

# PATHWAY THROUGH ENGLISH

# 7<sup>th</sup>

Descriptive Guide





## TABLE OF CONTENTS

Series Description .....	1
Pedagogical Foundations .....	1
Pedagogical Approach .....	1
Reading Comprehension and Vocabulary Acquisition .....	1
Language Skills .....	2
Components .....	2
Content .....	2
Thematic Structure 7º .....	4
Curricular Components .....	10
Button Directory .....	36
Unit Breakdown .....	37
Unit 1. Looking at Myself .....	37
Unit 2. Technology at My Reach .....	40
Unit 3. Expressing My Thoughts .....	42
Unit 4. English as a Tool .....	45
Unit 5. My Friends and I .....	47
Unit 6. My Family and Me .....	49
Unit 7. English in My Culture .....	51
Unit 8. English Around the World .....	53

## Series Description

### Pedagogical Foundations

#### Pedagogical Approach

In Dreyfous we have developed the new English series **“Pathway through English”** with a humanistic and constructivist approach.

The curricular design (lessons content, resources, activities, exercises) of the series contemplates the development of the following aspects: significant learning experiences that **promote critical and individual thinking** for students while acquiring new language skills. In addition, it propitiates reading comprehension and analysis, vocabulary acquisition, use of technological tools, and the opportunity to be creative in both written and oral expression work.

This series includes diverse types of assessment to evaluate the learning process, such as graphic organizers, writing exercises, **oral presentations**, socialized discussions, diagrams, among others.

#### Reading Comprehension and Vocabulary Acquisition

The reading exercise is a cognitive process that enables students to build the meaning of the information in context. It allows interaction between the reader and the words presented. This series works with the reading process in three stages: before the reading, during the reading, and after the reading. Each stage of the process includes key questions to guide students to a comprehensive analysis of the topics.

These reading stages will be addressed in lesson one of each unit with diverse activities for each stage of the reading process. Each one has a specific objective:

- a. **Before the Reading:** Activities and questions as an introduction to the theme and to predict outcomes.
- b. **During the Reading:** Activities and comprehensive questions in order to look deeper into the main ideas of the text, throughout the reading. Students can acquire new vocabulary words with their definitions.
- c. **After the Reading:** Activities and questions of reading comprehension to summarize, identify key elements of the text, and establish the overall purpose.

## Language Skills

One of the primary focuses of the series is to present students with a new post-modern world where language has been transformed using technology. Students will have the opportunity to use the language in different ways, such as proper grammar use, written form, and oral expressions. The activities and assessments presented to the students will give them the skills necessary to use the English language to:

- Analyze informational texts
- Analyze literary genres
- Write creatively
- Use correct punctuation and grammar
- Express themselves in discussions and formal presentations
- Use new vocabulary for different tasks and contexts
- Use new technology tools

## Components

### Content

The content is organized as such:

**Units.** There are eight thematic units.

1. Auto Exploration
2. Understanding Technology
3. Self-Expression
4. Effective Communication
5. Relevant Connections
6. Personal Relationships
7. English and its Context
8. English the Language of Media

**Lessons.** Each unit has four lessons.


- Lesson 1. Reading and Vocabulary Acquisition
- Lesson 2. Comprehension and Analysis
- Lesson 3. Language Skills
- Lesson 4. Writing and Oral Expression

**Sidebar.** Each lesson has a sidebar implemented that includes complementary content, links, and the following:

- Lesson 1.
  - Additional readings
  - Worksheets
  - Vocabulary worksheet
  - Rubrics
- Lesson 2. 3. 4.
  - Worksheets
  - Rubrics

**Workbook.** The practice workbook includes additional exercises to provide further skill development. It also includes the answer keys.

**Teachers' Tools.** The tools include:

- **Teachers' Guide:**
  - **Series Description.** It has the specific pedagogical foundations of the series and the description of the lessons.
  - **Structure and Didactic Content.** Includes the unit and lesson, the general and specific objectives, the information about the readings and their authors, and all the concepts discussed. Also, it includes suggested activities to develop in the classroom, how to apply the lessons in the daily classroom engagement, and links that can be complementary to the lesson.
  - **Lesson Answer Key.** Includes all the answers to the activities included in lessons 01, 02, and 03 which are located on edufile.net. You can access them by clicking the key icon ().

## Thematic Structure 7º

### Units

1. Looking at Myself
2. Technology at My Reach
3. Expressing My Thoughts
4. English as a Tool
5. My Friends and I
6. My Family and Me
7. English in My Culture
8. English Around the World

## Readings, authors, nationalities, and genres: Lesson 1. Reading and Vocabulary Acquisition

UNIT	THEME	READING	AUTHOR	NATIONALITY	GENRE
<b>1. Looking at Myself</b>	Context Clues	Ain't I a Women	Sojourner Truth	American	Speech
<b>2. Technology at My Reach</b>	Fiction vs Informational Text	Trust in Digital Technology Will Be the Internet's Next Frontier, for 2018 and Beyond	Bhaskar Chakravorti - Senior Associate Dean, International Business & Finance, Tufts University	American	Informational Text
<b>3. Expressing My Thoughts</b>	Delivering a Speech	President John F. Kennedy Inaugural Address	John F. Kennedy	American	Speech
<b>4. English as a Tool</b>	Making Connections	The Brook	Alfred, Lord Tennyson	British	Poetry
<b>5. My Friends and I</b>	Determining Meaning	After Twenty Years	O. Henry	American	Short Story
<b>6. My Family and Me</b>	Informational Text	Decades After US Immigration Policy Separated His Family, a Man Searches for His Ancestral	PRI/PRX's The World	American	Informational text



		Village in China			
<b>7. English in My Culture</b>	Connecting Ideas	Ode to Sequoyah	Alexander Posey	Indigenous American	Poetry
<b>8. English Around the World</b>	Text Themes	The Home and the World	Rabindranath Tagore	Indian	Novel

**Readings, authors, and genres: Lesson 1. Reading and Vocabulary Acquisition:**  
***Let's Keep Reading* (additional readings):**

UNIT	THEME	READING	AUTHOR	GENRE
1	Context Clues	If I Can Stop One Heart from Breaking	Emily Dickinson	Poetry
		Who Is Katherine Johnson?	NASA	Biography
2	Fiction vs Informational Text	Can Innovators Build a Future that's Both Disruptive and Just?	Ethan Zuckerman Director, Center for Civic Media, MIT	Informational Text
3	Delivering a Speech	Harlem	Langston Hughes	Poetry
		Annabel Lee	Edgar Allan Poe	Poetry
4	Making Connections	The Odyssey	Homer	Epic Poem
5	Determining Meaning	Rikki-Tikki Tavy	Rudyard Kipling	Short Story
6	Informational Text	A Letter to His Son	Robert E. Lee	Letter
7	Connecting Ideas	The Pesky Goat	Marisa Montes (translation)	Short Story
8	Text Themes	Siddhartha	Herman Hesse	Novel

		The Legend of the Three Genjias	A Tibetan Folktale from Sichuan	Folktale
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## Themes: Lesson 2. Comprehension and Analysis

UNIT	THEME
1	Timelines
2	Literary Structure
3	Facts and Opinions
4	Interpreting the Text
5	Point of View
6	Facts and Data
7	Diversity
8	Draw Conclusions

### Themes: Lesson 3. Language Skills

UNIT	THEME
1	Correct Punctuation
2	Use of Modifiers
3	Phrases and Clauses
4	Identifying Clauses
5	Conjunctions and Prepositions
6	Semicolons, Colons, and Hyphens
7	Direct and Indirect Objects
8	Idioms and Jargons

### Themes: Lesson 4. Writing and Oral Expression

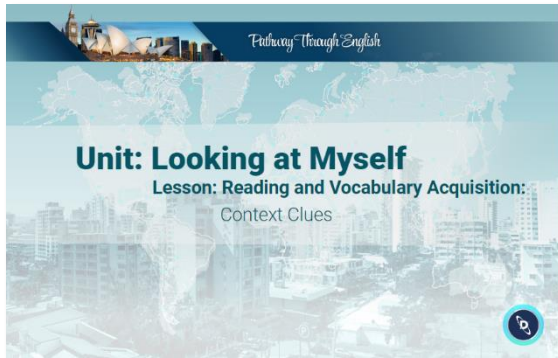
UNIT	THEME
1	Writing Process
2	Organizing Ideas
3	Establishing a Style
4	Creating Arguments
5	Narrating
6	Expository Text
7	Establishing a Tone
8	Essays

## Curricular Components

### Lesson 1. Reading and Vocabulary Acquisition

#### Lesson Content

##### Lesson Opening



It is the cover letter of the lesson. It identifies the name of the series, the unit, and the lesson.

Includes:

- Series title
- Unit and lesson titles
- Credits

##### Index



Presents the sections included in the lesson. Each icon has a hyperlink that will connect and direct you to the section it represents.

Includes:



Presents the objectives of the lesson.



Introduces the theme for the unit and how it connects with the reading selection.



Includes the reading selection, related information, and activities.



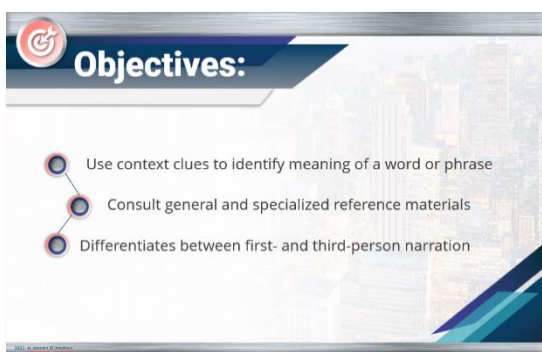
Presents new vocabulary words and activities.



Includes additional reading selections.

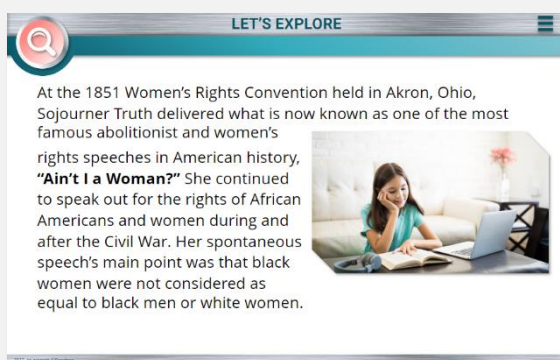


## Objectives



Presents the objectives to be achieved at the end of the lesson.

## Let's Explore (content)

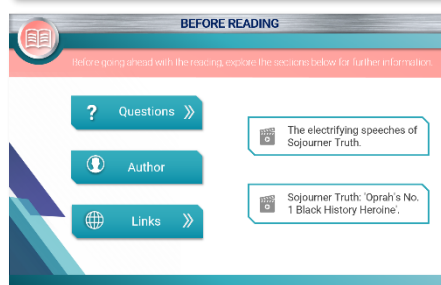
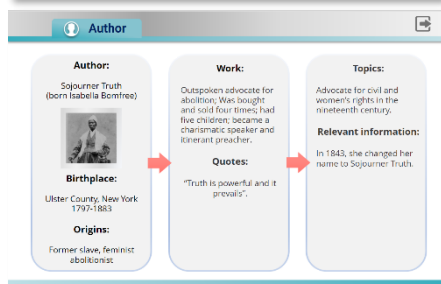
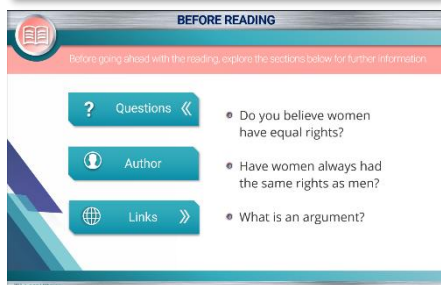
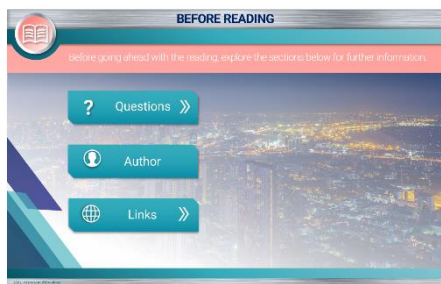


This section introduces the theme to be discussed in the unit and how it will connect with the reading selection.

Includes:

- **Text:** Presents a brief discussion to introduce the theme.
- **Image:** An image in correlation with the theme and discussion.

## Let's Read



Presents the main reading selection with other relevant information. Plus, it includes activities for each step of the reading process.

Includes:

- **Before Reading:** Presents activities and questions as an introduction to the theme and to predict outcomes.

Includes:



- ✓ **Questions:** Exploration questions related to the reading.



- ✓ **Author:** Presents the biography and relevant facts about the authors of each reading.



- ✓ **Links:** Each section includes a maximum of two links related to the reading or theme.

# Ain't I A Woman?

Sojourner Truth



Speech Delivered 1851

Women's Rights Convention, Old Stone Church (since demolished), Akron, Ohio

Well, children, where there is so much racket there must be something out of kilter. I think that just now the negroes of the South and the women of the North, all talking about rights, the white men will be in a pretty close race. But what's all this here talking about?

That man over there says that women need to be helped into carriages, and lifted over ditches, and to have the best place everywhere. Nobody ever helps me into carriages, or over mud-puddles, or gives me any best place! And ain't I a woman? Look at me! Look at my arm! I have ploughed and planted, and gathered into barns, and no man could head me! And ain't I a woman? I could work as hard and eat as much as a man - when I could get it - and bear the same loads as well! And ain't I a woman? I have borne thirteen children, and seen most all sold off to slavery, and when I cried out with my mother's grief, none but Jesus heard me! And ain't I a woman?



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They tell me, what's this thing in the back? What's this that call of? (Laughter of audience whistles, and so on.) There is, heart! That's that got in the white women's rights or negroes' rights? If not, say

me any more power, when was a woman? I am as much of a person as any other woman, and I claim to be no less than a man. When I could get it, and bear the same loads as well! And ain't I a woman? I have borne thirteen children, and seen most all sold off to slavery, and when I cried out with my mother's grief, none but Jesus heard me! And ain't I a woman?

1. What did Sojourner Truth want to express in the second paragraph of her speech?

- Examine the situation against black women in the South.
- Show that women would help their race.
- Emphasize how slavery dehumanizes people.
- Demonstrate how public men act in the South.

Then they talk about this thing in the back, where they call it? (Laughter of audience whistles, and so on.) There is, heart! That's that got in the white women's rights or negroes' rights? If not, say me any more power, when was a woman? I am as much of a person as any other woman, and I claim to be no less than a man. When I could get it, and bear the same loads as well! And ain't I a woman? I have borne thirteen children, and seen most all sold off to slavery, and when I cried out with my mother's grief, none but Jesus heard me! And ain't I a woman?

Then that little man in black there, he says women can't have as much rights as men, cause Chas. wasn't a woman! Where did your Chas. come from? Where did your Chas. come from? I mean God made us to be equal! And ain't I a woman?

If the first woman God ever made was strong enough to till the world square (even all alone), there's a good deal more in her than in him. And ain't I a woman?

Well, I can't read, and you can't write. But ain't I a woman?



Others say you for learning out, and now old Sojourner ain't got nothing more to say.



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Well, I can't read, and you can't write. But ain't I a woman?

Others say you for learning out, and now old Sojourner ain't got nothing more to say.



**During Reading:** Presents the reading selection and activities for students to complete during the reading process.

Includes:



✓ **Reading:** Reading selection presented in HTML5 format.



✓ **Vocabulary:** The Reading includes new vocabulary words with their definition.

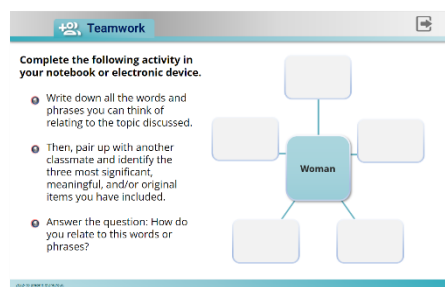
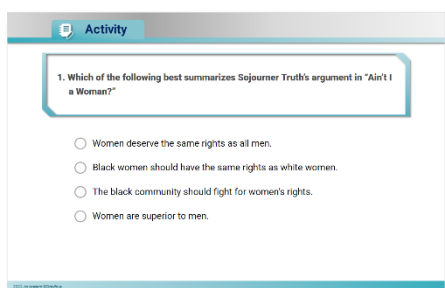
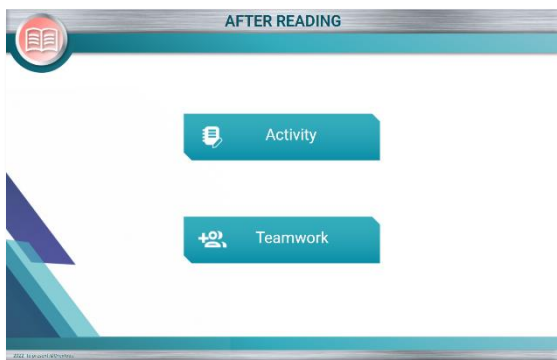



✓ **Questions:** Each reading includes reading comprehension questions.



✓ **Answers:** Each question has the answer key.

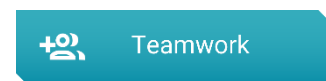




 **After Reading:** Presents activities and questions of reading comprehension to summarize, identify key elements of the text, and establish the overall purpose. Includes:

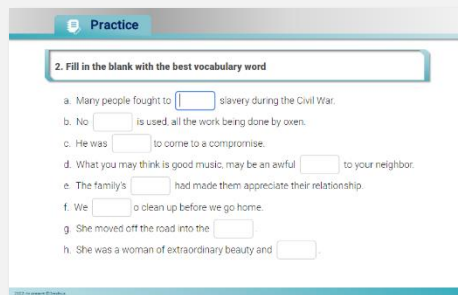
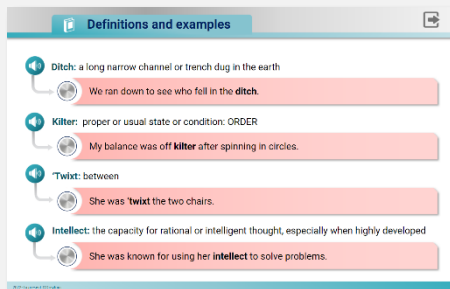
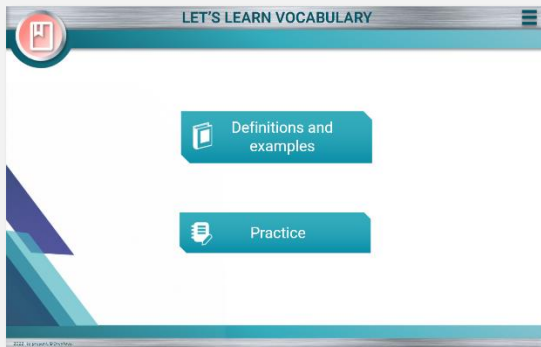


- ✓ **Activity:** Presents a reading comprehension activity, which will vary in style, for students to complete.



- ✓ **Teamwork:** This activity aims for students to work in pairs or in small groups and complete an activity of reading comprehension, analysis, or further exploration of the theme discussed.

## Let's Learn Vocabulary



This section will include the vocabulary words identified in the reading with their definitions, examples, and practice exercises.

Includes:



Definitions and examples



**Definitions and Examples:** Presents the vocabulary words with their definitions and examples. It also includes audio to clarify pronunciation.



Practice



**Practice:** It includes activities for students to practice the vocabulary learned. The activities will vary in style.

## Let's Keep Reading



This section will have one or two additional readings that can be discussed to explore the theme further. The additional readings will be presented in HTML5 format.

### *If I Can Stop One Heart From Breaking* By Emily Dickinson



If I can stop one heart from breaking,  
I shall not live in vain;  
If I can ease one life the aching,  
Or cool one pain,

### **WHO IS KATHERINE JOHNSON?** by NASA

Katherine Johnson (1918-2020) was an African American physicist and mathematician who worked at NASA during the early years of the space program. In her biography, the NASA Science Team describes Johnson's early life and her time working on their space missions. As you read, take notes on the challenges Johnson faced along her career path.



Katherine Johnson was an African American mathematician who worked for NASA from 1953 until 1986. She was a human computer. In a time when computers had very few jobs in mathematics and science, Johnson was a trailblazer. Her work in calculating the paths for spacecrafts to travel was monumental in helping NASA successfully put an American in orbit around Earth. Then her work helped to land astronauts on the moon.

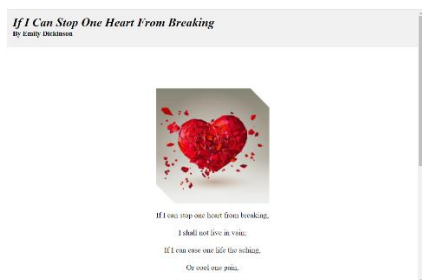
#### **WHAT WAS KATHERINE JOHNSON'S EARLY LIFE LIKE?**

Katherine Johnson was born in 1918 in White Sulphur Springs, West Virginia. As a very young girl, she loved to count things. She counted everything: from the number of steps she took to get to her room to the number of birds and flowers she counted when doing the dishes.

## Students' Documents

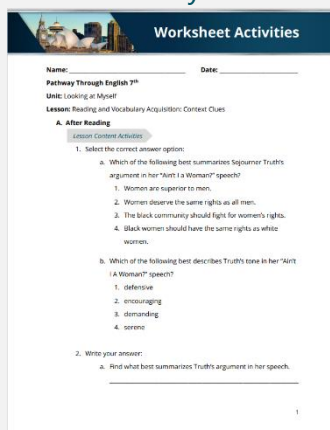
### Additional readings

Each unit may include additional readings for students to continue exploring the theme of the unit. It also promotes reading comprehension skills.



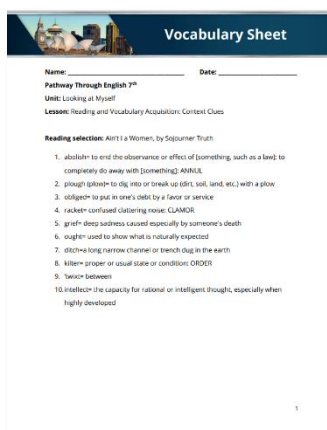
### Worksheets

The worksheets will include additional activities and the activities included in the lesson. The activities will include the answer keys.






### Vocabulary Sheets


The vocabulary sheet includes the vocabulary definitions.



## Rubrics

The rubrics will help with the evaluation process for those activities that require writing and oral presentation skills.

-  **Oral Expression Rubric**
-  **Oral Expression – Formal Presentations Rubric**
-  **Writing Exercises Rubric**


**Oral Expression Rubric**

**Pathway Through English 7<sup>th</sup>**


Name: \_\_\_\_\_ Date: \_\_\_\_\_

Unit: Looking at Myself

Lesson: Reading and Vocabulary Acquisition: Context Clues

Criteria	Level 1	Level 2	Level 3	Level 4
<b>Content</b>	Topic lacks relevance or focus.	Topic would benefit from more focus.	Topic is adequately focused and relevant.	Topic is tightly focused and relevant.
<b>Organization and coherence</b>	Ideas are not presented in proper order; transitions are lacking between major ideas.	Some ideas were not presented in proper order; transitions are needed between some ideas.	Most ideas are in logical order with adequate transitions between most major ideas.	Ideas are presented in logical order with effective transitions between major ideas.
<b>Language use</b>	Used less than 5 grade appropriate	Used less than 10 grade appropriate	Used more than 10 grade appropriate	Used more than 15 grade appropriate

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**Oral Expression – Formal Presentations Rubric**

**Pathway Through English 7<sup>th</sup>**


Name: \_\_\_\_\_ Date: \_\_\_\_\_

Unit: Looking at Myself

Lesson: Reading and Vocabulary Acquisition: Context Clues

Criteria	Level 1	Level 2	Level 3	Level 4
<b>Content</b>	Topic lacks relevance or focus; presentation contains multiple fact errors.	Topic would benefit from more focus; presentation contains some fact errors or needs more facts.	Topic is adequately focused and relevant; major facts are accurate and generally complete.	Topic is tightly focused and relevant; presentation contains accurate information with no fact errors.
<b>Organization and coherence</b>	Ideas are not presented in proper order; transitions are lacking between major ideas; several	Some ideas were not presented in proper order; transitions are needed between	Most ideas are in logical order with adequate transitions between most major ideas; presentation is	Ideas are presented in logical order with effective transitions between major ideas;

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**Writing Exercises Rubric**

**Pathway Through English 7<sup>th</sup>**

Name: \_\_\_\_\_ Date: \_\_\_\_\_

Unit: Looking at Myself

Lesson: Reading and Vocabulary Acquisition: Context Clues

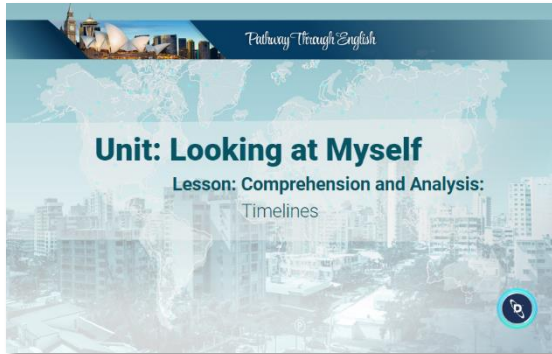
Criteria	Level 1	Level 2	Level 3	Level 4
<b>Spelling &amp; Grammar</b>	Distracting errors throughout that demonstrate editing and revision.	More than a few errors that demonstrate needs further editing and revision.	A few errors present, but overall good editing.	Grammar and spelling demonstrate careful editing.
<b>Formal Tone and Style</b>	Informal language present throughout.	Writing contains some informal elements (e.g., contractions).	Writing attempts to maintain a formal and adequate tone.	Writing maintains a formal and adequate tone throughout.
<b>Organization &amp; Transitions</b>	Little to no attempt at organization and structure.	Attempts to organize ideas, but transitional language is needed and more structure.	Organizes ideas in a logical way. Transitional language used and	Strong organization and transitional language used skillfully throughout with excellent structure.

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## Lesson 2. Comprehension and Analysis

### Lesson Content

#### Lesson Opening



It is the cover letter of the lesson. It identifies the name of the series, the unit, and the lesson.

Includes:

- Series title
- Unit and lesson titles
- Credits

#### Index



Presents the sections included in the lesson. Each icon has a hyperlink that will connect and direct you to the section it represents.

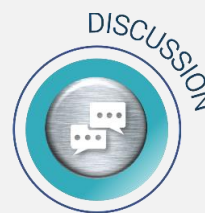
Includes:



Presents the objectives of the unit.



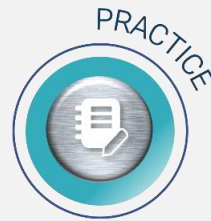
A challenge activity based on the reading of the previous lesson.



Introduction to the skill to be learned.



Provides an explanation and the purpose of the skill.



Activities to practice the skills.

## Objectives

**Objectives:**

- Identify and create accurate timelines
- Identify the author's purpose
- Create an objective summary
- Cite the text to support analysis with accuracy



Presents the objectives to be achieved at the end of the lesson.

## Reading Challenge (content)

**READING CHALLENGE**

Go over the "Ain't I a Woman" speech by Sojourner Truth to fill in the first column (K) with what has been discussed beforehand. In the second column (W), write about the doubts you may still have. After this lesson is over, fill in the final column (L) with information about what you have learned so far.

What I know	What I want to learn	What I have learned

Graphic Organizer #1



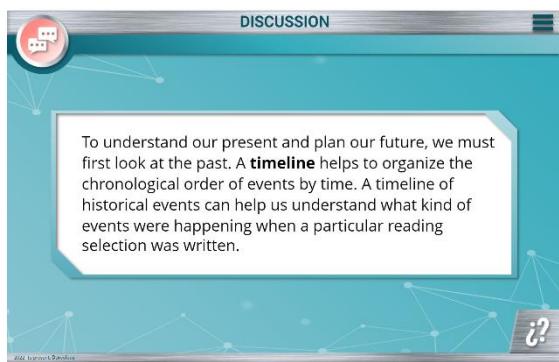
This section challenges the student with an activity of reading comprehension based on the previous lesson.

Includes:

- Text:** Presents a brief discussion to introduce the theme.
- Activity:** The activity will work with reading comprehension skills among other skills related to the previous reading process.

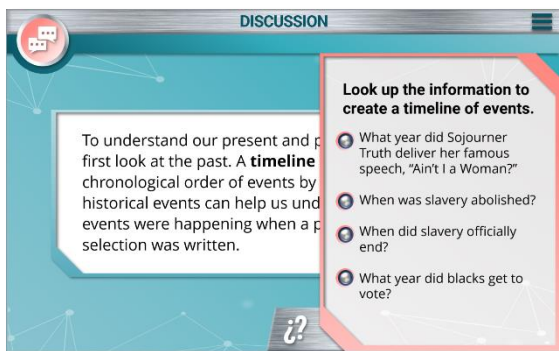


## Discussion



DISCUSSION

To understand our present and plan our future, we must first look at the past. A **timeline** helps to organize the chronological order of events by time. A timeline of historical events can help us understand what kind of events were happening when a particular reading selection was written.



DISCUSSION

To understand our present and plan our future, we must first look at the past. A **timeline** helps to organize the chronological order of events by time. A timeline of historical events can help us understand what kind of events were happening when a particular reading selection was written.

**Look up the information to create a timeline of events.**

- What year did Sojourner Truth deliver her famous speech, "Ain't I a Woman?"
- When was slavery abolished?
- When did slavery officially end?
- What year did blacks get to vote?

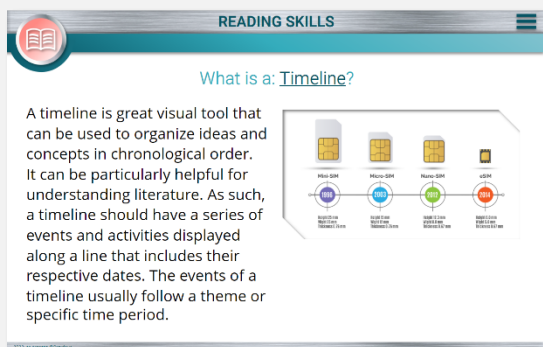


The discussion aims to connect the reading discussed in the previous lesson with the new skill to be learned. This text can include a graphic organizer to explain the concept or questions for analysis.

Includes:

- Text:** Connects the theme with the skill.
- Guide Questions:** Analysis questions for the students to make connections and comprehend the skill.

## Reading Skills



READING SKILLS

**What is a Timeline?**

A timeline is great visual tool that can be used to organize ideas and concepts in chronological order. It can be particularly helpful for understanding literature. As such, a timeline should have a series of events and activities displayed along a line that includes their respective dates. The events of a timeline usually follow a theme or specific time period.



This section incorporates the elements necessary for students to comprehend and use new reading skills correctly.

Includes:

- What is a \_\_\_\_\_?:** In this section, the skills are explained.
- What is necessary?:** It presents the steps or process to follow, to be able to understand the skills. It can be presented using graphic organizers.



READING SKILLS

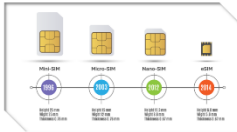
### What do you need?

A timeline is a type of graphic organizer that helps you to visualize a sequence of events as well as their cause and effect. A good timeline not only has specific dates, but also a short description of the events that are included and even images that help the reader better understand the information.

READING SKILLS

### Examples


As you can see in the timeline example, the line indicates important events in chronological order with a short description and a picture representing each event. This particular timeline shows the year important events happened.



READING SKILLS

### Examples

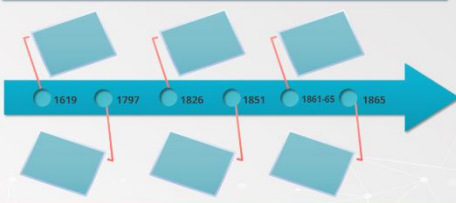
As you can see in the timeline example, The line indicates important events in chronological order with a short description and a picture representing each event. This particular timeline shows the year important events happened.



Reading Skills

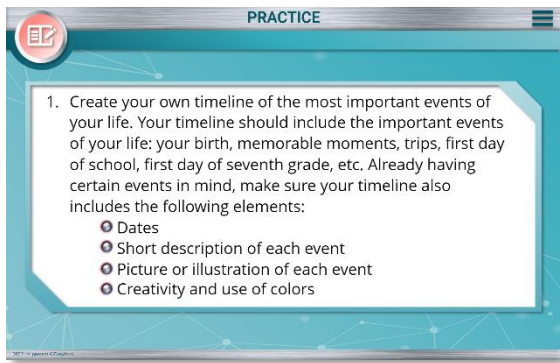
Drag and drop the objects to their places:

First slaves arrive in Jamestown, Virginia	Birth of Isabella Baumfree	Baumfree escapes	Ohio Woman's Rights Convention (where speech was given)	Civil War	Slavery is finally abolished in the U.S.
--	----------------------------	------------------	---	-----------	--



- **Examples:** It provides an explained example of the steps or process to follow.
- **Links:** It may include a maximum of two links to amplify understanding of the skill.
- **Practices:** Activities for the students to complete related to the skill.

## Practice



It provides activities for students to practice the skill previously discussed. These activities can vary in style.

## Students' Documents

### Worksheets

The worksheets will include additional activities and the activities included in the lesson. The activities will include the answer keys.

**Worksheet Activities**

Name: \_\_\_\_\_ Date: \_\_\_\_\_

Pathway Through English 7<sup>th</sup>

Unit: Looking at Myself

Lesson: Comprehension and Analysis: Timelines

**A. Reading Challenge**

**Graphic Organizer #1**

1. Go over the "Men's a Woman" speech by Sepurron Truth to fill in the first column (K) with what has been discussed beforehand. In the second column (W), write about the doubts you may still have. After this lesson is over, fill in the final column (L) with information about what you have learned so far.




What I know	What I want to learn	What I have learned

**Graphic Organizer #1**

1

### Rubrics

The rubrics will help with the evaluation process for those activities that require writing and oral presentation skills.

-  **Oral Expression Rubric**
-  **Oral Expression – Formal Presentations Rubric**
-  **Writing Exercises Rubric**

**Oral Expression Rubric**

Pathway Through English 7<sup>th</sup>

Name: \_\_\_\_\_ Date: \_\_\_\_\_

Unit: Looking at Myself

Lesson: Reading and Vocabulary Acquisition: Context Cues

Criteria	Level 1	Level 2	Level 3	Level 4
<b>Content</b>	Topic lacks relevance or focus.	Topic would benefit from more focus.	Topic is adequately focused and relevant.	Topic is tightly focused and relevant.
<b>Organization and coherence</b>	Ideas are not presented in proper order; transitions are lacking between major ideas.	Some ideas were not presented in proper order; transitions are needed between some ideas.	Most ideas are in logical order with adequate transitions between most major ideas.	Ideas are presented in logical order with effective transitions between major ideas.
<b>Language use</b>	Used less than 5 grade appropriate	Used less than 10 grade appropriate	Used more than 10 grade appropriate	Used more than 15 grade appropriate

1

**Oral Expression – Formal Presentations Rubric**

Pathway Through English 7<sup>th</sup>

Name: \_\_\_\_\_ Date: \_\_\_\_\_

Unit: Looking at Myself

Lesson: Reading and Vocabulary Acquisition: Context Cues

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<b>Organization and coherence</b>	Ideas are not presented in proper order; transitions are lacking between major ideas; several	Some ideas were not presented in proper order; transitions are needed between	Most ideas are in logical order with adequate transitions between most major ideas; presentation is	Ideas are presented in logical order with effective transitions between major ideas;

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**Writing Exercises Rubric**

Pathway Through English 7<sup>th</sup>

Name: \_\_\_\_\_ Date: \_\_\_\_\_

Unit: Looking at Myself

Lesson: Reading and Vocabulary Acquisition: Context Cues

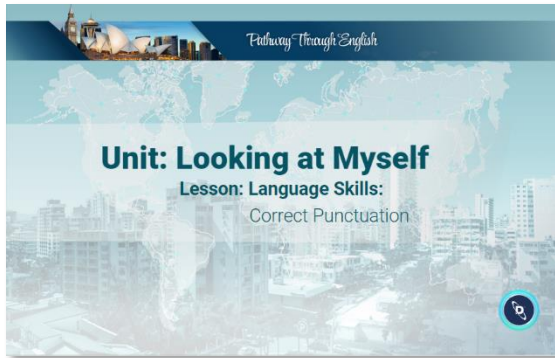
Criteria	Level 1	Level 2	Level 3	Level 4
<b>Spelling &amp; Grammar</b>	Disturbing errors throughout that demonstrate editing and revision.	More than a few errors that demonstrate needs for further editing and revision.	A few errors present, but overall good editing.	Grammar and spelling demonstrate careful editing.
<b>Formal Tone and Style</b>	Informal language present throughout.	Writing contains some informal elements (e.g., contractions).	Writing attempts to maintain a formal and adequate tone.	Writing maintains a formal and adequate tone throughout.
<b>Organization &amp; Transitions</b>	Little to no attempt at organization and structure.	Attempts to organize ideas, but transitional language is needed and more structure.	Organizes ideas in a logical way. Transitional language used and	Strong organization and transitional language used skillfully throughout with excellent structure.

1

## Lesson 3. Language Skills

### Lesson Content

#### Lesson Opening



It is the cover letter of the lesson. It identifies the name of the series, the unit, and the lesson.

Includes:

- Series title
- Unit and lesson titles
- Credits

#### Index



Presents the sections included in the lesson. Each icon has a hyperlink that will connect and direct you to the section it represents.

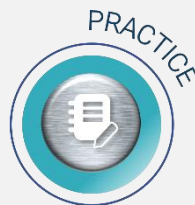
Includes:



Presents the objectives of the unit.



Text explaining the grammatical concept to be learned.



Activities to practice the concept previously studied.



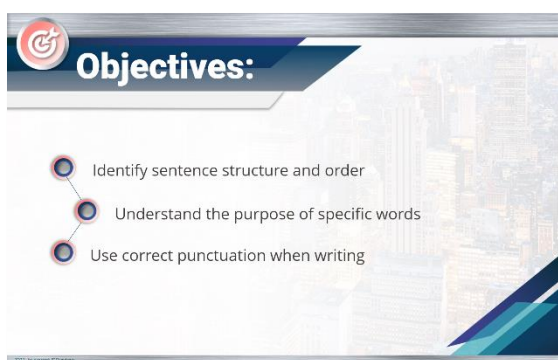
A writing activity to practice the concept learned.



Grammar challenge activity.

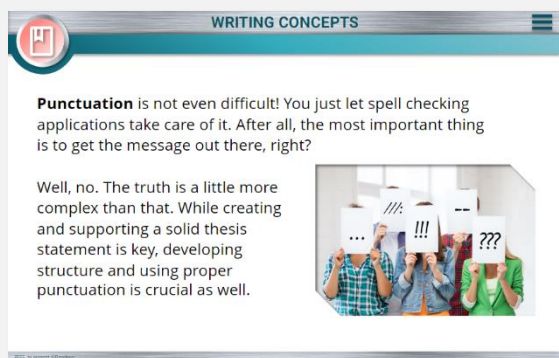


## Objectives



Presents the objectives to be achieved at the end of the lesson.

## Writing concepts (content)



This section provides an explanation of the grammar concept they will be learning and practicing.

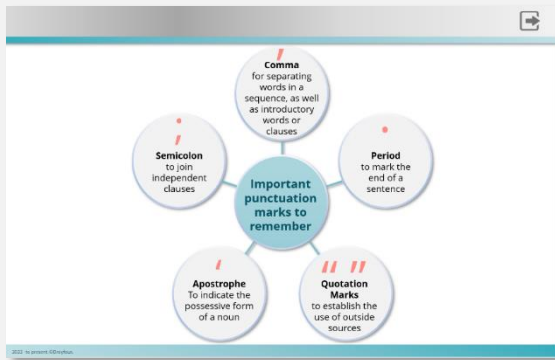
Includes:



**Text:** It provides the description of the concept and skill.



**Image:** An image in correlation with the theme and discussion.



**WRITING CONCEPTS**


**Examples**

Here are some examples of correct punctuation:

- **Comma:**  
Michael wanted to borrow the sneakers, but Len would not let him.
- **Period:**  
Tyler wanted to buy some soda at the store.
- **Comma and quotation marks:**  
Mr. Orleans said, "Remember to submit your essays by next Friday."

**WRITING CONCEPTS**

There are several punctuation errors you must be aware of, and this is why you must review your work carefully. Word processing programs only check whether or not words are misspelled or if there are glaring errors. It will not tell you if you have a run-on sentence or a comma that changes the text's meaning!



## Practice

**PRACTICE**

**1. Select the correct answer option:**

a. Choose the sentence that shows the use of proper punctuation.

- One of Socrates most famous quotes is "There is only one good, knowledge, and one evil, Ignorance"
- To quote Plato, "Be kind, for everyone you meet is fighting a hard battle."
- Aristotle famously said that the whole is more than the sum of its parts.

• **Graphic Organizer:** A graphic organizer is included to provide structure and details of how this concept is used.

• **Examples:** Presents an example of the concept and skills previously discussed.

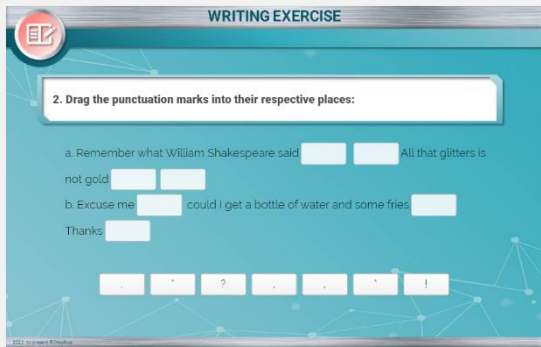
• **Links:** It may include a maximum of two links to amplify understanding of the skill.



It provides activities for students to practice the concept previously discussed. These activities can vary in style.

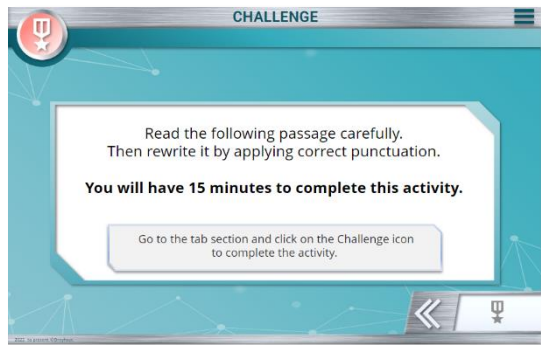


## Writing Exercise



A writing activity to practice the concept learned. These activities can vary in style, but it will require the student to correctly use the concept learned.

## Challenge



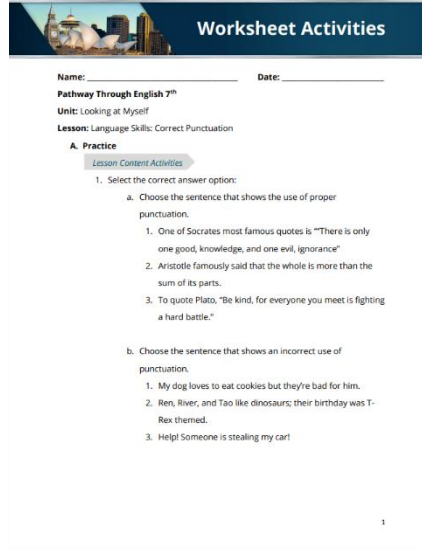
This section provides a grammar challenge activity that will put their knowledge to the test. It will have specific instructions for them to follow. Also, to take the challenge even further, it will have a time limit for them to finish.

It may include a maximum of two links to amplify understanding of the skill.

## Students' Documents

### Worksheets

The worksheets will include additional activities and the activities included in the lesson. The activities will include the answer keys.



**Worksheet Activities**

Name: \_\_\_\_\_ Date: \_\_\_\_\_

**Pathway Through English 7<sup>th</sup>**

Unit: Looking at Myself

Lesson: Language Skills: Correct Punctuation

**A. Practice**

**Lesson Content Activities**

1. Select the correct answer option:

a. Choose the sentence that shows the use of proper punctuation.

1. One of Socrates most famous quotes is "There is only one good, knowledge, and one evil, ignorance"
2. Aristotle famously said that the whole is more than the sum of its parts.
3. To quote Plato, "Be kind, for everyone you meet is fighting a hard battle."

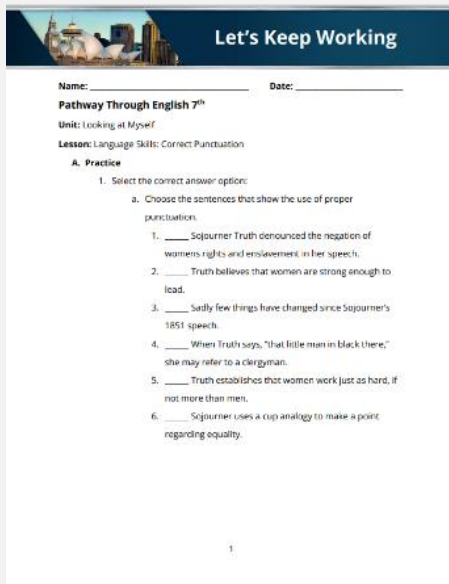
b. Choose the sentence that shows an incorrect use of punctuation.

1. My dog loves to eat cookies but they're bad for him.
2. Ren, River, and Tao like dinosaurs; their birthday was T-Rex themed.
3. Help! Someone is stealing my car!

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### Let's Keep Working

These worksheets will provide activities to practice the language skills further. They all include three additional activities which are organized by language levels of proficiency. Activity one is designed for beginner's levels, activity two is intermediate, and activity three is an advanced level.



**Let's Keep Working**

Name: \_\_\_\_\_ Date: \_\_\_\_\_

**Pathway Through English 7<sup>th</sup>**

Unit: Looking at Myself

Lesson: Language Skills: Correct Punctuation

**A. Practice**

1. Select the correct answer option:

a. Choose the sentences that show the use of proper punctuation.




1. \_\_\_\_\_ Sojourner Truth denounced the negation of women's rights and enslavement in her speech.
2. \_\_\_\_\_ Truth believes that women are strong enough to lead.
3. \_\_\_\_\_ Sadly few things have changed since Sojourner's 1851 speech.
4. \_\_\_\_\_ When Truth says, "that little man in black there," she may refer to a clergyman.
5. \_\_\_\_\_ Truth establishes that women work just as hard, if not more than men.
6. \_\_\_\_\_ Sojourner uses a cup analogy to make a point regarding equality.


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## Rubrics

The rubrics will help with the evaluation process for those activities that require writing and oral presentation skills.

-  **Oral Expression Rubric**
-  **Oral Expression – Formal Presentations Rubric**
-  **Writing Exercises Rubric**


**Oral Expression Rubric**

**Pathway Through English 7<sup>th</sup>**


Name: \_\_\_\_\_ Date: \_\_\_\_\_

Unit: Looking at Myself

Lesson: Reading and Vocabulary Acquisition: Context Clues

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<b>Language use</b>	Used less than 5 grade appropriate	Used less than 10 grade appropriate	Used more than 10 grade appropriate	Used more than 15 grade appropriate

1


**Oral Expression – Formal Presentations Rubric**

**Pathway Through English 7<sup>th</sup>**


Name: \_\_\_\_\_ Date: \_\_\_\_\_

Unit: Looking at Myself

Lesson: Reading and Vocabulary Acquisition: Context Clues

Criteria	Level 1	Level 2	Level 3	Level 4
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**Writing Exercises Rubric**

**Pathway Through English 7<sup>th</sup>**

Name: \_\_\_\_\_ Date: \_\_\_\_\_

Unit: Looking at Myself

Lesson: Reading and Vocabulary Acquisition: Context Clues

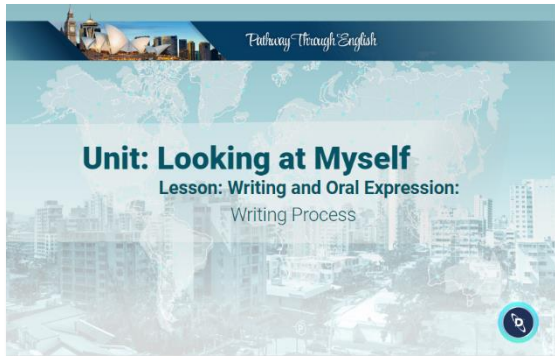
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<b>Organization &amp; Transitions</b>	Little to no attempt at organization and structure.	Attempts to organize ideas, but transitional language is needed and more structure.	Organizes ideas in a logical way. Transitional language used and	Strong organization and transitional language used skillfully throughout with excellent structure.

1

## Lesson 4. Writing and Oral Expression

### Lesson Content

#### Lesson Opening



It is the cover letter of the lesson. It identifies the name of the series, the unit, and the lesson.

Includes:

- Series title
- Unit and lesson titles
- Credits

#### Index



Presents the sections included in the lesson. Each icon has a hyperlink that will connect and direct you to the section it represents.

Includes:



Presents the objectives of the unit.



Provides a text describing the writing concept and oral expression skill.

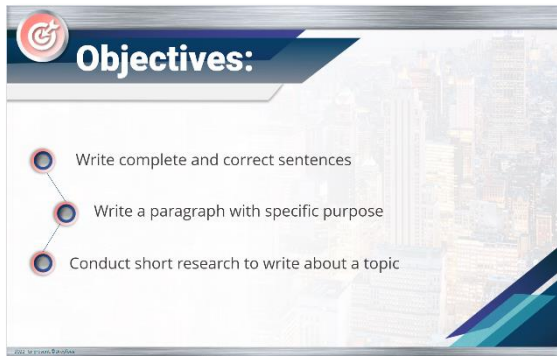


Activities to practice the concept and skill discussed.



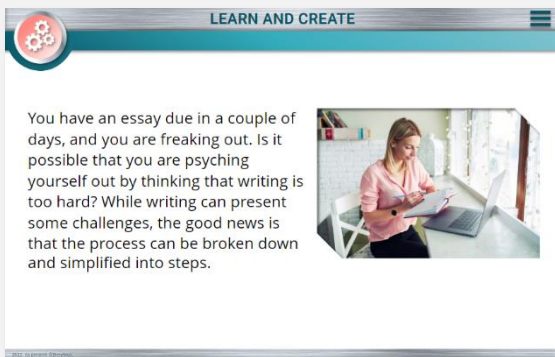
Activities to practice the oral expression skills.

## Objectives



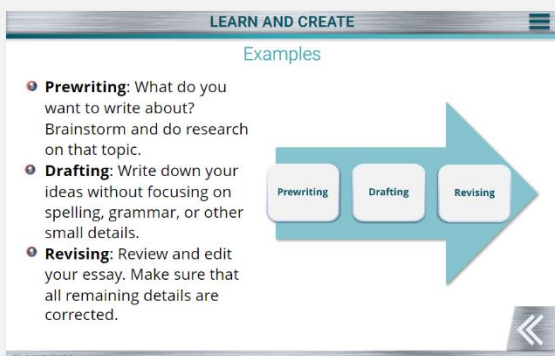
Presents the objectives to be achieved at the end of the lesson.

## Learn and Create (content)



Provides a text describing the writing concept and oral expression skill.

Includes:

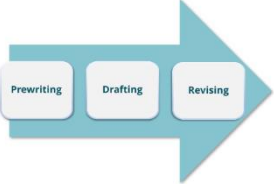


- **Text:** Explanation and description of the concept.
- **Image:** An image in correlation with the theme and discussion.
- **Links:** It may include a maximum of two links to amplify understanding of the skill.
- **Graphic Organizer:** A graphic organizer is included to provide structure and details of how this concept is used.

**LEARN AND CREATE**

Examples

- **Prewriting:** What do you want to write about? Brainstorm and do research on that topic.
- **Drafting:** Write down your ideas without focusing on spelling, grammar, or other small details.
- **Revising:** Review and edit your essay. Make sure that all remaining details are corrected.



2023 - present Dreyfous

## Practice the Concepts

**PRACTICE THE CONCEPTS**

1. Arrange the following steps in the correct order:

a.  b.  c.  d.

Research Revising Brainstorming Drafting


2023 - present Dreyfous



Activities to practice the concept and skill discussed. They will vary in style.

## Practice Oral Expression

**PRACTICE ORAL EXPRESSION**



Lots of countries have implemented it as part of their efforts to combat the large quantities of waste and climate change.

2023 - present Dreyfous




Activities to practice the oral expression. It will have specific instructions and steps to follow. They will vary in style.

Includes:

- **Video:** The videos will provide the students with a clear example of what these activities want them to achieve. Each video presents the script to assist students to follow the video and explore any new vocabulary words.



**PRACTICE ORAL EXPRESSION**



recycling is a process that recovers materials that were thrown away, to be used again. It can be used as the same thing or something totally new.

**Script:**

[00:11] According to the information I gathered, recycling is a process that recovers materials that were thrown away, to be used again. It can be used as the same thing or something totally new.

[00:32] These days it's very popular. Lots of countries have implemented it as part of their efforts to combat the large quantities of waste and climate change.


[00:45] In Puerto Rico you can recycle plastic, but only if they are classified as #1 and #2 type of plastic. You can also recycle aluminum, paper, carton, old tires, different metals, and some types of oil.

2023 - present Dreyfous

**PRACTICE ORAL EXPRESSION**

Share the information you found about recycling with the rest of the class. This will be an informal presentation. Be organized and precise about the facts you will share. Use the following space to write down your initial draft and make some adjustments.




Use the following space to write your arguments:


 **Activity:** These activities will provide the opportunity to practice the oral expression using different approaches.

## Students' Documents

### Rubrics

The rubrics will help with the evaluation process for those activities that require writing and oral presentation skills.


-  **Oral Expression Rubric**
-  **Oral Expression – Formal Presentations Rubric**
-  **Writing Exercises Rubric**


**Oral Expression Rubric**

**Pathway Through English 7<sup>th</sup>**  
 Name: \_\_\_\_\_ Date: \_\_\_\_\_  
 Unit: Looking at Myself  
 Lesson: Reading and Vocabulary Acquisition: Context Clues

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**Oral Expression – Formal Presentations Rubric**

**Pathway Through English 7<sup>th</sup>**  
 Name: \_\_\_\_\_ Date: \_\_\_\_\_  
 Unit: Looking at Myself  
 Lesson: Reading and Vocabulary Acquisition: Context Clues

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**Writing Exercises Rubric**











**Pathway Through English 7<sup>th</sup>**  
 Name: \_\_\_\_\_ Date: \_\_\_\_\_  
 Unit: Looking at Myself  
 Lesson: Reading and Vocabulary Acquisition: Context Clues

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## Button Directory

	<b>Answers</b>		<b>Practice</b>
	<b>Audio</b>		<b>Previous/ Next</b>
	<b>Graphic Organizer</b>		<b>Questions</b>
	<b>Links</b>		<b>Reading Challenge</b>
	<b>Magnifying glass</b>		<b>Video</b>

## Unit Breakdown

Below is a breakdown of each unit in lessons, including the name of each unit, lesson title, codes, objectives, and content for each one.

### Unit 1. Looking at Myself

#### Lesson 1. Reading and Vocabulary Acquisition: Context Clues

Code: C237G07U01L01

##### Objectives:

At the end of this lesson students will be able to:

- 🎯 Use context clues to identify meaning of a word or phrase
- 🎯 Consult general and specialized reference materials
- 🎯 Differentiates between first- and third-person narration

Reading	Author	Nationality	Genre
Ain't I a Woman	Sojourner Truth	American	Speech

##### Vocabulary:

- 🎯 abolish, plough (plow), obliged, racket, grief, ought, ditch, kilter, 'twixt, intellect

##### Concepts:

- 🎯 speech
- 🎯 argument
- 🎯 abolition

##### *Let's Keep Reading* (additional readings):

1. If I Can Stop One Heart from Breaking, by Emily Dickinson
2. Who Is Katherine Johnson?, by NASA





## Lesson 2. Comprehension and Analysis: Timelines

Code: C237G07U01L02

### Objectives:

At the end of this lesson students will be able to:

- 🎧 Identify and create accurate timelines
- 🎧 Identify the author's purpose
- 🎧 Create an objective summary
- 🎧 Cite the text to support analysis with accuracy

### Concepts:

- 🎧 speech
- 🎧 feminist
- 🎧 abolitionist



## Lesson 3. Language Skills: Correct Punctuation

Code: C237G07U01L03

### Objectives:

At the end of this lesson students will be able to:

- 🎧 Identify sentence structure and order
- 🎧 Understand the purpose of specific words
- 🎧 Use correct punctuation when writing

### Concepts:

- 🎧 phrases and clauses
- 🎧 punctuation
- 🎧 types of sentences



## Lesson 4. Writing and Oral Expression: Writing Process

Code: C237G07U01L04

### Objectives:

At the end of this lesson students will be able to:

- 🎧 Write complete and correct sentences
- 🎧 Write a paragraph with specific purpose
- 🎧 Conduct short research to write about a topic

### Concepts:

- 🕒 evidence
- 🕒 references
- 🕒 writing process

## Unit 2. Technology at My Reach

### Lesson 1. Reading and Vocabulary Acquisition: Fiction vs. Informational Text

Code: C237G07U02L01

#### Objectives:

At the end of this lesson students will be able to:

- Distinguish different types of informational text
- Identify nonfiction genre
- Read to interpret information

Reading	Author	Nationality	Genre
Trust in Digital Technology Will Be the Internet's Next Frontier, for 2018 and Beyond	Bhaskar Chakravorti - Senior Associate Dean, International Business & Finance, Tufts University	American	Informational text

#### Vocabulary:

- unbridled, mistrust, reminiscent, emergence, entrepreneur, meddle, reliable, profitability, trustworthiness, autocratic

#### Concepts:

- technology
- nonfiction text
- interpret information

#### *Let's Keep Reading* (additional readings):

1. Can Innovators Build a Future that's Both Disruptive and Just?, by Ethan Zuckerman



## Lesson 2. Comprehension and Analysis: Literary Structure

Code: C237G07U02L02

### Objectives:

At the end of this lesson students will be able to:

- Analyze the evidence and relevance
- Identify specific claims
- Use facts and interpret data

### Concepts:

- technology
- article
- claim



## Lesson 3. Language Skills: Use of Modifiers

Code: C237G07U02L03

### Objectives:

At the end of this lesson students will be able to:

- Distinguish between simple and complex sentences
- Identify compound complex sentences
- Use modifiers correctly when writing

### Concepts:

- modifiers
- conjunctions
- interjections



## Lesson 4. Writing and Oral Expression: Organizing Ideas

Code: C237G07U02L04

### Objectives:

At the end of this lesson students will be able to:

- Write compound sentences correctly
- Write complex sentences correctly
- Write using correct modifiers

- Write compound complex sentences correctly

Concepts:

- edit
- revise
- coherence and logic



## Unit 3. Expressing My Thoughts

### Lesson 1. Reading and Vocabulary Acquisition: Delivering a Speech

Code: C237G07U03L01

Objectives:

At the end of this lesson students will be able to:

- Analyze a speech and its delivery
- Identify theme and relevance
- Identify specific word choice and meaning
- Develop text central ideas

Reading	Author	Nationality	Genre
President John F. Kennedy Inaugural Address	John F. Kennedy	American	Speech

Vocabulary:

- oath, poverty, heir, at odds, sought, subversion, sovereign, merely, adversary, tyranny

Concepts:

- JFK
- inaugural address
- speech

### ***Let's Keep Reading (additional readings):***

1. Harlem, by Langston Hughes
2. Annabel Lee, by Edgar Allan Poe



## **Lesson 2. Comprehension and Analysis: Facts and Opinions**

Code: C237G07U03L02

### **Objectives:**

At the end of this lesson students will be able to:

- 🎯 Create analytical arguments
- 🎯 Identify and use primary sources
- 🎯 Describe characters with precision

### **Concepts:**

- 🎯 fact
- 🎯 opinion
- 🎯 primary source



## **Lesson 3. Language Skills: Phrases and Clauses**

Code: C237G07U03L03

### **Objectives:**

At the end of this lesson students will be able to:

- 🎯 Place phrases and clauses within a sentence
- 🎯 Correctly use commas in different contexts
- 🎯 Use adjectives with precision

### **Concepts:**

- 🎯 adjectival clauses
- 🎯 comma
- 🎯 clauses



## Lesson 4. Writing and Oral Expression: Establishing a Style

Code: C237G07U03L04

### Objectives:

At the end of this lesson students will be able to:

- Write a descriptive paragraph using specific descriptive words
- Use adjective clauses correctly
- Establish a particular style when writing and speaking

### Concepts:

- formatting
- facts and opinion
- cohesion





## Unit 4. English as a Tool

### Lesson 1. Reading and Vocabulary Acquisition: Making Connections

Code: C237G07U04L01

#### Objectives:

At the end of this lesson students will be able to:

- 🎯 Identify theme and relevance
- 🎯 Determine the meaning of specific words and phrases used in the text
- 🎯 Make correct connections of the content exposed in a text

Reading	Author	Nationality	Genre
The Brook	Alfred, Lord Tennyson	British	Poetry

#### Vocabulary:

- 🎯 brook, haunt, ridge, brimming, bay, fret, wind, blossom, bramble, loiter

#### Concepts:

- 🎯 brook
- 🎯 poem
- 🎯 poetry

#### *Let's Keep Reading* (additional readings):

1. The Odyssey, by Homer



### Lesson 2. Comprehension and Analysis: Interpreting the Text

Code: C237G07U04L02

#### Objectives:

At the end of this lesson students will be able to:

- 🎯 Identify and use secondary sources
- 🎯 Identify the elements in the text
- 🎯 Analyze the interactions between individuals, events, and ideas in a text

#### Concepts:

- 🎯 poem
- 🎯 The Brook



### Lesson 3. Language Skills: Identifying Clauses

Code: C237G07U04L03

#### Objectives:

At the end of this lesson students will be able to:

- Use adverbial clauses correctly
- Use independent clauses correctly
- Use dependent clauses correctly

#### Concepts:

- clauses
- adverbs



### Lesson 4. Writing and Oral Expression: Creating Arguments

Code: C237G07U04L04

#### Objectives:

At the end of this lesson students will be able to:

- Write argumentative paragraphs correctly
- Construct adverbial clauses
- Construct independent and dependent clauses

#### Concepts:

- debate
- discussion
- perspective



## Unit 5. My Friends and I

### Lesson 1. Reading and Vocabulary Acquisition: Determining Meaning

Code: C237G07U05L01

Objectives:

At the end of this lesson students will be able to:

- Relate the text to other text and personal experiences
- Determine the meaning of words and phrases as they are used in a text
- Establish a personal point of view related to the topic in the text

Reading	Author	Nationality	Genre
After Twenty Years	O. Henry	American	Short Story

Vocabulary:

- impressive, habitual, spectators, gust, correspond, wit, drizzle, grasp, simultaneously

Concepts:

- friends
- determine meaning

*Let's Keep Reading* (additional readings):

1. Rikki-Tikki Tavy, by Rudyard Kipling



### Lesson 2. Comprehension and Analysis: Point of View

Code: C237G07U05L02

Objectives:

At the end of this lesson students will be able to:

- Analyze the development of ideas
- Establish key information
- Infer conclusions
- Develop the point of view

Concepts:

- point of view
- perspective



### Lesson 3. Language Skills: Conjunctions and Prepositions

Code: C237G07U05L03

Objectives:

At the end of this lesson students will be able to:

- Use subordinating conjunctions correctly
- Use appositive phrases correctly
- Use prepositional phrases correctly

Concepts:

- subordinating conjunctions
- appositive
- prepositions



### Lesson 4. Writing and Oral Expression: Narrating

Code: C237G07U05L04

Objectives:

At the end of this lesson students will be able to:

- Write a narrative paragraph correctly
- Write complete and correct sentences with subordinating conjunctions
- Write appositive and prepositional phrases correctly

Concepts:

- narration
- elaboration
- reflect



## Unit 6. My Family and Me

### Lesson 1. Reading and Vocabulary Acquisition: Informational Text

Code: C237G07U06L01

#### Objectives:

At the end of this lesson students will be able to:

- 🎯 Identify elements used in informational text and its structure
- 🎯 Differentiate writing styles
- 🎯 Identify synonyms and antonyms pairs

Reading	Author	Nationality	Genre
Decades After US Immigration Policy Separated His Family, a Man Searches for His Ancestral Village in China	PRI/PRX's The World	American	Informational text

#### Vocabulary:

- 🎯 ancestral, thwarted, halt, harken, moratorium, splintered, alleged, latch, emigrate, virulent

#### Concepts:

- 🎯 family
- 🎯 article

#### *Let's Keep Reading* (additional readings):

1. A Letter to His Son, by Robert E. Lee



## Lesson 2. Comprehension and Analysis: Facts and Data

Code: C237G07U06L02

### Objectives:

At the end of this lesson students will be able to:

- Interpret the text
- Identify and evaluate the arguments
- Think analytically about the text and answer questions

### Concepts:

- interpret
- facts and data



## Lesson 3. Language Skills: Semicolons, Colons, and Hyphens

Code: C237G07U06L03

### Objectives:

At the end of this lesson students will be able to:

- Correct use of semicolons
- Correct use of colons
- Correct use of hyphens

### Concepts:

- semicolons
- colons
- hyphens



## Lesson 4. Writing and Oral Expression: Expository Text

Code: C237G07U06L04

### Objectives:

At the end of this lesson students will be able to:

- Write expository paragraphs
- Write complete and correct sentences using semicolons and colons

- Write using hyphens correctly

#### Concepts:

- process
- research
- sequence



## Unit 7. English in My Culture

### Lesson 1. Reading and Vocabulary Acquisition: Connecting Ideas

Code: C237G07U07L01

#### Objectives:

At the end of this lesson students will be able to:

- Distinguish different types of texts and literary genre
- Analyze how ideas influence individuals or events, or how individuals influence ideas or events
- Analyze texts from different contexts

Reading	Author	Nationality	Genre
Ode to Sequoyah	Alexander Posey	Indigenous American	Poetry

#### Vocabulary:

- sage, descend, enshrouding, obscure, perish, scholar, bard, scoffed, lunacy, jeers

#### Concepts:

- Sequoyah
- poem
- culture

#### *Let's Keep Reading* (additional readings):

1. The Pesky Goat, by Marisa Montes (translation)





## Lesson 2. Comprehension and Analysis: Diversity

Code: C237G07U07L02

### Objectives:

At the end of this lesson students will be able to:

- 🎯 Analyze the interactions between individuals, events, and ideas in a text
- 🎯 Analyze the structure an author uses to organize a text
- 🎯 Analyze how the author distinguishes his or her position from that of others

### Concepts:

- 🎯 Cherokee
- 🎯 poetry
- 🎯 structure



## Lesson 3. Language Skills: Direct and Indirect Objects

Code: C237G07U07L03

### Objectives:

At the end of this lesson students will be able to:

- 🎯 Identify and use direct objects correctly
- 🎯 Identify and use indirect objects correctly
- 🎯 Identify and use subjective completions and non-action verbs correctly

### Concepts:

- 🎯 non-action verbs
- 🎯 subjective completions
- 🎯 objects



## Lesson 4. Writing and Oral Expression: Establishing a Tone

Code: C237G07U07L04

### Objectives:

At the end of this lesson students will be able to:

- Establish a topic and convey ideas, concepts, and information
- Establish a structure and a specific tone
- Introduce and develop a topic
- Use appropriate transitions

### Concepts:

- tone
- transitions
- formatting



## Unit 8. English Around the World

### Lesson 1. Reading and Vocabulary Acquisition: Text Themes

Code: C237G07U08L01

### Objectives:

At the end of this lesson students will be able to:

- Address problems in texts
- Explain tone and specific purpose
- Identify the mood in the text

Reading	Author	Nationality	Genre
The Home and the World	Rabindranath Tagore	Indian	Novel

### Vocabulary:

- purdah, zenana, compunction, seclusion, brook, spendthrift, thwart, talisman, punitive

### Concepts:

- India
- tone

- mood

*Let's Keep Reading* (additional readings):

1. Siddhartha, by Herman Hesse
2. The Legend of the Three Genjias, A Tibetan Folktale from Sichuan



## **Lesson 2. Comprehension and Analysis: Draw Conclusions**

Code: C237G07U08L02

Objectives:

At the end of this lesson students will be able to:

- Analyze the tone used in the text
- Analyze the structure an author uses to organize a text
- Draw conclusions with precise evidence after reading
- Predict outcomes in a text

Concepts:

- draw conclusion
- predict
- author's purpose



## **Lesson 3. Language Skills: Idioms and Jargons**

Code: C237G07U08L03

Objectives:

At the end of this lesson students will be able to:

- Explain the function of phrases and clauses in general and their function in specific sentences
- Review the correct use of simple present/past/future tense
- Identify and correctly use idioms and jargons

Concepts:

- 🎧 idioms
- 🎧 jargons



## Lesson 4. Writing and Oral Expression: Essays

Code: C237G07U08L04

Objectives:

At the end of this lesson students will be able to:

- 🎧 Write essays with different topics
- 🎧 Use precise language and domain-specific vocabulary
- 🎧 Adapt speech to a variety of contexts and tasks

Concepts:

- 🎧 essay
- 🎧 oral speech
- 🎧 formal language

