personal Coach</i> • Prentice Hall provided audio, CD's, tapes, videos, unit resources • Supplemental materials provided by teacher as needed • Library Technologies / computer on-line sources and other sources • Citationmachine.net • Noodlebib.com 	<ul style="list-style-type: none"> • Text exercises • Teacher made tests and quizzes • Prentice Hall tests and quizzes • Prentice Hall On-line Essay Scorer • Worksheets • Student / teacher generated essays • Peer response groups • Teacher assessments • Rubrics • Self-Evaluation / Self-Editing / Reflection • Journals • Peer / Outside Audience Editing • Conferencing • Preliminary Works Cited • Review of rough drafts • Review of revised drafts

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Course Content	Student Performance	Resources	Assessments
<ul style="list-style-type: none"> Expository Text Fluency Focus Generalization Graphic Organizer Headings, Graphics and Charts Inference Informational Texts Main Idea Multiple-meaning Words Organization Paraphrase Plagiarism Primary Source Print Media Research Sentence Fluency Style Summarize Syntax Thesis 	<ul style="list-style-type: none"> Write a body paragraph with a minimum of eight to twelve sentences Identify and use common organizational structures and features to comprehend information Understand specialized vocabulary in the content areas during reading. Use these words accurately in speaking and writing Read and understand essential content of informational texts in all academic areas Differentiate fact from opinion utilizing resources that go beyond traditional texts to electronic media Distinguish between essential and nonessential information across texts and 		<ul style="list-style-type: none"> Review of note cards / outlines Final research paper/project Oral individual / group project(s) presentation(s) Alternative/technology projects

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<ul style="list-style-type: none"> • Tone • Validity • Voice 	going beyond to a variety of media <ul style="list-style-type: none"> • Draw inferences based on a variety of information sources • Use and understand a variety of media and evaluate the quality of material produced • Use, design and develop a media project that expands understanding • Produce work in at least one literary genre that follows the conventions of the genre • Write multi-paragraph informational and/or persuasive project • Write with a sharp, distinct focus; identify topic, task and audience; establish a single point of view 		

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Course Content	Student Performance	Resources	Assessments
	<ul style="list-style-type: none"> Write using well-developed content appropriate for topic; gather, determine validity and reliability of and organize information; employ the most effective format for purpose and audience; write paragraphs that have details and information specific to the topic and relevant to the focus Write with controlled and/or subtle organization; sustain a logical order within sentences and between paragraphs using meaningful transitions; establish topic and purpose in the introduction; reiterate the topic and purpose in the conclusion 		

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Course Content	Student Performance	Resources	Assessments
	<ul style="list-style-type: none"> Write with an understanding of the stylistic aspects of composition; use different types and lengths of sentences; use tone and voice through the use of precise language Revise writing after rethinking logic of organization and rechecking central idea, content, paragraph development, level of detail style, tone and word choice Edit writing using the conventions of language Spell common, frequently used words correctly; use capital letters correctly; punctuate correctly; use the eight parts of speech properly; use complete sentences including the 		

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	various types and structures <ul style="list-style-type: none"> • Present and/or defend written work when appropriate • Listen to others; ask probing questions; analyze information, ideas and opinions to determine relevancy • Speak using skills appropriate to formal speech situations pronouncing words correctly; use complete sentences; pronounce words correctly; adjust volume to purpose and audience; adjust pace to convey meaning; add stress and inflection to enhance meaning • Contribute to discussions; ask relevant, probing questions 		

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Course Content	Student Performance	Resources	Assessments
	<ul style="list-style-type: none"> • Take notes when needed • Respond with relevant information, ideas or reasons in support of opinions expressed • Listen to and acknowledge the contributions of others • Adjust tone and involvement to encourage equitable participation. • Clarify, illustrate or expand on a response when asked. • Present support for opinions • Paraphrase and summarize, when prompted • Participate in small and large group discussions and presentations • Use media for learning purposes • Analyze the role and place of standard American English in speech, writing and literature 		

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Course Content	Student Performance	Resources	Assessments
	<ul style="list-style-type: none"> Select and refine a topic for research Locate information using appropriate sources and strategies Determine valid resources for researching the topic, including primary sources. Evaluate the importance and quality of the sources Select essential sources Use tables of contents, indices, key words, cross-references and appendices Use traditional and electronic search tools Organize, summarize and present the main ideas from research Identify the steps necessary to carry out a research project Take relevant notes from sources 		

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Course Content	Student Performance	Resources	Assessments
	<ul style="list-style-type: none"> • Develop a thesis statement based on research • Give precise, formal credit for others' ideas, images or information using a standard method of documentation • Use formatting techniques to create an understandable presentation for a designated audience 		

PLANNED COURSE –SEVENTH GRADE ENGLISH ADVANCED

Unit: **Vocabulary**

State Curriculum Standard: **1.1.8 Learning to Read Independently**
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E. PSSA Assessment Anchor Glossary

Course Content	Student Performance	Resources	Assessments
<p>A Vocabulary Workshop Shostak Level B</p> <p>B Glossary terms:</p> <ul style="list-style-type: none"> Affix Antonym Context clues Inflectional endings Multiple meaning words Phonics Prefix Root word Semantics Suffix Synonym Target words 	<ul style="list-style-type: none"> View vocabulary units as cumulative Expand a reading vocabulary by identifying and correctly using new words acquired through the study of their relationship to other words Understand the meaning of and apply key vocabulary across the various subject areas Spell common, frequently used words correctly Describe the origins and meanings of common, learned and foreign words used frequently in English language Analyze the role and place of standard American English in speech, writing and literature Identify new words that have been added to the English language over time 	<ul style="list-style-type: none"> <i>Shostak Workbook</i> Level B <i>WriteSource</i> 	<ul style="list-style-type: none"> Teacher made tests and quizzes Shostak tests and quizzes Student/Teacher generated Essays Projects Teacher generated activities Worksheets

PLANNED COURSE –SEVENTH GRADE ENGLISH ADVANCED

Unit: **PSSA Preparation**

State Curriculum Standard: **1.4.8** **Types of Writing**
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- E. PSSA Assessment Anchor Glossary**

Course Content	Student Performance	Resources	Assessments
A Various sample essays to edit and revise B Multiple choice questions in editing and revising C Writing to the domains D Writing to the rubrics E Glossary Terms: <ul style="list-style-type: none"> • Content • Conventions of language • Focus • Organization • Sentence Fluency • Style • Tone • Voice 	<ul style="list-style-type: none"> • Attain proficiency/advanced in PSSA writing prompts. • Write multi-paragraph informational pieces • Write multi-paragraph persuasive pieces • Write with a sharp, distinct focus: identify topic, task and audience; establish a single point of view • Write using well-developed content appropriate for topic; write paragraphs that have details and information specific to the topic and relevant to the focus • Write with controlled and/or subtle organization; sustain a logical order within sentences and between paragraphs using meaningful transitions; establish topic and purpose in the introduction; reiterate the topic and purpose in the conclusion 	<ul style="list-style-type: none"> • <i>PSSA Prep Grade 7 Editing and Revising</i> • <i>Better Test Scores for PSSA Writing.</i> • <i>Four Square Writing Method Grades</i> • <i>Four Square Writing Method Personal</i> • Supplemental materials provided by teacher as needed. 	<ul style="list-style-type: none"> • Text exercises • Teacher made tests and quizzes • Worksheets • Student/teacher generated essays • Response to PSSA and/or teacher generated prompts

PLANNED COURSE –SEVENTH GRADE ENGLISH ADVANCED

Unit: **PSSA Preparation**

State Curriculum Standard: **1.4.8 Types of Writing**
 1.5.8 Quality of Writing
 1.6.8 Speaking and Listening
 1.7.8 Characteristics and Functions of the English Language

PSSA Anchor: **See Checklist**

Appendix:

- A. PA Academic Standards for Reading, Writing, Speaking and Listening - Grade 8**
- B. PSSA Reading Assessment Anchors Checklists**
- C. PSSA Writing Rubrics**
- D. PSSA Reading Rubric**
- E. PSSA Assessment Anchor Glossary**

Course Content	Student Performance	Resources	Assessments
	<ul style="list-style-type: none"> Write with an understanding of the stylistic aspects of composition; use different types and lengths of sentences; use tone and voice through the use of precise language Revise writing after rethinking logic of organization and rechecking central idea, content, paragraph development, level of detail, style, tone and word choice Edit writing using the conventions of language Spell common, frequently used words correctly; use capital letters correctly; punctuate correctly; use the eight parts of speech properly; use complete sentences including the various types and structures Listen to others 		

PLANNED COURSE –SEVENTH GRADE ENGLISH ADVANCED

Unit: **PSSA Preparation**

State Curriculum Standard: **1.4.8** **Types of Writing**
 1.5.8 **Quality of Writing**
 1.6.8 **Speaking and Listening**
 1.7.8 **Characteristics and Functions of the English Language**

PSSA Anchor: **See Checklist**

Appendix:

A. PA Academic Standards for Reading, Writing, Speaking and Listening - Grade 8

B. PSSA Reading Assessment Anchors Checklists

C. PSSA Writing Rubrics

D. PSSA Reading Rubric

E. PSSA Assessment Anchor Glossary

Course Content	Student Performance	Resources	Assessments
	<ul style="list-style-type: none">• Contribute to discussions• Participate in small and large group discussions and presentations• Analyze the role and place of standard American English in speech, writing and literature		