

English 7

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We can be emailed/texted/called any time and will respond within 1-2 business days. If you are contacting us through Google Voice, we will be texting during school hours.

Course Description: Amplify ELA is a blended curriculum designed specifically for grades 6–8. With Amplify ELA, students learn to tackle any complex text and make observations, grapple with interesting ideas, and find relevance for themselves.

Students are engaged through dynamic texts, lively classroom discussions, and meaningful digital experiences.

Built specifically for middle school, Amplify ELA is an interactive core curriculum that brings complex texts to life. Amplify ELA inspires students to read more deeply, write more vividly, and think more critically.

With text always at the center, students are encouraged to make meaning for themselves. They develop ideas and opinions on real-world, relevant texts, instead of focusing on right or wrong answers.

The Outsiders & Narrative

- **Texts:**
 - *The Outsiders*, by S.E. Hinton
 - "Nothing Gold Can Stay," by Robert Frost
- **Topic & Theme:** The impact of individual experiences
- **Reading:** Examine the differences between a character's thoughts and actions
- **Writing:** Use revision to strengthen elaboration
- **Activity Highlights:** Use an app to trace a character's level of hopefulness over the course of a text

Character & Conflict

- **Texts:**
 - *A Raisin in the Sun* by Lorraine Hansberry
 - "Harlem" by Langston Hughes
 - Excerpt from *To Be Young, Gifted and Black: An Informal Autobiography of Lorraine Hansberry* by Lorraine Hansberry
- **Topic & Theme:** Individual dreams, family dynamics, and societal restrictions

- **Reading:** Analyze a character's unconscious motivations
- **Writing:** Make thematic connections across genres

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- **Activity Highlights:** Perform scenes, analyze film, compare historical and fictional portrayals **

Sensitive Content Lorraine Hansberry's *A Raisin in the Sun* depicts the life of an African-American family coping with poverty and racism in Chicago in the 1950s. The characters speak in the vernacular, and occasionally use terms students may find offensive. This text deals with racism, and students might be upset by the ways in which the family's dreams are thwarted by overt and institutional racism. Other sensitive family issues are also discussed in the text. These are heavy subjects that many people still cope with, and they are expected to be mature enough to treat the subject matter and their fellow classmates with respect.

Brain Science

• **Texts:**

- *Phineas Gage: A Gruesome but True Story About Brain Science* by John Fleischman
- Excerpts from *Inventing Ourselves: The Secret Life of the Teenage Brain* by Sarah-Jayne Blakemore
- Excerpt from "Demystifying the Adolescent Brain" by Laurence Steinberg

- **Topic & Theme:** Brain development and brain disorders

- **Reading:** Synthesize information from multiple texts to develop understanding of a topic • **Writing:**

Describe facts, explain concepts, and convince the reader of an opinion • **Activity Highlights:**

Perception Academy Quest, discussions to refine conceptual understanding • **Text Features:**

Narrative and informational nonfiction about discoveries in brain science

**** Sensitive Content** *Phineas Gage* describes a real account of a terrible accident that occurred in Cavendish, Vermont, in 1848 when an iron rod was propelled clean through the head of an American railroad construction foreman. Some students may be sensitive to the graphic nature of the content and images that appear in this text.

Poetry & Poe

• **Texts:**

- "The White Horse" by D. H. Lawrence
- "The Silence" by Federico García Lorca
- "A narrow fellow in the grass" by Emily Dickinson
- "The Tell-Tale Heart" by Edgar Allan Poe
- M'Naghten Rule, from *Queen v. M'Naghten*

- **Topic & Theme:** Reading like a movie director

- **Reading:** Evaluate the reliability of a fictional narrator

- **Writing:** Compare and contrast characters' perspectives on a narrative

- **Activity Highlights:** Use a storyboarding app, debate narrator's sanity, compare film adaptations •

Text Features: American poetry and gothic literature with unreliable narrators

**** Sensitive Content** Some of the texts in this unit focus on Edgar Allan Poe's mastery in fictional tales of gothic horror. Some students may be sensitive to the graphic nature of Poe's content and images that deal with the subjects of murder, insanity, and revenge.

Required Supplies:

- charged Chromebook
- independent reading book
- folder or binder
- pen or pencil

Grading Policy

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We will use a points system for grading; some assignments will be worth more than others depending on length and complexity. Tasks will include:

- **Classwork:** Oral and written activities completed in class independently or with a partner or group. (5- 10 points)
- **Writing:** There is a focus on writing --nearly every day there will be a short writing task that requires you to pull evidence from the text. We will work on writing content as well as grammar and making your writing the best it can be. Some short writing pieces will be used to complete longer essays. Revisions can be made after conferencing with a teacher. (20-30 points)
- **Quizzes:** These are skills oriented, so while the questions are text-based, they are used to assess your reading skills rather than the content of the reading. Corrections may be made after conferencing with your teacher. (20-30 points)
- **Final Assessment:** This may be a test or a project and will be skills-based. Corrections may be made after conferencing with your teacher. (50+ points)

* Late work will be accepted **within two weeks** for credit.

** **All work is due within a week before the end of the marking period.**

Students will be discouraged from accepting a zero for an assignment; instead, they will be offered opportunities to complete assignments by meeting with their teacher during:

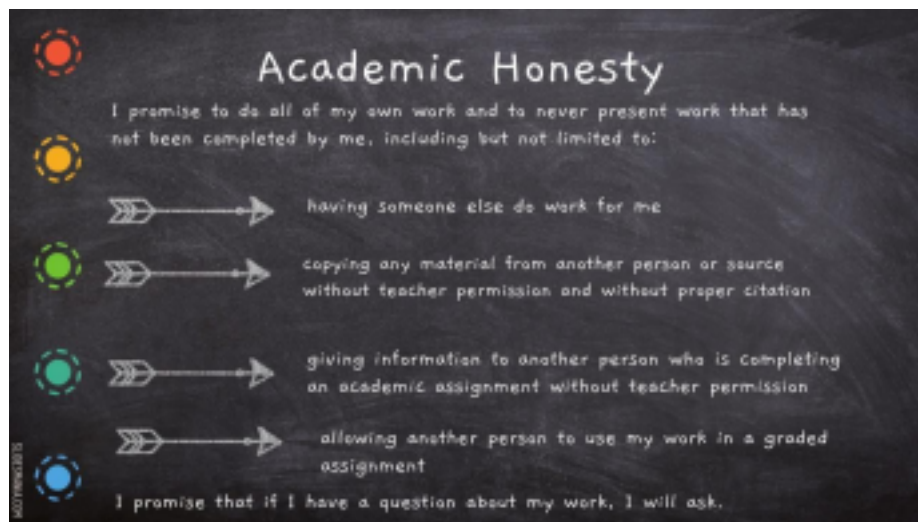
- lunch
- study hall
- after school
- before sports practice

Students are also encouraged to take advantage of opportunities to rewrite and/or correct their work to show further learning.

Overall, RESPECT and PARTICIPATION are the two most important policies.

It's okay to not know how to do a task, but choosing not to try won't help you. Instead of saying, "I don't know," say, "I need help!"

You will be required to complete the following [form](#) to show that you will adhere to the following academic expectations.



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