

Dear Parents and Students,

Welcome to Seventh Grade Language Arts. Please read the following information to help you better understand basic guidelines and information for this year.



1. Follow teachers' requests
2. Choose a positive attitude and work toward resolving conflicts in a productive manner
3. Respect yourself, property, and others (Bullying is never acceptable)
4. Come to class on time, prepared, and ready to learn
5. Complete every assignment and do your absolute best
6. Students must bring an independent reading source (library book, magazine, articles, etc.) to class every day

### Consequences for **Not** Following the Expectations

First Time: Teacher will give a written or verbal warning.

Second Time: Student may be asked to move to another location. A Write-up is possible and/or students will be given a "Think About My Choices" sheet that is to be filled out during class and signed by both teacher and student. The document will be sent home for a parent signature and then brought back to school the very next day. If the form is not returned the next day a phone call or email will be made to the parents. If the form is not turned in within 2 days it will result in a write-up.

Third Time: Student may be moved to another location.  
Phone call home to parents and a minor or major log entry according to Agenda Rules. Student and Teacher "quick conference" at a convenient time.



- Upon entering the classroom pick up the Bell Ringer
- Sit in your assigned seat as quickly as possible
- Fill in your Agenda (this is not negotiable-it is mandatory )
- Complete your Bell Ringer assignment
- Read your independent reading source or work on another assignment: Talking is not an option during this time.
- Daily/Weekly journal entries will be assigned by teacher before class is dismissed

## Course Description:

Seventh grade English Language Arts class will provide students with a deeper understanding of reading and writing. Many of the projects and writing assignments are cross-curricular with science, social studies, and reading. **Students will keep a writing portfolio for ongoing work to prepare for the TnReady writing assessment. This class will also prepare them for the part of the assessment where short answers with evidence will be required.** This provides practice in writing for different purposes in school and in life. Literature and informational texts are used to explore the various genres of writing and to enhance students' understanding of good writing. Grammar skills are reinforced through Daily Grammar Practice, grammar games, and writing practice.

## Standards:

To access our standards please use the following URL:

<http://www.tn.gov/education/article/english-language-arts-standards>

## Pacing of Modules:

- The academic year is divided into four 9-week modules- Each module includes the reading of complex texts, writing to texts, and research in response to text.
- **Reading of complex texts** includes at least one text of length and 3-5 short texts with multiple readings.
- **Writing in response to texts** includes routine writings to develop argumentative, informative, explanatory, and narrative non-fiction essays.
- **Research in response to text:** to integrate knowledge from sources when composing
- **Speaking and listening skills** are taught in each module.
- Daily Warm-Ups will be given weekly for homework and students can get help from outside sources, peers, computer, books, teacher provided help sheets, and teacher on Panther Pause mornings.

## Language Arts lessons will be implemented using the following strategies:

- TNReady test prep questions for Bell Ringers daily and writing prompt practice
- 7<sup>th</sup> Grade Daily Warm-Up ( homework) review sheets
- Cooperative groups (team work)
- Group and individual projects
- Personal writing portfolio
- Daily work, Quizzes, and tests
- Binder and composition book used daily and kept in order

## Student Materials:

- Composition book for journal
- 1" three-ring binder
- 5-6 pack of dividers with labels
- loose-leaf notebook paper
- 1-2 blue or black pens
- Various colors of Highlighters for a class collection
- 1 Pack of sticky notes for class collection (any shapes, sizes, or colors) (Optional)
- pack of note cards (any size) (Optional)

## Grades:

Grades are taken for daily work, homework, quizzes, tests, writing projects, and group work. Projects are planned in such a way that students have sufficient time to complete if they follow the given schedule.

### Assignments are given specific point values and are weighted in the following way:

45% Formative Assessments (daily work, homework, quizzes, participation, group work)

55% Summative Assessments (tests, projects, end of unit activities, final essays)

#### Knox County

#### Grade Scale

- A 93-100
- B 85-92
- C 75-84
- D 70-74
- F 0-69

## Assignments and Due Dates:

Descriptions and due dates for assignments will be found on the daily agenda board in class.

Remind 101 will also be used to send out information for due dates, homework reminders, and project info.etc.

## Retake of quizzes or test:

On certain test and quizzes I will give the option to do a retake. It is up to the students to get the work from me then complete it by a certain date.

## Make-up and Late Work Policy:

Make-up work will be placed in Class folders on the Bell Ringer table. It is the students' responsibility to check the folders. After absences, students are given as many days as they missed to complete assignments. Other late work may or may not be accepted on an individual basis. Opportunities to make-up tests will be provided before school and need to be scheduled with me

## Teacher Communication:

Please do not hesitate to contact me if you have any questions or concerns. The quickest way to contact me is via email ( I try to check it various times throughout the day) and/or by writing a note via agenda or personal note. I will also use the Remind 101 account (more information coming for the Remind accounts).

My plan time is 2:00-3:25. Conferences must be scheduled ahead of time due to other commitments.

**[susan.loveday@knoxschools.org](mailto:susan.loveday@knoxschools.org)**

## Seventh Grade Reading Titles

The following novels, short stories, and excerpts may be used throughout the school year 2019-2020 to enhance the reading experience.

### Short Stories and Excerpts

1. "Seventh Grade: (p.290)
2. from The Tale of the Mandarin Ducks (p.9)
3. "Three Century Woman" (p.11)
4. from The Great Fire (p.19)
5. "Rikki Tikki Tavi"
6. "The Treasure of Lemon Brown" (p.205)
7. "Papa's Parrot (p.26)
8. "After Twenty Years" (p.372)
9. Sorry, Wrong Number (play; p.727)
10. The Monsters Are Due on Maple Street (teleplay; p.834)
11. "The Lottery" (pdf copy)
12. "The Gift of the Magi"
13. "The Necklace"
14. from Freedom Walkers (p.413)
15. "The People Could Fly" (p.1010)
16. "MK"

### Novels

- The Watsons Go to Birmingham, 1962
- The Hobbit
- War Horse
- The Young Traveler's Gift by Andy Andrews
- The Giver
- Touching Spirit Bear
- A Long Walk to Water
- Malala
- A Christmas Carol (script)
- The Outsiders by S.E.Hinton

### Poetry

17. "The Ballad of Birmingham:
18. "Mother to Son" (p.612)
19. "The Highwayman" (p.630)
20. "Annabel Lee" p.668
21. "Stopping by Woods on a Snowy Evening: (p.678)
22. "Martin Luther King (p.670)
23. "I'm Nobody" (p.672)
24. "The Cremation of Sam McGee" (p.542)
25. "I Could Not Stop for Death"
26. "Hope is the Thing With Feathers
27. "All That Glitters is not Gold"
28. "Ambitions Trail"
29. "My Ambitions"
30. "Oranges"
31. "The Road Not Taken"
32. "Fire and Ice"
33. "The Rose That Grew from Concrete"
34. "Nikki Rosa"
35. "Happiness"
36. "The Chase" (memoir)
37. "The Bridge"
38. "Thank You Mam"

### **Statement concerning the option of alternatives for material deemed objectionable by parent/student:**

If you do not approve of a specific resource listed in this syllabus, please make your request to me in writing and an alternative assignment and/or materials will be provided. The request should include your name, the student's name, and the specific material in which you do not want your child to participate.

### **Plagiarism**

According to Harbrace Handbook, 15<sup>th</sup> edition:

“Plagiarism is defined as presenting someone else’s ideas, research, or opinion as your own without proper documentation, even if it has been rephrased.”

1. Copying verbatim all or part of another’s written work;
2. Using phrases, figures, or illustrations without citing the source;
3. Paraphrasing ideas, conclusions, or research without citing the source;
4. Using all or part of a literary plot, poem, or film without attributing the work to its creator.”

Plagiarism is a form of stealing and academic fraud. Students who are found guilty will have the option of either redoing the assignment within a specified time period and accepting a grade letter drop or taking a zero on the assignment.

The Board affirms that it is essential that the teaching about religion—and not of a religion be conducted in a factual, objective and respectful manner in accordance with the following:

- 1. Music, art, literature, or drama with a religious theme or basis are permitted as part of the curriculum for school-sponsored activities and programs provided it is essential to the learning experience in the various fields of study and is presented objectively;
- 2. The emphasis on religious themes in the arts, literature and history shall be only as extensive as necessary for a balanced and comprehensive study of these areas. Such studies shall never foster any particular religious tenets or demean any religious beliefs; and
- 3. Student-initiated expressions to questions or assignments which reflect their beliefs or non-beliefs about a religious theme shall be accommodated. For example, students are free to express religious belief or non-belief in compositions, art forms, music, speech and debate

<http://knoxschools.org/cms/lib7/TN01917079/Centricity/domain/974/policies2016/I-431%20Religion%20in%20the%20Curriculum.pdf>

**Video and Research Cites Permission:**

The following videos/video clips **may or may not** be used throughout the school year to enhance our reading experiences. Videos will be tied into the curriculum if shown to the students. Please put a check beside any video that you **do not** want your child to watch and then sign to indicate that you will allow your child to watch any video you did not check.

- A Christmas Carol\_\_\_\_\_
- The Watsons Go to Birmingham 1963\_\_\_\_\_
- Polar Express \_\_\_\_\_
- Unfortunate Events \_\_\_\_\_
- Hansel and Gretel \_\_\_\_\_
- Clips from Teacher Tube\_\_\_\_\_
- Selected You Tube Educational Clips
- TEL-Tennessee Electronic Library\_\_\_\_\_
- CNN.COM & New York Times \_\_\_\_\_
- Common Lit
- Vale Middle School Articles
- Monsters are Due on Maple Street\_\_\_\_\_
- Flocabulary\_\_\_\_\_
- The Grinch\_\_\_\_\_
- Safety Patrol \_\_\_\_\_
- The Boy in Striped Pajamas \_\_\_\_\_
- Discovery Education \_\_\_\_\_
- Clips from United Steaming\_\_\_\_\_
- Rhetoric.com\_\_\_\_\_
- Newsela\_\_\_\_\_
- Rhetoric.com
- Flocabulary

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**I have indicated any videos I do **not** want my child to watch.**

**Student Name** \_\_\_\_\_ **Class** \_\_\_\_\_

**Parent Signature** \_\_\_\_\_ **Date** \_\_\_\_\_

Parents' Best Contact Number During the Day...

Name \_\_\_\_\_ # \_\_\_\_\_ Email \_\_\_\_\_

Name \_\_\_\_\_ # \_\_\_\_\_ Email \_\_\_\_\_

