



7th Grade English Language Arts

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Course Description/Objectives:

The grade seven standards define what students should understand and be able to do by the end of the grade. Instruction addresses students' increasing maturity and the growing sophistication of their abilities, culminating in the development of students who are ready to succeed in high school. Students should be able to comprehend more challenging books and articles, basing all of their analyses, inferences, and claims on explicit and relevant evidence from the texts. Students will expand on their ability to identify central ideas by identifying how those themes are shaped and conveyed by particular details. Their analysis of basic literary elements will extend to identifying connections and complexities within narratives and how individual elements weave together to advance plot and reveal character. The evaluation of the impact of language on tone and meaning will begin to include more sophisticated concepts such as analogy and allusion, subtleties in point of view such as dramatic irony, and a more sophisticated appreciation for connotative diction. These skills will be incorporated into the student's own narrative and expository writing. Students will become increasingly adept at understanding an author's biases, the use of complex rhetorical devices, and tailoring their own prose for maximum influence. While continuing with a variety of literary nonfiction, students in grade eight will begin to tackle more technical informational texts as well. Literary selections will include foundational materials from mythology, cultural histories, and religious traditions.

Instructional Goals:

- Continue to improve basic writing skills and begin use of techniques for expressive and creative writing
- Further develop research skills by using technology
- Identify key words, develop search strategies; locate appropriate and varied information sources; distinguish sources between primary and secondary
- Identify the time, place, audience, purpose, and form of a source
- Recognize relevant facts and ideas; evaluate bias of sources/authors; classify information as fact/opinion
- Identify central issue; formulate appropriate questions; identify multiple perspectives; compare and contrast; validate data using multiple sources; determine relevant information; paraphrase problem

- Distinguish between fact, opinion, and reasoned argument; clarify time, point of view and purpose; recognize stereotypes cliches, bias, and propaganda techniques; identify message and target audience of narrative and documents to determine credibility and authenticity
- Compare advantages & disadvantages, suggest alternate solutions; predict probable consequences, provide evidence to justify the best solution.

Class Schedule/Procedures:

10 minutes - Opening (Explain the learning target and describe what students should know, understand, and be able to do to show evidence of standard mastery)

40 minutes - Work Session (Student Centered)

5-10 minutes - Closing and summarizing (Teacher/student summarization of the lesson. Discussion of how the work relates to mastery of the learning targets)

Texts and Resources:

- Google Classroom (students will be able to access daily assignments and turn work in here)
- Online Resources (IXL, ReadWorks, CommonLit, Newsela, Educational videos, etc.)

Class Expectations:

- Students at Jasper County Middle School are expected to follow all procedures and policies of the classroom and of the school. Consequences will be applied according to the school policies and handbook. Students are expected to put forth their best effort and remember that their education is the purpose for being at school.

Daily Supplies:

- Pencil, Paper, Binder

Grading:

- The grading policy is located in the student handbook.
- Formative Assessments- classroom assignments, quizzes, homework, draft papers - 70%
- Summative Assessments- major tests, final papers - 30%
- All writing assignments will be graded using Georgia Department of Education Writing Rubrics

Please sign and return to your ELA teacher

Student Name_____

Class Period _____

X_____

Parent Signature

Parent Name (Printed) _____

Email Address: _____ Phone Number: _____