****

**English Literature 7**

**Course Description:**

Language involves a lot more than reading and writing; it is about becoming literate with different types of text, and learning to express your ideas in a variety of mediums. This course offers the student the opportunity to explore fiction, drama, essays, short stories, poetry, media texts, etc.

**Teacher:** Ms. Jennifer Polito

**Grade:**  7

**Email:** [jpolito@torontoprepschool.com](mailto:jpolito@torontoprepschool.com)

**Extra Help:** 9:00 A.M. to 10:00 A.M. Monday through Friday and by appointment after school.

**Textbook:** 1) The Outsiders., S.E. Hinton

Penguin Group., 1995

2) Tuck Everlasting., Natalie Babbitt

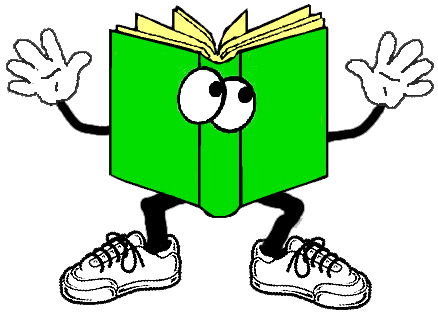
Square Fish., 1975

3) Feather Boy., Nicky Singer

Harper Collins., 2002

4) Defining Moments., Arnold Toutant et. al.

Oxford University Press., 1998

****

****

|  |  |
| --- | --- |
| **Unit** | **Length** |
| 1. **The Outsiders/Heroic Ways**  * Reading Different Genres * Proofreading * Writing and Presenting Speech | 20 hours |
| 1. **Buy It, You’ll Like It**  * Critical Viewing and Listening * Working Creatively in a Group | 10 hours |
| 1. **Defining Moments**  * Reading First Person Narratives | 10 hours |
| 1. **Burning Questions**  * Reading Biographies * Using Organizers * Research | 10 hours |
| 1. **Breaking Down Walls**  * Reading and Writing Plays * Dramatic Reading | 10 hours |
| **6. Young People in History**   * Reading and Viewing Fact and Fiction * Strategies you can use to figure out Unfamiliar Words | 10 hours |
| **7.** **Tuck Everlasting/Memories**   * Reading Poetry * Structured Conversations about a Poem | 20 hours |
| **8.** **Feather Boy**   * Novel Study | 20 hours |
| **Total** | 110 hours |

**Assessments and Evaluation**

This course is primarily assignment based- 80% course work (assignments, quizzes, tests, projects, etc.) and 20% CCT/Final Exam.

**Academic Due Dates**

-All homework, assignments and projects will have a due date and a “window of opportunity” date.- The due date represents the date in which the homework/assignment/project is due. Students should submit the homework/assignment/project to their subject teacher on the due date. If a student does not submit the task on the due date the subject teacher will contact the parents/guardian on the due date to notify them of the outstanding work. The subject teacher will not provide support after the due date has passed.  
-The “window of opportunity” date represents the final date in which the subject teacher will accept the homework/assignment/project. All work submitted on the original due date will also be returned to the students on this day.

**Class Expectations**

1. Attend all classes and be on time.
2. Come to class prepared. It is your responsibility to always have your textbook, notebook/laptop, pens, pencils, etc.
3. Always complete your homework. If you require support with completing your homework, you will be placed in the After School Club and/or Saturday Club.
4. Proper behaviour in the classroom is mandatory. Respect your teachers and peers.





**Overall Curriculum Expectations**

*By the end of this course, the student will be able to:*

* listen in order to understand and respond appropriately in a variety of situations for a variety of purposes;
* use speaking skills and strategies appropriately to communicate with different audiences for a variety of purposes;
* reflect on and identify their strengths as listeners and speakers, areas for improvement, and the strategies they found most helpful in oral communication situations.
* read and demonstrate an understanding of a variety of literary, graphic, and informational texts, using a range of strategies to construct meaning;
* recognize a variety of text forms, text features, and stylistic elements and demonstrate understanding of how they help communicate meaning;
* use knowledge of words and cueing systems to read fluently;
* reflect on and identify their strengths as readers, areas for improvement, and the strategies they found most helpful before, during, and after reading.
* generate, gather, and organize ideas and information to write for an intended purpose and audience;
* draft and revise their writing, using a variety of informational, literary, and graphic forms and stylistic elements appropriate for the purpose and audience;
* use editing, proofreading, and publishing skills and strategies, and knowledge of language conventions, to correct errors, refine expression, and present their work effectively;
* reflect on and identify their strengths as writers, areas for improvement, and the strategies they found most helpful at different stages in the writing process.
* demonstrate an understanding of a variety of media texts; 2. identify some media forms and explain how the conventions and techniques associated

with them are used to create meaning;

* create a variety of media texts for different purposes and audiences, using appropriate forms, conventions, and techniques;
* reflect on and identify their strengths as media interpreters and creators, areas for improvement, and the strategies they found most helpful in understanding and creating media texts.