

MACOPIN SCHOOL

SYLLABUS

I. COURSE TITLE:

Language and Literature - Grade 7

II. TEXTBOOK:

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 complete integrated literature and composition program, offering 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. Students will develop related writing skills through the writing process and by analyzing and reacting to what is read and discussed throughout the course.

IV. COURSE OBJECTIVES:

Upon successful completion of the requirements for this course, the student should be able to demonstrate a proficiency in the skills and areas listed below:

- A. Students will address the following state-mandated core curriculum content standards:
 - 1. Standard 3.1: All students will speak for a variety of real purposes and audiences.
 - 2. Standard 3.2: All students will listen actively in a variety of situations.
 - 3. Standard 3.3: All students will write in clear, concise, organized language that varies in content and form for different audiences and purposes.
 - 4. Standard 3.4: All students will read a variety of materials and texts with comprehension and critical analysis.
 - 5. Standard 3.5: All students will view, understand, and use nontextual visual information.
- B. In Grade 7, students will address the following state-mandated cross-content workplace readiness standards and progress indicators:
 - 1. Standard 2: All students will use information, technology, and other tools.
 - 2. Standard 3: All students will use critical-thinking, decision-making, and problem-solving skills.
 - 3. Standard 4: All students will demonstrate self-management skills.
- C. Students will develop an understanding of specific literary skills as part of effective writing.
- D. Students will synthesize separate literary skills into a whole
- E. Students will be able to identify the characteristics of literary genres.
- F. Students will be able to identify plot, theme, conflict, characterization, and setting in a literary work.
- G. Students will use literary models as examples for their own writing.

- H. Students will read and build vocabulary consistent with literature models and grade-level reading materials.
- I. Students will incorporate new vocabulary in speaking and writing in order to help them express ideas concisely and effectively.
- J. Students will use the writing process as a basis for achievement in writing.
- K. Students will write well-constructed sentences, paragraphs, and compositions.
- L. Students will be able to write compositions with a topic sentence and introductory, supporting, and concluding paragraphs.
- M. Students will revise and proofread work for more effective wording and correction of mechanical errors.
- N. Students will recognize the relevance of reading and writing to future success.
- O. Students will employ an interdisciplinary approach to learning.
- P. Students will be able to gain confidence and understanding of standardized tests.
- Q. Students will select challenging books for book reports or projects that are commensurate with ability.

V. COURSE CONTENT OUTLINE:

The literature textbook explores a variety of literature genres: short stories, drama, nonfiction, poetry, fables, myths, legends, and a novel. The teacher may supplement the program with additional literature, writing, and/or skill development materials as needed.

- A. Analyzing Literature
- B. Literary Genres
- C. Vocabulary development through literature, writing, and practice lists.
- D. Speaking and Listening Skills
- E. Critical Thinking and Reading
- F. Thinking and Writing
- G. Grammar, Usage, and Mechanics
- H. Standardized Testing and Study Skills
 - 1. G.E.P.A. practice exercises
 - 2. Terra Nova practice exercises

VI. STUDENT ACTIVITIES:

This program provides a 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 selections
- P. Developing oral speaking skills

Q. Developing critical listening skills

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 and oral presentations
 4. Class preparation
 5. Tests
 6. Quizzes
 7. Daily homework
- 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. Essays - 25%
 - b. Tests and quizzes - 25%
 - c. Homework - 25%
 - d. Class participation - 12.5%
 - e. Preparation for class - 12.5%
 3. The final exam is one-ninth of the total average for the school year.

VIII. BIBLIOGRAPHY:

Students are expected to use many and varied types of materials to fulfill the course requirements. The library computer catalog should be consulted to locate material pertaining to a particular topic.

The following is a suggested reading list. Books on this list have been found to be of interest to students of this age and reading level. Teachers are encouraged to select novels from this list to use in their classrooms. All novels listed here are available in class-size sets.

Students are also encouraged to select novels from this list to widen their interests and knowledge and to supplement the course work.

Burnford, Sheila. The Incredible Journey.
 Collier, James. Jump Ship to Freedom.
 - - -. My Brother Sam is Dead.
 Conrad, Pam. Prairie Songs.
 Craven, Margaret. I Heard the Owl Call My Name.
 Danziger, Paula. The Cat Ate My Gymsuit.
 de Saint Exupery, Antoine. The Little Prince.
 Duncan, Lois. I Know What You Did Last Summer.
 Eckert, W. Allen. Incident at Hawk's Hill.
 Forbes, Esther. Johnny Tremain.
 George, Jean Craighead. Julie of the Wolves.
 - - -. Watersky.
 Gilbreth, Frank, Jr., and Ernestine Gilbreth Carey. Cheaper by the Dozen.
 Gordon, Sheila. Waiting for the Rain.
 Guy, Rosa. The Friends.
 Hautzig, Esther. The Endless Steppe: The Girl in Exile.

Hemingway, Ernest. The Old Man and the Sea.
Hinton, S. E. Tex.
Holman, Felice. Slake's Limbo.
Hunt, Irene. Across Five Aprils.
Jones, Ron. The Acorn People.
Kerr, M. E. Dinky Hocker Shoots Smack.
Kipling, Rudyard. Captains Courageous.
Knudson, R. R. Fox Running.
- - -. You Are the Rain.
Lee, Mildred. The Skating Rink.
L'Engle, Madeline. A Wrinkle in Time.
Lipsyte, Robert. The Contender.
Lowry, Lois. The Giver.
Mantle, Micky. The Quality of Courage.
Marshall, James Vance. A River Ran Out of Eden.
Mazar, Harry. The Dollar Man.
Nelson, O. T. Girl Who Owned a City.
O'Dell, Scott. The Black Pearl.
Peck, Richard. The Ghost Belonged to Me.
- - -. Representing Super Doll.
- - -. Through a Brief Darkness.
Rawlings, Marjorie Kinnan. The Yearling.
Rawls, Wilson. Where the Red Fern Grows.
Richter, Conrad. The Light in the Forest.
Saroyan, William. My Name is Aram.
Schaefer, Jack. Shane.
Steinbeck, John. The Red Pony.
Stevenson, Robert Louis. Treasure Island.
Swartout, Glendon. Bless the Beasts and Children.
Taylor, Mildred D. Roll of Thunder, Hear My Cry.
Taylor, Theodore. The Cay.
Twain, Mark. The Adventures of Tom Sawyer.
- - -. Connecticut Yankee in King Arthur's Court.
Verne, Jules. Journey to the Center of the Earth.
Wyss, Johann David. The Swiss Family Robinson.