

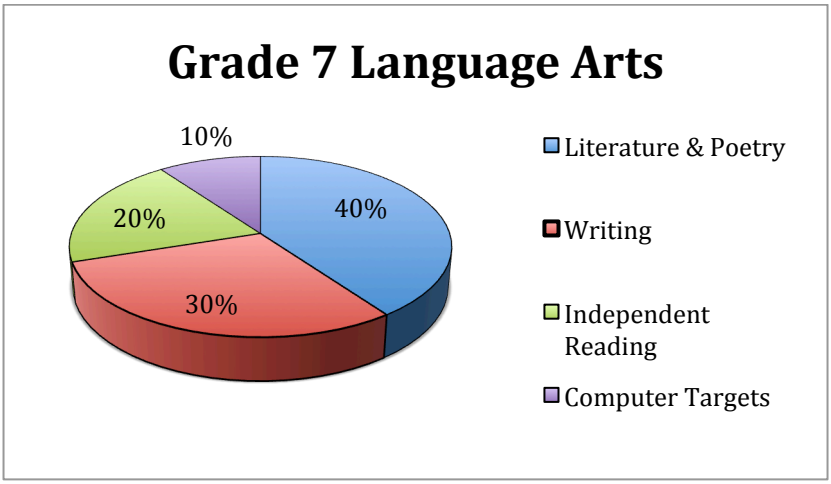
Grade 7 Language Arts

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

Core Knowledge Learning Targets/California Language Arts Standards

I. ELEMENTS OF FICTION
   i. Theme
   ii. Conflict: external and internal
   iii. Suspense and climax
   iv. Point of view in narration – omniscient narrator, third person limited, first person, unreliable narrator

II. LITERARY TERMS
   i. Hyperbole

7RW1.3 Vocabulary and Concept Development: Clarify word meanings through the use of definition, example, restatement, or contrast.
7RL3.1 Structural Features of Literature: Articulate the expressed purposes and characteristics of different forms of prose (e.g., short story, novel, novella, essay).
7RL3.2 Narrative Analysis of Grade-Level-Appropriate Text: Identify events that advance the plot, and determine how each event explains past or present action(s) or foreshadows future action(s).
7RL3.4 Narrative Analysis of Grade-Level-Appropriate Text: Identify and analyze recurring themes across works (e.g., the value of bravery, loyalty, and friendship; the effects of loneliness).
7WS1.2 Organization and Focus: Support all statements and claims with anecdotes, descriptions, facts and statistics, and specific examples.

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	**Theme – *Theme Oral Exam***	Start	
Intro: *Bravery, Loyalty, Friendship, Loneliness, you have experienced them all. Now learn how to identify these themes while reading.*		Due	

To receive credit for this Project:
- ❑ Complete notes in class on the theme of a story
- ❑ Read one of the picture books in the class library.
- ❑ Complete theme graphic organizer on your chosen book.
- ❑ Be able to pass an oral exam on your chosen picture book and theme notes:
  - Describe the theme while defending your graphic organizer.

To Pass with Flying Colors:
- ❑ Create an instructional video on your blog to show everything you know about theme for future 7th grade osprey. Get creative!

2	**Character Trait – Create a Picture Book**	Start	
Intro: *We have been working on displaying our 7 character traits and being good role models for the younger ospreys. Now is your chance to create a children's book whose theme displays a message of how important one of the 7 character traits are. Once you are finished, read your book to students in K-4.*		Due	

To receive credit for this Project:

- ❑ Complete a story mountain graphic organizer that outlines the children's book you would like to write. Your story must follow the five elements of plot, have an internal or external conflict, and have a theme teaching about one of the 7 character traits. Show Ms. Curry before moving on to the next step.
- ❑ Write a rough draft of your children's book. Show Ms. Curry before moving on to the next step.
- ❑ Type your book, 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 illustration should take up the majority of the page. Remember you are creating a children's book!
- ❑ Be able to pass an oral exam on your chosen picture book:
  - Describe the theme while defending your graphic organizer.

Earn Triple!

- ❑ This project will also count for an **Art and Writing project!** Check your Art and Writing Project Trees.

3	**What do Fish Have to do with Anything? - Avi**	Start	
Intro: *You have made it to your first short story. You should be able to identify the theme in a snap. If you don't you will be unhappy…*		Due	

To receive credit for this Project:

- ❑ Read *What do fish have to do with anything* by Avi
- ❑ Identify and diagram the theme in *What do Fish Have to do with Anything?* – On a story mountain
- ❑ Complete High Five Comprehension Questions – Five answers in RACE sentences (High Five Comprehension Questions located on 7th grade blog)
- ❑ Completed Vocabulary Notebook – contemplate, inevitably, preoccupied, retort, threshold, urgency → 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
- ❑ Make at least TWO comments on *What do Fish Have to do with Anything?* located on the 7th grade blog (One comment must be written new and one comment must be in response to a classmate's comment **OR** both comments must be in response to another classmate). One of your comments can be a question for your classmates.
- ❑ Be able to pass an oral exam on *What do Fish Have to do with Anything*:
  - Describe the theme – Defend your graphic organizer
  - 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.

To Pass with Flying Colors:

- ❑ A symbol is a person, place, or thing that stands for something beyond itself. Identify a symbol in *What do Fish Have to do with Anything* – illustrate it. Write a paragraph describing (i). What the symbol represents (ii). Describe how it is used in the story (iii). Why the symbol was chosen. Picture and paragraph must be posted on your blog!

4	**Eyeless "Ghost Fish" – *Research and Share***	Start	
Intro: Are the fish Willie's teacher talks about real? Yes, they are called the Ozark Cavefish (Amblyopsis rosae). Find out more about this fish and share with your fellow ospreys.		Due	

To receive credit for this Project:

- ❑ Read about the Ozark Cavefish – resources on the 7th grade blog
- ❑ Create a poster presentation about the Ozark Cavefish including:
  - Where they are found – include a map!
  - Description of what they look like
  - How they became "blind"
  - How they live/survive – What do they eat? What kind of water do they live in? etc.
  - At least **5 other facts** not including the information from above
  - Pictures of the Cavefish
- ❑ BEFORE creating your poster, show Ms. Curry your facts/information you will be using on your poster
- ❑ Information should be in your own words – Resources you use **need to be printed and highlighted**
- ❑ Display poster presentation on your blog for everyone to see!
- ❑ Create a video presentation explaining your poster to earn an EXTRA point!

To Pass with Flying Colors:

- ❑ Who can truly see in the story? Who cannot? Identify references to light/darkness and eyes/sight throughout *What do Fish have to do with Anything?* Track the characters associated with each image in a table.

5	**Give Back – *Research and Share***	Start	
Intro: Willie's life changes after his interaction with a homeless person. Complete this project to give back to people who are less fortunate than you; maybe you will learn something, too!		Due	

To receive credit for this Project:

- ❑ Find a local organization to volunteer your time at. The time you volunteer should directly help or improve the lives of people who are less fortunate than you. Organizations can include, but are not limited to: your local church (or other organization you may be affiliated with), StandUp for Kids, or Father Joe's Villages.
- ❑ Take a picture or yourself during your time volunteering to display on your blog
- ❑ Write one paragraph detailing **who** you helped, **where** you helped, **what you learned**. You should also include information about the organization you worked with, **who do they help, how do they help them, etc.** This paragraph should be at least ten sentences long. Display your paragraph on your blog with your picture.

Earn Double!

- ❑ Complete TEN hours of volunteer work and receive credit for Independent Reading & Research in History!

6	***Amigo Brothers* – Piri Thomas**	Start	
Intro: *Give the theme a one-two punch. Read about how two amigos fight for their golden gloves. Remember conflict? It's in here too. Give that a left hook after reading this nail biter.*		Due	

To receive credit for this Project:

- ❑ Read *Amigo Brothers* by Piri Thomas
- ❑ Identify and diagram the theme of *Amigo Brothers* – <u>On a story mountain</u>
- ❑ Complete High Five Comprehension Questions – Five answers in RACE sentences (High Five Comprehension Questions located on 7th grade blog)
- ❑ Complete Vocabulary Notebook – barrage, devastating, pensively, torrent, perpetual, unbridled, dispel, bedlam, flail, clarity → 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
- ❑ Make at least TWO comments on *Amigo Brothers* located on the 7th grade blog (One comment must be written new and one comment must be in response to a classmate's comment **OR** both comments must be in response to another classmate). One of your comments can be a question for your classmates.
- ❑ Be able to pass an oral exam on *Amigo Brothers*:
  - Defend your opinion of the theme
  - Identify the internal and external conflict
  - 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

To Pass with Flying Colors:

- ❑ Using details from the story, write a boxing profile for Antonio and Felix that might appear in a boxing magazine.

7	**Interview the Winner – *What does it take?***	Start	
Intro: *Piri Thomas doesn't tell us the winner of the boxing match. Who do you think won? Does Felix or Antonio ever find out? Do they fight again? Will they remain friends forever? You decide.*		Due	

To receive credit for this Project:

- ❑ Read *Amigo Brothers* by Piri Thomas
- ❑ Decide who won the boxing match. Set up a mock interview the winner (or both amigo brothers at the same time)
- ❑ Write at least 10 questions you would ask the winner **or** 15 questions you would ask both amigo brothers. Answer each of the questions as you believe the amigo brothers would. The interview should include, but is not limited to (<u>You need to put the questions into your own words</u>):
  - What is Antonio and Felix's friendship like after the fight
  - Whether they continue to fight each other
  - What they thought about after the fight
  - What character traits do they have
  - How have they changed because of the fight
- ❑ Before recording your interview, show Ms. Curry your questions and answers.
- ❑ Write an introduction that you will share before the interview. The introduction should include <u>who you are</u>, <u>who you are interviewing</u>, and <u>why you are interviewing this person</u>.
- ❑ Record the interview – **voices only**. You may use a partner ONLY to ask the questions, while you answer them as Antonio or Felix. If you complete the recording yourself, change your voice when you act as the different people.
- ❑ **Publish it to your blog!**

8	***War of the Wall* – Toni Cade Bambara**	Start	
Intro: *Have you ever heard "Don't judge a book by its cover"? Do you believe this statement? What happens when you judge someone too quickly? See what happens when judgments are made too quickly in the War of the Wall.*		Due	

To receive credit for this Project:

- ❑ Read *War of the Wall* by Toni Cade Bambara – (printed copy handed out in class)
- ❑ Complete the comprehension questions in the margins of the text and ending multiple choice questions
- ❑ Complete Vocabulary Notebook – aroma, masterpiece, trance, beckon, inscription → 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 *War of the Wall*:
  - 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**

To Pass with Flying Colors:

- ❑ Who do you look up to? Choose anyone dead or alive, famous or not that you look up to. Take a picture, draw a picture, or print a picture of this person. Write a paragraph including (i). Their name (ii). Background information (iii). Challenges they faced/how they overcame (iv). Why you look up to them. We will create a class "Wall of Respect."

9	**Roy Lichtenstein – *Sunrise*** / *Hero Art - Biography*	Start	
Intro: Who do you look up to? Choose anyone dead or alive, famous or not that you look up to. We will create our own *Wall of Respect* inspired by Roy Lichtenstein's art and the story *War of the Wall.*		Due	

To receive credit for this Project:

- ❑ Read *War of the Wall* by Toni Cade Bambara
- ❑ Draw your "hero" inspired by Pop Art. This part of the project will be started in Art.
- ❑ Write a biography about your hero. Your biography MUST include:
  - An introduction
  - Their early life
  - Challenges they overcame
  - Their present life/end of their life
  - Why they are a hero
- ❑ **ALL resources must be printed and highlighted**
- ❑ Write a rough draft and have Ms. Curry edit it BEFORE typing a copy.
- ❑ **Publish it to your blog with your finished artwork!**

10	**Mood and Tone *Oral Exam***	Start	
Intro: *Get ready for the mood and tone in class today!*		Due	

To receive credit for this Project:

- ❑ Complete notes in class on mood and tone in literature – Photography
- ❑ Be able to pass an oral exam on mood and tone.

To Pass with Flying Colors:

- ❑ Create an instructional video on your blog to show everything you know about mood and tone for future 7th grade osprey. Get creative!

11	***Dark they were Golden-Eyed – Ray Bradbury***	Start	
Intro: *Ray Bradbury believes that one purpose of science fiction is to warn about negative things that might happen in the future if care is not taken in the present. See if after reading Dark they were, Golden-Eyed you believe this could happen in the future.*		Due	

To receive credit for this Project:

- ❑ Read Dark they were Golden-Eyed by Ray Bradbury – (printed copy handed out in class)
- ❑ Complete the comprehension questions in the margins of the text and ending multiple choice questions
- ❑ Complete Vocabulary Notebook – pendulum, dwindle, forlorn, subtly, convivial, flimsy, recede, muse → 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 *Dark they were and Golden-Eyed*:
  - 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**

To Pass with Flying Colors:

- ❑ Ray Bradbury didn't stop writing about his idea of the future. In his novel *Fahrenheit 451* Bradbury describes a society where books are outlawed and firemen burn any house that contains them. Read this book and get **4 slices** for your independent reading pie.

12	***Would you live on Mars?***	Start	
Intro: *What would it be like to live on Mars? What about if I just wanted to visit? Create a vacation brochure that would entice me to visit Mars.*		Due	

To receive credit for this Project:

- ❑ Read *Dark they were Golden-Eyed* by Ray Bradbury
- ❑ Research about Mars and what it would be like to live/visit there. Display accurate information about Mars, while being creative in developing/creating ways humans could withstand the environment.
- ❑ Create a vacation brochure to **entice** me to visit Mars. It should include:
  - Information about weather and temperature
  - What kind of scenery is there
  - What kind of clothes/items should be brought there
  - What kind of activities can be done there
  - Pictures of scenery
  - Where I can stay while I am there
  - What I can do there
- ❑ Information can be presented in a traditional three-fold paper or you can create a vacation video, including all of the same information. You may create your brochure on the computer.
- ❑ 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 brochure on your blog.**

To Pass with Flying Colors:

- ❑ Sketch the rocket Harry wants to build in *Dark they were Golden-Eyed*. Label key features and include a list of steps that Harry should take to prepare for the journey and avoid contaminating Earth with Martian material. **Publish the picture on your blog.**

13	***A Piece of String – Found Poem***	Start	
Intro: *Have you ever heard of a "Found Poem"? A found poem is when you take parts of an original text and reorder, omit, or add words to create a poem. For this project, create a found poem after reading A Piece of String.*		Due	

To receive credit for this Project:

- ❑ Read *A Piece of String* by Guy de Maupassant (will be read in class on Nov. 13)
- ❑ Write a "Found Poem" for the short story
- ❑ Your found poem should include text from the story. Choose lines/words for your poem that will summarize *A Piece of String* in your poem
- ❑ Show Ms. Curry your poem BEFORE typing it
- ❑ **Display your found poem on your blog.**

Earn Double!

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

14	***The Gift of the Magi – Micrography***	Start	
Intro: *Have you ever heard of a micrography? Micrography literally means "small writing". You will use micrography to create art. You will use micrography to create an image, in this case one of the characters or symbols from The Gift of the Magi.*		Due	

To receive credit for this Project:

- ❑ Read *The Gift of the Magi* by O. Henry (will be read in class on Dec. 16)
- ❑ Choose one of the characters or symbols from *The Gift of the Magi* that you would like to draw and write about
- ❑ **Trace** your image lightly with a pencil (if drawing one of the symbols) or profile of a boy/girl (if drawing one of the characters) – Ask Ms. Curry if you are unsure about the step.
- ❑ Write down character traits and evidence from the text that describes your character. Write down text and words that defend what your object symbolizes, if you did not draw a character. Show Ms. Curry your text/evidence BEFORE moving on to the next step.
- ❑ Write your "small writing" (micrography) on your traced lines. Note: The smaller you write the clearer the picture will be. The words should be outlined in black permanent marker.
- ❑ There should be no spelling or grammatical mistakes.
- ❑ **Display your micrography on your blog.**

Earn Double!

- ❑ This project will also count for an **Art Project!** Check your Art Project Tree.

***Dr. Jekyll and Mr. Hyde* Projects** = Each chapter will be read in class. There is no guaranteed work time in class to work on Chapter Packs. Chapter Packs have **hard deadlines.** If you *pass* Chapter Pack **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 *Dr. Jekyll and Mr. Hyde* projects will be averaged with your other Literature and Poetry projects to get one grade.

1-10	***The Strange Case of Dr. Jekyll and Mr. Hyde Chapter Packs (1-10)***	Start	
Intro: *Each week we will listen to The Strange Case of Dr. Jekyll and Mr. Hyde by Robert Louis Stevenson. You are tasked with the job of completing vocabulary and comprehension questions for each chapter. Chapter Packs passed on/before the due date will receive full credit. Chapter Packs passed after the due date will receive half credit.*		Due	

To receive credit for this Project:

- ❑ Complete comprehension questions for each chapter in RACE sentences! Text must be included and cited in your answer when asked.
- ❑ Complete "Who said it" section.
- ❑ Complete vocabulary section by filling in the blanks. Study your vocabulary words because you will have to Pass Vocabulary Quizlet in class EVERY Thursday.
- ❑ Be able to pass oral exam on each Chapter Pack by:
  - Answering at least one comprehension question
  - Define or give a sentence for at least two words from your vocabulary list
  - Explain random selection

1	***Victorian Life***	Start	
Intro: *You are reading The Strange Case of Dr. Jekyll and Mr. Hyde, which is set in Victorian London. Learn more about what it was like to live during this time. You are in charge of developing a project that is driven by what you find out about Victorian London.*		Due	

To receive credit for this Project:

- ❑ Read the background information about Victorian London, which is located on the blog.
- ❑ Decide what you would like to find out more about. Choose one of the following topics:
  - Children living in Victorian London
  - Social classes in Victorian London (upper, middle, and lower class)
  - Architecture, Housing, Map of Victorian London
- ❑ Before beginning your research, list at least 10 questions that you want to find out about your topic. (For example, if I chose Children living in Victorian London, I may ask "What was school like for children in Victorian London?") Show Ms. Curry your questions before moving on to research.
- ❑ Begin your research by answering your ten questions. You are to become an expert on your topic. If you can't talk about your topic for at least three minutes, than you need to research more!!
- ❑ Any resources you use must be printed and highlighted! **Use the resources located on the 7th grade blog first!**
- ❑ Develop a way to share your knowledge that is NOT a PowerPoint or Keynote presentation. If you have trouble thinking of an idea, speak with Ms. Curry.

2	***Story Mountain***	Start	
Intro: *Remember these! We will work throughout the novel completing SOME parts together. Show you are responsible by keeping it until the end. Complete the WHOLE thing to get a project point.*		Due	

To receive credit for this Project:

- ❑ Complete story mountain for *The Strange Case of Dr. Jekyll and Mr. Hyde*
- ❑ Be able to pass oral exam on the story mountain by:
  - Describe the exposition/rising action/climax/falling action/resolution of the poem
  - Defend the type(s) of conflict your choose
  - Defend your theme
  - Be able to defend your choices for each element of plot
- ❑ You will only be given ONE story mountain – this is going to prove your responsibility by keeping this for the WHOLE novella.

3	***Character Maps***	Start	
Intro: *Remember these! We will work throughout the novel completing SOME parts together. Show you are responsible by keeping it until the end completed and get a project point.*		Due	

To receive credit for this Project:

- ❑ Complete character maps for Mr. Utterson, Dr. Jekyll, and Mr. Hyde from *The Strange Case of Dr. Jekyll and Mr. Hyde*
  - Each character map should have AT LEAST 15 character traits with EVIDENCE for each character
- ❑ Be able to pass oral exam on the character maps by:
  - Be able to defend your character traits WITH evidence for each character
  - Be able to defend your evidence as direct or indirect characterization
  - Be able to defend who the protagonist and antagonist are
  - Be able to describe the FOUR ways an author uses characterization
- ❑ You will only be given ONE character map – this is going to prove your responsibility by keeping this for the WHOLE novella.

4	***Act out a Chapter – Present a Chapter***	Start	
Intro: *Here is your acting debut. Act out your favorite chapter from Dr. Jekyll and Mr. Hyde. Here is what you need to do:*		Due	

To receive credit for this Project:

- ❑ Lines MUST be memorized. There will be NO recording of the chapter unless all characters know their lines. You cannot use posters holding up the lines.
  - You may alter some of the lines you use for your script – Show Ms. Curry your script before you start filming. Improvisation cannot be used.
- ❑ Costumes and props MUST be used.
- ❑ Animation applications CANNOT be used for this project.

5	***Chapter in Prezi! – Present a Chapter***	Start	
Intro: *You have seen Prezi presentations in class. Now is your opportunity to create your own Prezi for your favorite chapter.*		Due	

To receive credit for this Project:

- ❑ Sign-up for a Prezi account – You must get permission from your parent(s) before signing up for an account. You will need an email address to sign up.
- ❑ Watch the tutorial on how to create a Prezi presentation.
- ❑ Highlight/Write down text evidence from your chapter that you will use in your Prezi. The text you use should summarize the chapter and show you have an understanding of what took place. Show Ms. Curry BEFORE moving onto the presentation.
- ❑ Use the Prezis we have seen in school as a guide/model to create your own. Your Prezi should show that you understood what happened in the chapter you chose. It MUST include:
  - Chapter Title
  - Summary of the chapter through **text** from the chapter and **pictures**
- ❑ **Publish to your blog!**

6	**Alter Ego OR Graphic Novel – Draw Yourself in Theme**	Start	
Intro: Dr. Jekyll had a split personality. What would you look like if you had one?		Due	

To receive credit for this Project:

- ❑ Illustrate yourself with a split personality. Your illustration:
  - Needs to be in color—NO erase marks – needs to look neat, with effort put into it
  - Must clearly show two personalities
  - Must be of yourself
- ❑ Post on your blog!

OR

- ❑ Use one of the three the graphic novel templates to color and fill in text from the novella. The text must be accurate to the pictures shown.

Earn Double!

- ❑ This project will also count for an **Art Project!** Check your Art Project Tree.

Writing

Core Knowledge Learning Targets/California Language Arts Standards

I. WRITING AND RESEARCH
   i. Expository writing: Write nonfiction essays that describe, narrate, persuade, and compare and contrast
II. VOCABULARY
   i. Ab, Circum, Demos, Erro, Fragilis
   ii. Auto, Volvo, Trans, Super, Morphe
   iii. Ex, Hyper, Hypo, Pan, Pro

7RW1.3 Vocabulary and Concept Development: Clarify word meanings through the use of definition, example, restatement, or contrast.
7RW1.2 Vocabulary and Concept Development: Use knowledge of Greek, Latin, and Anglo- Saxon roots and affixes to understand content-area vocabulary.
7WS1.2 Organization and Focus: Support all statements and claims with anecdotes, descriptions, facts and statistics, and specific examples.
7WS1.3 Organization and Focus: Use strategies of notetaking, outlining, and summarizing to impose structure on composition drafts.
7WS1.4 Research and Technology: Identify topics; ask and evaluate questions; and develop ideas leading to inquiry, investigation, and research.
7WS1.5 Research and Technology: Give credit for both quoted and paraphrased information in a bibliography by using a consistent and sanctioned format and methodology for citations.
7WS1.7 Evaluation and Revision: Revise writing to improve organization and word choice after checking the logic of the ideas and the precision of the vocabulary.

4-5	**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	***Compare and Contrast – Imperialist vs. Anti-Imperialist***	Start	
Intro: *How are they alike? How are they different? You have already formed your opinion about whether you would have been an imperialist or anti-imperialist; now present the facts fairly so someone else can decide.*		Due	

To receive credit for this Project:

- ❑ Follow the writing timeline to **publish your compare and contrast 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	***Annabel Lee* – Edgar Allan Poe**	Start	
Intro: *You have read about the beating heart and the swinging pendulum. What do you think Edgar Allan Poe will say about love? Find out after reading the poem Annabel Lee.*		Due	

To receive credit for this Project:

- ❑ Read *Annabel Lee* by Edgar Allan Poe
- ❑ Complete Vocabulary Notebook – covet, sepulcher
  - 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 *Annabel Lee*:
  - Who is Annabel Lee?
  - What happens to her?
  - Explain one of the lines underlined in the poem
  - Define or give a sentence for at least two words from your vocabulary list without looking at your vocabulary notebook
- ❑ Get inspired and write your own poem about death/true love/etc. about a couple or a single person. Follow the writing timeline in order to **publish it on your blog!**
- ❑ Use and complete the rubric BEFORE showing Ms. Curry your finished poem.

Your poem must:

- ❑ Have the same mood as Edgar Allan Poe's work
- ❑ Have a clear beginning, middle, and end
- ❑ Be about death/true love/etc. about a couple or a single person
- ❑ 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.
- ❑ Be at least four stanzas long
- ❑ Follow basic rules of grammar, spelling, and punctuation

To Pass with Flying Colors:

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

3	***The Road Not Taken – On a Tree Fallen Across the Road* – Robert Frost**	Start	
Intro: *You have done it for one of Aesop's fables and a picture book. Now you are ready to do it for a poem. Identify the theme in each of the poems and then get inspired by Robert Frost to write a poem about nature.*		Due	

To receive credit for this Project:

- ❑ Read *The Road Not Taken and On a Tree Fallen Across the Road* by Robert Frost
- ❑ Complete Vocabulary Notebook – diverge, halt, obstruction, attain, seize
- ❑ Be able to pass an oral exam on *both poems*:
  - Explain underlined lines
  - Identify the type of conflict – Defend your answer
  - Identify the theme – Defend your answer
- ❑ Get inspired and write your own poem: *What does the road of your life look like*?
  - Have metaphor(s)/symbol(s) for your life and/or the obstacles you will encounter
  - Should be AT least three stanzas

- ❑ Follow the writing timeline in order to **publish it on your blog!**
- ❑ Use and complete the rubric BEFORE showing Ms. Curry your finished poem.

Your poem must:

- ❑ Have a clear beginning, middle, and end
- ❑ Have metaphor(s)/symbol(s) for your life and/or the obstacles you will encounter
- ❑ 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.
- ❑ Be at least three stanzas long
- ❑ Follow basic rules of grammar, spelling, and punctuation

To Pass with Flying Colors:

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

4	***Persuasive Essay – Should we enter war?***	Start	
Intro: *You have learned about the Spanish American War and the start of WWI. Choose one of the wars to persuade the general public to enter.*		Due	

To receive credit for this Project:

- ❑ Follow the writing timeline to **publish your Persuasive 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!

5	***Spring Harvest of Snow Peas and Eating Alone* – Maxine Hong Kingston and Li-Young Lee**	Start	
Intro: *What memories do you have about food? Two authors share their memories about eating with people special to them. It is your job to analyze the mood and the theme of the poems.*		Due	

To receive credit for this Project:

- ❑ Read *Spring Harvest of Snow Peas and Eating Alone* – Maxine Hong Kingston and Li-Young Lee
- ❑ Be able to pass an oral exam on *both poems*:
  - Identify and defend theme of each poem
  - What does the food in each poem symbolize, or stand for beyond its usual meaning?
  - Note which season it is in each poem. How does the choice of season affect the meaning of each poem?
- ❑ Get inspired and write your own poem: *What memories do you have about food? Describe the people, the season, the food, the memory, etc. in a poem.*
  - Should be AT least three stanzas
- ❑ Follow the writing timeline in order to **publish it on your blog!**
- ❑ Use and complete the rubric BEFORE showing Ms. Curry your finished poem.

Your poem must:

- ❑ Have a clear beginning, middle, and end
- ❑ Have metaphor(s)/symbol(s) for the season you choose to write about

- ❑ 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.
- ❑ Be at least three stanzas long
- ❑ Follow basic rules of grammar, spelling, and punctuation

To Pass with Flying Colors:

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

6	***Character Analysis – The Strange Case of Dr. Jekyll and Mr. Hyde***	Start	
Intro: *Choose one of the characters from Dr. Jekyll and Mr. Hyde to write about. Put your character maps to good use!!*		Due	

To receive credit for this Project:

- ❑ Follow the writing timeline to **publish your Character Analysis essay on your blog! (Next quarter)**
    - Complete Outline/Organizer (1 Point)
    - Complete Rough Draft – Revised/Edited by 2 peers and Ms. Curry (1 point after changes are made)

Note: You will earn the third point next quarter, when it is published on your blog!

7	**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 1,000 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

Core Knowledge Learning Targets/California Language Arts Standards

I. Fiction, Nonfiction, and Drama
   i. *A Piece of String* (Guy de Maupassant)
   ii. *The Gift of the Magi* (O. Henry)

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!

2	***Required 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:

- ❑ After reading required short stories in class (in a group or independently) pass an oral exam
- ❑ Oral Exam will include any and/or all of the following:
  - Title
  - Author
  - Genre
  - Explain random selection
  - Rate it 1 – 5.
- ❑ One short story = 1 slice / One book = 1 slice
- ❑ Required Readings: *A Piece of String* by Guy de Maupassant, *The Gift of the Magi* by O. Henry, *Fahrenheit 451* by Ray Bradbury, and any WWI historical fiction book. Check the blog for a list of recommended readings.

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 #5-7	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 **in class EVERY OTHER THURSDAY**
  - 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 10,000 grains of rice to earn two project points.