

Duval County Public Schools

M/J Language Arts 2

2008-2009



Ed Pratt-Dannals, Superintendent



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K-12 English Language Arts, Reading, and ESOL

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Adopted Course Materials:
Prentice Hall Literature: *Timeless Voices, Timeless Themes* (Bronze Level), 2003
Prentice Hall Grammar: *Communication in Action* (Bronze Level), 2003

ENGLISH LANGUAGE ARTS CURRICULUM EXPLANATION

This curriculum has been formatted to accomplish the following purposes:

- To fully incorporate the Sunshine State Standards for English Language Arts into purposeful classroom instruction; and
- To introduce formative assessment tasks for students to demonstrate understanding and application of the Sunshine State Standards Benchmarks.
- To introduce the framework of *Understanding by Design*[™], which is an instructional design developed by Grant Wiggins and Jay McTighe and has been adopted for use across the district by all four academic areas.

The **Three Stages of Understanding by Design**[™] was used to guide the creation of the yearly learning schedule. The three stages include:

1. Identifying desired results: Sunshine State Standards (established goals), enduring understandings, essential questions, and knowledge and skills.
2. Determining acceptable evidence of understanding: performance assessments, short and extended response items; traditional quizzes and tests; FCAT-like item informal checks; teacher observation; and small and large group discussion.
3. Planning engaging and effective instruction with both unit plans and lesson plans.

Definitions

A Learning Schedule is provided to show the order in which units should be taught. This sequence is the work of middle school English Language Arts teachers. Following the sequence will ensure all students meeting the standards set forth by the Florida Department of Education. The learning schedule estimates the number of days to be spent teaching each learning concept and/or skill in both (90 minute) block and traditional (55 minute) scheduled schools.

The Sunshine State Standards are statements of what students should know or understand. A correlation to the previous adopted Sunshine State Standards and the newly adopted Sunshine State Standards is provided.

Benchmarks are statements within the Sunshine State Standards that describe what students at a certain grade level should know and be able to do. Benchmarks are more detailed than a strand or standard.

Instructional Focus refers to standards and benchmarks that students are learning. Skills are processes that students should be able to perform successfully.

Assessment Exemplars are performance task that students are expected to do.

Honors Course Credit - The Florida Department of Education expects that districts will establish guidelines for awarding advanced/honors credit in English Language Arts courses. Since 1998 the district's requirements for honors credit have been:

- Students in advanced courses are responsible for the same Sunshine State Standards as standard level students. However, advanced students complete a more rigorous curriculum. Instructional strategies will reflect the rigor and depth of the material. Student grades will also reflect the quality and completion of the additional requirements inherent in advanced courses.

Advanced courses will include the following:

- Extended and complex writing components both timed and not timed.
- Frequent analysis of primary sources.
- Extensive use of documents/data for writing prompts.
- Complex problem solving.

The Learning Schedules (curriculum/instruction guides) for this course can be found in the Riverdeep Learning Village available at: <http://www.duvalschools.org/static/aboutdcps/departments/acadprog/riverdeep/>.

The Learning Schedules were developed and will be revised as needed by middle grades language arts teachers using teacher reflections and recommendations shared with the Academic Division of Curriculum and Instruction. Teachers are encouraged to share best-practices and effective lesson plans with their colleagues through the Riverdeep Learning Village.

After successfully completing the course, the student will:

1. Use a variety of strategies to analyze words and text, draw conclusions, use context and word structure clues, and recognize organizational patterns.
2. Determine the main idea or essential message in a text and identify relevant details and facts and patterns of organization in fiction and nonfiction text.
3. Recognize complex elements of plot, including setting, character development, conflicts, and resolutions.
4. Organize information before writing according to the type and purpose of writing.
5. Ask questions and make comments and observations that reflect understanding and application of content, processes, and experiences.
6. Select language that shapes reactions, perceptions, and beliefs.
7. Use strategies to clarify meaning, such as rereading, note taking, summarizing, outlining, and writing a grade-level appropriate report.

Please review page 4 for a yearly overview of the Duval County's Adopted Middle Grades ELA Curriculum.

For a Complete view of the Florida Sunshine State Standards: Grade 7, Reading/Language Arts, with Access Points, you may visit:

<http://etc.usf.edu/flstandards/la/new-pdfs/points-7.pdf>.

Duval County Public Schools
Grade 7, English Language Arts
YEARLY LEARNING SCHEDULE

School Year: 2008-2009			
First Quarter		Second Quarter	
INSTRUCTIONAL UNITS	DAYS	INSTRUCTIONAL UNITS	DAYS
Unit 1: Short Story/Fiction	42	Unit 2: Non Fiction	44
Testing and School Activities	2	Testing and School Activities	2
Total Days:	44	Total Days:	46
Third Quarter		Fourth Quarter	
INSTRUCTIONAL UNITS	DAYS	INSTRUCTIONAL UNITS	DAYS
Unit 3: Poetry	41	Unit 4: Drama; Folk Literature; and Research	43
Testing and School Activities	4	Option A: Author Study	(20)
Testing and School Activities	4	Testing and School Activities	2
Total Days:	45	Total Days:	45