

**CLASSICAL SHORT STORIES
MIDDLE SCHOOL
LITERATURE COMPOSITION HONORS
ENGLISH LANGUAGE ARTS COURSE**

**LITERATURE: EXAMINATION OF LITERARY
CONCEPTS THROUGH SHORT STORIES**

COMPOSITION: WRITING SHORT STORIES

**FOR THE STUDENTS OF
DR. LAURA LOWDER EDUCATIONAL
CONSULTING**

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COURSE DESCRIPTION

This course is designed and developed to be taught to middle school students at an advanced, honors level. The course is intended to span one semester of an academic year and equates to a semester middle school ELA course. This course will help to prepare students for high school English and literature coursework at the honors level and sets a strong foundation for eventual AP and collegiate ELA course work.

Scholars will engage in a sequence of core units of integrated study using a carefully selected collection of classic short stories as anchors. The list of literature includes:

The pedagogical basis for the integrated units of study that make up this course is to provide opportunities for scholars to build their own perspectives and understanding of the world through literature-based studies in real world and, sometimes, historical contexts. Scholars will engage in critical thinking and creativity as they analyze, synthesize, evaluate, judge, relate, collaborate, communicate, debate, discuss, develop intellectual arguments, and problem-solve in response to challenging literature. Scholars compose written short story pieces using the 6+ Trait Writing Framework. Throughout this unit of study, students engage in all twelve of the national standards published by the National Council of Teacher of English and the International Reading Association for the English Language Arts at the seventh grade level. By the end of the course, students will have engaged in opportunities to increase learning and strengthen skills across reading and writing, communicating, and listening areas.

*Important Note: Literature List and Student Expectations will be Differentiated by Grade Level (6, 7, or 8) to provide a rigorous, yet developmentally appropriate course of study. Credit will be earned for the students' grade level. The book list in this document is for the middle school scholars.

SCOPE AND SEQUENCE

Beginning of Course Writing Sample (Pre-Course Artifact)

Classical Short Stories:

1. “Thank You, Ma’am” (Reading + Storytelling Arc)
2. Hooks: Paragraph Assignment (Introductory Paragraph)
3. “The Necklace” (Reading + Writing Task)
4. “The Cask of Amontillado” by Edgar Allan Poe (Reading + Storytelling Arc)
5. “The Rules of the Game” by Amy Tan (Reading + Creative Writing)
6. “The Most Dangerous Game” by Richard Connell (Reading + Simile)
7. “Lamb to the Slaughter” by Roald Dahl (Reading + Police Report)
8. “The Interlopers” by Saki (H. H. Munro) (Reading + Newspaper Assignment)
9. “The Gift of the Magi” by O. Henry (Reading + Creative Writing Assignment)
10. “The Scarlett Abis” by James Hurst (Reading + Symbolism Grid + Literary Analysis Paragraph)
11. Course Examination: Compose an Original Short Story and Annotate the Strategies That You Use and Your Emulations of the Famous Stories from Our Study

Summary of Skills

Add Product to Portfolio (To Include: An Original Short Story of Your Own Emulating Short Stories from Our Unit of Study)

Select Your Best End of Year Writing Sample (Post-Course Artifact)

Self-Evaluate to Determine Growth and Improvement and Future Writing Goals

Add Pre and Post Writing Artifacts and Self-Evaluation to Your Portfolio

STANDARDS FOR LEARNING

STANDARDS FOR THE ENGLISH LANGUAGE ARTS FROM THE NATIONAL COUNCIL FOR TEACHERS OF ENGLISH

Standard 1: Student read a wide variety of print and non print texts to build an understanding of texts, of themselves, and of the cultures of the United States and the world; to acquire new information; to respond to the needs and demands of society and the workplace; and for personal fulfillment. Among these texts are fiction and nonfiction, classics, and contemporary works.

Standard 2: Students read a wide range of literature from many periods in many genres to build an understanding of the many dimensions (e.g., philosophical, ethical, aesthetic) of human experience.

Standard 3: Students apply a wide range of strategies to comprehend, interpret, evaluate, and appreciate texts. They draw on their prior experience, their interactions with other readers and writers, their knowledge of word meaning and of other texts, their word identification strategies, and their understanding of textual features (e.g., sound-letter correspondence, sentence structure, context, graphics).

Standard 4: Students adjust their use of spoken, written, and visual language (e.g., conventions, style, vocabulary) to communicate effectively with a variety of audiences and for different purposes.

Standard 5: Students employ a wide range of strategies as they write and use different writing process elements appropriately to communicate with different audiences for a variety of purposes.

Standard 6: Students apply knowledge of language structure, language conventions (e.g., spelling and punctuation), media techniques, figurative language, and genre to create, critique, and discuss print and non print texts.

Standard 7: Students conduct research on issues and interests by generating ideas and questions, and by posing problems. They gather, evaluate, and synthesize data from a variety of sources (e.g., print and non print texts, artifacts, people) to communicate their discoveries in ways that suit their purpose and audience.

Standard 8: Students use a variety of technological and informational resources (e.g., libraries, databases, computer networks, video) to gather and synthesize information and to create and communicate knowledge.

Standard 9: Students develop an understanding of and respect for diversity in language use, patterns, and dialects across cultures, ethnic groups, geographic regions, and social roles.

Standard 10: Students whose first language is not English make use of their first language to develop competency in the English language arts and to develop understanding of content across the curriculum.

Standard 11: Students participate in knowledgeable, reflective, creative, and critical members of a variety of literacy communities.

Standard 12: Students use spoken, written, and visual language to accomplish their own purposes (e.g., for learning, enjoyment, persuasion, and the exchange of information).

LITERARY SKILLS

CHOICE BOOKS SKILLS

- Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
- Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9-10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
- Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
- Make and discuss textual connections
- Make and discuss textual connections
- Analyze themes
- Analyze and discuss the evolution of characters
- Analyze and discuss author's style
- Analyze and discuss setting
- Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
- Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
- Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.
- Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas

6+ TRAIT WRITING

The Six Traits with Descriptions

The Six Traits Rubric for High Schoolers

PSYCHOLOGICAL LENSES FOR THE C3 FRAMEWORK * SCROLL TO APPENDIX B

Influences on Thought and Behavior

Critical Thinking: Themes, Sources, and Evidence

Applications of Psychological Knowledge

SOCIOLOGICAL LENSES FOR THE C3 FRAMEWORK * SCROLL TO APPENDIX C

Social Structure: Culture, Institutions, and Society

Social Relationships: Self, Groups, and Socialization

Stratification and Inequality

ANTHROPOLOGIC LENSES FOR THE C3 FRAMEWORK * SCROLL TO APPENDIX D

What It Means to Be Human: Unity and Diversity

Methods and Ethics of Inquiry

Becoming a Person: Processes, Practices, and Consequences

Global and Local: Societies, Environments, and Globalization

SCHOLARLY RATIONALE FOR THE C3 FRAMEWORK KEY POINTS * SCROLL TO APPENDIX E

The Importance of Questions

Questions as Problem-Solving Spaces

Investigative Practices and Problem-Solving Strategies

Economic Thinking

Geographic Thinking

Historical Thinking

Civic-Minded Thinking

Evidence as Understanding

Working Collaboratively to Show Understanding

Progressions Into Socio-Cultural Understanding

Understanding As Civic Engagement

National Curriculum Standards for Social Studies. National Council for the Social Studies.
<https://www.socialstudies.org/standards/strands>

CURRICULUM CREDITS AND COPYRIGHT

Short Stories Unit Plan by Laura Randazzo

Six+ Trait Writing Model of Instruction and Assessment. Education Northwest. 2018.
<https://educationnorthwest.org/traits>.

Standard for the English Language Arts by the National Council for Teachers of English
[https://secure.ncte.org/library/NCTEFiles/Resources/Books/Sample/StandardsDoc.pdf?
_ga=2.58317674.1733782660.1592371935-1791990579.1592371935](https://secure.ncte.org/library/NCTEFiles/Resources/Books/Sample/StandardsDoc.pdf?_ga=2.58317674.1733782660.1592371935-1791990579.1592371935)

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