

## 7th Grade Language Arts -- Course Syllabus, 2020-2021

**CONTACT INFORMATION:** If you have any questions about the information presented in this syllabus or have any other concerns or questions throughout the school year, please feel free to contact me. My email is [neuserk@fortschools.org](mailto:neuserk@fortschools.org) or you can reach me by phone at **920-563-7833 ext. 7208**.

**\*Note for students/parents in HOURS 1-2:** This is a co-taught class. All of the same syllabus content applies to this course. However, **Mrs. Counes** and I will be teaching this hour together. Her email is [counesr@fortschools.org](mailto:counesr@fortschools.org) and you can also contact her at **920-563-7833 ext. 7303**.

### CLASS MATERIALS

In this class, each student will need these materials on a daily basis:

- **Chromebook & Google Classroom**
- **writing utensils (blue/black ink or pencils)**
- **a folder**
- **reading material**
- **assignment notebook**



Students will also need a set of **headphones or earbuds**. **These should be compatible with the Chromebook**. We will also frequently use *highlighters* and *sticky notes*.

### COURSE CONTENT

Content in this course is organized by quarterly **UNITS OF STUDY (UOS)**. In order to purposefully and strategically facilitate the integration of reading and writing, the School District of Fort Atkinson implements literacy curriculum through a research-based framework utilizing a unit of study approach aligned to the rigor and grade-level expectations as defined by the **Common Core State Standards for English Language Arts** in Reading Literature, Reading Informational Text, Writing, Speaking and Listening, and Language.

<http://www.corestandards.org/ELA-Literacy/>

This means that each grade level will be structuring reading and writing each quarter around a common, **real-world theme** to provide a common context for learning grounded in the exploration of unit essential questions driven by inquiry to acquire deeper meaning and understanding of content and literacy skills. Within each unit of study, students will read both fiction and nonfiction grade-level texts, and produce narrative, informative, and argumentative writing pieces in various digital formats.

Our middle school **Unit of Study Themes** are as follows. (7th grade themes are highlighted.)

UOS Themes	<b>Quarter 1</b> <b>Sense of Self</b>	<b>Quarter 2</b> <b>Relationships</b>	<b>Quarter 3</b> <b>Interdependence</b>	<b>Quarter 4</b> <b>Inspiration</b>
Grade 6	Empowerment	Connections	Discovery	Triumph
<b>Grade 7</b>	<b>Identity</b>	<b>Loyalty</b>	<b>Conservation / Preservation</b>	<b>Perseverance</b>
Grade 8	Resiliency	Alliances	Modernization	Perspective

### INSTRUCTIONAL FORMAT/DELIVERY

**This year, students will experience instruction through a mirrored learning and/or blended learning format. This means students will combine traditional learning with technological instruction in various formats. Students will be**

using various digital formats such as google classroom and other aspects of the google suite (docs, slides, forms, etc.), zoom, videos, padlet, jamboard, flipgrid, etc. to interact and participate in class.

Content in this course will be delivered in the instructional format or process called the **COMPREHENSIVE LITERACY MODEL (CLM)**. The School District of Fort Atkinson adopted the Comprehensive Literacy Model in grades K-8 to implement high-quality, research-based instructional frameworks to facilitate authentic reading and writing instruction and assessment. The primary goal of the model is to comprehensively and seamlessly integrate reading and writing instruction by using mentor texts and explicit mini-lessons to guide teaching and learning.

**Whole-group instruction is facilitated through a mini-lesson framework utilizing modeling, guided practice and independent practice** to provide students with many opportunities for success. **Small-group instruction** is facilitated through the implementation of **literature discussion groups** providing students with the opportunity to engage in a wide-range of collaborative discussions.

Each classroom has an extensive **classroom library** with rich, diverse literature across multiple genres giving students access to quality texts while allowing choice for independent reading. All middle school teachers are supported in their literacy instruction through collaborating with a **literacy coach** who provides professional development.

### HOMework

Homework in this class will vary, but for the most part, students should finish most tasks other than independent reading during class time. **Independent Reading Expectations in this course are as follows:** Students are expected to complete (minimally) one fiction or nonfiction book per month. Sometimes this text will be an LDG title and other times a text the student has chosen independently. Students will complete an assessment on each book they read and will be given specific deadlines for these assessments in class. In addition, students will document book completion on a book log.

Please remember to check your child's assignment notebook for daily homework as per the **school-wide homework policy**. You may also find specific information about daily assignments on our class website which is linked to our class Edline page.

### GRADING and ASSESSMENT

Students will be assessed formally and informally through assignments, tests, conversations, and observations. Assignments will typically be assessed using a **rubric** like the one below -- the focus of each rubric will be to assess a standard or set of skills. **English Language Arts Department Grading Scale**

9.5 - 10 (A) 9.0 (A-) Advanced	8.5 (B) or 8 (B-) Proficient Understanding	7.5 (C) or 7 (C-) Basic Understanding	6.5 (D) or 6 (D-) Minimal Understanding	5 (F) No Understanding / No Evidence
<b>9 - 10:</b> Student demonstrates <b>advanced understanding</b> and completes all aspects of the assignment submitting work that exceeds course expectations.	<b>8 to 8.5:</b> Student demonstrates <b>proficient understanding</b> all aspects of the assignment and submits work that meets course expectations.	<b>7 to 7.5:</b> Student demonstrates <b>basic understanding</b> of some aspects of the assignment and submits work that partially meets course expectations.	<b>6 to 6.5:</b> Student demonstrates <b>minimal understanding</b> of all or almost all aspects of the assignment and submits work that meets minimal course expectations.	<b>5:</b> Student presents no evidence to assess understanding OR the assignment was not turned in.  An ' <b>NHI</b> ' in PowerSchool stands for <b>Not Handed In</b>