



Textbook: Pearson, My Perspectives  
Holt: elements of Language

Price to replace textbook: \$25.00

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.

I. 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]

II. Course content and time schedule

Unit 1 – Generations: In this unit, students will investigate what one generation can learn from another. They will consider how knowledge flows between age groups. Students will read a variety of texts, watch videos, and view media and they discuss the Essential Question for the unit: What can one generation learn from another?

Unit 2 – A Starry Home: In this unit, students will learn about exploration. They will consider concepts related to space missions and colonizing other worlds. Students will read a variety of texts and listen to and view media as they discuss the Essential Question for the unit: Should we make a home in space?

Unit 3 – Turning Points: In this unit, students will learn about events that alter one’s life. They will consider what kinds of things can lead to make major changes in his or her life. Students will read a variety of texts and view media as they discuss the Essential Question for the unit: What can cause a sudden change in someone’s life?

Unit 4 – People and the Planet: In this unit, students will learn about protecting the environment. They will consider what kinds of things can be done to save our environment. Students will read a variety of texts and view media as they discuss the Essential Question for the unit: What effects do people have on the environment?

Unit 5 – Facing Adversity: In this unit, students will learn about hardships. They will consider concepts such as why bad things happen and how people have been able to overcome challenges. Students will read a variety of texts and view media as they discuss the Essential Question for the unit: How do we overcome obstacles?

### III. 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 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.

### IV. 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 quarter grade.

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

- a. Semester exams will be worth 20% of the **SEMESTER** grade
  - i. 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
  - i. A 100 – 90%

- ii. B 89 – 80%
- iii. C 79 – 70%
- iv. D 69 – 60%
- v. 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 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

- Occasionally 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

- d. Late Work policy – If a student does not complete any assignment (for reasons other than an absence), they will be assigned a make-up work detention the following school day from 3:30 to 4:25 EVEN if they turn the assignment in the next school day.
- e. 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.

**V. School-Wide Rules**

- a. Follow directions quickly.
- b. Raise your hand for permission to speak.
- c. Raise your hand for permission to leave your seat
- d. Make SMART Choices: Kindness, Leadership, Courage, Invincible Grit, Creativity
- e. Work hard to do your best for your teachers and parents at all times.
- f. ♦Keep your eyes on the target. ♦

**VI. TARDY POLICY – Progressive Steps**

- a. 1st Tardy – Warning & Parent Phone Contact
- b. 2nd Tardy – Warning & Parent Phone Contact
- c. 3rd Tardy – Non-TRS RPC
- d. 4th Tardy – After School Detention
- e. 5th Tardy – In-House Suspension (IHS)
- f. 6<sup>th</sup> Tardy – Required Parent Conference – RPC/Tardy Contract
- g. 7<sup>th</sup> Tardy – IHS/parent and student meet with the principal

**VII. BEHAVIOR- Progressive Discipline**

- a. 1st Incident – Verbal warning
- b. 2nd Incident – Speak to teacher privately after class
- c. 3rd Incident – Written/phone contact to parent
- d. 4th Incident – Deans' referral

**VIII. Supplies needed for this course**

- a. Composition book (no spiral notebooks)
- b. Folder with pockets to leave in the room
- c. Pens/Pencils/Lined Paper/Highlighter
- d. School issued iPad
- e. art supplies for projects (markers or colored pencils, student scissors, glue stick or tape)
- b.

- IX. 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.

**X. 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.