

# COMMUNITY UNIT SCHOOL DISTRICT 200

## Course: Fast Paced Language Arts Middle School – Grade 7

**1. Subject Expectation (State Goal 1)      The student will read with understanding and fluency at the appropriate level of challenge.**

**Essential Learning 1 (Learning Standard A)      Develop and apply word analysis and vocabulary skills**

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| Critical Content | 1.A.3b  | a. build and apply vocabulary   |
|                  | 1.A.4a* | b. expand knowledge of word origins, idioms, analogies, metaphors, and similes to extend vocabulary development   |
|                  | 1.A.5a* | c. study etymology  |
|                  | 1.A.5a* | d. apply knowledge of roots and affixes derived from Greek and Latin to comprehend the meaning of unfamiliar or difficult words, terms, or phrases  |
|                  | 1.A.5a* | e. review grammar constructions in other languages, especially those from which English is derived, including: <ul style="list-style-type: none"> <li>• German</li> <li>• French</li> <li>• Latin</li> <li>• Greek</li> </ul> |
|                  | 1.A.5a  | f. analyze works from older forms of English to explore usage and etymology of mutated words  |

**Essential Learning 2 (Learning Standard B)      Apply appropriate reading strategies to comprehend text**

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| Critical Content | 1.B.3a | a. relate reading to information from other sources <ul style="list-style-type: none"> <li>• connect reading to personal feelings, opinions, and experiences</li> <li>• integrate literature with other texts, disciplines, and global issues</li> </ul> |
|                  | 1.B.3b | b. identify and analyze text structure in fiction and non-fiction by creating visual representations (e.g., mind map, outline, cluster)  |
|                  | 1.B.3d | c. read appropriate materials with fluency and accuracy  |
|                  | 1.C.3e | d. explore author background and historical context to illuminate text   |
|                  | 1.B.3c | e. extract information/detail from a passage   |
|                  | *      | f. develop skills in metacognition   |
|                  | 1.B.4b | g. study the format and author’s intent for a variety of genres  |

- 1.B.4a\* h. determine the implicit and explicit meaning in literature

<b>Essential Learning 3 (Learning Standard C)</b>	<b>Comprehend a broad range of reading materials</b>
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| Critical Content | 1.C.3a  | a. use information to form, explain, and support questions and predictions   |
|                  | 1.C.4b  | b. explain and justify interpretation of the text  |
|                  | 1.C.3c  | c. compare, contrast, and evaluate ideas and information from various sources and genres   |
|                  | 1.C.5d* | d. summarize and make generalizations from content, and relate them to the purpose of the material <ul style="list-style-type: none"> <li>• restate author’s ideas and personal opinions</li> <li>• synthesize key points</li> <li>• analyze overall themes</li> </ul> |
|                  | 1.C.3e  | e. compare authors’ and illustrators’ use of text and art to express their ideas   |

**2. Subject Expectation (State Goal 2)**      **The student will read and comprehend literature to develop appreciation and understanding of diverse human experiences, eras and ideas.**

<b>Essential Learning 1 (Learning Standard A)</b>	<b>Understand how literary elements and techniques are used to convey meaning</b>
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| Critical Content | 2.A.3a  | a. identify and analyze literary elements and techniques in a variety of works  |
|                  | 2.A.4a* | b. expand and apply knowledge of <ul style="list-style-type: none"> <li>• allusion</li> <li>• symbol</li> <li>• foreshadowing</li> <li>• irony</li> </ul>   |
|                  | 2.A.5a* | c. recognize, explain, and illustrate <ul style="list-style-type: none"> <li>• hyperbole</li> <li>• alliteration</li> <li>• assonance</li> <li>• simile</li> <li>• metaphor</li> <li>• personification</li> <li>• onomatopoeia</li> <li>• rhyme</li> <li>• rhythm</li> <li>• imagery</li> </ul> |
|                  | 2.A.4b* | d. explain the interaction among and between  |

- character
  - plot
  - setting
  - theme
  - conflict
  - denouement/resolution
- 2.A.4b\* e. identify and analyze the purpose of
- style
  - point of view
  - tone
  - voice
  - setting, mood, atmosphere
  - thematic elements
- \* f. differentiate between organic plot and picaresque or non-organic connection in plot
- 2.A.5d g. evaluate the influence of historical context on form, style, and point of view for a variety of literary works

<b>Essential Learning 2 (Learning Standard B)</b>
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<b>Read and interpret a variety of literary works</b>
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| Critical Content | <p>1.B.4c* a. select and read independent reading materials</p> <p>1.C.4b* b. support plausible interpretations with evidence from the text</p> <p>* c. expand genres selected for pleasure to include poetry and essays</p> <p>2.B.4b* d. relate literary works and their characters, settings, and plots to current and historical events, people, and perspectives</p> <p>2.B.3c e. recognize conflicts in literary works, such as</p> <ul style="list-style-type: none"> <li>• man vs. man</li> <li>• man vs. self</li> <li>• man vs. nature</li> <li>• man vs. society</li> </ul> <p>2.A.3d f. explore author background and historical context</p> |
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<b>Essential Learning 3*</b>
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<b>Use critical thinking to explore issues in literature</b>
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| Critical Content | <p>1.C.4b* a. provide textual evidence and data to support a claim, issue, or thesis statement</p> <p>2.A.3b b. interpret and compare main ideas and thematic elements</p> <p>2.B.3b c. connect literature to other disciplines and global issues</p> <p>* d. synthesize information to draw conclusions</p> <p>* e. discuss content, style, technique, and moral issues suggested by literature</p> <p>2.A.4c* f. interpret probable intent and assumptions of the author</p> <p>2.A.4b* g. recognize development of characters as clues to the theme</p> <p>* h. identify and apply vocabulary for thinking, including</p> |
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- knowledge
- comprehension
- application
- analysis
- synthesis
- evaluation
- logic

<b>Essential Learning 4 (Learning Standard A)</b>	<b>Understand how non-fiction elements and techniques are used to convey meaning</b>
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| Critical Content | 1.B.4c  | a. | select and read non-fiction works   |
|                  | 2.A.3d* | b. | recognize author’s intent and voice in non-fiction  |
|                  | 2.A.3a* | c. | identify and analyze non-fiction elements including <ul style="list-style-type: none"> <li>• thesis (main idea)</li> <li>• supporting ideas</li> <li>• elaboration (relevant vs. irrelevant)</li> <li>• transition</li> <li>• conclusion</li> </ul> |
|                  | 1.B.4b* | d. | analyze and compare a variety of texts for purpose, structure, content, detail, and effect  |

<b>Essential Learning 5 (Learning Standard A)</b>	<b>Understand the unique features of other literary works, such as poetry, drama, mythology, advertising and traditional folklore</b>
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| Critical Content | 2.A.3c  | a. | identify characteristics of a variety of poetic forms, such as <ul style="list-style-type: none"> <li>• narrative</li> <li>• lyric</li> <li>• dramatic</li> </ul> |
|                  | 2.A.3c* | b. | understand and describe a variety of drama  |

<b>Essential Learning 6*</b>	<b>Make connections to the fine arts</b>
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| Critical Content | * | a. | extend interpretation of literary works by connecting to the fine arts |
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**3. Subject Expectation (State Goal 3)      The student will write to communicate for a variety of purposes.**

<b>Essential Learning 1 (Learning Standard B)</b>	<b>Compose well-organized and coherent writing for specific purposes and audiences</b>
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| Critical Content | 3.C.3a | a. | discriminate among informative, persuasive, and narrative prompts |
|                  |        | b. | produce various types of writing such as                          |

- narrative
  - expository
  - persuasive
  - imaginative
  - comparison/contrast
  - personal essay
- 3.A.3 c. produce well-constructed multi-paragraph essays
- 3.B.4a\* d. produce documents that exhibit a range of writing techniques appropriate to purpose and audience, with clarity of focus
- 3.C.3a e. elaborate support from
- experience
  - literary sources
  - background material
  - research materials
- 3.B.3a f. use transitions to produce a smooth, integrated essay
- words
  - phrases
  - key words
  - ideas
- 3.B.3b g. edit and revise for word choice, organization, consistent point of view and transitions between paragraphs
- implement vocabulary and imagery for elaboration
  - employ figurative language

<b>Essential Learning 2 (Learning Standard B)</b>	<b>Demonstrate use of a writing process</b>
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| Critical Content | 3.B.2a  | a. employ a variety of prewriting techniques such as  |
|                  |         | <ul style="list-style-type: none"> <li>• cluster</li> <li>• web</li> <li>• brainstorm</li> <li>• mindmap</li> </ul>                             |
|                  | 3.B.3b  | b. incorporate the writing process  |
|                  | 3.B.3b  | <ul style="list-style-type: none"> <li>• draft</li> </ul>   |
|                  | 3.B.4b* | <ul style="list-style-type: none"> <li>• revise</li> </ul>  |
|                  | 3.B.4b* | <ul style="list-style-type: none"> <li>• edit for sentence variety as well as grammar, punctuation, usage, agreement and transitions</li> </ul> |
|                  | 3.B.3b  | <ul style="list-style-type: none"> <li>• conference and peer edit</li> </ul>  |
|                  | 3.A.4*  | <ul style="list-style-type: none"> <li>• publish in a variety of places and forms</li> </ul>  |
|                  |         | c. use technology to support and reinforce the writing process  |

**4. Subject Expectation  
(State Goal 3)**

**The student will understand grammar as a system for organizing language.**

<b>Essential Learning 1 (Learning Standard A)</b>	<b>Study parts of speech, parts of a sentence, phrases and clauses.</b>
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| Critical Content | 3.A.5* | a. produce grammatically correct documents |
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- 3.A.4\* • practice and apply the vocabulary of grammar
- 3.A.4\* • practice correcting common errors in usage
- b. use a variety of sentence structures, including
  - simple
  - compound
  - complex
  - compound-complex

**5. Subject Expectation  
(State Goal 4)**

**The student will listen and speak effectively in a variety of situations.**

**Essential Learning 1  
(Learning Standard A)**      **Listen effectively in formal and informal situations**

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| Critical Content | 4.A.1a  | a. demonstrate courtesy and respect as an audience member   |
|                  | 4.A.1a  | <ul style="list-style-type: none"> <li>• establish eye contact with others when listening or speaking</li> </ul>  |
|                  | 4.A.1a  | <ul style="list-style-type: none"> <li>• display appropriate body language</li> </ul>   |
|                  | 4.A.4a* | b. contribute meaningfully and politely to small and large group discussions by following accepted guidelines for verbal interaction <ul style="list-style-type: none"> <li>• appropriate volume and rate</li> <li>• courteous, turn-taking behavior</li> <li>• respectful, relevant responses</li> <li>• eye contact</li> <li>• appropriate language and vocabulary</li> </ul> |
|                  | 4.A.4b* | c. respond and react to material presented orally <ul style="list-style-type: none"> <li>• practice note-taking</li> </ul>  |
|                  | 4.A.4c* | <ul style="list-style-type: none"> <li>• organize and analyze oral information</li> <li>• compare and contrast new material to existing beliefs and knowledge</li> </ul>  |

**Essential Learning 2**      **Speak effectively using language appropriate to the situation and audience**

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| Critical Content | 4.B.4a* | a. deliver planned and impromptu oral presentations as individuals and members of a group <ul style="list-style-type: none"> <li>• employ language and vocabulary suitable to purpose, message, and audience</li> <li>• use appropriate public speaking skills to present information to a group</li> <li>• engage in a variety of presentations including</li> </ul> |
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- panels
- skits
- poetry readings
- lectures
- reports
- use visual aides, technology, or multi-media compositions as support
- b. communicate appropriately to resolve conflict
  - demonstrate composure while responding to opposing views
  - recognize and assume appropriate roles within a group
- c. apply fluent oral reading skills
  - demonstrate expressive oral reading using appropriate
    - phrasing
    - tone of voice
    - intensity
    - pacing

**6. Subject Expectation  
(State Goal 6)**

**The student will use language arts to acquire, assess, analyze and communicate information.**

<b>Essential Learning 1 (Learning Standard A) (Learning Standard B)</b>	<b>Know and evaluate services and resources available in a library</b>
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| Critical Content | 5.B.3a | a. employ a variety of resources such as <ul style="list-style-type: none"> <li>• reference materials</li> <li>• data bases for periodical search</li> <li>• electronic resources</li> <li>• audio and video materials</li> </ul> |
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<b>Essential Learning 2 (Learning Standard A)</b>	<b>Locate, organize and use information from various sources</b>
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| Critical Content | 5.B.4a* | a. identify appropriate resources to solve problems or answer questions through research    |
|                  | 1.C.4f* | b. connect and interpret information from charts, tables, and graphs to printed text        |
|                  | *       | c. attempt to include practitioners and experts as part of research for projects and papers |
|                  | 5.B.4b* | d. quote or paraphrase information, citing sources  |

<b>Essential Learning 3 (Learning Standard C)</b>	<b>Apply acquired information, concepts, and ideas to communicate in a variety of formats</b>
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| Critical Content | 5.A.3a | a. frame a central question about an issue or situation                                  |
|                  | 5.B.3a | b. determine the accuracy, timeliness, and reliability of materials from various sources |

- 5.C.3a c. create a variety of products to communicate acquired information for specific audiences and purposes
- 5.C.3a d. plan, compose, edit and revise documents that synthesize new meaning gleaned from multiple sources
- 5.B.3b • cite sources used
- 5.B.4b\* • quote or paraphrase information citing sources
- 5.C.3b e. prepare and orally present original work supported by research such as
  - poems
  - monologues
  - reports
  - plays
  - stories
- 5.C.3c f. take notes, conduct interviews, organize, and report information in oral, visual, and electronic formats

**7. Subject Expectation \* The student will grow in self-knowledge and set goals for developing individual talents and interests.**

<b>Essential Learning 1*</b>	<b>Choose topics and readings to match interests and goals</b>
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| Critical Content | * | a. make reading choices from periodicals, book lists, and available material |
|                  | * | b. make project choices to employ talents                                    |
|                  | * | c. share special skills and talents regularly in class                       |

<b>Essential Learning 2*</b>	<b>Understand the concept of multiple intelligences</b>
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| Critical Content | * | a. fulfill assignments with visual, interpersonal, and kinesthetic projects that describe abstract topics |
|                  |   | b. appreciate the intelligence of others  |

<b>Essential Learning 3*</b>	<b>Understand the characteristics of a gifted individual</b>
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| Critical Content | * | a. recognize attributes of giftedness in literary characters         |
|                  | * | b. develop tolerance and appreciation for a variety of intelligences |