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## English 7

# Course Syllabus

## Fall/Spring Semester

**Mrs. Kokes**

### Mission

The mission of Avon School District is to ensure that all students successfully reach their potential (1[[1]](#endnote-1)).

### Vision

The Avon School District will provide a clean, well-kept and functional facility that supports the needs of the curriculum and is available for appropriate community use. The Avon School District will encourage and foster a safe, caring atmosphere which values mutual respect between students and staff (1).

### Course Overview/Description

“Literature opens minds. It should also open doors to a student’s future. This course is a comprehensive literacy program that teaches students to become better readers, better writers, and better thinkers so they’re better prepared for college, careers, and beyond” (*Prentice Hall* *Literature* CC2).

### Course Learning Objectives (Essential Questions)

1. What is the best way to find the truth? (Unit One- Fiction and Nonfiction)
   * Context clues
   * Author’s purpose
2. Does every conflict have a winner? (Unit Two- Short Stories)
   * Predicting
   * Make inferences
3. What should we learn? (Unit Three- Types of Nonfiction)
   * Main idea
   * Fact and Opinion
4. What is the best way to communicate? (Unit Four- Poetry)
   * Drawing conclusions
   * Paraphrase
5. Do others see us more clearly than we see ourselves? (Unit Five- Drama)
   * Purpose for reading
   * Summarizing
6. Community or individual- which is more important? (Unit Six- Themes in Oral Literature)
   * Cause and effect
   * Compare and contrast

### English/Language Arts Common Core Standards

LITERATURE (FICTION)

**Key Ideas and Details**

RL.7.1. Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

* Unit One
* Unit Two
* Unit Four
* Unit Five
* Unit Six

RL.7.2. Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.

* Unit One
* Unit Two
* Unit Three
* Unit Four
* Unit Five

RL.7.3. Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).

* Unit One
* Unit Two
* Unit Five

**Craft and Structure**

RL.7.4. Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama.

* Unit One
* Unit Two
* Unit Four
* Unit Five

RL.7.5.. Analyze how a drama’s or poem’s form or structure (e.g., soliloquy, sonnet) contributes to its meaning.

* Unit Four
* Unit Five

RL.7.6. Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.

* Unit One
* Unit Two
* Unit Three
* Unit Four
* Unit Five

**Integration of Knowledge and Ideas**

RL.7.7. Compare and contrast a written story, drama, or poem to its audio, filmed, staged, or multimedia version, analyzing the effects of techniques unique to each medium (e.g., lighting, sound, color, or camera focus and angles in a film).

* Unit Two
* Unit Four
* Unit Five

RL.7.8. (Not applicable to literature)

RL.7.9. Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history.

* Unit One
* Unit Two
* Unit Three
* Unit Five

**Range of Reading and Level of Text Complexity**

RL.7.10. By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.

* Unit Two
* Unit Four
* Unit Five
* Unit Six

INFORMATIONAL TEXT (NONFICTION)

**Key Ideas and Details**

RI.7.1. Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

* Unit Three
* Unit Four
* Unit Five
* Unit Six

RI.7.2. Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.

* Unit Two
* Unit Three
* Unit Five
* Unit Six

RI.7.3. Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).

* Unit One
* Unit Three
* Unit Five

**Craft and Structure**

RI.7.4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.

* Unit One
* Unit Two
* Unit Three
* Unit Four
* Unit Five
* Unit Six

RI.7.5. Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas.

* Unit One
* Unit Two
* Unit Three
* Unit Four
* Unit Six

RI.7.6. Determine an author’s point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others.

* Unit One
* Unit Three
* Unit Five
* Unit Six

**Integration of Knowledge and Ideas**

RI.7.7. Compare and contrast a text to an audio, video, or multimedia version of the text, analyzing each medium’s portrayal of the subject (e.g., how the delivery of a speech affects the impact of the words).

* Unit Three
* Unit Five

RI.7.8. Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims.

* Unit Three
* Unit Five
* Unit Six

RI.7.9. Analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts.

* Unit One
* Unit Two
* Unit Three
* Unit Five
* Unit Six

**Range of Reading and Level of Text Complexity**

RI.7.10. By the end of the year, read and comprehend literary nonfiction in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.

* Unit One
* Unit Three
* Unit Six

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WRITING

**Text Types and Purposes**

W.7.1. Write arguments to support claims with clear reasons and relevant evidence.

Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically.

Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.

Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence.

Establish and maintain a formal style.

Provide a concluding statement or section that follows from and supports the argument presented.

* Unit Four

W.7.2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.

Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.

Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.

Use precise language and domain-specific vocabulary to inform about or explain the topic.

Establish and maintain a formal style.

Provide a concluding statement or section that follows from and supports the information or explanation presented.

* Unit Three
* Unit Four

W.7.3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.

Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.

Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.

Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.

Provide a conclusion that follows from and reflects on the narrated experiences or events.

* Unit Two

**Production and Distribution of Writing**

W.7.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

* Unit One
* Unit Two
* Unit Three
* Unit Four
* Unit Five
* Unit Six

W.7.5. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.

* Unit One
* Unit Two
* Unit Three
* Unit Four
* Unit Five
* Unit Six

W.7.6. Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.

* Unit One
* Unit Two
* Unit Three
* Unit Four
* Unit Five
* Unit Six

**Research to Build and Present Knowledge**

W.7.7. Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.

* Unit One
* Unit Two
* Unit Four
* Unit Six

W.7.8. Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

* Unit Five
* Unit Six

W.7.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

Apply *grade 7 Reading standards* to literature (e.g., “Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history”).

Apply *grade 7 Reading standards* to literary nonfiction (e.g. “Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims”).

* Unit One
* Unit Two
* Unit Five

**Range of Writing**

W.7.10. 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 discipline-specific tasks, purposes, and audiences. \

* Unit One
* Unit Three
* Unit Five
* Unit Six

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SPEAKING AND LISTENING

**Comprehension and Collaboration**

SL.7.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others’ ideas and expressing their own clearly.

Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.

Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.

Pose questions that elicit elaboration and respond to others’ questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.

Acknowledge new information expressed by others and, when warranted, modify their own views.

* Unit One
* Unit Two
* Unit Six

SL.7.2. Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.

SL.7.3. Delineate a speaker’s argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.

* Unit Six

**Presentation of Knowledge and Ideas**

SL.7.4. Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.

* Unit Three

SL.7.5. Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.

SL.7.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

* Unit One
* Unit Two
* Unit Three
* Unit Four
* Unit Five
* Unit Six

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LANGUAGE

## Conventions of Standard English

## L.7.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

Explain the function of phrases and clauses in general and their function in specific sentences.

Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.

Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.\*

* Unit Two
* Unit Three
* Unit Four
* Unit Five
* Unit Six

L.7.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

Use a comma to separate coordinate adjectives (e.g., It was a fascinating, enjoyable movie but not He wore an old[,] green shirt).

Spell correctly.

* Unit One
* Unit Three
* Unit Four
* Unit Five
* Unit Six

**Knowledge of Language**

L.7.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.

Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.\*

* Unit Two
* Unit Three
* Unit Four

**Vocabulary Acquisition and Use**

L.7.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies.

Use context (e.g., the overall meaning of a sentence or paragraph; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase.

Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., belligerent, bellicose, rebel).

Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.

Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

* Unit One
* Unit Two
* Unit Three
* Unit Four
* Unit Five
* Unit Six

L.7.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

Interpret figures of speech (e.g., literary, biblical, and mythological allusions) in context.

Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words.

Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., refined, respectful, polite, diplomatic, condescending).

* Unit Three
* Unit Four
* Unit Five
* Unit Six

L.7.6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

* Unit Two

### Write to Learn (from South Dakota Department of Education website)

South Dakota Codified Law 13-3-55 requires all public schools to administer an annual writing assessment as directed by the South Dakota Department of Education. In response to this law, the South Dakota Department of Education has adopted an online formative assessment model (Write to Learn).   
  
With this model, students in grades 5, 7, & 10 in all public schools use an online literacy program which provides immediate feedback on essay and summary writing activities. With the feedback provided by the online program, teachers are able to use the data provided by the program to better shape instruction and promote student achievement.

### Course Resources

**Course Website(s)**

* Mrs. Kokes Website <http://lk115.k12.sd.us/> (Also accessible through Avon School site)

#### Required Course Text

* *Prentice Hall Literature* (2012)

#### Course Supplies

* Notebook/paper
* Folder
* Writing utensil (pencil or blue/black ink pen)
* Whiteout/red pen (as needed)
* Textbook/Novel
* Computer/internet (class time will be provided as needed)

### Grading

#### Criteria

#### All assignments are weighted equally, but will be given varying point value. Daily work will range between 5-25 points per assignment. Tests and Projects will range from 25- 100 points. Semester grade is determined by 25% of each quarter for a yearly grade or 50% per quarter for a semester grade.

#### Late Assignments

Daily work and projects are created by teachers in order to see which concepts you fully understand and which areas you still need to review. If you do not understand an assignment, you need to see Mrs. Kokes before/after school, during study hall, or set up another time that works for **your** schedule. Late work will not be tolerated. If you fail to hand in an assignment you will attend 8th Period after school until the assignment is completed with quality. (Quality means 60% or more of the answers must be correct.) You will lose 25% of your original grade for any assignment turned in after the due date. If you do not understand the assignment, seek extra help or ask questions. Not handing in your assignment is NOT a wise option.

If you are absent, the district makeup policy will be followed. You will receive one school day for each day missed. For example, if you miss 3 days of school, you receive 3 days to make up the work. (See page 3 of the handbook.)

**Grading Scale**Percentage GPA Points

A+ . . . 100 Superior 4.00   
A . . . 95 - 99 Superior 4.00   
A- . . . 93 - 94 Superior 3.67   
B+ . . . 91 - 92 Above Average 3.33   
B . . . 88 - 90 Above Average 3.00   
B- . . . 86 - 87 Above Average 2.67   
C+ . . . 83 - 85 Average 2.33   
C . . . 78 - 82 Average 2.00   
C- . . . 75 - 77 Average 1.67   
D+ . . . 72 - 74 Passing, Below Average 1.33   
D . . . 63 - 71 Passing, Below Average 1.00   
D- . . . 60 - 62 Passing, Below Average 0.67   
F . . . 59 & Below Failing 0.00

### Course/District Policies

* Cheating – **AVON SCHOOL DISTRICT 4-1 CHEATING POLICY** (19)
  + Definition of cheating: Soliciting, acquiring, supplying or use of answers on

tests, quizzes, study guides or other assignments. Any type of plagiarism and/or copyright infringement on work turned-in is in violation of the cheating policy.

* + Punishment:
    - 1st Offense: Inform Parents; 1 day in-school suspension; Mandatory Semester

tests, 1 hour Saturday detention, "0" credit for the assignment.

* + - 2nd Offense: Inform Parents; 2 day in-school suspension; mandatory semester tests throughout high school; 3 hour Saturday detention;

"0" credit for assignment; Not eligible for the honor roll for the remainder of the year.

* + - 3rd Offense: Meeting with parents; 3 day out-of-school suspension; loss of credit for the class.
  + The classroom teacher will bear the responsibility to verify any and all cheating.
  + Only the classroom teacher and/or the secondary principal may impose the punishment.
* Cell Phones- See revised Avon School Policy 2012-13
* Food- Candy and gum chewing is allowed if it is done in a proper manner. HOWEVER, individual teachers may ask students not to eat candy or chew gum in their classrooms or study hall. There will be NO POP OR FOOD allowed in classrooms without prior approval from the administration (6).
* Classroom Disruptions/Behaviors- refer to the Disciple Grid on pages 6-7 in handbook.

### Course Schedule (Tentative)

*Week of*

*Aug 19*  Unit One – Fiction and Nonfiction & *A Long Way from Chicago* (Richard Peck)

*Aug 26* Unit One – Fiction and Nonfiction & *A Long Way from Chicago* (Richard Peck)

*Sep 2*  Unit One – Fiction and Nonfiction & *A Long Way from Chicago* (Richard Peck)

*Sep 9* Unit One – Fiction and Nonfiction & *A Long Way from Chicago* (Richard Peck)

*Sep 16* Unit One – Fiction and Nonfiction & *A Long Way from Chicago* (Richard Peck)  
  
**Midterm Wednesday, September 18**

*Sep 23* Unit Two- Short Stories

*Sep 30* Unit Two- Short Stories

*Oct 7* Unit Two- Short Stories

*Oct 14* Unit Two- Short Stories

**End of the First Quarter Thursday, October 17**

*Oct 21* Unit Three- Types of Nonfiction

*Oct 28* Unit Three- Types of Nonfiction

*Nov 4* Unit Three- Types of Nonfiction

*Nov 11* Unit Three- Types of Nonfiction

*Nov 18* Unit Four- Poetry

##### Midterm Monday, November 18

*Nov 25* Unit Five- Drama & *A Christmas Carol* (Charles Dickens)

*Dec 2* Unit Five- Drama & *A Christmas Carol* (Charles Dickens)

*Dec 9* Unit Five- Drama & *A Christmas Carol* (Charles Dickens)

*Dec 16*  Unit Five- Drama & *A Christmas Carol* (Charles Dickens)

**End of First Semester Friday, December 20***Jan 6*  Unit Five- Drama

*Jan 13* Unit Five- Drama

*Jan 20* Unit Five- Drama

*Jan 27* Unit Five- Drama

*Feb 3* Unit Five- Drama

**Midterm Wednesday, February 5**

*Feb 10* Unit Four- Poetry

*Feb 17* Unit Four- Poetry

*Feb 24*  Unit Four- Poetry

*March 3* Unit Four- Poetry

**End of the Third Quarter Tuesday, March 11**

*March 10* Unit Six- Themes in Oral Literature & DakotaSTEP Review

*March 17* Unit Six- Themes in Oral Literature & DakotaSTEP Review

*March 24* Unit Six- Themes in Oral Literature & DakotaSTEP Review

*March 31* Unit Six- Themes in Oral Literature & DakotaSTEP Review

*April 7* DakotaSTEP Testing Unit Six- Themes in Oral Literature

**Midterm Monday, April 14** *April 14*  DakotaSTEP Testing & *I Heard the Owl Call My Name*

*April 21* DakotaSTEP Testing & *I Heard the Owl Call My Name*

*April 28 I Heard the Owl Call My Name*

*May 5 I Heard the Owl Call My Name*

*May 12**I Heard the Owl Call My Name*

**End of Second Semester Wednesday, May 21**

1. *Cited handbook pages can be accessed through the “Handbook” link on the Avon School Website or through the Avon School Main Office* [**www.avon.k12.sd.us**](http://www.avon.k12.sd.us) [↑](#endnote-ref-1)