

Course Name	ELA (Resource)	Course Code	23.8120001S-1
School Name	Stone Mountain Middle School	Teacher Name	Latonya S. Washington
School Phone Number	678.676.4802	Teacher Email	Latonya_S_Washington@dekalbschoolsga.org
School Website	http://www.stonemountainms.dekalb.k12.ga.us/	Teacher Website	http://stonemountainms.dekalb.k12.ga.us/LatonyaWashington.aspx

Course Description: This course is designed to incorporate individual education goals with the general seventh grade ELA standards. Your student will learn to analyze different forms of literature, write with a purpose, and speak and express thoughts using the conventions of Standard English.

All modifications and accommodations will be adhered to in this as well as all other courses in which your student is enrolled.

Curriculum Overview

The following academic concepts will be covered. **THIS IS ONLY A GUIDE AND IS SUBJECT TO CHANGE.**

CURRICULUM OVERVIEW--ELA
<p>Unit 1 – Perseverance:</p> <p>Reading Literature RL 7.2 Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text. RL7.3. analyze how particular elements of a story or drama interact RL 7.7 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</p> <p>Reading Informational RI.7.3. 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).</p> <p>Writing: Informative/Explanatory 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. W.7.6: Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.</p> <p>Writing: Narrative W. 7.3 Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details and well-structured event sequences.</p> <p>Language Conventions of Standard English L.7.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Vocabulary Acquisition and Use L.7.6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p> <p>Speaking and Listening Comprehension and Collaboration SL.7.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly. * SL.7.2. Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.</p> <p>Presentation of Knowledge and Ideas SL.7.5. Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.</p>
<p>Unit 2 – Courage and Survival</p> <p>Reading: Information RI.7.1. Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. RI.7.2. Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text. RI.7.5. Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas. RI.7.6. Determine an author's point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others. RI.7.8. Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims.</p>

Reading: Literary

RL.7.3. Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).

RL.7.9. 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

Writing: Argumentative

W.7.1. Write arguments to support claims with clear reasons and relevant evidence.

W.7.5. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.

W.7.7. Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.

W.7.8. Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

W.7.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

W.7.10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Writing: Narrative *

W.7.3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

Language

L.7.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

Knowledge of Language

L.7.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.

L.7.6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Speaking and Listening Comprehension and Collaboration

SL.7.2. Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study. Presentation of Knowledge and Ideas

SL.7.4. Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.

SL.7.5. Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.

SL.7.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

Unit 3 – Literature Reflects Life: Making Sense of Our World**Reading: Literature**

RL.7.1. Cite several pieces of 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 analyze its development over the course of the text; provide an objective summary of the text.

RL.7.4. 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.

RL.7.5. Analyze how a drama's or poem's form or structure (e.g., soliloquy, sonnet) contributes to its meaning.

Reading: Informational

RI.7.3. 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).

RI.7.6. Determine an author's point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others.

RI.7.8. Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims.

RI.7.9. Analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts.

Writing: Argumentative

W.7.1. Write arguments to support claims with clear reasons and relevant evidence.

W.7.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

W.7.6. Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.

Writing: Narrative

W.7.3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

Research to Build and Present Knowledge

W.7.7. Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.

W.7.9. Draw evidence from literary or informational texts to support analysis, reflection, and research. o Apply grade 7 Reading standards to literature (e.g., "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").

Presentation of Knowledge and Ideas

SL.7.4. Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions,

facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.

Conventions of Standard English

L.7.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas. Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.

L.7.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

Vocabulary Acquisition and Use

L.7.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

Unit – 4 Survival In the Wild

Reading: Informational

RI.7.1. Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

RI.7.3. 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).

RI.7.5. Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas.

RI.7.6. Determine an author’s point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others.

RI.7.7. Compare and contrast a text to an audio, video, or multimedia version of the text, analyzing each medium’s portrayal of the subject (e.g., how the delivery of a speech affects the impact of the words).

Reading: Literature

RL.7.6. Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.

Writing: Informative/Explanatory

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.

W.7.6 Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.

W.7.7. Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.

Writing: Narrative

W.7.3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

Conventions of Standard English

L.7.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.*

L.7.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.

Speaking and Listening Comprehension and Collaboration

SL.7.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others’ ideas and expressing their own clearly.

SL.7.2. Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.

BOARD-APPROVED INSTRUCTIONAL MATERIALS

Title	Literature by: McDougal Littell
ISBN	13:978-0-547-07530-3
Replacement Cost	\$53.99
Online book and/or resources	Star Reading
Online student access code (school specific)	Student Number

GRADING SYSTEM: The DeKalb County School District believes that the most important assessment of student learning shall be conducted by the teachers as they observe and evaluate students in the context of ongoing classroom instruction. A variety of approaches, methodologies, and resources shall be used to deliver educational services and to maximize each student’s opportunity to succeed. Teachers shall evaluate student progress, report grades that represent the student’s academic achievement, and communicate official academic progress to students and parents in a timely manner through the electronic grading portal. **See Board Policy IHA.**

GRADING CATEGORIES	*GRADE PROTOCOL
Formative Assessment (Pre-Assessment) – 0%	A 90 – 100 ~P (pass)
Assessment During Learning – 25%	B 80 – 89 ~F (fail)
Guided, Independent, or Group Practice – 45%	C 71 – 79

Summative Assessment or Assessment of Learning– 30%	D	70
	F	Below 70

Notes:

*English Learners (ELs) must not receive numerical or letter grades for the core content areas in elementary and middle school during their first year of language development. A grade of CS or CU must be assigned. This rule may be extended beyond the first year with approval from the EL Studies Program. English Learners must receive a grade for ESOL courses.

DISTRICT EXPECTATIONS FOR SUCCESS	
STUDENT PROGRESS	Semester progress reports shall be issued four and a half, nine and thirteen and a half weeks into each semester. The progress of students shall be evaluated frequently and plans shall be generated to remediate deficiencies as they are discovered. Plans shall include appropriate interventions designed to meet the needs of the students. See Board Policy IH.
ACADEMIC INTEGRITY	Students will not engage in an act of academic dishonesty including, but not limited to, cheating, providing false information, falsifying school records, forging signatures, or using an unauthorized computer user ID or password. See the Code of Student Conduct - Student Rights and Responsibilities and Character Development Handbook.
HOMEWORK	Homework assignments should be meaningful and should be an application or adaptation of a classroom experience. Homework is at all times an extension of the teaching/learning experience. It should be considered the possession of the student and should be collected, evaluated and returned to the students. See Board Policy IHB.
MAKE-UP WORK DUE TO ABSENCES	When a student is absent because of a legal reason as defined by Georgia law or when the absence is apparently beyond the control of the student, the student shall be given an opportunity to earn grade(s) for those days absent. Make-up work must be completed within the designated time allotted. See Board Policy IHEA.
SCHOOL EXPECTATIONS FOR SUCCESS	
CLASSROOM EXPECTATIONS	Follow The Three A's Attitude=Positive, Attendance=Punctual and Prepared, Achievement=Progress <i>Always strive for improvement the next day in all you do...behavior, friendships, family, and knowledge.</i>
MATERIALS AND SUPPLIES	Composition Book, Copy Paper, Pencils, Hand Sanitizer, Colored Pencils, Chart Paper, 3 packs of college ruled paper, Dry Erase markers, Flash Drive
EXTRA HELP	Teacher assistance available from 8:00am-8:20 with a pass issued the previous day.
PARENTS AS PARTNERS	Please email me and let me know if you're interested in becoming a parent volunteer. After your completed background check, we can find a time that works best for you. Please make sure we communicate. If there's a change in the life of my students that might affect their progress I NEED TO KNOW.

PLEASE SIGN BELOW AND RETURN only the last signature page

I have read the syllabus.

Student Signature _____

Parent/Guardian Signature _____

Date _____

Additional information to support continued contact:

Information	Parent/Guardian
Day Time Phone Number	
Cellular Phone Number	
Home Phone Number	
Email Address	