



English Language Arts 7-9

English Language Arts 7-9 Prioritized Curriculum for 2020-2021	
<p>When an outcome is limited, the understanding is that items will be further addressed if time permits or as opportunity arises. Content from the preceding course as identified in the curriculum guides, (see last row of table for page references), may be addressed throughout the school year as required. Limits listed below are intended to provide teachers options on where to find time to address content from the preceding course, if necessary. (See Curriculum Guide, Appendix A1 Suggested Guidelines for Selecting Content).</p> <p>Adjustments are made to content requirements, not outcomes. Not all limits indicated will need to be applied.</p>	
Outcome / Strand / Theme / Unit	Recommended Adjustments
Speaking and Listening Content and Activities	Suggested number of experiences each year
<p>Informal speaking and listening experiences:</p> <ul style="list-style-type: none"> • conversation, effective talk, group discussion, brainstorming, inquiry, or literature circles, improv, role play, oral reading, choral speaking, responding to questions, etc. <p>Formal speaking experiences :</p> <ul style="list-style-type: none"> • book talk, debate, panel discussion, dramatic presentation, interview, readers' theatre, slideshow, multimedia presentation, speech, etc. <p>Formal listening experiences:</p> <ul style="list-style-type: none"> • formal speeches, presentations, debates, music, reading aloud, storytelling, poetry, narrative, podcast, etc. 	<p>Original: 10</p> <p>Adjusted: 6</p> <ul style="list-style-type: none"> • <i>May limit to 2 informal speaking</i> • <i>May limit to 2 informal listening</i> • <i>May limit to 1 informal speaking</i> • <i>May limit to 1 informal listening</i>
Reading and Viewing Content and Activities	
<p>Poetry:</p> <ul style="list-style-type: none"> • ballad, blank verse, concrete, elegy, epic, free verse, haiku, lyric, narrative, ode, sonnet, etc. 	<p>Original: 15</p> <p>Adjusted: <i>May limit to 10</i></p>
<p>Drama:</p> <ul style="list-style-type: none"> • longer texts: play, screenplay, script, etc; • shorter texts: excerpt, monologue, puppet show, radio play, student-centered script, tableau, etc. 	<p>Original: 2</p> <p>Adjusted: <i>May limit to 1 longer work or multiple shorter excerpts</i></p>
<p>Short Prose:</p> <ul style="list-style-type: none"> • include fiction and non-fiction (article, blog, editorial, essay, folktale, informational text, myth, rant, short story, etc). 	<p>Original: 18</p> <p>Adjusted: 13</p> <p><i>Grade 7: May limit to 10 fiction and 3 non-fiction</i></p> <p><i>Grade 8: May limit to 9 fiction and 4 non-fiction</i></p> <p><i>Grade 9: May limit to 8 fiction and 5 non-fiction</i></p>
<ul style="list-style-type: none"> • Longer Texts: (Independent and/or class study) novel, biography <p><i>Selecting Young Adult Texts: An Annotated Bibliography (English Language Arts 7-9) includes suggestions for Intermediate students</i></p>	<p>Original: 8 (5 student selected; 3 teacher supported)</p> <p>Adjusted: 5 <i>May limit to 3 student selected and 2 teacher supported</i></p>

<p>Multimedia:</p> <ul style="list-style-type: none"> • advertisements, commercials, environmental print, music, web sites, podcasts, radio shows, speeches, videos, etc. 	<p>Original: 5</p> <p>Adjusted: May limit to 3</p>
<p>Writing and Representing Content and Activities</p>	
<p>Multi-paragraph, any genre:</p> <ul style="list-style-type: none"> • expressive texts such as auto-biographical, biographical, descriptive, letters, narrative, etc. • transactional texts (persuasive, explanatory, procedural) such as articles, directions and instructions essays, formal letters, project reports, reviews, summaries, etc. 	<p>Original: 3</p> <p>Adjusted: May limit to 2</p> <p>One text each year should include evidence of research.</p>
<p>Poetic:</p> <ul style="list-style-type: none"> • poems, prose poems, songs, rap, spoken word, etc. 	<p>Original: 3</p> <p>Adjusted: May limit to 2</p>
<p>Visual/informational text:</p> <ul style="list-style-type: none"> • digital and paper texts such as brochure, collage, pamphlet, painting, poster, etc. where visuals are the main source of communication. 	<p>Original: 1</p> <p><i>no adjustment</i></p>
<p>Multimedia:</p> <ul style="list-style-type: none"> • digital, live, and paper texts such as advertisement, blog, character sketch or avatar description, commercial, digital story, drama, model, musical composition, photo essay, podcast, slide show, social media text, video, web page, etc. 	<p>Original: 1</p> <p><i>no adjustment</i></p>
<p>Expressive (student choice):</p> <p>students choose any form in which to create their text, including any suggested in these guidelines and others in Appendix F1.</p>	<p>Original: 1</p> <p><i>no adjustment</i></p>
<p>Texts produced on demand:</p> <p>Students will create a variety of texts on demand, usually within a single class. Text form and length should be determined by students' experiences and readiness.</p>	<p>Original: 6</p> <p>Adjusted: May limit to 4</p>
<p>Outcomes from preceding course:</p> <p>ELA 7 SCO Continuum S/L pages 30-31; R/V pages 50-51; W/R pages 78-79</p> <p>ELA 8 SCO Continuum S/L pages 30-31; R/V pages 48-49; W/R pages 72-73</p> <p>ELA 9 SCO Continuum S/L page 30-31; R/V pages 48-49; W/R pages 70-71</p>	