



7th Grade
English Syllabus
2019-2020

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Feet, what do I need them for if I have wings to fly? -Frida Kahlo

Welcome to 7th grade English! The following information will help prepare you for success on your academic journey. Come to class with an open mind as we discover new worlds through literature and explore the complexities of language. Remember the key to mastering any new skill is practice, so the more you read, write, and speak, the further you will develop as an English scholar. I look forward to being your guide in what promises to be an enriching and exciting year!

OFFICE HOURS/CONTACT INFO. The best way to reach me is via email. If you would like to meet in person or on the phone, please email me to schedule a time. My classroom hours are 7:45 am - 3:30 pm, Monday through Friday. From 3:00 - 3:30 pm daily, I am available for reinforcement time. Reinforcement can be scheduled upon student request or teacher request. I will communicate reinforcement requests with parents.

COURSE DESCRIPTION 7th Grade English is a course designed to cover grade level Common Core Standards: reading literature, reading informational text, writing, language, and speaking and listening. Using literature, students will analyze elements of plot, author's craft, and purpose, including theme. Students will write narrative text, while demonstrating command of language and grammar. When analyzing nonfiction and informational text, students will determine central ideas and supporting evidence and cite that in written analysis and research situations. Students will collaborate through discussion, and create presentations that include multimedia components.

SUPPLIES

- 1 inch binder
- Composition Books (Reading and Grammar)
- Computer or tablet - phones do NOT count as a device (** please note that we will be writing often, so you are encouraged to have a keyboard for typing)
- Sticky notes
- Blue or black pens
- Independent reading book
- Set of thin markers
- Set of 4 dry erase markers (eraser- old sock)
- Set of at least 3 highlighters of different colors
- Colored pencils

DAILY PROCEDURES

- Be on time each day.
- Bring all needed supplies to class every day.
- Follow general classroom rules posted in room (ISS Work Habits)
- Always have a book to read.
- Anything that is a distraction to you or others must stay in your locker or be put away during class. This applies to the following items: (cell phones, makeup, toys, video games, etc.)

GRADING PROCEDURES

Grading will be done using Standards Based Grading. Standards Based Grading can be defined as a form of assessment, grading, and reporting tool that is based on students demonstrating understanding or mastery of skills that they are expected to learn throughout the process of the year. Things that can help demonstrate mastery of a standard include in class discussion, homework, quizzes, tests, and other in class activities. ThinkWave.com will be the easiest way to monitor your grade. It is an expectation that you are aware of your grade at all times.

Standards Based Grading Grading Scale:

The final grade for each standard will be a combination of all assignments you have completed with one standard and will focus on the end product. At the start of a unit, you may score D for developing on an assignment related to that standard, but by the end of the unit, assessments for that same standard could rise to P for proficient.

You will also be expected to uphold the ISS work habits in and out of the classroom. The work habits are: Respect, Initiative, Leadership, Work Ethic, Attendance, and Perseverance. We will further discuss the reporting of work habits and expectations in class.

GOOGLE CLASSROOM

Google Classroom is a virtual classroom format that we will be utilizing throughout the school year. Students may access the classroom from any device that allows them to access the internet, and this has proven to be an efficient and effective means of communicating to students both in and outside of the classroom. Various classroom reading materials, supplemental videos, and assignments will be posted to Google Classroom throughout the school year. Each student will be given the classroom code on the first day of class, and they will be expected to check the classroom daily for new assignments. Students may also download the Google Classroom app to their phone or portable device to access classroom updates and assignments.

BRING YOUR OWN DEVICE POLICY

As a Bring Your Own Device (BYOD) school, it is expected that students bring their own device to class daily (not a cellphone). Devices must be fully charged and functional and headphones are strongly recommended. Students may not share a device, and at the teacher's discretion, a student may be asked to complete the assignment handwritten. During class, chat functions and distracting apps, of any type, are not permitted. Please read all ISS BYOD guidelines and policies in the parent-student handbook.

ACADEMIC HONOR CODE

As a university preparatory school, ISS students must learn proper research methods and accepted practices. The integrity of both the student and our school requires complete academic honesty on all assignments, papers, and presentations. Cheating, plagiarism, and test dishonesty are serious violations of school rules and community values. Such dishonest behavior will not be tolerated. Plagiarism is copying another's work or having someone else complete your assignment, or a portion of it, for you and submitting it as if it were your original work. Test dishonesty is the use of any means deemed unacceptable by the teacher to obtain answers to a test or a quiz. Test dishonesty includes giving, receiving, passing or using specific information about a test or quiz, whether in oral or written form. Working together or copying someone's work on individual assignments is considered cheating. Infractions will be dealt with on a case-by-case basis, but may include a zero on the assignment, discussion with principal/director, parent contact, detention, etc. Please refer to the student-parent handbook for more information.

DISCIPLINE AND CONSEQUENCES

Following all ISS's rules and guidelines are an expectation. Please see Student handbook.

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I have read the above procedures, and understand all these expectations. I am committed and agree to follow them over the course of this school year.

Student Name and Signature _____ Date _____

We, the parents of _____ have read the above syllabus and agree to be involved and support our son/daughter in its compliance.

Parent or Mentor Name and Signature _____ Date _____

COURSE OUTLINE

Quarter 1

Text: Various Articles from Newsela and CommonLit

Individual Novels

Standards:

- Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
- Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.
- Compare and contrast texts in different forms or genres (e.g., stories and poems; historical novels and fantasy stories) in terms of their approaches to similar themes and topics.
- Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.
- Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

Quarter 2

Text: *The Secrets of Vesuvius (The Roman Mysteries)*

Standards:

- Compare and contrast a written story, drama, or poem to its audio, filmed, staged, or multimedia version, analyzing the effects of techniques unique to each medium (e.g., lighting, sound, color, or camera focus and angles in a film).
- Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
- Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
- Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not.
- Write arguments to support claims with clear reasons and relevant evidence.

Quarter 3

Text: *I Lived on Butterfly Hill*

Standards:

- Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history.
- Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).
- Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.
- Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., audience, auditory, audible)
- Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

Quarter 4

Text: *Brown Girl Dreaming*

Standards:

- Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama.
- Analyze how a drama's or poem's form or structure (e.g., soliloquy, sonnet) contributes to its meaning
- Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone
- Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.
- Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.