

English 7

Course Overview for Administrators



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A+ College Ready ABOUT THE PROGRAM

A+ College Ready, a program of A+ Education Partnership, holds the unshakeable belief **ALL** students can achieve at high levels. As such, it opens the door for middle and high school students in Alabama to reach their academic potential through access to Advanced Placement (AP) and other challenging coursework. This proven program partners with middle and high schools to develop a diverse pipeline of students prepared for success in college, career, and life. A+ College Ready’s high-quality, content-specific teacher training and rigorous curricula are fully aligned to the Alabama Courses of Study and the College Board’s AP requirements. We support 48 total courses in math, science, English, social studies, computer science, art, and Spanish, comprised of 29 non-AP courses and 19 AP courses. We accomplish our goals by:



Centering students
to ensure their needs guide our actions

Expecting excellence
of ourselves, our students, and our schools

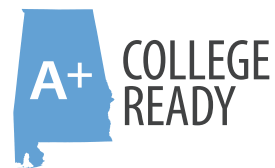
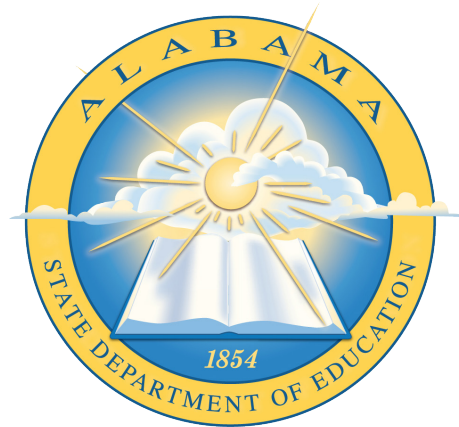
Prioritizing equity
so every student can succeed

Creating High Expectations for All

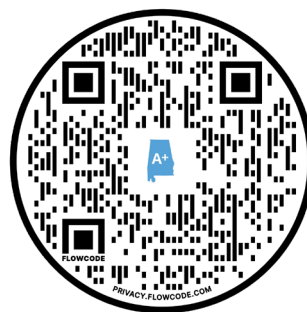
Participating schools create cultures of high academic expectations for all students, teachers, and administrators by:

- ▶ Increasing the number of students engaged in rigorous curricula that promote access to higher-level academic classes and prepare them for success in college, career, and life.
- ▶ Improving student academic achievement through training, supporting, and equipping teachers with research-based teaching strategies, deeper content knowledge, and classroom resources.
- ▶ Supporting student success by empowering administrators to serve as strong instructional leaders at their schools.





**A+ College Ready is a partnership
between A+ Education Partnership and the
Alabama State Department of Education**



Learn more: aplusala.org/college-ready



EQUIP. EMPOWER. EXPECT MORE.

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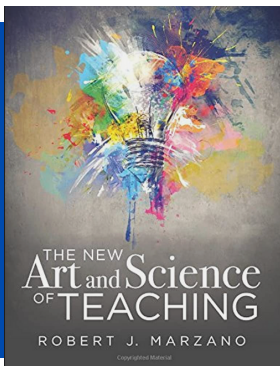
In version 1.0 of A+ College Ready materials and training, English, math, and science teachers were trained in middle and high school grade bands using the National Math and Science Initiative (NMSI) Laying the Foundation (LTF) materials.

In version 2.0, A+ College Ready collaborated with master teachers from Alabama to strategically integrate the LTF English, math, and science lessons, strategies, and assessments into subject-specific curricular frameworks based on the Alabama Courses of Study.

In version 3.0, A+ College Ready led the development of training and curricular materials for social studies and computer science modeled after the English, math, and science frameworks.

A+ College Ready continuously improves and updates all curricular materials and training plans, especially when significant changes and/or revisions to the Alabama Courses of Study exist.

EVERY SUBJECT-SPECIFIC training experience now includes a focus on instructional elements from Robert Marzano's *The New Art and Science of Teaching*.



“This title is a greatly expanded volume of the original *Art and Science of Teaching*, offering a framework for substantive change based on Marzano’s 50 years of education research. Instead of focusing on teacher outcomes, the new version focuses on student outcomes. Throughout the book, Marzano details the elements of three overarching categories of teaching that define what must happen to optimize student learning.”

In summer 2024, every teacher (math, science, English, social studies, and computer science) who attends E3 training will not only receive outstanding curricular materials and content-specific training but also will be strategically and explicitly introduced to Marzano’s pedagogical teaching elements. Based on proven instructional practices for student learning and success, these common training components will provide a framework for school-wide focus and improvement initiatives. The following page depicts A+ College Ready’s three-year plan for embedding the 43 teaching elements into the A+ College Ready E3 training progression.

THE NEW ART AND SCIENCE OF TEACHING

FEEDBACK	CONTENT	CONTEXT
<p>Providing and Communicating Clear Learning Goals</p> <ol style="list-style-type: none"> 1. Providing Scales and Rubrics 2. Tracking Student Progress 3. Celebrating Success <p>Assessment</p> <ol style="list-style-type: none"> 4. Informal Assessments of the Whole Class 5. Formal Assessments of Individual Students <p>A+ CR Instructional Model</p> <ul style="list-style-type: none"> Year 1 Year 2 Year 3 Model in Training School Responsibility Spice Rack 	<p>Direct Instruction Lessons</p> <ol style="list-style-type: none"> 6. Chunking Content 7. Processing Content 8. Recording and Representing Content <p>Practicing and Deepening Lessons</p> <ol style="list-style-type: none"> 9. Structured Practice Sessions 10. Examining Similarities and Differences 11. Examining Errors in Reasoning <p>Knowledge Application Lessons</p> <ol style="list-style-type: none"> 12. Engaging Students in Cognitively Complex Tasks 13. Providing Resources and Guidance 14. Generating and Defending Claims <p>Strategies That Appear in <u>All</u> Types of Lessons</p> <ol style="list-style-type: none"> 15. Previewing 16. Highlighting Critical Information 17. Reviewing Content 18. Revising Knowledge 19. Reflecting on Learning 20. Purposeful Homework 21. Elaborating on Information 22. Organizing Students to Interact 	<p>Engagement</p> <ol style="list-style-type: none"> 23. Noticing When Students Are Not Engaged and Reacting 24. Increasing Response Rates 25. Using Physical Movement 26. Maintaining a Lively Pace 27. Demonstrating Intensity and Enthusiasm 28. Presenting Unusual Information 29. Using Friendly Controversy 30. Using Academic Games 31. Providing Opportunities for Students to Talk About Themselves 32. Motivating and Inspiring Students <p>Rules and Procedures</p> <ol style="list-style-type: none"> 33. Establishing Rules and Procedures 34. Organizing the Physical Layout of the Classroom 35. Demonstrating "Withitness" 36. Acknowledging Adherence to Rules and Procedures 37. Acknowledging Lack of Adherence to Rules and Procedures <p>Relationships</p> <ol style="list-style-type: none"> 38. Using Verbal and Nonverbal Behaviors that Indicate Affection for Students 39. Understanding Students' Backgrounds and Interests 40. Displaying Objectivity and Control <p>Communicating High Expectations</p> <ol style="list-style-type: none"> 41. Demonstrating Value and Respect for Reluctant Learners 42. Asking In-Depth Questions of Reluctant Learners 43. Probing Incorrect Answers with Reluctant Learners

1ST 9-WEEKS

Thematic Idea: Who Am I?

Guiding Questions/Ideas: Where do I come from? Why do we study the past?

Skills Focus:

Reading: Understanding Informational Texts

Writing: Theme Analysis

Grammar: Simple Sentences (subject/verb agreement, sentence fragments, compound subjects and predicates, appositives, prepositional phrases)

Text Selections:

Primary Text: *Written in Bone: Buried Lives of Jamestown and Colonial Maryland* by Sally Walker

Nonfiction Article: “The Lost Colony of Roanoke Island” from *Science.org*

Poetry: “Annabel Lee” by Edgar Allan Poe

Short Story: “By the Waters of Babylon” by Stephen Vincent Benet Artwork:

Jamestown Lifescape by Keith Rocco

Videos: *Lost Colony of Roanoke, Written in Bone, and Finding Remains*

**This course also includes additional vocabulary and grammar resources with assessment suggestions that may be used at the teacher’s discretion.*

2ND 9-WEEKS

Thematic Idea: Who Am I?

Guiding Questions/Ideas: What do I believe?

Skills Focus:

Reading: Understanding Elements of Fiction

Writing: Character Analysis

Grammar: Compound Sentences (coordinate conjunctions, punctuation, run-on sentences, sentence combining)

Text Selections:

Primary Text: *A Wrinkle in Time* by Madeleine L’Engle

Nonfiction: “An Open Heart” by Judith MacKenzie; “A Wrinkle in Time and Its Sci-Fi Heroine” by Pamela Paul

Drama: *The Monsters are Due on Maple Street* by Rod Serling

Fable: “The Fox and the Crow” by Aesop

Poetry: Excerpts from *Witness* by Karen Hesse “The Witch” by Jack Prelutsky

**This course also includes additional vocabulary and grammar resources with assessment suggestions that may be used at the teacher’s discretion.*

3RD 9-WEEKS

Thematic Idea: Who Am I?

Guiding Questions/Ideas: Why do my beliefs matter?

Skills Focus:

Reading: Understanding Figurative Language

Writing: Persuasion

Grammar: Complex Sentences (dependent clauses, subordinating techniques, punctuation, sentence combining)

Text Selections:

Primary Text: *The Book Thief* by Markus Zusak

Speech: "Americans with Disabilities Act" by Christopher Reeve

Nonfiction: "Auschwitz Shifts from Memorializing to Teaching" by Gross and Schulten; "Banning Books from the Classroom" by Sharon Cromwell; "Book Banning Is About Freedom, But Not Like You Think" by Neal McCluskey; "It's Not Censorship, It's Parenting!" by Erin Manning

Poetry: "To a Garden Spider" by Leslie Moore

Artwork: *Grim Death* by William Strand; *The Angel of Death* by Evelyn de Morgan; *Abstract Death* by Mark Chadwick

Videos: "Nazi Book Burning," "Books Burn as Goebbels Speaks"

**This course also includes additional vocabulary and grammar resources with assessment suggestions that may be used at the teacher's discretion.*

4TH 9-WEEKS

Thematic Idea: Who Am I?

Guiding Questions/Ideas: Who am I becoming?

Skills Focus:

Reading: Understanding Theme

Writing: Text-based Theme Analysis

Grammar: Compound-Complex Sentences (subordinating conjunctions, relative pronouns, punctuation)

Text Selections:

Primary Text: *A Long Walk to Water* by Linda Sue Park and excerpts from *Twelfth Night* by William Shakespeare

Nonfiction: "Letter from a Birmingham Jail" by Martin Luther King, Jr.

Poetry: "Blow, Blow Thou Winter Wind" by William Shakespeare

Videos: Clips from various productions of *Twelfth Night*, "Like a Girl" and "Be a Dad" PSAs

**This course also includes additional vocabulary and grammar resources with assessment suggestions that may be used at the teacher's discretion.*

STANDARDS CHECKLIST				
ALCOS	1ST 9-WEEKS	2ND 9-WEEKS	3RD 9-WEEKS	4TH 9-WEEKS
1	X	X	X	X
2	X	X	X	X
3	X	X	X	X
4	X	X	X	X
5	X	X	X	X
6		X	X	X
7	X	X	X	X
7a.	X	X	X	X
7b.	X	X	X	X
7c.	X	X	X	X
8	X	X	X	X
9	X	X	X	X
10	X	X	X	X
11	X	X	X	X
12	X	X	X	X
13	X	X	X	X
14	X	X		X
15	X	X		X
15a.	X	X		X
15b.	X	X	X	X
15c.	X	X	X	X
16	X	X	X	X
16a.	X	X	X	X
17	X	X	X	X
17a.	X		X	X

STANDARDS CHECKLIST				
ALCOS	1ST 9-WEEKS	2ND 9-WEEKS	3RD 9-WEEKS	4TH 9-WEEKS
17b.	X		X	X
17c.	X	X	X	X
18	X	X	X	X
18a.	X	X	X	X
19	X	X	X	X
20	X	X	X	X
21	X	X	X	X
21a.	X	X	X	X
21b.	X	X	X	X
21c.	X	X	X	X
22	X	X	X	X
23	X	X	X	X
24	X	X	X	X
25	X	X	X	X
26	X		X	X
26a.	X	X	X	X
27	X	X	X	X
28	X	X	X	X
28a.	X	X	X	X
29	X	X	X	X
30	X	X	X	X
31	X	X	X	X
32	X	X	X	X
33	X	X	X	X

UNIT NAME:

Who Am I? :

Where do I come from? Why do we study the past?

RECOMMENDED TIME FRAME:

First Nine Weeks

UNIT OVERVIEW

The *Written in Bone* text is significant as an informational text, which is an abrupt departure from our usual focus on fiction, but one that teaches many skills not available in traditional fictional texts. *Written in Bone* is foundational in teaching concepts such as writing and answering DOK levels of questioning, defining words by context clues, and completing dialectical journals, activities that will set the standard for the entire year. Nonfiction articles and videos support the text, and students will be introduced to visual analysis of a painting. “By the Waters of Babylon” is the fictional text for the nine weeks. Students will also learn to analyze both informational and fictional texts for figurative language, tone, diction, theme, inference, and mood. This nine weeks’ grammar focus is subject-verb agreement, appositives, and prepositional phrases. Students will develop writing skills through composing topic sentences and AEC paragraphs.

Texts for Study:

Primary Text: *Written in Bone: Buried Lives of Jamestown and Colonial Maryland* by Sally Walker

Other Texts:

Nonfiction Article: “The Lost Colony of Roanoke Island” from *Science.org*

Poetry: “Annabel Lee” by Edgar Allan Poe

Short Story: “By the Waters of Babylon” by Stephen Vincent Benet

Artwork: *Jamestown Lifescape* by Keith Rocco

Videos: *Lost Colony of Roanoke, Written in Bone, and Finding Remains*

STANDARDS

ALCOS for English Language Arts: Recurring Standards, Grades 6-8

- R1. Utilize active listening skills during discussion and conversation in pairs, small groups, or whole-class settings, following agreed-upon rules for participation.
- R2. Use context clues to determine meanings of unfamiliar spoken or written words.
- R3. Use digital and electronic tools appropriately, safely, and ethically when researching and writing, both individually and collaboratively.
- R4. Utilize a writing process to plan, draft, revise, edit, and publish writings in various genres.
- R5. Assess the formality of occasions in order to speak or write using appropriate language and tone.
- R6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

ALCOS for English Language Arts: Literacies, Grades 6-8

Critical Literacy: Process and employ information for a variety of academic, occupational, and personal purposes.

Digital Literacy: Use technology, including the Internet, to research, analyze, produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information, people, and resources and to display information flexibly and dynamically.

Language Literacy: Recognize and demonstrate command of the conventions of standard English grammar, mechanics, and usage, including appropriate formality of language.

Research Literacy: Engage in inquiry through the research process to locate, acquire, refine, and present relevant and credible findings in multiple modes.

Vocabulary Literacy: Increase academic, domain-specific, and grade-level-appropriate vocabularies through reading, word study, and class discussion.

RESOURCES

Student Unit Progress Monitoring Document (coming in 2025)

Proficiency Scale(s) - found in Canvas resources

Sample Summative Assessment(s) [ALSDE ACAP and ACT Resources](#)

Vocabulary:

Teachers are encouraged to use the provided vocabulary resources; these research-based recommendations offer a comprehensive approach to instruction, including word acquisition, study techniques, sample assessments, and assessment-building suggestions. Module 1 contains an overview of the entire vocabulary component; all other vocabulary resources are located in the Canvas resources.

Grammar:

Teachers are encouraged to use the research-based grammar program Daily Grammar Practice as part of their daily instruction. In conjunction with this program, A+CR provides an additional sentence list with weekly templates. A+CR sentence content complements the grade-level texts while mirroring the grammatical structure of sentences found in the original version of Daily Grammar Practice for this grade level*. Module 1 contains an overview of DGP, including suggestions for implementation. A+CR DGP sentence lists and optional templates are located in the Canvas resources; all other resources and answer keys needed to implement this program are found in the original grade-level teacher guide**.

*Grade 11 uses the 7th grade second edition only; Grade 12 uses the 8th grade second edition only.

**A teacher resource book is given to each participant as part of the grade-level training. If additional grade level books are needed, those may be purchased at www.dgppublishing.com.

UNIT 1: Who Am I?
Where do I come from? Why do we study the past?

	DAY 1	DAY 2	DAY 3	DAY 4	DAY 5
WEEK 1	<ul style="list-style-type: none"> Vocabulary 	<ul style="list-style-type: none"> Visual Analysis 	<ul style="list-style-type: none"> Visual Analysis 	<ul style="list-style-type: none"> Introduction to <i>Written in Bone</i> 	<ul style="list-style-type: none"> Text Feature Scavenger hunt
WEEK 2	<ul style="list-style-type: none"> Vocabulary 	<ul style="list-style-type: none"> Read Ch 1 <i>WiB</i> 	<ul style="list-style-type: none"> Levels of Questioning 	<ul style="list-style-type: none"> Creating Effective Topic Sentences 	<ul style="list-style-type: none"> Dialectical Journal for Ch. 1 Assign Ch. 2 w/DJ
WEEK 3	<ul style="list-style-type: none"> Vocabulary 	<ul style="list-style-type: none"> Creating Effective Topic Sentences 	<ul style="list-style-type: none"> Creating Effective Topic Sentences 	<ul style="list-style-type: none"> <i>Jamestown Lifescape</i> paragraph 	<ul style="list-style-type: none"> Review Ch. 2 DJ Assign Ch. 3 and 4 w/DJs
WEEK 4	<ul style="list-style-type: none"> Vocabulary 	<ul style="list-style-type: none"> <i>Jamestown Lifescape</i> paragraph 	<ul style="list-style-type: none"> Subject/Verb Agreement 	<ul style="list-style-type: none"> Best Word for the Job 	<ul style="list-style-type: none"> Review Ch. 3 and 4 w/DJs Assign Ch. 5 and 6 w/DJs
WEEK 5	<ul style="list-style-type: none"> Vocabulary 	<ul style="list-style-type: none"> Punctuation-Commas 	<ul style="list-style-type: none"> Identifying and Writing Prepositional Phrases 	<ul style="list-style-type: none"> Review Ch. 5 and 6 Assign Ch. 7 w/DJ 	<ul style="list-style-type: none"> Identifying and Writing Prepositional Phrases
WEEK 6	<ul style="list-style-type: none"> Vocabulary 	<ul style="list-style-type: none"> Review Ch. 7 DJ 	<ul style="list-style-type: none"> Coroner's Report Activity 1 	<ul style="list-style-type: none"> Coroner's Report 	<ul style="list-style-type: none"> Coroner's Report Assign Ch. 8 and 9 w/DJs
WEEK 7	<ul style="list-style-type: none"> Vocabulary 	<ul style="list-style-type: none"> PAT "By the Waters of Babylon" 	<ul style="list-style-type: none"> Read "Babylon" as a class, complete for HW if not finished 	<ul style="list-style-type: none"> Three Levels of Reading using "Babylon" 	<ul style="list-style-type: none"> Review Ch. 8 and 9 DJs
WEEK 8	<ul style="list-style-type: none"> Vocabulary 	<ul style="list-style-type: none"> Three Levels of Reading using "Babylon" 	<ul style="list-style-type: none"> PAT "Babylon" 	<ul style="list-style-type: none"> PAT "Babylon" 	<ul style="list-style-type: none"> PAT "Babylon"
WEEK 9	<ul style="list-style-type: none"> Cultural Research 	<ul style="list-style-type: none"> Cultural Research 	<ul style="list-style-type: none"> Cultural Research 	<ul style="list-style-type: none"> Cultural Research 	<ul style="list-style-type: none"> Flex Day or Nine Weeks Testing

Note: Teachers must allot time for discussing assigned readings and developing assessments as needed.

UNIT NAME:

Who Am I? :
What do I believe?

RECOMMENDED TIME FRAME:

Second Nine Weeks

UNIT OVERVIEW

The primary text this nine weeks is *A Wrinkle in Time*, a science fiction novel that is supported by non-fiction selections. Character analysis journals lead students to analyze quotations for inference, context, and commentary in order to draw conclusions about the main character, Meg. Beginning with short fables and continuing throughout the nine weeks, students learn to determine plot sequencing and the elements of plot by using a plot pyramid. Students are also introduced to a screenplay and the elements of drama. Poetry selections from *Witness* are used to teach students to analyze point of view and author’s purpose, while the humorous poem “The Witch” allows students to investigate how grammar supports diction choices and meaning. Students will also learn the basic recognition of figures of speech into the critical analysis of meaning. Combining grammar and writing, students will examine compound sentences and learn to combine sentences with appropriate coordinating conjunctions; students will continue work in writing and revising paragraphs, as mastery of structure and content of paragraphs will provide the basis for successful essays in 8th grade. Revision work will also include an engaging activity translating dialect into standard English, and composition will include poetry writing by imitating phrases.

Texts for Study:

Primary Text: *A Wrinkle in Time* by Madeleine L’Engle

Other Texts:

Nonfiction: “An Open Heart” by Judith MacKenzie; “A Wrinkle in Time and Its Sci-Fi Heroine” by Pamela Paul

Drama: *The Monsters are Due on Maple Street* by Rod Serling

Fable: “The Fox and the Crow” by Aesop

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- R3. Use digital and electronic tools appropriately, safely, and ethically when researching and writing, both individually and collaboratively.
- R4. Utilize a writing process to plan, draft, revise, edit, and publish writings in various genres.
- R5. Assess the formality of occasions in order to speak or write using appropriate language and tone.
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Research Literacy: Engage in inquiry through the research process to locate, acquire, refine, and present relevant and credible findings in multiple modes.

Vocabulary Literacy: Increase academic, domain-specific, and grade-level-appropriate vocabularies through reading, word study, and class discussion.

RESOURCES

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Sample Summative Assessment(s) [ALSDE ACAP and ACT Resources](#)

Vocabulary:

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Grammar:

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**UNIT 2: Who Am I?
What do I believe?**

	DAY 1	DAY 2	DAY 3	DAY 4	DAY 5
WEEK 1	<ul style="list-style-type: none"> Vocabulary 	<ul style="list-style-type: none"> <i>Wrinkle in Time</i> Read Ch. 1 and Assign Ch. 2-3 	<ul style="list-style-type: none"> <i>The Monsters are Due on Maple Street</i> 	<ul style="list-style-type: none"> <i>The Monsters are Due on Maple Street</i> 	<ul style="list-style-type: none"> <i>The Monsters are Due on Maple Street</i>
WEEK 2	<ul style="list-style-type: none"> Assign Ch. 4-6 Vocabulary 	<ul style="list-style-type: none"> Freytag Pyramid Dialectical Journals Ch. 1-3 	<ul style="list-style-type: none"> <i>The Monsters are Due on Maple Street</i> 	<ul style="list-style-type: none"> Point of View 	<ul style="list-style-type: none"> Point of View
WEEK 3	<ul style="list-style-type: none"> Assign Ch. 7-8 Vocabulary 	<ul style="list-style-type: none"> Freytag Pyramid Dialectical Journals Ch. 4-6 	<ul style="list-style-type: none"> Point of View 	<ul style="list-style-type: none"> Point of View 	<ul style="list-style-type: none"> “An Open Heart”
WEEK 4	<ul style="list-style-type: none"> Assign Ch. 9-11 Vocabulary 	<ul style="list-style-type: none"> Freytag Pyramid Dialectical Journals Ch. 7-8 “An Open Heart” 	<ul style="list-style-type: none"> “An Open Heart” 	<ul style="list-style-type: none"> “An Open Heart” 	<ul style="list-style-type: none"> “An Open Heart”/Sentence Composing
WEEK 5	<ul style="list-style-type: none"> Assign Ch. 12 Vocabulary 	<ul style="list-style-type: none"> Freytag Pyramid Dialectical Journals Ch. 9-11 	<ul style="list-style-type: none"> “The Witch” 	<ul style="list-style-type: none"> “The Witch” 	<ul style="list-style-type: none"> Compound Sentences
WEEK 6	<ul style="list-style-type: none"> Vocabulary 	<ul style="list-style-type: none"> Freytag Pyramid DJ Ch. 12 Connotative Diction 	<ul style="list-style-type: none"> Figures of Speech 	<ul style="list-style-type: none"> NYT Article 	<ul style="list-style-type: none"> “Hazel Tells Laverne”
WEEK 7	<ul style="list-style-type: none"> Vocabulary 	<ul style="list-style-type: none"> Poetry of Phrases 	<ul style="list-style-type: none"> Modifier Lesson 	<ul style="list-style-type: none"> Conflicts in <i>A Wrinkle in Time</i> 	<ul style="list-style-type: none"> Analyzing Meg writing assignment
WEEK 8	<ul style="list-style-type: none"> Vocabulary 	<ul style="list-style-type: none"> Analyzing Meg writing assignment 	<ul style="list-style-type: none"> Musical Soundtrack Project 	<ul style="list-style-type: none"> Musical Soundtrack Project 	<ul style="list-style-type: none"> Musical Soundtrack Project
WEEK 9	<ul style="list-style-type: none"> Musical Soundtrack Project 				

Note: Teachers must allot time for discussing assigned readings and developing assessments as needed.

UNIT NAME:

Who Am I? :

Why do my beliefs matter?

RECOMMENDED TIME FRAME:

Third Nine Weeks

UNIT OVERVIEW

The primary text for the third nine weeks is *The Book Thief*, an historical fiction novel, which is supported by other nonfiction texts and video selections addressing censorship/book banning. *The Book Thief* is set in Germany where the well-known power of Hitler’s rhetoric is overshadowed by a young girl’s deep thirst for words and the opportunity to express herself. Liesel’s hunger for reading and drive for survival in the face of great and constant loss create a sympathetic protagonist who experiences painful and varied conflicts. Her journey is chronicled by Death, a strange narrator who speaks directly to the reader throughout the novel. Powerful word journals lead students to identify/analyze key words for connotation, context, and commentary; this activity helps students comprehend the power of individual words in a sentence, a section, an entire text, and, indeed in shaping societal values. Students will select favorites from the journals to display on the “word shaker” wall. During the nine weeks, students will focus on the power of language, including the power of persuasion, and will learn to distinguish among fact, opinion, and bias in writing. Students are introduced to speech as a literary form, and poetry selections provide further support for the impact of deliberate diction. Students will practice extending figures of speech beyond simple recognition into analysis of meaning. Combining grammar and writing, students will examine complex sentences while learning to utilize subordinating conjunctions and relative pronouns. Students will continue writing and revising paragraphs, including peer revision.

Note: Some language in The Book Thief may be offensive to some readers. Teachers would be wise to anticipate any possible problems and solutions for these students. Teachers may directly communicate to students that they will encounter words that we find offensive and that are inappropriate in our speech; however, teachers need to communicate clearly with students that war is ugly, and that ugly language is an unfortunate but accurate reflection of the effects of war on the human spirit. Teachers will need to remind students that just because they encounter those words in the text, they will not be allowed to use the words in their speech or in their powerful word journals.

Texts for Study:

Primary Text: *The Book Thief* by Markus Zusak

Other Texts:

Speech: “Americans with Disabilities Act” by Christopher Reeve

Nonfiction: “Auschwitz Shifts from Memorializing to Teaching” by Gross and Schulten; “Banning Books from the Classroom” by Sharon Cromwell; “Book Banning Is About Freedom, But Not Like You Think” by Neal McCluskey; “It’s Not Censorship, It’s Parenting!” by Erin Manning

Poetry: “To a Garden Spider” by Leslie Moore

Artwork: *Grim Death* by William Strand; *The Angel of Death* by Evelyn de Morgan; *Abstract Death* by Mark Chadwick

Videos: "Nazi Book Burning," "Books Burn as Goebbels Speaks"

STANDARDS

ALCOS for English Language Arts: Recurring Standards, Grades 6-8

- R1. Utilize active listening skills during discussion and conversation in pairs, small groups, or whole-class settings, following agreed-upon rules for participation.
- R2. Use context clues to determine meanings of unfamiliar spoken or written words.
- R3. Use digital and electronic tools appropriately, safely, and ethically when researching and writing, both individually and collaboratively.
- R4. Utilize a writing process to plan, draft, revise, edit, and publish writings in various genres.
- R5. Assess the formality of occasions in order to speak or write using appropriate language and tone.
- R6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

ALCOS for English Language Arts: Literacies, Grades 6-8

Critical Literacy: Process and employ information for a variety of academic, occupational, and personal purposes.

Digital Literacy: Use technology, including the Internet, to research, analyze, produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information, people, and resources and to display information flexibly and dynamically.

Language Literacy: Recognize and demonstrate command of the conventions of standard English grammar, mechanics, and usage, including appropriate formality of language.

Research Literacy: Engage in inquiry through the research process to locate, acquire, refine, and present relevant and credible findings in multiple modes.

Vocabulary Literacy: Increase academic, domain-specific, and grade-level-appropriate vocabularies through reading, word study, and class discussion.

RESOURCES

Student Unit Progress Monitoring Document (coming in 2025)

Proficiency Scale(s) - found in Canvas resources

Sample Summative Assessment(s) [ALSDE ACAP and ACT Resources](#)

Vocabulary:

Teachers are encouraged to use the provided vocabulary resources; these research-based recommendations offer a comprehensive approach to instruction, including word acquisition, study techniques, sample assessments, and assessment-building suggestions. Module 1 contains an overview of the entire vocabulary component; all other vocabulary resources are located in the Canvas resources.

Grammar:

Teachers are encouraged to use the research-based grammar program Daily Grammar Practice as part of their daily instruction. In conjunction with this program, A+CR provides an additional sentence list with weekly templates. A+CR sentence content complements the grade-level texts while mirroring the grammatical structure of sentences found in the original version of Daily Grammar Practice for this grade level*. Module 1 contains an overview of DGP, including suggestions for implementation. A+CR DGP sentence lists and optional templates are located in the Canvas resources; all other resources and answer keys needed to implement this program are found in the original grade-level teacher guide**.

*Grade 11 uses the 7th grade second edition only; Grade 12 uses the 8th grade second edition only.

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UNIT 3: Who Am I?
Why do my beliefs matter?

	DAY 1	DAY 2	DAY 3	DAY 4	DAY 5
WEEK 1	<ul style="list-style-type: none"> Vocabulary 	<ul style="list-style-type: none"> Death Depictions 	<ul style="list-style-type: none"> <i>Book Thief</i> Prologue and assign Part 1 Pass out DQs 	<ul style="list-style-type: none"> World Shaker Wall using words from Prologue 	<ul style="list-style-type: none"> Book Burning Scene
WEEK 2	<ul style="list-style-type: none"> Assign Parts 2-3 w/DQs Vocabulary 	<ul style="list-style-type: none"> Powerful Word Journal (PWJ) Class Discussion 	<ul style="list-style-type: none"> Author's Purpose 	<ul style="list-style-type: none"> Author's Purpose 	<ul style="list-style-type: none"> Style and Voice
WEEK 3	<ul style="list-style-type: none"> Assign Parts 4-5 w/DQs Vocabulary 	<ul style="list-style-type: none"> PWJ/Class discussion 	<ul style="list-style-type: none"> Rhetorical Claims in Quotations 	<ul style="list-style-type: none"> Fact, Opinion, and Bias 	<ul style="list-style-type: none"> Fact, Opinion, and Bias
WEEK 4	<ul style="list-style-type: none"> Assign Parts 6-7 w/DQs Vocabulary 	<ul style="list-style-type: none"> PWJ/Class discussion 	<ul style="list-style-type: none"> Fact, Opinion, and Bias 	<ul style="list-style-type: none"> Christopher Reeve (Elements of Argumentation) 	<ul style="list-style-type: none"> Christopher Reeve (Elements of Argumentation)
WEEK 5	<ul style="list-style-type: none"> Assign Parts 8-9 w/DQs Vocabulary 	<ul style="list-style-type: none"> PWJ/Class discussion 	<ul style="list-style-type: none"> Christopher Reeve (Elements of Argumentation) 	<ul style="list-style-type: none"> Rhetorical Analysis Essay w/ Christopher Reeve Speech 	<ul style="list-style-type: none"> Rhetorical Analysis Essay w/ Christopher Reeve Speech
WEEK 6	<ul style="list-style-type: none"> Assign Part 10 and Epilogue w/DQs Vocabulary 	<ul style="list-style-type: none"> PWJ/Class discussion 	<ul style="list-style-type: none"> Subordinating Techniques 	<ul style="list-style-type: none"> Figurative Language and Imagery 	<ul style="list-style-type: none"> Text to Text
WEEK 7	<ul style="list-style-type: none"> Vocabulary 	<ul style="list-style-type: none"> PWJ/Class discussion 	<ul style="list-style-type: none"> Text to Text 	<ul style="list-style-type: none"> Parts of Speech 	<ul style="list-style-type: none"> Parts of Speech
WEEK 8	<ul style="list-style-type: none"> Vocabulary 	<ul style="list-style-type: none"> Creative Writing 	<ul style="list-style-type: none"> Found Poetry 	<ul style="list-style-type: none"> Found Poetry 	<ul style="list-style-type: none"> Multiple Choice Practice
WEEK 9	<ul style="list-style-type: none"> Expository Essay 	<ul style="list-style-type: none"> Expository Essay 	<ul style="list-style-type: none"> Writing Conclusions 	<ul style="list-style-type: none"> Writing Conclusions 	<ul style="list-style-type: none"> Flex Day or Nine Week Testing

Note: Teachers must allot time for discussing assigned readings and developing assessments as needed.

UNIT NAME:

Who Am I? :

Who am I becoming?

RECOMMENDED TIME FRAME:

Fourth Nine Weeks

UNIT OVERVIEW

Two primary texts are studied during the fourth nine weeks: *A Long Walk to Water* and *Twelfth Night*. *A Long Walk to Water* is a dual narrative set in Sudan. One story is set in 1985 and is based on real events and a real person. The other narrative takes place in 2008. Students focus on selected passages and revisit the plot pyramid to investigate and analyze the growth of the main character as a result of the conflicts he encounters during each part of the plot. *A Long Walk to Water* also provides the basis for further analysis of syntax and mood in grammar review and compound/complex sentence structure lessons. Students are introduced to Shakespeare through selected excerpts from *Twelfth Night*, which are used to examine syntax through a variety of lessons: Killgallon-style, grammar and tone, comparison/contrast using video clips, and gender bias and stereotypes. The final project allows students to reflect on their identity focus of the year and to revisit the question, "Who Am I?"

Texts for Study:

Primary Text: *A Long Walk to Water* by Linda Sue Park and excerpts from *Twelfth Night* by William Shakespeare

Other Texts:

Nonfiction: "Letter from a Birmingham Jail" by Martin Luther King, Jr.

Poetry: "Blow, Blow Thou Winter Wind" by William Shakespeare

Videos: Clips from various productions of *Twelfth Night*, "Like a Girl" and "Be a Dad" PSAs

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- R4. Utilize a writing process to plan, draft, revise, edit, and publish writings in various genres.
- R5. Assess the formality of occasions in order to speak or write using appropriate language and tone.
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Vocabulary Literacy: Increase academic, domain-specific, and grade-level-appropriate vocabularies through reading, word study, and class discussion.

RESOURCES

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Vocabulary:

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Grammar:

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**UNIT 4: Who Am I?
Who am I becoming?**

	DAY 1	DAY 2	DAY 3	DAY 4	DAY 5
WEEK 1	<ul style="list-style-type: none"> Vocabulary 	<ul style="list-style-type: none"> <i>A Long Walk to Water</i> background research 	<ul style="list-style-type: none"> <i>A Long Walk to Water</i> background research 	<ul style="list-style-type: none"> Introducing <i>A Long Walk to Water</i> Assign Ch. 1-3 	<ul style="list-style-type: none"> Logical and Emotional Appeals
WEEK 2	<ul style="list-style-type: none"> Assign Ch. 4-7 Vocabulary 	<ul style="list-style-type: none"> Logical and Emotional Appeals 	<ul style="list-style-type: none"> Analyzing Character through Conflict Activity 1 Pass A 	<ul style="list-style-type: none"> MLK Multiple Choice Practice 	<ul style="list-style-type: none"> Analyzing Character through Conflict Passages B/C
WEEK 3	<ul style="list-style-type: none"> Assign Ch. 8-11 Vocabulary 	<ul style="list-style-type: none"> <i>Romeo and Juliet</i> Multiple Choice Practice 	<ul style="list-style-type: none"> Syntax and Mood 	<ul style="list-style-type: none"> Syntax and Mood 	<ul style="list-style-type: none"> “Blow, Blow Thou Winter Wind”
WEEK 4	<ul style="list-style-type: none"> Assign Ch. 12-15 Vocabulary 	<ul style="list-style-type: none"> Analyzing Character through Conflict Passages D/E 	<ul style="list-style-type: none"> “Blow, Blow Thou Winter Wind” 	<ul style="list-style-type: none"> Analyzing Character through Conflict Passages F/G 	<ul style="list-style-type: none"> Analyzing Grammar using <i>Twelfth Night</i>
WEEK 5	<ul style="list-style-type: none"> Assign Ch. 16-18 Vocabulary 	<ul style="list-style-type: none"> Analyzing Character through Conflict Passage H 	<ul style="list-style-type: none"> Analyzing Grammar using <i>Twelfth Night</i> 	<ul style="list-style-type: none"> Gender Roles 	<ul style="list-style-type: none"> Thematic Carousel for <i>Twelfth Night</i>
WEEK 6	<ul style="list-style-type: none"> Vocabulary 	<ul style="list-style-type: none"> Analyzing Character through Conflict Passage I 	<ul style="list-style-type: none"> Thematic Carousel for <i>Twelfth Night</i> 	<ul style="list-style-type: none"> Analyzing Character through Conflict Passage J 	<ul style="list-style-type: none"> Establishing Theme
WEEK 7	<ul style="list-style-type: none"> Vocabulary 	<ul style="list-style-type: none"> Establishing Theme 	<ul style="list-style-type: none"> Establishing Theme 	<ul style="list-style-type: none"> Sentence Types 	<ul style="list-style-type: none"> “It Was Greek to Me”
WEEK 8	<ul style="list-style-type: none"> Vocabulary 	<ul style="list-style-type: none"> “Who am I?” Project 	<ul style="list-style-type: none"> “Who am I?” Project 	<ul style="list-style-type: none"> “Who am I?” Project Presentation 	<ul style="list-style-type: none"> “Who am I?” Project Presentation
WEEK 9	<ul style="list-style-type: none"> Semester Exams 	<ul style="list-style-type: none"> Semester Exams 	<ul style="list-style-type: none"> Semester Exams 	<ul style="list-style-type: none"> Semester Exams 	<ul style="list-style-type: none"> Semester Exams

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