

## OLYMPIADS SCHOOL/GRADE 7 AND 8 ENGLISH/FALL 2016 COURSE OUTLINE

### OBJECTIVES

#### WRITING

1. Generate, gather, and organize ideas and information to write for an intended purpose and audience;
2. Draft and revise their writing, improving creative writing using a variety of language
3. Use editing, proofreading, and publishing skills and strategies, and knowledge of language conventions, to correct errors, refine expression, and present their work effectively;
4. 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.

#### TIME FRAME

September – December (15 x 2 hr classes)

#### STUDY AIDS

A complete set of photocopies and texts of the assigned readings

Short story examples; provided.

**Paper and a pen or pencil for note-taking**

A college level dictionary

#### SCHEDULE

| Time Slot | Teacher              | Day      | Time                   |
|-----------|----------------------|----------|------------------------|
| ~1        | Troy Morash          | Saturday | 9:50 a.m. – 11:50 a.m. |
| ~2        | Soheil Heidar-Bozorg | Saturday | 2:30 p.m. – 4:30 p.m.  |
| ~3        | Troy Morash          | Sunday   | 2:30 p.m. – 4:30 p.m.  |
| ~4        | Soheil Heidar-Bozorg | Sunday   | 4:50 p.m. – 6:50 p.m.  |

#### WEEK 1

- ***The Short Story***
- Opening scene; opening line, opening sentence, opening paragraph
- Character
- Clauses and phrases

#### WEEK 2

- Dialogue
- Effective sentences/ emphatic emphasis
- Punctuating dialogue, commas, quotation marks

### WEEK 3

- Setting
- Back story, flashback
- Descriptive writing for setting/character
- Creating atmosphere use of simile

### WEEK 4

- Writing a scene, creating conflict
- Brainstorming and outlining
- Creating contradictory characters

### WEEK 5

- Narration: Point of view
- Past versus present tense in narrative storytelling
- Distracting grammar shifts – tense shift, POV switch
- Proper paragraphing, when to start a new paragraph

### WEEK 6

- Second draft
  - Exploring genre
  - Plotting, outlining
  - Parts of speech
- Peer review

### WEEK 7

- Allusions; literary devices
- Theme, meaning

### WEEK 8

- ***The Persuasive essay***
- Thesis statement
- Understanding and answering the essay question
- Punctuation: Semi colon, colon, commas

### WEEK 9

- Topic sentences: rules and using precise language
- Sentence, varying sentences
- Compound, complex, simple, compound-complex

### WEEK 10

- Editing: developing proofreading skills
- Supporting details; research
- Citing sources
- Outlining/brainstorming

**WEEK 11**

- The conclusion paragraph
- Summarizing text
- Paraphrasing without plagiarism

**WEEK 12**

- Essay Introductory paragraph/hook
- Titles
- Editing content

**WEEK 13**

- Writing a second draft
- Revision techniques
- More clauses

**WEEK 14**

- Writing a book review
- Identifying story elements, character, theme, tone, mood

**WEEK 15**

- Formal vs. informal writing
- Letter writing: Inquiry letter, letter of introduction
- Writing advice and presenting ideas
- Publishing

**PROCESS WRITING**

Writing texts is a process and students need to have the opportunity to put this process into practice. They should:

- decide on the purpose and audience of a text to be written and/or designed;
  - brainstorm ideas using, for example mind maps, flow charts or lists;
  - consult relevant sources, select relevant information and organize ideas;
  - produce a first draft which takes into account purpose, audience, topic and genre;
  - read drafts critically and get feedback from others (classmates);
  - edit and proofread the draft;
  - produce a well-designed final version.
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- Students should write every day. Students should be given the opportunity often to write freely without an assessment requirement.

- In more formal writing, teachers will assess a particular skill or sub-skill being dealt with during that particular stage of the process. For example, all language skills need not be addressed during each step of the process.
- Peers should also learn to edit one another's work as this interaction is an important part of the process of writing and improves one's own and others' awareness of the process.
- An important aspect of writing is the presentation of written work. It will be shared with peers, the teacher, and possibly with the school via an online journal.

As a whole, students should be prepared to share their work, as writing ultimately is a form of communication from writer to reader. With this in mind each student should strive to do their best and take pride in a rounded, complete product.