

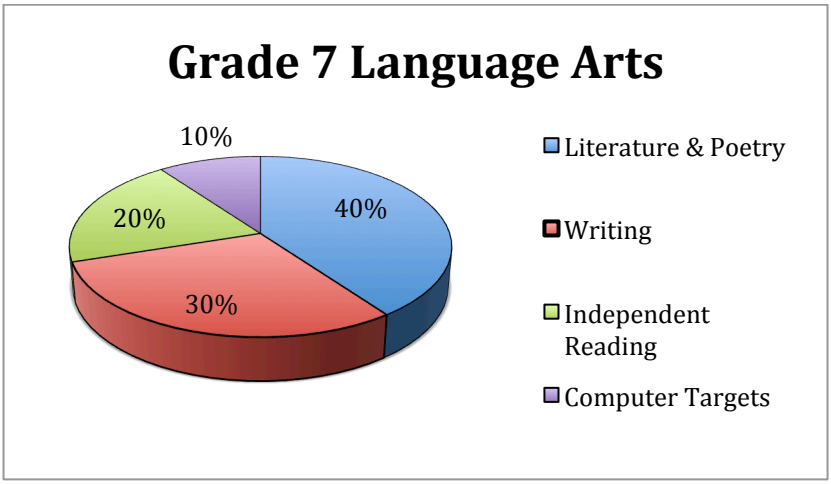
Grade 7 Language Arts

2013-2014 School Year

Welcome Scholars!
Here's the dictionary definition of syl-la-bus: n., pl. syl-la-bus-es or syl-la-bi. 1. An outline or a summary of the main points of a text, lecture, or course of study. After listening to and/or reading the descriptions of these projects, please decide which ones you plan to do. Then show your plan, your Project Tree, and this Syllabus to a parent or guardian, ask them to sign off on the plan, and return the signed syllabus to school so we can get to work!
Student Signature:
Parent/Guardian Signature:

Grade 7 Language Arts

Start & Due Dates, Project Credit/Exam Checklists

How your final quarter grade is Determined:	**Grading Pie**
❑ Students set goals, track their own progress, and grade themselves. ❑ Teachers coach and give Project Pass/Try Again Exams. ❑ The Mutual Goal is ***excellence***.	

Notes:

The 7th Grade Project-Based Language Arts Program demands a high degree of responsibility from students: you must plan your schedule, track your own progress, and get coaching when you need help. Participation is a privilege. You can signal your desire to withdraw from the project-based learning program and switch to a textbook-&-tests program for the remainder of the quarter at any time by: (i) Stopping other students from working during "Project Work time" or (ii) Submitting a Project on which you did not do your fair share of work.

- Some Projects end with a PROJECT ORAL EXAM on which you will be expected to understand and be able to discuss all the checklist requirements and to know all the vocabulary in the directions for that Project. Study the PROJECT CHECKLISTS before you take your oral exams!
- These Projects are to be done BY YOURSELF or in your ASSIGNED GROUP, (with coaching from teachers and family members, of course). To earn credit for a Project, students must do their fair share of work and be able to pass the Project Oral Exam by themselves.
- You have 9 weeks of class and 3 Project work-periods a week. There are 48 Projects in total. There will not be class time set aside for you to work on all 48 PROJECTS. Therefore you will probably have to do some on YOUR OWN TIME TO RECEIVE AN "A+" in Language Arts.
- **INDEPENDENT PROJECTS:** Projects for which there is no planned class time are marked with a PURPLE box. For these projects it is your responsibility to start early enough to: (i) get help with directions and (ii) hand in your project early so it can be looked over.

There is no good reason to wait till the due date. **START EARLY. FINISH EARLY**

Literature and Poetry

GREY BOXES = Foundation Project – May require oral exams completed with notes from class

PURPLE BOXES = Independent Projects – There is no guaranteed class time to work on these projects. The coordinating Foundation Project **MUST** be completed before Independent Project can be worked on. Each Independent Project is accompanied by a rubric.

1	***Dreams – Langston Hughes (POEM #1)***	Start	2/5/14
Intro: *What are your dreams? Do you think you will achieve them? What do you think Langston Hughes' thinks about whether he will achieve his goals?*		Due	2/13/14

To receive credit for this Project:

- ❑ Read *Dreams* by Langston Hughes
- ❑ Complete Vocabulary Notebook – barren
- ❑ Complete *Post-it Comment:* Write what you believe the theme of the poem is in a complete sentence and place it on the poem in class. Your name **must** be included on the post-it.
- ❑ Be able to pass an oral exam on poem:
    - Identify what a metaphor and simile are
    - Identify the metaphor or simile in the poem
    - Identify the theme – Defend your answer
- ❑ Get inspired and write your own poem about your dreams
    - Should be AT least two stanzas
    - Follow Langston Hughes format
- ❑ Follow the writing timeline in order to **publish it on your blog!**
- ❑ Type and print to display on class window

To Pass with Flying Colors:

- ❑ Recite your poem on your blog – Can be a video or just your voice

2	**Genre Oral Exam – What kind are you?**	Start	
Intro: *Fiction, Nonfiction, Biography, Drama, Comedy, Tragedy, which one is it? After today you will be able to tell.*		Due	

To receive credit for this Project:

- ❑ Complete notes in class on the different types of genres in literature
- ❑ Be able to pass an oral exam on different types of genres in literature

To Pass with Flying Colors:

- ❑ Create a poster (or way to share your knowledge) with a partner/or alone that details the different genres of literature. Your presentation should:
    - Be neat and creative – if there are stray pencil marks or spelling errors, credit will not be given
    - Include examples and explanations of each genre
    - Be understandable – All ospreys should be able to understand the different genres

3	***Young Arthur* by Robert D. San Souci**	Start	
Intro: *Can you pull the legendary sword from the stone? What about figuring out the genre of this next story? I bet you can do both after reading Young Arthur.*		Due	

To receive credit for this Project:

- ❑ Read *Young Arthur* by Robert D. San Souci
- ❑ Complete summary of story (including the five elements of plot)
- ❑ Complete High Five Comprehension Questions – Five answers in RACE sentences (High Five Comprehension Questions located on 7th grade blog)
- ❑ Complete Vocabulary Notebook – grievous, homage, reclaim, dismount, flinching, upstart, melancholy, taskmaster → Pass Vocabulary Quizlet in class
    - Definition from dictionary – that makes sense to you!
    - Synonym
    - Sentence where the word is used in the story
    - Sentence showing you understand what the word means
- ❑ Be able to pass an oral exam on *Young Arthur*:
    - Identify the genre
    - Summary includes the main ideas of the story in complete sentences
    - Define or give a sentence for at least two words from your vocabulary list without looking at your vocabulary notebook—**You will ALSO take a vocabulary test on Quizlet in class**
    - Answer at least one of your High Five Questions defending with evidence from the text, cited appropriately.

To Pass with Flying Colors:

- ❑ Code of Values on Excalibur. Could you have become a knight in the middle ages? Knights had to display a code of values, known as chivalry. The values included loyalty, courtesy, honor, and valor. Choose one that you think you display. Write a paragraph telling me how you display one or all of these values. Write the value on the sword and the paragraph around the sword. Write a rough draft first!

4	**Sir Gawain and the Green Knight or King Arthur – Challenge Read**	Start	
Intro: In class you are reading excerpts of *Young Arthur* and *Sir Gawain and the Green Knight.* Challenge yourself to read the whole story and learn all the details of the legend!		Due	

To receive credit for this Project:

- ❑ Read Sir Gawain and the Green Knight or King Arthur – one copy of each is in the 7th grade classroom
- ❑ Complete a book review. The book review should include:
    - A summary (including the five elements of plot)
    - The genre
    - The external and internal conflict with examples
    - The theme
    - Your rating for the book and your recommendation with evidence
- ❑ Complete a reading oral exam, which will include you discussing a random passage. This will count toward your required reading slices on your reading pie.

5	***What was life like in the Early Middle Ages?***	Start	
Intro: *What was life like in Britain during the early Middle Ages? Read "Who was King Arthur?" on page 661 in your red textbook and then do research on the internet. Display your findings in a creative way.*		Due	

To receive credit for this Project:

- ❑ Read "Who was King Arthur?" on page 661 in your red Literature textbook
- ❑ Watch *Life in Medieval Britain* – link is located on 7th grade blog
- ❑ Come up with a creative way to display the information you find out about life in the early middle ages, including:
    - The feudal system
    - Religion
    - Housing
    - Clothing
    - Medical Care
    - Entertainment
    - Crime
    - Other – you choose one more topic to share about
- ❑ Wikipedia CANNOT be used. Resources that can be used are listed on the 7th grade blog. ALL resources that are used should be **printed and highlighted.**

To Pass with Flying Colors:

- ❑ Legends are passed down through storytelling. Do a live storytelling of any legend on your blog. You should explain what a legend is before you begin storytelling. Remember if it is not an exciting, thoughtful retelling then it will not be remembered for generations to come!

6	***Haiku – Basho (POEM #2)***	Start	
Intro: *Who knew such a short poem could be so descriptive. Now is your chance to write like Basho and enter to win a poetry competition. Write your haikus and submit them to win!*		Due	

To receive credit for this Project:

- ❑ Read an example of a haiku written by Basho
- ❑ Be able to pass an oral exam on the poem:
    - Identify what makes a haiku a haiku
    - Where/when did haikus originate?
- ❑ Get inspired and write your THREE haikus inspired by the Japanese paintings
    - MUST follow the rules of a haiku
- ❑ Write with ink and quill to display on class window
- ❑ Follow the writing timeline in order to **publish it on your blog!**

To Pass with Flying Colors:

- ❑ Recite your poem on your blog – Can be a video or just your voice

7	**Live Storytelling: Myth, Legend, or Tall Tale, which one will you tell?** Triple	Start	**11/20**
Intro: *We have heard about and read what makes a myth, legend, and tall tale. Choose one of these to write and share with a younger osprey.*		Due	**12/13**

To receive credit for this Project:

- ❑ Complete a story mountain graphic organizer that outlines the myth, legend, or tall tale you would like to write. Your story must follow the five elements of plot and have an internal or external conflict. The genre you choose to write must include the details that make that genre identifiable. Show Ms. Curry before moving on to the next step.
- ❑ Write a rough draft of your myth, legend, or tall tale. Your myth, legend, or tall tale must be at least 1500 words. Show Ms. Curry before moving on to the next step.
- ❑ Type your myth, legend, or tall tale, leaving room for illustrations. You need to include a cover, a dedication page, and a back cover. Show Ms. Curry before starting your illustrations.
- ❑ Your illustrations should be in color and have NO stray pencil marks. You do not need to be the next Picasso but it should show you took your time and put effort into it. The illustrations should take up the majority of the page.
- ❑ Choose a classroom to read your story to (K-4). Before reading your story to a group of students or class, prepare an introduction to teach about your specific genre and questions to ask throughout your story to keep the students engaged. Have a picture taken of you reading to the students to display on your blog.
- ❑ Be able to pass an oral exam on your myth, tall tale, or legend:
  - Identify the genre you wrote about and how it is different from a myth, legend, or tall tale.

Earn Double!

- ❑ This project will also count for a **Writing project!** Check your Writing Project Tree.

8	***Sally Ann Thunder Ann Whirlwind* – Mary Pope Osborne**	Start	
Intro: *You have heard of Davy Crockett before but I bet you have never read about Sally Ann Thunder Ann Whirlwind. Put on your coonskin hat to read this tall tale. Don't forget to look out for why this is considered a tall tale!*		Due	

To receive credit for this Project:

- ❑ Read *Sally Ann Thunder Ann Whirlwind* by Mary Pope Osborne
- ❑ Complete summary (including the five elements of plot)
- ❑ Complete High Five Comprehension Questions – Five answers in RACE sentences (High Five Comprehension Questions located on 7th grade blog)
- ❑ Complete Vocabulary Notebook – forage, oblige, gigantic, varmint → Pass Vocabulary Quizlet in class
  - Definition from dictionary – that makes sense to you!
  - Synonym
  - Sentence where the word is used in the story
  - Sentence showing you understand what the word means
- ❑ Be able to pass an oral exam on *Sally Ann Thunder Ann Whirlwind*:
  - Identify the genre
  - Summary includes main ideas in complete sentences
  - Define or give a sentence for at least two words from your vocabulary list without looking at your vocabulary notebook
  - Answer at least one of your High Five Questions defending with evidence from text
  - Defend why this is a tall tale

To Pass with Flying Colors:

- ❑ Davy Crockett and Mike Fink are examples of real people whose adventures were turned into tall tales. Research one or two of their real life accomplishments. Do their real roles in the American West resemble the roles they play in Sally Ann Thunder Ann Whirlwind? magazine.

9	***Acquainted with the Night Response – Robert Frost* (POEM #3)**	Start	
Intro: *Do you remember when we read Acquainted with the Night during seminar? There was a lot of discussion about who the person in the poem was? Where he/she was going? Why he/she was going there? Now is your chance to write a response poem to the mysterious walker.*		Due	

To receive credit for this Project:

- ❑ Read *Acquainted with the Night* by Robert Frost
- ❑ Complete Vocabulary Notebook – acquainted, proclaimed, luminary (must know the root in luminary)
- ❑ Complete *Post-it Comment:* Write what you believe the mood of the poem is in a complete sentence with evidence and place it on the poem in class. Your name **must** be included on the post-it.
- ❑ Be able to pass an oral exam:
  - Explain underlined lines
  - Identify the mood of the poem – DEFEND your answer
- ❑ Get inspired and write a response to the person in the poem – What would you want to tell/ask them?

Your poem must:

- ❑ Should be AT least four stanzas
- ❑ Contain strong images – I can visualize the event from your details
- ❑ Contain vivid verbs and *strong* adjectives
  - Harry sat down (plopped) on the couch. Revised with vivid verb.
  - A column of *thick, yellow* smoke marked the spot where the explosion occurred. *Strong adjectives*
- ❑ *SHOW* not tell
  - Telling: The haunted house was scary.
  - *Showing:* The hair on my arms stood up, as I entered the haunted house.
- ❑ Follow the writing timeline in order to publish it on your blog!

To Pass with Flying Colors:

- ❑ Recite your poem on your blog – Can be a video or just your voice

10	***Limerick – The Scream (POEM #4)***	Start	
Intro: *What is he so scared of? After looking at The Scream by Edvard Munch write a limerick describing what the man is screaming about. You must make me laugh!*		Due	

To receive credit for this Project:

- ❑ Read examples of Edward Lear's limericks – link on the 7th grade blog
- ❑ Be able to pass an oral exam on poem:
  - Identify what makes a limerick different than a haiku
  - Where/when did limericks originate?
- ❑ Get inspired by Edward Lear and Edvard Munch and write a HUMOROUS limerick
  - MUST follow the rules of a limerick
  - Identify what an onomatopoeia and alliteration are
- ❑ Follow the writing timeline in order to publish it on your blog!
- ❑ Type and print to display on class window

To Pass with Flying Colors:

- ❑ Recite your poem on your blog – Can be a video or just your voice

11	***Eleanor Roosevelt – William Jay Jacobs***	Start	
Intro: *We learned about how her husband helped the United States get out of the Great Depression, now read about Eleanor and how she became Outstanding Woman of the 20th Century.*		Due	

To receive credit for this Project:

- ❑ Read *Eleanor Roosevelt* by William Jay Jacobs
- ❑ Complete High Five Comprehension Questions – Five answers in RACE sentences (High Five Comprehension Questions located on 7th grade blog)
- ❑ Complete Vocabulary Notebook – prominent, compassionate, impoverished, migrant, grave, dominate, wavering, brooding → Pass Vocabulary Quizlet in class
    - Definition from dictionary – that makes sense to you!
    - Synonym
    - Sentence where the word is used in the story
    - Sentence showing you understand what the word means
- ❑ Be able to pass an oral exam on *Eleanor Roosevelt:*
    - Identify the genre
    - Answer at least one of your High Five Questions defending with evidence from text, appropriately cited
    - Define or give a sentence for at least two words from your vocabulary list without looking at your vocabulary notebook—**You will ALSO take a vocabulary test on Quizlet in class**

12	***Four Skinny Trees* – Sandra Cisneros *(POEM #5)***	Start	
Intro: *Sandra Cisneros includes this poem in her book The House on Mango Street about growing up in Chicago. Here she describes herself and her sisters. How would you describe your family?*		Due	

To receive credit for this Project:

- ❑ Read *Four Skinny Trees* by Sandra Cisneros
- ❑ Complete *Post-it Comment:* Write what you believe the mood and/or theme of the poem is in a complete sentence with evidence and place it on the poem in class. Your name **must** be included on the post-it.
- ❑ Be able to pass an oral exam on poem:
    - Identify personification
    - Identify the mood
- ❑ Get inspired and write your own poem about your family or yourself using personification
    - Should be at least TWO stanzas

Your poem must:

- ❑ Should be at least two stanzas
- ❑ Contain strong images – I can visualize the event from your details
- ❑ Contain vivid verbs and *strong* adjectives
    - Harry sat down (plopped) on the couch. Revised with vivid verb.
    - A column of *thick, yellow* smoke marked the spot where the explosion occurred. *Strong adjectives*
- ❑ *SHOW* not tell
    - Telling: The haunted house was scary.
    - *Showing:* The hair on my arms stood up, as I entered the haunted house.
- ❑ Follow the writing timeline in order to publish it on your blog!

To Pass with Flying Colors:

- ❑ Recite your poem on your blog – Can be a video or just your voice

13	***Prometheus and Orpheus***	Start	
Intro: *You have read legends, tall tales, and fables. Now you are ready for the myth! Enjoy Prometheus and Orpheus!*		Due	

To receive credit for this Project:

- ❑ Read *Prometheus and Orpheus* – (printed copy handed out in class)
- ❑ Complete the comprehension questions in the margins of the text and ending multiple choice questions
- ❑ Complete Vocabulary Notebook – aptitude, ascend, inconsolable, infinitely, vengeance → Pass Vocabulary Quizlet in class
    - Definition from dictionary – that makes sense to you!
    - Synonym
    - Sentence where the word is used in the story
    - Sentence showing you understand what the word means
- ❑ Be able to pass an oral exam on *Prometheus and Orpheus:*
    - Defend your multiple choice questions – Each answer MUST have highlighted evidence
    - Define or give a sentence for at least two words from your vocabulary list without looking at your vocabulary notebook—**You will ALSO take a vocabulary test on Quizlet in class**

14	***Greek Playing Cards – Tell Us About the gods and goddesses***	Start	
Intro: *You have read about Prometheus and Orpheus, now research about more gods or goddesses to share with playing cards. Ancient Greece and Ancient Rome were polytheistic societies; that is they believed in and worshipped many different gods. Both societies had a pantheon, or set, of gods and goddesses that they worshipped. Each god and goddess had certain particular qualities that characterized him or her. The ancient people then would pray or worship the particular god who had control over that area of life. The most prominent gods in ancient Greece and Rome were very similar.*		Due	

To receive credit for this Project:

- ❑ Read *Prometheus and Orpheus*
- ❑ Research about 10 Greek gods or goddesses
- ❑ Create a two-sided trading card for each Greek god or goddess you research about. Each card should include:
    - Front of Card: Picture and/or symbol to identify god or goddess with border around it. Picture can be drawn or printed from the computer.
    - Back of Card: Relationship to other gods or famous mortals. (Give the names of parents, brothers, sisters, and/or children. *Be thorough!)*
    - Back of Card: Domain or Realm: What is this deity in charge of? There may be more than one area. *(sky, travelers, etc.)*
    - Back of Card: Symbols: What objects are identified with each deity? Each god or goddess will probably have more than one symbol.
    - Back of Card: Powers: What special powers does you god or goddess have?
    - Back of Card: Brief summary**.** Write at least one paragraph summarizing a story that includes this character.
- ❑ Playing cards should be no smaller than 4”x6” but no larger than 8”x11”.
- ❑ Playing cards should be neat and information should be organized the same way on each card.
- ❑ Wikipedia CANNOT be used. Resources that can be used are listed on the 7th grade blog. ALL resources that are used should be **printed and highlighted.**
- ❑ **Display your playing cards on your blog.**

15	***Poetry Close Read***	Start	
Intro: *We have been reading poetry all year, now is your chance to show off what you know. Remember you must be able to DEFEND your answers with text from the poems!*		Due	

To receive credit for this Project:

- ❑ Read the selection of poems handed out in class – printed copy
- ❑ Complete the comprehension questions in the margins of the text and ending multiple choice questions
- ❑ Complete Vocabulary Notebook – metaphor, simile, onomatopoeia, alliteration, and personification → Pass Vocabulary Quizlet in class
- ❑ Be able to pass an oral exam on *Poetry Close Read:*
    - Defend your multiple choice questions – Each answer MUST have highlighted evidence
    - Define or give a sentence for at least two words from your vocabulary list without looking at your vocabulary notebook—**You will ALSO take a vocabulary test on Quizlet in class**

16	***Movie Trailer* – Theme: Choose any short story**	Start	
Intro: *What if you saw a movie trailer for books/short stories before you read them? Would you be more inclined to read them? Create a movie trailer for one of the short stories we have read in class so far this year to entice future 7th graders to read.*		Due	

To receive credit for this Project:

- ❑ Choose any short story you have read this year that you think deserves a book trailer for
- ❑ Create a movie trailer that presents the theme and conflict of the short story using iMovie or other video program of your choice. Your movie trailer should include:
    - The title and author of the story
    - The internal and external conflict of the story – without giving the ending away
    - The theme of the story – without giving the ending away
    - Text from the story
- ❑ Show Ms. Curry your **plan** for the movie trailer before moving onto using the computer
- ❑ **Display your movie trailer on your blog.**

17	***Facebook Page – Connection to Literature: Choose any character***	Start	
Intro: *It seems like everyone has a Facebook page…everyone but the characters from the stories we read. Choose one of your favorite (or least favorite) characters to create a Facebook page for. Not 13, the age you NEED to be to have a Facebook page? Don't worry you will use a template, not the website.*		Due	

To receive credit for this Project:

- ❑ Choose any short story you have read this year that you think has a character that needs a Facebook page OR choose an author
- ❑ Choose one of the characters to create a Facebook page for
- ❑ Your Facebook page (template handed out in class/and on blog) for your character should include:
    - The character's name
    - The story the character is from (tied into the page in a unique way)
    - A picture of the character
    - A collection of at least three friends – pictures included. The friends must be connected to the character in the story in some way. Below each picture include text, a quotation, or caption that describes the relationship with the character.
    - An information section including the character's date of birth, relationship status, city where they live (this information can be made up if it is not given in the story).
    - Include your character's favorite quotation. The quotation should not be said by your character or come from the story. Think about what your character would be like if they were an actual person. What do you think their personality would be like?
    - A section of "Write about yourself". This should include information regarding your relationships with other characters, if you are in a conflict with other characters, if you have just learned something about yourself or life (think theme and conflict).
    - A section of "Likes". Think about what your character would be like if they were an actual person. What would they like in movies, books, etc. This should not be random choices; it should be connected to the original story.
    - A section of wall posts. This section should be posts that other characters might write on your character's wall. What they write must be related to the short story in some way.
- ❑ Complete a rough draft and show Ms. Curry before you move onto the final draft
- ❑ There should be no spelling or grammatical mistakes.
- ❑ **Display your Facebook page on your blog.**

Cyrano de Bergerac – Active Reading and Response to Literature = Each Thursday we will read *Cyrano de Bergerac* in class. The DUE DATES are TBA because depending on how far we get each Thursday will determine what is due and when it is due. There is no guaranteed work time in class to work on Active Reading and Response to Literature sheets. Both have **hard deadlines.** If you *pass* **before/on** the due date you will receive FULL credit. If you *pass* **after** the due date you will only receive HALF credit. Your grade for *Cyrano de Bergerac* projects will be averaged with your other Literature and Poetry projects to get one grade.

1-10	***Cyrano de Bergerac – Active Reading and Response to Literature***	Start	
Intro: *Each week we will read Cyrano de Bergerac by Edmond Rostand. You are tasked with the job of completing Active Reading charts (option to complete as a class) and a Response to Literature packet for each Act. Active Reading charts and Response to Literature packets will only be accepted on the DUE DATE! Due dates will be assigned in class because we are reading it together – they will always be due on Thursdays.*		Due	

To receive credit for this Project:

- ❑ Complete Active Reading charts – can be completed alone or with the class (worth one point)
- ❑ Complete Response to Literature packet – in COMPLETE sentences with evidence!
- ❑ Be able to pass oral exam on each Act by:
  - Answering at least one comprehension question
  - Explain random selection from act

11	***It's not a nose; it's a hose!***	Start	
Intro: *Cyrano is able to make fun of his nose, can you?*		Due	

To receive credit for this Project:

- ❑ Reread the speech Cyrano makes in Act I, Scene IV about his nose
- ❑ Identify at least two metaphors
- ❑ Create a metaphor or simile describing Cyrano's nose as he does
- ❑ Illustrate your metaphor or simile
- ❑ Your illustration MUST:
  - Be in color—NO erase marks – needs to look neat, with effort put into it
  - Must clearly show Cyrano and your metaphor or simile
- ❑ Post illustration to your blog. Post should include:
  - What a metaphor or simile is
  - A paragraph describing who Cyrano is and what he is like so far in the play

12	***Interview an Expert***	Start	
Intro: *Ragueneau is an expert chef. Who do you know that is an expert in their field? Conduct an interview to find out more about their field of study.*		Due	

To receive credit for this Project:

- ❑ Conduct an interview with someone you know that is an expert in something – (a doctor, engineer, chemist, chef, etc.) – Choose something you are interested in!
- ❑ Ask them at least 15 questions – questions should be approved by Ms. Curry before the interview
- ❑ Expert CANNOT be related to you – share them with your classmates if there is someone in your family
- ❑ Record the interview on video or voice recording – if this is not possible a picture with your expert is a MUST!
- ❑ Display what you learn from your expert on your blog. This can include the video or voice recording or a transcript of what you asked and how they answered. Your blog post should include:
    - An introduction as to how this project is connected to *Cyrano de Bergerac*
    - A paragraph sharing what you learned from the interview. Do you think you could do what they do? Will you try to pursue their career? Why or why not?

13	***The Art of French Cuisine***	Start	
Intro: *Become Chef Ragueneau and create a French cuisine to share with the class.*		Due	

To receive credit for this Project:

- ❑ Choose a French cuisine to cook; if mentioned in *Cyrano de Bergerac* you get **Flying Colors!**
- ❑ Write the recipe with step-by-step instructions to make your cuisine – should be **posted on your blog!**
- ❑ Create a video of yourself making the dish – your parents should not make it for you! If you do not have access to a video camera then take pictures of yourself making the dish – **post to your blog!**
- ❑ You do not need to bring in enough to share with the class, but you may if you want!
- ❑ Your blog post should include:
    - An introduction as to how this project is connected to *Cyrano de Bergerac*
    - Step-by-step directions on how to make the French dish (should not be copied and pasted from a website or cookbook—write down what you did)
    - Include the ingredients used
    - A video or pictures of you creating the French dish

14	***Challenge Read – Beauty: When the Other Dancer is Self***	Start	
Intro: *Did you know Ms. Curry read Cyrano de Bergerac in high school and you are reading it in 7th grade? Challenge yourself even further to read this high school level text that has similar themes to Cyrano de Bergerac. This will count toward your Required Independent Reading Pie Slice.*		Due	

To receive credit for this Project:

- ❑ Read *Beauty: When the Other Dancer is Self* – located on the 7th grade blog and in class
- ❑ Complete accompanying comprehension questions
- ❑ Complete a reading oral exam, which will include you discussing a random passage. This will count toward your required reading slices on your reading pie.

15	***What is it like now?***	Start	
		Due	

To receive credit for this Project:

- ❑ Choose any **scene** from *Cyrano de Bergerac* to rewrite using contemporary language, society, and humor. Characters and storyline should remain the same.
- ❑ Follow the writing timeline in order to **publish it on your blog!**

16	**Eulogy**	Start	
	*****SPOILER ALERT***** **DO NOT CONTINUE READING if you have not read the end of the play – you will find out the ending**	Due	

To receive credit for this Project:

DO NOT CONTINUE READING if you have not read the end of the play – you will find out the ending

- ❑ Write a eulogy for Cyrano de Bergerac
- ❑ A eulogy includes an evaluation of the person's life and achievements as well as personal qualities – it can be humorous.
- ❑ Present your eulogy (video or just your voice) on your blog!
- ❑ Should be at least 20 sentences long

Writing

1-2	**Journal Entries**	Start	
	Intro: *What do you think? Here is your chance to voice your opinion on topics that range from cloning to your heroes. Topics will usually always have to do with one of your readings from the Literature and Poetry section. Journal entry time will* ***not*** *always be given in class.*	Due	

To receive credit for this Project:

- ❑ Answer Topic Question on lined paper
  - You will be given several Topic Question options each time
  - Topic Questions will usually deal with one of your readings
  - Some topics may require extra research
- ❑ Journal Entry should:
  - Always follow five paragraph template
  - Be legible!
  - Include an **outline!**
  - Include a **rough draft** – **edited!**
- ❑ You MUST include a rough draft with revisions! – Have a parent, friend, relative read and edit your entry.
- ❑ **ENTERIES WILL NOT BE ACCEPTED LATE!**

1	***Character Analysis***	Start	
	Intro: *Now that you have read Dr. Jekyll and Mr. Hyde, choose your favorite character to write about.*	Due	

To receive credit for this Project:

- ❑ Follow the writing timeline to **publish your character analysis essay on your blog.**
  - Complete Outline/Organizer (1 Point)
  - Complete Rough Draft – Revised/Edited by 2 peers and Ms. Curry (1 point after changes are made)
  - Final draft is published on blog (1 point)

2	***Cause and Effect Essay – Choose your history topic!***	Start	
	Intro: *Choose between the stock market crash, the Great Depression, or the Harlem Renaissance to write your cause and effect essay about.*	Due	

To receive credit for this Project:

- ❑ Follow the writing timeline to **publish your cause and effect essay on your blog!**
  - Complete Outline/Organizer (1 Point)
  - Complete Rough Draft – Revised/Edited by 2 peers and Ms. Curry (1 point after changes are made)
  - Final draft is published on blog (1 point)

Earn Double!

- ❑ This project will also count for a **History Project!** Check your Great Cities & Great Ideas Project Tree!

3	***Research Report – Choose your history topic!***	Start	
Intro: *Choose between the stock market crash, the Great Depression, or the Harlem Renaissance, or Women's rights to write your research report about.*		Due	

To receive credit for this Project:

- ❑ Follow the writing timeline to **publish your research report on your blog!**
  - Complete Outline/Organizer (1 Point)
  - Complete Rough Draft – Revised/Edited by 2 peers and Ms. Curry (1 point after changes are made)
  - Final draft is published on blog (1 point)

4	**Creative Writing Short Story**	Start	
Intro: *When you are not answering a journal topic you will start becoming the next J.K. Rowling or Rick Riordan. Now is your chance to write about whatever you would like. Creative writing time will* ***not*** *always be given in class.*		Due	

To receive credit for this Project:

- ❑ This is where your creativity comes to life. Write a story intended to become a book.
- ❑ Credit will be given when a developed story is written with a clear beginning, middle, and end (You do not need to finish the story by the end of the quarter to earn credit)
- ❑ **At least 1,500 words per quarter must be written to earn credit**

To Pass with Flying Colors:

- ❑ Use at least fifteen words from your vocabulary notebook

Independent Reading

1	***Independent Reading Pie***	Start	
Intro: *Remember those numbers! ~ It is estimated that if you read for thirty minutes a day, you will be exposed to an average of one million words by year's end. So we need to get reading!*		Due	

To receive credit for this Project:

- ❑ Read a book of your choosing.
- ❑ Once you read 50 pages or after you finish the book pas an oral exam to fill in a "slice" on the reading pie
  - 1 slice for each 50 pages
  - 3 slices for reading entire book
- ❑ Oral Exam will include any and/or all of the following:
  - Title
  - Author
  - Genre
  - Explain random selection
  - Rate it 1 – 5.

To Pass with Flying Colors:

- ❑ Write a book review and post it in the library and on your blog!

Computer Targets – 10%

1-3	**Greek and Latin Roots Unit #8-10**	Start	
Intro: *It is estimated that if you read for thirty minutes a day, you will be exposed to an average of one million words by year's end. How many of those words will be new and unknown to you? Studying Greek or Latin word stems can open up vocabulary acquisition for hundreds of unknown words found while reading.*		Due	

To receive credit for this Project:

- ❑ Complete graphic organizer in class – this is your tool to study while at home
- ❑ Be able to pass ThatQuiz Exercises I and II
  - Exercise I: Fill in the blank with vocabulary words
  - Exercise II: Match the synonyms

1-10	**Vocabulary Quizlets**	Start	
Intro: *You have read the short stories now show off your knowledge of the vocabulary and grammar!*		Due	

To receive credit for this Project:

- ❑ Complete vocabulary notebook for each word assigned:
  - Definition from dictionary – that makes sense to you!
  - Synonym
  - Sentence where the word is used in the story
  - Sentence showing you understand what the word means
- ❑ Be able to pass Quizlet **in class EVERY THURSDAY**
  - You will only be given ONE chance

1	**Free Rice**	Start	
Intro: *For each answer you get right, Free Rice donates 10 grains of rice through the World Food Programme to help end hunger. Start donating rice by matching the definitions to words.*		Due	

To receive credit for this Project:

- ❑ Go to www.freerice.com
- ❑ Press LOGIN. Enter **OTATEAM7** for the username. Enter **OTATEAM7** for the password.
- ❑ Above the bowl on the screen, you should see “Groups: Select a Group”. Press this, find your name, and press PLAY.
- ❑ Earn 15,000 new grains of rice to earn two project points.