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7<sup>th</sup> Grade English  
Room F115  
Riverside Middle School

## **Syllabus 2009-2010** **7<sup>th</sup> Grade English Language Arts**

### **Course Description**

This course is designed to meet the needs of students needing additional support in reading and language arts. Instruction will continue to reinforce foundational skills in reading and provide ample scaffolding for those students whose reading skills are still developing. Writing instruction, vocabulary development, and research skills will be taught in conjunction with the literature studies.

### **Grades**

Grades for each nine weeks period will be determined by averaging 50% minor grades, at least twelve, including but not limited to quizzes (vocabulary, reading, skill based), small writing assignments, journals, write to learn assignments, informal oral presentation, other class work and homework with 50% major grades, at least three, including but not limited to tests, formal writing, portfolios, research based products, presentations, and culminating products.

Textbook: *Prentice Hall Literature: Grade 7*

Grammar book: *Grammar and Writing: Grammar Exercise Book*

All South Carolina standards are listed in the text overview for each unit. You may also go to [www.myschools.com](http://www.myschools.com) for an updated list of standards.

### **First Nine Weeks**

#### **Unit 1**

**Introduction:** Fiction and Nonfiction (Informational Text)

“The Three-Century Woman” and “The Fall of the Hindenburg”

Elements of fiction and nonfiction writing and examples of each

Bio Poems (Creative Writing)

#### **Part 1:** Focus on Context Clues

Excerpt from *An American Childhood*, comparing fiction and nonfiction works

(LA) Grammar: Common and Proper Nouns, Test Practice, Reading informational materials

(LA) Writing hyperbole

(LA) Grammar: Possessive Nouns, Test Practice, Context Clues

Comparing Literary Works, “from Barrio Boy” and “A Day’s Wait”

(LA) Writing Portfolio: Descriptive Essay

Preparation and practice for standardized testing.

Language Arts Novel Study: *Stormbreaker* by Anthony Horowitz

**Part 2: Author's Purpose**

"Suzy and Leah," analysis of setting

Grammar: Personal pronouns.

"My First Free Summer," Author's Purpose

(LA) Extend Your Learning

Grammar: Possessive Pronouns

(LA) Reading Informational Materials

(LA) Spelling Workshop: Spelling Homophones

(LA) Grammar: Pronoun-Antecedent Agreement

**Second Nine Weeks****Unit 2****Part 1**

Short Stories

Elements: Characterization, Theme, Plot (exposition, rising action, climax, falling action, resolution).

Literary Devices

"The Treasure of Lemon Brown"

"Rikki-tikki-tavi"

Literary Analysis: Predicting

"Mongoose on the Loose"-Informational Text

Grammar: Verbs, action and linking.

Character Analysis: "Two Kinds" from *The Joy Luck Club*

Characterization

(LA) Writing Portfolio: Writing a short story.

(LA) "Integrating Grammar Skills"

**Part 2: Making Inferences**

"The Amigo Brothers"

(LA) Grammar: Adjectives (pg. 295).

(LA) Reading Informational Materials (pg. 296-299)

(LA) Grammar Lesson: Adverbs (pg. 320)

(LA) Writing Workshop (pg. 338-346)

Literature Novel Study: *Tuck Everlasting*

**Unit 5: Drama**

"The Monsters Are Due On Maple Street," summarizing events

*A Christmas Carol: Scrooge and Marley*

Purpose for reading, dialogue

(LA) Grammar: Interjections, Double Negatives

(LA) Reading Informational Text

Comparing Literary Works

**Third Nine Weeks**

**Unit 3:** Types of Nonfiction (Expository, Reflective, and Persuasive)

Introduction: Learning about types of nonfiction, common forms of nonfiction writing, and elements of nonfiction writing.

“What Makes a Rembrandt a Rembrandt?”

### **Part 1: Main Idea**

“Life Without Gravity”

(LA) Writing Portfolio: Expository Essay

Main Idea, Key Point, Supporting Details, Skim, Read Closely, Scan

(LA) Vocabulary Skill: Prefixes

(LA) Grammar: Conjunctions

“I Am a Native of North America”

(LA) Writing Portfolio: Reflective Essay

Vocabulary Builders: Antonyms

(LA) Grammar: Prepositions and Prepositional Phrases.

Writing Outlines

Reading Informational Materials: Problem and Solution Essays

“Bernie Williams: Yankee Doodle Dandee” and “No Gumption”

Biography and Autobiography

Elements of Biography and Autobiography, Compare and Contrast Biography and Autobiography

### **Part 2: Fact and Opinion**

Understanding Fact and Opinion

“The Eternal Frontier”

(LA) Writing Portfolio: Persuasive Essay

Recognizing Fact and Opinion, Understanding Persuasive Techniques

(LA) Vocabulary Skill: Borrowed and Foreign Words

(LA) Grammar: Subjects and Predicates

(LA) Writing Portfolio: Comparison and Contrast Essay

(LA) Tools for checking spelling

“The Real Story of a Cowboy’s Life”

Recognizing Fact and Opinion, Diction, Word Choice

(LA) Grammar: Compound Subjects and Compound Predicates

(LA) Reading Informational Materials: Manuals

“Alligator” and “The Night the Bed Fell”

Humorous Essays

(LA) Grammar: Revising Adjective and Adverb Usage

Novel Study: *The Watsons Go to Birmingham: 1963*

## **Unit 4**

**Introduction:** Poetry

Characteristics of Poetry: Figurative Language, Sound Devices

Forms of Poetry

“Maestro,” “The Desert Is My Mother,” “El Desierto Es Mi Madre,” and “Bailando”

Understanding Elements of Poetry

**Part 1: Drawing Conclusions**

Poetry Collection One: “The Rider,” “Seal,” and “Haiku”

Drawing Conclusions, Forms of Poetry: Lyric, Concrete, Haiku

(LA) Vocabulary Skill: Word Analysis

(LA) Grammar: Infinitives and Infinitive Phrases

“Life,” “The Courage That My Mother Had,” “Loo-Wit”

Conclusion, Connecting the Details

Figurative Language: Simile, Metaphor, Personification, Symbol.

(LA) Grammar: Appositives and Appositive Phrases

(LA) Reading Informational Materials: Advertisements

“The Highwayman,” “The Cremation of Sam McGee,” and “How I Learned English”

Narrative Poetry, Comparing Narrative Poetry

Novel Study: *Out of the Dust* by Karen Hesse

**Fourth Nine Weeks****Unit 4: Poetry****Part 2: Paraphrasing**

“Sarah Cynthia Sylvia Stout,” “Weather,” and “One”

Paraphrasing, Sound Devices: Onomatopoeia, Alliteration, Repetition

(LA) Vocabulary Skills: Synonyms

(LA) Grammar: Independent and Subordinate Clauses

(LA) Writing Portfolio: Persuasive Writing

“Annabel Lee,” “Martin Luther King,” and “I’m Nobody”

Paraphrasing, Rhythm, Meter, Rhyme

(LA) Vocabulary Skills: Analogies

(LA) Grammar: Simple Sentences, Compound Sentences, and Complex Sentences

(LA) Reading Informational Materials: Magazine Articles

“Miracles” and “In Just”

Imagery, Comparing Imagery

(LA) Spelling Workshop: Prefixes and Suffixes

Evaluating Advertisements

**Unit 6:**

Themes in the Oral Tradition

Introduction: Learning About Themes in the Oral Tradition: Characteristics, Categories

“Grasshopper Logic,” “The Other Frog Prince,” and “duckbilled platypus vs. beefsnakstik”

Moral, humor, fairy tales, fables

(LA) Writing Portfolio: Business Letter

**Part 1: Cause and Effect**

“Icarus and Daedalus”

Cause and Effect, myths

(LA) Vocabulary Skill: Denotation and Connotation

(LA) Grammar: Colon  
(LA) Reading Informational Text: Textbooks  
“Tenochtitlan”  
Cause and Effect, Legend  
(LA) Grammar: Commas  
“Perseus” and “Percy-Js Rings the Gargon’s Head”  
Epic, Epic Conventions, Comparing Epic Conventions

**Part 2: Comparison and Contrast**

“Sun and Moon in a Box”  
Comparison, Contrast, Using Prior Knowledge, Cultural Context, Plot Summary  
(LA) Vocabulary Skill: Idioms  
(LA) Grammar: Capitalization  
(LA) Reading Informational Text: Editorials  
“The People Could Fly”  
Using Venn Diagram, Folk Tales, Oral Tradition  
(LA) Grammar: Abbreviations  
“The Fox Outwits the Crow” and “The Fox and the Crow”  
Tone, Comparing Tone  
(LA) Spelling Workshop: Vowel Sounds in Unstressed Syllables  
(LA) Writing Workshop: Research Report

*Due to the fact that the primary goal is to maximize student achievement, material may be added, deleted, and/or substituted based on student needs, learning styles, and/or levels in each class at the teacher’s discretion.*