

Course Title: 7th Language Arts

School: CCMS

Instructor's Name: Katie Johnson Katie.johnson@crookcounty.k12.or.us

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Contact Phone 541-447-6283 **Contact times:** Before or After School

Course Description: Teaches reading, writing and speaking according to the state and common core standards with the goal of all students passing the Smarter Balanced assessment and the state/district speaking and writing assessments. This course follows the Engage New York 6th grade curriculum.

Anchor Standards Language Arts 6-8

Reading

Key Ideas and Details

1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence and when writing or speaking to support conclusions drawn from the text.
2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
3. Analyze how and why individuals, events, and ideas develop and interact over the course of the text.

Craft and Structure

1. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
2. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g. a section, chapter, scene, or stanza) relate to each other and the whole.
3. Assess how point of view or purpose shapes the content and style of a text.

Integration of Knowledge and Ideas

1. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
2. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.
3. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.
4. Range of Reading and Level of Text Complexity
5. Read and comprehend complex literary and informational texts independently and proficiently.

Language

Conventions of Standard English

1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

Knowledge of Language

1. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

Vocabulary Acquisition and Use

1. Determine or clarify the meaning of unknown and multiple-meaning words or phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

2. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
3. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

Writing

Text Types and Purposes

1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence
2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

Production and Distribution of Writing

1. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
2. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
3. Use technology, including the internet, to produce and publish writing and to interact and collaborate with others.

Research to Build and Present Knowledge

1. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation. (Social Studies and Science)
2. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
3. Draw evidence from literary or informational texts to support analysis, reflection, and research.

Range of Writing

1. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

Materials

- “The Fates,” based on E.M. Berens (RL, 1230L)
- “The Story of Medusa and Athena,” by Leanne Guenther (RL, 1200L)
- Cronus,” based on E.M. Berens (RL, 980L)
- “Myths and Legends,” based on E.M. Berens (RI, 1150L)
- “Shrouded in Myth,” Jessica Fisher Neidl (RI, 1100L)
- “Key Elements of Mythology,” Expeditionary Learning (RI, 1080L)
- “The Hero’s Journey,” Expeditionary Learning (RI, 865L)
- “Prometheus and Pandora,” based on Jean Lang (RL, 920L)
- “Theseus and the Minotaur,” based on Nathaniel Hawthorne (RL, 920L)
- The Golden Key, Expeditionary
- D’Aulaires Book Of Greek Myths, Ingri and Edgar Parin D’Aulaire (teacher copy only)
- Bud, Not Buddy, Christopher Paul Curtis (RL, 950L)
- “If,” Rudyard Kipling (RL poem, NL) (also audio version: http://archive.org/details/if_kipling_librivox)
- “Health Rocks,” Skipping Stone (RI, 1540L)
- “Adults cut back fast food, but U.S. kids still eat too much fat: CDC,” Susan Heavey (RI, 1430L)
- “The Life of a Cell Phone,” United States Environmental Protection Agency (RI, 1300L)

- “Recipe for Health,” Emily Sohn (RI, 1090L)
- “Live by Design, Not Default,” Skipping Stones (RI, 1080L)
- “Earth Day, Your Way: Celebrate Earth Day, April 22,” Current Health 1 (RI, 970L)
- “Back-to-School Speech,” President Barack Obama (RI, 940L)
- “Bullies Behind Bars,” Carmen Morais (RI, 930L)
- Good Masters! Sweet Ladies! Voices from a Medieval Village, Laura Amy Schlitz (RL, NL)
- Blue Lipstick: Concrete Poems, John Grandits (RL, NL; 5 texts per class)
- Technically, It’s Not My Fault: Concrete Poems, John Grandits (RL, NL; 5 texts per class)
- “Middle Ages,” in Britannica Student Encyclopedia (RI, 1080L)
- “Middle Ages,” Kenneth S. Cooper, in the New Book of Knowledge, Grolier Online (RI, 1070L)
- “Middle Ages,” Deborah M. Deliyannis (RI, 1000L) • Blast to the Past, Michael Smith (RI, 980L)
- Dark Death, Suzanne McCabe (RI, 990L)
- “Waking Up in a Nightmare,” Expeditionary Learning (RL, 1010L)
- Dragonwings, Laurence Yep (RL, 870L) • “Poem of the Earthquake,” Eliza Pittsinger (RL Poem)
- “Scene 1: The Great Earthquake and Fires of 1906: A Dramatic Remembrance,” Expeditionary Learning (RL Play)
- “The San Francisco Earthquake, 1906,” Eyewitness to History (RI, NL)
- “The Great 1906 San Francisco Earthquake,” USGS.gov (RI, 1500L)
- “Sandy wreaks havoc across Northeast; at least 11 dead,” Matt Smith (RI, 1400L)
- “One Boy’s Experience,” Lloyd Head (RI, 1270L)
- “Timeline of the San Francisco Earthquake, April 18–23, 1906,” Gladys Hansen (RI, 1150L)
- The Lost Garden, Laurence Yep (RI, 1020L)
- “Waking Up in a Nightmare,” Expeditionary Learning (RL, 1010L)
- Dragonwings, Laurence Yep (RL, 870L)
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Notification of the Right to Object to the Use of Materials

Any resident of the district may raise objection to instructional materials used in the district’s educational program despite the fact that the individuals selecting such materials were duly qualified to make the selection and followed the proper procedure and observed the criteria for selecting such material.

The first step in expressing objection is consultation with the classroom teacher or library staff and providing a brief written complaint. The staff member receiving a complaint regarding instructional materials shall try to resolve the issue informally through the discussion of the original assignment or the opportunity for an alternative assignment.

If not satisfied with the initial explanation or an alternative assignment, the person raising the questions will meet with a building administrator who, if unable to resolve the complaint, will provide a Request for Reconsideration form which will be given to the superintendent for action.

Grades may be comprised of any of the following

Classroom Discussions

Daily Opener

Daily Practice Assignment/Homework

Follow all rules and procedures

Lab Work

Projects

Presentations

Quizzes

Exams

Grading Scale- 90-100 %=A 80-89%=B 70-79%=C 60-69=D 59% and below=F

Makeup Policy

Work may be made up for reduced credit. Assessments may be retaken.

Extra Credit Policy

For citizenship only and made available to ALL students.