



Colegio Nuestra Señora de la Providencia  
Hermanas Mercedarias de la Caridad  
Apartado 11610, San Juan, P.R. 00922-1610

## Seventh Grade Syllabus

2015-2016

Subject: English  
Teacher: Mrs. Sonia Collazo  
Grade Level: Seventh  
Textbooks: Santillana. (2012). English *Growing Up*

Reference Textbooks: Houghton, M. (2006). *Houghton Mifflin English*. Boston  
Supplementary Reading: Call It Courage by Sperry Armstrong

### I. Course Description

In 7<sup>th</sup> grade English, students learn to think logically, to read with interest and critical skills, and to speak and write clearly and fluently.

### II. General Objectives

Throughout the school year the students should develop:

- A. Explore the world through the learning of the English language.
- B. Strong skills for more accurate writing on a daily basis.
- C. Confidence in daily reading.
- D. Improvement in language skills.

### **III. Thematic Organization**

#### **Standard:**

#### **Listening: Building on others' ideas for knowledge**

- 7.L.1** Listen and collaborate with peers during social and academic interactions in class, group, and partner discussions in read-alouds, oral presentations, and a variety of grade-appropriate topics.

The student:

- Listens and collaborates with peers during social and academic interactions in class, group, and partner discussions in read-alouds, oral presentations, and a variety of grade-appropriate topics.

#### **Speaking: Adaptable communication and partnership collaboration**

- 7.S.1** Contribute to class, group, and partner discussions by following turn-taking, asking relevant questions, concurring with others, adding relevant information, and paraphrasing key ideas from read texts or presentations/discussions/performances.
- 7.S.2** Respond orally to closed and open-ended questions.
- 7.S.3** Use a growing set of academic words, content-specific words, synonyms, and antonyms to tell, retell, explain and analyze stories and experiences with increasing precision and differences in meaning.
- 7.S.4** Reach an agreement or persuade others in conversations using learned phrases and creative or original responses.
- 7.S.5** Describe, explain, and evaluate text, self, and world experiences, express thoughts and opinions to discuss current events, concepts, themes, characters, plot, and conflict resolution.
- 7.S.6** Plan and deliver oral presentations on a variety of topics, citing specific textual evidence to support ideas.

The student:

- Contributes to class, group, and partner discussions by following turn-taking, asking relevant questions, affirming others, adding relevant information, and paraphrasing key ideas.
- Responds orally to closed and open-ended questions.
- Uses appropriate vocabulary, including homonyms, homographs, and grammatically correct language to discuss experiences and texts with precision and detail.
- Negotiates with or persuade others in conversations using grade-appropriate vocabulary, as well as open responses, to provide and support counter-arguments.
- Describes personal experiences and academic concepts, adjusting language choices according to purpose, context, and audience using grade appropriate grammar. (With decreasing support in the first language as necessary.)
- Plans and delivers oral presentations on a variety of topics and content areas.

**Standard: Reading: Text involvedness and the growth of comprehension**

**7.R.1** Read a variety of texts and multimedia resources (when accessible) to explain ideas, facts, events, cultural identity, genre, and processes, supplying textual evidence and connections/relationships to support analysis and conclusions. Recognize fact vs. opinion and fiction vs. nonfiction as well as facts/supporting details from the texts.

**7.R.2**  
L. Determine a theme or main idea of a literary text and how it is conveyed through particular details.

**7.R.3**  
L. Describe how a particular story's or drama's plot and setting unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.

**7.R.4**  
L. Determine the meaning of words and phrases as they are used in a literary text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.  
I. Determine the meaning of words and phrases as they are used in an informational text, including figurative, connotative, and technical meanings.

**7.R.5**

L. Analyze how a particular sentence, chapter, scene, or poem fits into the overall structure of a literary text and contributes to the development of the theme, setting, plot, and elements of poetry.

I. Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of an informational text and contributes to the development of the setting and ideas.

**7.R.6**

L. Explain how an author develops the point of view of different characters, the narrator, or speaker in a literary text.

I. Determine an author's point of view or purpose in an informational text and explain how it is conveyed.

**7.R.7**

L. Compare and contrast the experience of reading a story, drama, or poem to listening to or viewing an audio, video, or play of a literary text, including contrasting what they "see" and "hear" when reading the text to what they perceive when they listen or watch using English subtitles.

I. Integrate information presented in different media or formats (e.g., visually, data) as well as in words to develop a coherent understanding of a topic or issue.

**7.R.8**

Search and evaluate the argument and specific evidence in a text, distinguishing claims that are supported by reasons and evidence from claims that are not, including, but not limited to, narrative, persuasive, and descriptive writing and knowledge of their qualities.

**7.R.9**

Compare and contrast literary texts in different forms or genres (e.g., stories and poems; historical novels and fantasy stories) in terms of their approaches to similar themes and topics.

**7.R.10**

Read and comprehend a variety of literature, including stories, dramas, and poetry, and informational texts (e.g., history/social studies, science, and technical texts) of appropriate complexity.

The student:

- Uses in-depth critical reading of a variety of relevant texts to describe ideas, events, cultural identity, genre, and literary elements, asking and answering questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. Recognize fact vs. opinion and fiction vs. nonfiction) as well as facts/supporting details from the texts.
- Recounts stories, including fables, folktales, and myths from diverse cultures; determines the central message, lesson, or moral and explains how it is conveyed through key details in the text.
- Determines the main idea of an informational text; recounts the key details and explains how they support the main idea.
- Describes characters in a story (e.g., their traits, motivations, or feelings) and explains how their actions contribute to the sequence of events.
- Describes the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in an informational text, using language that pertains to time, sequence, and cause/effect.
- Determines the meaning of words and phrases as they are used in a literary text, distinguishing literal from no literal language.
- Determines the meaning of general academic and content-specific words and phrases in an informational text.
- Refers to parts of stories, dramas, and poems, using terms such as chapter, scene, and stanza; describes how each successive part builds on earlier sections.
- Distinguishes their own point of view from the author, narrator, or the characters in a literary text.
- Describes the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence) including, but not limited to, narrative, persuasive, and descriptive writing and knowledge of their qualities.
- Compares and contrasts the themes, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series).
- Reads and comprehends historical fiction, timelines, poetry, and other passage types of appropriate complexity.

**Standard: Writing: Text styles, responding to reading, and research**

- 7.W.1** Justify opinions or persuade others by providing textual evidence or relevant background knowledge with moderate support on a variety of personal, social, and cultural topics, current events, etc.
- 7.W.2** Write informational texts to examine and analyze topics and convey ideas independently using appropriate text organization.
- 7.W.3** Write paragraphs, short essays, and literary texts using transitional words and other cohesive devices to better organize writing that develop real or imagined

experiences or events, using literary elements like narrative structure, theme, mood, plot, setting, moral, etc.

- 7.W.4** Develop and strengthen writing as needed by planning, drafting, revising, editing, use editing marks, rewriting, and publishing.
- 7.W.5** Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others.
- 7.W.6** Conduct short research projects to write a report that uses several sources to build knowledge through investigation of different aspects of a topic.
- 7.W.7** Draw evidence from literary or informational texts to support analysis, reflection, and research.
- 7.W.8** Write routinely for short and extended time frames (time for research, reflection, and revision) for a variety of discipline-specific tasks, purposes, and audiences. This includes, but is not limited to, narrative, persuasive, and descriptive writing and knowledge of their qualities.

The student:

- Offers and supports ideas, attitudes, and opinions, providing concise reasoning about an event, experience or reading using text evidence or adding relevant background knowledge about the subject matter.
- Writes formal and informal letters with correct form and accurate punctuation, including greetings and body.
- Writes to develop real or imagined experiences or events using effective technique, descriptive details, clear event sequences and using transitional words and other cohesive devices to better organize writing.
- Focuses on a topic and strengthen writing as needed by revising and editing.
- Uses a variety of digital tools to produce and publish writing, including in collaboration with peers.
- Participates in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations).
- Identifies details from literary and informational texts to support understanding and reflection.
- Writes routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a variety of discipline-specific tasks, purposes, and audiences.

**Standard: Language: Conventions, applicable and effective use, and vocabulary**

- 7.LA.1** Demonstrate command of the conventions of English grammar.
- 7.LA.2** Demonstrate command of the conventions of English capitalization, punctuation, and spelling.
- 7.LA.3** Use knowledge of language and its conventions when writing, speaking, reading, or listening.
- 7.LA.4** Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on appropriate reading and content, choosing flexibly from a variety of strategies.
- 7.LA.5** Demonstrate understanding of figurative language, word relationships, and variation in word meanings.
- 7.LA.6** Accurately use a variety of social, academic, and content-specific and content area words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

The student:

- Demonstrates command of English grammar and usage when writing or speaking.
- Demonstrates command of the conventions of English capitalization, punctuation, and spelling when writing.
- Uses knowledge of language and its conventions when writing, speaking, reading, or listening.
- Determines or clarify the meaning of unknown and multiple-meaning words and phrases based on class reading and content area study, choosing from a variety of strategies, including context clues, illustrations, etc.
- Demonstrates understanding of figurative language, word relationships, and slight variation in word meanings.
- Accurately uses grade-appropriate general academic and content-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., *quizzed*, *whined*, *stammered*) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).

Three activities per semester have to be coordinated with the learning media center to integrate technology in the teaching-learning process.

## Unit 1: Folktales

**Standards:** 7.L.1b 7.R.1 7.R.10 7.S.1 7.S.4 7.W.3 7.W.8 7.L.1b 7.L.1d 7.LA.1a  
7. LA.1b 7.LA.2a 7.LA.2b 7.LA.3a 7.R.3L 7.R.5L 7.S.1 7.S.2a 7.S.4 7.W.4 7.R.10  
7.R.2L 7.R.3L 7.R.5L 7.R.6L 7.R.9L

### Objectives:

#### The student will:

- dedicate time to self-introductions
- listen and respond to folktales.
- state the problem and solution in folktales.
- use the writing process to write an original modern-day folktale.

### August

#### Literature:

Lulu Delacre

Golden Tales: Myths Legends and Folktales from Latin America

Joanna Cole

Best Loved Folktales from Around the World

#### a. Written Expression

The student writes a personal narrative on an event that happened in his or her home country that influenced who he/she is.

#### b. Listening Strategies

Listen and respond to folktales or poems in order to relate to character and setting and make connections to the text.

#### c. Reading Skills

The student reads Puerto Rican folktales and collects folktales and proverbs from family members and friends.

#### d. Integration activity

The student analyzes a chosen passage from the folktales to determine how it contributes to the development of the theme, setting, or plot.



## Unit 2: The Short Story

**Standards:** 7.L.1 7.L.1.c 7.LA.4c 7.R.10 7.R.2I 7.R.2L 7.R.2La 7.R.5I 7.S.2  
7.S.5a 7.W.6 7.L.1 7.LA.1b 7.R.1 7.R.2I 7.R.5I 7.R.7I 7.S.2 7.S.5a 7.S.6 7.W.2  
7.W.6 7.W.7

### Objectives:

#### The student will:

- study the elements of the short story,
- be able to use sentences of various lengths to clarify concepts.
- apply knowledge of the writing process to write a short story.

### August/September/October

	<b>Chapters/Pages</b>
<b>Literature:</b>	
1. The Story-Teller	Pgs. 10-15
2. All Summer in a Day	Pgs. 38-45
3. The Gift of the Magi	Pgs. 64-69
4. The Lady, or the Tiger	Pgs. 92-97
<b>a. Language Workshop</b>	
1. Diction	Pgs. 18-19
2. Sensory Words	Pgs. 46-47
3. Cognates and False Friends	Pgs. 72-73
4. Roots, Prefixes, and Suffixes	Pgs. 100-101
<b>b. Grammar:</b>	
1. Classifying sentences by purpose	Pgs. 20-22
2. Nouns: Common and Proper; Singular and Plural	Pgs. 48-49
3. Nouns: Concrete, abstract,, collective, and compound	Pgs. 50-51
4. Pronouns	Pgs. 74-77
5. Possessives	Pgs. 102-105
<b>c. Linguistic Study:</b>	
1. Context Clues	Pgs. 24-25
2. Synonyms and antonyms	Pgs. 52-53
3. Homonyms and Homophones	Pgs. 78-79

4. Heteronyms, Polysemes, and Caponyms	Pgs. 106-107
<b>d. Written Expression</b>	
1. Prewriting Techniques	Pgs. 26-27
2. Research and organization	Pg. 54-55
3. Plot Summary	Pgs. 54-55
4. Thesis statement and supporting detail	Pgs. 108-109
<b>e. Oral Expression</b>	
1. Storytelling	Pg. 28
<b>f. Informative Texts</b>	
1. Technology and Journalism	Pgs. 30-31
2. E-Research Tools	Pgs. 58-59
3. The Evolution of Print Media	Pgs. 84-85
4. The Radio	Pgs. 112-113

**Unit 3: Poetry**

**Standards: 7.L.1 7.L.1d 7.LA.3a 7.LA.4a 7.LA.4b 7.LA.5 7.LA.5a 7.LA.6 7.S.3 7.S.5 7.S.5b 7.S.6 7.W.8 7.L.1 7.L.1b 7.L.1c 7.L.1d 7.LA.3a 7.LA.4a 7.LA.4b 7.LA.5 7.LA.5a 7.LA.6 7.R.1 7.R.10 7.R.2L 7.R.4L 7.R.5L 7.R.9L 7.S.2b 7.S.2c 7.S.3 7.S.5 7.S.5b 7.S.6**

**Objectives:**

**The student will:**

- reflect upon his/her own identity and develop an understanding of who he/she is in context of Puerto Rico.
- gain perspective into the culture of poets, artists, writers, and peers.
- understand the techniques poets use

**November/December**

**Literature:**

1. Miracles	Pg. 172
2. On the Beach at Night Alone	Pg. 173

3. The Road Not Taken	Pg. 175
<b>a. Language Workshop</b>	
Semantic fields	Pgs. 178-179
<b>b. Grammar:</b>	
Verbs and verb Tenses	Pgs. 180-183
<b>c. Linguistic Study:</b>	
Analogies	Pgs. 184-185
<b>d. Written Expression</b>	
Figurative Writing	Pg. 186-187
<b>e. Oral Expression</b>	
Performance Poetry	Pg. 188
<b>f. Informational Text</b>	
News Blogs	Pgs. 190-191

#### **Unit 4: Author's Purpose**

**Standards: 7.L.1d 7.LA.2 7.LA.6 7.R.2I 7.R.2L 7.R.2La 7.R.3I 7.R.4L 7.R.6I 7.R.9I 7.S.1 7.S.5 7.W.1 7.W.4 7.W.5 7.W.7 7.W.8**

#### **Objectives:**

#### **The student will:**

- study four types of author's purpose
- analyze and produce a persuasive essay
- improve his/her oral expression

#### **January/February**

#### **Literature:**

- |  |              |
|--|--------------|
| 1. On the Decay of the Art of Lying                                | Pgs. 118-123 |
| 2. What It Means of Be Colored in the Capital of the United States |              |

Pgs. 252-257

3. I Have a Dream

**a. Language Workshop**

Restatement Pgs. 126-127

Precise Verbs Pgs. 258-259

**b. Grammar:**

Adjectives Pgs. 128-129

Prepositions/Prepositional Phrases Pgs. 260-261

**c. Linguistic Study:**

Neologisms and Archaisms Pgs. 132-133

Connotation and Denotation Pgs. 264-265

**d. Written Expression**

Writing an Essay Pgs. 134-135

Persuasive Writing Pgs. 266-267

**e. Oral Expression**

Interview Pg. 136

Persuasive Speech Pg. 268

**f. Informational Text**

Television and Journalism Pgs. 138-139

Live Stream Media Pgs. 270-271

**Unit 5: Nonfiction**

**Standards: 7.L.1 7.L.1a 7.R.17.R.31a 7.R.10 7.R.2I 7.R.4L 7.S.2 7.S.2a 7.S.5 7.W.1a  
7.W.2 7.W.4 7.W.5 7.W.6 7.W.7 7.W.8**

**Objectives:**

**The student will:**

- understand the elements of nonfiction.
- have an up-close look with current events.
- use blogs and podcasts of communicate.
- practice persuasive and informational writing techniques.

## **March/April**

### **Literature:**

1. When I was Puerto Rican Pgs. 224-231
2. Mom, Can I Have a Stegosaurus, Mom? Can I? Please!?
3. Speak Out! Debate and Public Speaking in the Middle Grades

#### **a. Language Workshop**

Adjectives and Characterization Pgs. 232-233

#### **b. Grammar:**

Adverbs Pgs. 234-237

#### **c. Linguistic Study:**

Formal and informal language Pgs. 238-239

#### **d. Written Expression**

Narrative Point of View Pg. 240-241

#### **e. Informational Text**

Journalism and Podcasts Pgs. 244-245

## **May**

The month of May will be dedicated to writing workshops and unit reviews.

### ***Forms of Evaluation (Grading Scale)***

1. Six partial exams in each semester, including the mid-term and final exam.
2. Quizzes
3. Special class assignments

***\*\*\* Seeing that this is merely a projection, it may change according to the needs of the class. (This syllabus is subject to change)***