

7TH GRADE LANGUAGE ARTS

"The illiterate of the 21st century will not be those who cannot read or write, but those who cannot learn, unlearn, and relearn." Alvin Toffler

Be a Cooperative, Respectful Achiever!

Cooperative Students

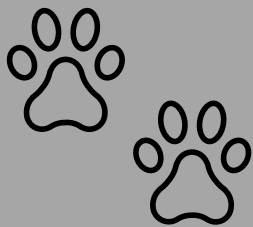
- ✓ Follow teacher directions
- ✓ Be helpful
- ✓ Follow technology expectations as determined by teacher

Respectful Students

- ✓ Respect others' personal space
- ✓ Be kind
- ✓ Use appropriate language

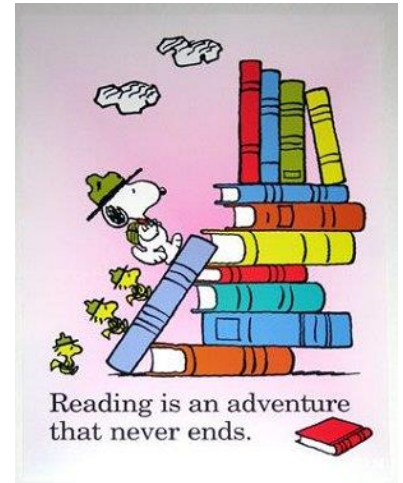
Achieving Students

- ✓ Come prepared to learn
- ✓ Be on time
- ✓ Work hard
- ✓ Ask for help
- ✓ Be curious



Course Description

Welcome to 7th Language Arts! Our focus this school year will be learning and developing our skills as critical thinkers, readers, writers, speakers, and listeners. The development and mastery of these important literacy skills not only is important to achieving success in the Language Arts classroom, but it is also a critical component of achieving success in other school subjects, building strong relationships with others, and attaining a flourishing career as an adult. Basically, the quality of life you experience now through adulthood will depend a lot on how well you read, write, and communicate with others.



What are we going to be learning this year?

We will be reading and writing to answer an essential question within each unit. Those questions will guide our thinking. We will experience different modes of writing as well as a variety of texts from diverse authors.

Reading Literature -

- RL 7.1 Cite text evidence to support what inferences and what the text says explicitly.
- RL 7.2 Determine a theme or central idea and analyze its development. Provide an objective summary of the text.

Reading Information Text -

- RI 7.1 Cite text evidence to support inferences and what the text says explicitly.
- RI 7.2 Determine two or more central ideas of the text. Provide an objective summary of the text.

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 7.1a Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.

Language -

- L 7.1 Demonstrate command in grammar conventions when writing.

*CommonLit 360 Curriculum Units for 7th gr (1, 2, and 4)

**The Outsiders* by S.E. Hinton

*Supplemental materials to support sentence writing/grammar



Grades

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



Assessments = 60%

This is a measurement of your mastery of a standard (vocab quizzes, reading assessments, short responses, essay writing, presentations). Assessment grades reflect your level of proficiency with a standard (If you “get it” or not).

Practice = 40%

This is a student's opportunity to learn and practice new skills (classroom notes, in-class assignments, discussions, whole-class activities, HW). Practice grades reflect effort, completion, and the ability to follow instructions.



Supplies

- One two-pocket folder to be left in the classroom
- Pencils
- One package of college-ruled paper or a ream of white or colored unlined paper to be left in the classroom

*****Please donate any of the following for classroom use: markers, colored pencils, scissors, Kleenex, Clorox wipes, extra pencils.**

Essential Questions We Explore

- ❖ How do I thrive in today's world to become the best version of myself?
- ❖ How do a community's shared values create both belonging and rejection?
- ❖ How do the challenges of adolescence contribute to our growth?
- ❖ Is social media more risky or more rewarding for teens? How can we promote teens making better decisions online?
- ❖ How do different points of view and stereotypes affect the way we see and treat others?

Where do I go to find agendas and assignments?

In the classroom, you will always find weekly agendas, daily instructions posted on the board in addition to all materials needed for assignments. Also, I will post all assignments and directions on Teams, or you can view our daily agenda on my teacher webpage to know what we are working on. Keep in mind that some work will be done on the computer, and some will be done on paper.

What happens if I turn in an assignment late?

I want you to complete all of your assignments, as that is how the best learning happens! I know that sometimes life is messy, and you may need more time. I will accept late work. It will go in as a zero in Power School until it is complete. However, I do not want it to become a habit. Please communicate with me and we will figure out a plan. You can message me on Teams or come and talk to me! Keep in mind that if you are not doing the work, then you ARE behind. When you fall behind you WILL struggle with the assessments and WILL NOT meet the standards! Also, I cannot guarantee that you will be given timely feedback on assignments if you turn them in late, and you may lose points if the assignment is late (3/4).

How will I check my grade in class?

All grades will be posted in Power School! Assignments will be graded through Teams, Common Lit, and some will be done on paper and handed back to you.

What do I do if I am absent?

If you are absent, it is YOUR RESPONSIBILITY to figure out what you missed and make it up. You can check Teams, look at the agenda on my teacher webpage, chat me on Teams, or send me an email to figure out what you need to catch up on. Additionally, you can come see me before school, in advisor, or after school to figure out what you missed and get extra help. You are expected to complete all work- even if you are gone. Practicing the skills we are working on is an important part of learning!

What happens if I do poorly on an assignment/assessment?

All students are going to struggle on an assignment. That is normal! It is a part of the learning process. So, I allow you to Redo/Rewrite/Retest. Students have one week from the time the assignment or assessment is graded to redo/retest/rewrite. I want you to learn; sometimes learning takes a couple of times to get it right. If you would like to redo/retest/rewrite, you will need to set up a plan with me and get it done in the time frame provided, and you will need to complete additional practice and/or teacher conferencing.

**PLEASE READ THE COURSE INFORMATION, SIGN, AND
RETURN THIS SHEET TO MRS. MCCLURE**

Students:

Please sign below to signify that you have read the course syllabus for Mrs. McClure's class, will keep it in your folder, will be responsible for this information throughout the year, and **will check Power School at least twice per week at school or at home.**

Student printed name

Student signature

Parents/Guardians:

Check all the statements that apply to how you would like to communicate with Mrs. McClure about your student's progress. I will, of course, call for major concerns or accomplishments, but with approximately 120 students, I like to know how you'd prefer to communicate.

____ I/We have internet access at home, so we will check Power School at least twice per week to check on my/our student's progress. I/We will contact Mrs. McClure about any concerns we have.

____ I/We will read the emails from Mrs. McClure to learn about frequent updates.

____ I/We will check Mrs. McClure's web page, which will help me stay informed with what students are learning about in class. https://staff.helenaschools.org/staff_page/emcclure/

____ I/We do not have internet access at home, but I/we would like to have regular contact with Mrs. McClure. I/we will email or call for an update on a regular basis.

Please sign below to indicate that you have read the course sheet for Mrs. McClure's class and that you will help your student be accountable for the information. If you have questions about the course or your student's work, please do not hesitate to contact me; **email is the best way to reach me quickly**. See the front of this sheet for my email address as well as my web page address.

Parent/Guardian printed name

Parent/Guardian

Parent/Guardian **e-mail**
(please print)

Parent/Guardian **daytime** phone number

Parents and guardians, please CIRCLE the best way for me to contact you:

e-mail

phone