

**RIVERSIDE MIDDLE SCHOOL 7<sup>th</sup> GRADE LANGUAGE ARTS GT**  
**2017-18 ELA 7 Syllabus**

**RIVERSIDE MIDDLE VISION STATEMENT:** Riverside Middle School, in cooperation with the home and community, will provide opportunities which prepare students intellectually, socially, emotionally, and physically to become productive and responsible members of society.

Instructor: Dorothy Jackson

Room: F111

Planning Times: 2<sup>nd</sup> Period (9:39-10:29) and 5<sup>th</sup> Period (1:21-2:11)

Available Conference Times: Monday-Friday 7:50-8:15 a.m.

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Textbook: Houghton Mifflin Harcourt Collections Grade 7 with supplemental Close Reader and Performance Assessment Booklets

**COURSE DESCRIPTION (Focus and Purpose):**

English Language Arts 7 is a rigorous core course aimed at teaching students skills in reading, writing, research, vocabulary, word analysis and communication. I use a balanced approach to teach writing through our reading analysis. Under the new South Carolina College and Career Readiness standards, all units are integrated to include: short stories, poetry, drama, music/ media, art, reading, writing, grammar/vocabulary, and critical thinking skills. This year, students will participate in writer's workshops and literature circles to learn strategies to become more fluent readers and communicators.

**LEARNING AND DEVELOPMENTAL GOALS:**

It is my mission to create independent thinkers. They must question, infer, predict and relate their learning to their personal lives and to the larger world. Students become more responsible for their assignments and more accountable for their work product. It is my goal to nurture and encourage students to explore and inquire as I prepare them to be college and career ready.

At the completion of 7<sup>th</sup> grade, students will have succeeded if they know how to:

- Identify and analyze development of theme(s).
- Apply understandings of plot elements and character types in order to analyze the effect of setting on the development of characters/and or plot.
- Analyze the impact of rhymes and other repetitions of sounds (i.e. specific verses/stanzas in a poem or sections of a narrative/drama).
- Analyze and critique the development of theme, setting, and/or plot based on the author's use of complex text structures in prose, drama, and poetry.
- Provide an objective summary using key ideas and details to support analysis of thematic development.
- Use comparison and contrast strategies to understand the rhetorical effect of the author's literary depiction of a time, place, or character to the historical account of the same time period.
- Recognize types of contextual influences, such as historical, cultural, social, or political.
- Explain the impact of contextual influences on setting, plot, and characters.
- Examine various points view within a literary text.
- Analyze the author's development and contrasting points of view in order to determine the impact on content, meaning, and style.
- Analyze interaction of elements in a narrative or drama.
- Recognize types of figurative language within a text.
- Determine the figurative and connotative meaning of words and phrases as used in text.
- Analyze the impact of irony on the meaning and tone of the text.
- Identify various types of text structures in prose, drama, and poetry.
- Analyze the author's use of various text structures and draw conclusions about how they impact meaning.
- Analyze the impact of the author's choice of words, phrases and conventions on meaning and tone.

- Analyze the effects of various media techniques on ideas, themes, or topics in literary texts and diverse media.
- Read informational text for purpose, understanding, and comprehension.
- Cite multiple examples of textual evidence to support analysis and inferences (i.e. annotate the text, mark key words and phrases, flag pages and take notes, accurately cite quotes and paraphrased sections of text).
- Identify central ideas.
- Use identified supporting details to construct a summary of the central ideas distinct from identified personal judgments or opinions.
- Cite key supporting details found in the text.
- Identify and analyze text structures and features to determine how they impact the author's ideas or claim.
- Trace and evaluate an argument.
- identify the claim(s) in an argument.
- identify the reasons and evidence used to support claim(s).
- Evaluate whether reasoning is logical and sound.
- Evaluate whether evidence is relevant and sufficient to support the claim(s).
- Execute purposeful whole and small group reading in order to understand and evaluate the text(s).
- Integrate gathered information from various sources to further understand a topic or issue.
- Identify and analyze the use of text features to convey the author's ideas or claim.
- Determine how an author's perspective or purpose is conveyed in informational text.
- Determine the connotative/denotative (technical meanings) of words and phrases in a text.
- Analyze the impact of word choice and its effect on meaning and tone.
- Analyze and explain how text structures and features are used to convey the author's ideas or claim.
- Independently regulate their own interpretive reading and critical thinking.
- Write an effective essay introduction that introduces the topic clearly and previews what is to follow.
- Gather textual evidence from multiple sources (print and digital).
- Use keywords, phrases and search engines to conduct online searches.
- Select and implement the most appropriate organizational pattern for writer's purpose.
- Assess credibility of selected sources for research.
- Include appropriate formatting, graphics, and multimedia to help clarify and emphasize important information.
- Develop a topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
- Revise writing individually and with help from peers and edit for grammar, mechanics and spelling errors.
- When appropriate, use paraphrasing, summarizing, and direct quotations from sources for support while avoiding plagiarism.
- Choose effective transitional words within and between paragraphs to create cohesion and clarify relationships among ideas.
- Choose precise language and domain-specific vocabulary to inform or explain a topic.
- Adapt speech based on context.
- Identify different ways of speaking based on situation and audience.
- Use formal English (no slang, proper grammar and pronunciation) in classroom setting.
- Write a conclusion that supports the ideas in the informative/explanatory text and leaves the audience thinking.
- Show knowledge of the function of phrases and clauses within writing.
- Choose deliberately among simple, compound, complex, and compound-complex sentences to signal different relationships among ideas within a composition.
- Demonstrate mastery of grade-level conventions of standard English capitalization, punctuation, and spelling when writing.
- Use a comma to separate coordinate adjectives.
- Use a comma after introductory subordinate clauses.
- Introduce claims.
- Organize reasons and evidence logically.
- Acknowledge counterclaims.
- Use relevant information from multiple print and multimedia sources.
- Support claims with logical reasoning and relevant evidence.
- Demonstrate understanding of a topic or text.
- Use accurate, credible sources.

- Organize information effectively to provide unity and clarity among claims, reasons, and evidence in an argument.
- Develop the claim with credible evidence and data.
- Develop and strengthen writing as needed by planning, revising, editing, and rewriting.
- Paraphrase, summarize, and quote researched information appropriately.
- Cite paraphrased, quoted, and summarized information to avoid plagiarism.
- Establish and maintain a formal style and objective tone.
- Provide a concluding statement or section that follows from and supports the argument.
- Apply knowledge of the function of phrases and clauses within writing by editing to correct misplaced and dangling modifiers.
- Choose deliberately among simple, compound, complex, and compound-complex sentences to signal different relationships among ideas within a composition.
- Use graphic organizers to explore a topic and then plan an essay.
- Find relevant information by using multiple accurate, credible print and multimedia sources.
- Gather relevant information by using keywords, phrases, and search engines to conduct online searches.
- Produce a logically-organized argument that demonstrates an understanding of the topic.

-Introduce a focused claim.

-Acknowledge alternate or opposing claims.

-Support the claim with logical reasoning and relevant, sufficient evidence.

-include a concluding statement section that supports the argument.

- Write with unity, clarity, and coherence.

-Use varied sentence structure in writing.

Use deliberately chose transitional words within and between paragraphs.

- Write using a formal, academic style (i.e. vocabulary and voice).
- When appropriate, use direct quotations and paraphrasing from sources and cite sources.
- Apply effective narrative techniques for developing real or imagined experiences or events.
- Incorporate strategies to develop narrative leads.
- Use logical story structure to organize experiences and/or events.
- Use writer's craft to develop the narrative.
- Incorporate relevant transition words, phrases, and clauses to convey appropriate sequence of experiences/events.
- Guide writing by generating a plan, making necessary revisions, and editing in order to build ideas.
- Use imagery, precise vocabulary, and sensory language to capture the action, convey experiences/events, and develop characters.
- Incorporate strategies to logically conclude a narrative.
- Show knowledge of the function of phrases and clauses within writing and edit to correct misplaced and dangling modifiers.
- Construct relevant questions for investigation.
- Analyze text using close reading strategies.
- Construct logical questions.
- Present conclusions made within and between texts.
- Recognize the effect of multiple perspectives.
- Create a logical plan to guide inquiry.
- Analyze context to further questioning.
- Identify and gather relevant information from primary and secondary sources.
- Apply knowledge of perspective, validity, and bias to evaluate a source.
- Organize ideas.
- Use gathered information to revise ideas about the topic.
- Report relevant findings using a variety of methods.
- Explain how the conclusions are based on evidence.
- Acknowledge alternative views.
- Articulate findings and take appropriate action.
- Reflect on findings and generate additional questions for further inquiry.
- Share knowledge and gather feedback from peers and adults to refine the inquiry process.

- Apply prior knowledge to the inquiry –process.
- Integrate present learning into inquiry process.
- Evaluate inquiry process and incorporate findings into future inquiry.

### **COURSE OUTLINE/ INSTRUCTIONAL UNITS for the Year ELA 7**

*All students will be required to develop an understanding of and hone their skills in these areas:*

**Reading Literature**  
**Reading informational Text**  
**Writing**  
**Grammar and Language**  
**Inquiry**

#### **1<sup>st</sup> Quarter**

**Theme:** Conflict Arising from Diversity

**Anchor Text:**

*Tulsa Burning* by Anna Myers

**Writing Focus:** Informational/Mini-Research

#### **2<sup>nd</sup> Quarter**

**Theme:** Appearance vs. Reality

**Anchor Texts:**

*Farewell to Manzanar* by Jeanne Wakatsuki Houston and James Houston

*A Christmas Carol* by Charles Dickens

**Writing Focus:** Text Dependent Analysis

#### **3<sup>rd</sup> Quarter**

**Theme:** Literary Quests

**Anchor Text:**

*Twelfth Night* by William Shakespeare

*The Sword of the Rightful King* by Jane Yolen

**Writing Focus:** Argument

#### **4<sup>th</sup> Quarter**

**Theme:** Perception and Reality

**Anchor Text:**

*Lizzie Bright and the Buckminster Boy* by Gary D. Schmidt

**Writing Focus:** Narrative

***\*\*Because our primary goal is to maximize student achievement, material may be added, deleted, and/or substituted at the teacher's discretion based upon the individual needs, levels, and learning styles of each class. Creative projects, written assignments, and supplemental materials may be included also throughout the year as opportunities arise.***

### **WEEKLY AND ONGOING ASSIGNMENTS:**

**-Starters:** Students will have starters every day of the week. These starters will cover grammar and basic sentence editing. Starters will be checked at the end of each month for a minor grade. If students are absent, they are expected to get the starters they missed from a classmate or the teacher.

**-Stems:** Students will get new Stems lists on Wednesday. The students will have two weeks to study for the quiz covering the Stems (minor).

### **MATERIALS NEEDED:**

Students will need:

~Three-Ring Binder (may be used for other classes as well)

~Pens and Pencils

~Loose Leaf Paper

~Composition Notebook

### **TEACHING METHODS and STRATEGIES:**

Learning is integrated in the following ways: Grammar exercises teach the necessary skills to improve each student's ability to communicate well in writing and in speaking. Stories and novels are used to teach and reinforce literary terms and plot lines. Author's craft is analyzed so that an appreciation of great literature will develop. Poetry is used to teach and reinforce figurative language terms. An appreciation of poetry as a means of personal expression is critical to the student's growth in writing. Writing and research is used to give each student a voice and to aptly express the voices of others. Higher order thinking skills are infused throughout the year to assess learning and allow for reflection and evaluation.

A variety of activities will be used to build and extend skills. The need of the visual, auditory and kinesthetic learners will be addressed to maximize learning and build retention. Instruction is designed based on state standards and our district's curriculum guide.

<http://ed.sc.gov/agency/programs-services/59/>

### **ASSESSMENTS and GRADING:**

Student grades are determined using the district grading scale, which is posted in the room. Grading is based on the school district weighting system of 50% minor (including but not limited to quizzes, small writing assignments, other classwork, and homework), and 50% major (including but not limited to tests, formal writing assignments, projects, etc.). All tests are reviewed well in advance, and I am available for special tutoring upon request. All students will complete a Benchmark Assessment at the end of each nine weeks of the academic year. The first Benchmark Assessment will be on October 24th and will count 3% of a student's overall grade for the second nine weeks. The second Benchmark Assessment will be on January 10, 2018 and will count 3% of the student's overall grade in the third nine weeks. The third Benchmark Assessment will be on March 20, 2018 and will count 3% of the student's overall grade for the fourth nine weeks. If a student needs help outside class time, my extra help hours are Monday-Friday 7:50-8:15 a.m. with a pass.

All of my grades are in my grade book, and students may know their averages upon request. Tests are usually returned within a few days after they are taken and immediately gone over so students know why they missed what they did and how to correct it. Students are encouraged to keep everything passed out to them or back to them in their Language Arts binder to help with any potential gradebook errors.

90-100 A  
80-89 B  
70-79 C  
60-69 D  
50-59 F

**Students receive interim progress reports and quarterly report cards.**

### **LATE WORK POLICY:**

Students are expected to turn in all assignments on time. In an effort to provide every opportunity for students to succeed at Riverside Middle School, we have created a Working Lunch Program. Under this program, if a student is missing an assignment, they will receive an NHI in the gradebook, and they will be assigned a Working Lunch, where they will report to the teacher for extra help and to complete the assignment for up to 75%.

In order to allow the teacher adequate time to assess the work, the assignment must be turned in five school days before grades are due for the current grading period. The final dates for late work to be turned in each grading period are found in the student handbook.

No work will be accepted for credit after the end of the academic quarter. (RMS Student Handbook)

**ABSENCES:**

Students must make up missed work within 5 days of returning to school. If a student is absent, he or she should check my website to see what they missed. They should also check the 'absent folder' in the front of my classroom for any handouts they may have missed. If they have further questions about notes or assignments they missed, they should ask the teacher before or after class or during independent work time. It is the student's responsibility to pick up the work, ask for help, and complete the assignments on time.

**CLASSROOM EXPECTATIONS AND PROCEDURES:**

- ~ Be Polite and respectful of each other at all times
- ~ Be Prepared for class each day

- ~Be Prompt
- ~Put forth your best effort

**PROCEDURES for NON-INSTRUCTIONAL ROUTINES:**

Students are expected to be on time and to have all assignments and materials needed for the class. Attendance is taken at the beginning of the class period. As students enter the room, they should get their materials needed for the day, sharpen their pencils, be seated, and begin completing the assigned starters. Roll is taken at the beginning of the day and tardies are noted. Students are asked *not to go to the restroom unless it is an emergency*. Instructional time is very important.

**PLAGIARISM:**

I adhere to our school plagiarism policy.

Presenting the work or ideas of others as one's own is plagiarism. Ideas or work taken from others—including written work (quoted or paraphrased); theories, statistics, or formulas; pictures, graphics, and other illustrative material—must be fully and properly acknowledged in students' written, visual, and oral presentations.

Plagiarism is a Level 1 offense. If a teacher determines a student has cheated, the teacher will contact the parent, and may write a referral for cheating. Administration would assign a consequence (ISS for the first offense), and the student will then be given an alternative assessment or asked to redo the assignment to demonstrate mastery of the content. Until the alternative assessment is turned in, the grade will remain an NHI in the grade book. Alternative and redo assignments will follow the late work policy.

**PARENT COMMUNICATION:**

Parents, teachers, and students work together to promote learning. It is important to me to communicate with you on a regular basis concerning your child's progress in learning required concepts and standards. Please feel free to contact me at any time. The best method to contact me is through email. I will always respond within 24 hours. You may also check my website for up-to-date information about what we are doing in class each week, what assignments your student has, or any other classroom or school announcements.

You will be able to view PowerSchool daily to view your child's grades. You will also receive district interim progress reports and quarterly report cards about your child's grades. Reading and writing are fundamental skills and concepts that promote success in education and self-actualization toward becoming a life-long learner.