# Seventh Grade Language Arts Course & Unit Maps--2013

<table>
<thead>
<tr>
<th>Course Title: Seventh Grade English</th>
<th>Duration: one year</th>
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<tbody>
<tr>
<td></td>
<td>Frequency: one class period daily</td>
</tr>
<tr>
<td>Teacher: Mrs. Gina Deck</td>
<td>Year: 2013-14</td>
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Text:  
- *Grammar and Composition II* Worktext (A Beka)  
- *Explorations in Literature* (Bob Jones)  
- *Write! Book G* (Curriculum Associates, Inc.)  
- *Vocabulary for Achievement* (Great Source)

Course goals: Students will:  
-- learn to communicate more fluently through the spoken and written word.  
-- develop reading comprehension and interpretive skills of published writing.  
-- continue to develop their personal vocabularies.

Areas to be evaluated: Student use of grammar; student comprehension and evaluation of literature; student use of vocabulary; student writing

Additional activities: 1 written book report, 1 oral book report, 1 research paper, spelling quizzes

Other materials: Literature outside the literature text for book reports, research materials for research paper

Course explanation: Eighth Grade English at Berean Academy consists of four facets of the language arts: grammar, vocabulary, literature and writing. Writing, in particular, is interspersed throughout the grammar and literature lessons. Grammar, vocabulary, and literature are ongoing and continue throughout the year. Vocabulary and literature lessons consume 2 class periods per week. The remaining 3 class period per week are reserved for grammar and writing.

## Unit: Vocabulary

Students study vocabulary word lists established by the teacher based on words found in the literature story of the week. Activities include discussion about related words, fill in the blank with appropriate words, analogies, finding synonyms and antonyms in a thesaurus, and writing the derivative of words. A quiz is given over the words for every story; a review test is given every two lists. Topics for word lists: One word list per week

| Time frame: 2 class periods weekly |

## Literature: Unit 1 Courage

Time frame: 5 days (2 days/week for 2 ½ weeks)

Selections:  
1. “Twas a Dark and Dreary Night”  
2. “Run Boy Run”  
3. “Yes, Your Honesty”  
4. “Rikki-Tikki-Tavi”  
5. “A Kind of Murder”
<table>
<thead>
<tr>
<th>Literature: Unit 2</th>
<th>Nature and Man</th>
<th>Selections:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Time frame: 6 days (2 days/week for 3 weeks)</td>
<td>1. Poems: “Swift Things are Beautiful,” “The Panther,” “The Rhinoceros,” “Catalogue”</td>
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<tr>
<td>2. “The Mahogany Fox”</td>
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<td>3. “Snapshot of a Dog”</td>
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<td>4. “Old Sly Eye”</td>
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<thead>
<tr>
<th>Literature: Unit 3</th>
<th>Generosity</th>
<th>Selections:</th>
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</thead>
<tbody>
<tr>
<td>Time frame: 4 days (2 days/week for 2 weeks)</td>
<td>1. “The Two Strangers”</td>
<td></td>
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<tr>
<td>2. “The Last Leaf”</td>
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<tr>
<td>3. “Mary”</td>
<td></td>
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<tr>
<td>4. “The Strangers that Came to Town”</td>
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<thead>
<tr>
<th>Literature: Unit 4</th>
<th>Land</th>
<th>Selections:</th>
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<tbody>
<tr>
<td>Time frame: 4 days (2 days/week for 2 weeks)</td>
<td>1. “Slurvian Self-Taught” and “Billy, He’s in Trouble”</td>
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<tr>
<td>2. “To Save the Golden State” and “Guard It With Your Life”</td>
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<tr>
<td>3. Poems: “Paul Revere’s Ride” and “Molly Pitcher”</td>
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<tr>
<td>4. “All Yankee’s Are Liars”</td>
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<tr>
<th>Literature: Unit 5</th>
<th>Humility</th>
<th>Selections:</th>
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</thead>
<tbody>
<tr>
<td>Time frame: 6 days (2 days/week for 3 weeks)</td>
<td>1. Poems: “Primer Lesson,” “Casey at the Bat,” “Godolphin Horne”</td>
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<tr>
<td>2. “Being a Public Character”</td>
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<tr>
<td>3. “What It’s Like When You Can’t Read or Write”</td>
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<tr>
<td>4. “Three Visitor’s in the Night”</td>
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<tr>
<th>Literature: Novel Study: Robinson Crusoe</th>
<th>All eighth graders read <em>Robinson Crusoe</em>, by Daniel Defoe. A study guide is in the teacher’s file. Discussion focuses on following the timeline of events that occur in Crusoe’s life. Literary devices such as flashbacks and foreshadowing are particularly noticed. A final exam is given over the novel.</th>
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<tbody>
<tr>
<td>Time frame: 15 days (3 days/week for 5 weeks)</td>
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<thead>
<tr>
<th>Grammar Unit 1: Manuscript Form</th>
<th>1. Observing rules for using abbreviations</th>
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<tbody>
<tr>
<td>Time frame: 1 class period</td>
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</tbody>
</table>
| Grammar Unit 3: Capitalization | 1. Capitalizing proper nouns  
2. Capitalizing the names of people  
3. Capitalizing the titles of works  
4. Capitalizing the first word of every sentence  
5. Capitalizing the pronouns *I* and the interjection *O*  
6. Capitalizing the first word in every line of poetry |
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<tr>
<td>Time frame: 3 class periods</td>
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</table>

| Grammar Unit 5: Punctuation | 1. Using end marks  
2. Using commas  
3. Using semicolons and colons  
4. Using italics and hyphens  
5. Using quotation marks  
6. Using apostrophes  
7. Using dashes, parentheses |
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<tr>
<td>Time frame: 5 class periods</td>
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| Grammar Unit 7: Outline | 1. Using proper outline form  
2. Steps to preparing an outline  
3. Making an outline |
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<tr>
<td>Time frame: 1 class period</td>
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| Grammar Units 8 & 18: The Sentence | 1. Kinds of sentences  
2. Subjects and predicates  
3. Diagramming subjects and verbs  
4. Compound subjects and verbs  
5. Diagramming compound subjects and verbs  
6. Locating complements  
7. Recognizing sentences and fragments  
8. Correcting fragments and run-on sentences  
9. Recognizing simple and compound sentences; diagramming  
10. Recognizing complex sentences; diagramming  
11. Recognizing compound-complex sentences; diagramming |
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<td>Time frame: 10 class periods</td>
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| Grammar Unit 9: The Paragraph | 1. Introducing the paragraph  
2. Paragraph development  
3. Paragraph unity  
4. Paragraph coherence |
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<tr>
<td>Time frame: 2 class periods</td>
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| Grammar Unit 10: Verbs and Their Uses | 1. Recognizing parts of speech  
2. Recognizing action, linking, and helping verbs  
3. Memorize helping and special verbs  
4. Distinguishing verbs from verbals |
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<tr>
<td>Time frame: 10 class periods</td>
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</table>
| Time frame: 10 class periods | 5. Using the principal parts of verbs correctly  
6. Using verb tenses correctly  
7. Troublesome verbs: sit/set, rise/raise, lie/lay  
8. Avoiding common errors  
9. Using exact and vivid verbs in writing |
|-----------------------------|----------------------------------------------------------------------------------|
| Grammar Unit 11: Nouns and Their Uses | 1. Recognizing common and proper nouns  
2. Subject/Verb agreement  
3. Nouns as predicate nominatives; diagramming  
4. Nouns as direct objects, diagramming  
5. Nouns as indirect objects; diagramming  
6. Distinguishing indirect objects and objects of prepositions  
7. Nouns as appositives and direct address  
8. Using exact and vivid nouns in writing |
| Time frame: 9 class periods |----------------------------------------------------------------------------------|
| Grammar Unit 13: Pronouns and Their Uses | 1. Recognizing pronouns  
2. Verb agreement with pronoun subjects  
3. Nominative case pronouns  
4. Objective case pronouns  
5. Possessive case pronouns  
6. Diagramming pronouns |
| Time frame: 9 class periods |----------------------------------------------------------------------------------|
| Grammar Unit 14: The Research Paper | 1. Following the writing process  
2. Planning your paper  
3. Writing your paper  
4. Rewriting your paper  
5. Editing your paper  
6. Typing your paper |
| Time frame: 6 weeks |----------------------------------------------------------------------------------|
| Grammar Unit 15: Adjectives and Their Uses | 1. Recognizing common and proper adjectives  
2. Distinguishing adjectives from nouns and pronouns  
3. Recognizing predicate adjectives  
4. Diagramming adjectives  
5. Using prepositional phrases as adjectives; diagramming  
6. Adjective clauses  
7. Placing and punctuating adjective modifiers  
8. Using adjectives correctly  
9. Using exact and vivid adjectives in writing |
| Time frame: 9 class periods |----------------------------------------------------------------------------------|
| Grammar Unit 16: Adverbs and Their Uses | 1. Recognizing adverbs  
2. Diagramming adverbs  
3. Distinguishing adverbs and adjectives  
4. Using prepositional phrases as adverbs  
5. Using adverb clauses  
6. Placing adverb clauses  
7. Using adverbs in comparison  
8. Using exact and vivid adjectives in writing |
|---------------------------------------|--------------------------------------------------|
| Time frame: 6 class periods | Note: This unit is taught in a different order than it is presented in the text.  
1. Recognizing prepositions  
2. Using prepositions correctly  
3. Recognizing conjunctions  
4. Recognizing interjections  
5. Reviewing all parts of speech |
| Grammar Unit 17: Prepositions, Conjunctions & Interjections | Writing Unit 1: Book Reports  
1. Categories of books to read  
2. Writing book reports  
3. Oral book reports |
| Time frame: 6 class periods | Writing Unit 2: Giving Structure to Writing  
1. Focus on writing main ideas and details  
2. Focus on writing leads and transitions |
| Time frame: 3 days | Writing Unit 3: Proofreading  
1. Proofread and revise various examples of writing including students’ own writing |
| Time frame: 2 days | Writing Unit 4: Descriptive Essays  
1. Write an original descriptive essay  
2. Go through the process of writing  
   a. rough draft  
   b. revision  
   c. editing and proofreading  
   d. publishing |
| Time frame: 4 days |
| Writing Unit 5: Personal Narrative | 1. Write two personal narratives in rough draft form  
2. Choose one to take through the process of writing  
   a. rough draft  
   b. revision  
   c. editing and proofreading  
   d. publishing |
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<tr>
<td>Time frame: 6 days</td>
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| Writing Unit 6: Fictional Narrative | 1. Write a fictional narrative  
2. Go through the process of writing  
   a. rough draft  
   b. revision  
   c. editing and proofreading  
   d. publishing |
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<tr>
<td>Time frame: 8 days</td>
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<thead>
<tr>
<th>Writing Unit 7: Expository Essay</th>
<th>1. Write an expository essay</th>
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</thead>
<tbody>
<tr>
<td>Time frame: 3 days</td>
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</table>

| Writing Unit 8: Persuasive Essay    | 1. Write two persuasive essays in rough draft form  
2. Go through the process of writing  
   a. rough draft  
   b. revision  
   c. editing and proofreading  
   d. publishing |
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<tbody>
<tr>
<td>Time frame: 6 days</td>
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<thead>
<tr>
<th>Writing Unit 9: Summaries</th>
<th>1. Write a summary of a short factual article.</th>
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<tr>
<td>Time frame: 2 days</td>
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</table>

| Writing Unit 14: Research Reports   | Research reports are done in conjunction with the Junior High Science Department. Parts of the research paper that are handed in for evaluation:  
1. note cards  
2. bibliography cards  
3. rough draft  
4. final copy with a) title page, b) pledge page, c) body, d) source page |
<table>
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<tbody>
<tr>
<td>Pages: Grammar pp. 186-201; teacher’s instruction sheets</td>
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<tr>
<td>Time frame: 6 weeks</td>
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7 Language Arts Vocabulary--2013

<table>
<thead>
<tr>
<th>COURSE TITLE:</th>
<th>Seventh Grade English</th>
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<tbody>
<tr>
<td>GRADE LEVEL / DEPT.:</td>
<td>Seventh Grade/English</td>
</tr>
<tr>
<td>SEMESTER:</td>
<td>first &amp; second</td>
</tr>
<tr>
<td>DATE OF REVISION:</td>
<td>1-13</td>
</tr>
<tr>
<td>LENGTH OF UNIT:</td>
<td>27 weeks (3 half class periods weekly)</td>
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**GOALS/OBJECTIVES**

Unit goals (How unit supports course goals): Students will: use and understand new vocabulary words and use them in correct contexts.

Unit Objective: Students will:
- understand the different uses of vocabulary words on a weekly list
- use the vocabulary words correctly in original sentences
- spell the weekly vocabulary words correctly
- understand the Greek or Latin roots of some words and apply the meanings to other words with the same roots

**KCCS:**

L.8.4. Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies.
   - 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.
   - Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., precede, recede, secede).
   - 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.
   - Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

L.8.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
   - Interpret figures of speech (e.g. verbal irony, puns) in context.
   - Use the relationship between particular words to better understand each of the words.
   - Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., bullheaded, willful, firm, persistent, resolute).

L.8.6. 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.

**INSTRUCTIONAL METHODOLOGY**

Primary means of instruction: teacher instruction and explanation of vocabulary words

Secondary means of instruction: homework assigned on vocabulary worksheets

Activities that support instruction: After every second lesson, a special review game or activity to review words from the current and previous three lists

**INTEGRATION**

Biblical: God created language. A varied and specific vocabulary allows believers to share their faith in an intelligent manner

Level of Critical Thinking Skills (Bloom’s Taxonomy): Knowledge, Comprehension, Application, Analysis

Integration of other skills: (research, writing, technological, practical application, other disciplines)

**ASSESSMENT**

Of student learning/work/performance (describe means): Students give verbal feedback and show understanding of
vocabulary words during class explanation; students have opportunity to ask for clarification of workbook exercises before individual grading of each lesson.

Of teaching effectiveness (describe means): Student graded workbook assignments, verbal feedback, 1 quiz over each lesson, one unit test after every two lessons

Of unit effectiveness in contributing to course goals (describe means): quiz grades, unit test grades

**INSTRUCTIONAL RESOURCES**

<table>
<thead>
<tr>
<th>Primary: Vocabulary for Achievement</th>
<th>Publisher: Great Source</th>
</tr>
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<tbody>
<tr>
<td>Secondary:</td>
<td>Publisher:</td>
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</table>

**7 Language Arts Literature Unit 1 –2013**

<table>
<thead>
<tr>
<th>COURSE TITLE: Seventh Grade English</th>
<th>GRADE LEVEL / DEPT.: Seventh Grade/English</th>
<th>UNIT/TITLE: Literature, Unit 1: Courage</th>
</tr>
</thead>
<tbody>
<tr>
<td>SEMESTER: first</td>
<td>DATE OF REVISION: 1-13</td>
<td>LENGTH OF UNIT: 5 days (2 days/week for 2 ½ weeks)</td>
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</table>

**GOALS/OBJECTIVES**

Unit goals (How unit supports course goals): Students will: Read well-written short stories or adaptations which teach them personal lessons and are examples of quality writing which they can emulate.

Unit Objective: Students will:
- read the following short stories and be able to answer questions about and discuss various aspects of the stories (good focus questions are at the end of each story).
- identify the protagonist, antagonist and supporting characters in each story.
- make judgments about the characters’ motivations and actions and whether they were positive or negative.
- ascertain the setting (time and place) from clues in each story.
- follow the major events in the plot line and recognize the climax.
- define the problem in each story.
- formulate a theme for each story.
- identify the use of literary devices such as flashbacks, foreshadowing, cause and effect, comparison, description, point of view, etc.
- infer a personal lesson from each story.
- discern the choices made by characters in the stories that led to the events or the consequences that followed.

1. “Twas a Dark and Dreary Night” (pp. 4-9)
2. “Run, Boy, Run” (pp. 10-18)
3. Yes, Your Honesty” (pp. 41-46)
4. “Rikki-Tikki-Tavi” (pp. 47-59)
5. “A Kind of Murder” (pp. 60-66)

KCCS:

RL.8.2. Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.

RL.8.3. Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.

RL.8.4. Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or...
allusions to other texts.

**RL.8.5.** Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style.

**RL.8.6.** Analyze how differences in the points of view of the characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor.

**RL.8.9.** Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new.

### INSTRUCTIONAL METHODOLOGY

<table>
<thead>
<tr>
<th>Primary means of instruction:</th>
<th>teacher/class discussion of the elements of a story after students have read each reading assignment</th>
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<tbody>
<tr>
<td>Secondary means of instruction:</td>
<td>Students read and think about each story before discussion.</td>
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<tr>
<td>Activities that support instruction:</td>
<td></td>
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### INTEGRATION

- Biblical: An appreciation and awareness of well-written literature allows the believer to communicate his or her faith in a way that is compelling.

**Level of Critical Thinking Skills (Bloom’s Taxonomy):** Knowledge, Comprehension, Application, Analysis, Evaluation

**Integration of other skills:** (research, writing, technological, practical application, other disciplines)

### ASSESSMENT

- Of student learning/work/performance (describe means): Students give verbal feedback and show understanding of the elements of each story during class explanation; students have opportunity to ask for clarification of any misunderstanding before taking a quiz over each story.

- Of teaching effectiveness (describe means): verbal feedback during class discussion, comprehensively answering questions at the end of each reading assignment, 1 quiz over each story or section

- Of unit effectiveness in contributing to course goals (describe means): quiz grades over each story or reading assignment

### INSTRUCTIONAL RESOURCES

| Primary: Explorations in Literature | Publisher: Bob Jones |
| Secondary: | Publisher: |

### 7 Language Arts Literature Unit 2 –2013

**COURSE TITLE:** Seventh Grade English

**GRADE LEVEL / DEPT.:** Seventh Grade/English

**SEMMESTER:** first

**DATE OF REVISION:** 1-13

**LENGTH OF UNIT:** 6 days (2 days/week for 3 weeks)

### GOALS/OBJECTIVES

**Unit goals (How unit supports course goals):** Students will: Read well-written short stories which teach them personal lessons and are examples of quality writing which they can emulate.

**Unit Objective:** Students will: 
- read the following short stories and be able to answer questions about and discuss various aspects of the
stories (good focus questions are at the end of each story).
- identify the protagonist, antagonist and supporting characters in each story.
- make judgments about the characters' motivations and actions and whether they were positive or negative.
- ascertain the setting (time and place) from clues in each story.
- define the major events in the plot line and recognize the climax.
- define the problem in each story.
- formulate a theme for each story.
- identify the use of literary devices such as flashbacks, foreshadowing, cause and effect, comparison, description, point of view, etc.
- infer a personal lesson from each story.
- discern the choices made by characters in the stories that led to the events or the consequences that followed.

2. “The Mahogany Fox” pp.93-100
3. “Snapshot of a Dog” pp.114-117
4. “Old Sly Eye” pp.138-143

KCCS:
RL.8.2. Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.
RL.8.3. Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.
RL.8.4. Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.
RL.8.5. Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style.
RL.8.6. Analyze how differences in the points of view of the characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor.
RL.8.9. Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new.

INSTRUCTIONAL METHODOLOGY

Primary means of instruction: teacher/class discussion of the elements of a story after students have read each reading assignment

Secondary means of instruction: Students read and think about each story before discussion.

Activities that support instruction:

INTEGRATION

Biblical: An appreciation and awareness of well-written literature allows the believer to communicate his or her faith in a way that is compelling.

Level of Critical Thinking Skills (Bloom’s Taxonomy): Knowledge, Comprehension, Application, Analysis, Evaluation

Integration of other skills: (research, writing, technological, practical application, other disciplines)

ASSESSMENT

Of student learning/work/performance (describe means): Students give verbal feedback and show understanding of the elements of each story during class explanation; students have opportunity to ask for clarification of any misunderstanding before taking a quiz over each story.
Of teaching effectiveness (describe means): verbal feedback during class discussion, comprehensively answering questions at the end of each reading assignment, 1 quiz over each story or section

Of unit effectiveness in contributing to course goals (describe means): quiz grades over each story or reading assignment

**INSTRUCTIONAL RESOURCES**

<table>
<thead>
<tr>
<th>Primary: Explorations in Literature</th>
<th>Publisher: Bob Jones</th>
</tr>
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<tbody>
<tr>
<td>Secondary:</td>
<td>Publisher:</td>
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### 7 Language Arts Literature Unit 3 –2013

<table>
<thead>
<tr>
<th>COURSE TITLE: Seventh Grade English</th>
<th>UNIT/TITLE: Literature, Unit 3: Generosity</th>
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<tr>
<td>GRADE LEVEL / DEPT.: Seventh Grade/English</td>
<td>LENGTH OF UNIT: 4 days (2 days/week for 2 weeks)</td>
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<tr>
<td>SEMESTER: first</td>
<td>DATE OF REVISION: 1-13</td>
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**GOALS/OBJECTIVES**

Unit goals (How unit supports course goals): Students will: Read a well-written short story and an adaptation which teach them personal lessons and are examples of quality writing which they can emulate.

Unit Objective: Students will:
- read the following short stories and be able to answer questions about and discuss various aspects of the stories (good focus questions are at the end of each story).
- identify the protagonist, antagonist and supporting characters in each story.
- make judgments about the characters’ motivations and actions and whether they were positive or negative.
- ascertain the setting (time and place) from clues in each story.
- follow the major events in the plot line and recognize the climax.
- define the problem in each story.
- formulate a theme for each story.
- identify the use of literary devices such as flashbacks, foreshadowing, cause and effect, comparison, description, point of view, etc.
- infer a personal lesson from each story.
- discern the viewpoints of the characters and understand how they led them to certain actions or decisions.

1. “The Two Strangers” pp. 198-203
3. “Mary” pp. 220-224
4. “The Strangers that Came to Town” pp. 237-244

**KCCS:**

RL.8.2. Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.

RL.8.3. Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.

RL.8.4. Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.

RL.8.5. Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style.

RL.8.6. Analyze how differences in the points of view of the characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor.

RL.8.9. Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new.
## INSTRUCTIONAL METHODOLOGY

| Primary means of instruction: | teacher/class discussion of the elements of a story after students have read each reading assignment |
| Secondary means of instruction: | Students read and think about each story before discussion. |
| Activities that support instruction: | Watch the movie, *A Christmas Carol*, (teacher’s personal library) © Twentieth Century Fox Home Entertainment. |

## INTEGRATION

| Biblical: | An appreciation and awareness of well-written literature allows the believer to communicate his or her faith in a way that is compelling. Understand how God works through various circumstances to teach people lessons. |
| Level of Critical Thinking Skills (Bloom’s Taxonomy): | Knowledge, Comprehension, Application, Analysis, Evaluation |
| Integration of other skills: | (research, writing, technological, practical application, other disciplines) |

## ASSESSMENT

| Of student learning/work/performance (describe means): | Students give verbal feedback and show understanding of the elements of each story during class explanation; students have opportunity to ask for clarification of any misunderstanding before taking a quiz over each story. |
| Of teaching effectiveness (describe means): | Verbal feedback during class discussion, comprehensively answering questions at the end of each reading assignment, 1 quiz over each story or section |
| Of unit effectiveness in contributing to course goals (describe means): | quiz grades over each story or reading assignment |

## INSTRUCTIONAL RESOURCES

| Primary: | *Explorations in Literature* |
| Publisher: | Bob Jones |
| Secondary: | |
| Publisher: | |

7 Language Arts Literature Unit 4 –2013

| COURSE TITLE: | Seventh Grade English |
| GRADE LEVEL / DEPT.: | Seventh Grade/English |
| SEMESTER: | first |
| DATE OF REVISION: | 1-13 |
| UNIT/TITLE: | Literature, Unit 4: Our Land |
| LENGTH OF UNIT: | 4 days (2 days/week for 2 weeks) |

## GOALS/OBJECTIVES

| Unit goals (How unit supports course goals): | Students will: Read a well-written short story and an adaptation which teach them personal lessons and are examples of quality writing which they can emulate. |
| Unit Objective: | Students will: |
| - read the following short stories and be able to answer questions about and discuss various aspects of the stories (good focus questions are at the end of each story). |
| - identify the protagonist, antagonist and supporting characters in each story. |
| - make judgments about the characters’ motivations and actions and whether they were positive or negative. |
| - ascertain the setting (time and place) from clues in each story. |
| - follow the major events in the plot line and recognize the climax. |
| - define the problem in each story. |
| - formulate a theme for each story. |
- identify the use of literary devices such as flashbacks, foreshadowing, cause and effect, comparison, description, point of view, etc.
- infer a personal lesson from each story.
- discern the viewpoints of the characters and understand how they led them to certain actions or decisions.
- be aware of the elements that comprise a fantasy story versus a realistic story
- understand the symbolism of various events and characters
- write a personal interpretation of at least five different characters and/or events in the story. Explain what each symbolizes in terms of the Christian walk of faith.

Selections:
2. “To Save the Golden State” pp. 276-278 and “Guard It With Your Life” pp.279-282
4. “All Yankee’s Are Liars” pp. 318-324

KCCS:
RL.8.2. Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.
RL.8.3. Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.
RL.8.4. Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.
RL.8.5. Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style.
RL.8.6. Analyze how differences in the points of view of the characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor.
RL.8.9. Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new.

INSTRUCTIONAL METHODOLOGY
Primary means of instruction: teacher/class discussion of the elements of a story after students have read each reading assignment
Secondary means of instruction: Students read and think about each story before discussion.
Activities that support instruction: Students write a personal interpretation of at least five different characters and/or events in the story and explain what each symbolizes in terms of the Christian walk of faith.

INTEGRATION
Biblical: An appreciation and awareness of well-written literature allows the believer to communicate his or her faith in a way that is compelling. Understand how God works through various circumstances to teach people lessons.

Level of Critical Thinking Skills (Bloom’s Taxonomy): Knowledge, Comprehension, Application, Analysis, Evaluation
Integration of other skills: (research, writing, technological, practical application, other disciplines)
Writing: Students write about the symbolism in “The Princess and Curdie.” (300 words)

ASSESSMENT
Of student learning/work/performance (describe means): Students give verbal feedback and show understanding of the elements of each story during class explanation; students have opportunity to ask for clarification of any misunderstanding before taking a quiz over each story.
7 Language Arts Literature Unit 5 –2013

GOALS/OBJECTIVES

Unit goals (How unit supports course goals): Students will: Read a well-written short story and an adaptation which teach them personal lessons and are examples of quality writing which they can emulate.

Unit Objective: Students will:
- read the following short stories and be able to answer questions about and discuss various aspects of the stories (good focus questions are at the end of each story).
- identify the protagonist, antagonist and supporting characters in each story.
- make judgments about the characters’ motivations and actions and whether they were positive or negative.
- ascertain the setting (time and place) from clues in each story.
- follow the major events in the plot line and recognize the climax.
- define the problem in each story.
- formulate a theme for each story.
- identify the use of literary devices such as flashbacks, foreshadowing, cause and effect, comparison, description, point of view, etc.
- infer a personal lesson from each story.
- discern the viewpoints of the characters and understand how they led them to certain actions or decisions.
  1. Poems: “Primer Lesson,” “Casey at the Bat,” “Godolphin Horne” pp.338-343
  2. “Being a Public Character” pp.346-352
  3. “What It’s Like When You Can’t Read or Write” pp. 365-366
  4. “Three Visitor’s in the Night” pp.367-376

KCCS:

RL.8.2. Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.

RL.8.3. Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.

RL.8.4. Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.

RL.8.5. Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style.

RL.8.6. Analyze how differences in the points of view of the characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor.

RL.8.9. Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new.

INSTRUCTIONAL METHODOLOGY

Primary means of instruction: teacher/class discussion of the elements of a story after students have read each reading assignment.
Secondary means of instruction: Students read and think about each story before discussion.

Activities that support instruction:

**INTEGRATION**

Biblical: An appreciation and awareness of well-written literature allows the believer to communicate his or her faith in a way that is compelling. Understand how God works through various circumstances to teach people lessons.

Level of Critical Thinking Skills (Bloom’s Taxonomy): Knowledge, Comprehension, Application, Analysis, Evaluation

Integration of other skills: (research, writing, technological, practical application, other disciplines)

**ASSESSMENT**

Of student learning/work/performance (describe means): Students give verbal feedback and show understanding of the elements of each story during class explanation; students have opportunity to ask for clarification of any misunderstanding before taking a quiz over each story.

Of teaching effectiveness (describe means): verbal feedback during class discussion, comprehensively answer questions at the end of each story, 1 quiz over each story or section

Of unit effectiveness in contributing to course goals (describe means): quiz grades over each story or reading assignment

**INSTRUCTIONAL RESOURCES**

<table>
<thead>
<tr>
<th>Primary: Explorations in Literature</th>
<th>Publisher: Bob Jones</th>
</tr>
</thead>
<tbody>
<tr>
<td>Secondary:</td>
<td>Publisher:</td>
</tr>
</tbody>
</table>

**7 Language Arts Literature Unit 6 –2013**

<table>
<thead>
<tr>
<th>COURSE TITLE: Seventh Grade English</th>
<th>UNIT/TITLE: Literature, Unit 6: Novel Study Robinson Crusoe by Daniel Defoe</th>
</tr>
</thead>
<tbody>
<tr>
<td>GRADE LEVEL / DEPT.: Seventh Grade/English</td>
<td>LENGTH OF UNIT: 15 days (3 days/week for 5 weeks)</td>
</tr>
<tr>
<td>SEMESTER: first</td>
<td>DATE OF REVISION: 1-13</td>
</tr>
</tbody>
</table>

**GOALS/OBJECTIVES**

Unit goals (How unit supports course goals): Students will: Read a well-written novel which teach them personal lessons and are examples of quality writing which they can emulate.

Unit Objective: Students will:

- read *Robinson Crusoe* by Daniel Defoe and be able to answer questions about and discuss various aspects of the characters, plot line and setting.
- identify and describe the protagonist, antagonist and supporting characters.
- make judgments about the characters’ motivations and actions and whether they were positive or negative.
- ascertain the setting (time and place) from clues in each chapter.
- follow the major events in the plot line and recognize the climax.
- define the main problem.
- formulate several themes for the novel.
- identify the use of literary devices such as flashbacks, foreshadowing, cause and effect, comparison, description, point of view, etc.
- infer a personal lesson from the novel.
- discern the viewpoints of the characters and understand how they led them to certain actions or decisions.

**KCCS:**

**RL.8.2.** Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.

**RL.8.3.** Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.

**RL.8.4.** Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.

**RL.8.5.** Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style.

**RL.8.6.** Analyze how differences in the points of view of the characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor.

**RL.8.9.** Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new.

### INSTRUCTIONAL METHODOLOGY

<table>
<thead>
<tr>
<th>Primary means of instruction:</th>
<th>teacher/class discussion of the elements of a novel after students have read each reading assignment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Secondary means of instruction:</td>
<td>Students read and think about each chapter of the novel before discussion.</td>
</tr>
<tr>
<td>Activities that support instruction:</td>
<td>study guide for each student.</td>
</tr>
</tbody>
</table>

### INTEGRATION

**Biblical:** An appreciation and awareness of well-written literature allows the believer to communicate his or her faith in a way that is compelling.

Understand how God works through various circumstances to teach people lessons.

Understand how a person’s faith can compel him or her to positive action.

**Level of Critical Thinking Skills (Bloom’s Taxonomy):** Knowledge, Comprehension, Application, Analysis, Evaluation

Integration of other skills: (research, writing, technological, practical application, other disciplines): writing personal responses.

### ASSESSMENT

Of student learning/work/performance (describe means): Students give verbal feedback and show understanding of the elements of each chapter during class explanation; students have opportunity to ask for clarification of any misunderstanding while .

Of teaching effectiveness (describe means): verbal feedback during class discussion

Of unit effectiveness in contributing to course goals (describe means): quiz grades over various sections assignment;

Final assessment: Each student writes a final chapter to the novel which explains and answers some questions that are left unanswered in the novel.

### INSTRUCTIONAL RESOURCES

<table>
<thead>
<tr>
<th>Primary:</th>
<th>Robinson Crusoe by Daniel Defoe</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>(student copies available in the classroom cabinet; one teacher’s copy, study guide available to copy)</td>
</tr>
<tr>
<td>Publisher:</td>
<td>Scholastic</td>
</tr>
</tbody>
</table>

| Secondary: | |
| Publisher: | |
### Goals/Objectives

**Unit goals (How unit supports course goals):** Students will: use and understand the use of manuscript form and how to use abbreviations in the written English language

**Unit Objective:**
- be able to abbreviate correctly applying the rules of manuscript form
- use manuscript form correctly in original written work
- abbreviate names, titles, organizations, and letters appropriately

**KCCS:**
L.8.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- Use punctuation (comma, ellipsis, dash) to indicate a pause or break.
- Use an ellipsis to indicate an omission.
- Spell correctly.

### Instructional Methodology

**Primary means of instruction:** direct instruction using powerpoint examples and examples from the worktext

**Secondary means of instruction:** homework assigned in the worktext

**Activities that support instruction:** Use writing prompts and examples from worktext to encourage manuscript form in writing.

### Integration

**Biblical:** The organization of language shows students that God is an orderly God. Many examples in the worktext as well as on the overhead show students a godly and positive use of language and puts God’s Word in front of them on a consistent basis.

**Level of Critical Thinking Skills (Bloom’s Taxonomy):** Knowledge, Comprehension, Application

**Integration of other skills:** (research, writing, technological, practical application, other disciplines)
- Writing: Students write original paragraphs demonstrating their skills using correct punctuation.

### Assessment

**Of student learning/work/performance (describe means):** Students give verbal feedback and show understanding of manuscript form during daily class discussion and on daily homework assignments

**Of teaching effectiveness (describe means):** Student graded homework assignments, verbal feedback, 1 quiz

**Of unit effectiveness in contributing to course goals (describe means):** homework grades, quiz grade, Unit test grades

### Instructional Resources

**Primary:** Grammar and Composition II

**Publisher:** A Beka

**Secondary:**
**7 Language Arts Grammar Unit 2–2013**

<table>
<thead>
<tr>
<th>COURSE TITLE:</th>
<th>Seventh Grade English</th>
</tr>
</thead>
<tbody>
<tr>
<td>GRADE LEVEL / DEPT.:</td>
<td>Seventh Grade/English</td>
</tr>
<tr>
<td>SEMESTER:</td>
<td>first</td>
</tr>
<tr>
<td>DATE OF REVISION:</td>
<td>1-13</td>
</tr>
<tr>
<td>LENGTH OF UNIT:</td>
<td>3 days; includes 1 partial class period reserved for a test</td>
</tr>
</tbody>
</table>

**GOALS/OBJECTIVES**

Unit goals (How unit supports course goals): Students will: use and understand the use of capitalization in the written English language

Unit Objective: Students will:
- be able to tell when capitalization is necessary in written work
- demonstrate correct capitalization in original written work
- select correct punctuation for various works such as sentences, poetry, names and titles

KCCS:
L.8.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- Use punctuation (comma, ellipsis, dash) to indicate a pause or break.
- Use an ellipsis to indicate an omission.
- Spell correctly.

**INSTRUCTIONAL METHODOLOGY**

Primary means of instruction: direct instruction using overhead examples and examples from the worktext

Secondary means of instruction: homework assigned in the worktext

Activities that support instruction: Use writing prompts and examples from Write! p. 46-51 to encourage proper capitalization in writing.

**INTEGRATION**

Biblical: The organization of language shows students that God is an orderly God. Many examples in the worktext as well as on the overhead show students a godly and positive use of language and puts God’s Word in front of them on a consistent basis.

Level of Critical Thinking Skills (Bloom’s Taxonomy): Knowledge, Comprehension, Application

Integration of other skills: (research, writing, technological, practical application, other disciplines)
- Writing: Students write original paragraphs demonstrating their skills using correct punctuation.

**ASSESSMENT**

Of student learning/work/performance (describe means): Students give verbal feedback and show understanding of capitalization during daily class discussion and on daily homework assignments

Of teaching effectiveness (describe means): Student graded homework assignments, verbal feedback during Daily Oral Language exercises, 1 quiz, one unit test

Of unit effectiveness in contributing to course goals (describe means): homework grades, quiz grade, Unit test grades

**INSTRUCTIONAL RESOURCES**

<table>
<thead>
<tr>
<th>Primary:</th>
<th>Grammar and Composition II</th>
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<tbody>
<tr>
<td>Publisher:</td>
<td>A Beka</td>
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<table>
<thead>
<tr>
<th>Secondary:</th>
<th>Write! (Book G)</th>
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<tbody>
<tr>
<td>Publisher:</td>
<td>Curriculum Associates, Inc.</td>
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</tbody>
</table>
## GOALS/OBJECTIVES

Unit goals (How unit supports course goals): Students will: use and understand use of punctuation in the written English language.

Unit Objective: Students will:
- be able to tell when punctuation is necessary in written work
- demonstrate correct punctuation in original written work
- select correct punctuation for various works such as sentences, poetry, names and titles

### KCCS:

**L.8.2.** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.  
Use punctuation (comma, ellipsis, dash) to indicate a pause or break.  
Use an ellipsis to indicate an omission.  
Spell correctly.

**L.8.3.** Use knowledge of language and its conventions when writing, speaking, reading, or listening.  
Use verbs in the active and passive voice and in the conditional and subjunctive mood to achieve particular effects (e.g., emphasizing the actor or the action; expressing uncertainty or describing a state contrary to fact).

**SL.8.6.** Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

## INSTRUCTIONAL METHODOLOGY

Primary means of instruction: direct instruction using overhead examples and examples from the worktext

Secondary means of instruction: homework assigned in the worktext

Activities that support instruction: Use writing prompts and examples from *Write!* p. 52-57 to encourage proper punctuation in writing.

## INTEGRATION

Biblical: The organization of language shows students that God is an orderly God. Many examples in the worktext as well as on the overhead show students a godly and positive use of language and puts God’s Word in front of them on a consistent basis.

Level of Critical Thinking Skills (Bloom’s Taxonomy): Knowledge, Comprehension, Application

Integration of other skills: (research, writing, technological, practical application, other disciplines)  
Writing: Students write original paragraphs demonstrating their skills using correct punctuation.

## ASSESSMENT

Of student learning/work/performance (describe means): Students give verbal feedback and show understanding of punctuation during daily class discussion and on daily homework assignments

Of teaching effectiveness (describe means): Student graded homework assignments, verbal feedback during Daily Oral Language exercises, 1 quiz, one unit test

Of unit effectiveness in contributing to course goals (describe means): homework grades, quiz grade, Unit test grades
### INSTRUCTIONAL RESOURCES

<table>
<thead>
<tr>
<th>Primary:</th>
<th>Grammar and Composition II</th>
<th>Publisher: A Beka</th>
</tr>
</thead>
<tbody>
<tr>
<td>Secondary:</td>
<td>Write! (Book G)</td>
<td>Publisher: Curriculum Associates, Inc.</td>
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</table>

### 7 Language Arts Grammar Unit 4–2013

<table>
<thead>
<tr>
<th>COURSE TITLE:</th>
<th>Seventh Grade English</th>
</tr>
</thead>
<tbody>
<tr>
<td>GRADE LEVEL / DEPT.:</td>
<td>Seventh Grade/English</td>
</tr>
<tr>
<td>SEMESTER:</td>
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<tr>
<td>DATE OF REVISION:</td>
<td>1-13</td>
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<tr>
<td>LENGTH OF UNIT:</td>
<td>1 day</td>
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</table>

## GOALS/OBJECTIVES

**Unit goals (How unit supports course goals):** Students will: be able to construct a proper outline using the steps taught in class.

**Unit Objective:** Students will:
- recognize proper outline form
- compose an original outline of their own

**KCCS:**

- **W.8.4.** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
- **W.8.2.** Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
  - Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
  - Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
  - Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
  - Use precise language and domain-specific vocabulary to inform about or explain the topic.
  - Establish and maintain a formal style.
  - Provide a concluding statement or section that follows from and supports the information or explanation presented.

## INSTRUCTIONAL METHODOLOGY

- **Primary means of instruction:** direct instruction using powerpoint examples and examples from the worktext
- **Secondary means of instruction:** homework assigned in the worktext

## INTEGRATION

**Biblical:** The organization of language shows students that God is an orderly God. Many examples in the worktext as well as on the overhead show students a godly and positive use of language and puts God’s Word in front of them on a consistent basis.

**Level of Critical Thinking Skills (Bloom’s Taxonomy):** Knowledge, Comprehension, Application, Synthesis

**Integration of other skills:** (research, writing, technological, practical application, other disciplines)

**Writing:** Students write originals stories demonstrating their skills using various kinds of sentences.
ASSESSMENT
Of student learning/work/performance (describe means): Students give verbal feedback and show understanding of the sentence during daily class discussion and on daily homework assignments.
Of teaching effectiveness (describe means): Student graded homework assignments, verbal feedback, written outline.
Of unit effectiveness in contributing to course goals (describe means): homework grades, quiz grades, Unit test grades.

INSTRUCTIONAL RESOURCES
Primary: Grammar and Composition II
Publisher: A Beka

7 Language Arts Grammar Unit 5–2013

COURSE TITLE: Seventh Grade English
GRADE LEVEL / DEPT.: Seventh Grade/English
UNIT/TITLE: The Sentence (Units 8 and 18 in text)
SEMESTER: first
DATE OF REVISION: 1-13
LENGTH OF UNIT: 10 days (includes on review day and one test day)

GOALS/OBJECTIVES
Unit goals (How unit supports course goals): Students will: recognize four kinds of sentences and use proper sentences in their own writing.
Unit Objective: Students will:
- recognize four different kinds of sentences.
- recognize and locate complete and simple subjects and predicates in four different kinds of sentences.
- diagram simple subjects and predicates and compound subjects and predicates
- locate subject complements
- recognize and correct fragments and run-on sentence
- compose an original story using various types of sentences

KCCS:
L.8.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
Use punctuation (comma, ellipsis, dash) to indicate a pause or break.
Use an ellipsis to indicate an omission.
Spell correctly.
W.8.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

INSTRUCTIONAL METHODOLOGY
Primary means of instruction: direct instruction using overhead examples and examples from the worktext
Secondary means of instruction: homework assigned in the worktext
Activities that support instruction: Use writing prompts and examples from Write! p. 30-31; 34-35; 40-45 to encourage writing with complete and varied sentences.

INTEGRATION
Biblical: The organization of language shows students that God is an orderly God. Many examples in the worktext.
as well as on the overhead show students a godly and positive use of language and puts God’s Word in front of
them on a consistent basis.

Level of Critical Thinking Skills (Bloom’s Taxonomy): Knowledge, Comprehension, Application, Synthesis

Integration of other skills: (research, writing, technological, practical application, other disciplines)
  Writing: Students write originals stories demonstrating their skills using various kinds of sentences.

**ASSESSMENT**

Of student learning/work/performance (describe means): Students give verbal feedback and show understanding of
the sentence during daily class discussion and on daily homework assignments

Of teaching effectiveness (describe means): Student graded homework assignments, verbal feedback, 2 quizzes,
one unit test, original story (300 words in length)

Of unit effectiveness in contributing to course goals (describe means): homework grades, quiz grades, Unit test
grades

**INSTRUCTIONAL RESOURCES**

<table>
<thead>
<tr>
<th>Primary:  Grammar and Composition II</th>
<th>Publisher: A Beka</th>
</tr>
</thead>
<tbody>
<tr>
<td>Secondary: Write! (Book G)</td>
<td>Publisher: Curriculum Associates, Inc.</td>
</tr>
</tbody>
</table>

7 Language Arts Grammar Unit 6–2013

<table>
<thead>
<tr>
<th>COURSE TITLE: Seventh Grade English</th>
<th>TEACHER: Mrs. Gina Deck</th>
</tr>
</thead>
<tbody>
<tr>
<td>GRADE LEVEL / DEPT.: Seventh Grade/English</td>
<td>UNIT/TITLE: Verbs (Unit 10 in text)</td>
</tr>
<tr>
<td>SEMESTER: first</td>
<td>DATE OF REVISION: 1-13</td>
</tr>
<tr>
<td>LENGTH OF UNIT: 10 days; includes 1 review day and 1 test day</td>
<td></td>
</tr>
</tbody>
</table>

**GOALS/OBJECTIVES**

Unit goals (How unit supports course goals): Students will: use and understand the tenses of verbs in the English
language

Unit Objective: Students will:
  - recognize the eight parts of speech of which verbs are one part
  - recognize action and linking verbs and their principle parts
  - memorize the special verbs list (p. 61 and 63 in the worktext)
  - distinguish verbs from verbals
  - select the correct form of each verb when using sit/set, rise/raise, lie/lay
  - recognize verb tenses and keep verb tense consistent in original writing
  - write an original story using exact and vivid verbs

**KCCS:**

L.8.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
  Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular
sentences.
  Form and use verbs in the active and passive voice.
  Form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood.
  Recognize and correct inappropriate shifts in verb voice and mood.*

L.8.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.
  Use verbs in the active and passive voice and in the conditional and subjunctive mood to achieve particular
effects (e.g., emphasizing the actor or the action; expressing uncertainty or describing a state contrary to
fact).
L.8.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
Use punctuation (comma, ellipsis, dash) to indicate a pause or break.
Use an ellipsis to indicate an omission.
Spell correctly.
W.8.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

INSTRUCTIONAL METHODOLOGY

Primary means of instruction: direct instruction using overhead examples and examples from the worktext
Secondary means of instruction: homework assigned in the worktext
Activities that support instruction: Use writing prompts and examples from Write! p. 16-17 to encourage writing with vivid and exact verbs as well as using complete and varied sentences.

INTEGRATION

Biblical: The organization of language shows students that God is an orderly God. Many examples in the worktext as well as on the overhead show students a godly and positive use of language and puts God’s Word in front of them on a consistent basis.
Level of Critical Thinking Skills (Bloom’s Taxonomy): Knowledge, Comprehension, Application, Synthesis
Integration of other skills: (research, writing, technological, practical application, other disciplines)
Writing: Students write original stories demonstrating their skills using exact and vivid verbs.
Art: Students illustrate their original stories

ASSESSMENT

Of student learning/work/performance (describe means): Students give verbal feedback and show understanding of verbs during daily class discussion and on daily homework assignments
Of teaching effectiveness (describe means): Student graded homework assignments, verbal feedback, 2 quizzes, one unit test, original story with illustrations (300 words in length)
Of unit effectiveness in contributing to course goals (describe means): homework grades, quiz grades, Unit test grades

INSTRUCTIONAL RESOURCES

Primary: Grammar and Composition II  
Publisher: A Beka
Secondary: Write! (Book G)  
Publisher: Curriculum Associates, Inc.

7 Language Arts Grammar Unit 7–2013

COURSE TITLE: Seventh Grade English
GRADE LEVEL / DEPT.: Seventh Grade/English
SEMESTER: first
DATE OF REVISION: 1-13
UNIT/TITLE: Nouns (Unit 11 in text)
LENGTH OF UNIT: 9 days; includes 1 review day and 1 test day

GOALS/OBJECTIVES

Unit goals (How unit supports course goals): Students will: use and understand nouns and their uses in the English language.
Unit Objective: Students will:
- recognize simple nouns, compound nouns and collective nouns
- recognize and correctly use common and proper nouns
- correctly make verbs agree with noun subjects
- identify, correctly use, and diagram nouns as predicate nominatives
- identify, correctly use and diagram nouns used as direct objects
- identify, correctly use and diagram nouns used as indirect objects
- identify nouns used as objects of prepositions, appositives and direct address
- write an original story using exact and vivid nouns

KCCS:
L.8.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- Use punctuation (comma, ellipsis, dash) to indicate a pause or break.
- Use an ellipsis to indicate an omission.
- Spell correctly.
L.8.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.
- Use verbs in the active and passive voice and in the conditional and subjunctive mood to achieve particular effects (e.g., emphasizing the actor or the action; expressing uncertainty or describing a state contrary to fact).
SL.8.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

**INSTRUCTIONAL METHODOLOGY**

| Primary means of instruction: | direct instruction using overhead examples and examples from the worktext |
| Secondary means of instruction: | homework assigned in the worktext |
| Activities that support instruction: | Use writing prompts and examples from *Write!* p. 4-9; 18-21; 38-39 to encourage writing with vivid and exact nouns as well as using accurate verbs and complete and varied sentences. |

**INTEGRATION**

| Biblical: | The organization of language shows students that God is an orderly God. Many examples in the worktext as well as on the overhead show students a godly and positive use of language and puts God’s Word in front of students on a consistent basis. |
| Level of Critical Thinking Skills (Bloom’s Taxonomy): | Knowledge, Comprehension, Application, Analysis, Synthesis |
| Integration of other skills: | (research, writing, technological, practical application, other disciplines) |
| Writing: | Students write original stories demonstrating their skills using exact and vivid verbs. |
| Art: | Students illustrate their original stories |
| Technological: | Students are encouraged to word process the final draft of their stories. |

**ASSESSMENT**

| Of student learning/work/performance (describe means): | Students give verbal feedback and show understanding of verbs during daily class discussion and on daily homework assignments |
| Of teaching effectiveness (describe means): | Student graded homework assignments, verbal feedback, 2 quizzes, one unit test, original story with illustrations (300 words in length) |
| Of unit effectiveness in contributing to course goals (describe means): | homework grades, quiz grades, Unit test grades |

**INSTRUCTIONAL RESOURCES**

| Primary: | *Grammar and Composition II* |
| Publisher: | A Beka |
| Secondary: | *Write!* (Book G) |
| Publisher: | Curriculum Associates, Inc. |
### GOALS/OBJECTIVES

Unit goals (How unit supports course goals): Students will: understand and properly use pronouns in the English language.

Unit Objective: Students will:
- recognize and be able of offer examples of pronouns
- modify pronouns to agree with their antecedents
- change verbs to agree with their pronoun subjects
- correctly select nominative or objective case pronouns
- understand the correct use and spelling of possessive case pronouns
- diagram pronouns

**KCCS:**

**L.8.1.** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences.
- Form and use verbs in the active and passive voice.
- Form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood.
- Recognize and correct inappropriate shifts in verb voice and mood.*

**L.8.3.** Use knowledge of language and its conventions when writing, speaking, reading, or listening.
- Use verbs in the active and passive voice and in the conditional and subjunctive mood to achieve particular effects (e.g., emphasizing the actor or the action; expressing uncertainty or describing a state contrary to fact).

**L.8.2.** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- Use punctuation (comma, ellipsis, dash) to indicate a pause or break.
- Use an ellipsis to indicate an omission.
- Spell correctly.

**W.8.4.** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

### INSTRUCTIONAL METHODOLOGY

| Primary means of instruction: | direct instruction using overhead examples and examples from the worktext |
| Secondary means of instruction: | homework assigned in the worktext |
| Activities that support instruction: | Use writing prompts and examples from *Write!* p. 10-15 to encourage writing correctly with pronouns to make writing interesting without too much repetition. |

### INTEGRATION

**Biblical:** The organization of language shows students that God is an orderly God. Many examples in the worktext as well as on the overhead show students a godly and positive use of language and puts God’s Word in front of them on a consistent basis.

**Level of Critical Thinking Skills (Bloom’s Taxonomy):** Knowledge, Comprehension, Application, Synthesis
Integration of other skills: (research, writing, technological, practical application, other disciplines)

Writing: Students write original stories demonstrating their skills using pronouns correctly.

Technological: Students are encouraged to word process their stories.

ASSESSMENT

Of student learning/work/performance (describe means): Students give verbal feedback and show understanding of verbs during daily class discussion and on daily homework assignments.

Of teaching effectiveness (describe means): Student graded homework assignments, verbal feedback, 2 quizzes, one unit test, original story (300 words in length).

Of unit effectiveness in contributing to course goals (describe means): homework grades, quiz & unit test grades.

INSTRUCTIONAL RESOURCES

Primary: Grammar and Composition II
Publisher: A Beka

Secondary: Write! (Book G)
Publisher: Curriculum Associates, Inc.

7 Language Arts Grammar Unit 9–2013

COURSE TITLE: Seventh Grade English
GRADE LEVEL / DEPT.: Seventh Grade/English
UNIT/TITLE: Adjectives (Unit 15 in text)
SEMESTER: first
DATE OF REVISION: 1-13
LENGTH OF UNIT: 9 days; includes 1 review day and 1 test day

GOALS/OBJECTIVES

Unit goals (How unit supports course goals): Students will: use and understand adjectives and their uses in the English language.

Unit Objective: Students will:
- recognize common and proper adjectives
- distinguish among adjectives, nouns, and pronouns in writing
- recognize predicate adjectives
- arrange and diagram adjectives
- analyze sentences and recognize prepositional phrases used as adjectives
- analyze sentences and recognize adjective clauses
- place and punctuate adjective modifiers correctly
- use adjectives correctly in comparisons
- use exact and vivid adjectives in original writing

KCCS:

L.8.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
   Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences.
   Form and use verbs in the active and passive voice.
   Form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood.
   Recognize and correct inappropriate shifts in verb voice and mood.*

L.8.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
   Use punctuation (comma, ellipsis, dash) to indicate a pause or break.

L.8.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.
   Use verbs in the active and passive voice and in the conditional and subjunctive mood to achieve particular effects (e.g., emphasizing the actor or the action; expressing uncertainty or describing a state contrary to fact).
Use an ellipsis to indicate an omission.
Spell correctly.

W.8.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

### INSTRUCTIONAL METHODOLOGY

| Primary means of instruction: | direct instruction using overhead examples and examples from the worktext |
| Secondary means of instruction: | homework assigned in the worktext |
| Activities that support instruction: | Use writing prompts and examples from Write! p. 22-23; 32-33 to encourage writing with vivid and exact adjectives as well as other parts of speech. |

### INTEGRATION

| Biblical: | The organization of language shows students that God is an orderly God. Many examples in the worktext as well as on the overhead show students a godly and positive use of language and puts God’s Word in front of students on a consistent basis. |
| Level of Critical Thinking Skills (Bloom’s Taxonomy): | Knowledge, Comprehension, Application, Analysis, Synthesis, Evaluation |
| Integration of other skills: (research, writing, technological, practical application, other disciplines) | Writing: Students write original stories demonstrating their skills using exact and vivid verbs.  
Technological: Students are encouraged to word process the final draft of their stories. |

### ASSESSMENT

| Of student learning/work/performance (describe means): | Students give verbal feedback and show understanding of verbs during daily class discussion and on daily homework assignments |
| Of teaching effectiveness (describe means): | Student graded homework assignments, verbal feedback, 2 quizzes, one unit test, original story with illustrations (200-300 words in length) |
| Of unit effectiveness in contributing to course goals (describe means): | homework grades, quiz & unit test grades |

### INSTRUCTIONAL RESOURCES

| Primary: | Grammar and Composition II  
Publisher: A Beka |
| Secondary: | Write! (Book G)  
Publisher: Curriculum Associates, Inc. |

### COMMUNITY RESOURCES

List organizations, guests, field trips, donations, etc.:  

### 7 Language Arts Grammar Unit 10–2013

| COURSE TITLE: | Seventh Grade English |
| GRADE LEVEL / DEPT.: | Seventh Grade/English  
UNIT/TITLE: Adverbs (Unit 16 in text) |
| SEMESTER: | first  
DATE OF REVISION: | 1-13  
LENGTH OF UNIT: | 6 days (includes 1 review/test day) |

### GOALS/OBJECTIVES

| Unit goals (How unit supports course goals): | Students will: use and understand adverbs and their uses in the English language. |
| Unit Objective: | Students will:  
- recognize adverbs |
- distinguish between adjectives and adverbs  
- identify and classify prepositional phrases as adverbial phrases  
- arrange and diagram adverbs  
- examine sentences and identify adverb clauses  
- rewrite sentences to place adverb clauses correctly  
- use adverbs correctly in comparisons  
- compose an original story using adverbs, adverbial phrases and clauses correctly

KCCS:

L.8.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.  
  Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences.  
  Form and use verbs in the active and passive voice.  
  Form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood.  
  Recognize and correct inappropriate shifts in verb voice and mood.*  
L.8.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.  
  Use verbs in the active and passive voice and in the conditional and subjunctive mood to achieve particular effects (e.g., emphasizing the actor or the action; expressing uncertainty or describing a state contrary to fact).  
L.8.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.  
  Use punctuation (comma, ellipsis, dash) to indicate a pause or break.  
  Use an ellipsis to indicate an omission.  
  Spell correctly.  
W.8.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

INSTRUCTIONAL METHODOLOGY

Primary means of instruction: direct instruction using overhead examples and examples from the worktext  
Secondary means of instruction: homework assigned in the worktext  
Activities that support instruction: Use writing prompts and examples from Write! p. 24-25 to encourage writing with vivid and exact adverbs as well as other parts of speech.

INTEGRATION

Biblical: The organization of language shows students that God is an orderly God. Many examples in the worktext as well as on the overhead show students a godly and positive use of language and puts God’s Word in front of students on a consistent basis.

Level of Critical Thinking Skills (Bloom’s Taxonomy): Knowledge, Comprehension, Application, Analysis, Synthesis, Evaluation  
Integration of other skills: (research, writing, technological, practical application, other disciplines)  
  Writing: Students write original stories demonstrating their skills using exact and vivid verbs.  
  Technological: Students are encouraged to word process the final draft of their stories.

ASSESSMENT

Of student learning/work/performance (describe means): Students give verbal feedback and show understanding of verbs during daily class discussion and on daily homework assignments  
Of teaching effectiveness (describe means): Student graded homework assignments, verbal feedback, 2 quizzes, one unit test, original story with illustrations (200-300 words in length)  
Of unit effectiveness in contributing to course goals (describe means): homework grades, quiz & unit test grades

INSTRUCTIONAL RESOURCES

Primary: Grammar and Composition II  
Publisher: A Beka
## COMMUNITY RESOURCES
List organizations, guests, field trips, donations, etc.: 

## 7 Language Arts Grammar Unit 11–2013

<table>
<thead>
<tr>
<th>COURSE TITLE: Seventh Grade English</th>
<th>UNIT/TITLE: Prepositions, Conjunctions &amp; Interjections (Unit 17 in text)</th>
</tr>
</thead>
<tbody>
<tr>
<td>GRADE LEVEL / DEPT.: Seventh Grade/English</td>
<td></td>
</tr>
<tr>
<td>SEMESTER: first</td>
<td>DATE OF REVISION: 1-13</td>
</tr>
</tbody>
</table>

### GOALS/OBJECTIVES

Unit goals (How unit supports course goals): Students will: use and understand prepositions, conjunctions, and interjections and their proper uses in the English language.

Unit Objective: Students will:
- recognize prepositions and their objects and how a prepositional phrase is used in a sentence
- use prepositions correctly in written work
- recognize and use correctly conjunctions and interjections
- examine written work and be able to distinguish between prepositions, prepositional phrases, interjections and conjunctions
- review all parts of speech and classify each word in a written work
- memorize a commonly used prepositions list (p. 198 in worktext)

KCCS:

L.8.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences.
- Form and use verbs in the active and passive voice.
- Form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood.
- Recognize and correct inappropriate shifts in verb voice and mood.*

L.8.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.
- Use verbs in the active and passive voice and in the conditional and subjunctive mood to achieve particular effects (e.g., emphasizing the actor or the action; expressing uncertainty or describing a state contrary to fact).

L.8.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- Use punctuation (comma, ellipsis, dash) to indicate a pause or break.
- Use an ellipsis to indicate an omission.
- Spell correctly.

W.8.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

### INSTRUCTIONAL METHODOLOGY

Primary means of instruction: direct instruction using overhead examples and examples from the worktext

Secondary means of instruction: homework assigned in the worktext

Activities that support instruction: Use Daily Oral Language examples to help recognize prepositions, conjunctions and interjections
INTEGRATION

Biblical: The organization of language shows students that God is an orderly God. Many examples in the worktext as well as on the overhead show students a godly and positive use of language and puts God’s Word in front of them on a consistent basis.

Level of Critical Thinking Skills (Bloom’s Taxonomy): Knowledge, Comprehension, Application, Synthesis

Integration of other skills: (research, writing, technological, practical application, other disciplines)

Writing: Students write original stories demonstrating their skills using exact and vivid verbs.

Art: Students illustrate their original stories

ASSESSMENT

Of student learning/work/performance (describe means): Students give verbal feedback and show understanding of verbs during daily class discussion and on daily homework assignments

Of teaching effectiveness (describe means): Student graded homework assignments, verbal feedback, 2 quizzes, one unit test, original story with illustrations (300 words in length)

Of unit effectiveness in contributing to course goals (describe means): homework grades, quiz & unit test grades

INSTRUCTIONAL RESOURCES

Primary: Grammar and Composition II
Publisher: A Beka

Secondary: Write! (Book G)
Publisher: Curriculum Associates, Inc.

COMMUNITY RESOURCES

List organizations, guests, field trips, donations, etc.: 7 Language Arts Writing Unit 1–2013

GOALS/OBJECTIVES

COURSE TITLE: Seventh Grade English
GRADE LEVEL / DEPT.: Seventh Grade/English
SEMESTER: first
DATE OF REVISION: 1-13
LENGTH OF UNIT: 3 days

UNIT/TITLE: Writing Unit 1, Book Reports

Unit goals (How unit supports course goals): Students will: Read books from a variety of genres and write reports or give oral reviews following a prescribed format.

Unit Objective: Students will:
- understand the value of reading various literature genres and reflect that understanding in written and oral reports.
- write a report or give an oral report which follows a prescribed format, p. 46-48 in Grammar and Composition II
- summarize the plot of a fiction book
- demonstrate the ability to discern a theme from a larger work of fiction.
- organize thoughts into writing which reflects the events and characters of the book report book
- draw a conclusion from reading a book
- support that conclusion by citing events from the book.

KCCS:

L.8.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
   - Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences.
   - Form and use verbs in the active and passive voice.
   - Form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood.
   - Recognize and correct inappropriate shifts in verb voice and mood.*

L.8.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.
Use verbs in the active and passive voice and in the conditional and subjunctive mood to achieve particular effects (e.g., emphasizing the actor or the action; expressing uncertainty or describing a state contrary to fact).

**L.8.2.** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- Use punctuation (comma, ellipsis, dash) to indicate a pause or break.
- Use an ellipsis to indicate an omission.
- Spell correctly.

**W.8.4.** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

### INSTRUCTIONAL METHODOLOGY

| Activities that support instruction: | Verbal reminders from the teacher about the format of the book reports |

### INTEGRATION

**Biblical:** An appreciation and awareness of well-written literature allows the believer to communicate his or her faith in a way that is compelling. Understand how God works through various circumstances to teach people lessons.

**Level of Critical Thinking Skills (Bloom’s Taxonomy):** Knowledge, Comprehension, Application, Analysis, Synthesis, Evaluation

**Integration of other skills:** (research, writing, technological, practical application, other disciplines):

**Technological:** Students are strongly encouraged to word process the book reports using a given format.

**Art:** Students may incorporate illustrations in the book reports.

### ASSESSMENT

| Of student learning/work/performance (describe means): | Students give verbal feedback which shows understanding of the directions for book reports. |
| Of teaching effectiveness (describe means): | Students write book reports following the prescribed format. |
| Of unit effectiveness in contributing to course goals (describe means): | Grade is assigned for the book report following a check sheet (in teacher’s file) |

### INSTRUCTIONAL RESOURCES

| Primary: | Grammar and Composition II |
| Publisher: | A Beka |
| Secondary: | Teacher generated instruction sheet |
| Teacher generated check sheet | |

### COMMUNITY RESOURCES

List organizations, guests, field trips, donations, etc.: |

### 7 Language Arts Writing Unit 2–2013

| COURSE TITLE: | Seventh Grade English |
| TEACHER: | Mrs. Gina Deck |
| GRADE LEVEL / DEPT.: | Seventh Grade/English |
| UNIT/TITLE: | Writing Unit 2: Giving Structure to Writing |
| SEMESTER: | first |
| DATE OF REVISION: | 1-13 |
| LENGTH OF UNIT: | 4 days |
**GOALS/OBJECTIVES**

<table>
<thead>
<tr>
<th>Unit goals (How unit supports course goals): Students will: Write well-organized paragraphs with main ideas, details, and transitions.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unit Objective: Students will:</td>
</tr>
<tr>
<td>- understand the organization of a well-written model paragraph.</td>
</tr>
<tr>
<td>- demonstrate the ability to write a topic sentence for a paragraph and support that main idea with details which follow.</td>
</tr>
<tr>
<td>- compose creative and logical leads for a written work.</td>
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<tr>
<td>- design transitions in written work which seem logical and progressive to the piece.</td>
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<tr>
<td>- understand vocabulary associated with writing paragraphs.</td>
</tr>
<tr>
<td>- write a rough draft which is reviewed by a student peer and by the teacher.</td>
</tr>
<tr>
<td>- rearrange a final copy of the paragraph which reflects the suggestions given by the student peer and the teacher and shows improvement.</td>
</tr>
<tr>
<td>- modify writing to focus on a specific audience.</td>
</tr>
</tbody>
</table>

**KCCS:**

| L.8.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences. Form and use verbs in the active and passive voice. Form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood. Recognize and correct inappropriate shifts in verb voice and mood.* |
| L.8.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Use punctuation (comma, ellipsis, dash) to indicate a pause or break. Use an ellipsis to indicate an omission. Spell correctly. |
| L.8.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening. Use verbs in the active and passive voice and in the conditional and subjunctive mood to achieve particular effects (e.g., emphasizing the actor or the action; expressing uncertainty or describing a state contrary to fact). |
| W.8.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.) |

**INSTRUCTIONAL METHODOLOGY**

| Primary means of instruction: teacher/class discussion of the elements of a paragraph. Students write paragraphs which reflect instruction. |
| Secondary means of instruction: Teacher review of rough draft paragraphs. |
| Activities that support instruction: Peer review of rough draft paragraphs. |

**INTEGRATION**

| Biblical: The ability to write well and communicate through writing is a skill Christians need to succeed in the world today. It is a primary means if influencing others and therefore should be done to the best of one’s ability. Written works stand alone and the Christian can therefore influence many without personal contact. Ideas communicated through writing are powerful. |
| Level of Critical Thinking Skills (Bloom’s Taxonomy): Knowledge, Comprehension, Application, Analysis, Synthesis, Evaluation |
| Integration of other skills: (research, writing, technological, practical application, other disciplines): Technological: Students are strongly encouraged to word process the writing assignments given, using creative (but legible) fonts and/or formats. Art: Students may incorporate illustrations in the paragraphs. Research: Students are encouraged to back up original ideas in paragraphs with facts. |
### ASSESSMENT

<table>
<thead>
<tr>
<th>Of student learning/work/performance (describe means):</th>
<th>Students give verbal feedback to show understanding.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Of teaching effectiveness (describe means):</td>
<td>Students write paragraphs following teacher instructions.</td>
</tr>
<tr>
<td>Of unit effectiveness in contributing to course goals (describe means):</td>
<td>Grade is assigned for the paragraph following the teacher’s instructions and evaluating the student’s ability to write creatively.</td>
</tr>
</tbody>
</table>

### INSTRUCTIONAL RESOURCES

<table>
<thead>
<tr>
<th>Primary: Write! Foundations and Models for Proficiency (Book G)</th>
<th>Publisher: Curriculum Associates, Inc.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Secondary:</td>
<td>Publisher:</td>
</tr>
</tbody>
</table>

### COMMUNITY RESOURCES

List organizations, guests, field trips, donations, etc.: 

7 Language Arts Writing Unit 3–2013

<table>
<thead>
<tr>
<th>COURSE TITLE: Seventh Grade English</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>GRADE LEVEL / DEPT.: Seventh Grade/English</td>
<td>UNIT/TITLE: Writing Unit 3: Proofreading</td>
</tr>
<tr>
<td>SEMESTER: first</td>
<td>DATE OF REVISION: 1-13</td>
</tr>
<tr>
<td>LENGTH OF UNIT: 2 days</td>
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</tr>
</tbody>
</table>

### GOALS/OBJECTIVES

Unit goals (How unit supports course goals): Students will: Proofread and revise various examples of writing, including students’ own writing.

Unit Objective: Students will:
- understand the organization of a well-written model paragraph.
- demonstrate the ability to use proofreading symbols when correcting text.
- demonstrate the ability to identify a topic sentence for a paragraph and identify the details which follow.
- understand vocabulary associated with proofreading paragraphs.
- recognize the need for proper punctuation of a written work.

KCCS:

L.8.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences.
- Form and use verbs in the active and passive voice.
- Form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood.
- Recognize and correct inappropriate shifts in verb voice and mood.*

L.8.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.
- Use verbs in the active and passive voice and in the conditional and subjunctive mood to achieve particular effects (e.g., emphasizing the actor or the action; expressing uncertainty or describing a state contrary to fact).

L.8.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- Use punctuation (comma, ellipsis, dash) to indicate a pause or break.
- Use an ellipsis to indicate an omission.
- Spell correctly.

W.8.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
INSTRUCTIONAL METHODOLOGY

Primary means of instruction: Teacher/class discussion of the elements of proofreading a paragraph. Demonstration on the overhead using various examples.

Secondary means of instruction: Students individually proofread several paragraphs as homework.

Activities that support instruction:

INTEGRATION

Biblical: The ability to write well and communicate through writing is a skill Christians need to succeed in the world today. It is a primary means if influencing others and therefore should be done to the best of one’s ability. Written works stand alone and the Christian can therefore influence many without personal contact. Ideas communicated through writing are powerful. Accurate writing, which shows no mistakes, reflects well upon the writer.

Level of Critical Thinking Skills (Bloom’s Taxonomy): Knowledge, Comprehension, Application, Analysis, Synthesis, Evaluation

Integration of other skills: (research, writing, technological, practical application, other disciplines):
Technological: Students are strongly encouraged to word process the writing assignments given, using creative (but legible) fonts and/or formats.
Art: Students may incorporate illustrations in the paragraphs.
Research: Students are encouraged to back up original ideas in paragraphs with facts.

ASSESSMENT

Of student learning/work/performance (describe means): Students give verbal feedback to show understanding.

Of teaching effectiveness (describe means): Students proofread paragraphs following teacher instructions.

Of unit effectiveness in contributing to course goals (describe means): Grade is assigned for the proofed paragraph.

INSTRUCTIONAL RESOURCES

Primary: Write! Foundations and Models for Proficiency (Book G) Publisher: Curriculum Associates, Inc.

Secondary: Publisher:

7 Language Arts Writing Unit 4–2013

COURSE TITLE: Seventh Grade English

GRADE LEVEL / DEPT.: Seventh Grade/English

UNIT/TITLE: Writing Unit 4: Descriptive Essays

SEMESTER: first DATE OF REVISION: 1-13 LENGTH OF UNIT: 4 days

GOALS/OBJECTIVES

Unit goals (How unit supports course goals): Students will: write an original descriptive essay, going through the process of writing.

Unit Objective: Students will:
- analyze several model paragraphs which demonstrate varying degrees of good and excellent writing.
- write specific sensory words in a graphic organizer to help the student develop an idea for creating vivid imagery in a paragraph
- write a rough draft which describes a person or event.
- submit the rough draft to peer review for improvement.
- submit the rough draft to the teacher for review
- edit and proofread the work through self and peer review
- polish and publish the final version
- use a rubric to score examples of descriptive essays as well as one’s own

KCCS:
L.8.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
   Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences.
   Form and use verbs in the active and passive voice.
   Form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood.
   Recognize and correct inappropriate shifts in verb voice and mood.*
L.8.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.
   Use verbs in the active and passive voice and in the conditional and subjunctive mood to achieve particular effects (e.g., emphasizing the actor or the action; expressing uncertainty or describing a state contrary to fact).
L.8.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
   Use punctuation (comma, ellipsis, dash) to indicate a pause or break.
   Use an ellipsis to indicate an omission.
   Spell correctly.
W.8.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

INSTRUCTIONAL METHODOLOGY
Primary means of instruction: Teacher led class discussion of a review of examples on pp. 78-81. Students write a rough draft and go through the writing process.
Secondary means of instruction: Peer and teacher review of the work in progress.
Activities that support instruction:

INTEGRATION
Biblical: The ability to write well and communicate through writing is a skill Christians need to succeed in the world today. It is a primary means if influencing others and therefore should be done to the best of one’s ability. Written works stand alone and the Christian can therefore influence many without personal contact. Ideas communicated through writing are powerful, and accurate writing, which shows no mistakes, reflects well upon the writer.
Level of Critical Thinking Skills (Bloom’s Taxonomy): Knowledge, Comprehension, Application, Analysis, Synthesis, Evaluation
Integration of other skills: (research, writing, technological, practical application, other disciplines):
Technological: Students are strongly encouraged to word process the writing assignments given, using creative (but legible) fonts and/or formats.
Art: Students may incorporate illustrations in the paragraphs.
Research: Students are encouraged to back up original ideas in paragraphs with facts.

ASSESSMENT
Of student learning/work/performance (describe means): Students give verbal feedback to show understanding.
Of teaching effectiveness (describe means): Students proofread paragraphs following teacher instructions.
Of unit effectiveness in contributing to course goals (describe means): Grade is assigned for the rough draft, and the final copy and evidence of improvement shown from the rough draft to the final copy.
INSTRUCTIONAL RESOURCES

<table>
<thead>
<tr>
<th>Primary: Write! Foundations and Models for Proficiency (Book G)</th>
<th>Publisher: Curriculum Associates, Inc.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Secondary:</td>
<td>Publisher:</td>
</tr>
</tbody>
</table>

7 Language Arts Writing Unit 5–2013

COURSE TITLE: Seventh Grade English
GRADE LEVEL / DEPT.: Seventh Grade/English
UNIT/TITLE: Writing Unit 5: Personal Narrative
SEMESTER: second
DATE OF REVISION: 1-13
LENGTH OF UNIT: 6 days

GOALS/OBJECTIVES

Unit goals (How unit supports course goals): Students will: write an original descriptive essay, going through the process of writing.

Unit Objective: Students will:
- analyze several model paragraphs which demonstrate varying degrees of good and excellent writing.
- write ideas in a graphic organizer to help the student develop an idea for creating structure in a paragraph
- write a rough draft which is a personal narrative about an event that actually happened to the individual
- submit the rough draft to peer review for improvement.
- submit the rough draft to the teacher for review
- edit and proofread the work through self and peer review
- polish and publish the final version
- use a rubric to score examples of personal narratives as well as one’s own (pp. 92-95)

KCCS:
L.8.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
   Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences.
   Form and use verbs in the active and passive voice.
   Form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood.
   Recognize and correct inappropriate shifts in verb voice and mood.*
L.8.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.
   Use verbs in the active and passive voice and in the conditional and subjunctive mood to achieve particular effects (e.g., emphasizing the actor or the action; expressing uncertainty or describing a state contrary to fact).
L.8.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
   Use punctuation (comma, ellipsis, dash) to indicate a pause or break.
   Use an ellipsis to indicate an omission.
   Spell correctly.
W.8.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

INSTRUCTIONAL METHODOLOGY

Primary means of instruction: Teacher led class discussion of a review of examples on pp. 86-91. Students write a rough draft and go through the writing process.
Secondary means of instruction: Peer and teacher review of the work in progress.
Activities that support instruction:

INTEGRATION

Biblical: The ability to write well and communicate through writing is a skill Christians need to succeed in the world today. It is a primary means if influencing others and therefore should be done to the best of one’s ability. Written works stand alone and the Christian can therefore influence many without personal contact. Ideas communicated through writing are powerful, and accurate writing, which shows no mistakes, reflects well upon the writer.

Level of Critical Thinking Skills (Bloom’s Taxonomy): Knowledge, Comprehension, Application, Analysis, Synthesis, Evaluation

Integration of other skills: (research, writing, technological, practical application, other disciplines):
Technological: Students are strongly encouraged to word process the writing assignments given, using creative (but legible) fonts and/or formats.
Art: Students may incorporate illustrations in the paragraphs.

ASSESSMENT

Of student learning/work/performance (describe means): Students give verbal feedback to show understanding.

Of teaching effectiveness (describe means): Students proofread paragraphs following teacher instructions.

Of unit effectiveness in contributing to course goals (describe means): Grade is assigned for the rough draft, and the final copy and evidence of improvement shown from the rough draft to the final copy.

INSTRUCTIONAL RESOURCES

Primary: Write! Foundations and Models for Proficiency (Book G)  Publisher: Curriculum Associates, Inc.
Secondary: Publisher:

7 Language Arts Writing Unit 6–2013

COURSE TITLE: Seventh Grade English
GRADE LEVEL / DEPT.: Seventh Grade/English  UNIT/TITLE: Writing Unit 6: Fictional Narrative
SEMESTER: second  DATE OF REVISION: 1-13  LENGTH OF UNIT: 8 days

GOALS/OBJECTIVES

Unit goals (How unit supports course goals): Students will: write an original fictional essay, going through the process of writing.

Unit Objective: Students will:
- analyze several model paragraphs which demonstrate varying degrees of good and excellent writing. (pp. 96-101)
- write ideas in a graphic organizer to help the student develop an idea for creating structure in a paragraph
- write a rough draft which is a fictional, but realistic, narrative
- submit the rough draft to peer review for improvement.
- submit the rough draft to the teacher for review
- edit and proofread the work through self and peer review
- polish and publish the final version
- use a rubric to score examples of personal narratives as well as one’s own (pp. 102-105)

KCCS:
L.8.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences.
Form and use verbs in the active and passive voice.
Form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood.
Recognize and correct inappropriate shifts in verb voice and mood.*

L.8.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.
Use verbs in the active and passive voice and in the conditional and subjunctive mood to achieve particular effects (e.g., emphasizing the actor or the action; expressing uncertainty or describing a state contrary to fact).

L.8.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
Use punctuation (comma, ellipsis, dash) to indicate a pause or break.
Use an ellipsis to indicate an omission.
Spell correctly.

W.8.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

INSTRUCTIONAL METHODOLOGY

Primary means of instruction: Teacher led class discussion of a review of examples on pp. 96-101. Students write a rough draft and go through the writing process.
Secondary means of instruction: Peer and teacher review of the work in progress.
Activities that support instruction:

INTEGRATION

Biblical: The ability to write well and communicate through writing is a skill Christians need to succeed in the world today. It is a primary means if influencing others and therefore should be done to the best of one’s ability. Written works stand alone and the Christian can therefore influence many without personal contact. Ideas communicated through writing are powerful, and accurate writing, which shows no mistakes, reflects well upon the writer.

Level of Critical Thinking Skills (Bloom’s Taxonomy): Knowledge, Comprehension, Application, Analysis, Synthesis, Evaluation

Integration of other skills: (research, writing, technological, practical application, other disciplines):
Technological: Students are strongly encouraged to word process the writing assignments given, using creative (but legible) fonts and/or formats.
Art: Students may incorporate illustrations in the paragraphs.

ASSESSMENT

Of student learning/work/performance (describe means): Students give verbal feedback to show understanding.
Of teaching effectiveness (describe means): Students proofread paragraphs following teacher instructions.
Of unit effectiveness in contributing to course goals (describe means): Grade is assigned for the rough draft, and the final copy and evidence of improvement shown from the rough draft to the final copy.

INSTRUCTIONAL RESOURCES

Primary: Write! Foundations and Models for Proficiency (Book G)
Publisher: Curriculum Associates, Inc.
Secondary:
Publisher:

COMMUNITY RESOURCES

List organizations, guests, field trips, donations, etc.:
# 7 Language Arts Writing Unit 7–2013

<table>
<thead>
<tr>
<th>COURSE TITLE: Seventh Grade English</th>
<th>UNIT/TITLE: Writing Unit 7: Expository Essay</th>
</tr>
</thead>
<tbody>
<tr>
<td>GRADE LEVEL / DEPT.: Seventh Grade/English</td>
<td>LENGTH OF UNIT: 3 days</td>
</tr>
<tr>
<td>SEMESTER: second</td>
<td>DATE OF REVISION: 1-13</td>
</tr>
</tbody>
</table>

## GOALS/OBJECTIVES

**Unit goals (How unit supports course goals):** Students will: write an organized expository essay which explains something.

**Unit Objective:** Students will:
- analyze several model paragraphs which demonstrate varying degrees of good and excellent writing. (pp. 106-111)
- write ideas in a graphic organizer to help the student develop structure in an expository paragraph
- write a rough draft, focusing on organization
- self edit and proofread
- use a rubric to score examples of personal narratives as well as one’s own (pp. 112-115)
- polish and recopy the final copy for submission to the teacher

**KCCS:**

**L.8.1.** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
   - Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences.
   - Form and use verbs in the active and passive voice.
   - Form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood.
   - Recognize and correct inappropriate shifts in verb voice and mood.*

**L.8.3.** Use knowledge of language and its conventions when writing, speaking, reading, or listening.
   - Use verbs in the active and passive voice and in the conditional and subjunctive mood to achieve particular effects (e.g., emphasizing the actor or the action; expressing uncertainty or describing a state contrary to fact).

**L.8.2.** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
   - Use punctuation (comma, ellipsis, dash) to indicate a pause or break.
   - Use an ellipsis to indicate an omission.
   - Spell correctly.

**W.8.4.** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

## INSTRUCTIONAL METHODOLOGY

**Primary means of instruction:** Teacher led class discussion of a review of examples of good and excellent writing. Students write a rough draft and go through the writing process.

**Secondary means of instruction:** Peer and teacher review of the work in progress.

**Activities that support instruction:**

## INTEGRATION

**Biblical:** The ability to write well and communicate through writing is a skill Christians need to succeed in the world today. It is a primary means if influencing others and therefore should be done to the best of one’s ability. Written works stand alone and the Christian can therefore influence many without personal contact. Ideas communicated through writing are powerful, and accurate writing, which shows no mistakes, reflects well upon the writer.

**Level of Critical Thinking Skills (Bloom’s Taxonomy):** Knowledge, Comprehension, Application, Analysis, Synthesis, Evaluation
Integration of other skills: (research, writing, technological, practical application, other disciplines):
Technological: Students are strongly encouraged to word process the writing assignments given, using creative (but legible) fonts and/or formats.

**ASSESSMENT**

<table>
<thead>
<tr>
<th>Of student learning/work/performance (describe means):</th>
<th>Students give verbal feedback to show understanding.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Of teaching effectiveness (describe means):</td>
<td>Students proofread paragraphs following teacher instructions.</td>
</tr>
<tr>
<td>Of unit effectiveness in contributing to course goals (describe means):</td>
<td>Grade is assigned for the rough draft, and the final copy and evidence of improvement shown from the rough draft to the final copy.</td>
</tr>
</tbody>
</table>

**INSTRUCTIONAL RESOURCES**

<table>
<thead>
<tr>
<th>Primary:</th>
<th>Write! Foundations and Models for Proficiency (Book G)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Publisher:</td>
<td>Curriculum Associates, Inc.</td>
</tr>
</tbody>
</table>

| Secondary: | |
| Publisher: | |

**COMMUNITY RESOURCES**

List organizations, guests, field trips, donations, etc.:  

7 Language Arts Writing Unit 8–2013

<table>
<thead>
<tr>
<th>COURSE TITLE:</th>
<th>Seventh Grade English</th>
</tr>
</thead>
<tbody>
<tr>
<td>GRADE LEVEL / DEPT.:</td>
<td>Seventh Grade/English</td>
</tr>
<tr>
<td>UNIT/TITLE:</td>
<td>Writing Unit 8: Persuasive Essay</td>
</tr>
<tr>
<td>SEMESTER:</td>
<td>second</td>
</tr>
<tr>
<td>DATE OF REVISION:</td>
<td>1-13</td>
</tr>
<tr>
<td>LENGTH OF UNIT:</td>
<td>6 days</td>
</tr>
</tbody>
</table>

**GOALS/OBJECTIVES**

Unit goals (How unit supports course goals): Students will: write an original fictional essay, going through the process of writing.

Unit Objective: Students will:
- analyze several model paragraphs which demonstrate varying degrees of good and excellent writing. (pp. 116-121)
- write ideas in a graphic organizer to help the student develop an idea for creating structure in a paragraph
- write a rough draft
- submit the rough draft to peer review for improvement.
- submit the rough draft to the teacher for review
- edit and proofread the work through self and peer review
- polish and publish the final version
- use a rubric to score examples of personal narratives as well as one’s own (pp. 122-125)

KCCS:

L.8.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
   Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences.
   Form and use verbs in the active and passive voice.
   Form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood.
   Recognize and correct inappropriate shifts in verb voice and mood.*

L.8.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.
   Use verbs in the active and passive voice and in the conditional and subjunctive mood to achieve particular effects (e.g., emphasizing the actor or the action; expressing uncertainty or describing a state contrary to fact).

L.8.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when
w.8.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

### INSTRUCTIONAL METHODOLOGY

<table>
<thead>
<tr>
<th>Primary means of instruction: Teacher led class discussion of a review of examples. Students write a rough draft and go through the writing process.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Secondary means of instruction: Peer and teacher review of the work in progress.</td>
</tr>
<tr>
<td>Activities that support instruction:</td>
</tr>
</tbody>
</table>

### INTEGRATION

<table>
<thead>
<tr>
<th>Biblical: The ability to write well and communicate through writing is a skill Christians need to succeed in the world today. It is a primary means if influencing others and therefore should be done to the best of one’s ability. Written works stand alone and the Christian can therefore influence many without personal contact. Ideas communicated through writing are powerful, and accurate writing, which shows no mistakes, reflects well upon the writer.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Level of Critical Thinking Skills (Bloom’s Taxonomy): Knowledge, Comprehension, Application, Analysis, Synthesis, Evaluation</td>
</tr>
<tr>
<td>Integration of other skills: (research, writing, technological, practical application, other disciplines):</td>
</tr>
<tr>
<td>Technological: Students are strongly encouraged to word process the writing assignments given, using creative (but legible) fonts and/or formats.</td>
</tr>
<tr>
<td>Art: Students may incorporate illustrations in the paragraphs.</td>
</tr>
</tbody>
</table>

### ASSESSMENT

<table>
<thead>
<tr>
<th>Of student learning/work/performance (describe means): Students give verbal feedback to show understanding.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Of teaching effectiveness (describe means): Students proofread paragraphs following teacher instructions.</td>
</tr>
<tr>
<td>Of unit effectiveness in contributing to course goals (describe means): Grade is assigned for the rough draft, and the final copy and evidence of improvement shown from the rough draft to the final copy.</td>
</tr>
</tbody>
</table>

### INSTRUCTIONAL RESOURCES

<table>
<thead>
<tr>
<th>Primary: Write! Foundations and Models for Proficiency (Book G)</th>
<th>Publisher: Curriculum Associates, Inc.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Secondary:</td>
<td>Publisher:</td>
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</table>

### 7 Language Arts Writing Unit 9–2013

<table>
<thead>
<tr>
<th>COURSE TITLE: Seventh Grade English</th>
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<tbody>
<tr>
<td>GRADE LEVEL / DEPT.: Seventh Grade/English</td>
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<tr>
<td>SEMESTER: second</td>
</tr>
<tr>
<td>DATE OF REVISION: 1-13</td>
</tr>
<tr>
<td>UNIT/TITLE: Writing Unit 9: Summaries</td>
</tr>
<tr>
<td>LENGTH OF UNIT: 3 days</td>
</tr>
</tbody>
</table>

### GOALS/OBJECTIVES

| Unit goals (How unit supports course goals): Students will: write a summary from a published work. |
Unit Objective: Students will:
- analyze several model paragraphs which demonstrate accurate summaries (pp. 126-132)
- write ideas in a graphic organizer to help the student develop a structure for an accurate summary
- write a summary
- use a rubric to score examples of summaries as well as one’s own (pp. 133-137)

KCCS:
L.8.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
   - Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences.
   - Form and use verbs in the active and passive voice.
   - Form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood.
   - Recognize and correct inappropriate shifts in verb voice and mood.*

L.8.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.
   - Use verbs in the active and passive voice and in the conditional and subjunctive mood to achieve particular effects (e.g., emphasizing the actor or the action; expressing uncertainty or describing a state contrary to fact).

L.8.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
   - Use punctuation (comma, ellipsis, dash) to indicate a pause or break.
   - Use an ellipsis to indicate an omission.
   - Spell correctly.

W.8.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

INSTRUCTIONAL METHODOLOGY
Primary means of instruction: Teacher led class discussion of a review of examples.
Secondary means of instruction: Student practice in workbook
Activities that support instruction:

INTEGRATION
Biblical: The ability to write well and communicate through writing is a skill Christians need to succeed in the world today. It is a primary means if influencing others and therefore should be done to the best of one’s ability. Written works stand alone and the Christian can therefore influence many without personal contact. Ideas communicated through writing are powerful, and accurate writing, which shows no mistakes, reflects well upon the writer.

Level of Critical Thinking Skills (Bloom’s Taxonomy): Knowledge, Comprehension, Application, Analysis, Synthesis
Integration of other skills: (research, writing, technological, practical application, other disciplines):

ASSESSMENT
Of student learning/work/performance (describe means): Students give verbal feedback to show understanding.
Of teaching effectiveness (describe means): Students write summary paragraphs following teacher instructions.
Of unit effectiveness in contributing to course goals (describe means): Grade is assigned for the summary.

INSTRUCTIONAL RESOURCES
Primary: Write! Foundations and Models for Proficiency (BookG) Publisher: Curriculum Associates, Inc.
Secondary: Publisher:
## 7 Language Arts Writing Unit 10–2013

<table>
<thead>
<tr>
<th>COURSE TITLE:</th>
<th>Seventh Grade English</th>
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<tbody>
<tr>
<td>GRADE LEVEL / DEPT.:</td>
<td>Seventh Grade/English</td>
</tr>
<tr>
<td>UNIT/TITLE:</td>
<td>Writing Unit 10: Research Reports</td>
</tr>
<tr>
<td>SEMESTER:</td>
<td>second</td>
</tr>
<tr>
<td>DATE OF REVISION:</td>
<td>1-13</td>
</tr>
<tr>
<td>LENGTH OF UNIT:</td>
<td>6 weeks (however other small units or assignments can be interspersed throughout)</td>
</tr>
</tbody>
</table>

### GOALS/OBJECTIVES

**Unit goals (How unit supports course goals):** Students will: write a research report, going through the process of writing.

**Unit Objective:** Students will:
- understand the process of writing a research report (directions for students to follow are on pp. 275-296; 379-387 of Grammar and Composition II)
- find a minimum of five sources in the library or the internet which expound information about the student’s chosen topic of research
- correctly record bibliographic information on source cards
- interpret and summarize factual information from various sources and write note cards from which a rough draft will be written
- organize an outline which logically organized the information
- compose a rough draft
- submit the rough draft (which includes a rough title page, rough draft, and rough source page) to the teacher for review
- edit and proofread the work through self review. Parental review is also encouraged.
- polish and publish the final version
- submit for evaluation: source cards, note cards, rough draft, final copy.

The final copy is comprised of a title page, outline, body, and source page.

### KCCS:

**L.8.1.** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences.
- Form and use verbs in the active and passive voice.
- Form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood.
- Recognize and correct inappropriate shifts in verb voice and mood.*

**L.8.3.** Use knowledge of language and its conventions when writing, speaking, reading, or listening.
- Use verbs in the active and passive voice and in the conditional and subjunctive mood to achieve particular effects (e.g., emphasizing the actor or the action; expressing uncertainty or describing a state contrary to fact).

**L.8.2.** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- Use punctuation (comma, ellipsis, dash) to indicate a pause or break.
- Use an ellipsis to indicate an omission.
- Spell correctly.

**W.8.4.** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

### INSTRUCTIONAL METHODOLOGY

**Primary means of instruction:** Direct instruction using the text and overhead examples.

**Secondary means of instruction:** Students take notes, write a rough draft and submit a finished report.

**Activities that support instruction:** Peer and teacher review of the work in progress. Parental input is also
INTEGRATION

Biblical: The ability to write well and communicate through writing is a skill Christians need to succeed in the world today. It is a primary means if influencing others and therefore should be done to the best of one’s ability. Written works stand alone and the Christian can therefore influence many without personal contact. Ideas communicated through writing are powerful, and accurate writing, which shows no mistakes, reflects well upon the writer.

<table>
<thead>
<tr>
<th>Level of Critical Thinking Skills (Bloom’s Taxonomy):</th>
<th>Knowledge, Comprehension, Application, Analysis, Synthesis, Evaluation</th>
</tr>
</thead>
</table>

Integration of other skills: (research, writing, technological, practical application, other disciplines):

Technological: Students are strongly encouraged to word process the writing assignments given, although using creative fonts and/or formats is discouraged. Students may use the internet to access sources.

Art: Students may incorporate illustrations in the report if they are appropriate.

Research: Use of library sources and taking notes

ASSESSMENT

<table>
<thead>
<tr>
<th>Of student learning/work/performance (describe means):</th>
<th>Students give verbal feedback to show understanding.</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Of teaching effectiveness (describe means):</th>
<th>The teacher observes student behavior and serves as an advisor throughout the entire process.</th>
</tr>
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</table>

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<tr>
<th>Of unit effectiveness in contributing to course goals (describe means):</th>
<th>Grade is assigned for 1) notes cards, 2) sources cards 3) rough draft 4) final copy with all elements of the research paper in place 5) evidence of improvement shown from the rough draft to the final copy.</th>
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INSTRUCTIONAL RESOURCES

<table>
<thead>
<tr>
<th>Primary: Grammar and Composition II Write! (Book G)</th>
<th>Publisher: A Beka Curriculum Associates, Inc</th>
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</thead>
<tbody>
<tr>
<td>Secondary: Teacher instruction and check sheets (in teacher’s file)</td>
<td>Publisher:</td>
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</tbody>
</table>

COMMUNITY RESOURCES

List organizations, guests, field trips, donations, etc.: