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| Course/Grade Level: Seventh Grade ELA Accelerated |
| Teacher: Elizabeth Crolley |  |  |  |
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| School Phone: 843-358-6000 EXT. 2707 |  |  |
| Conference Times: 11:00-12:15 |  |  |



1. **Course Description and Rationale:**

Seventh grade accelerated students will be utilizing the curriculum and standards for eighth grade honors students. In preparation for high school and beyond, seventh grade accelerated students must have a firm grasp of skills to be a literate person in the twenty-first century. Students will read and respond to significant works of literature and examine how modern works of fiction draw on traditional themes and characters. Given informational text, students will read critically the arguments and claims, assessing whether the author’s evidence is reasoned yet addresses conflicting viewpoints. Students, working on their own and with others, will produce clear and coherent texts appropriate to the task, purpose, and audience such as analytical responses or short research projects. Seventh grade accelerated students will build on the communication skills from earlier grades as they engage in collaborative discussions. They will probe and reflect on discussion topics and will be able to justify their own views in light of evidence presented by others. Students will also continue to acquire and accurately use general academic language and domain-specific vocabulary.

In seventh grade accelerated ELA class,, students will read and analyze a range of literary texts which will be complex enough to merit close reading, deep analysis, and thoughtful discussion. By reading a wide range of literature from and about different cultures, time periods and possessing different themes, students will become familiar with a variety of literary structures allowing them to better understand analogies and allusions used in texts. Students in eighth grade will compare and contrast structures of different texts, probe the relationships between elements of a text (e.g., characters, setting, plot) and its central theme, and analyze how modern works draw from significant works of the past. They will learn to cite textual evidence that *most strongly* supports their own analysis of a text drawing from the instruction and practice in earlier grades in analyzing an author’s development of a theme or central idea.

Seventh grade accelerated students will evaluate the information, evidence, and reasons that authors provide to support central claims. They will also analyze how an author responds to conflicting evidence, the organizational structure of text, and the use of text features to convey key concepts. Students will assess the arguments and claims made in a text and evaluate the soundness of the author’s reasoning. They will also assess the relevance and sufficiency of the evidence provided in a text and will be able to recognize any irrelevant evidence presented. Students will analyze two or more texts on the same topic but with conflicting information, and learn to identify whether the disagreements are matters of interpretation or fact.

In writing, students in seventh grade accelerated will demonstrate sophisticated writing skills to produce pieces that support a clear purpose, integrate textual evidence, and include a more cohesive organization of ideas from literary and informational texts. Their writing will incorporate the use of technology during development, collaboration, and production and students will demonstrate a command of the conventions of the English language. These writing standards identify three main types of writing applications—argument, informative/explanatory, and narrative—and set challenging expectations within students’ writing applications. For all types of writing, students will draw evidence from literary and informational texts to support their analyses, reflections, and research. Students will also write routinely in extended and short time frames for a range of discipline-specific tasks, purposes, and audiences.

Students in seventh grade accelerated will listen critically to speakers; analyze information from a variety of media; engage in collaborative discussions; and deliver arguments, narratives, and summary presentations. Students will analyze the purpose of information and evaluate the speaker’s motives while weighing the reasoning, relevance, and sufficiency of evidence. They will also participate in collaborative discussions on eighth-grade topics and texts with diverse partners and groupings (one-on-one, in groups, or teacher-led). In these discussions, students will build on others’ ideas and clearly express their own; drawing on research and reflecting on the ideas being discussed. Students will follow rules for collegial discussions and decision making by adhering to specific goals and deadlines. They will also use multimedia components and visual displays to clarify claims and emphasize key points in their presentations.

1. **Materials/Textbooks:**

Common Core State Standards in English Language Arts Curriculum for Grade 7 and 8

*Houghton Mifflin Harcourt* Textbook *NoRedInk*

*Daybooks of Critical Reading and Writing The Word Within the Word*

*Reader’s Handbook Achieve3000*

Classroom libraries *USATestPrep*

MAP – Measures of Academic Progress Technology

Rubrics  *LiteracyTA*

DBQs/LBQs Gifted Education Language Arts Curriculum

The following novels and full-length plays have been chosen for whole-class instruction

 during the 2015-2016 school year:

*Animal Farm*

\* *Any objection to a specific title should be made to the teacher so an alternative selection can be offered on an independent contract basis. Parents are encouraged to read and discuss assigned novels with students*

**IV. Selection of Reading Materials**

The district provides access to a wide variety of reading materials and resources in promoting literacy for students. In selecting the materials and resources for classroom libraries and media centers, teachers and media specialist follow the general procedures that may be found on the district webpage at <http://www.horrycountyschools.net/files/_rRLbP_/906e4d377a7060e33745a49013852ec4/Selection_Policy_for_Library__Classroom_Libraries.pdf>

and classroom library procedures that may be found at <http://www.horrycountyschools.net/files/_GPD6S_/d607d5236f6333913745a49013852ec4/Guidelines_for_Reviewing_Texts_Revised_5-15.pdf>

One of our schools’ primary goals is to develop lifelong learners, with literacy being a key component in this process. Reading a wide range of materials helps our students develop these literacy skills. While our school’s classrooms and media centers make every effort to provide only the highest quality reading materials, we understand that parents want to help their children make a wise choice as it pertains to what their child reads. Parents who may have questions about their child’s reading material may contact their school media specialist to request additional information regarding the title, including possible professional reviews of the title. The school media specialist will work collaboratively with parents to identify titles that will help develop a love of reading.

**V. Assessments and Grading Scale:**

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| **Assessments** | **Grading Scale** |
| Performance-based tasks ProjectsInterviews Journal entriesDiagnostic tests Formal presentationsConferences HomeworkCollaborative inquiry ObservationsClass participation QuizzesOral and written explanations Comprehensive tests | 100-93 A 92-85 B 84-77 C 76-70 DBelow 70 F |

Each assignment or assessment will fit into one of the categories listed below, and each category will count as a percentage of your child’s grade. The following is a breakdown of the weight for each category.

Daily Assessments/Assignments: 20%

Mid-level Assessments/Assignments: 30%

Major Assessments/Assignments: 50%

1. **Classroom Requirements:**
2. Come to class regularly, on time, and prepared.
3. Listen to and respect all others in the room.
4. Follow all HCS rules, AMS rules, classroom rules, and teacher directions the first time given.
5. Cooperate to create an environment that promotes learning and teaching.

**VII. Homework Policy:**

 Homework will be assigned as the teacher deems it necessary. This may not be every day. Many times a homework assignment may be assigned over a period of several days. Students are responsible for recording all assignments, completing assignments, and turning them in on time. Students should read 20 minutes each night.