



# GRADE 7 ENGLISH/LANGUAGE ARTS

Teacher: \_\_\_\_\_ Contact Information: \_\_\_\_\_  
 Room Number: \_\_\_\_\_ Telephone: \_\_\_\_\_  
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### Course Description

Throughout this year, grade seven students will develop their reading, writing, thinking and speaking skills as they explore the elements of literature by reading short stories, novels, nonfiction, drama, and poetry pieces. Students will be expected to interact with the texts in a variety of ways including reading logs and collaborative discussions.

Students will be engaged in developing their writing abilities as we work through the writing process to produce various pieces including personal narratives, descriptive essays, and short stories. Writing conventions and grammar usage will be reinforced and expanded.

### Course Standards

Available at: <http://www.kusd.edu/departments/teaching-andlearning/literacy/curriculum>

### Course Texts

Elements of Literature (Holt, 2005) and Elements of Language (Holt, 2005)

The course textbooks are used along with selected texts.

Units of Study	Texts <i>One of the following:</i>	Writing Focus
Overcoming Adversity	One of the following: <u>Esperanza Rising</u> , <u>Devil’s Arithmetic</u> , or <u>Between Shades of Gray</u> .	Short Research Project Informative Paragraph Argumentative Paragraph Narrative Paragraph
Making Choices	<u>The Rock and the River</u> , <u>Matched</u> , <u>Wringer</u> , or <u>Firegirl</u> .	Google Drive presentation Character Analysis
Perception vs. Reality	<u>The Outsiders</u> , <u>Zen and the Art of Faking It</u> , or <u>The Schwa was Here</u> .	Poetry Theme Analysis
The Power of Voice	<u>Iqbal Monster</u> , <u>Red Kayak</u> , or <u>Of Beetles and Angels</u>	Short Research Project Informative, Argumentative, and Narrative Paragraphs

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### **Course Objectives**

- Cite text evidence to answer explicit questions and make inferences.
- Analyze texts for theme(s), key ideas and details.
- Identify how authors write with intention, for example, using specific details to make us feel we are part of the story or situation.
- Write in a variety of formats to examine topics, convey ideas, and communicate opinions.
- Gather evidence from multiple print and digital sources and communicate the information effectively in written and oral formats.

### **Life Long Learning Standards**

- Knowledgeable learner
- Effective communicator
- Complex thinker
- Self-directed learner
- Quality producer
- Contributing citizen

### **Methods of Assessment**

Multiple assessments, both formative and summative will be used to help students achieve course standards. **Formative assessment** is a process used by teachers and students during instruction that provides feedback to adjust ongoing teaching and learning to improve student’ achievement of intended instructional outcomes. Formative assessments are seldom used as part of a final grade calculation.

**Summative assessment** is designed to provide information regarding the level of mastery of the course standards. \*

Examples of formative assessment used in this course: homework, class response, laboratory investigations.

Examples of summative assessment used in this course: quizzes, unit tests, projects, semester exams.

\*Excerpts taken from “Distinguishing Formative Assessment from Other Educational Assessment Labels” by the Council of Chief State School Officers (CCSSO). The article can be viewed at:

<http://www.ccsso.org/Documents/FASTLabels.pdf>

### **KUSD School Board-Approved Grading Scale**

A+ = 98 – 100%  
 A = 93 – 97%  
 A- = 90 – 92%

B+ = 86 – 89%  
 B = 83 – 85%  
 B- = 80 – 82%

C+ = 76 - 79 %  
 C = 73 - 75 %  
 C- = 70 - 72 %

D+ = 66 - 69 %  
 D = 63 - 65%  
 D- = 60 - 62%  
 F = below 60%

### **KUSD School Board Policy on Make-Up Work**

Students submitting work up to ten school days late, without prior approval, may receive up to two grades lower on the work than they would have received if the work had been submitted on time (i.e., B+ lowered to a D+). Student work submitted after ten school days, without prior approval, shall not be accepted for credit and shall be recorded with a score of zero (0).

Upon returning to school after an absence, a student has the responsibility, within the number of days equal to the length of the absence or suspension, to meet with the teacher to develop a plan for making up missed work, quizzes, and examinations. A truant student has the responsibility, on the first day he or she returns to the course/class, to meet with the teacher to develop a plan for making up missed work, quizzes, and examinations. Lower grades may not be given for late work due to excused absences, suspension or truancy, unless the work is submitted later than agreed upon deadlines.

### **Teacher/Parent Communication**

Every effort will be made by the teacher to respond to inquiries from pupils and from parents or guardians of pupils by the end of the first school day following the day upon which the inquiry is received. (Developed as a parallel to State Statute 118.40(8)(d)3.)

### **Posting of Grades**

Every effort will be made by the teacher to post grades on the student information system for review by parents and students within five to seven school days. (Long-range, major projects may require additional time for evaluation.) Missing work should be indicated within two school days of the due date.