

# 7th Grade ELAR Syllabus

## Course Overview

This course will encourage students to use a wide range of communication skills including those involved in written and oral English including the following: organization and development of effective communication, grammar, punctuation, vocabulary, spelling, and personal voice. Students will have ample opportunity for growth in the area of reading through use of self-selected novels, class activities, hands-on activities, and class discussion.

## Course Expectations

- **Self-Selected Reading (SSR)**
  - In order to increase reading stamina and cultivate a community of readers, students will read at least one self-selected novel per six weeks. Time is built into the week for independent reading and whole class and small group discussion. There will also be a culminating project that connects back to the unit of study.
- **Writer's Notebooks**
  - Students will keep a Writer's Notebook to improve writing skills learned throughout the unit of study. Time is built into the week for independent writing and writing conferences. Students will use the Writer's Notebook as a place to collect ideas and write freely about their thoughts, feelings, and concerns. The Writer's Notebook is a tool for both the teacher and the student to improve classroom climate while developing author's craft.

## Unit Descriptions

### Unit 1: Understanding Literary Nonfiction and Poetry

- Describe structural differences between nonfiction works
- Compose personal narratives
- Write poetry using poetic and literary techniques

### Unit 2: Understanding Fiction and Drama

- Describe themes in fiction
- Analyze and explain the impact of setting on elements of fiction
- Analyze character response to plot
- Explain use of dialogue and staging in drama
- Compose literary texts using the above mentioned skills including the fundamentals of the writing process

### **Unit 3: Understanding Informational Text**

- Use different organizational patterns as guides
- Make logical connections between ideas across texts
- Apply instructions from procedural texts
- Compose informational text to communicate to a specific audience

### **Unit 4A: Understanding Persuasive Text and Media**

- Analyze central argument and identify supporting text evidence in persuasive text evidence
- Examine persuasive techniques including fallacies explicit and implicit messages and media influences
- Write a persuasive essay with a clear position and include relevant evidence

### **Unit 4B: Formulating Connections Across Literary Texts**

- Analyze connections between and beyond literary texts
- Describe multiple themes

### **Unit 5A: Formulating Connections Across Informational Texts**

- Examine informational genres and make connections between texts
- Examine and explain the difference in author's' purpose

### **Unit 5B: Formulating Connections Across All Genres**

- Make connections across multiple genres
- Examine and explain the difference between theme in fiction and author's purpose in expository

### **Unit 6: Generating Research**

- Formulate a research question
- Apply steps of the research process
- Differentiate between paraphrasing and plagiarism
- Identify the importance of reliable sources

## **Grading Policy**

There will be a minimum of 10 grades per six weeks, and at least 3 will be major grades.

### **Possible Daily Grades - 40%**

- Warm Ups
- Quizzes
- Discussion Questions
- Checks for Understanding
- Short, In-Class Writings and compositions

**Possible Major Grades - 60%**

- Six Weeks' Tests
- SSR Projects (as per assigned)
- Writer's Notebook
- Published Writing
- Compositions
- Novel Tests
- Vocabulary Tests

**Late Work** - Late work will be accepted at a rate of 10 points per day deduction. After 3 days, the assignment will result with the grade of 0. Corrections will not be accepted on a 0 assignment grade that was due to not turning in work.

**Redoing Assignments-** Students will be allowed to redo an assessment one time if a grade below 70 is made that will be calculated as a grade that reflects the student's relative mastery of an assessment. When a student is allowed to redo an assessment, the higher of the two grades will be given up to a 70. (ie. If a student make an 80 on the the second attempt, he/she will be given a 70 OR if a student makes a 65 on the second attempt, he/she will be given a 65.)