

GOOD SHEPHERD EPISCOPAL SCHOOL

7TH GRADE ENGLISH YEAR AT A GLANCE

Trimester	Month	Topics	Skills
TRIMESTER 1 8/27 - 11/14	August	<u>Course Introduction</u> ❖ Rules/Expectations/Organization/Procedures ❖ Curriculum Overview/Syllabus ❖ Study Skills/Note-taking	Overview and rationale for class rules and procedures, the necessity of organization, and why expectations are high. Summary of the year's study and the reasons we study English. Cornell note-taking system (similar to T-notes), value of note-taking, developing shorthand that works for you.
	September	<u>Unit 1</u> ❖ Vocabulary Program – Introduction, Intentional Vocabulary Instruction (Sadlier) ❖ Literacy Strategies/Critical Thinking ❖ Literary Theory ❖ Literary Texts <ul style="list-style-type: none"> • Novel – <i>The Call of the Wild</i> • Short Fiction • Mythology/Folktale/Fable • <i>The Arabian Nights</i> (Cross-curricular w/ Social Studies, The Islamic Empire) ❖ Nonfiction/Informational Texts <ul style="list-style-type: none"> • Memoir – Cpt. Sir Richard Francis Burton (Cross-curricular w/ Social Studies, The Islamic Empire) ❖ Structural Writing – The Sentence (Mentor Texts) <ul style="list-style-type: none"> Conventions • Grammar • Writing Mechanics • Usage/Style 	Reading/Vocabulary Development. Students understand new vocabulary and use it when reading and writing. Reading/Fluency. Students read grade-level text with fluency and comprehension. Reading/Comprehension of Literary Text/Theme and Genre. Students analyze, make inferences, and draw conclusions about theme and genre in different cultural, historical, and contemporary contexts and provide evidence from the text to support their understanding. Reading/Comprehension of Literary Text/Fiction. Students understand, make inferences, and draw conclusions about the structure and elements of fiction and provide evidence from the text to support their understanding. Reading/Comprehension of Literary Text/Literary Nonfiction. Students understand, make inferences, and draw conclusions about the varied structural patterns and features of literary nonfiction and provide evidence from the text to support their understanding. They are expected to describe the structural and substantive differences between an autobiography or a diary and a fictional adaptation of it. Reading/Comprehension of Informational Text/Procedural Texts. Students understand how to

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		<ul style="list-style-type: none"> ❖ Genre Writing – Short Expository Essays (Mentor Texts) <ul style="list-style-type: none"> • Procedural Writing, How to Tie a Tie • Critical/Analytical Essays ❖ Routine Writing – Notes/Summaries/Responses across genres 	<p>glean and use information in procedural texts and documents.</p> <p>Writing/Writing Process. Students use elements of the writing process (planning, drafting, revising, editing, and publishing) to compose text.</p> <p>Writing/Expository and Procedural Texts. Students write expository and procedural or work-related texts to communicate ideas and information to specific audiences for specific purposes.</p>
October		<p><u>Unit 2</u></p> <ul style="list-style-type: none"> ❖ Intentional Vocabulary Instruction (Sadlier) ❖ Literacy Strategies/Critical Thinking ❖ Literary Theory ❖ Literary Texts <ul style="list-style-type: none"> • Novel – <i>Something Wicked This Way Comes</i> • Short Fiction/Poetry – Washington Irving, Edgar Allen Poe, Ambrose Bierce, and others ❖ Structural Writing – The Paragraph (Mentor Texts) <ul style="list-style-type: none"> Conventions <ul style="list-style-type: none"> • Grammar • Writing Mechanics • Usage/Style ❖ Genre Writing <ul style="list-style-type: none"> • Exploration of Character, Carnival Attraction (Long Paragraph) • Descriptive Passage, Halloween Scene (Setting) • Informative/Explanatory/Persuasive- Public Relations Writing, Zombie Outbreak 	<p>Reading/Vocabulary Development. Students understand new vocabulary and use it when reading and writing.</p> <p>Reading/Fluency. Students read grade-level text with fluency and comprehension.</p> <p>Reading/Comprehension of Literary Text/Theme and Genre. Students analyze, make inferences, and draw conclusions about theme and genre in different cultural, historical, and contemporary contexts and provide evidence from the text to support their understanding.</p> <p>Reading/Comprehension of Literary Text/Poetry. Students understand, make inferences, and draw conclusions about the structure and elements of poetry and provide evidence from the text to support their understanding.</p> <p>Reading/Comprehension of Literary Text/Sensory Language. Students understand, make inferences, and draw conclusions about how an author's sensory language creates imagery in literary text and provide evidence from the text to support understanding.</p> <p>Writing/Writing Process. Students use elements of the writing process (planning, drafting, revising, editing, and publishing) to compose text.</p>

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<p>TRIMESTER 2</p> <p>11/17 – 2/27</p>		<ul style="list-style-type: none"> ❖ Routine Writing – Notes/Summaries/Responses across genres ❖ Oration, Memorized Poem (Poe and others) 	<p>Writing/Literary Texts. Students write literary texts to express their ideas and feelings about real or imagined people, events, and ideas.</p> <p>Writing/Persuasive Texts. Students write persuasive texts to influence the attitudes or actions of a specific audience on specific issues.</p>
	<p>November</p>	<p><u>Unit 3</u></p> <ul style="list-style-type: none"> ❖ Intentional Vocabulary Instruction (Sadlier) ❖ Literacy Strategies/Critical Thinking ❖ Literary Theory ❖ Nonfiction/Informational Texts <ul style="list-style-type: none"> • Biography – <i>The Road to There: Mapmakers and Their Stories</i> • Memoir – <i>Journals of Marco Polo</i> (Cross-curricular w/ Social Studies, Asian Civilizations) • Memoir – Plymouth Settlement ❖ Structural Writing – Longer Pieces (Mentor Texts) <ul style="list-style-type: none"> Conventions • Grammar • Writing Mechanics • Usage/Style ❖ Genre Writing <ul style="list-style-type: none"> • Personal Narrative • Descriptive Passage (Setting) • Critical/Analytical Essay 	<p>Reading/Vocabulary Development. Students understand new vocabulary and use it when reading and writing.</p> <p>Reading/Fluency. Students read grade-level text with fluency and comprehension.</p> <p>Reading/Comprehension of Literary Text/Theme and Genre. Students analyze, make inferences, and draw conclusions about theme and genre in different cultural, historical, and contemporary contexts and provide evidence from the text to support their understanding.</p> <p>Reading/Comprehension of Literary Text/Literary Nonfiction. Students understand, make inferences, and draw conclusions about the varied structural patterns and features of literary nonfiction and provide evidence from the text to support their understanding. They are expected to describe the structural and substantive differences between an autobiography or a diary and a fictional adaptation of it.</p> <p>Writing/Writing Process. Students use elements of the writing process (planning, drafting, revising, editing, and publishing) to compose text.</p> <p>Writing. Students write about their own experiences. Students are expected to write a personal narrative that has a clearly defined focus and communicates the importance of or reasons for actions and/or consequences.</p> <p>Writing/Expository and Procedural Texts. Students write expository and procedural or work-related texts</p>

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		<ul style="list-style-type: none"> ❖ Routine Writing – Notes/Summaries/Responses across genres 	<p>to communicate ideas and information to specific audiences for specific purposes.</p>
	<p>December-January</p>	<p><u>Units 4 & 5</u></p> <ul style="list-style-type: none"> ❖ Intentional Vocabulary Instruction (Sadlier) ❖ Literacy Strategies/Critical Thinking ❖ Literary Theory ❖ Literary Texts <ul style="list-style-type: none"> • Novel – <i>The Pearl</i> ❖ Nonfiction/Informational Texts (Cross-curricular w/ Social Studies, Middle Ages) <ul style="list-style-type: none"> • The Crusades – Contemporary Accounts, Scholarly Essays, Abstracts, Journalism (Bernard Lewis and others) ❖ Structural Writing (Mentor Texts): <ul style="list-style-type: none"> Conventions • Grammar • Writing Mechanics • Usage/Style ❖ Genre Writing <ul style="list-style-type: none"> • Long Character Study, Canterbury Pilgrim (Cross-curricular w/ Social Studies, Middle Ages) 	<p>Reading/Vocabulary Development. Students understand new vocabulary and use it when reading and writing.</p> <p>Reading/Fluency. Students read grade-level text with fluency and comprehension.</p> <p>Reading/Comprehension of Literary Text/Theme and Genre. Students analyze, make inferences, and draw conclusions about theme and genre in different cultural, historical, and contemporary contexts and provide evidence from the text to support their understanding.</p> <p>Reading/Comprehension of Informational Text/Culture and History. Students analyze, make inferences, and draw conclusions about the author's purpose in cultural, historical, and contemporary contexts and provide evidence from the text to support their understanding. Students are expected to explain the difference between the theme of a literary work and the author's purpose in an expository text.</p> <p>Reading/Comprehension of Literary Text/Literary Nonfiction. Students understand, make inferences, and draw conclusions about the varied structural patterns and features of literary nonfiction and provide evidence from the text to support their understanding. They are expected to describe the structural and substantive differences between an autobiography or a diary and a fictional adaptation of it.</p> <p>Reading/Comprehension of Informational Text/Expository Text. Students analyze, make inferences, and draw conclusions about expository</p>

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TRIMESTER 3 2/28 - 5/30		<ul style="list-style-type: none"> • 5-Paragraph Literary Essay, <i>The Pearl</i> • Descriptive Passage (Setting) <p>❖ Routine Writing - Notes/Summaries/Responses across genres</p>	<p>text and provide evidence from the text to support their understanding.</p> <p>Writing/Writing Process. Students use elements of the writing process (planning, drafting, revising, editing, and publishing) to compose text.</p> <p>Writing/Persuasive Texts. Students write persuasive texts to influence the attitudes or actions of a specific audience on specific issues. Students are expected to write a persuasive essay to the appropriate audience.</p> <p>Writing/Literary Texts. Students write literary texts to express their ideas and feelings about real or imagined people, events, and ideas.</p>
	February-March	<p><u>Units 6 & 7</u></p> <p>❖ Intentional Vocabulary Instruction (Sadlier)</p> <p>❖ Literacy Strategies/Critical Thinking</p> <p>❖ Literary Theory</p> <p>❖ Literary Texts</p> <ul style="list-style-type: none"> • Selections from Elizabethan Plays and Other Drama (Cross-curricular w/ Social Studies, Renaissance and w/ Art) • Poetry – Renaissance Poems (Cross-curricular w/ Social Studies, Renaissance and w/ Art) <p>❖ Nonfiction/Informational Texts</p> <ul style="list-style-type: none"> • Selections from Nonfiction Renaissance Texts (Cross-curricular w/ Social Studies, Renaissance) <p>❖ Structural Writing (Mentor Texts)</p> <p>Conventions</p> <ul style="list-style-type: none"> • Grammar 	<p>Reading/Vocabulary Development. Students understand new vocabulary and use it when reading and writing.</p> <p>Reading/Fluency. Students read grade-level text with fluency and comprehension.</p> <p>Reading/Comprehension of Literary Text/Theme and Genre. Students analyze, make inferences, and draw conclusions about theme and genre in different cultural, historical, and contemporary contexts and provide evidence from the text to support their understanding.</p> <p>Reading/Comprehension of Literary Text/Drama. Students understand, make inferences, and draw conclusions about the structure and elements of drama and provide evidence from the text to support their understanding. Students are expected to explain a playwright's use of dialogue and stage directions.</p> <p>Reading/Comprehension of Literary Text/Poetry. Students understand, make inferences, and draw conclusions about the structure and elements of poetry and provide evidence from the text to support their understanding.</p> <p>Writing/Writing Process. Students use elements of the writing process (planning, drafting, revising, editing, and publishing) to compose text.</p> <p>Writing/Expository and Procedural Texts. Students write expository and procedural or work-related texts</p>

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		<ul style="list-style-type: none"> • Writing Mechanics • Usage/Style <p>❖ Genre Writing</p> <ul style="list-style-type: none"> • Poem, Sonnet • Research Essay, Art Interpretation (Cross-curricular w/ Social Studies, Renaissance) • Critical/Analytical Essay, Poem Interpretation (Cross-curricular w/ Social Studies, Renaissance and w/ Art) <p>❖ Routine Writing – Notes/Summaries/Responses across genres</p> <p>❖ Oration, Memorized Renaissance Poem</p>	<p>to communicate ideas and information to specific audiences for specific purposes.</p> <p>Research/Synthesizing Information. Students plan, gather, and clarify research questions and evaluate and synthesize collected information.</p> <p>Research/Organizing and Presenting Ideas. Students organize and present their ideas. Students are expected to present a critique of a literary/artistic work, film, or dramatic production, employing conventions of language to communicate ideas.</p>
	<p>April</p>	<p><u>Unit 8</u></p> <p>❖ Intentional Vocabulary Instruction (Sadlier)</p> <p>❖ Literacy Strategies/Critical Thinking</p> <p>❖ Literary Theory</p> <p>❖ Literary Texts</p> <ul style="list-style-type: none"> • Drama, <i>A Midsummer Night's Dream</i> • Poetry, Shakespearean Sonnets and other Renaissance Poems (Cross-curricular w/ Social Studies, Renaissance) <p>❖ Structural Writing (Mentor Texts)</p> <p>Conventions</p> <ul style="list-style-type: none"> • Grammar • Writing Mechanics • Usage/Style 	<p>Reading/Vocabulary Development. Students understand new vocabulary and use it when reading and writing.</p> <p>Reading/Fluency. Students read grade-level text with fluency and comprehension.</p> <p>Reading/Comprehension of Literary Text/Theme and Genre. Students analyze, make inferences, and draw conclusions about theme and genre in different cultural, historical, and contemporary contexts and provide evidence from the text to support their understanding.</p> <p>Reading/Comprehension of Literary Text/Drama. Students understand, make inferences, and draw conclusions about the structure and elements of drama and provide evidence from the text to support their understanding. Students are expected to explain a playwright's use of dialogue and stage directions.</p> <p>Reading/Comprehension of Literary Text/Poetry. Students understand, make inferences, and draw conclusions about the structure and elements of poetry and provide evidence from the text to support their understanding.</p>

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		<ul style="list-style-type: none"> ❖ Genre Writing <ul style="list-style-type: none"> • 5-Paragraph Literary Essay, <i>A Midsummer Night's Dream</i> • Critical/Analytical Essay ❖ Routine Writing – Notes/Summaries/Responses across genres ❖ Oration, Memorized Shakespeare Passage 	<p>Writing/Writing Process. Students use elements of the writing process (planning, drafting, revising, editing, and publishing) to compose text.</p> <p>Writing/Persuasive Texts. Students write persuasive texts to influence the attitudes or actions of a specific audience on specific issues. Students are expected to write a persuasive essay to the appropriate audience.</p> <p>Writing/Literary Texts. Students write literary texts to express their ideas and feelings about real or imagined people, events, and ideas.</p>
	<p>May</p>	<p><u>Unit 9</u></p> <ul style="list-style-type: none"> ❖ Intentional Vocabulary Instruction (Sadlier) ❖ Literacy Strategies/Critical Thinking ❖ Literary Theory ❖ Literary Texts <ul style="list-style-type: none"> • Poetry – Romantic and Modern Poetry • Short Fiction ❖ Structural Writing (Mentor Texts) <ul style="list-style-type: none"> Conventions • Grammar • Writing Mechanics • Usage/Style ❖ Genre Writing <ul style="list-style-type: none"> • Creative Fiction, <i>Mysteries of Harris Burdick</i> • Poem, Free/Metered Verse • Informative/Explanatory Essay • Critical/Analytical Essay ❖ Routine Writing – Notes/Summaries/Responses across genres 	<p>Reading/Vocabulary Development. Students understand new vocabulary and use it when reading and writing.</p> <p>Reading/Fluency. Students read grade-level text with fluency and comprehension.</p> <p>Reading/Comprehension of Literary Text/Theme and Genre. Students analyze, make inferences, and draw conclusions about theme and genre in different cultural, historical, and contemporary contexts and provide evidence from the text to support their understanding.</p> <p>Reading/Comprehension of Literary Text/Poetry. Students understand, make inferences, and draw conclusions about the structure and elements of poetry and provide evidence from the text to support their understanding.</p> <p>Writing/Writing Process. Students use elements of the writing process (planning, drafting, revising, editing, and publishing) to compose text</p> <p>Writing/Literary Texts. Students write literary texts to express their ideas and feelings about real or imagined people, events, and ideas.</p> <p>Writing/Expository and Procedural Texts. Students write expository and procedural or work-related texts to communicate ideas and information to specific audiences for specific purposes.</p>

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		❖ Oration, Memorized and Original Poems	
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* This YAG will change. It is meant only to provide a quick look at the topics that will be addressed during the school year. Class progress, ERB testing, school trips, and inclement weather will all merit YAG adjustments.