



School District of Marshfield

Course Syllabus

Course Name: Grade 7 English

Length of Course: 1 Year

Credits: 1 Credit

Course Description: Students will focus on quality reading, writing, and speaking skills through the school year. Twice a year students will complete a book of choice project to prove understanding of targeted skills. Students will read two core novels, *The Outsiders* and *Walk Two Moons*. Students will complete an author study, complete a MLA research paper, write paragraphs routinely, complete an end of the year creative writing project, and work to master the persuasive essay format. Students will participate in debate, complete oral presentations, and participate in classroom discussion on a regular basis. Students will come to use a working knowledge of literature terms throughout the year as they study short stories, poems, novels, and plays. Grammar and writing structure will continue to be addressed within each unit.

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 as well as inferences drawn 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 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 that focus on organization skills of the introduction, body, and concluding paragraphs using the writing process.
 - Acknowledge and distinguish 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 and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources
- 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, 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 paragraph essay and speech on a chosen topic.

Topic Outline—Units and Themes with Targets:**Quarter 1 (9 weeks)****Unit One: Classroom Toolbox (1 week)**

1. Targets: Review and continued practice with format of complete sentences,
 - A. paragraphs, district editing marks, classroom policies and expectations, district spelling, editing, grammar, conventions, and classroom etiquette.
2. To Include: Reading of “Seventh Grade” by Gary Soto
3. Target: Practice with the plot diagram(exposition, rising action, climax, falling action, resolution, setting, protagonist, antagonist, conflict, foreshadowing, irony, perspective, and theme). Introduction of characterization and parenthetical referencing. Regular comprehension checks and discussions. Paragraph, foreshadowing, editing, grammar, and conventions.

Unit Two: Novel--*The Outsiders*, a novel by S.E. Hinton (5 weeks)

1. Targets: Focus on characterization, theme, vocabulary, paragraphs, and the skill of compare and contrast. Tone. Character traits, circular plot structure chapter hook endings, and story development. Regular comprehension checks and discussions. Classroom debate and debate etiquette. Paragraph writing, editing, grammar, and conventions.

2. To Include: *The Outsiders* by S.E. Hinton and *The Outsiders* movie. "We Real Cool" by Gwendolyn Brooks. "Stay Gold" by Robert Frost.

Unit Three: Science Fiction (3 weeks)

1. Targets: Continued practice with the plot diagram(exposition, rising action, climax, falling action, resolution, setting, protagonist, antagonist, conflict, foreshadowing, irony, perspective, and theme). Writing the introduction of a creative story in the future with a plot diagram as a tool/guide. Regular comprehension checks and discussions. Appreciation of author study. Continued work with Elements of Literature terms. Skill of compare and contrast. Character traits and story development, chronological details. Circular plot structure and vocabulary building, editing, grammar, and conventions.
2. To Include: Text: "Dark They Were and Golden-Eyed" by Ray Bradbury, "The Coffin" by Ray Bradbury, and "The Monsters are Due on Maple Street" by Rod Serling. "Author Study Ray Bradbury" "An Interview with Ray Bradbury" and "Writing Workshop Short Story"
3. Movies: *The Long Years*, *The Coffin*(Ray Bradbury Theater Episode), and *The Monsters are Due on Maple Street*(Twilight Zone Episode)

Quarter 2 (9 weeks)

Unit One: 5-7 Paragraph MLA Research Unit—5 weeks

1. 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 informational paper, complete writing process, effective presentation skills. Editing, grammar, and conventions.

Unit Two: *A Christmas Carol*—2 weeks

1. Targets: Study of character traits and story development, social criticism, chronological details, climax, setting, foreshadowing, comparison and contrast, use of stage directions, author's message/theme, foil characters, paragraph writing, and summarizing, editing, grammar, and conventions.

2. To Include: *A Christmas Carol* in play version, background information on Charles Dickens, a live production of the play(when possible), or a movie version

Unit Three: Mythology (2 weeks)

1. Targets: Vocabulary building, comprehension, compare and contrast, paragraph writing

Unit Four: Book of Choice—independent reading on own of teacher approved book

1. Targets: Identification of setting, main character, author's message/them, climax, minor character, plot, character development, use of complete sentences, editing, grammar, and conventions.

Quarter 3 (9 weeks)

Unit One: Novel—*Walk Two Moons*—5 weeks

1. Targets: Idioms of language, setting, conflicts, characterization, characters and relationships, symbols and themes, coming of age, author's perspective and tone, classroom discussion, and effective essay writing with thesis, editing, grammar, and conventions.
2. To Include: *Walk Two Moons* a novel by Sharon Creech

Unit Two: Fiction Short Stories—2 weeks

1. Targets: plot diagram (exposition, rising action, climax, falling action, resolution, setting, protagonist, antagonist, conflict, foreshadowing, irony, perspective, and theme), characterization, character development, paragraph writing, literature quilt squares, editing, grammar, and conventions.
2. To Include: "Dirk the Protector" by Gary Paulsen. "Author Study O'Henry" "After Twenty Years" by O. Henry. " A Retrieved Reformation" by O.Henry.

Unit Three: Non-Fiction (2 weeks)

1. Targets: Choosing important details, chronological order, making a timeline, paragraph, auto-biographical details, biography vs. auto-

biography, note taking strategies and high lighting, editing, grammar, and conventions.

2. To Include: "Eleanor Roosevelt" by Jay Jacobs, a selection of Eleanor Roosevelt's auto-biography, "The Noble Experiment" by Jackie Robinson. "From Exploring the Titanic" by Robert Ballard. "The Lives of La Belle" from The Dallas Morning News.

Quarter 4 (9 weeks)

Unit One: Author Study (2 weeks)

1. Targets: use of technology, presentation skills, student choice to research and share about author of their choice which we have studied throughout the year, completing a project. Editing, grammar, and conventions.

Unit Two: Book of Choice (1 week)

1. Targets: title and author, choice of important scenes and events, paragraph structure, writing complicated sentences, and summarization techniques, editing, grammar, and conventions.

Unit Three: Creative Writing and Lottery (5 weeks)

1. Targets: dangers of mob mentality, social criticism, compare and contrast with events in history, complete writing process—planning, rough, feedback/peer, parent, and self-editing process, final formal writing piece. Editing, grammar, and conventions.
2. To Include: "The Lottery" by Shirley Jackson and the Movie: *The Lottery*

Unit Four: Poetry—1 week

1. Targets: Effective Poetic Devices and creation of personal Ode, editing, grammar, and conventions.
2. To Include: "I Know Why the Caged Bird Sings" by Paul Lawrence Dunbar. "Scaffolding" by Seamus Heaney. "Ode to an Artichoke" by Pablo Neruda.

Required Core Resources:

- *The Language of Literature* (McDougal Littell, 2001)
- *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)
- *The Outsiders* by S.E. Hinton
- *Walk Two Moons* by Sharon Creech
- "The Lottery" by Shirley Jackson
- *The Greek Gods* by Evslin, Evslin, and Hoopes