

BERKELEY HEIGHTS PUBLIC SCHOOLS
BERKELEY HEIGHTS, NEW JERSEY

**COLUMBIA MIDDLE SCHOOL
ENGLISH DEPARTMENT**

ENGLISH 7
#7000

Curriculum Guide

September 2005

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This curriculum may be modified through varying techniques,
strategies, and materials, as per an individual student's
Individualized Educational Plan (IEP).

Approved by the Berkeley Heights Board of Education
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PHILOSOPHY/RATIONALE

Seventh grade English is a full year required course taught at the seventh grade level for which students receive credit upon completion. Seventh grade English builds upon the foundation of skills and knowledge acquired in grades K-6. This course deepens the student's understanding of the short story, non-fiction, drama, poetry, and novels to refine writing, reading, listening, speaking, and viewing skills. The course is divided into four units based on genre:

Unit I: The Short Story: How are we all connected by our common threads?

Unit II: Non-fiction: How do we explore the challenges of the struggle to develop our identities?

Unit III: Drama/Short Stories: How do we set our priorities and determine what is important in life?

Unit IV: Poetry: How do we develop problem solving skills and meet challenges?

It is not necessary to teach the units in order. To meet the requirements of the New Jersey Language Arts Core Curriculum Content Standards and Grade Eight Proficiency Assessment, teachers will teach the skills listed in the four units. The five standards are reading, writing, speaking, listening, and viewing and media literacy.

Reading: As a result of reading fiction and non-fiction, students will broaden their vocabulary and general knowledge base. Students will also develop strategies to cull information from texts to create appropriate written and oral responses.

Writing: As a result of their analysis of prose and poetry throughout the course, students will be able to identify and employ effective writing techniques. These will be demonstrated through several modes of writing: narrative paragraph, expository paragraph (compare/contrast, cause/effect, problem/solution), short story, five paragraph essays, and a short research report.

Speaking: As a result of class discussion and listening exercises, the students will be able to interpret and analyze content, meaning, and organization of the material.

Listening: As a result of discussions, models, and guidelines, students will be able to be active listeners and comprehend and analyze material presented.

Viewing and Media Literacy: As a result of guidelines presented and discussed, students will be able to construe meaning and verbal and visual messages from Internet and print sources and evaluate biases and limitations in their sources.

COURSE OUTLINE/STUDENT OBJECTIVES

1. Linkage of course skills with New Jersey Core Curriculum Content Standards.
2. Teaching of skills and Gepa tasks in seventh grade English.
3. Seventh grade English curriculum is organized around the New Jersey Core Curriculum Content Standards, GEPA tasks and rubrics, specific reading and writing strategies, grammar skills, and vocabulary building.
4. During the first few weeks of school all English classes will:
 - ◆ Complete an assessment of summer reading
 - ◆ Review the writing process (pre-write, rough draft, revise/edit, publish)
 - ◆ Complete an assessment of writing skills in the form of a five paragraph essay
 - ◆ Complete an assessment of grammar skills in order to determine which skills need review

COURSE PROFICIENCIES

COURSE OBJECTIVES

1. To encourage students' ability to think critically about literature, an author's purpose, and the significance of historical context. (3.1/E, G)
2. To develop students' awareness of universal themes in literature through the study of core texts and various genres. (3.1/G)
3. To develop students' ability to identify literary techniques and devices through the study of core texts and various genres. (3.1/F, G)
4. To develop students' ability to analyze literature and convey their ideas through written and oral reflection. (3.1/E, G; 3.2/B)
5. To develop students' comfort with and ability to write in a variety of modes as they practice writing as a process. (3.2/A-D)
6. To emphasize writing instruction in the following writing modes: persuasion, comparing/contrasting, informational. (3.2/A-D)
7. To prepare students for the GEPA by familiarizing them with the test format, skills covered, and expectations for achievement. (3.1/C-G; 3.2/A-D)
8. To increase student competency in the use of standard English conventions in all writing, such as sentence structure, grammar and usage, punctuation, capitalization, and spelling. (3.2/A-D)
9. To provide opportunities for students to hone their questioning and speaking skills through preparation for, and delivery of, presentations, small group discussions, and class discussions. (3.3/A-D; 3.4/A,B)
10. To develop student listening comprehension and active listening skills. (3.4/A, B)
11. To use print and electronic media to explore human relationships, new ideas, and aspects of culture (racial prejudices, stereotypes, historical events, family, social institutions). (3.5/A-C)
12. Use a variety of research materials to gather information and write a report. (3.2/D6)
13. Document materials according to departmental guidelines. (3.2/D7)

STUDENT PROFICIENCIES

The student will be able to:

Writing :

1. Write at least two kinds of expository paragraphs, which may include comparing/contrasting, cause/effect, and problem solving. (3.2/A1, C1,2,3)
2. Revise and edit an expository paragraph. (3.2/A1, C1,2,3)
3. Practice writing topic sentences. (3.2/A, C)
4. Write a narrative paragraph. (3.2/A1, C1,2, D)
5. Write a short story. (3.2/A1,2, C1,2, D)
6. Revise and edit a short story using the rubric for Revising/Editing Scoring Guide. (3.2/A1,2, C1,2,3)
7. Write a five paragraph essay in response to literature using the rubric for the New Jersey Registered Holistic Scoring Rubric. (3.2/A1,2, C1,2,3,)
8. Revise and edit a five paragraph essay using the rubric for Revising/Editing Scoring Guide. (3.2/A1,2, C1,2,3)

Reading :

1. Understand the major elements that comprise a short story: plot, character, setting, and theme. (3.1/C1,2,3, D1,2 3,4, E1,2, F1,2,3,4, G1-17)
2. Read a narrative and answer questions. (3.1/A1-2, C1, D, E, G)
3. Analyze a biography or autobiography for the patterns of organization, main ideas, and supporting details. (3.1/D1-4, E1-2, G1-17)
4. Read and analyze narrative, personal, reflective, and persuasive essays. (3.1/D1-4, E1-2, G1-17)
5. Read and analyze poetry. (3.1/ E1, F1-4, G1-17, H)
6. Read and analyze class novels. (3.1/C1-3, D1-4, E1-2, F1-4, G1-17, H)

STUDENT PROFICIENCIES (continued)

Speaking :

1. Present synthesized research/material gathered individually or as part of a group. (3.3/D)

Listening :

1. Listen to an audio tape of a story and answer questions. (3.4/A, B)
2. Listen to a presentation and give feedback and analyze the material presented. (3.4/A, B)

Viewing and Media Literacy :

1. Begin to identify problems, limitations, and biases on Internet sites and periodicals. (3.5/A, B, C)
2. Recognize a visual message after viewing a short video. (3.5/A, B, C)
3. Speculate and create a story from a picture. (3.4/A, B, C)
4. Recognize and analyze the visual and verbal messages of humor, irony, and metaphor in poetry. (3.5/A, B)

METHODS OF EVALUATION

1. Homework and class work.
2. Reports/presentations.
3. Tests and quizzes.
4. Writing pieces.
5. Supplementary reading.
6. Summer reading.
7. Final assessment.

DIFFERENCES BETWEEN REGULAR ENGLISH AND ACCELERATED ENGLISH

1. Reading Materials

Students in accelerated classes will read a larger number of reading selections at more difficult levels.

2. Writing Assignments

The quality, expectations, and complexity of writing assignments in accelerated English are greater than in regular English.

3. Class discussions are conducted at a higher level with more in-depth analysis.

4. Higher order thinking skills are employed more frequently.

		<p>I. Unit I – The Short Story – Essential Question: How Are We All Connected Through Our Common Threads? (continued)</p> <ol style="list-style-type: none"> a. cause and effect (p. 106) b. idioms (p. 116, 122) c. drawing conclusions (p.116, 122) d. making inferences (p. 116, 122) e. tone (p. 116, 122) f. point of view (p. 116, 122) g. symbols (p. 144) h. rhyme (p. 130, 132) i. paraphrasing (p. 130) j. figurative language (p. 132)
<p>3.1/7</p> <p>3.3/7</p> <p>3.4/7</p> <p>8.1/7</p> <p>9.2/7</p>	<p>A1,2 C1,2,3 D1,2,3,4 E1,2 F,1,2,3,4 G1-17 H1,2,3,4,5</p> <p>A1,2,6,7 B1,2 D1</p> <p>A1,2 B1,2,3,4,5,6</p> <p>A1,2,3,10 B2,3,4,5,6,7,8,9,10</p> <p>A1,2,3,4,5 B2,3,4,5 C1,2,3,4,5,6 D1,2,3,4</p>	<p>II. Unit II – Nonfiction – Essential Question: How Do We Explore The Challenges Of The Struggle To Develop Our Identities?</p> <p>A. Thematic Focus Areas Within This Unit Include:</p> <ol style="list-style-type: none"> 1. Finding oneself 2. Overcoming obstacles 3. Role of family <p>B. Literary Content (Teachers Will Choose Two of Each Type of Story)</p> <ol style="list-style-type: none"> 1. Core text for regular English: <ol style="list-style-type: none"> a. <i>They Cage the Animals At Night</i> by Jennings Michael Burch or b. <i>Dove</i> by Robin Lee Graham 2. Core text for accelerated class: <ol style="list-style-type: none"> a. <i>Warriors Don't Cry</i> by Melba Patillo Beals 3. “No Gumption” by Russell Baker (p. 554) [narrative nonfiction] 4. “The Night the Bed Fell” by James Thurber (p. 254) [narrative nonfiction] 5. “Rattlesnake Hut” by Marjorie Kinnan Rawlings (p. 518) [narrative nonfiction] 6. “The Boxer’s Heart: How I Fell in Love With the Ring” by Kate Sekules (p. 311) [reflective] 7. “Four Skinny Trees” by Sandra Cisneros (p. 230) [persuasive and reflective] 8. “Reviews of a Christmas Carol”(p. 659, p. 660, p. 662) [persuasive and reflective writing] 9. “Justin Lebo” by Phillip Lebo (p. 300) [expository] 10. “A Colony in the Sky” by Kim Stanley Robinson (p. 153 [technical writing] 11. “Burning Out at Nine?” by Nadya Labi (p. 33) [practical writing] 12. “Was Tarzan a Three-Bandage Man?” (p. 82) [narrative nonfiction]

		<p>C. Literary Focus/Terms</p> <ol style="list-style-type: none"> 1. Both the core text and the supporting literature must be taught with literary focus/terms in mind. The following may be found in the core text and, as the page numbers indicate, in the supporting literature for this unit: <ol style="list-style-type: none"> a. characters' motives (p. 15) b. time in a setting (p. 63) c. internal conflict (p. 73) d. anecdote (p. 81) e. tone (p. 115) f. rhyme (p. 129) g. symbol (p. 143) h. speaker (p. 37)
<p>3.1/7 3.4/7 8.1/7 9.2/7</p>	<p>A1,2 C1,2,3 D1,2,3,4 E1,2 F1,2,3,4 G1-17 H1,2,3,4 A1,2 B1,2,3,4,5,6 A1,2,3,10 B2,3,4,5,6,7,8,9,10 A1,2,3,4,5 B2,3,4,5 C1,2,3,4,5,6 D1,2,3,4</p>	<p>III. Unit III – Short Story/Drama – Essential Question: How Do We Set Priorities And Determine What Is Important In Life?</p> <p>A. Thematic Focus Areas Within This Unit Include:</p> <ol style="list-style-type: none"> 1. Conquering fears 2. Struggle between human beings and nature 3. Courage under fire <p>B. Literary Content (Teacher Will Choose Two of Each Type of Story)</p> <ol style="list-style-type: none"> 1. Core text for Regular English: <ol style="list-style-type: none"> a. <i>Nothing But the Truth</i> by Avi or b. <i>True Confessions of Charlotte Doyle</i> by Avi 2. Core text for accelerated class: <ol style="list-style-type: none"> a. <i>Inherit the Wind</i> by Robert E. Lee or b. <i>Lost in Yonkers</i> by Neil Simon 3. "The Third Level" by Jack Finney (p. 64) [setting] 4. "Zoo" by Edward Hoch (p. 380) [theme] 5. "False Dawn" by Edith Wharton (p. 829) [theme] 6. "A Day's Wait" by Ernest Hemingway (p. 74) [plot] 7. "Seventh Grade" by Gary Soto (p. 116) [character] <p>C. Literary Terms/Focus</p> <ol style="list-style-type: none"> 1. Both the core text and the supporting literature must be taught with literary focus/terms in mind. The following may be found in the core text and, as the page numbers indicate, in the supporting literature for this unit: <ol style="list-style-type: none"> a. time in a setting (p. 64) b. context clues (p. 64) c. realistic details (p. 64) d. character's perspective (p. 380) e. theme (p. 829) f. internal conflict (p. 75)

		<p>III. Unit III – Short Story/Drama – Essential Question: How Do We Set Priorities And Determine What Is Important In Life? (continued)</p> <p>g. word roots (p. 75)</p> <p>h. tone (p. 116)</p> <p>i. idioms (p. 116)</p>
<p>3.1/7</p> <p>3.3/7</p> <p>3.4/7</p> <p>8.1/7</p> <p>9.2/7</p>	<p>A1,2</p> <p>C1,2,3</p> <p>D1,2,3,4</p> <p>E1,2</p> <p>F1,2,3,4</p> <p>G1-17</p> <p>H1,2,3,4</p> <p>A1,2,6,7</p> <p>B1,2</p> <p>D1</p> <p>A1,2</p> <p>B1,2,3,4,5,6</p> <p>A1,2,3,10</p> <p>B2,3,4,5,6,7,8,9,10</p> <p>A1,2,3,4,5</p> <p>B2,3,4,5</p> <p>C1,2,3,4,5,6</p> <p>D1,2,3,4</p>	<p>IV. Unit IV – Poetry – Essential Question: How Can We Develop Problem Solving Skills And Meet Challenges?</p> <p>A. Focus Areas Within This Unit Include:</p> <ol style="list-style-type: none"> 1. Breaking stereotypes 2. The need for tolerance and sensitivity 3. The importance of friendship <p>B. Literary Content (The Teacher Will Choose Two of Each Genre)</p> <ol style="list-style-type: none"> 1. Core text for regular English: <ol style="list-style-type: none"> a. <i>Roll of Thunder, Hear My Cry</i> or b. <i>No Promises in the Wind</i> or c. <i>Homecoming</i> by Cynthia Voigt 2. Core text for accelerated class: <ol style="list-style-type: none"> a. <i>Animal Farm</i> by George Orwell or c. <i>No Promises in the Wind</i> by Irene Hunt 3. “Sarah Cynthia Sylvia Stout Would Not Take the Garbage Out” by Shel Silverstein (p. 366) [sound devices] 4. “After Twenty Years” by O. Henry (p. 428) [plot] 5. “The Cremation of Sam McGee” by Robert Service (p. 708) [narrative] 6. “How to Enjoy Poetry” by James Dickey (p. 544) [technical writing] 7. “The Charge of the Light Brigade” by Alfred Lord Tennyson (p. 198) [narrative] 8. “I’m Nobody” by Emily Dickinson (p. 39) [lyric] 9. “Me” by Walter de la Mare (p. 40) [lyric] 10. “The Enemy” by Alice Walker (p. 201) [lyric] 11. “If” by Rudyard Kipling (p. 132) [form] 12. “Stopping by Woods on a Snowy Evening” by Robert Frost (p. 226) [form] 13. “Mother to Son” by Langston Hughes (p. 144) [figurative language] 14. “Fog” by Carl Sandburg (p. 750) [figurative language] 15. “Oranges” by Gary Soto (p. 85) or “Miracles” by Walt Whitman (p. 228) [sensory language] 16. “Annabel Lee” by Edgar Allan Poe (p. 728) [sound devices]

		<p>IV. Unit IV – Poetry – Essential Question: How Can We Develop Problem Solving Skills And Meet Challenges? (continued)</p> <p>C. Literary Focus/Terms</p> <ol style="list-style-type: none"> 1. Both the core text and the supporting literature must be taught with Literary Focus/Terms in mind. The following may be found in the core text and, as the page numbers indicate, in the supporting literature for this unit. <ol style="list-style-type: none"> a. characterization (p. 254, 264) b. identifying significant levels (p. 254) c. point of view (p. 264) d. setting (p. 264) e. comparing and contrasting characters (p. 264) f. suspense (p. 277, 281) g. cause and effect (p. 277, 281) h. third person point of view (p. 264, 290, 300) i. drawing inferences (p. 290, 300) j. critical thinking (p. 290)
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Note: The New Jersey Core Curriculum Content Standards can be assessed at www.state.nj.us

ENGLISH DEPARTMENT GUIDELINES FOR TEACHERS

1. Teachers are to provide students with written expectations and grading procedures during the first days of classes. A sample is listed in this curriculum document.
2. The five Language Arts Literacy Standards must be addressed in each unit.
3. Units may be taught in any order to utilize supplementary texts efficiently.
4. Teaching of grammar and mechanics should be an outgrowth of the teaching of writing. Instruction of grammar should be individualized if students demonstrate deficiency in a particular language skill area.
5. All teachers are to maintain portfolios of student writing, which may include works in progress and finished pieces. The writing portfolios should be returned to students at the end of the year.
6. Books have been assigned by grade level. To avoid duplication of efforts, teachers are to use only those books assigned to each grade level.
7. Summer reading lists will be distributed to sixth, seventh, and eighth grade students in June. Summer reading will be assessed during the first few weeks of school.
8. The teaching of vocabulary in context is to be a regular part of reading and studying literature.
9. Grades are to be recorded in the teacher's grade book as percentage grades. The final grade for a marking period is recorded as a letter grade.

SUGGESTED MATERIALS

Resources Available for Students

Prentice Hall Literature: Timeless Voices, Timeless Themes, Bronze Level, Upper Saddle River, New Jersey: Prentice Hall, 2005.

Prentice Hall Literature Library: *Biography and Autobiography*

Prentice Hall Literature Library: *Nonfiction Readings Across the Curriculum*

Prentice Hall Literature Library: *Short Dramas and Teleplays*

Prentice Hall Literature Library: *Twentieth-Century American Drama*

Vocabulary Workshop – Level B

Resources Available for Teachers

Teacher's Edition *Prentice Hall Literature: Timeless Voices, Timeless Themes*, Bronze Level, Upper Saddle River, New Jersey: Prentice Hall 2005.

Teacher Resources Authors in Depth

Teacher Resources Reader's Companion

Teacher Resources Review and Remediation Skill Builder

Teacher Resources Extension Activities

Teacher Resources Art Transparencies

Teacher Resources Integrated Lesson Planning Assistant

Teacher Resources Standardized Test Preparation Workbook

Teacher Resources Standardized Test Preparation Diagnostic Tests

Teacher Resources Open Book Tests

Teacher Resources Formal Assessment with Test Book Software

Teacher Resources Writing and Grammar

Teacher Resources Writing and Grammar – Vocabulary and Spelling Practice

Teacher Resources Writing and Grammar – Daily Language Practice

Teacher Resources Selection Support: Skills Development Workbook

Teacher Resources Reading Diagnostic Test and Improvement Plan

Teacher Resources Transparencies

Teacher Resources Basic Reading Skills

Teacher Resources Student Placement Screening Test

Teacher Resources Literary Analysis for Enrichment

SUGGESTED AUDIO VISUAL/COMPUTER AIDS

Prentice Hall Literature Timeless Voices, Timeless Themes – video Interest Grabbers and audio CDs available for most stories- listed on pages T26-TT46 in the Teacher’s edition.

Teachers Resources Art Transparencies

Teachers Resources Transparencies

SAMPLE ENGLISH RULES AND CLASSROOM CONTRACT

1. Bring two pens and a trapper every day. You will also need a writers' notebook.
2. You need a dictionary, a library card, colored pencils or markers, and a writers' notebook.
3. At the beginning of each period, copy the homework and the aim, complete the "Do Now", and take out your homework to be checked. If you are done before class begins, you may read or write in your writers' notebook.
4. Homework is to be completed neatly each night even if you are absent.
5. Save all homework and graded work.
6. The heading for each homework is: Full Name Date HW # ____
7. We will not go over all homework in class. If you have a question ask after attendance is taken.
8. Answer all questions except definitions in complete sentences. Use part of the question in your answer.
9. Every page in your class work section should have an aim and the date at the top.
10. Your grade in English will be an average of your homework, spelling, exam, book reports, writing, and class work grades.
11. Do not talk in class unless you have raised your hand and been called on.
12. We all listen when someone else is speaking in class.
13. Speak loudly enough for everyone to hear you.
14. No gum or food in class.
15. Please leave the classroom neat.
16. Have your writers' notebook with you in school **daily**.
17. We do not make fun of anyone else.
18. Notebooks will be graded every marking period.
19. Writers' notebooks will be graded several times each marking period.

SAMPLE ENGLISH RULES AND CLASSROOM CONTRACT (continued)

20. This page will remain as the first page of your notebook all year.

SAMPLE SUMMER ASSESSMENT

Choose two books to read this summer. At least one must be from the list on the back of this page. The assignment on the next page will be collected the second week of school. You will have an in-class written assessment to complete for both books during the second week of school. Take notes on the books so that they stay fresh in your mind. Focus your thoughts on the characters as you read - the way they act, their personalities, and how they interact with other characters. You will need the titles and authors of both books for the in-class assignment.

The settings, themes, characters, language, and plots can be very similar or very different. For this assignment:

Draw two large, colorful pictures for each of the following elements - one for each of the books you've read. Be sure each picture is at least 8 x 11. You will have eight pictures in total.

1. Theme/main idea - lesson taught, point proved.
2. Plot/storyline - choose an important scene.
3. Characters - the way they act, and how they interact with others.
4. Setting - when and where the story takes place.

Label which book (title capitalized and underlined, author's name after the title) each picture represents.

On the back of the page or on a separate page, type a five sentence explanation of the picture. This paragraph should have details from the book and explain each element.

RESOURCES/ACTIVITIES GUIDE

RESOURCES/ACTIVITIES GUIDE

RUBRICS

Students should have experience with using rubrics to assess their own progress. The rubrics that follow should be used by teachers and students as part of assessment.