



School District of Marshfield

Course Syllabus

Course Name: Grade 7 Advanced English

Length of Course: 1 Year

Credits: 1 Credit

Course Description: The goals of this course are to develop students' skills in literary analysis and interpretation, persuasive writing, linguistic competency and oral communication, as well as to strengthen reasoning skills and understanding of the concept of change. The units engage students in exploring carefully selected, challenging works of literature from various times, cultures and genres, and they encourage students to reflect on their readings through writing and discussion. The units also provide numerous opportunities for students to explore interdisciplinary connections and to conduct research around issues relevant to their own lives. Students will complete a MLA research paper on a topic related to the 1940's with a bibliography and present their findings to the class. Advanced vocabulary comprehension and usage will be emphasized. Students will be expected work independently and be able to read and perform at a level which is at least two grade levels higher in order to achieve success within this class.

Learning Targets:

Reading/Literature: Read and comprehend literature which will include stories, dramas, poems, articles, and novels with broad complexity to become proficient:

- Cite the textual evidence that most strongly supports an analysis of what the text says explicitly and make inferences from the text.
- Determine a theme of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.
- Analyze how dialogue or incidents in a drama reveal aspects of a character and provoke a decision.
- Determine the meaning of words and phrases as they are used in a text to include figurative and connotative meaning, analyze the impact of specific word choices on meaning and analyze rhyme and word choice within poetry and drama.
- Compare and contrast the extent to which a filmed or live production of a story or drama stays faithful to or departs from the text or script.
- Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.
- Compare and contrast a fictional portrayal of time, place, or character and a historical account of the same period as a means to further understand the work and its relevance to history.

Writing: Write routinely, varied writing for multiple purposes:

- Write arguments to support claims with clear reasons and relevant evidence which focus on organization skills of the introduction, body, and concluding paragraphs using the writing process.
 - Acknowledge and distinguish a claim from alternate or opposing claims.
 - Support claims with logical reasoning and credible sources within a formal style of writing.
- Write informative/explanatory texts to convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
 - Cite credible sources.
 - Use graphic organizers.
 - Include appropriate vocabulary and use appropriate transitions.
- Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
 - Engage reader
 - Introduce point of view
 - Use narrative techniques (dialogue, pacing, description, and reflection), a variety of transition words and phrases, and precise words to develop elements of the plot that unfold naturally and logically.
 - Include plot line
 - Provide logical conclusion
- Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting.
- Use technology, including the internet, to produce and publish writing, to like and cite sources, as well as to interact and collaborate with others.
- Conduct research projects to answer questions and to generate further investigation with care not to plagiarize.
- Draw evidence from literary or informational texts to support analysis, reflection, and research.
- Draw evidence and from materials in order to compare and contrast.
- Write routinely over extended time frames and shorter time frames.

Speaking/Listening:

- Engage effectively in a range of collaborative discussions.
- Come to discussion prepared, be ready to draw from a variety of sources, and be able to refer to your evidence.
- Follow rules for appropriate discussions.
- Pose questions which cause elaboration, keep on track with topics, and show engagement with other's comments and arguments.
- Analyze the main idea and supporting points in varied media formats.
- Evaluate the quality of others arguments and claims.
- Include multimedia to clarify your findings, arguments, and points.
- Present claims and findings in a clear and coherent manner, use appropriate eye contact, adequate volume, and clear pronunciation.
- Adapt speech to a variety of contexts and tasks to show command of formal English language.

Language:

- Demonstrate command of the conventions of standard English grammar and usage when writing and speaking.
- Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- Choose and utilize language which is precise to eliminate wordiness.
- Use knowledge of language and its conventions when writing, speaking, reading, or listening.
- Determine the meaning of unknown and multiple-meaning words or phrases, choosing flexibility from a range of strategies.
- Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
- Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word.
- Acquire and use accurate grade-appropriate general academic words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Media Technology:

- Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.
- Use technology to produce writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.

- Analyze the purpose of information presented in media and formats (visually, quantitatively, and orally) and evaluate motives (social, commercial, political) behind its presentation.

Research/Inquiry:

- Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.
- Draw evidence and relevant information from text and credible resources; quote and paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
- Research to select, to organize, and to synthesize relevant information to support a claim.
- Give appropriate credit to sources using standard MLA (Modern Language Association) format.
- Research to complete a five page essay and speech on a chosen topic related to the 1940s.

Topic/Content Outline—Units and Themes with Targets:

Quarter One (9 weeks)

- A. Unit One: Concept of Change (2-3 weeks)
 - a. Targets: establishing five generalizations about change, five-paragraph persuasion essay, editing, grammar, and conventions.
- B. Unit Two: Independent Grammar Study (on-going)
- C. Unit Three: Introduce 1940's (1 week)
 - a. Targets: group project and presentation (significant events and factors from era), editing, grammar, and mechanics, choosing quality sources, citation of material and sources.
- D. Unit Four: "The Lottery" by Shirley Jackson (3 weeks)
 - a. Targets: vocabulary webs, persuasive essay writing, critical response short answer, editing, grammar, and conventions.
- E. Unit Five: 1940's and FDR speeches (2 weeks)
 - a. To Include: "Eleanor Roosevelt" by William Jay Jacobs and Video—*The Speeches of Franklin D. Roosevelt*
 - b. Targets: Response journals, note taking, speech analysis, information web, chronological order, choosing important information.
- F. Independent Novel—*Anne Frank The Diary of a Young Girl* (6 weeks)

- a. Targets: Response journals, vocabulary web, persuasive essay, debate skills, editing, grammar, and conventions. If possible, attend live drama version.

Quarter Two (9 weeks)

- A. Unit One: Student Led Parent/Teacher Conferences
 - a. Targets: critical analysis, self-reflection, communication skills, organization.
- B. Unit Two: Carl Sandburg War Poems (2 weeks)
 - a. To Include: "Statistics" and "Grass"
 - b. Targets: literature webs, response journals, comparison and contrast, war research, personal war poems
- C. Unit Three: "The Coffin" by Ray Bradbury (1 week)
 - a. Targets: plot diagram, compare and contrast.
- D. Unit Four: Novel and Drama--*A Christmas Carol* by Charles Dickens (1 week)
 - a. Targets: character development, comparison, contrast, climax, foil, persuasive essay, editing, grammar, and conventions. If possible attend live production.
- E. Unit Five: Japanese Americans in the 1940's (3 weeks)
 - a. To Include: Newspaper Article: "Entire city put on war footing," from the *New York Times*, December 8, 1941, and "Four Tanka" by Yukari Uchida, translated by Yoshiko Uchida
 - b. Targets: Literature webs, persuasive essay, editing, grammar, and conventions.
- F. Unit Six: American Culture in the 1940's (1-2 weeks)
 - a. Targets: Group oral presentations

Quarter Three (9 weeks)

- A. Unit One: *Maus II* by Art Spiegelman (1 week class time)
 - a. Targets: Visual representation of a story, timelines, guilt, character analysis, vocabulary webs, persuasive essay, editing, grammar, and conventions.
- B. Unit Two: "Let the Dead Bury Their Dead" by Thomas Sowell (2-3 weeks)
 - a. Targets: Vocabulary webs, response journals, persuasive debate/argument strategies.
- C. Unit Three: "One Friday Morning" by Langston Hughes (2 weeks)
 - a. Targets: Vocabulary webs, response journals, persuasive essay, editing, grammar, and conventions.
- G. Unit Four: Survivor's Tales (1 week)

- a. Targets: historical perspective, letter writing
- D. Unit Five: *All My Sons* by Arthur Miller (2 weeks)
 - a. Targets: Persuasive essay, character analysis, editing, grammar, and conventions.

Quarter Four (9 weeks)

- A. Unit One: 5-7 page MLA Research Project with Bibliography and Oral Presentation (5 weeks)
 - a. Targets: Thesis statement, MLA format, quotations and parenthetical references, media use and selection, plagiarism, note taking and citation, paragraph structure, outline, introduction, body, and conclusion of information and paper, writing process, editing, grammar, and conventions, oral presentation of material.
- B. Unit Two: "A Rose for Emily" by William Faulkner (2 weeks)
 - a. Targets: Literature assessment, vocabulary webs, persuasive essay, editing, grammar, and conventions.
- C. Unit Three: *Night* by Elie Wiesel (1 week)
 - a. Targets: choosing key quotations, presentation skills.
- D. Unit Four: Movie: *The Boy in the Striped Pajamas*—1 week
 - a. Targets: Compare and contrast, culmination of year of study of the 1940s, reflection.
- E. Grammar as needed

Required Core Resources:

Literature Packet for *The 1940's: A Decades of Change* from the Center for Gifted Education from The College of William and Mary, *Anne Frank The Diary of a Young Girl*, *Maus II* by Art Spiegelman, *American Heritage Dictionary 4th Edition*, *Night* by Elie Wiesel.

Additional Instructional Materials:

Language Network (McDougal Littell), *A Christmas Carol* by Charles Dickens, *The Language of Literature* (McDougal Littell), PENS *Grammar and Composition Handbook, Grade 7* (McGraw-Hill Education 2012)

Write Source, Grade 7, Kemper, Sebranek, Meyer, and Krenzke 2004
Sitton Spelling Sourcebook, Grade 7 (EPS Literacy and Intervention)

Videos: *All My Sons*, *The Lottery*, *A Christmas Carol*, *The Speeches of Franklin D. Roosevelt* produced by D. Moore, from MPI Home Video, *The Coffin*, *The Boy in the Striped Pajama*