

SYLLABUS

I. COURSE TITLE:

Language and Literature Enriched - Grade 7

II. TEXTBOOK:

Junior Great Books Reading and Discussion Program, Series 7 (Volumes 1 and 2), Series 8 (Volume 1). Great Books Foundation, Chicago, IL, 1984.

Prentice-Hall Literature, Bronze. Prentice-Hall, Englewood Cliffs, NJ, 1991.

McDougal, Littell English, Red Level. Allan A. Glatthorn and Brenda C. Rosen. McDougal, Littell and Company, Evanston, IL, 1988.

III. COURSE DESCRIPTION:

This course is designed to be a more challenging, complete integrated literature and composition program for students who have demonstrated high proficiency in reading and language arts. It offers high quality, appealing traditional and contemporary literary selections. The selections are organized by genre to encourage comprehensive study of the types of literature, including the short story, drama, nonfiction, poetry, fables, myths, legends, and the novel. Major components of this program include the following: literal, interpretive, and applied levels of comprehension; analysis of literature, including setting, plot, character and theme; application of critical thinking; and overall modeling of effective writing. It will help them to think about what an author intends rather than merely recall what he/she says. Students will develop related writing skills through the writing process and by analyzing and reacting to what is read and discussed throughout the course. It will also incorporate cooperative learning techniques for the analysis of literature.

IV. COURSE OBJECTIVES:

During the course of this year, students will work on achieving excellence by becoming proficient in the following areas:

- A. Thinking critically and interpreting meaning in literature
- B. Developing an understanding of specific literary skills as part of effective writing
- C. Synthesizing separate literary skills into a whole
- D. Using literary models as examples for their own writing
- E. Reading and using vocabulary consistent with literature models and grade level reading materials
- F. Using the writing process as a basis for achievement in writing
- G. Writing well-constructed sentences, paragraphs, and compositions
- H. Revising and proofreading work for more effective wording and correction of mechanical errors
- I. Recognizing the relevancy of reading and writing to future success
- J. Employing an interdisciplinary approach to learning
- K. Selecting challenging books for book reports that are commensurate with ability

- L. Developing responsibility for academic achievement
- M. Thinking about what the author intended rather than just what is stated.
- N. Trying out explanations of meaning with a group.
- O. Becoming aware that a story or poem may have multiple meanings.
- P. Trusting and valuing own interpretation of literary selections and respect the interpretations of others.

V. COURSE CONTENT OUTLINE:

The course selections are grouped into six parts consisting of a variety of literature and related skill development activities. Teacher may supplement the program with additional literature, writing, and/or skill development materials as needed.

- A. Short Stories
- B. Drama
- C. Nonfiction
- D. Poetry
- E. Fables, Myths, and Legends
- F. The Novel - Where the Red Fern Grows, Wilson Rawls
- G. Junior Great Books Selections
- H. Standardized Test Preparation

VI. STUDENT ACTIVITIES:

This program provides a wide variety of activities for the student through which skills and interest in reading and writing are developed.

- A. Reading for enjoyment and knowledge
- B. Exploring literary models
- C. Enriching vocabulary
- D. Thinking critically
- E. Writing interpretively
- F. Developing resources for writing ideas
- G. Reading parts in a play as drama
- H. Using the writing process
- I. Developing effective writing skills
- J. Evolving a style of writing
- K. Correcting mechanical, grammatical, and usage errors
- L. Selecting appropriately challenging books for personal reading
- M. Applying skills across the curriculum
- N. Developing awareness of related courses
- O. Discussing and reacting to literary selectives

VII. EVALUATION OF STUDENT LEARNING AND PERFORMANCE:

- A. Student learning will be evaluated on a regular basis using the following criteria:
  - 1. Completion of reading/writing assignments
  - 2. Quality of reading/writing assignments
  - 3. Class participation
  - 4. Tests
  - 5. Quizzes
  - 6. Daily homework

Language and Literature Enriched - Grade 7

Page 3

- B. Individual student performance will be evaluated by using the following criteria:
  - 1. Responsibility: Students have both daily and long-range reading/writing assignments. They are expected to complete all assignments satisfactorily and on time.
  - 2. Grade Development
    - a. Classwork: participation, preparation, effort - 25%
    - b. Homework - 25%
    - c. Quizzes and tests - 25%
    - d. Compositions - 25%
  - 3. End-of-year test: double test grade included in fourth marking period average