

Course Description: This one-year course emphasizes the development of specific writing types: persuasive, informative/explanatory, and narrative in which the development, organization, and style are appropriate to task, purpose, and audience. Students will demonstrate increasing levels of sophistication in all aspects of language use. Students will actively seek to understand other perspectives and cultures through reading and listening. Technology is used thoughtfully to enhance reading, writing, speaking, listening, and language use. This course fulfills the seventh-grade English Language Arts requirement.

Course Goals:

1. To write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. [NVACS: W.7.1]
2. To write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content. [NVACS: W.7.2]
3. To write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. [NVACS: W.7.3]
4. To develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. [NVACS: W.7.5]
5. To conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation. [NVACS: W.7.7]
6. To gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.[NVACS: W.7.8]
7. To draw evidence from literary or informational texts to support analysis, reflection, and research. [NVACS: W.7.9]
8. To write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences. [NVACS: W.7.10]
9. To collaborate, express and listen carefully to ideas, evaluate and integrate information from oral, visual, quantitative, and media sources, use media and visual displays strategically to achieve communicative purposes, and adapt speech to context and task. [NVACS: SL.7.1, SL.7.2, SL.7.3, SL.7.4, SL.7.5, SL.7.6]
10. To demonstrate command of the conventions of standard English grammar and usage when writing or speaking. [NVACS: L.7.1]
11. To demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. [NVACS: L.7.2]

Course activities

- Literary analysis and application of literary elements to the study of literature.
- Close textual analysis for literary elements and creative application of new knowledge.
- Reading widely from fiction and nonfiction texts.
- Experience in creating reflective writing
- Engage in close reading of nonfiction texts.
- Annotate text for meaning.
- Analyze rhetoric (the art of using words to persuade).
- Identify audience and purpose.
- Create and support an argument.
- Engage in a close reading of a text to study how a literary text conveys meaning.
- Analyze literature using the language of literary analysis.
- Write to discuss the effects of literary elements.
- Write with an attention to textual evidence and organizational patterns.
- Maintain conscious attention to strategies for revising the content and organization of an essay.
- Vary and manipulate sentence structure for effect
- Analyze writing and plan revisions.
- Manipulate language for specific purposes.
- Choose words to convey precise meaning.
- Analyze how syntax and sentence structure communicate meaning.

Evaluation

A variety of assignments will be given throughout the year. Each assignment will be categorized under one of the following:

Formative Assessments: class work and other tasks that take place during the learning process = (40%) of the quarter grade.

Summative Assessments: Quizzes, tests, major writings, cumulative presentations, and projects that measure what the student has learned = (60%) of the quarter grade.

a. **Semester exams will be worth 20% of the SEMESTER grade**

- Semester exams will not be administered early. Students who are absent may make-up their exams on the district approved make-up day.

b. **Explanation of student grades**

A	100 – 90%
B	89 – 80%
C	79 – 70%
D	69 – 60%
F	59 and below

c. **How and when students will be advised of their grades**

- Parents and students are urged to check the Infinite Campus Portal for grades regularly.

Citizenship/behavior expectations: Students are expected to adhere to the tenets of the Patriot Pact. When students struggle, they will be held accountable using progressive discipline. This may include verbal warnings, lunch detentions, after school detentions, calls home, and referrals to the dean's office. On report cards, this is what each citizenship category represents:

OUTSTANDING

- Demonstrates self-control
- Follows directions the first time given; comes to class with proper supplies; listens attentively; ready to start on time.
- Works hard, takes initiative; asks for help when needed
- Does not disrupt class or cause distractions
- Frequently goes out of way to help other students
- Actively participates in class discussions

SATISFACTORY

- Frequently demonstrates self-control
- Follows directions; comes to class with proper supplies; good listener; frequently asks for help when needed
- Hardly ever disrupts the class
- Demonstrates a willingness to help other students
- Frequently participates in class discussions

NEEDS IMPROVEMENT

- Usually pays attention in class, often distracts or is distracting to other students
- Seldom follows directions the first time given; often unprepared; listens inconsistently
- Stops distracting others only when reminded repeatedly
- Rarely participates in class discussions

UNSATISFACTORY

- Rarely pays attention in class; often distracted or is distracting others
- Does not follow directions; seldom prepared with materials or work; does not listen to adult directions or advice
- Must be personally reminded to focus on classroom activities; seldom asks for help relevant to classroom tasks
- Rarely appears engaged in learning
- Visits the dean due to serious, inappropriate classroom behavior

Late Work Policy

- Late work will be allowed but restrictions will be placed as the year moves forward. Late work will be docked points off unless student has been absent and they get work in within the required time period. The policy will be as follows:

- First quarter work will be accepted up until the last full week of the quarter. All late assignments will be docked 10% off.
- Second quarter work will be accepted up to two weeks after the due date but will be marked 50% off after the first week. Once two weeks passes, assignments will no longer be accepted. Assignments due the last week of the quarter will NOT be accepted late.
- Third quarter work will be accepted up to one week later after the due date but will be marked 50% after the first day it is late. Once one week has passed after the due date, assignments will no longer be accepted.
- Fourth quarter work will be accepted up to three days late but work will automatically be 50% off. After 3 days have passed from the initial due date, no late work will be accepted. Assignments due the last week of the quarter will NOT be accepted late.
- Please keep in mind late semester projects are **not** accepted.

Test retake policy -A student may only retake a test if:

1. **All assignments have been turned in.**
2. **The student has asked for help, clarification, or exhibited evidence of further studying and a further mastery of the subject matter. Another assignment on the topic must be completed before a retake is allowed.**
3. **The retake test will not be the same test that was first given.**

Absent Policy

- Teachers shall provide an opportunity for a student to make up missed work due to any absence, and students shall be held accountable for the work. When a student is absent, however, the educational experiences lost during that absence might be irretrievable because the instruction and interaction in the instructional setting cannot be duplicated through makeup work.
- After any absence, a secondary student is **required to initiate** contact with the teacher(s) to obtain appropriate makeup work **within three** school days immediately following the absence. Once contact has been made with the teacher(s), specific makeup work must be completed and returned to the teacher(s) within a **reasonable length of time, to be determined by the teacher** and communicated to the student/parent or legal guardian. The makeup work must be returned to the teacher(s) by the specified due date if it is to be acknowledged. **Students shall be allowed a minimum of three (3) days to complete makeup work.**
- Students are responsible for coming to the teacher AFTER checking Google Classroom. I will always be understanding and will work with students who are absent, but I fully expect students to take charge of their own education.
- Work that was assigned before student was absent is still due at the same time or when the student returns. No extra days are given if they are absent and work has already been assigned.
- District Policy: https://www.ccsd.net/district/policies-regulations/pdf/5113_R.pdf

BEHAVIOR- Progressive Discipline

- 1st Incident – Verbal warning
- 2nd Incident - Parent contact by teacher
- 3rd Incident – Written contact to parent
- 4th Incident – Counselor referral
- 5th Incident – Deans' referral

Supplies needed for this course

- Composition book (no spiral notebooks)
- Wireless mouse and mouse pad
- Pens/Pencils/Lined Paper, pink, green, yellow, orange, and blue highlighters.
- Glue sticks
- Headphones/earbuds
- Kleenex
- Clorox Wipes

Utilizing technology to learn

- At Leavitt, we want to encourage the daily use of technology in and out of the classroom to further enhance the educational experience. As such, Leavitt will be providing students with individual devices in all grades to utilize in class and at home. Students will also be provided with a Google email address to correspond with their teacher and classmates on projects, as well as to turn in assignments. Students may choose to utilize their own electronic tablets (iPads, Kindle Fire, Samsung, etc.) cell phones, laptops, and reading devices for educational purposes. Please be reminded that your student is responsible for the safety of their personal device and must utilize the district's Wifi to ensure their internet safety. All use of these devices will be for educational purposes and must be approved by the individual teacher.

Phone/Tablet Rules

- Students are not allowed to have their phone or tablet out without permission. If the student does not follow this rule, it will be confiscated, taken to the office and a parent or guardian will have to come and get it.
- If a student's phone or tablet disrupts the classroom in any way (vibration or sounds) the device will be taken to the office and a parent or guardian will have to come and get it.

Teacher's hours of availability

8:35 A.M. – 9:00 A.M. with prior arrangement due to parent conferences – Wednesdays excluded
3:21 P.M. – 3:40 P.M. with prior arrangement due to parent conferences.

Please email me at spiezed@nv.ccsd.net with questions or concerns. I will get back to you within 24 hours.