**Challenger Middle School Course Syllabus**

**Course Name:** English Language Arts 7 **Grade:** 7th Grade

**Quarter 3 Start Date:** January 31, 2024 **Quarter 3 End Date:** April 12, 2024

**English Language Arts 7**

**District Course Code:**

**CEDARS Course Code:** 01035

**Certificated Teacher:** Megan Larsen

**Grading:** A, B, C, D, F

***Course Description***: During quarter 3 of ELA 7, students have the opportunity to build on this knowledge they gained in quarter 2 on writing informational texts to create convincing argumentative texts on relevant and engaging topics. Students will also explore a range of contemporary and classic poems, monologues, and dialogues to refine their understanding of how writers use language for effect. Students learn how to take their understanding of the written word and express meaning through vocal and visual delivery.

***Course Objective and Goals:***

**Unit 3.1: Choices and Consequences** The second half of the quarter focuses on reading a novel, Tangerine by Edward Bloor. Students have several activities that ask them to examine the structure of a novel. Students then analyze character motivation and actions through the exploration of setting, point of view, and author's language. With a clear understanding of character choices and consequences, students are prepared to write a literary analysis essay for Embedded Assessment 3.1. One of the significant reading strategies is the double-entry journal. Students may want to keep their journals in either a spiral notebook or a composition book, with the journal pages attached. Many activities will direct students to record observations, questions, and text evidence in their journals.

**Unit 2.2: What Influences My Choices?** In the second half of unit 2, students read argumentative texts and research and learn about controversial issues. As students collaborate to gain new information, they learn how to write effective argumentative essays. Embedded Assessment 2.2 builds on this learning by asking students to state and support a claim in an argumentative essay.

***Bethel School District Priority Standards***:

*Standards* - this course meets the State and School District grade 6-8 ELA standards.

**Reading Literature**

* RI.7.1 Cite textual evidence to support analysis of what the text says explicitly as

well as inferences drawn from the text.

* RI.7.2 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.

* RL.7.1 Cite textual evidence to support analysis of what the text says explicitly as

well as inferences drawn from the text.

* RL.7.2 Determine a theme or central idea of a text and how it is developed through

particular details; provide a summary of the text distinct from personal opinions or

judgments.

**Writing**

* W.7.1 Write arguments to support claims with clear reasons and relevant evidence.
* W.7.2 Write informative/explanatory texts to examine a topic and convey ideas,

concepts, and information through the selection, organization, and analysis of

relevant content.

**Speaking and Listening**

* SL.7.1 Engage effectively in a range of collaborative discussions (one-on-one, in

groups, and teacher-led) with diverse partners on grade 6-8 topics, texts, and

issues, building on other’s ideas and expressing their own clearly.

***Teacher and Course Expectations:***

* *Daily Activities* – Students are encouraged to participate in weekly activities that develop a deeper understanding of the world.
* *Class Projects:* Each unit in the course will have a final project that will act as a summative assessment for the unit of learning. These projects may be either individual or group based, but grades will be based on individual student work.
* *Grading Rubrics* – Standards based rubrics will be used to evaluate student progress on both formative and summative assessments.
* *ALE Progress* - Student progress is monitored weekly. Progress is at the discretion of the certificated teacher based on weekly evaluations and the students’ ability to complete the required learning benchmarks for that week. If a student fails to make collective progress, then monthly progress is unsatisfactory. Student monthly progress is specifically evaluated against progress benchmarks, which are clearly defined in the course for each week. In addition to the course schedule, these benchmarks may also come in the form of lesson, unit, assignment and/or assessment completion dates. These established progress benchmarks will allow teachers and students to assess the students’ educational progress in meeting the course learning standards.

***Grading Policy:***

**Standards-Based Grading:**

Grading will be standards based. All assignments are expected to be completed to standard; this is a "B". "A" is exceeding standards; demonstrating a deeper and extended understanding of the material. If tests/projects do not meet standard they will need to be revised within the grading period.

**Formative Assessment – 20%:** This includes assignments that assess student learning of a concept and may be a worksheet, team projects, or a quiz.

**Summative** **Assessment- 80% of grade:** Students **CANNOT** pass without passing the assessments. Included are: tests, essays, and projects. Assessments are directly tied to one or more standards.

**Make up/Retake policy**: All tests can be retaken until the student demonstrates mastery of the content. Retake opportunities may require extra preparation.

**Grading Scale: This year we are transitioning to a 4 point standards based scale, similar to what is used in elementary school.**

| **22-23 CHALLENGER MIDDLE STANDARDS-BASED GRADING SCALE** | | | |
| --- | --- | --- | --- |
| **SBG SCORE** | **DESCRIPTION** | | **LETTER ALIGNMENT** |
| **4** | **Exceeding Standards -** Consistently meets requirements for exceptional work related to course standards and demonstrates a deep level of knowledge and skill | | A  80-100 |
| **3** | **Meeting Standards -** Consistently meets most requirements for proficient work related to course standards and demonstrates grade level knowledge and skills | | B  60-80 |
| **2** | **Approaching Standards -** Consistently meets some requirements for proficient work related to course standards and demonstrates some grade level knowledge and skills | | C  40-60 |
| **1** | **Attempting Standards -** With or without consistent support student is making limited progress towards standards - progress report meeting required | | D  20-40 |
| **0** | **Insufficient Evidence -** With consistent help, no  demonstration of key standards - progress report meeting required | | F  0-40 |

**Academic Honesty:**

We are here to learn and grow as scholars and as such strive to produce our best original work. We will be exploring the concepts of plagiarism, cheating, and academic integrity throughout our courses.

**Textbook Used:**

SpringBoard English Language Arts 7; *Tangerine* by Edward Bloor;

**Class Expectations:**

* No personal electronic devices out during class unless approved by teacher
* All class rules of conduct and safety adhered to
* Students will be to class on time