



# Advanced 6<sup>th</sup> Grade English Language Arts

## 7<sup>th</sup> Grade English Language Arts – Year at a Glance Course #1001040, #1001060

**A Note to Parents:** State standards require your student’s language arts teacher to plan lessons that engage students in critical reasoning, build rich background knowledge, and develop deep understanding of complex texts. To achieve these goals, lessons must ask students to read widely from across a vast historical, geographical, and cultural spectrum. Students are encouraged to explore their own thinking and the thinking of others to better understand themselves and the world around them. Every teacher’s goal is to create a safe learning environment for all students while actively engaging them in every aspect of literacy.

**Please note the units of study listed below indicate the course sequence. Instructional pacing may vary.**

### Course Description

The purpose of this course is to provide grade 7 students, using texts of appropriate complexity, integrated language arts study in reading, writing, speaking, listening, and language for college and career preparation and readiness.

**General Notes:** The content should include, but not be limited to, the following:

- active reading of varied texts for what they say explicitly, as well as the logical inferences that can be drawn
- analysis of literature and informational texts from varied literary periods to examine:
  - text craft and structure
  - elements of literature
  - arguments and claims supported by textual evidence
  - power and impact of language
  - influence of history, culture, and setting on language
  - personal critical and aesthetic response
- writing for varied purposes
  - developing and supporting argumentative claims
  - crafting coherent, supported informative/expository texts
  - responding to literature for personal and analytical purposes
  - writing narratives to develop real or imagined events
  - writing to sources (short and longer research) using text-based claims and evidence
- effective listening, speaking, and viewing strategies with emphasis on the use of evidence to support or refute a claim in multimedia presentations, class discussions, and extended text discussions
- collaboration amongst peers

**International Baccalaureate Middle Years Program Note:** The International Baccalaureate® aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect. The MYP curriculum framework comprises eight subject groups, providing a broad and balanced education for early adolescents. The MYP requires at least 50 hours of teaching time for each subject group, in each year of the program. The MYP is inclusive by design; students of all interests and academic abilities can benefit from their participation.

## CPALM Link

Please follow the link below to learn more about the course expectations, the course standards, and to access student resources. The student resources include Florida Department of Education recommended resources that students can use to learn the concepts and skills in this course.

M/J Language Arts 2: <https://www.cpalms.org/PreviewCourse/Preview/4953>

M/J International Baccalaureate Language & Literature 2: <https://www.cpalms.org/PreviewCourse/Preview/3109>

	Unit of Study	Sample Texts
<p><b>Quarter 1</b> Aug. 10th - Oct. 12th</p> <p><i>Semester 1 Novel: Stargirl (Fiction)</i></p>	<p><b>Conflicts and Clashes:</b> When do differences become conflicts?</p>	<ul style="list-style-type: none"> <li>• Rikki-Tikki-Tavi (Fiction)</li> <li>• The Wise Old Woman (Fiction)</li> <li>• Nimona (Fiction)</li> <li>• The Eyes Have It (Fiction)</li> <li>• The Monsters Are Due on Maple Street (Drama)</li> <li>• In the Year 1974 (Informational)</li> <li>• Stargirl (Fiction)</li> </ul>
<p><b>Quarter 2</b> Oct. 13th - Dec. 21st</p> <p><i>Semester 1 Novel: Stargirl (Fiction)</i></p>	<p><b>Highs and Lows:</b> What do we learn from love and loss?</p>	<ul style="list-style-type: none"> <li>• Annabel Lee (Poetry)</li> <li>• Sonnet 18 (Poetry)</li> <li>• The Sonnet-Ballad (Poetry)</li> <li>• Do Not Go Gentle into That Good Night (Poetry)</li> <li>• Flesh and Blood So Cheap: The Triangle Fire and Its Legacy (Informational)</li> <li>• Mother Jones: Fierce Fighter for Workers' Rights (Informational)</li> <li>• Letter to President Theodore Roosevelt (Argumentative)</li> <li>• The Highwayman (Poetry)</li> <li>• The Last Human Light (Informational)</li> </ul>
<p><b>Quarter 3</b> Jan. 8th - March 7th</p> <p><i>Semester 2 Novel: The Giver (Fiction)</i></p>	<p><b>Spiral review of state standards from previous units of study.</b></p> <p><b>Chasing the Impossible:</b> What makes a dream worth pursuing?</p>	<ul style="list-style-type: none"> <li>• We Beat the Street (Informational)</li> <li>• The First Americans (Argumentative)</li> <li>• The Realist and Naturalist Period (Social Commentary)</li> <li>• The New Colossus (Poetry)</li> <li>• Nothing to Envy (Informational)</li> <li>• Reality TV and Society (Argumentative)</li> <li>• The People Could Fly (Fiction)</li> <li>• Hidden Figures (Informational)</li> <li>• All Together Now (Argumentative)</li> <li>• Machines, not people, should be exploring the stars for now (Argumentative)</li> <li>• Responses to "Machines, not people, should be exploring the stars for now" (Argumentative)</li> <li>• Thank You M'am (Fiction)</li> </ul>
<p><b>Quarter 4</b> March 18th - May 24th</p> <p><i>Semester 2 Novel: The Giver (Fiction)</i></p>	<p><b>Moment of Truth:</b> How can one event change everything?</p>	<ul style="list-style-type: none"> <li>• An Occurrence at Owl Creek Bridge (Fiction)</li> <li>• A Farewell Address to the Nation (Argumentative Text)</li> <li>• The Red Scarf Girl (Informational)</li> <li>• The Foxfire Book (Informational - Comparative Read)</li> <li>• The Island of the Colorblind (Informational - Comparative Read)</li> <li>• Looking Back (Informational - Comparative Read)</li> <li>• The Boy Who Harnessed the Wind (Informational Text)</li> <li>• The Yearling (Fiction)</li> </ul>

## Course Resources

**Core Textbook:**

Florida Studysync 7 (McGraw Hill) - students log in through MySCS: <https://my.sarasotacountyschools.net/>

**Other Resources:**

iReady- students log in through MySCS: <https://launchpad.classlink.com/sarasota>

Florida Assessment of Student Thinking (FAST) Portal <https://flfast.org/>

FAST Overview: <https://flfast.org/-/media/project/client-portals/florida-fast/pdf/fast-facts.pdf>

For additional supplemental resources, please see your child's syllabus.