



## Independent School District of Boise City

<b>Accelerated English 7: Course Overview</b>	
Accelerated English 7 meets the needs of language arts students performing beyond the 7 <sup>th</sup> grade level. Students will be exposed to Language Arts content emphasizing critical and creative thinking through writing and literature analysis.	
Adopted Text: Allen, Janet, et al, eds. <i>Literature (7)</i> . Evanston, IL: McDougal Littell, 2008.	
<b>Accelerated English 7: Scope and Sequence</b>	
All concepts in the <i>Essentials</i> column will be tested on the E.O.C. All concepts with ≠ next to them will also be included on the E.O.C.	
<b>Quarter 1: Exposition</b>	
<b>Essential (Required)</b>	<b>Extensions</b>
<p><b>Writing Development:</b></p> <p>Writing Process Steps:</p> <ul style="list-style-type: none"> <li>- Prewriting</li> <li>- Drafting</li> <li>- Revising</li> <li>- Editing</li> <li>- Publishing</li> </ul> <p><b>GENRE EMPHASIS:</b></p> <p><b>Expository essay</b></p> <ul style="list-style-type: none"> <li>- Introduction</li> <li>- Body</li> <li>- Conclusion</li> <li>- Thesis statement</li> <li>- Transitions</li> <li>- Topic sentences</li> </ul> <p>Writer’s point of view, purpose, and audience</p> <p>M.L.A. formatting (heading, header, spacing)</p>	<p><b>Writing Development:</b></p> <ul style="list-style-type: none"> <li>• Students will complete a benchmark writing sample. It is suggested the genre be a personal narrative or memoir.</li> <li>• <b>Suggested Readings in <i>Literature</i>:</b> <ul style="list-style-type: none"> <li>“Seventh Grade” page 32 (short fiction story)</li> <li>“An American Childhood” page 118 (memoir)</li> <li>“Dirk the Protector” page 268 (memoir)</li> <li>“Great White Shark” page 884 (nonfiction)</li> </ul> </li> <li>• See Power Thinking activities at <a href="http://classzone.com">classzone.com</a></li> </ul> <p>Creative writing (poetry, short fiction stories, journaling, etc.) will be taught throughout the year. The use of figurative language should be emphasized, as these literary techniques will be assessed on both the Accelerated English and the Accelerated Reading EOCs.</p>

<p><b>Vocabulary/Spelling:</b></p> <ul style="list-style-type: none"> <li>• Common homophones</li> <li>• Commonly confused words</li> <li>• Etymology</li> </ul>	<p><b>Vocabulary/Spelling:</b></p> <ul style="list-style-type: none"> <li>• Content vocabulary associated with class readings</li> <li>• Dictionary and thesaurus usage</li> <li>• Commonly Confused Words page 356-359 in <i>Grammar for Writing</i></li> </ul>
<p><b>Sentence Development:</b></p> <ul style="list-style-type: none"> <li>• Subject and predicate</li> <li>• Sentence errors <ul style="list-style-type: none"> <li>- fragment</li> <li>- run-on</li> <li>- Comma splice</li> </ul> </li> <li>• Types of sentences <ul style="list-style-type: none"> <li>- interrogative</li> <li>- declarative</li> <li>- imperative</li> <li>- exclamatory</li> </ul> </li> </ul>	<p><b>Sentence Development:</b></p> <ul style="list-style-type: none"> <li>• Recognize sentence errors and develop ways to correct them</li> <li>• Use a variety of sentence types and structures</li> </ul>
<p><b>Grammar:</b></p> <ul style="list-style-type: none"> <li>• Parts of speech: <ul style="list-style-type: none"> <li>- noun</li> <li>- verb</li> <li>- adjective</li> <li>- adverb</li> <li>- pronoun</li> <li>- conjunction</li> <li>- preposition</li> <li>- interjections</li> </ul> </li> <li>• Gerunds</li> <li>• Editing skills related to capitalization, grammar usage, punctuation, and spelling</li> </ul>	<p><b>Grammar:</b></p> <ul style="list-style-type: none"> <li>• Editing marks (Boise School District chart)</li> <li>• Introduce peer-editing and self-editing checklists and techniques</li> <li>• Parts of speech instruction will begin in quarter 1 and continue throughout the semester.</li> </ul>
<p><b>Speaking/Listening:</b></p> <ul style="list-style-type: none"> <li>• Students should be given the opportunity to share their writing throughout the year.</li> </ul>	<p><b>Speaking/Listening:</b></p> <ul style="list-style-type: none"> <li>• Interview classmates</li> <li>• Sharing original poetry</li> <li>• Pantomimes</li> <li>• Whole group language games</li> </ul>
<p><b>The 1<sup>st</sup> quarter common assignment is an expository essay.</b>  This common writing assignment may be completed at any time during the first nine weeks. This assignment must be evaluated using the Idaho Scoring Standard Rubric and should be a timed write in BLACK INK only. See practice expository prompts in the Grade 7 Pencil Box (<a href="http://www.sde.idaho.gov/ContentStandards/docs/DWApencilbox/dwa05.asp">http://www.sde.idaho.gov/ContentStandards/docs/DWApencilbox/dwa05.asp</a>).</p>	

<b>Quarter 2 : Persuasion</b>	
<b>Essential (Required)</b>	<b>Extensions</b>
<p><b>Writing Development:</b></p> <ul style="list-style-type: none"> <li>• Key Traits of Writing               <ul style="list-style-type: none"> <li>- ideas</li> <li>- organization</li> <li>- sentence fluency</li> <li>- word choice</li> <li>- voice</li> <li>- conventions</li> </ul> </li> <li>• Elaboration</li> <li>• DWA preparation (practice and score)</li> </ul> <p><b>GENRE EMPHASIS:</b></p> <p><b>Persuasion</b></p> <ul style="list-style-type: none"> <li>- Write clear positions</li> <li>- Support with evidence</li> <li>- Address counter-arguments</li> <li>- Recognize persuasive techniques and bias in media</li> </ul>	<p><b>Writing Development:</b></p> <ul style="list-style-type: none"> <li>• Recognize and evaluate Key Traits of Writing page 18</li> <li>• Student Essay Model page 159</li> <li>• Elaboration strategies (R33-34 in <i>Literature</i>) †               <ul style="list-style-type: none"> <li>- Sensory details</li> <li>- Anecdotes/incidents</li> <li>- Examples</li> <li>- Facts/statistics</li> <li>- Quotations</li> </ul> </li> </ul> <p>“Analyze Persuasive Techniques” Media Lesson #15            Writing Workshop: Persuasive Essay page 948-955</p> <p>Persuasive writing options:</p> <ul style="list-style-type: none"> <li>- Letter to the editor</li> <li>- School policy change</li> <li>- Letter to a parent</li> <li>- Public service announcement</li> <li>- Advertising campaign</li> </ul> <p>Suggested Readings in <i>Literature</i>:</p> <p>“Why Work Out” page 913            “Pro Athlete’s Salaries Aren’t Overly Exorbitant” page 918            “Why We Shouldn’t Go to Mars” page 928</p>
<p><b>Sentence Development:</b></p> <ul style="list-style-type: none"> <li>• Simple sentences</li> <li>• Compound sentences</li> <li>• Sentence combining</li> </ul>	<p><b>Sentence Development:</b></p> <ul style="list-style-type: none"> <li>• Use parallel structure † page R64</li> <li>• Vary sentence structures †</li> <li>• Use the acronym FANBOYS† (for, and, nor, but, on, yet, so) to remember the coordinating conjunctions</li> </ul>

<p><b>Vocabulary:</b></p> <ul style="list-style-type: none"> <li>• Vocabulary building</li> <li>• Synonyms and antonyms</li> </ul>	<p><b>Vocabulary:</b></p> <ul style="list-style-type: none"> <li>• Use thesaurus to enhance word choice</li> <li>• Online vocabulary practice at Freerice.com</li> <li>• Online practice at classzone.com <ul style="list-style-type: none"> <li>- Word Scramble</li> <li>- Word Fetch</li> <li>- Vocabulary Flashcards</li> </ul> </li> </ul>
<p><b>Grammar:</b></p> <ul style="list-style-type: none"> <li>• Subject/verb agreement</li> <li>• Verb tenses</li> <li>• Capitalization</li> </ul>	<p><b>Grammar:</b></p> <ul style="list-style-type: none"> <li>• Advanced subject/verb agreement skills † pages 206-227 in <i>Grammar for Writing</i></li> <li>• Verb tenses (past, present, future, and irregular tenses) † pages 105-123 in <i>Grammar for Writing</i></li> <li>• Advanced capitalization rules † pages 228-247 in <i>Grammar for Writing</i></li> </ul>
<p><b>Speaking/Listening:</b></p> <ul style="list-style-type: none"> <li>• Speak persuasively <ul style="list-style-type: none"> <li>- Debate</li> <li>- Opinion War</li> <li>- Persuasive speech</li> </ul> </li> </ul>	<p><b>Specific presentation skills:</b></p> <ul style="list-style-type: none"> <li>• Voice tone and projection</li> <li>• Eye contact</li> <li>• Audience awareness</li> <li>• Appropriate body language and nonverbal communication</li> <li>• Delivering a Persuasive Speech page 955 in <i>Literature</i></li> </ul>
<p><b>The 2<sup>nd</sup> quarter common assignment is the ISDE Direct Writing Assessment.</b>  This quarter's common writing assignment is the statewide Direct Writing Assessment which will be administered in December. Teachers should make copies of students' essays before submitting them. More information regarding the DWA will be coming from Dr. Stephanie Youngerman, Language Arts Supervisor.</p>	

<b>Quarter 3: Research</b>	
<b>Essential (Required)</b>	<b>Enrichment</b>
<p><b>Writing Development:</b></p> <p><b>GENRE EMPHASIS:</b></p> <p><b>Research</b></p> <ul style="list-style-type: none"> <li>- Questioning</li> <li>- Paraphrasing</li> <li>- Note-taking</li> <li>- Summarizing</li> <li>- Evaluating sources</li> <li>- Plagiarism</li> <li>- MLA formatting</li> <li>- Works Cited page</li> </ul> <p>Forms of writing and purposes for writing</p> <p>Figurative language in prose and poetry:</p> <ul style="list-style-type: none"> <li>- alliteration</li> <li>- hyperbole</li> <li>- imagery</li> <li>- metaphor</li> <li>- onomatopoeia</li> <li>- personification</li> <li>- repetition</li> <li>- rhyme</li> <li>- scheme</li> <li>- simile</li> </ul>	<p><b>Writing Development:</b></p> <p>The research topic may be coordinated with the World Studies teacher.</p> <p><b>Research Skills:</b></p> <ul style="list-style-type: none"> <li>• Note-taking strategies <ul style="list-style-type: none"> <li>- Cornell notes</li> <li>- Outlining</li> <li>- Effective use of note cards</li> </ul> </li> <li>• Write high-level research questions</li> <li>• Utilize a variety of sources (online databases, interview, Internet, magazines, trade books)</li> <li>• Understand and use parenthetical citations</li> </ul> <p>Students must have a general familiarity with the following forms of writing: expository, news, personal narrative, memoir, persuasive, script, short story, lyric and narrative poem, research report, fairy tale.</p>
<p><b>Grammar:</b></p> <ul style="list-style-type: none"> <li>• <b>Additional Punctuation:</b> <ul style="list-style-type: none"> <li>- Questioning</li> <li>- -Colons</li> <li>- Semi-colons</li> <li>- -Hyphens</li> <li>- -Dashes</li> <li>- -Ellipses</li> <li>- -Parenthesis</li> <li>- -Quotation marks</li> <li>- -Comma usage rules</li> <li>- Apostrophe usage</li> </ul> </li> </ul>	<p><b>Grammar:</b></p> <ul style="list-style-type: none"> <li>• Punctuation skills pages 248-275 in <i>Grammar for Writing</i></li> <li>• Comma usage rules pages 253-261 in <i>Grammar for Writing</i></li> <li>• United Streaming video “Understanding the Comma”</li> </ul>

<b>Speaking/Listening:</b> <ul style="list-style-type: none"><li>• Listening for main idea</li><li>• Asking questions</li><li>• Providing feedback</li><li>• Organize an oral presentation</li></ul>	<b>Speaking/Listening:</b> <ul style="list-style-type: none"><li>▪ See Quarter 2 skills for specifics</li></ul>
<b>The 3<sup>rd</sup> quarter common assignment is an oral presentation.</b> <p>The common assignment for the third quarter will be an oral presentation as the student presents the information gathered in the research.</p>	

<b>Quarter 4: Literary Analysis</b>	
<b>Essential (Required)</b>	<b>Enrichment</b>
<p><b>Writing Development:</b></p> <p><b>EMPHASIS: Writing about literature (both prose and poetry)</b></p> <ul style="list-style-type: none"> <li>• Literary Analysis (interpretation paper)</li> <li>• Literary Response (reaction paper)</li> <li>• Comparison-Contrast writing</li> </ul>	<p><b>Literary Analysis</b> (interpretation of a work of literature to deepen the reader’s understanding) options are noted in the Teacher’s Edition of <i>Literature</i> in red boxes.</p> <p>Student Model for Literary Response page 609-610 Writing Workshop for Literary Response page 608-615</p> <p>Writing Workshop for Comparison-Contrast page 286-293</p> <p>Script writing</p> <p>Short stories (fiction)</p> <p>Suggested Readings in <i>Literature</i>:  “Dark They Were and Golden Eyed” page 444  “A Retrieved Reformation” page 226  “Thank You, M’am” page 62  “Zebra” page 182  “How Hemingway Wrote” page 476  “The Monsters Are Due on Maple Street” page 134</p>
<p><b>Sentence Development:</b></p> <ul style="list-style-type: none"> <li>• Review simple and compound sentences</li> <li>• Complex sentences</li> </ul>	<p><b>Sentence Development:</b></p> <ul style="list-style-type: none"> <li>• Subordinating conjunctions †</li> <li>• Dependent and independent clauses †</li> <li>• Sentence structures and clauses pages 184-205 in <i>Grammar for Writing</i></li> </ul>
<p><b>Grammar:</b></p> <ul style="list-style-type: none"> <li>• Punctuating titles</li> <li>• Gerunds</li> </ul>	<p><b>Grammar:</b></p> <ul style="list-style-type: none"> <li>• Punctuating titles pages 268-269 in <i>Grammar for Writing</i></li> </ul>
<p><b>Speaking/Listening:</b></p> <ul style="list-style-type: none"> <li>• Students should be given the opportunity to share their writing throughout the year.</li> </ul>	<p><b>Speaking/Listening:</b></p> <ul style="list-style-type: none"> <li>• Oral presentation of literary analysis</li> <li>• Impromptu speeches</li> <li>• Panel discussions</li> <li>• Poetry slams</li> </ul>
<p>The 4<sup>th</sup> quarter common writing assignment may be a literary analysis, a literary response, or a comparison-contrast.</p>	