

NEWPORT-MESA UNIFIED SCHOOL DISTRICT Course Description

HUMANITIES 1

Content covered in this course is described in the Course of Study. Based upon student needs, teachers select appropriate materials from the Instructional Materials List. Classroom presentations of course content are determined by the instructor and described under Teacher Activities. A more detailed outline of this course can be obtained from the instructor.

Overview:

This one-year integrated humanities course is designed for seventh grade students to reinforce the K-12 History-Social Science goals and the *Language Arts Framework*. Knowledge and cultural understanding; democratic understanding and civic values; and skill attainment and social participation will be taught through the use of adopted textbooks and through reading analysis, and evaluation of challenging literature. Historical, ethical, cultural, geographic, economic, sociopolitical literacy, national identity, constitutional heritage, civic values, and rights and responsibilities will be taught as described through the curriculum strands of the state *History-Social Science Framework*. Students will be encouraged to think, listen, and speak in a variety of situations and engage in discussions covering central historical and literary issues. Students will experience a wide range of writing through the writing process and informal writing assignments. By reading textbooks, a variety of original documents, and potent literary works, students will connect with past learning and will recognize the conditions and forces that maintain continuity within human societies. By being exposed to powerful literature, the students will be given effective models for critical thinking and writing with clarity, and will develop an ability to express themselves as individuals within a diverse multi-cultural society.

Course of Study Objectives:

1. The student will read a wide variety of literary genres including novel, short story, poetry, drama, biography, speeches, and essays representing many perspectives, diverse styles, cultures and points of view, classic and contemporary attitudes and learn about structural components, characterizations, and author's themes through exposure to this literature.

1.1 SUGGESTED STUDENT ACTIVITIES:

The student will read, both independently and in groups, the language arts text, core literary selections, and teacher-selected works. The student will discover the meaning of selected pieces of literature, improve comprehension, and appreciate literary excellence by participating in discussions, collaborative learning activities, and maintaining reading journals. Furthermore, the student will read for the purpose of language appreciation and enjoyment of literature.

- 1.2 **INSTRUCTIONAL MATERIALS USED:**
- Adopted textbook
 - Core and extended literary works
 - Supplementary materials
- 1.3 **TEACHER ACTIVITIES:**
- Conduct lectures/discussions, facilitate collaborative learning situations
 - Model effective reading habits by reading along with students
 - Assign reading, reading log activities, and assess reading skills through texts and writing assignments
 - Give appropriate credit to students for independent reading
2. **The student will have frequent practice in writing—focusing on the four domains of writing: sensory/descriptive, imaginative/narrative, analytical/expository, and practical/informative— using many writing types and modes, about a wide range of subjects from his/her own experiences and/or analysis and evaluation of literary works read.**
- 2.1 **SUGGESTED STUDENT ACTIVITIES:**
- The student will write in all four domains of writing, using the writing process. The student will engage in informal writing experiences in journals and reading logs using pen and pencil and computer. The student will maintain a writer's portfolio.
- 2.2 **INSTRUCTIONAL MATERIALS USED:**
- Adopted textbook
 - Core and extended literary works
 - Writing prompts and scoring guides/rubrics
 - Supplementary materials
- 2.3 **TEACHER ACTIVITIES:**
- Conduct lectures/discussions, facilitate collaborative learning situations
 - Assign frequent informal writing situations
 - Model effective communication skills by writing prompts and scoring guides
 - Assign writing situations along with writing prompts and scoring guides
 - Write to some prompts to share process with students
 - Promote publication by posting student writing and peer sharing
 - Share samples of student's writing
3. **The student will practice and apply listening techniques he/she needs to succeed as scholars within an academic community.**
- 3.1 **SUGGESTED STUDENT ACTIVITIES:**
- The student will participate in multiple opportunities, both formal and informal, to develop listening skills. Informal discussions will allow the student to listen attentively to what others are saying, to paraphrase what is heard, to evaluate, and to incorporate what is heard into his/her own thoughts and responses. The student will listen to audiotapes and literature read by both teacher and peers in order to understand the power of communication. The student will listen to instruction or presentation for the purpose of note taking or appreciation.
- 3.2 **INSTRUCTIONAL MATERIALS USED:**
- Adopted textbook and core and extended literature
 - Student writing
 - Appropriate audiovisual materials from the District Library and school-based materials that have been approved as outlined by the District's evaluation process
- 3.3 **TEACHER ACTIVITIES:**
- Conduct lectures/discussions, facilitate collaborative learning situations
 - Promote listening environment by modeling listening skills along with students
 - Provide materials for the listening audience that will demonstrate the power of the language
 - Provide direct instruction of listening techniques

- 4. The student will use effective oral communication techniques in both formal and informal speaking activities and will understand the necessity of clear, concise communication.**
- 4.1 SUGGESTED STUDENT ACTIVITIES:**
The student will discover multiple viewpoints and learn to state opinions honestly, precisely, and tactfully while speaking with partners or in small groups. The student will prepare and execute more formal oral presentations that will allow him/her to experience the value of preparation through interview or reading. The student will develop oral communication techniques by reading aloud passages from famous speeches, poetry, and drama in order to make connections between the written word and the word as it is spoken.
- 4.2 INSTRUCTIONAL MATERIALS USED:**
- Adopted textbook and core and extended literature
 - Supplementary materials
- 4.3. TEACHER ACTIVITIES:**
- Provide appropriate literature for oral experiences
 - Provide collaborative learning activities for sharing and responding to ideal
 - Model good oral communication techniques
 - Provide direct instruction in the art of reading with meaning and expression
- 5. The student will use higher-order thinking skills while engaged in reading, writing, speaking, and listening activities.**
- 5.1 SUGGESTED STUDENT ACTIVITIES:**
The student will read and discuss a literary selection to understand its meaning and purpose. The student will analyze literature to extend comprehension and apply knowledge of a literary work to his/her own life experience. The student will confront questions generated from his/her reading by employing higher-level thinking such as synthesis, analysis, and evaluation.
- 5.2 INSTRUCTIONAL MATERIALS USED:**
- Adopted textbook and core and extended literature
 - Appropriate audiovisual materials from the District Library and school-based materials that have been approved as outlined by the District's evaluation process
- 5.3 TEACHER ACTIVITIES:**
- Conduct lectures/discussions, facilitate collaborative learning situations
 - Lead students into, through, and beyond a selected work by direct instruction that will generate student questions about the literature
 - Assign reading, reading logs, two-part prompts for writing, scoring guides for student evaluation of writing, and tests
- 6. The student will use a variety of reading skills to monitor and adjust his/her own strategies to better comprehend what he/she reads.**
- 6.1 SUGGESTED STUDENT ACTIVITIES:**
The student will apply a variety of reading comprehension strategies to better comprehend assigned and recreational reading. The student will paraphrase, develop images, relate reading to his/her own life and experiences, develop a dialogue with a writer, and detect statements and inferences as he/she reads. The student will respond to direct reading strategy activities in writing and/or speaking assignments.
- 6.2 INSTRUCTIONAL MATERIALS USED:**
- Adopted textbook and core and extended literary works
 - Supplementary materials
- 6.3 TEACHER ACTIVITIES:**
- Conduct lectures/discussions, facilitate collaborative learning situations
 - Assign reading, reading log activities
 - Engage in direct instruction to assist student develop reading strategies

10.1 SUGGESTED STUDENT ACTIVITIES:

The student will plan and conduct research necessary in fulfilling an assignment and generate note cards on the information gained. The student will design search strategies for finding information. The student may use information gathered to prepare a written report, formal bibliography, or an oral presentation.

10.2 INSTRUCTIONAL MATERIALS USED:

- Adopted textbook and core and extended literary selections
- Dictionaries, encyclopedia, nonfiction materials

10.3 TEACHER ACTIVITIES:

- Conduct lectures/discussions, facilitate collaborative learning situations for the purpose of team development of research strategies and research information
- Assign research activities
- Supervise student activities
- Prepare prompts and scoring guides/rubrics for the purpose of assessment of student written report or oral presentation

11. The student will use all media and technological resources such as word processor, computers, library books, films, audiotapes, videotapes, newspapers, magazines, dictionaries, and encyclopedia as learning and communication tools.

11.1 SUGGESTED STUDENT ACTIVITIES:

The student will have direct access to word processing for the purpose of publishing selected writing. The student will become familiar with word processing for the purpose of revising individual writing. The student may use a database to keep records of his/her recreational reading titles. The student will be allowed access to all forms of resource materials appropriate to the language arts course of study.

11.2 INSTRUCTIONAL MATERIALS USED:

- Computers/word processor and database programs
- Supplementary materials

11.3 TEACHER ACTIVITIES:

- Conduct lectures/discussions, facilitate collaborative learning situations
- Assign computer time for various activities
- Instruct and supervise student activities using computers and resource materials

12. The student will connect with past learnings and uncover the remote past by reviewing the geography of the people and events that ushered in the dawn of major Western and non-Western civilizations and procedures for uncovering them.

12.1 SUGGESTED STUDENT ACTIVITIES:

Strands emphasized: study, thinking, participation skills; economic, geographic, cultural and historical literacy.

The student will read, both independently and in groups, the textbooks, maps, nonfiction materials, and other documents that describe the work of specific archeologists. Students will imitate archeological processes of looking for clues in legends, artifacts, and fossils by creating, in groups, their own societies—their own archeological "digs" for their classmates to discover and reconstruct. They will keep group journals and participate in writing exercises that include story and letter writing, chapter mapping/webbing, and "found poems," that explain the theories they developed and procedures they followed as archeologists, the pitfalls they met, and the successes they made reconstructing the "societies" they discovered.

12.2 INSTRUCTIONAL MATERIALS USED:

- State-adopted textbook
- Related literary works; suggested non-fiction: Stuart, Gene. *Secrets from the Past*.
- Supplementary materials/artifacts/fossils

12.3 TEACHER ACTIVITIES:

- Conduct lectures/discussions to connect with past learning; facilitate collaborative learning situations
- Model effective reading habits by reading along with students
- Assign vocabulary, reading, writing, and collaborative group activities
- Inspire spirit of inquiry, conjecture, and search for evidence
- Develop variety of assessment techniques

13. The student will connect with past learnings on the fall of Rome.**13.1 SUGGESTED STUDENT ACTIVITIES:**

Strands emphasized: study, thinking/writing, participation skills; economic, sociopolitical, ethical, cultural, and historical literacy; civic values, rights, and responsibilities.

The student will read independently, listen to lectures, view available fictional or documentary videos, work in groups to re-enact specific events during the reign of Augustus as well as other well-known leaders. Students will discuss reasons for the fall of Rome, contributions of Roman civilization to our own, and civic duties as taught by Roman stoic philosophers. Students will write essays comparing these civic duties with those in America today to show that despite the political and cultural barriers that divide peoples, there are common human qualities that unite them.

13.2 INSTRUCTIONAL MATERIALS USED:

- State-adopted textbook
- Videotapes
- Writing prompts and scoring guides/rubrics
- Supplementary materials (Roman togas)
- Suggested non-fiction: Hadas, Moses, *Imperial Rome*. Watts, 1985

13.3 TEACHER ACTIVITIES:

- Conduct lectures/discussions, facilitate collaborative learning situations
- Provide frequent informal writing activities and dramatic presentations by students
- Model effective communication skills by designing writing prompts and scoring guides that students understand
- Follow stages of the writing process and write to one of the prompts to share process with students
- Promote publication by posting student writing and peer sharing

14. The student will be able to describe the rise of Islam as a religion and a civilization, to analyze geographic and economic significance of trade routes between Asia and Europe, to chronicle contributions of Islamic scholars and to point out relationships with Greek and Jewish cultures.**14.1 SUGGESTED STUDENT ACTIVITIES:**

Strands emphasized: study, thinking, and participation skills; economic, geographic, ethical, cultural, and historical literacy.

The student will read Arabic poetry by Omar Khayam, listen, view, map, and discuss the geographic conditions that facilitated the expansion of Islam, debate the various relationships between Islam and Greek and Jewish cultures, outline the contributions of Islamic scholars, and, in collaborative groups, create pictorial demonstrations such as a video news program, mural, or magazine feature on one of these topics that show analytical skills that compare the information presented.

14.2 INSTRUCTIONAL MATERIALS USED:

- State-adopted textbook
- Slides/videotapes/computers/printers
- Original documents/poetry/suggested non-fiction: Beshore, George. *Science in Early Islamic Culture*. Watts, 1988. Finklestein, Norman. *The Other 1492: Jewish Settlement in the New World*. Scribner, 1989. *The Koran*
- Supplementary materials

14.3 TEACHER ACTIVITIES:

- Conduct lectures/discussions, facilitate collaborative learning situations
- Provide structure and time for frequent informal writing activities and dramatic presentations by students
- Model effective communication skills by writing prompts and scoring guides
- Follow stages of the writing process and write to one of the prompts to share process with students
- Promote publication by posting student writing and peer sharing

15. The student will be able to present an overview of the geography of sub-Saharan Africa, describe the empire of Ghana, and note highlights of the empire of Mali.**15.1 SUGGESTED STUDENT ACTIVITIES:**

Strands emphasized: study, thinking, and participation skills; economic, geographic, ethical, cultural, and historical literacy.

The student will read, listen, view, discuss, debate, chronicle, analyze, study works, and create pictorial presentations that describe several aspects of sub-Saharan Africa

15.2 INSTRUCTIONAL MATERIALS USED:

- State-adopted textbook
- Suggested non-fiction: Chu, Daniel. *A Glorious Age in Africa: The Story of Three Great African Empires*. Doubleday, 1965. Knappert, Jan. *Kings, Gods, and Spirits from African Mythology*. Schocken, 1986.
- Supplementary materials

15.3. TEACHER ACTIVITIES:

- Conduct lectures/discussions, facilitate collaborative learning situations
- Provide opportunities for frequent informal writing activities and/or creation of dramatic presentations by students
- Provide scoring rubric for evaluating student presentations.

16. The student will describe the importance of maize agriculture around 200 B.C. in the Americas, describe the achievements of the Mayan civilization, highlight achievements of Aztec civilization, and note the engineering and administrative achievements of the Inca Empire.**16.1 SUGGESTED STUDENT ACTIVITIES:**

Strands emphasized: study, thinking, and participation skills; economic, geographic, ethical, cultural, sociopolitical, and historical literacy.

In collaborative groups, the student will read, listen, view, take notes and then create Mayan, Aztec, and Incan societies for archeological "digs;" create newspapers or feature articles for each of these societies; and/or write comparison/contrast papers on two of these societies.

16.2 INSTRUCTIONAL MATERIALS USED:

- State-adopted textbook
- Suggested non-fiction: Beck, Barbara. *The Aztecs*. Watts, 1983. "Four Creations to Make Man," in *In the Beginning: Creation Stories from Around the World*. Retold by Virginia Hamilton, Harcourt, 1988. Witlock, Ralph. *Everyday Life of the Maya*. Hippocrene Books, 1987.
- Slides, videotapes
- Supplementary materials

16.2 TEACHER ACTIVITIES:

- Conduct lectures/discussions, facilitate collaborative learning situations
- Provide inspiration and climate for creating "digs"
- Provide writing prompts and scoring rubrics specific to the writing task
- Follow stages of the writing process

- 17. The student will be able to describe the T'ang Dynasty in China (618-906), its economy, agriculture, and growth of cities, the Mongol ascendancy (1264-1368), major events during the Ming Dynasty (1405-1423), and the role of Confucian thought in China's withdrawal from world trade.**

17.1 SUGGESTED STUDENT ACTIVITIES:

Strands emphasized: study, thinking/writing, and participation skills; economic, geographic, ethical, cultural, sociopolitical, and historical literacy.

The student will read, listen, view, discuss, then write an essay on the relationship between the economy and the growth of cities during the Tang Dynasty or on the role of Confucian thought that prompted China's withdrawal from world trade. The student will follow all stages of the writing process.

17.2 INSTRUCTIONAL MATERIALS USED:

- State-adopted textbook
- Suggested non-fiction: Hoff, Rhoda. *China, from Emperors to Communes*. Dillon, 1983. Confucius. *The Wisdom of Confucius*. American Classical College Press, 1982. Polo, Marco. *The Travels of Marco Polo*. Various editions.
- Slides, videotapes, computers
- Supplementary materials

17.3 TEACHER ACTIVITIES:

- Lecture, lead discussions
- Provide writing prompts and scoring guides
- Follow stages of the writing process

- 18. The student will describe: the reign of Prince Shotoku in Japan (592-632), noting the influence of Ancient China on ideas, institutions and technology, the assimilation of Buddhism into Japan's Shinto religion, and the effect of the country's insular location on Japan's political independence.**

18.1 SUGGESTED STUDENT ACTIVITIES:

Strands emphasized: study, thinking, and participation skills; economic, geographic, ethical, cultural, sociopolitical, and historical literacy.

The student will read independently and in groups, listen, view, and discuss other examples of cultural "borrowing." Each collaborative group will choose one topic from which to create a news item to "broadcast" to the rest of the class, i.e., one group could make up an interview with a Buddhist monk who had convinced the Shinto priests that Shinto Gods were emanations of the Buddha, another group could do choral readings from Japanese literature of the period, etc.

18.2 INSTRUCTIONAL MATERIALS USED:

- State-adopted textbook
- Suggested non-fiction: Davidson, Judith. *Japan, Where East Meets West*. Dillon, 1983. Piggot, Juliet. *Japanese Mythology*. Bedrick, 1983. Shimer, Dorothy Blair. *Rice Bowl Women*. New American Library, 1982.
- Supplementary materials

18.3 TEACHER ACTIVITIES:

- Model effective reading and discussion
- Elicit thoughtful connections from students
- Provide scoring rubric for student presentations

- 19. The student will demonstrate understanding of the economic and political structure of feudal societies in Europe and Japan, focusing on the lord-vassal system in both areas of the world, and loyalty, military skills, code of honor, and self-discipline required of the people.**

19.1 SUGGESTED STUDENT ACTIVITIES:

Strands emphasized: study, thinking/writing, and participation skills; geographic, ethical, cultural, sociopolitical, and historical literacy.

The student will read, listen, view, then plan in groups informative presentations for the class on varying aspects of medieval times: Crusades, medieval values, Japanese and European poetry, the inquisition. The student will participate in a culminating activity using writing skills to generate writing that compares attitudes towards minorities then and now.

19.2 INSTRUCTIONAL MATERIALS USED:

- State-adopted textbook
- Suggested non-fiction: Brooks, Polly Schoyer, and Nancy Zinsser Walworth. *The World of Walls: The Middle Ages in Western Europe*. Lippincott, 1966. Day, James. *The Black Death*. Bookwright, 1989.
- Slides, videotapes, computers
- Supplementary materials

19.3 TEACHER ACTIVITIES:

- Conduct lectures/discussions, facilitate collaborative learning situations
- Provide prompt and scoring guide for comparison/contrast essay
- Use Venn diagram for pre-writing discussions
- Follow stages of the writing process

20. The student will demonstrate knowledge of major events in Europe during the Renaissance, the Reformation and the Scientific Revolution and the effects of these events on European commerce.

20.1 SUGGESTED STUDENT ACTIVITIES:

Strands emphasized: study, thinking/writing, skills; geographic, economic, ethical, cultural, and historical literacy.

Students will read, listen, view, discuss and, in quickwrites, outline major events of the Renaissance and the Reformation, including effects of inventions such as the telescope, microscope, and printing press on commerce

20.2 INSTRUCTIONAL MATERIALS USED:

- State-adopted textbook
- Suggested non-fiction: Anderson, David. *The Spanish Armada*. Hampstead Press, 1988. Asimov, Isaac. *Great Ideas of Science*. Houghton, 1969. Cobb, Vicki. *Truth on Trial: The Story of Galileo Galilei*. Coward, 1979. de la Helguera, A. *Gutenberg*. Leon, Spain: Araluce, n.d.
- Slides, videotapes
- Supplementary materials

20.3 TEACHER ACTIVITIES:

- Model effective reading and discussion
- Model note-taking, outlining
- Elicit thoughtful connections from students
- Monitor student quickwrites for accuracy and thoughtful connections

21. The student will describe, chronicle, and/or dramatize the Age of Exploration to the Age of Enlightenment, including the Spanish and Portuguese explorations, the development of capitalism, and the impact on Western political thought of the age of Enlightenment.

21.1 SUGGESTED STUDENT ACTIVITIES:

Strands emphasized: study, thinking skills; geographic, economic, ethical, cultural, sociopolitical and historical literacy; and constitutional heritage.

Each student group will choose one major topic from this unit and one method for teaching it to the class

21.2 INSTRUCTIONAL MATERIALS USED:

- State-adopted textbook
- Suggested non-fiction: Buehr, Walter. *The Portuguese Explorers*. Putnam, 1966. Grant, Neil. *Everyday Life in the Eighteenth Century*. Silver Burdett, 1983.

- Slides, videotapes, computers
 - Supplementary materials
- 21.3 TEACHER ACTIVITIES:**
- Model effective reading and discussion
 - Model note-taking, outlining
 - Elicit thoughtful connections from students
 - Monitor student quickwrites for accuracy and thoughtful connections
- 22. The student will connect the past to the present in multi-media presentations that show specifically how the ideas of the Enlightenment continue to influence our lives today.**
- 22.1 SUGGESTED STUDENT ACTIVITIES:**
Strands emphasized: study, thinking skills; geographic, economic, ethical, cultural, sociopolitical and historical literacy; constitutional heritage.
 The student will read, view, listen, discuss and, in groups, use computers, art, photos, video clips and dramatizations to make final presentations.
- 22.2 INSTRUCTIONAL MATERIALS USED:**
- State-adopted textbook
 - Suggested non-fiction: Daugherty, James. *The Magna Charta*. Random, Landmark Series, 1956.
 - Videotaped dramas and documentaries
 - Video camera and computers
 - Supplementary materials
- 22.3 TEACHER ACTIVITIES:**
- Provide instruction on use of hard and software when students use multi-media presentations
 - Repeat those activities that worked best throughout the year
 - Use a variety of assessment techniques for final grades
- 23. The student will demonstrate continuing development of the basic social studies study skills: obtaining information and judging its value, reaching reasoned conclusions based on evidence, and developing sound judgment.**
- 23.1 SUGGESTED STUDENT ACTIVITIES:**
Strands emphasized: study, critical thinking/writing, participation skills.
 The student will (1) acquire information by listening, observing, using community resources, and reading various forms of literature and primary and secondary source materials, (2) locate, select, and organize information from written sources, (3) retrieve and analyze information by using computers, microfilm, and other electronic media, (4) read and interpret maps, globes, models, diagrams, graphs, charts, tables, pictures, and political cartoons, (5) understand the specialized language used in historical research and social science disciplines, and (6) work collaboratively on tasks and organize and express ideas clearly in speaking and writing.
- 23.2 INSTRUCTIONAL MATERIALS USED:**
- All available materials appropriate to grade level tasks
- 23.3 TEACHER ACTIVITIES:**
- Assess current skill level of each student in obtaining information and judging its value, reaching reasoned conclusions based on evidence, and developing sound judgment.
 - Encourage growth of skills through a variety of assignments
 - Keep record of growing skills in each area
- 24. The student will demonstrate the ability to integrate learning from mathematics, science, language arts, and history by working in collaborative groups on class projects.**

24.1 SUGGESTED STUDENT ACTIVITIES:

- The students will imitate a variety of historical and social events by creating, in groups, their own societies—their own archeological "digs" for their classmates to discover and reconstruct.
- The students will show their understanding of the hierarchy of the economic, social and political structure of feudal societies by creating, in groups, their own medieval villages including castles.
- The students will show their understanding of the clash between cultures by writing and videotaping a dramatization of the first contact between civilizations of the Americas and the early European explorers.

24.2 INSTRUCTIONAL MATERIALS USED:

- Adopted textbooks
- Student research materials
- Supplementary materials

24.3 TEACHER ACTIVITIES:

- Conduct lectures/discussions to facilitate collaborative group work
- Assign group and individual responsibilities
- Develop schedules of events
- Engage in direct instruction to assist students in solving problems

INSTRUCTIONAL MATERIALS:**TEXTBOOKS**

Prentice Hall. *Prentice Hall Literature, Bronze Edition*
State-adopted textbooks

CORE WORKS/EXTENDED READINGS

CORE WORKS represent a selection of literary works that are eloquent statements of experiences common to all human beings from which all students can benefit.

EXTENDED READINGS are literary works that will satisfy the students' curiosity about the ideas encountered in the core works.

The authors and titles listed below are representative of students' interests and abilities at this age level; however, the list is not all inclusive nor restrictive.

Novel/Novella:

Cooper, Susan. *The Grey King*
de Travino, Elizabeth. *I Juan de Pareja*
Fritz, Jean. *Homesick*
George, Jean Craighead. *Julie of the Wolves*
LeGuin, Ursula. *The Farthest Shore*
LeGuin, Ursula. *Tehanu*
LeGuin, Ursula. *The Tombs of Atuan*
LeGuin, Ursula. *The Wizard of Earthsea*
London, Jack. *The Call of the Wild*
McKinley, Robin. *The Outlaws of Sherwood*
Nixon, Jean Lowery. *The Other Side of Dark*
O'Dell, Scott. *A Way of His Own*
O'Dell, Scott. *The Captive*
Paterson, Katherine. *Of Nightingales that Weep*
Spinelli, Jerry. *Maniac Magee* (7th grade designated title)
White, T.H. *The Sword in the Stone*
Yep, Lawrence. *Child of the Owl*

Essay/Nonfiction:

Magna Carta

Short Story Anthologies:

Kipling, Rudyard. *The Jungle Book*

Kipling, Rudyard. *Just So Stories*

Poe, E. A. *The Great Works of Edgar Allan Poe*

Poetry:

Shakespeare, William. *Sonnets*

Folklore/Mythology/Epics:

Hastings, Selina. *Sir Gawain and the Green Knight*

Hastings, Selina. *Sir Gawain and the Loathly Lady*

AUDIO-VISUAL MATERIALS

Films, filmstrips, and videocassettes from the District library

School-based materials that have been approved as outlined by the District's evaluation process

Other teacher-approved materials that coordinate with outlined curriculum