

Course Title: **English Language Arts**

Grade Level: **Seven**

Teacher: Helen M. Blanks

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Email: hblanks@horrycountyschools.net Planning/Conference Times: 11:00 a.m.-12:00 p.m.

\*Parents and students may also join my Remind text list. This is a great way for both students and parents to keep aware of important reminders, upcoming test dates, upcoming school events, etc. If you have a way to receive text messages, please join my ELA group by texting the code listed below: Send a text to **81010** with the message **@hbgeneral7***. I look forward to working with you and your child during the 2015-2016 school year.*

1. **Course Description and Rationale:**

In 7th grade, the English language arts standards require a higher level of communication skills, comprehension strategies, and writing techniques. Students will connect ideas and information from two or more texts while analyzing, evaluating, and utilizing textual evidence to support their claims. Their writing will reflect a deeper understanding of texts and the relationship between reading and writing as they incorporate evidence to support their claims which conveys the application of concepts and ideas. Seventh-grade students will build on their communication and collaboration skills from earlier grades as they engage in collaborative discussions which exhibit their ability to analyze new information and modify their own view if warranted.

Three important emphases in English language arts are text complexity, a balance between literature and informational text, and an integrated approach to instruction. In seventh grade, students read a variety of literature, including novels, dramas, and poems. By reading a wide range of literature from and about different cultures, with varied themes and in several genres, students will become familiar with literary structures and increase their vocabulary. Students will be able to determine the theme or central idea of a text, analyze its development throughout, and provide an objective summary. Students will also examine how the elements of a story or drama interact, such as how characters are affected by the setting or the events of a novel, and will use multiple examples of textual evidence to support their summary and analysis.

In this grade, students will also evaluate the information, evidence, and reasons that authors provide as support for their central ideas and claims within informational texts. They also examine the organizational structure of text and consider how the author develops point of view. Students will further analyze how major sections of informational text contribute to the development of the ideas and how graphics in a public document contribute to the whole text. They will examine how specific words in a text impact its meaning and tone. and also compare and contrast the impact of words spoken in an audio version of a speech to the impact of reading the words in printed text.

In writing, students in seventh grade 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. Students are also expected to write routinely in both extended and short time frames for a range of discipline-specific tasks, purposes, and audiences. They will continue to acquire and use general academic language and domain-specific vocabulary, while increasing their capacity to use precise and concise language to express themselves in their speaking and writing.

7th Grade students will listen critically to speakers and media presentations for comprehension, identify and analyze information from a variety of media and formats, engage in collaborative discussions, and deliver arguments, narratives, and summary presentations. Students will also be able to analyze logical fallacies from a media source and in a speaker’s presentation or argument while identifying the speaker’s attitude toward a subject. When students present claims for findings, they will sequence ideas logically and use pertinent details and examples to support the main point or theme. Within the learning environment, an emphasis on collaborative discussions pertaining to seventh-grade topics and texts with diverse partners and in different groupings (one-on-one, in groups, or teacher-led) will occur as well. In these discussions, students will add to the dialogue by referencing evidence they have read or researched and reflect on ideas being discussed.

1. **Materials/Textbooks:**

SC College and Career Readiness State Standards in English Language Arts Curriculum for Grade 7

*Houghton Mifflin Harcourt* Textbook *NoRedInk*

Classroom libraries Word Mapping

MAP – Measures of Academic Progress Rubrics

HCS Consensus Map *Achieve3000*

*USA Test Prep* Technology

  *LiteracyTA*

DBQs/LBQs

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

 during the 2015-2016 school year:

 **Freak the Mighty by Rodman Philbrick**

\* *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:**

Major Grades (Tests, Essays, Projects) 50%

Mid-Level (Quizzes, Journals) 30%

Practice (Classwork, Homework) 20%

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

**VI. Classroom Requirements**:

 Students should arrive to class with materials for learning each day. These materials include a binder, #2 pencils, index cards, and notebook paper. If homework was assigned, then the completed assignment would be a requirement as well. Students should adhere to all behavior guidelines in the classroom, as not to interfere with the learning of others. These behavior guidelines include but are not limited to students showing respect to others (making positive comments, working as a team, and following directions, showing respect to themselves(bringing materials to class, remaining focused, being prepared and on time), and showing respect to their school environment (be neat, leave the area better than you found it). Failure to comply with these guidelines could result in warnings, parent contact, and/orreferrals. Please see below for more specific guidelines.

 **DISCIPLINE PLAN**

1. Warning
2. Lunch Detention is assigned.
3. Lunch Detention is assigned and parent/guardian is contacted.
4. Referral to administration

**VII. Homework Policy:**

Each night your child will be assigned a nightly reading log for homework with the exception of Friday nights. Please ensure that your child reads at home for a minimum of twenty (20) minutes each night. Additionally, parent/guardian will need to initial the reading log each night. Reading logs without a parent/guardian signature will not receive credit for that day. Points will be deducted for reading logs that are not turned in on Friday of each week. This will be a Practice grade. Please note that other homework may be assigned at the teacher’s discretion including students studying for weekly quizzes.