



Course Description: This one-year course emphasizes the development of specific writing types (essays): argumentative, 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 an 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.

## I. Evaluation

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

<u>Formative Assessments:</u>	Class work and other tasks that take place during the learning process = (40%) of quarter grade
<u>Summative Assessments:</u>	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

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

**II. 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

- Sometimes pays attention in class; sometimes distracted 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 on time (for reasons other than an absence), he/she may still submit the assignment at 50% reduction in his/her grade.
- 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. The retake must be requested by the student within **one week** of the original test.

### III. School-Wide Rules

- f. Follow directions quickly.
- g. Raise your hand for permission to speak.
- h. Raise your hand for permission to leave your seat
- i. Make SMART Choices: Kindness, Leadership, Courage, Invincible Grit, Creativity

- j. Work hard to do your best for your teachers and parents at all times.
- k. Keep your eyes on the target.

#### **IV. Tardy Policy – Progressive Steps**

- l. 1st Tardy – Warning & Parent Phone Contact
- m. 2nd Tardy – Warning & Parent Phone Contact
- n. 3rd Tardy – Non-TRS RPC
- o. 4th Tardy – After School Detention
- p. 5th Tardy – In-House Suspension (IHS)
- q. 6<sup>th</sup> Tardy – Required Parent Conference – RPC/Tardy Contract
- r. 7<sup>th</sup> Tardy – IHS/parent and student meet with the principal

#### **V. BEHAVIOR- Progressive Discipline** (The following is an example of what usually will happen. However, each incident is unique; therefore it is subject to change, depending upon the circumstances.)

- s. 1st Incident – Verbal warning
- t. 2nd Incident –Seat change/Send to another classroom
- u. 3rd Incident – Parent contact
- v. 4th Incident –Referral to the counselor
- w. 5th Incident – Referral to the office

#### **VI. Supplies needed for this course**

- x. Pens/Pencils/Paper
- y. Choice book for free reading time
- z. School issued iPad
- aa. Earbuds for computer testing on desktops and listening to text on iPads/Chromebooks
- bb. One composition book (not spiral, if possible)
- cc. Two pocket folder (any material)

**VII. 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.

#### **VIII. Teacher's hours of availability:**

\*8:35 A.M. – 9:00 A.M. and 3:21 P.M. – 3:40 P.M. \*As needed (with prior arrangement)

\*CCSD email: I check my email frequently throughout the day. **This is the best form of communication** as I have more flexibility to respond. My school email address is [croweda@nv.ccsd.net](mailto:croweda@nv.ccsd.net).

\*Remind.com: I use this service to send announcements and other important information. Text the number 81010 and use the message @crowe1-2 (period ½ class), @crowe3-4 (period ¾ class), or @crowe5-6 (period ⅘ class)

**Thank you! Looking forward to a wonderful year in ELA 7!**