**Mrs. Turner**

**7th Grade Literacy Syllabus**

(Syllabus = plan; el programa de estudios)

**Course Overview (visión)**

The learning goals for this class are from the Common Core State Standards for seventh grade literacy. Texts used in teaching the objectives are carefully chosen by Mrs. Turner for their rigor (depth of subject; high quality writing). Texts will consist of fiction and nonfiction books, articles, essays, speeches, and poetry.

* Reading – Students will learn how to recognize central ideas, themes, and surface details through rhetorical analysis of literature, poetry, and nonfiction texts. Students will create meaning by determining how the author has shaped the content in order to affect the reader through rhetorical elements. Students will also increase their reading stamina through weekly reading assignments and timed fluency checks.
* Writing – Students will be writing in response to literature and nonfiction texts. They will also move from creating five-paragraph exam answers to the more advanced structural elements and surface features of creating expository, narrative, argumentative, and synthesis essays. Students will participate in Writer’s Workshop which will help them develop the craft of writing personal and fictional narratives.
* Listening – Students will be listening to fluent readers modeling correct speed, dialectical pronunciation, and voice inflection appropriate for the text. Students will listen to audio presentations and music to add to their comprehension of unit themes. They will also be required to listen attentively to the other members of our learning community.
* Speaking – Students will learn how to demonstrate their knowledge of a subject through thoughtful speech and questioning in a variety of classroom groupings.
* Technology – Students will be required to watch and respond to a variety of technological presentations designed to increase their knowledge and understanding of unit themes and learning goals. They will also be utilizing technology to create projects that require personal intrigue and research, and demonstrate their learning.

**Course Plan (el programa de estudios)**

*August 19-October 18* **Unit 1: Characters of Character**

Texts: The Midwife’s Apprentice (Karen Cushman); Manners and Customs of the Middle Ages (Marsha Groves); The Horrible; Miserable Middle Ages: The Disgusting Details About Life During Medieval Times (Kathy Allen); Good Masters! Sweet Ladies! Voices from a Medieval Village (Laura Amy Schlitz); *Sir Gawain and the Loathly Lady* (Selina Hastings)

Writing Focus: personal narrative, summary, expository, introduction to argumentative (5 paragraph answers)

Art: *Child’s Suit of Armor*, French or German (16th century) Walters Art Museum; *Madonna di Ognissanti* (Giotto), Notre Dame de Paris (Paris, France); *The Belles Heures of Jean de France*, Duc de Berry (1405-1408)

Music: Gregorian chants and madrigals

Academic Vocabulary: Affixes, Characterization, Citation, Dialect, Dialogue, Figurative Language (Metaphor, Simile, Personification), Monologue, Paraphrase, Plot, Protagonist, Rhetoric, Roots, Setting (historical), Socratic discussion, Summary, Syntax

*October 21-December 6* **Unit 2: Perseverance**

Texts: The Mostly True Adventures of Homer P. Figg (Rodman Philbrick); Jesse (Gary Soto); Biographies of Rosa Parks, Jackie Robinson, Helen Keller, Anne Frank, Martin Luther King; Helen Keller: A Photographic Story of a Life (Leslie Garrett); Dare to Dream: Coretta Scott King and the Civil Rights Movement (Angela Shelf Medearis); Dare to Dream! 25 Extraordinary Lives (Sandra McLeod Humphrey); DRAMA – *The Miracle Worker: A Play* (William Gibson); *Oranges* (Gary Soto); excerpts of Treasure Island (Robert Louis Stevenson)

Writing Focus: fictional narrative, expository, comparative analysis (academic essay)

Art: *All day he hung round the cove, or upon the cliffs, with a brass telescope* (1911) N.C. Wyeth; *For all the world, I was led like a dancing bear* (1911) N.C. Wyeth;

Film: Video Clips of Bethany Hamilton, Nick Vujicic, Derek Redmond, and Choi Sung-Bong; *The Miracle Worker* (1962) Arthur Penn, director

Academic Vocabulary: Allusion, Biography, Character’s Conflict (external & internal), Connotation, Figurative Language (Oxymoron, Hyperbole, Onomatopoeia), Denotation, Diction, Imagery, Photobiography, Quotation (direct and indirect), Tone, Voice

*December 9-February 21* **Unit 3: Courage in Life and Literature**

Texts: Milkweed (Jerry Spinelli); Number the Stars (Lois Lowry); *The Diary of Anne Frank: A Play* (Frances Goodrich and Albert Hackett); excerpts of Anne Frank: The Diary of a Young Girl (Anne Frank); Night (Elie Wiesel); I Am David (Anne Holm); Dear Miss Breed: True Stories of the Japaneséée American Incarceration During World War II and a Librarian Who Made a Difference (Joanne Oppenheim); The Making of the Atomic Bomb (Richard Rhodes); “Blood, Toil, Tears, and Sweat: Address to Parliament on May 13th, 1940” (Winston Churchill; speech); “Declaration of War on Japan” (Franklin D. Roosevelt; speech)

Writing Focus: expository, argumentative, synthesis (argumentative essay)

Film: *Paper Clips* (documentary; Elliot Berlin and Joe Fab, directors); *Anne Frank* (Robert Dornhelm, director)

Academic Vocabulary: Documentary, Ethos, Pathos, Point of View, Screenplay

*February 24-March 21* **Unit 4: Survival in the Wild**

Texts: Woodsong (Gary Paulsen); Touching Spirit Bear (Ben Mikaelsen); The Higher Power of Lucky (Susan Patron); Call It Courage (Armstrong Sperry); Hatchet (Gary Paulsen); Island of the Blue Dolphins (Scott O’Dell); The Cay (Theodore Taylor); Into the Ice: The Story of Arctic Exploration (Lynn Curlee); SAS Survival Handbook, Revised Edition: For Any Climate, in Any Situation (John “Lofty” Wiseman); Guts (Gary Paulsen)

Writing Focus: argumentative, synthesis

Art: *The Raft of the Medusa* (1818-1819) Théodore Géricault; *The Gulf Stream* (1899) Winslow Homer; *The Heart of the Andes* (1859) Frederic Edwin Church; *The Rocky Mountains, Lander’s Peak* (1863) Albert Bierstadt; *View from Mount Holyoke, Northampton, Massachusetts, after a Thunderstorm – The Oxbow* (1836) Thomas Cole

Film: excerpts from Bear Grylls, *Man versus Wild* (Travel Channel); *A Cry in the Wild* (based on Hatchet) (1990; Mark Griffiths, director)

Academic Vocabulary: Abridged, Flashbacks, Foreshadowing, Point of View

*March 24-April 11* **Benchmark Prep and Testing**

*April 14-End of Year*  **Unit 5: Science or Fiction?**

Texts: A Wrinkle in Time (Madeleine L’Engle); The War of the Worlds (H.G. Wells); The Invisible Man (H.G. Wells); Eva (Peter Dickinson); Among the Hidden (Margaret Peterson Haddix); Found (Margaret Peterson Haddix); *Zoo* (Edward D. Hoch); *All Summer in a Day* (Ray Bradbury);

Writing Focus: Expository, Informational, Science Fiction, Research Essay

Music: *The Planets* (1914) Gustav Holst

Audio: *War of the Worlds* (Orson Welles, The Mercury Theater on Air, October 30, 1938)

Science Fiction Terminology: Future, Alternate Universe, Outer Space, Time Travel, Alternate Histories/Societies, Utopian, Dystopian, Non-Human Characters (aliens, robots)

**Student Scoring (el estudiante la calificación)**

Students are scored on weekly reading, class participation in discussion, assignments, projects, and assessments. Each graded assignment or activity is assigned a certain number of points based on its complexity and overall importance to the objectives of the course. The accumulation of points earned will determine the overall grade in the class. Assignments not turned in will receive a “Z”, and will be awarded 0 points. Each day an assignment is late will lower the student’s graded score by 20%. Assignments turned in five days late will not be scored, unless previous arrangements have been made with Mrs. Turner.

90%-100% A

80%-89% B

70%-79% C

60%-69% D

59% or lower F

Students who do NOT earn scores equal to their potential will be required to conference with Mrs. Turner and their parents/guardians. Tutoring will be required if the student is failing the course.

**Technology in the Classroom (tecnología en el aula)**

Mrs. Turner is certified through eMINTS in teaching with technology. Our classroom has digital cameras, a laser printer, 15 laptops and 2 iPADS for student use during class. Students will be using this technology to create and explore during class each week. They will also be required to utilize the internet outside of class, through apps and websites designed especially for students. Please read over the Technology Use information sheet your student brings home to insure you understand the rules and procedures regarding this equipment.

**Student Absence (ausencia del estudiante)**

Students returning after an absence must seek out assignments, handouts, and class notes that they missed by reading our classroom **Daily Notebook**. A class member will fill out this notebook each day and record all work performed in class. Copies of handouts will be in the pockets of the notebook. If a student has missed a test, they must make an appointment with Mrs. Turner to make-up their assessment. Mrs. Turner will NOT seek out the student to insure they have turned in missing assignments and/or taken their tests since this is the responsibility of the one who was absent. If students are aware of upcoming absences, Mrs. Turner will attempt to provide them with assignments or copies of lessons before they leave.

**Student Behavior (comportamiento del estudiante)**

Students are expected to follow all classroom rules and procedures. Failure to follow the rules will result in appropriate consequences. All district and Sonora Middle School rules will also be enforced.

Classroom Expectations: Follow all directions quickly!

Raise your hand for permission to speak.

Raise your hand for permission to leave your seat.

Make good choices!

Make your dear teacher happy!

Also, no gum, food, or drinks other than water are to come into the classroom. All backpacks are to be stowed in the student’s locker. Students are not allowed to have cell phones, or mp3 devices – unless they have been instructed by a teacher to bring them to class.

**Course Supplies (provisiones de curso)**

Composition Notebook (no spiral bound notebooks please)

Pencil (lead, eraser)

Black/Blue Pen

USB drive to save electronic work

Students are expected to bring their supplies to class each day. Students are not to pick up any supply that does not belong to them. If they are missing something, they are to quietly ask Mrs. Turner for help.

**Contact Information (información de contacto)**

Mrs. Lisa Turner

Sonora Middle School, room 309

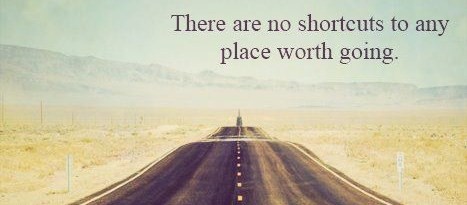
School Phone: 479-750-8821

Email: [lturner@sdale.org](mailto:lturner@sdale.org)

Class Website: <http://springdalesms.sharpschool.net> Select “Staff Directory” “Seventh Grade” “Mrs. Lisa Turner”

My Schedule: 8:00-10:00 English/Social Studies

10:00-11:00 English

 11:00-11:30 Lunch

11:30-12:00 Advisory

12:00-2:30 Plan/Intervention

2:30-3:15 Social Studies

**Mrs. Turner’s Classroom Motto**

Beverly Sill, Opera Singer