**Curriculum**

**7th Grade English**

**Course Overview**

This is the 7th grade English course. The course uses a variety of instructional methodology, including multi-media presentations, class discussions, small group discussions, peer-editing, independent work sessions, one-on-one conferencing, and direct instruction. Because the reading comprehension and writing skill levels of students in the middle school classroom typically vary from below seventh grade level to beyond high school level, both the curriculum and the instructional methodology allow for differentiation based not only on individual interests and needs, but also based on individual reading comprehension and writing skills levels.

**Department Standards**

Students will:
1. develop critical thinking skills that will encourage them to make connections between literature and both their own lives and other academic disciplines;
2. develop an appreciation for literature through the comprehension and analysis of various genres;
3. communicate their understanding and ideas effectively in a variety of written forms;
4. articulate organized ideas through a variety of oral activities;
5. expand and strengthen their vocabularies to enhance their ability to understand and communicate;
6. and learn and apply the standard conventions of the English language in both speaking and writing.

**Benchmarks**:

Seventh grade students will:

1. read literature with a critical understanding of the historical and cultural underpinnings of the literature. (1)

2. reflect upon their lives with critical understanding and write stories of their experiences. (1)

3. learn to understand and appreciate the nuances of the genres of the literature they read. (2)

4. improve their ability to identify and apply literary terms (2)

5. begin to write in many styles and forms with voice, organization, fluency, strong ideas, appropriate word choices, and correct conventions. (3)

6. enhance their speaking skills through formal speeches and informal discussions. (4)

7. expand their vocabulary. (5)

8. improve their ability to identify and correct mechanical mistakes in their writing by keeping individual logs of their writing mistakes. (6)

**Performance Indicators**

1. LITERATURE

Students will be able to demonstrate an understanding of the literary elements of the novels they read, including plot, characterization, setting, theme, tone, structure, and point of view.

Students will be able to describe the historical and cultural aspects of the literature they read.

2. READING FLUENCY

Students will work towards reading from a variety of genres with accuracy, immediate recognition, and expression.

3. COMPREHENSION

Students will predict text content while reading by using prior knowledge and by observing text features; students will check their predictions for accuracy; students will generate clarifying questions while reading; students will connect information and events in texts to other sources; and students will use reading strategies to interpret texts.

Students will analyze plot development to determine how plots are resolved; identify and compare themes across works; describe a character based on actions, thoughts, and deeds; contrast points of view; analyze the elements of setting to the mood and tone of text; and draw conclusions about the style, mood and meaning of text based on the author’s word choices.

4. WRITING/ ORAL EXPRESSION

Students will use effective content (use clearly focused ideas and details to support the topic), organization (a clear introduction, body, and ending which is appropriate to the style of writing), voice (a strong sense of audience and identity), word choice (accurate, specific, and powerful words), sentence fluency (varied sentences that flow and sound natural and appropriate), and conventions (correct mechanics including capitals, commas, spelling grammar, usage, and paragraph breaks) in their writing (Six Traits Writing).

Students will use a writing process that includes prewriting, drafting, revising, editing, and publishing.

Students will write a paragraph with a clear topic sentence, relevant supporting details, and a strong conclusion.

Students will write a minimum of three poems of different types and styles, and thus demonstrate their understanding of poetic devices (imagery, metaphor, simile, alliteration, assonance, onomatopoeia, personification, rhyme, meter, iambic pentameter, couplets, stanzas). At least one poem will address a theme relevant to literature that the class is reading.

Students will write a book report on a book of their choosing and demonstrate an understanding of literary terms including protagonist, antagonist, genre, conflicts, theme, tone, point of view, structure, and setting.

5. LANGUAGE

Students will be able to determine the meaning of unfamiliar words by recognizing word roots and affixes, will be able to use context to identify the intended meaning of unfamiliar words, and will be able to use context to identify the meaning of words with multiple meanings.

Students will be able to determine the meaning of figurative language including simile, metaphor, personification, imagery, oxymoron, allusion, pun, and zeugma.

Students will learn to recognize and correct grammatical and mechanical errors in their writing by keeping individual writing mistakes logs and by learning grammatical terminology including names for parts of speech, common phrases, and clauses.

6. GRAMMAR

Quarter 1

Proofreading Marks

1. Students should understand that…

a. “Editing,” “Proofreading,” and “Copy Editing” are synonyms that mean checking for and correcting grammatical errors in a piece of writing.

b. The use of standard proofreading marks helps avoid confusion when you’re editing your own work or someone else’s.

2. Students should be able to…

a. Use the proper proofreading mark to indicate an error in a text.

b. Make the appropriate corrections to a text based on someone else’s proofreading marks.

Homophones

1. Students should understand that…

a. “Homophones” are pairs of words that sound the same but have different spellings and different meanings.

b. Homophones are commonly misspelled in student writing and should therefore always be double-checked during proofreading.

2. Students should be able to…

a. Match common homophones to their definitions.

b. Recognize misspelled homophones in another person’s writing.

c. Correctly spell common homophones in their own writing.

i. There, their, they’re; Your, you’re; Where, were, wear, we’re; Its, It’s; Here, hear; To, two, too; Which, witch

Nouns and Verbs

1. Students should understand that…

a. A noun is a person, place, thing, or idea.

b. Only nouns can be paired with an article like the, an, or a.

c. Only nouns can be owned or possessed by someone.

d. Verbs (and only verbs) can change to the past, present, or future tense.

2. Students should be able to…

a. Identify nouns in context and distinguish them from other parts of speech.

b. Identify verbs in context.

c. Change the tense of verbs to past, present, or future.

Capitalization

1. Students should understand that…

a. Proper nouns should be capitalized, and common nouns should not.

b. The first word of a quotation should be capitalized.

c. People’s titles should be capitalized only when it is used as part of their name or in place of their name.

d. Words derived from proper nouns (like languages) are always capitalized.

e. In titles of publications, the first and last word are always capitalized, and all other words are capitalized except articles, coordinating conjunctions, and prepositions.

2. Students should be able to…

a. Avoid the most common capitalization errors in their own writing.

b. Recognize and correct capitalization errors when proofreading.

Pronoun Problems

1. Students should understand that…

a. Pronouns can be used either as a subject or an object in a sentence.

b. The antecedent is the noun to which a pronoun refers.

c. A pronoun must match its antecedent or it is incorrect.

2. Students should be able to…

a. Use the correct pronoun (subject or object) for a given situation, especially in situations of compound pronouns (“She and I went to the store.”)

b. Identify and correct errors with pronoun-antecedent agreement.

c. Recognize when the antecedent of a pronoun is unclear or missing and correct the error.

Quarter 2

Types of Verbs

1. Students should understand that…

a. There are several types of verbs: action verbs, linking verbs, helping verbs, verb phrases.

b. Helping verbs are used to create verb phrases in order to focus or specify the duration or attitude of an act or state of being.

2. Students should be able to…

a. Distinguish between linking verbs, action verbs, and helping verbs.

b. Identify the verb or verb phrase in an example sentence.

c. Write sentences with a variety of verbs and verb phrases.

Verbals

1. Students should understand that…

a. A verbal is a word that comes from a verb but doesn’t ACT like a verb in the sentence.

b. A gerund is a word that ends in –ing and functions as a noun.

c. An infinitive is a verbal consisting of the word “to” and a verb that functions as a noun, adjective, or adverb

d. Infinitives and gerunds are often part of phrases within a sentence.

2. Students should be able to…

a. Identify examples of gerunds and infinitives.

b. Write correct sentences that contain gerunds and infinitives.

Homophones (2)

1. Students should understand that…

a. “Homophones” are pairs of words that sound the same but have different spellings and different meanings.

b. Homophones are commonly misspelled in student writing and should therefore always be double-checked during proofreading.

2. Students should be able to…

a. Match common homophones to their definitions.

b. Recognize misspelled homophones in another person’s writing.

c. Correctly spell common homophones in their own writing:

i. Effect, Affect; Then, Than; Past, Passed; Who’s, Whose; Lead, Led; Weather, Whether; Lose, Loose

Verb Phrases

1. Students should understand that…

a. Participles are verbals like gerunds and infinitives (words that are derived from verbs)

b. “Perfect” verb phrases are made up of a form of the verb “have” followed by a past participle verb.

c. “Progressive” verb phrases are made up of a form of the verb “be” followed by a present participle verb.

d. Both “perfect” and “progressive” verb phrases can be in the past, present, or future tense.

2. Students should be able to…

a. Identify examples of “perfect” and “progressive” verb phrases in all three tenses.

b. Write correct sentences that contain “perfect” and “progressive” verb phrases.

c. Choose the most effective type of verb phrase to convey the desired meaning.

Quarter 3

Subjects and Predicates

1. Students should understand that…

a. A subject is who or what the sentence is about (the thing or person doing the action)

b. A predicate is what the subject does

c. A group of words that is missing either a subject or a predicate CANNOT be a sentence

2. Students should be able to…

a. Identify the complete subject and predicate of a sentence

b. Write sentences that contain a subject and a predicate

Independent Clauses

1. Students should understand that…

a. An independent clause contains a subject and a predicate and can stand alone as a complete thought.

b. A complete sentence must contain at least one independent clause.

2. Students should be able to…

a. Identify independent clauses and distinguish them from fragments or dependent clauses.

b. Write examples of independent clauses.

Sentence Types – Simple and Compound

1. Students should understand that…

a. A simple sentence contains only one independent clause.

b. A compound sentence contains two independent clauses.

c. Two independent clauses can be combined using either a comma and a coordinating conjunction or a semi-colon.

2. Students should be able to…

a. Identify examples of simple and compound sentences.

b. Correctly combine independent clauses.

c. Write examples of simple and compound sentences.

Subordinate Clauses

1. Students should understand that…

a. A subordinate clause contains a subject and a predicate but cannot stand alone as a complete thought.

b. Subordinate clauses can begin with a subordinating conjunction OR a relative pronoun.

c. Subordinate clauses and dependent clauses are the same thing.

2. Students should be able to…

a. Identify examples of subordinate clauses and distinguish them from independent clauses.

b. Write examples of subordinate clauses.

Sentence Types – Complex and Compound-Complex

1. Students should understand that…

a. A complex sentence contains one independent clause and at least one subordinate clause.

b. A compound-complex sentence contains two independent clauses and at least one subordinate clause.

c. In a complex sentence, if the subordinate clause comes before the independent clauses, you must put a comma between the two clauses; if the independent clause comes before the subordinate clause, no comma is necessary.

2. Students should be able to…

a. Identify examples of simple, compound, complex, and compound-complex sentences.

b. Correctly combine subordinate clauses with independent clauses.

c. Write examples of complex and compound-complex sentences.

Verb Problems

1. Students should understand that…

a. It is incorrect to change verb tenses in a passage without a reason.

b. A verb must match its subject in number—if the subject is singular, a singular verb should be used; and if the subject is plural, a plural verb must be used.

2. Students should be able to…

a. Write sentences that do not contain inappropriate shifts in verb tense.

b. Correct sentences and passages that contain inappropriate verb tense shifts.

c. Write sentences with correct subject-verb agreement.

d. Correct sentences that contain errors in subject-verb agreement.

Comma Rules

1. Students should understand that…

a. Three or more items in a list should be separated by commas.

b. Two adjectives that describe a noun in and equal or similar way should be separated by a comma.

c. When a speaker addresses someone by name, which is called a “direct address,” the name should have commas around it.

d. When a full date is written out, there should be a comma between the day and the year, as well as after the year if the sentence continues afterwards.

e. When an address or location is written out, there should be a comma after the street name, after the city, *and* after the state *if* the sentence continues afterwards.

2. Students should be able to…

a. Correct sentences and passages that contain comma-use errors with lists, equal adjectives, direct addresses, dates, and locations.

b. Write sentences that correctly use commas with lists, equal adjectives, direct addresses, dates, and locations.

Comma Rules (2)

1. Students should understand that…

a. A comma should be used to set off an introductory words or phrases, including transitions, that come before the beginning of the main independent clause.

b. A word or phrase that interrupts an independent clause should have commas before it and after it.

c. An “appositive phrase” is a specific type of interruption that restates or renames a noun—it should have commas before and after it like all interruptions.

d. A “non-restrictive” subordinate clause, which does not change or limit the meaning of a sentence, should have commas before and after it. “Which” and “who” often begin non-restrictive clauses, but “that” usually begins a clause that changes the meaning of the sentence.

e. In a compound sentence, when you combine two independent clauses with a conjunction like “and,” “but,” or “or,” you should put a comma before the conjunction and never after.

f. In a complex sentence, if the sentence begins with a subordinate clause, you should put a comma at the end of the subordinate clause before the beginning of the independent clause.

2. Students should be able to…

a. Correct sentences and passages that contain comma-use errors with introductory words or phrases, interruptions, appositive phrases, non-restrictive clauses, compound sentences, and complex sentences.

b. Write sentences that correctly use commas with introductory words or phrases, interruptions, appositive phrases, non-restrictive clauses, compound sentences, and complex sentences.

Sentence Errors – Fragments, Run-ons, Comma Splices

1. Students should understand that…

a. A run-on sentence is an error in which two or more independent clauses are joined together without the necessary punctuation.

b. A comma splice is an error in which two independent clauses are “spliced” together with a comma but without the necessary coordinating conjunction.

c. A sentence fragment is an incomplete sentence that does not contain a full independent clause, either because the writer leaves something out or because a sentence is incorrectly split up by a period.

2. Students should be able to…

a. Identify examples of run-on sentences, comma splices, and sentence fragments.

b. Make the necessary corrections to fix run-ons, comma splices, and fragments

Quarter 4

Using Quotations

1. Students should understand that…

a. There are at least four ways to integrate a quotation into your own sentence:

i. Introduce the quote with a dialogue tag (like “he said,” “she wrote,” or “they asked”) and a comma.

ii. Introduce the quote with a complete independent clause and a colon.

iii. Make the quote part of your own sentence by using the word “that” and *no comma or colon*.

iv. Include a small phrase from the quotation in the middle of your sentence with *no comma or colon*.

b. If a quote is interrupted by a dialogue tag like “she said,” the second part of the quote does *not* need to start with a capital letter.

c. Periods, commas, question marks, and exclamation points that come at the end of a quoted phrase or sentence should usually come *before* the final quotation marks.

d. If you omit or leave out part of a quotation, you should indicate the deleted words using ellipsis marks: …

e. If you must change or insert a word in the quotation so it makes better grammatical sense in your sentence, put the change in brackets: [changed or added word]

2. Students should be able to…

a. Identify and correct punctuation and capitalization errors with quotations.

b. Correctly integrate a quotation into a sentence in several different ways.

Adjectives and Adverbs

1. Students should understand that…

a. And adjective is a word that modifies or describes a noun or a pronoun.

b. And adverb is a word that modifies or describes a verb, adjective, or another adverb.

c. The words “good” and “bad” are adjectives; the words “well” and “badly” are adverbs.

d. The words “this,” “that,” “these,” and “those” act as adjectives if they are paired with a noun; but if they stand alone, they act as pronouns.

e. Many common adverbs simply add –ly to an adjective.

2. Students should be able to…

a. Classify a word as either an adjective or an adverb.

b. Identify adjectives and adverbs within sentences.

c. Choose the correct version of a word (adjective or adverb) in a given context, even if the word is a new or difficult vocabulary.

d. Correct common errors with adjective and adverb use.

Modifier Phrases

1. Students should understand that…

a. A participle is a verbal (like gerunds and infinitives) that usually ends either in –ing, -ed, or –en (unless it’s an irregular verb) and acts as an adjective modifying a noun or pronoun.

b. A participial phrase acts as an adjective and includes a present or past participle and any objects tied to it.

c. A participial phrase is NOT a verb phrase, so a sentence with only a subject and a participial phrase is a fragment.

d. If a sentence begins with a participle phrase, put a comma at the end of the phrase.

e. If a participle phrase is in the middle or end of a sentence, it should be set off with commas unless the phrase is essential to the meaning of the sentence.

f. A participial phrase must be placed as close as possible to the noun or pronoun it is modifying in order to avoid confusion.

g. A “misplaced modifier” is a phrase that modifies a noun but is placed so far away from that noun in the sentence that it seems to be modifying a different noun. Misplaced modifiers are misleading and should be corrected.

h. A “dangling modifier” is a phrase that modifies a noun that isn’t clearly stated in the sentence. Dangling modifiers are confusing and should be corrected.

2. Students should be able to…

a. Identify a participle phrases in an example sentence.

b. Use commas correctly with participial phrases.

c. Identify and correct examples of dangling or misplaced modifiers.

d. Write original sentences that include participial phrases without breaking comma rules, creating fragments, or producing misplaced or dangling modifiers.

Using Conjunctions

1. Students should understand that…

a. Coordinating conjunctions connect words, phrases, or clauses making them equal. The coordinating conjunctions are for, and, nor, but, or, yet, so.

b. Subordinating conjunctions connect two clauses emphasizing one and deemphasizing the other.

c. Conjunctive adverbs relate two independent clauses by showing cause and effect, sequence, comparison, or contrast.

d. A conjunctive adverb can be used as a transition—at the beginning of a sentence followed by a comma—or as an interruption in the middle of an independent clause—with commas before and after it.

e. If you use a conjunctive adverb between two independent clauses, put a semi-colon after the first independent clause and a comma after the conjunctive adverb.

f. Coordinating and subordinating conjunctions should NOT be used as transitions with commas afterward.

2. Students should be able to…

a. Identify different types of conjunctions.

b. Use the most logical and effective conjunction or conjunctive adverb to accomplish a desired effect.

c. Use commas correctly with conjunctions and conjunctive adverbs.

d. Identify, correct, and avoid common errors with conjunctions and conjunctive adverbs.

Prepositions

1. Students should understand that…

a. A preposition is a word that shows the relationship of a noun or a pronoun to another word in the sentence.

b. Prepositions always appear as part of a prepositional phrase.

c. A prepositional phrase consists of a preposition followed by an object—either a pronoun or a noun (along with any words that modify or describe it).

2. Students should be able to…

a. Identify prepositions and prepositional phrases in a sentence or passage.

b. Use a comma after an introductory prepositional phrase.

c. Correctly use prepositional phrases in original sentences.

Suffixes

1. Students should understand that…

a. Adding a suffix to a word affects its meaning.

b. Suffixes often determine what part of speech a word is and, therefore, how it’s used in a sentence.

2. Students should be able to…

a. Memorize a list of twenty common suffixes.

b. Determine what part of speech a word is based on its suffix.

c. Correctly use new complex vocabulary words in context using the suffix as a hint to how it should function in the sentence.

Active and Passive Voice

1. Students should understand that…

a. In active voice verb construction, the subject is the one doing the action; but in passive voice verb construction, the subject receives the action or has something done to him or her or it.

b. Passive voice verb construction is a verb phrase that consists of a “be” verb and a past participle verb (usually ending in -ed or -en.)

c. In most situations, active voice is preferred because it is more direct, less wordy, and less likely to be confusing.

d. Passive voice is preferred when the person or thing doing the action is either unimportant or unknown or when you want to shift the focus away from the doer of the action for rhetorical purposes.

2. Students should be able to…

a. Identify examples of active and passive voice.

b. Change a passive voice verb to active construction.

c. Identify situations in which passive voice can and should be used.

d. Choose the best verb voice (active or passive) for a given situation or context.

Colons and Semicolons

1. Students should understand that…

a. A semicolon can be used in place of a period to join two independent clauses without a conjunction or with a conjunctive adverb like “however” or “therefore.”

b. A semicolon can be used between items in a list that already include commas.

c. A colon can be used between two independent clauses if the second clause further explains or illustrates the first. In this case, the first word after the colon may or may not be capitalized.

d. A colon can be used after an independent clause to introduce a quote or a list.

e. Colons can be used after the salutation in a formal letter and between the title and subtitle of a book.

2. Students should be able to…

a. Use colons and semicolons correctly in a sentence.

b. Identify and correct errors with colons and semicolons.

Apostrophes and Hyphens

1. Students should understand that…

a. Apostrophes can be used to show possession: add an apostrophe plus –s to singular nouns (even if they already end in –s) or to plural nouns that don’t end in –s, but add only an apostrophe to a plural noun that ends in –s.

b. Apostrophes can be used to show that some letters have been omitted in a contraction (like “can’t” or “won’t.”)

c. Apostrophes are NOT needed to make plurals\* and should NEVER be used to show possession with personal pronouns.

\*Except in the case of plural lower-case letters (like p’s and q’s).

d. Hyphens are used to create compound words when the two words put together are not found in the dictionary (like “mother-in-law” or fine-tune.”)

e. You should hyphenate two words that come before a noun and act as a single adjective to describe that noun.

f. You should hyphenate compound numbers (like “twenty-three”) and spelled-out fractions (like “one-third.”)

2. Students should be able to…

a. Use apostrophes and hyphens correctly in words and sentences.

b. Identify and correct errors with hyphens and apostrophes.

c. Avoid common errors with hyphens and apostrophes in their own writing.

**Assessments**

**Assessments by Quarters**

**Quarter 1**

Vocabulary quizzes

Grammar quizzes and cumulative

*Boy* writing task

*Cider with Rosie* reading comprehension

Gates MacGintie reading assessment

**Quarter 2**

Vocabulary quizzes

Grammar quizzes and cumulative

Project on a linguistics topic. Students will research a topic and produce materials to teach their topic to the rest of the class.

**Quarter 3**

Vocabulary quizzes

Grammar quizzes and cumulative

Nonfiction writing task. Pupils will create documents for a campaign or cause of their own choosing. They will create materials such as: advertising, speeches, letters, and articles. Assessment also for speaking and listening.

**Quarter 4**

Vocabulary quizzes

Grammar quizzes and cumulative

Language analysis essay

Speaking and listening (drama)

Grade 7 Assessments, which are the ways that the performance indicators are evaluated;

Target levels and expected progress

In the first quarter, pupils will be assigned a current academic performance level based on test data and the reading and writing assessment. Pupils will be set targets to progress to the next level by the end of the academic year.

Time for review, reflection and targets

There will be sufficient time and space into lessons to allow pupils, aided by the teacher, to reflect on marking and assessment comments, evaluate their own performance against assessment objectives and criteria, set appropriate targets for improvement, and be given clear opportunities to act upon these targets. Pupils will have a folder, kept in their classroom, with their key assessments. Pupils will keep a note of their attainment and targets to track their progress throughout the year.

It is important to bear in mind that successful review, reflection and target-setting are skills that need to be taught and explicitly highlighted; pupils will initially need structure and guidance to help them benefit fully from reviewing their work. Pupils should be encouraged to take some responsibility for their learning and progress.

Summative assessment - Quarterly

In Grade 7, the programme of study covers four units or quarters, one per half semester. At the end of each unit, pupils complete an assessment; these assessments are designed to provide evidence for the pupil’s achievement in particular assessment focus areas, as specified on the assessment calendar and in the schemes of work. For example, the Shakespeare unit studied at the start of Grade 7 will build skills in a variety of speaking, reading and writing areas, but ultimately will culminate in an essay, which will be assigned reading level based primarily on the reading skills, and a speaking and listening (drama and role-play).

 These end-of-unit assessments provide a summative evaluation of the pupil’s performance, and an opportunity for formative target-setting and assessment for learning. Targets from end-of-unit assessments should be copied into ongoing grid target tables by the students, and progress against these targets should be monitored in day-to-day work.

Pupils’ work will be assessed using the reading, writing and speaking and listening rubrics. Pupils will be given an overall level and targets to progress to the next level. Feedback will be given using a cover sheet which will include:

* The appropriate rubric marked to indicate assessment focus
* Levels marked for each assessment focus
* Teacher’s comments which are structured as: WWW (what went well); EBI (even better if) and MRI (my response is)

Pupils will be given time to read the teacher’s feedback and then make their own comment regarding how they will respond to the feedback and what help or assistance they may need to meet the targets.

Pupils will record their levels and targets on a master sheet which they keep in their binders. Key assessments will be filed in the pupils folders and used as a reference for progress across the year and revisiting targets.

Please refer to the appendix for Assessment rubrics.

In Grade 7, end-of-unit assessments are kept in a folder and results and targets logged in the pupil’s binders. Assessment results are entered in the gradebook in LMS.

Progress Reports (reflection of overall progress)

Formative Assessment: APP Rubrics

The APP system forms the basis of our assessment and monitoring in English. We believe that good teaching and learning will naturally cover the foci highlighted by APP, but that it serves as a useful reminder of the many different skills that we need to build with our pupils, and provides a consistent language for evaluating learning and progress.

Pupils should have three ‘pupil-speak’ APP grids stored in an envelope in the front of their exercise books: one for En1, En2 and En3. Each of the grids will display all the assessment foci, with the criteria for the level on which the pupil is currently working, and the criteria for the level above (e.g. a pupil currently achieving 5b for writing will have the grid that shows the criteria for level 5 and level 6).

The APP grids should be working documents, reflecting (for both pupils and teachers) the pupil’s areas of strength and those in need of improvement, which are constantly referred to and consulted. As a general rule, pupils should refer to the appropriate grids used by teachers as cover-sheets for their assessments, and use colours to indicate the levels being attained under each AF for assessed pieces.

A wide variety of evidence may be used to annotate the APP grid, to provide a formative picture of pupil progress. Evidence may be added to the grid following:

the teacher marking end-of-unit assessments

the teacher conducting speaking and listening assessments

pupils using peer assessment in class

the pupil having self-assessed and reviewed their own work

Every pupil also has a target table, on which the pupil should log all targets set on end-of-unit assessments, and those set by the teacher and themselves after exercise books are marked. (See Marking Policy for further details.) Targets should be dated and copied up by the students, not the teacher. The teacher should sign off targets that the pupil has shown evidence of meeting; this progress should also be reflected on the APP grid.

The emphasis should be on pupils taking responsibility for their own learning, developing independence in understanding what they need to do to make progress. Teachers should aim to motivate them to make progress, scaffolding improvement and making the next step towards a higher level as transparent and achievable as possible.

**Core Topics**

Studied with summer reading books, *Boy* by Roald Dahl and *Holes* by Louis Sachar: tone, structure, themes, symbols, points of view.

Studied with *The Adventures of Tom Sawyer*: Mark Twain’s life and times, figurative language, dialects, characterization.

Studied with *Twelfth Night*: Shakespeare’s life and times, iambic pentameter, sonnets, poetic terms, dramatic performance, writing research papers, website evaluation.

Studied with a variety of non fiction texts including: Declaration of Human Rights, Magna Carta, and Malala Yousef’s UN speech, techniques of informative and persuasive writing and speaking.

Studied with independent quarterly reading books: book reports, speeches, high-level thinking, Bloom’s Taxonomy.

**Specific Content**

During the first few days of the school year, the students will take a pretest covering grammar and literary terms, take a reading comprehension test, and become acquainted with classroom procedures and this syllabus.

**Q1 Transition**

**Summer Reading**

**Reading & Writing Assessments**

* *Boy* writing task
* *Cider With Rosie* Reading Comprehension
* Gates MacGinitie Reading

***Tom Sawyer*** by Mark Twain

This unit has been designed to develop students' reading, writing, thinking, and language skills through exercises and activities related to *The Adventures of Tom Sawyer* by Mark Twain.

Assessment

Writing: There are three writing assignments in this unit, each with the purpose of informing, persuading, or having students express personal opinions.

The unit test is a combination of multiple choice and short answer questions.

**Q2 Language & Poetry Across the Ages**

Designed as a tie in to the Grade 7 History course on British History, this unit covers the changes in the English language and explores texts and poetry from the time period. Texts to include: Beowulf extracts, Canterbury Tales, Shakespeare and other Elizabethans, Metaphysical Poets, The Romantics, WW1, Modernism and Contemporary Poetry.

Assessment will be an independent group project based on a poet or poetic movement OR an exploration of a topic in linguistics such as cockney rhyming slang or invented languages such as Klingon or Elvish

**Q3 Non Fiction Unit Rock My World**

Study of nonfiction including texts such Human Rights Act, Malala Josef’s UN speech and Animal Protection Campaigns. Pupils will explore writing techniques used in the mentor texts and then apply techniques in their own writing,

Assessment

Pupils will create document for a campaign or cause of their own choosing. They will create materials such as: advertising, speeches, letters, articles. Assessment for speaking will be debating.

**Q4 Shakespeare**

***Twelfth Night*** by Shakespeare

This unit will use the Carel shorter Shakespeare series which uses original language but a shortened version of the play. Additional lesson and resources and from the Folger Library series *Shakespeare Set Free*.

Assessment

There will be a language analysis essay but the main focus will be on the drama of the play and enjoying Shakespeare.

**Resources**

*Animal Farm*

Other novels to be determined, including some for choice-based literature circles

*Write Source 2000*

*Wordly Wise* (Course 7)