

Board Approved: September 18, 2006

**Halifax Area School District  
Course Plan  
English 7**

Course Name: English 7  
Unit: Grammar

Time Line: throughout the school year

<b><i>Students will learn, use, and understand the use of basic grammar.</i></b>				
<b>Essential Content/ Essential Questions</b>	<b>Performance Objectives</b>	<b>Assessment</b>	<b>Teacher Resources</b>	<b>Standards</b>
<p>Learn various grammar rules, skills, and important knowledge.</p> <p>Learn and apply this knowledge to speaking and writing skills.</p> <p>Grammar is an important and essential tool that needs to be learned, understood, and applied throughout life.</p> <p>Self correct any errors that they produce as they write grammar.</p>	<p>Identify and use parts of speech and parts of a sentence: prepositions, compounds, pronouns, adverbs, independent clauses, dependent clauses, predicate noun, predicate adjective, subject / verb agreement, comparisons of adjectives and adverbs.</p>	<p>Formal Assessments</p> <p>Writing assessment Writing assignments Teacher made tests Homework Worksheets</p> <p>Informal Assessment</p> <p>Journal writing Story starters Large group review using the blackboard Self checks Teacher observation</p>	<p>Write Source 2000</p> <p>Worksheets</p> <p>Lecture</p> <p>Small group work</p> <p>Review games</p>	<p>1.5.8 A, B, C, D, E, F, &amp; G</p> <p>1.1.5.D &amp; F</p> <p>1.1.8.F</p> <p>1.7.8.B</p>

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**Halifax Area School District  
Course Plan  
English 7**

**Course Name: English 7  
Unit: Letter Writing**

**Time Line: 2-3 weeks**

<i>Students will be able to correctly write a business letter</i>				
<b>Essential Content/ Essential Questions</b>	<b>Performance Objectives</b>	<b>Assessment</b>	<b>Teacher Resources</b>	<b>Standards</b>
<p>Identify 6 parts of a business letter.</p> <p>Differentiate between full-block and semi-block.</p>	<p>Write various styles of letters: social, business, and bread &amp; butter.</p> <p>Identify the purpose of letter writing.</p> <p>Review and revise a 1st draft.</p> <p>Use these skills throughout the year and continue to use this knowledge as they write letters in the future.</p>	<p>Formal Assessment</p> <p>Writing assignments Teacher made tests Worksheets Homework</p> <p>Informal Assessment</p> <p>Teacher observation Pen Pal letters Envelope exchange - fill out envelopes and send them to a friend in class. State abbreviations review game</p>	<p>Writing assessments</p> <p>Writing assignments (business letter, envelope, thank you notes, and bread &amp; butter notes.)</p> <p>Group work (small and large)</p> <p>Write thank you notes to field trip chaperones.</p> <p>Write Source 2000.</p>	<p>1.5.8.A,B,C,D,E,F, &amp; G</p> <p>R7.A.1.2.2</p> <p>R7.B.1.1.1</p>

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**Halifax Area School District  
Course Plan  
English 7**

**Course Name: English 7**

**Unit: Library Research**

**Time Line: 3 weeks**

**Students will be able to use library reference materials so that they can find and answer reference book based questions accurately.**

<b>Essential Content/ Essential Questions</b>	<b>Performance Objectives</b>	<b>Assessment</b>	<b>Teacher Resources</b>	<b>Standards</b>
<p>Using the following Library Reference Books:                      Dictionary                      Biographical dictionary                      Geographical dictionary                      Almanacs                      Atlas                      Encyclopedia                      Thesaurus                      Specialized encyclopedia                      Classroom texts                      Internet</p> <p>Students should be able to locate these books in the library, and use them as a reference tool.</p>	<p>Write answers in bibliographical form with answers to specific questions in sentence form and correctly documented.</p>	<p>Formal Assessment</p> <p>Writing assignment in bibliographical form with answers to specific questions in sentence form and correctly documented.                      Worksheets                      Homework</p> <p>Informal Assessment</p> <p>Teacher observations                      Class participation                      Quick quiz check                      Small group review - search and find answers for a refresher</p>	<p>Small group instruction in library to learn how to use reference books.</p> <p>Hands on practice with almanacs, atlases, and special dictionaries.</p>	<p>1.1.8 A                      1.8.8 B                      R 7.A.1.1                      R 7.A.1.1.1                      R 7.A.1.1.2                      R 7.A.1.2.1                      R 7.B.3.2.1</p>

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**Halifax Area School District  
Course Plan  
English 7**

**Course Name: English 7  
Unit: Media / Newspapers**

**Time Line: 3 weeks**

<b>Students will use the media and newspapers to develop and enhance writing skills.</b>				
<b>Essential Content/ Essential Questions</b>	<b>Performance Objectives</b>	<b>Assessment</b>	<b>Teacher Resources</b>	<b>Standards</b>
Write with a sharp, distinct focus.	Identify topic, task, and audience	Formal Assessment	Write Source 2000	1.1.8.A,B,C,D , & E
Write using well developed content appropriate for the topic.	Establish a strong / single point of view	Teacher made tests Writing assignments / assessments Worksheets Homework	Sentence writing race Story Starters	R7.A.2.1.1
Write with control and subtle organization.	Organize information	Informal Assessment	Journal writing	R7.A.2.1.2
	Use most effective format for purpose and audience.	Journal Write Story Starters Quick Writes Sentence write race / game Large group writing on the blackboard Teacher observation Small group work / review	Sentence writing packets / worksheets	
	Write paragraphs with details and information that's specific to the topic.			
	Use a logical order with sentences and paragraphs			
	Strong transitions			
	Establish a topic and purpose within the introduction.			
	Reiterate the topic and purpose in the conclusion.			

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	Student should use these writing skills throughout the year.			
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**Halifax Area School District  
Course Plan  
English 7**

Course Name: English 7

Unit: Poetry

Time Line: 4 weeks

Students will be reading, interpreting, and writing poetry of various types.				
Essential Content/ Essential Questions	Performance Objectives	Assessment	Teacher Resources	Standards
Comprehend: Rhyme Rhythm Alliteration Figurative language Personification Simile Metaphor	Write poems  Read various poems  Identify various styles of poems  Identify various literary devices.  Use writing skills throughout the year and as they write poetry	Formal Assessment  Writing assignments Teacher made tests Oral presentation Homework  Informal Assessment  Poetry poster project: a visual, hands-on, self made, independent project.  Poetry books for each section. Students in each section write then type, their 10 favorite poems. Put together a poetry book for each section.  Teacher observations	Read poems from Literature book  Read poems from various resources  Listen to audio tapes of poetry  Make up "silly poems" with buddies. Find the literary devices within their "silly poems."  Poetry books are made by each section.	1.3.8.A,B,C,D,E, & F  1.4.8.A  1.4.8.B  R7.B.2.1.1  R7.B.2.1.2  R7.B.2.1

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		Group discussions		
		Peer observations		
		Writing poetry on the blackboard		

**Halifax Area School District  
Course Plan  
English 7**

**Course Name:**

**Unit: Punctuation**

**Time Line: Throughout the school year**

<b>Students will be able to use punctuation accurately in written language.</b>				
<b>Essential Content/ Essential Questions</b>	<b>Performance Objectives</b>	<b>Assessment</b>	<b>Teacher Resources</b>	<b>Standards</b>
Write using the following skills: Commas Quotations Hyphens semi-colons colons italics	Students should use these skills throughout the year.	Formal Assessments  Quick writes Writing assignments Teacher made tests Teacher made rubric Homework  Informal Assessment  Journal writing Story starters Large group review using the blackboard Self checks Teacher observation	Write Source 2000  Worksheets  Writing assignments  Peer editing	1.5.8.A,B,C,D,E,F , & G

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**Halifax Area School District  
Course Plan  
English 7**

**Course Name: English 7  
Unit: Writing Skills**

**Time Line: Throughout the school year**

*Students will use the skills they've learned to write well organized and developed, sharp and distinct, and controlled ideas.*

<b>Essential Content/ Essential Questions</b>	<b>Performance Objectives</b>	<b>Assessment</b>	<b>Teacher Resources</b>	<b>Standards</b>
Write with a sharp, distinct focus.	Identify topic, task, and audience	Formal Assessment	Write Source 2000	1.5.8.A,B,C,D , & E
Write using well developed content appropriate for the topic.	Establish a strong / single point of view	Teacher made tests Writing assignments / assessments Worksheets Homework	Sentence writing race  Story Starters	1.1.8.E
Write with control and subtle organization.	Organize information		Journal writing	1.7.8.C
Expand reading vocabulary by identifying and correctly using idioms and words/literal and figurative language	Use most effective format for purpose and audience.  Write paragraphs with details and information that's specific to the topic.	Informal Assessment	Sentence writing packets / worksheets	R7.A.1.2.2 R7.B.1.1.1
	Use a logical order with sentences	Journal Write Story Starters Quick Writes Sentence write race / game	Dictionary	

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	<p>and paragraphs</p> <p>Strong transitions</p> <p>Establish a topic and purpose within the introduction.</p> <p>Reiterate the topic and purpose in the conclusion.</p> <p>Student should use these writing skills throughout the year.</p>	<p>Large group writing on the blackboard</p> <p>Teacher observation</p> <p>Small group work / review</p>		
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**Halifax Area School District  
Course Plan  
English 7**

**Course Name: English 7  
Unit: Writing**

**Time Line: 3 weeks**

<b>Students will be able to read, comprehend, and explain events of the novel including verbal and written expression.</b>				
<b>Essential Content/ Essential Questions</b>	<b>Performance Objectives</b>	<b>Assessment</b>	<b>Teacher Resources</b>	<b>Standards</b>
<p>Students read as a group, independently, listen to the teacher read and follow along, and small group/buddy reading.</p> <p>Students develop a written response to events in the novel.</p> <p>Reading opens the mind to creative writing</p> <p>Develop critical thinking to answer open-ended questions as we read.</p>	<p>Write a response to each chapter. (length of the response should increase as you go from one chapter to the next.)</p> <p>Writing skills are enforced as they write a response. (ie: punctuation, capitalization, spelling, indent, and format)</p> <p>Organize thoughts and ideas onto paper as they write their response.</p>	<p>Formal Assessment</p> <p>Teacher made tests</p> <p>Study guide sheets</p> <p>Brochure / hands-on projects</p> <p>Writing response</p> <p>Homework</p> <p>Worksheets</p> <p>Informal Assessment</p> <p>Buddy check</p>	<p>The novel "Where the Red Fern Grows."</p> <p>Review sessions so students are on task and understanding the novel.</p> <p>Make a brochure that encourages others to read this novel.</p> <p>Response writing.</p>	<p>1.5.8.A,B,C,D,E , &amp; F</p> <p>R7.A.1.2.2</p> <p>R7.B.1.1</p> <p>R7.B.1.1.1</p>



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<p>Develop higher level thinking and writing skills as we read, answer questions, and write a response.</p>		<p>Teacher observation Quick answer and review session Oral review / discuss</p>		
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**Halifax Area School District  
Course Plan  
English 7**

Course Name: 7<sup>th</sup> Grade English

Unit: Spelling

Time Line: Weekly throughout the school year.

<p><b>Students will develop and maintain a basic skill of accurately spelling commonly misspelled words and spelling words that are key vocabulary terms for various 7<sup>th</sup> grade students.</b></p>				
<p><b>Essential Content/ Essential Questions</b></p>	<p><b>Performance Objectives</b></p>	<p><b>Assessment</b></p>	<p><b>Teacher Resources</b></p>	<p><b>Standards</b></p>
<p>Weekly spelling words that are commonly misspelled or words that are key terms for other 7<sup>th</sup> grade classes.</p> <p>Develop skills in correctly spelling commonly misspelled words that are key terms in other 7<sup>th</sup> grade subject areas.</p>	<p>Students will correctly spell words as the teacher says the word and then uses the words in a sentence.</p>	<p>Quiz</p>	<p>Teacher observed commonly misspelled words from everyday language.</p> <p>Curriculum driven vocabulary from various 7<sup>th</sup> grade subjects.</p>	<p>1.5.8 F R 7.A.1.1</p>

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**Halifax Area School District  
Course Plan  
7<sup>th</sup> Grade Literature**

Course Name: 7<sup>th</sup> Grade Literature  
Unit: Outlining and Author Research

Time Line: 3-4 Weeks

<b><i>BIG Ideas: Students will be able to research an author, take notes, and put their information into outline form.</i></b>				
<b>Essential Content/ Essential Questions</b>	<b>Performance Objectives</b>	<b>Assessment</b>	<b>Teacher Resources</b>	<b>Standards</b>
Outlining	<p>Know rules and guidelines for outline format</p> <p>Complete practice outlines</p> <p>Form an outline from author note cards</p>	<p>Observation</p> <p>Discussion</p> <p>Partner outlining</p> <p>Outline worksheets</p> <p>Teacher made tests/quizzes</p> <p>Outline rubric</p>	<p>“How To Write An Outline” packet</p> <p>Author outline guideline sheet</p>	<p>1.8.8A</p> <p>1.8.8.C</p>
<p>Library Research</p> <p>-knowledge of available library resources</p> <p>-note-taking and paraphrasing</p> <p>-citing sources</p> <p>-author information</p>	<p>Locate library resources containing information about authors</p> <p>Take notes and summarize information found onto note cards</p> <p>Credit sources using a structured bibliographic format</p> <p>Develop questions about a particular author</p> <p>Answer questions regarding a variety of authors</p>	<p>Observation</p> <p>Discussion</p> <p>Bibliography quiz</p> <p>Author question check</p> <p>Author trivia game</p>	<p>Library resources and reference books</p> <p>Card catalog</p> <p>Various Internet sources</p> <p>Note cards</p> <p>Bibliography guideline sheet</p> <p>Overhead transparencies</p>	<p>1.6.8D</p> <p>1.8.8.A</p> <p>1.8.8.B</p> <p>1.8.8.C</p>
Public Speaking	<p>Present information about a particular author using only their outline</p>	<p>Oral speaking rubric for author presentation</p>	<p>Presentation guideline sheet</p>	<p>1.6.8.A</p> <p>1.6.8.C</p> <p>1.6.8.D</p>

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**Halifax Area School District  
Course Plan  
7<sup>th</sup> Grade Literature**

Course Name: 7<sup>th</sup> Grade Literature  
Unit: Character and Characterization

Time Line: 4 Weeks

***BIG Ideas: Students will be able to identify types of character and methods of characterization in literature.***

Essential Content/ Essential Questions	Performance Objectives	Assessment	Teacher Resources	Standards
Character	Character definitions -character -character trait -physical description  Identify types of characters -flat -round -static -dynamic  Define and identify protagonist and antagonist  Analyze traits that describe a character  Defend choice of trait by using support of characterization methods from story  Compare and contrast the roles of characters in a story  Examine how the story changes when seen through another character's viewpoint  Student will incorporate these skills	Teacher produced tests/quizzes Writing assignments/prompts Writing rubric Observation Worksheets Character analysis Small partner / group discussions Individual conference	<u>Introducing Literature</u> "A Just Judge"  Teacher collected sources "The Stone Boy" "Sir Gawain and the Loathly Lady" "The Toy Killer"  Role playing  Character webbing  Character charts/profiles  Educational Videos: "Biography: Robin Hood" and "Ancient Mysteries: Camelot"	1.1.8B 1.1.8C 1.1.8F 1.3.8A 1.3.8E 1.3.8F 1.4.8A 1.5.8A 1.6.8B 1.6.8D 1.6.8E  R7.A.1.1 R7.A.1.3 R7.A.1.1.1 R7.A.1.2.1

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	learned throughout the year  Understand fiction appropriate to grade level  Interpret, compare, describe, analyze, and evaluate components within and between text			
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**Halifax Area School District  
Course Plan  
7<sup>th</sup> Grade Literature**

Course Name: 7<sup>th</sup> Grade Literature  
Unit: Character and Characterization

Time Line: 4 Weeks

***BIG Ideas: Students will be able to identify types of character and methods of characterization in literature.***

<b>Essential Content/ Essential Questions</b>	<b>Performance Objectives</b>	<b>Assessment</b>	<b>Teacher Resources</b>	<b>Standards</b>
Characterization	<p>Define characterization</p> <p>Identify methods of characterization -character's actions -character's words -other character's words -author description</p> <p>Identify types of characterization -direct -indirect</p> <p>Understand methods used to develop character</p> <p>Analyze character through characterization</p> <p>Student will incorporate these skills learned throughout the year</p> <p>Understand fiction appropriate to grade level</p> <p>Interpret, compare, describe, analyze, and evaluate components within and between text</p>	<p>Teacher produced tests/quizzes Writing assignments/prompts Writing rubric Observation Worksheets Character analysis Small partner / group discussions Individual conference</p>	<p><u>Introducing Literature</u> "A Just Judge"</p> <p>Teacher collected sources "The Stone Boy" "Sir Gawain and the Loathly Lady" "The Toy Killer"</p> <p>Role playing</p> <p>Character webbing</p> <p>Character charts/profiles</p> <p>Educational Videos: "Biography: Robin Hood" and "Ancient Mysteries: Camelot"</p>	<p>1.1.8.B 1.1.8.C 1.1.8.F 1.1.8.H 1.3.8.A 1.3.8.E 1.3.8.F 1.4.8.A 1.5.8.A 1.6.8.B 1.6.8.D 1.6.8.E</p> <p>R7.A.1.1 R7.A.1.3 R7.1.1.1 R7.1.2.1</p>

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**Halifax Area School District  
Course Plan  
7<sup>th</sup> Grade Literature**

Course Name: 7<sup>th</sup> Grade Literature  
Unit: Greek Mythology

Time Line: 9 Weeks

<b><i>BIG Ideas: Students will be able to recognize and identify the various Gods, Goddesses, and Creatures in Greek Myths.</i></b>				
<b>Essential Content/ Essential Questions</b>	<b>Performance Objectives</b>	<b>Assessment</b>	<b>Teacher Resources</b>	<b>Standards</b>
Gods / Goddesses/ Creatures	<p>Identify Gods / Goddesses / Creatures and their titles</p> <p>Rank Gods and Goddesses in order of importance</p> <p>Evaluate roles of Gods and Goddesses in myths and Greek society</p> <p>Justify, defend, and prosecute actions of Gods/Goddesses in myths</p>	<p>Teacher produced tests/quizzes</p> <p>Worksheets</p> <p>Writing assignments/prompts</p> <p>Observation</p> <p>Cooperative learning</p> <p>Discussion/debates</p> <p>Role playing</p> <p>Final exam</p>	<p><u>Introducing Literature</u></p> <p>“An Introduction to Greek Mythology”</p> <p>“Deucalion and Pyrrha”</p> <p>“Midas”</p> <p>“Echo and Narcissus”</p> <p>“Arachne”</p> <p>“Atalanta”</p> <p>Greek Mythology booklet</p> <p>Greek Mythology packet</p> <p>Greek Mythology Jeopardy</p> <p>Greek Mythology flashcards</p> <p>Educational Videos: “Introduction to Greek Mythology”</p>	<p>1.1.8.C</p> <p>1.1.8.D</p> <p>1.1.8.F</p> <p>1.1.8.G</p> <p>1.1.8.H</p> <p>1.3.8.A</p> <p>1.3.8.B</p> <p>1.3.8.E</p> <p>1.6.8.A</p> <p>1.6.8.B</p> <p>1.6.8.D</p> <p>1.6.8.E</p>

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**Halifax Area School District  
Course Plan  
7<sup>th</sup> Grade Literature**

Course Name: 7<sup>th</sup> Grade Literature  
Unit: Greek Mythology

Time Line: 9 Weeks

<b><i>BIG Ideas: Students will be able to recognize and identify the various Gods, Goddesses, and Creatures in Greek Myths.</i></b>				
<b>Essential Content/ Essential Questions</b>	<b>Performance Objectives</b>	<b>Assessment</b>	<b>Teacher Resources</b>	<b>Standards</b>
Myths	<p>Identify the components of myths</p> <p>Determine the purpose for which myths were written</p> <p>Identify heroes and list their qualities</p> <p>Compare heroes of now and then</p> <p>Assess expected societal values in myths and present day</p> <p>Hypothesize new solutions to problems encountered in myths</p> <p>Write an original myth</p> <p>Discover and determine word and phrase meanings through reading myths</p> <p>Retell stories in pictures through story boards</p> <p>Understand fiction appropriate to grade level</p> <p>Interpret, compare, describe, analyze, and evaluate components within and between text</p>	<p>Teacher produced tests/quizzes</p> <p>Worksheets</p> <p>Writing assignments/prompts</p> <p>Observation</p> <p>Cooperative learning</p> <p>Discussion</p> <p>Final exam</p> <p>Myth rubric</p> <p>Story board rubric</p>	<p><u>Introducing Literature</u></p> <p>“An Introduction to Greek Mythology”</p> <p>“Deucalion and Pyrrha”</p> <p>“Midas”</p> <p>“Echo and Narcissus”</p> <p>“Arachne”</p> <p>“Atalanta”</p> <p>Greek Mythology booklet</p> <p>Greek Mythology packet</p> <p>Greek Mythology Jeopardy</p> <p>Greek Mythology flashcards</p> <p>Educational Videos: “Introduction to Greek Mythology”</p>	<p>1.2.8.C</p> <p>1.4.8.A</p> <p>1.5.8.C</p> <p>1.5.8.E</p> <p>1.5.8.F</p> <p>1.6.8.D</p> <p>1.6.8.E</p> <p>1.7.8.A</p> <p>R7.A.1.1.1</p> <p>R7.A.1.2.1</p>



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**Halifax Area School District  
Course Plan  
7<sup>th</sup> Grade Literature**

Course Name: 7<sup>th</sup> Grade Literature  
Unit: News Articles

Time Line: On-going

***BIG Ideas: Students will complete weekly news articles to strengthen public speaking skills.***

<b>Essential Content/ Essential Questions</b>	<b>Performance Objectives</b>	<b>Assessment</b>	<b>Teacher Resources</b>	<b>Standards</b>
News Articles	Read a weekly news article  Identify who, what, when, where, why, and how  Present information to class  Answer any questions from class about articles  Understand nonfiction appropriate to grade level	Completion of task Questions about article	Sample news article worksheet	1.6.8.A 1.6.8.C 1.6.8.D 1.6.8.E 1.6.8.F  R7.A.2.5.1 R7.A.2.6.1 R7.A.2.6.2 R7.A.2.3.1 R7.A.2.4.1

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**Halifax Area School District  
Course Plan  
7<sup>th</sup> Grade Literature**

Course Name: 7<sup>th</sup> Grade Literature  
Unit: Propaganda

Time Line: 3-4 Weeks

***BIG Ideas: Students will be able to recognize and identify different types of propaganda.***

<b>Essential Content/ Essential Questions</b>	<b>Performance Objectives</b>	<b>Assessment</b>	<b>Teacher Resources</b>	<b>Standards</b>
Propaganda	<p>Explain different types of propaganda</p> <ul style="list-style-type: none"> <li>-name calling</li> <li>-card stacking</li> <li>-glittering generality</li> <li>-red herring</li> <li>-testimonial</li> <li>-snob appeal</li> <li>-bandwagon</li> <li>-flag waving</li> <li>-exaggeration</li> <li>-transfer</li> </ul> <p>Know various propaganda terms</p> <ul style="list-style-type: none"> <li>-bias</li> <li>-emotive language</li> <li>-fact and opinion</li> <li>-inference</li> <li>-stereotyping</li> </ul> <p>Examine commercials and advertisements for use of types of propaganda and evaluate effectiveness of propaganda</p> <p>Invent an advertisement for a product integrating at least 3 types of propaganda</p>	<p>Observation Discussion Teacher produced tests/quizzes Advertisement rubric Letter/brochure rubric Campaign rubric Worksheets Cooperative learning</p>	<p>Propaganda packet TV Newspaper Magazines Analysis chart</p>	<p>1.2.8.B 1.4.8.B 1.4.8.C 1.5.8.A 1.5.8.B 1.5.8.C 1.5.8.D 1.5.8.F 1.6.8.A 1.6.8.C 1.6.8.D 1.6.8.E 1.6.8.F  R7.A.2.6.1 R7.A.2.6.2</p>

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Write a letter or brochure that would persuade someone to believe in your cause

Fabricate a campaign using bias, emotive language, inferences, and stereotypes

Recognize emotive language and distinguish between fact and opinion

Recognize sentences to change connotation of sentence ex. (negative to positive, positive to neutral) and assess written material for bias

Justify your reasons for believing in that cause

Identify and/or describe intended purpose of text

Identify and/or analyze examples of text that support its intended purpose

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**Halifax Area School District  
Course Plan  
7<sup>th</sup> Grade Literature**

Course Name: 7<sup>th</sup> Grade Literature  
Unit: Genre

Time Line: 3-4 Weeks

***BIG Ideas: Students will be able to recognize and identify various types of genre.***

<b>Essential Content/ Essential Questions</b>	<b>Performance Objectives</b>	<b>Assessment</b>	<b>Teacher Resources</b>	<b>Standards</b>
Genre	Define all types of genres -fiction *realistic fiction *science fiction *historical fiction *fantasy -nonfiction *biography *autobiography  Understand different genres  Identify different genre in literature  Know author's purpose of genres  Apply knowledge learned throughout year  Complete writing exercises in various genres  Retell story changing genre	Teacher produced tests/quizzes Writing assignments/prompts Observation Discussion Worksheets	<u>Introducing Literature</u> "The Speckled Band"  READ Magazine "The Skater" "The Time Machine" "The Donner Party"  Teacher selected materials "Reflection of a Star" "The Veldt"  Worksheets  Educational Videos: "Biography: Sherlock Holmes" and "The Time Machine"	1.1.8B 1.1.8C 1.1.8F 1.1.8H 1.3.8A 1.3.8E 1.3.8F 1.4.8A 1.5.8A 1.6.8B 1.6.8D 1.6.8E  R7.A.1.6 R7.A.1.1.1 R7.A.1.2.1

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	<p>Understand fiction appropriate to grade level</p> <p>Interpret, compare, describe, analyze, and evaluate components within and between text</p>			
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**Halifax Area School District  
Course Plan  
7<sup>th</sup> Grade Literature**

Course Name: 7<sup>th</sup> Grade Literature  
Unit: Classroom Novels

Time Line: 3-4 Weeks

***BIG Ideas: Students will be able to independently read, analyze, and discuss classroom novels.***

<b>Essential Content/ Essential Questions</b>	<b>Performance Objectives</b>	<b>Assessment</b>	<b>Teacher Resources</b>	<b>Standards</b>
<p><u>The Giver</u></p> <p><u>The Outsiders</u></p>	<p>Recognize, identify, and analyze:</p> <ul style="list-style-type: none"> <li>-parts of plot</li> <li>-types of conflict</li> <li>-literary devices</li> <li>-genre</li> <li>-types of characters</li> <li>-characterization methods</li> </ul> <p>Summarize chapters</p> <p>Complete writing responses</p> <p>Understand fiction appropriate to grade level</p> <p>Interpret, compare, describe, analyze, and evaluate components within and between text</p>	<p>Novel permission slips</p> <p>Discussion</p> <p>Observation</p> <p>Teacher made tests/quizzes</p> <p>Story questions packet</p> <p>Cooperative learning</p>	<p>Novel Ties Teacher Resource Book: <u>The Giver</u> and <u>The Outsiders</u></p> <p>Author information handouts</p> <p>Educational Video: <u>The Outsiders</u></p>	<p>1.1.8.A</p> <p>1.1.8.D</p> <p>1.1.8.G</p> <p>1.1.8.H</p> <p>1.3.8.A</p> <p>1.3.8.B</p> <p>1.3.8.F</p> <p>1.6.8.C</p> <p>1.6.8.D</p> <p>1.6.8.E</p> <p>R7.A.1.1</p> <p>R7.A.1.3</p> <p>R7A.1.1.1</p> <p>R7.A.1.2.1</p>

Board Approved: September 18, 2006

**Halifax Area School District  
Course Plan  
7<sup>th</sup> Grade Literature**

Course Name: 7<sup>th</sup> Grade Literature  
Unit: Classroom Novels (Corrective Reading)

Time Line: 3-4 Weeks

<b><i>BIG Ideas: Students will be able to independently read, analyze, and discuss classroom novels.</i></b>				
<b>Essential Content/ Essential Questions</b>	<b>Performance Objectives</b>	<b>Assessment</b>	<b>Teacher Resources</b>	<b>Standards</b>
<u>The Whipping Boy</u> (Corrective Reading)  <u>Gray Boy</u> (Corrective Reading)  <u>S.O. R. Losers</u> (Corrective Reading)	Recognize, identify, and analyze: -parts of plot -types of conflict -literary devices -genre -types of characters -characterization methods  Summarize chapters  Complete writing responses  Understand fiction appropriate to grade level  Interpret, compare, describe, analyze, and evaluate components within and between text	Novel permission slips Discussion Observation Teacher made tests/quizzes Story questions packet Cooperative learning "Wanted" or "Missing" posters for characters POV Journals	Author information handouts	1.1.8.A 1.1.8.D 1.1.8.G 1.1.8.H 1.3.8.A 1.3.8.B 1.3.8.F 1.6.8.C 1.6.8.D 1.6.8.E  R7.A.1.1 R7.A.1.3 R7.1.1.1 R7.1.2.1

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**Halifax Area School District  
Course Plan  
7<sup>th</sup> Grade Literature**

Course Name: 7<sup>th</sup> Grade Literature  
Unit: Independent Reading

Time Line: On-going

***BIG Ideas: Students will be able to independently read, analyze, and interpret various novels.***

<b>Essential Content/ Essential Questions</b>	<b>Performance Objectives</b>	<b>Assessment</b>	<b>Teacher Resources</b>	<b>Standards</b>
Independent Novels	<p>Independently read a novel per each nine weeks</p> <p>Orally discuss novel with teacher covering questions on:</p> <ul style="list-style-type: none"> <li>-plot</li> <li>-genre</li> <li>-theme</li> <li>-mood</li> <li>-character/characterization</li> </ul> <p>Complete a novel evaluation, including a summary of the story</p> <p>Give oral presentation on their novel</p> <p>Create a visual aide that correlates to their novel and present to class</p> <p>Understand fiction appropriate to grade level</p> <p>Interpret, compare, describe, analyze, and evaluate components within and between text</p>	<p>Novel permission slips</p> <p>Discussion</p> <p>Teacher made oral quizzes</p> <p>Novel evaluation</p> <p>Oral presentation and visual aide rubric</p>	<p>Novels in book closet</p> <p>Packet listing novels available, including author, genre, and summary</p> <p>(See attached listing)</p>	<p>1.1.8.A</p> <p>1.1.8.D</p> <p>1.1.8.G</p> <p>1.1.8.H</p> <p>1.3.8.A</p> <p>1.3.8.B</p> <p>1.3.8.F</p> <p>1.6.8.C</p> <p>1.6.8.D</p> <p>1.6.8.E</p> <p>R7.A.1.1</p> <p>R7.A.1.3</p> <p>R7.1.1.1</p> <p>R7.1.2.1</p>

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**Halifax Area School District  
Course Plan  
7<sup>th</sup> Grade Literature**

Course Name: 7<sup>th</sup> Grade Literature  
Unit: Plot and Literary Elements

Time Line: 3-4 Weeks

***BIG Ideas: Students will be able to identify parts of plot, types of conflicts, and literary elements used in literature.***

<b>Essential Content/ Essential Questions</b>	<b>Performance Objectives</b>	<b>Assessment</b>	<b>Teacher Resources</b>	<b>Standards</b>
Parts of Plot	Define all parts of plot -exposition -setting -narrative hook -rising action -climax -falling action -resolution  Examine stories to identify parts of plot  Use parts of plot to help comprehension of stories  Integrate knowledge learned in other units throughout the year  Understand fiction appropriate to grade level  Interpret, compare, describe, analyze, and evaluate components within and between text	Teacher made tests/quizzes Plot chart Observation Discussion Writing prompts Worksheets	Plot charts  Retell stories (summaries)  Story starters exercises  Role-playing  <u>Introducing Literature</u> "Old Yeller and the Bear" "Last Cover" "Stolen Day"	1.1.8.B 1.1.8.C 1.1.8.F 1.1.8.H 1.3.8.A 1.6.8.B 1.6.8.D 1.6.8.E  R7.A.1.1 R7.A.1.3 R7.A.1.3.1 R7.A.1.5.1 R7.1.1.1 R7.1.2.1



Board Approved: September 18, 2006

**Halifax Area School District  
Course Plan  
7<sup>th</sup> Grade Literature**

Course Name: 7<sup>th</sup> Grade Literature  
Unit: Plot and Literary Elements

Time Line: 3-4 Weeks

<b><i>BIG Ideas: Students will be able to identify parts of plot, types of conflicts, and literary elements used in literature.</i></b>				
<b>Essential Content/ Essential Questions</b>	<b>Performance Objectives</b>	<b>Assessment</b>	<b>Teacher Resources</b>	<b>Standards</b>
Conflict	<p>Define and recognize types of conflict -internal -external</p> <p>Define and recognize kinds of problems -man vs. man -man vs. nature -man vs. self -man vs. society -man vs. technology/machine</p> <p>Integrate knowledge learned in other units throughout the year</p> <p>Understand fiction appropriate to grade level</p> <p>Interpret, compare, describe, analyze, and evaluate components within and between text</p>	<p>Teacher made tests/quizzes Plot chart Observation Discussion Writing prompts Worksheets</p>	<p>Retell stories (summaries)</p> <p>Story starters exercises</p> <p>Role-playing</p> <p><u>Introducing Literature</u> “Old Yeller and the Bear” “Last Cover” “Stolen Day”</p>	<p>1.1.8.B 1.1.8.C 1.1.8.F 1.1.8.H 1.3.8.A 1.6.8.B 1.6.8.D 1.6.8.E</p> <p>R7.A.1.1 R7.A.1.3 R7.1.1.1 R7.1.2.1</p>

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**Halifax Area School District  
Course Plan  
7<sup>th</sup> Grade Literature**

Course Name: 7<sup>th</sup> Grade Literature  
Unit: Plot and Literary Elements

Time Line: 3-4 Weeks

<b><i>BIG Ideas: Students will be able to identify parts of plot, types of conflicts, and literary elements used in literature.</i></b>				
<b>Essential Content/ Essential Questions</b>	<b>Performance Objectives</b>	<b>Assessment</b>	<b>Teacher Resources</b>	<b>Standards</b>
Literary Elements	Define literary elements -foreshadowing -irony -flashback -mood -theme -personification -total effect  Recognize literary elements as they appear in textbook stories  Recognize literary elements in textbook fables  Integrate knowledge learned in other units throughout the year  Integrate elements in writing  Understand fiction appropriate to grade level  Interpret, compare, describe, analyze, and evaluate components within and between text	Teacher made tests/quizzes Observation Discussion Writing prompts Worksheets Fables packets	<u>Introducing Literature</u> "A Secret For Two" "After Twenty Years" "The Sparrow" "The Shepard Boy"  Fable packets	1.1.8.B 1.1.8.C 1.1.8.F 1.1.8.H 1.3.8.A 1.3.8.B 1.3.8.C 1.6.8.B 1.6.8.D 1.6.8.E  R7.A.1.1 R7.A.1.3 R7.1.1.1 R7.1.2.1

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**Halifax Area School District  
Course Plan  
7<sup>th</sup> Grade Literature**

Course Name: 7<sup>th</sup> Grade Literature  
Unit: Skills Packets

Time Line: On-going

<b><i>BIG Ideas: Students will complete quarterly skills packets to enhance reading and writing abilities.</i></b>				
<b>Essential Content/ Essential Questions</b>	<b>Performance Objectives</b>	<b>Assessment</b>	<b>Teacher Resources</b>	<b>Standards</b>
Reading and writing skills	Strengthen reading and writing skills -reference sources -making inferences -predicting outcomes -drawing conclusions -dictionary usage -analogies -synonyms/antonyms/homophones -prefixes/suffixes -author's purpose -root words -context clues	Mini lessons Packet worksheets	Teacher produced worksheets Bonus work available	1.7.8.A R7.A.1.2.1 R7.A.1.2.2 R7.A.2.2

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## Literature List Grade 7

### \*Biography:

Something For Joey  
Brian's Song

### \*Fantasy:

The Book of Three  
The Black Cauldron  
The Castle of Llyr  
Taran Wanderer  
The High King  
The Hobbit  
The Lion, The Witch, and The Wardrobe  
Over Sea, Under Stone  
The Indian in the Cupboard  
The Door in the Wall

### \*Historical Fiction:

Call of the Wild  
The True Confessions of Charlotte Doyle  
Soldier's Heart  
The Fighting Ground  
My Brother Sam Is Dead  
Hope's Crossing  
Amos Fortune: Free Man  
Johnny Tremain  
The Slave Dancer  
Across Five Aprils  
The Witch of Blackbird Pond  
Catherine, Called Birdy  
The Midwife's Apprentice  
No Promises in the Wind  
Number the Stars  
The King's Shadow  
The Man Who Was Poe

### \*Legends/Myths:

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King Arthur & Knights of the Round Table  
The Adventures of Robin Hood  
The Adventures of Ulysses  
Shen of the Sea  
I Am Mordred

\*Realistic Fiction:

Hatchet  
Ransom  
The Lottery Rose  
The Accident  
Light a Single Candle  
I Know What You Did Last Summer  
Second Star to the Right  
Snowbound  
Anne of Green Gables  
Anne of Avonlea  
Friends for Life  
A Day No Pigs Would Die  
A Gift of Magic  
Goodbye Tomorrow  
The River  
Tracker  
Canyons  
The Sign of the Beaver  
There's a Girl in my Hammerlock  
Harriet the Spy  
The Natural  
Secret of the Andes  
I Am The Cheese  
Indian Captive  
Island of the Blue Dolphins  
Jacob Have I Loved  
Old Yeller  
Princess Ashley  
Rascal  
Sunder  
And Then There Were None  
The Pigeon  
The Secret Garden  
The Summer of the Monkeys  
The Vandal  
The Westing Game  
The Wolves of Willoughby Chase  
The Yearling

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Where the Red Fern Grows  
Wolf Rider

\*Science Fiction:

Blossom Culp and the Sleep of Death  
The Dreadful Future of Blossom Culp  
A Wrinkle in Time  
The Ghosts  
A Strange Tomorrow  
The Young Unicorns  
Fahrenheit 451