



DUTCH FORK MIDDLE SCHOOL 7th Grade English Language Arts

<p>Course: 7th Grade College Preparatory Language Arts</p> <p>Instructor: Mandy Roberts</p> <p>E-mail: mroberts@lexrich5.org</p> <p>Web site: https://www.lexrich5.org/domain/1131</p> <p>Voice Mail: 803-476-4924</p>	<p>South Carolina Uniform Grading Scale</p> <p>A= 90-100 B= 80-89 C= 70-79 D= 60-69 F= Below 60</p>
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Course Description: This course is designed to provide students with a strong foundation in balanced literacy (reading and writing). This course further strengthens and refines the foundation of balanced literacy skills designated in the South Carolina College- and Career-Ready State Standards and district language arts guidelines.

Instructional Goals/Objectives: Students develop skills and strategies in reading literary texts from a variety of cultures, reading informational texts and comprehending print and non-print resources. Students develop reading strategies for analyzing themes and points of view. Students apply vocabulary skills to include word analysis such as words in context, along with Greek and Latin stems. Students access information in print and non-print to include digital formats. Students conduct interviews and create a Works Cited page. Students develop clarity, organization, the use of detail, and identification of audience and purpose in writing and oral communication. There will be a focus on inquiry and research. Additionally, in writing, students adhere to Standard English, including a study of grammar, conventions, and usage. Students participate in the writing process on some assignments and in timed writings on others. Students begin the process of writing editorials and technical writing. Students are expected to reinforce and enrich their knowledge, fluency, and skills through completion of homework.

Standards:

- <http://ed.sc.gov/scdoe/assets/File/instruction/standards/ELA/SCCCRStandards%20OnePagerGrade%207%20ELA.pdf>
- <http://www.scfriendlystandards.org/middle7.htm>

Textbook: Houghton, Mifflin, Harcourt. *Collections*. Orlando: HMC, 2015. Print (red)

Additional texts may include (independently or class study): *We Beat the Street* by the three doctors with Sharon Draper, *Touching Spirit Bear* by Ben Mikaelson, *A Christmas Carol* by Charles Dickens

Materials: Students are expected to have a self-selected book to read independently at all times.

- 1 binder with 5 dividers (Grammar, Reading, Writing, Vocabulary/Stems, and loose leaf paper (for all core content classes)
- blue/black pens, pencils, highlighters, colored pens for editing, sticky notes for annotations
- school-issued or personal technology device that should be charged daily
- kleenex and personal hand sanitizer
- index cards

Scope and Sequence/Instructional Organization: This course is designed to develop the skills of critical thinking, problem-solving, and decision-making at a level of complexity, abstractness, and depth appropriate for CP learners, as well as to develop proficiency in communicating ideas, relationships, and issues. This course is planned to support a strong understanding in core areas of learning in terms of pace, depth, and complexity.

- Unit 1 Critical Reading of Shorter Literary Text
- Unit 2 Critical reading of Informational/Novel Study
- Unit 3 Argumentative Writing/Research
- Unit 4 Novel Study
- Unit 5 Poetry
- Unit 6 Drama and Literature Circles

Grading:

- Grade Type/Weights:
 - Major - Tests/Projects/Essays 50% (2-4 per quarter)
 - Minor - Quizzes/Writing Practice 30% (4-6 per quarter)
 - Practice - Homework/Classwork 20% (8-10 per quarter)
 - Semester Exams that will count 20% of overall average

*Parents/Guardians are encouraged to check Parent Portal/PowerSchool frequently.
- Make –Up Work and Late Assignments Policy: A student will be permitted to make up work missed during an absence. Typically students are allowed the **number of days absent** to complete assigned work (e.g. two days are allowed when the student misses two days of school). Students may refer to Google Classroom for all assignments. Students are expected to turn in work on the assigned date. Students will be penalized for any work that is handed in late. For late projects or writing assignments (major grades), students will receive a 10 point deduction per day for up to three days past the assignment due date.
- Plagiarism Policy: Cheating is defined as giving or receiving unauthorized assistance. Plagiarism is defined as presenting as one’s own the words, phrases, and ideas of another, either on purpose or through carelessness. It also relates to borrowing the sequence of ideas, the arrangement of material, and the pattern of thought of someone else without proper acknowledgement. Incidents of plagiarism will be handled according to the guidelines listed in the Student/Parent Handbook.

PLEASE REVIEW THIS INFORMATION WITH YOUR PARENTS/GUARDIANS AND RETURN THE SYLLABUS RECEIPT FORM THAT IS ATTACHED. YOUR SYLLABUS SHOULD THEN BE PLACED IN THE FRONT OF YOUR BINDER.

Student Name: _____
ELA Class/Period: _____
DEN teacher: _____
Date: _____

I have received and reviewed the 7th grade CP Language Arts Syllabus.

Parent/Guardian printed name: _____

Parent/Guardian signature: _____

Parent/Guardian phone number(s)/email:

**Please update your contact information (both email and phone numbers) in PowerSchool.
List only numbers where it is convenient for me to call you.**

Mom (home): _____

Dad (home): _____

Mom (work): _____

Dad (work): _____

Mom (cell): _____

Dad (cell): _____

Email: _____

What is the best way for me to contact you? _____

Anything else I need to know? _____

Feel free to contact me with any questions, comments, or concerns throughout the year.