

7th Grade Language Arts

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Office Hours 6th Period

Introduction:

Seventh Grade Language Arts is designed to involve the student in applying reading, writing, listening, speaking, and viewing skills in an independent manner through meaningful interdisciplinary tasks. Students will continue to develop an appreciation for literature through the study of literary elements in classic and contemporary selections. Emphasis is placed on moving from the literal to the abstract in the students' critical thinking skills and in the use of language.

Description:

- Explore various genre of literature by reading short stories, poetry, drama, and novels
- Participate in class discussions, literature response journals, and interdisciplinary projects across all disciplines
- Demonstrate knowledge of the various elements of literature by analyzing class assigned readings, producing book reports, and assessments
- Develop understanding of content vocabulary related to reading focus
- Enrich vocabulary through study of non-related vocabulary

English Standards:

The English component of this class consists of three main California Writing Standards: Writing strategies, Writing Applications, and Written and Oral English Language Conventions. It will also be based on the following units:

Unit 1: Discovering Plot, Conflict, and Setting	Unit 9: Narrative Writing
Unit 2: Character and Point of View (Wonder)	Unit 10: Argumentative Writing
Unit 3: Themes (The Giver)	Unit 11: Nonfiction Reading
Unit 4: Mood and Style (Holes)	Unit 12: Writing Informative Essays
Unit 5: Fables, Fairy Tales and Folktales	Unit 13: Historical Fiction Reading
Unit 6: Media Analysis (Number The Stars)	
Unit 7: Biography and Autobiography	
Unit 8: Poetry	

Instructional Material:

Students are required to bring a binder, textbook, composition book, pen and/or pencil, notebook paper, markers and/or colored pencils every day. The student's binder will hold all warm-ups, packets, and tests. Textbook: Houghton Mifflin *English*

Instructional Structure of Class:

When entering the class students are expected to immediately participate with a bell ringer question on the board. The bell ringer questions are collected at the end of each week and recorded for a grade. Students need to be prepared to take notes, complete chapter readings, and turn in various written assignments.

Progress Monitoring:

All grades will be determined on a semester basis. Progress report grades are posted every 6 weeks

A+	98-100	B+	87-89	C+	77-79	D	65-69
A	93-97	B	83-86	C	73-76		
A	90-92	B-	80-82	C-	70-72	F	64.5 and below

Final Examination 20% Quarterly assessment

Tests – 30% Chapter tests will be used to evaluate the student’s cognitive knowledge of the course information reviewed.

In-Class Assignments 20% Worksheets, video reviews, and chapter vocabulary review.

Quizzes 20% Worksheets, video reviews, and chapter vocabulary review.

Homework and Class Participation 10% Daily lesson support questions.

Grades will be posted on a weekly basis in the classroom and on Ren-Web for viewing. There are no extra credit assignments. I expect the assigned work to be completed on the posted due dates.

Homework/ Make-up Work Policy:

Most assignments will have class time to complete; otherwise it *must* be completed as homework. Projects will be completed in the technology room. Work will be accepted up to five days after its due date. I will deduct one letter grade from the assignment for every day work is turned in late. I follow the school regulations regarding makeup work. If you are absent you are given the number of days to make up the missed work equal to the number of days you were absent. If you are absent the day of a test or quiz, be prepared to take the test or quiz the first day you return. If you are absent on the day of a group presentation, the group will present to the best of their ability and an alternative assignment may be required from the absent member. When you return to school from your absence please refer to the binder marked "Work that you Missed" at the front of room before or after class.

Support and Intervention:

Class lectures, computer lab, handouts, worksheets, and videos will enable students to complete assigned work. Internet resources:

Major Works and Assignments:

We have many exciting and enriching activities to look forward to this year. Some of these will require outside preparation and the aid of a parent to be successful. Here is a list of required major projects that each student will be responsible for.

- **Summer Reading:** Each student will be responsible for 2 novels to have been read over the summer. Tests for these novels will take place approximately two weeks after the beginning of the year. ESL students have the option to test on a book for extra credit. Eighth grade suggested selections are on Edmodo.
- **Research Paper and PowerPoint:** Each student will go through the process of researching a person and creating a 4 page research report and PowerPoint presentation (Accelerated). This activity will take place during the 3rd 9 Weeks and will count as several grades. It is imperative that your child keep up with their work and deadlines. They will be responsible for 20 note cards (per source), 5 sources, an outline, works cited page, rough and final copy of their paper.
- **Independent book Studies:** Each nine weeks, Accelerated English students will be responsible for an independent study of a fiction novel that must be **approved** by the teacher. The student may choose from a list of assignments based on their novel. They may choose a typical “book report” or they may choose from a number of portfolio activities that will be due one week before final exams. They will also be responsible for keeping up with a writing journal, due at the same time.
- **Class Novels:** We will read and study several novels as a class. Various activities and projects will be tied to the novels. These readings may include, but are not restricted to:
 - ❖ *Wonder*
 - ❖ *Holes*
 - ❖ *The Giver*
 - ❖ *Esperanza Rising*
 - ❖ *The Adventures of Tom Sawyer*
 - ❖ *Miss Hickory*
 - ❖ *Charley Skedaddle*
 - ❖ *Number the Stars*
- **Literature Circles:** Each semester students will be grouped together to engage in a group novel study. Students will be able to select from a number of novels selected by the teacher. The groups will set reading goals and will hold meetings periodically to analyze and explore the novel. The teams will build a portfolio of assignments and will be charged with creating a group project and test.
 - ❖ *Call of the Wild*
 - ❖ *The Yearling*
 - ❖ *When the Legends Dies*
 - ❖ *The House of Dies Drear*
 - ❖ *The Glory Field*
 - ❖ *Flipped*
 - ❖ *The Moves make the Man*
 - ❖ *Call it Courage*
 - ❖ *If Only*
 - ❖ *Prisoner B-3087*
 - ❖ *I Know Why The Cage Bird Sings*

❖ *The Crossover*

- **Interview of a WWII Survivor: (Accelerated)** As a tie in with our unit of the Holocaust and *Number the Stars*, around Veteran's Day, each student will need to interview someone from the time of WWII. This can be a veteran, woman, or child that grew up during that time. There will be guided questions to help lead the students toward a good interview. We will ask that these interviews be recorded if at all possible, so as to help preserve the valuable personal stories and historical significance of these interviews. We feel that this is a valuable and unique experience for students, to capture these stories and become historians themselves. However, if you cannot find a good interviewee, then an alternate assignment will be given.
- **Enrichment:** Throughout the year, the students may be presented with optional enriching experiences. Experiences that we've had in the past include: *Mountain Palm Springs in the Southern Anza-Borrego Desert State Park*, *San Diego Junior Theatre*, library and movie theatre trips. This year we will be taking a trip to Broadway/San Diego in April 2017. Fundraising details will be available in the Fall.

Classroom Norms:

Respect Yourself!

Respect Your Classmates!

Respect Your Teacher!

Discipline Procedures: These are set upon a set of consequences that will take place in order to correct and reinforce future positive behavior.

1. Warning
2. Student Conference
3. Call home/Detention
4. Referral



*****RETURN TOMORROW SIGNED BY PARENT*****

Parent and Student Responsibility:

I acknowledge receipt of the Health Syllabus hand out and verify my child and I have reviewed it.

Signature (student)

Signature (parent or guardian)