

COURSE CODE: 7th Grade Language Arts

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Trimester Credit

2019-2020
Monday-Friday
Credit hours: 1

COURSE DESCRIPTION: We will be following the newly adopted McGraw Hill StudySync curriculum. Trimester 1-Unit 1-Informative, Trimester 2-Unit 2 Narrative, Trimester 3-Unit 4-Argumentative. All Trimesters will incorporate Unit-3 Literary Analysis. (See Objectives).

In addition, refining language/grammar skills such as basic sentence structure, parts of speech, etc., are emphasized throughout the year. Novels may be incorporated both in and outside the classroom to supplement the classroom literary textbook. This course is aligned to Common Core Standards.

PREREQUISITES/COREQUISITES: No prerequisites required.

OBJECTIVES: Unit One's topic is *In Pursuit*, students will be reading short stories, poetry, memoirs, and several nonfiction narratives to explore the missions some people or characters have pursued to achieve their goals. The first two excerpts in the unit, from Ernesto Galarza's autobiography *Barrio Boy* and Farah Ahmed's memoir *The Other Side of the Sky*, draw students into this topic with their remarkable storylines of survival in a new environment. These two excerpts pay testament to the strength of the human spirit against great odds. Other selections in the unit include journeys into the Yukon, into nineteenth-century colonial India, and even into outer space during the perilous Apollo 13 mission. This unit also includes works from some of the world's best-known modern authors: William Butler Yeats, John Steinbeck, and Maya Angelou--all with one purpose in mind: to discover what drives us to undertake a mission regardless of the risks or human cost.

Unit Two's topic is *The Powers that Be*, students will explore the principles of a fair, or just, society from a variety of literary perspectives-- through folktales, short stories, poetry, and excerpts from contemporary novels--as well as through timely nonfiction texts. The unit begins with an excerpt from the informational text *Gladiator*, which explains why the tradition of the gladiator in ancient Rome began to decline with the rise of Christianity and the spread of social change. This selection is followed by the chilling Shirley Jackson story, "The Lottery," which contains the important theme of how blindly following tradition can be dangerous, especially when it leads to injustice. Other selections include a true story about the dictatorship in North Korea, an excerpt from a futuristic novel, and an analysis of the United States Constitution and the real meaning behind the three words: "We the People." Throughout this unit, students will investigate the principles of a just society by exploring different cultures and eras and diverse points of view.

Unit Three's topic is *Justice is served*, students will explore the importance of defending human rights through accounts of real people and characters in a variety of texts that include fiction, narrative nonfiction, informational texts, and speeches. The unit begins with an excerpt from *Mother Jones: Fierce Fighter for Workers' Rights*, which highlights the demonstrations and crusades against unfair child labor practices of workers' rights activist Mary Harris "Mother" Jones, whose "march of the mill children"

made headlines at the turn of the twentieth century. Other selections share stories of great defenders of human rights, including a biography of the young Harriet Tubman, a poem honoring labor leader and civil rights activist César Chávez, Nelson Mandela's autobiography, and Nehru's eulogy for Mahatma Gandhi. Throughout this unit, students will explore human struggle, determination, and the fight for human rights.

Unit Four's topic is *Getting Along*, students will use a variety of texts will help your students explore the outside forces that create challenges for human interaction. They will read about the steps people take to overcome these forces so that they can form meaningful relationships with other people. The unit begins with an excerpt from the novel *The Outsiders*, which focuses on class conflicts in the 1960s between two rival gangs from different economic groups. Other selections relate real-life stories--for example, the award-winning drama *The Miracle Worker* shows how Annie Sullivan broke down barriers in teaching Helen Keller to understand language and to learn to communicate. In another selection, journalist Nicolas Gage honors the woman who taught him the power of the written word and who led him to follow a successful career in journalism. Human interactions with nature also presents a challenge, as students will learn from the informational text "California Invasive Plant Inventory." In addition, students will read celebrated works of fiction--Langston Hughes's "Thank You, M'am" and Willa Cather's *My Ántonia*--in which characters struggle to get along with one another amid a harsh environment. Throughout this unit, students will explore the many challenges human beings face in forming relationships with one another and with the world around them

OTHER TEXT: Supplemental texts will include various class novels as supplied by McGraw Hill, as well as a Study Sync consumable textbook that mirrors the on-line program.

INFORMATIONAL RESOURCES:

Google classroom will be your go to place for handouts and resources from class. It is your responsibility to access it when you are absent and bring the completed work when returning to class.

ATTENDANCE AND PUNCTUALITY: If a student is absent please contact the office to let me know. Students who arrive at school after the first tardy bell should report to the main office to sign in.

Students are allowed nine (9) absences per class period during the semester.

Students who receive ten (10) absences in any class will lose credit unless cleared by the attendance office as extraordinary within five (5) days of the absence. Verbal communication must come from a parent/guardian within 48 hours of the absence to prevent truancy

The following absences count against a student's total of nine (9) absences: In-School Suspension (I), Out of School Suspension (O), Truancy (R), Unverified (A), Verified (E), Unexcused (U)

MAKE-UP WORK

After an absence, it is the student's responsibility to communicate with the teacher for make-up work. They are to check Google Classroom first, as all daily agendas and objectives can be found there. Check the details of the Skyward assignment and it will tell you which Google Classroom slide to access for further details. Handouts and worksheets will also be uploaded on Google Classroom. The student

must complete and turn in work within a reasonable time in accordance with the school's late work policy, approximately 2 days for an excused absence. I try to post daily updated Google Classroom slides by 4:15pm.

TARDIES: Students are considered tardy if not in their assigned classrooms when the tardy bell rings. Tardies accrue on a trimester basis. The tardy policy incorporates the following: Mr. Seidenschwarz allows for an additional 5 free passes to be used each trimester as a student sees fit, before actually entering an official tardy in the record books.

First Tardy -- Teacher warns student

Second Tardy -- Teacher warns student

Third Tardy -- Student assigned to designated detention

Fourth Tardy -- Student assigned after school detention.

Fifth Tardy--One hour after school detention.

COMMUNICATION: If parents have a question they can reach me by school phone, or email. I will attempt to respond to emails within 48 hours.

Skyward is where you will find the grades for students. (*Note: you can set Skyward up to email you progress reports and missing assignments, so you don't have to go into Skyward to find out how you are doing) Progress reports are no longer mailed to parents. Grades checks are available 24/7 on Skyward. I will have all grades updated and in the gradebook no later than midnight on Sundays for Monday's missing work slips that are passed out during VIKES class. I am available to meet with students one-on-one, during the first five minutes of class every day should they need to turn in late or missing work.

CELL PHONES, COMPUTERS, AND OTHER ELECTRONIC DEVICES: Cell phones are not to be used in the classroom, unless specifically instructed by the teacher for a particular class assignment. All electronic devices should be kept in the student's locker, with the exception of the Chromebook. *Students in violation of classroom rules will be asked to take their phone or device directly to the office for a parent to pick up. Phones will not be returned to students. Additionally, any action by a student that is deemed in violation of Idaho Code may be resolved through law enforcement separate from Middleton School District. (As per MMS policy).*

FOOD AND DRINK: No food, drinks, candy, or gum are allowed in the classroom with the exception of a water bottle. The (Non-metal) water bottle must have a spill proof lid. I have a sink in my room students may use at any time to refill their water bottle. I have a fridge in my class for medical exceptions.

COURSE PACING GUIDE

Course Guide-Pacing is determined by Trimester and will be guided by the following major topics. Trimester 1-Unit 1-Informative, Trimester 2-Unit 2 Narrative, Trimester 3-Unit 4-Argumentative. All Trimesters will incorporate Unit-3 Literary Analysis.

Unit One's topic is *In Pursuit*, students will be reading short stories, poetry, memoirs, and several nonfiction narratives to explore the missions some people or characters have pursued to achieve their goals. The first two excerpts in the unit, from Ernesto Galarza's autobiography *Barrio Boy* and Farah Ahmed's memoir *The Other Side of the Sky*, draw students into this topic with their remarkable storylines of survival in a new environment. These two excerpts pay testament to the strength of the human spirit against great odds. Other selections in the unit include journeys into the Yukon, into nineteenth-century colonial India, and even into outer space during the perilous Apollo 13 mission. This unit also includes works from some of the world's best-known modern authors: William Butler Yeats, John Steinbeck, and Maya Angelou--all with one purpose in mind: to discover what drives us to undertake a mission regardless of the risks or human cost.

Unit Two's topic is *The Powers that Be*, students will explore the principles of a fair, or just, society from a variety of literary perspectives-- through folktales, short stories, poetry, and excerpts from contemporary novels--as well as through timely nonfiction texts. The unit begins with an excerpt from the informational text *Gladiator*, which explains why the tradition of the gladiator in ancient Rome began to decline with the rise of Christianity and the spread of social change. This selection is followed by the chilling Shirley Jackson story, "The Lottery," which contains the important theme of how blindly following tradition can be dangerous, especially when it leads to injustice. Other selections include a true story about the dictatorship in North Korea, an excerpt from a futuristic novel, and an analysis of the United States Constitution and the real meaning behind the three words: "We the People." Throughout this unit, students will investigate the principles of a just society by exploring different cultures and eras and diverse points of view.

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GRADING: To determine your final grade in the course, I will calculate your percentage by dividing your total earned points by the total points possible. 90% of the grade is from unit tests and assignments during the semester. 10% of the final grade may come from an EOC if our department elects to have such. These will be converted to letter grades as follows:

90-100% = A 80-89% = B 70 -79% = C 60-69% = D < 59% = F

ASSIGNMENT SUBMISSION: Most assignments will be turned in to the teacher upon exiting the classroom. Homework should be finished at home and will be submitted to the teacher the following day upon entering the classroom. If a homework assignment is not finished and ready to be turned in, it may not be worked on in class and submitted at the end of class, as we will be moving on to other topics. Occasional assignments will be submitted electronically.

LATE WORK: Students work should be turned in on time for full credit. Fully completed late work will receive a floating daily percentage deduction during the first week. Work turned in during the second week will be entered at a standard 50%. Fully completed late work turned in during the third week will only be entered at 25%. Work after three weeks is only accepted to remove the missing work icon for your VIKES class requirements. Extra credit is not an option, so take advantage of every opportunity to get the best grade possible during class, VIKES time, Valhalla, or Saturday school.

RESUBMISSIONS: I allow students who fail daily assignments turned in during the first week to redo the assignment for a minimum passing grade. The assignment should be resubmitted within one week of the due date since we have already graded it, discussed it and reviewed it in class several times by then. I do not allow retakes on open note tests, or major projects. Extra credit is not an option, so take advantage of every opportunity to get the best grade possible during class, VIKES time, and or Valhalla.

PLAGIARISM/ACADEMIC OFFENSES: If a student is caught plagiarizing or cheating they will be required to do the assignment again from the beginning and parents will be notified. A grade of 50% is the best possible grade for the work that was originally plagiarized. It will also be documented. If it happens again, the parents will be notified and the matter will be turned over to administration.