

Ms. Reyns' 7th Grade Syllabus for ESL/ELL

Teacher: Ms. Marianne Reyns

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Room # 134 English as a Second Language (ESL)/ English Language Learners (ELL)

Office Hours: To Be Determined by plan time; on rotating schedule.

The mission of the Knox County Language Arts Department (6-12) is to facilitate learning and empower students to develop and demonstrate effective reading, writing, listening, speaking, viewing, and problem-solving skills in their personal, community, and work environments in an ever-changing society.

Materials Needed:

- Pencils and paper
- folder (for ELA only)
- 1 subject wire bound notebook (with pockets)
- Highlighter
- Colored pen
- Colored pencils
- Glue stick

Knox County Grading Scale:

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

Classroom Expectations:

- Be Safe
- Be Responsible
- Be Respectful

Return to: Ms. Marianne Reyns

I have received a copy of the 2019-2020 Seventh Grade Syllabus that explains procedures and expectations for ESL/ELL class.

Parent Signature: _____

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Student Signature: _____

The English as a Second Language (ESL) is designed for English Language Learners (ELL). The class is a highly academic class focusing on delivering instruction in all the subject areas: English Language Arts (ELA), Science, Social Studies, and Math with a concentration on language domains: speaking, listening, reading, and writing. With all of the content subjects, instruction in vocabulary is implemented across the curriculum. Students develop important academic skills through reading and writing in various subject areas. ESL instruction is designed to challenge the student for academic growth in all subject areas, especially academic English. Many students who complete ESL classes become highly successful in academic subjects.

Note on beginners/newcomers – students who have another language spoken at home and are just beginning to acquire the English language, have instruction in social and instructional language to master basic communication. As soon as a student is able and ready, the student begins academic English language instruction.

Learning Goals: Each student has an Individual Learning Plan (ILC) to focus on an area or areas of academic English.

Learning Outcomes: Student proficiency on WIDA Access 4.2 composite, 4.0 Literacy is required to exit ELL instruction to participate in mainstream parallel class. WIDA ACCESS TESTING is administered each year in the spring to measure English Language Proficiency (ELP).

Textbooks, Reading Resources, Novels, Films

Any of the resource books, movies and texts listed on any of the other syllabi for the grade level
Content area selections from Readworks, Common Lit, Newsela and online databases

Read Theory

Treasures Readers

Video Clips and Films: During the course of the year, **short (3-5-minute video clips) are shown** to introduce or give a short overview of the subject area that will be implemented. Other videos or movies may be determined based on content area of instruction. Permission slips for longer movies will be sent home as necessary. This syllabus **serves as notification for permission to show video clips** in content areas. IF a parent or guardian finds any of the materials listed objectionable please contact me at the above contact information.

Assessments: All grades for ESL/ELL instruction are based on daily work in the classroom. Homework may be given occasionally. Percentages as follows: Speaking 15%, Reading 35%, Listening 15%, and Writing 35%.

All instruction for ESL/ELL in every grade is based on daily work in the classroom. All academic language for content areas are covered. English Language Arts Standards form the basis for academic language instruction across the content standards. Homework may be given occasionally.

Subject and Content Areas Covered:

ELA: English Language Arts:

Literacy is a multi-faceted, complex relationship of interrelated skills, beginning with language development. The standards have been written based on a progression beginning with the skills in the Foundational Literacy standards—print concepts, phonological awareness, phonics and word recognition, word and sentence composition, and fluency. The progression continues to build toward a more sophisticated manipulation of language in the upper grades. This progression of building and reinforcing foundational skills will be critical for the success of Tennessee students as they advance towards mastering postsecondary and workforce expectations. In every grade, the Language standards are based on the development of language processing from the word level to the sentence level, and finally to content knowledge as further explained below. These three areas—words, sentences, and content knowledge—come together to help the reader make sense of the text he or she is reading (Hennessey, 2014).

Command of Language Students acquire command of language in environments rich in listening, speaking, reading, and writing opportunities. Through discussion and collaboration, students develop flexible thinking about language while learning to adhere to a set of conventions. Inviting students to experiment with sentence structure helps them develop control over sentence and word choices. As Jeff Anderson says in *Revision Decisions: Talking Through Sentences and Beyond* (2014, p. 9), “It’s not about learning another rule, such as how to use colons; it’s about writers discovering another option to make their writing strong.” The goal of language education is for students to learn to adapt the language to their audience and to create an appropriate style and tone for the task.

Social Studies:

World History and Geography: The Middle Ages to the Exploration of the Americas Course Description: Seventh grade students will explore the social, cultural, geographical, political and technological changes that occurred after the fall of the Roman Empire and in Medieval Europe. Students will also study the period from the fifteenth to the eighteenth century, including the Islamic world, Africa, China, and Japan, but with a heavier emphasis on western civilization in Europe during the Renaissance and Reformation. Students will compare and contrast the history and geography of civilizations that were developing concurrently throughout these continents during medieval times. They will examine the growth in economic interactions among civilizations as well as the exchange of ideas, beliefs, technologies, and commodities. Students will learn about the resulting spread of Enlightenment philosophies and the examination of new concepts of reasoning toward religion, government, and science that continue to influence our world today. Students will analyze geography’s influence on the development of these civilizations as they continue their study of world history and geography. Seventh grade students will end the year by examining the Meso-American and Andean civilizations, and the age of European exploration. Appropriate informational texts and primary sources will be used in order to deepen the understanding of how these civilizations influence the modern world.

August 8th 2018 – August 10th Wednesday is half day for students - Ice-Breaker Activity. Students will examine their WIDA Scores from the previous year. Students create a time

capsule for the beginning of the year that will show abilities at the beginning of the year to compare with the end of the year.

Science:

The standards incorporated into this grade have been streamlined for the students' K-12 coherent experience for a diversity of learners. The theme for seventh grade science is how matter and reactions are the basis for life science, particularly the molecules that make up life (LS1) DNA/proteins, and their hierarchy to organ systems and heredity; and biogeochemical cycles (LS2) carbon and oxygen cycling through photosynthesis and aerobic cellular respiration. Earth and space science standards are addressed from a perspective based on matter and reactions (atmospheric composition, combustion, and climate change). Tennessee's state mathematics standards are integrated into the science standards, specifically connecting proportional reasoning with whole number multiplication and division. Special attention is given to science literacy through the use of the science and engineering practices. Students are often required to gather information from reliable sources to construct evidence-based arguments (e.g., 7.LS1.6).

Mathematics:

In Grade 7, instructional time should focus on four critical areas:

- (1) developing understanding of and applying proportional relationships;
- (2) developing understanding of operations with rational numbers and working with expressions and linear equations;
- (3) solving problems involving scale drawings and informal geometric constructions, and working with two- and three-dimensional shapes to solve problems involving area, surface area, and volume; and
- (4) drawing inferences about populations based on samples.

August 5th, 2019 – August 9th Monday is half day for students - Ice-Breaker Activity. Students will examine their WIDA Scores from the previous year. Students create a time capsule for the beginning of the year that will show abilities at the beginning of the year to compare with the end of the year.

Students will view and discuss how they will be graded on assignments. Students will discuss in groups the meanings of the terms in the WIDA rubrics for listening, speaking, reading, and writing to gain an understanding of how assignments will be evaluated.