

ENGLISH COURSE SYLLABUS

Course Title: English 7

Department: English Language Arts

Primary Course Materials:

Prentice Hall's Literature Anthology: Timeless Voices, Timeless Themes

Course Description:

This course is designed to meet the needs of all students. Students read challenging classical and contemporary pieces in an anthology which include story stories, poetry, drama and nonfiction. Novels that appeal to the adolescent are also used. Specific literary terms are taught and vocabulary is addressed within the context of their reading. Since seventh grade students should not be hindered by problems in reading or basic comprehension, the curriculum often centers on independent study assignments requiring original, logical thinking and an inquiring mind.

Students engage in the writing process and special emphasis is given to answering open response questions, analytical writing and the personal essay which help prepare students for the MCAS test. Spelling and grammar are taught in connection with the students writing. Students maintain a classroom writing portfolio in an effort to maintain their own growth and development in composition. At the end of the year this portfolio is sent to the 8th grade English teacher.

Speaking skills are addressed through recitation of poetry, reading original writing pieces, and participating in literature circle discussions. Teachers employ a variety of assessments to monitor student growth and development.

Students are required to participate in the middle school summer reading program. The fall writing prompt is centered on a novel read over the summer and is a test graded assignment.

Students will be expected to complete much of the work on their own with a minimum of direction, reserving class time for discussion, and analysis of topics under scrutiny. Students should expect homework several times per week. Many class lessons will be contingent on homework completion. Therefore, due to the type and amount of work covered, students must exhibit maturity and self-discipline in order to succeed. It is important to note that students need to maintain an A average at this level in order to be invited to participate in the honors selection process for grade 8.

Essential Questions:

1. How does reading about the experiences of others help students better understand the qualities of a character in relation to their own lives?*
2. What is the relationship between developing a distinctive writing voice and engaging an audience?
3. To what extent does a student's ability to communicate effectively influence his or her success in life?

* Character strengths: courage, family responsibility, perseverance, social justice, respect, friendship

Course Objectives: *Students will be able to:*

1. identify literary elements in a piece of literature and incorporate them in their writing
2. write an essay with a well-developed thesis statement
3. write an essay using proper conventions
4. write an open-response answer using evidence from the text

5. think critically and infer meaning
6. build upon vocabulary through literature and discussion
7. speak clearly, factually, persuasively, and creatively in Standard English
8. read a rich variety of literary works, including fiction, poetry, drama, and non fiction from different periods and cultures, relating them to human aspirations and life experiences

Learning Standards from the Massachusetts Curriculum Framework:

A chart is attached identifying which of the standards from the Massachusetts Curriculum Frameworks will be assessed in this course.

Content Outline

The Short Story

Students will read a minimum of three short stories. The elements of the short story are discussed in this unit: plot and conflict, characters, point of view, setting and theme. *Other selections may be used at the teacher's discretion.*

<i>Title</i>	<i>Author</i>	<i>Focus</i>
<i>"The Most Dangerous Game"</i>	R. Connell	conflict, prediction
<i>"A Day's Wait"</i>	E. Hemingway	plot, point of view
<i>"The Californian's Tale"</i>	M. Twain	setting
<i>"The Treasure of Lemon Brown"</i>	W.D. Meyers	theme
<i>"Rikki-Tikki-Tavi"</i>	R. Kipling	plot
<i>"The Strangers that Came to Town"</i>	A. Flack	characterization, plot
<i>"The Lottery"</i>	S. Jackson	plot, theme, irony
<i>"Seventh Grade"</i>	G. Soto	compare/contrast characterization

The Novel

In addition to reading at least two novels, students may engage in literature circles where they will read at least one novel of their choice. Each novel focuses on a particular theme or themes. Through reading and writing, all of the assigned literary terms are covered by the end of the school year, and students are expected to know them. Novels chosen are at teacher's discretion.

<i>Title</i>	<i>Author</i>	<i>Theme(s)</i>
<i>The Outsiders</i>	S.E. Hinton	Friendship
<i>No Promises in the Wind</i>	Irene Hunt	Family Responsibility
<i>Letters from Rifka</i>	K. Hesse	Social Justice/Courage
<i>Stargirl</i>	J. Spinelli	Nonconformity
<i>The Jungle Book</i>	Rudyard Kipling	Perseverance
<i>Seasons of the Moon</i>	J.C. George	Literature Circles
<i>Slam</i>	W.D. Myers	Literature Circles
<i>Monster</i>	W.D. Myers	Literature Circles
<i>Bad Boy</i>	W.D. Myers	Literature Circles
<i>Scorpions</i>	W.D. Myers	Literature Circles

Drama

Dialogue and stage directions are the focus of the drama unit.

<i>Title</i>	<i>Author</i>	<i>Focus</i>	<i>Theme(s)</i>
<i>“A Christmas Carol”</i>	I. Horovitz	Stage directions, dialogue, prediction	Family responsibility integrity, respect
<i>“The Monsters are Due on Maple Street”</i>	R. Serling	Plot	Foreshadowing, prediction, screen directions

Nonfiction

In order to prepare students to comprehend factual information, several short selections are read. The nonfiction pieces are meant to inform or persuade the reader. Students read essays, biographies, and articles.

<i>Title</i>	<i>Author</i>	<i>Focus</i>
<i>“Pearl Harbor Address”</i>	F.D. Roosevelt	Perseverance
<i>“I Have a Dream”</i>	M.L. King	Social Justice
<i>“The Earth’s View”</i>	Trista Pollard	Respect
<i>“Men of Honor”</i>	C.M. Brashear; P. Stillereal	Courage
<i>“All Together Now”</i>	B. Jordan	Social Justice
<i>“I Am a Native American”</i>	Chief Dan George	Social Justice
<i>“The Night the Bed Fell”</i>	J. Thurber	
<i>“Was Tarzan.....”</i>	B. Cosby	

Poetry

Many of the literary terms that seventh grade students need to know refer to the art of writing and understanding poetry. In addition to reading a variety of poems, students are required to write poetry too. (**Writing Expectations – Addendum B**)

<i>Title</i>	<i>Author</i>	<i>Focus</i>
<i>“Maestro”</i>	P. Mora	figurative language
<i>“The Village Blacksmith”</i>	H.W. Longfellow	figurative language
<i>“Fog”</i>	C. Sandburg	figurative language
<i>“Life”</i>	N.L. Madgett	figurative language
<i>“If”</i>	R. Kipling	figurative language
<i>“Thumbprint”</i>	E. Merriam	figurative language
<i>“Mother to Son”</i>	L. Hughes	figurative language
<i>“Seal”</i>	W.J. Smith	form
<i>“The Pasture”</i>	R. Frost	form
<i>“Three Haiku”</i>	M. Basho	form
<i>“Fable”</i>	R.W. Emerson	form
<i>“Stopping by the Woods on a Snowy Evening”</i>	R. Frost	form
<i>“Washed in Silver”</i>	J. Stephens	lyric poetry
<i>“Winter”</i>	N. Giovanni	lyric poetry
<i>“Sarah Cynthia Sylvia Stout...”</i>	S. Silverstein	narrative
<i>“Charge of the Light Brigade”</i>	A. Lord Tennyson	narrative

<i>“The Cremation of Sam McGee”</i>	R. Service	narrative
<i>“Annabel Lee”</i>	E.A. Poe	rhythm and rhyme
<i>“Martin Luther King”</i>	R. Patterson	rhythm and rhyme
<i>“Miracles”</i>	W. Whitman	sensory language
<i>“Full Fathom Five”</i>	W. Shakespeare	sound devices
<i>“Onomatopoeia”</i>	E. Merriam	sound devices
<i>“Loo-Wit”</i>	W. Rose	sound devices

Myths, Legends, and Folk Tales

Folk literature reflects the cultural history and beliefs of the people who wrote it. The legend, folk tale, myth, and fable are covered.

<u>Title</u>	<u>Focus</u>
<i>“Phaethon Son of Apollo”</i>	Greek Myth
<i>“Demeter and Persephone”</i>	Greek Myth
<i>“Icarus and Daedalus”</i>	Greek Myth

Vocabulary Study

Vocabulary development is ongoing. Classroom texts, literary terms, MCAS terminology, and commonly used Latin words are the resources for vocabulary study. A minimum of 150 words will be introduced and/or reviewed.

Writing Expectations

The goal is to help students become proficient to advanced readers and writers. Good practice in reading instruction, writing instruction, and language conventions will help students succeed on the MCAS exam without limiting our instruction to teaching to the test. However, focused practice on assessments that are similar to those expected on the MCAS will augment effective instruction and help students prepare for the test.

Students are expected to write the following kinds of essays in seventh grade: narrative, informational (MCAS requirement), literature analysis, and persuasive. They will also complete a poetry unit and an interdisciplinary research project* that is supported by the English teacher.

**Standard 24 - Students will gather information from a variety of sources, analyze and evaluate the quality of the information they obtain, and use it to answer their own questions.*

ORGANIZING WRITING PROMPTS ACROSS GRADE LEVELS						
GRADE	NARRATIVE	EXPOSITORY				POETRY
	<ul style="list-style-type: none"> The student writes about his or her personal experience A true or fictional story 	Essay Gr. 7 MCAS Requirement	Literature Analysis (Gr. 8-10 MCAS Requirement)	Persuasive	Research Paper	
7	1	4	1	1	1	1

Open Response

Students will practice answering open response questions about literature two to four times per month.

Addendum A

Literary Terms – Grade 7

Alliteration

Analogy

Anecdote

Assonance

Character

Characterization

Conflict

Denotation/Connotation

Consonance

Dialogue

Fact

Fantasy/reality

Feet

Flashback

Foreshadowing

Form

Haiku

Homophone

Hyperbole

Idiom

Irony

Lyric

Metaphor

Meter

Mood

Narrative

Onomatopoeia

Opinion

Personification

Persuasive Techniques

Plot

Point of view

Prediction

Repetition

Rhyme

Rhythm

Sensory images

Setting

Simile

Sound devices

Stage directions

Symbol

Theme

Tone

Major Evaluation Strategies:

Name of Assessment	Type of Assessment		Standards Assessed	<u>Course Objectives Assessed</u>
	Test	Performance Assessment		
Multi-draft Essay (Strand-Literature, Composition) in Language Arts Portfolio	<input type="checkbox"/>	<input checked="" type="checkbox"/>	10, 11, 14, 15, 16, 19, 20, 21, 22, 23, 24	1,2,4,7
Core Assignment - Essay	<input type="checkbox"/>	<input checked="" type="checkbox"/>	11, 14, 16, 19, 20, 21, 22, 23	1,2,4,7
Unit tests containing objective questions, short answers, and/or open-ended responses	<input checked="" type="checkbox"/>	<input type="checkbox"/>		3,4,7
Quizzes containing multiple choice, short answer, and/or open-ended response	<input checked="" type="checkbox"/>	<input type="checkbox"/>		3,4,7
Homework	<input type="checkbox"/>	<input checked="" type="checkbox"/>		All
Class Participation	<input type="checkbox"/>	<input checked="" type="checkbox"/>		All
Reading Comprehension	<input type="checkbox"/>	<input checked="" type="checkbox"/>		All
Open Responses	<input type="checkbox"/>	<input checked="" type="checkbox"/>		3,7
	<input type="checkbox"/>	<input type="checkbox"/>		
	<input type="checkbox"/>	<input type="checkbox"/>		

Learning Standards from the Massachusetts Curriculum Framework:

Language Strand		
<input checked="" type="checkbox"/>	Standard 1: Discussion	Students will use agreed-upon rules for informal and formal discussions in small and large groups.
<input checked="" type="checkbox"/>	Standard 2: Questioning, Listening, and Contributing	Students will pose questions, listen to the ideas of others, and contribute their own information or ideas in group discussions or interviews in order to acquire new knowledge.
<input checked="" type="checkbox"/>	Standard 3: Oral Presentation	Students will make oral presentations that demonstrate appropriate consideration of audience, purpose, and the information to be conveyed.
<input checked="" type="checkbox"/>	Standard 4: Vocabulary and Concept Development	Students will understand and acquire new vocabulary and use it correctly in reading and writing.
<input checked="" type="checkbox"/>	Standard 5: Structure and Origins of Modern English	Students will analyze standard English grammar and usage and recognize how its vocabulary has developed and been influenced by other languages.
<input checked="" type="checkbox"/>	Standard 6: Formal and Informal English	Students will describe, analyze, and use appropriately formal and informal English.
Reading and Literature Strand		
<input checked="" type="checkbox"/>	Standard 7: Beginning Reading	Students will understand the nature of written English and the relationship of letters and spelling patterns to the sounds of speech.
<input checked="" type="checkbox"/>	Standard 8: Understanding a Text	Students will identify the basic facts and main ideas in a text and use them as the basis for interpretation.
<input checked="" type="checkbox"/>	Standard 9: Making Connections	Students will deepen their understanding of a literary or non-literary work by relating it to its contemporary context or historical background.
<input checked="" type="checkbox"/>	Standard 10: Genre	Students will identify, analyze, and apply knowledge of the characteristics of different genres.
<input checked="" type="checkbox"/>	Standard 11: Theme	Students will identify, analyze, and apply knowledge of theme in a literary work and provide evidence from the text to support their understanding.
<input checked="" type="checkbox"/>	Standard 12: Fiction	Students will identify, analyze, and apply knowledge of the structure and elements of fiction and provide evidence from the text to support their understanding.
<input checked="" type="checkbox"/>	Standard 13: Nonfiction	Students will identify, analyze, and apply knowledge of the purposes, structure, and elements of nonfiction or informational materials and provide evidence from the text to support their understanding.
<input checked="" type="checkbox"/>	Standard 14: Poetry	Students will identify, analyze, and apply knowledge of the themes, structure, and elements of poetry and provide evidence from the text to support their understanding.
<input checked="" type="checkbox"/>	Standard 15: Style and Language	Students will identify and analyze how an author's words appeal to the senses, create imagery, suggest mood, and set tone, and provide evidence from the text to support their understanding.
<input checked="" type="checkbox"/>	Standard 16: Myth, Traditional Narrative, and Classical Literature	Students will identify, analyze, and apply knowledge of the themes, structure, and elements of myths, traditional narratives, and classical literature and provide evidence from the text to support their understanding.

Reading and Literature Strand(cont'd)		
<input checked="" type="checkbox"/>	Standard 17: Dramatic Literature	Students will identify, analyze, and apply knowledge of the themes, structure, and elements of drama and provide evidence from the text to support their understanding.
<input checked="" type="checkbox"/>	Standard 18: Dramatic Reading and Performance	Students will plan and present dramatic readings, recitations, and performances that demonstrate appropriate consideration of audience and purpose.
Composition Strand		
<input checked="" type="checkbox"/>	Standard 19: Writing	Students will write with a clear focus, coherent organization, and sufficient detail.
<input checked="" type="checkbox"/>	Standard 20: Consideration of Audience and Purpose	Students will write for different audiences and purposes.
<input checked="" type="checkbox"/>	Standard 21: Revising	Students will demonstrate improvement in organization, content, paragraph development, level of detail, style, tone, and word choice (diction) in their compositions after revising them.
<input checked="" type="checkbox"/>	Standard 22: Standard English Conventions	Students will use knowledge of standard English conventions in their writing, revising, and editing.
<input checked="" type="checkbox"/>	Standard 23: Organizing Ideas in Writing	Students will organize ideas in writing in a way that makes sense for their purpose.
<input checked="" type="checkbox"/>	Standard 24: Research	Students will gather information from a variety of sources, analyze and evaluate the quality of the information they obtain, and use it to answer their own questions.
<input checked="" type="checkbox"/>	Standard 25: Evaluating Writing and Presentations	Students will develop and use appropriate rhetorical, logical, and stylistic criteria for assessing final versions of their compositions or research projects before presenting them to varied audiences.
Media Strand		
<input checked="" type="checkbox"/>	Standard 26: Analysis of Media	Students will identify, analyze, and apply knowledge of the conventions, elements, and techniques of film, radio, video, television, multimedia productions, the Internet, and emerging technologies and provide evidence from the works to support their understanding.
<input type="checkbox"/>	Standard 27: Media Production	Students will design and create coherent media productions (audio, video, television, multimedia, Internet, emerging technologies) with a clear controlling idea, adequate detail, and appropriate consideration of audience, purpose, and medium.