

**Course Syllabus for English Language Arts 7**  
**St. Johns Middle School**  
**St. Johns, Michigan**

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**Course Description:**

This course is based on the Common Core State Standards for English Language Arts Grade 7. We will focus on skills and strategies in the areas of reading, writing, speaking and listening, viewing, and language usage. Students will work with both fictional and informational genres in reading and writing. Students will also read short stories and novels in the narrative genres of comedy, mystery, mythology, graphic novels, drama, and historical fiction. Students will read informational articles and books in connection to research. Students will explore literary analysis and narrative writing, while writing several types of journal and response writings, as well as informative/explanatory and argumentative essays.

**Goals of Course:**

The goal of English Language Arts 7 is for each student to successfully complete the Common Core State Standards for English Language Arts Grade 7 in the areas of reading, writing, speaking and listening, and language usage as required by the State of Michigan Department of Education.

**Course Materials:**

The following materials will be needed on a consistent basis throughout the school year: the fully charged school-issued Chromebook, a one-inch, three-ring binder with three dividers, lined paper, pens/pencils, highlighters, and sticky notes.

**Resources:**

Selected short stories, poems, informational texts, novels, and short videos as related to unit study, Information Center materials, and online resources including, but not limited to, and NoRedInk. Google Classroom will be the primary learning platform.

**Grading Policy:**

Assignments are graded using a point system that will fall into weighted categories. The categories are as follows:

- **Reading** **30%**
- **Writing** **30%**
- **Language** **15%**
- **Speaking & Listening** **15%**
- **Final Exam** **10%**

The types of graded activities are written class and homework assignments, tests and quizzes, coming prepared and contributing to speaking and listening activities, responses to reading, writing assignments, and completion of trimester reading requirements. Summative assessment pieces will make up the majority of the final points counting towards grades. *Parents and students, please visit Infinite Campus frequently to check on current progress and any missing assignments.*

Extra credit or bonus points may be available at times in connection with established assignments. However, specially designed extra credit assignments or projects to enhance a grade will not be offered.

### Grading Scale:

<b>A</b>	<b>100%-93</b>	<b>C</b>	<b>76%-73%</b>
<b>A-</b>	<b>92%-90%</b>	<b>C-</b>	<b>72%-70%</b>
<b>B+</b>	<b>89%-87%</b>	<b>D+</b>	<b>69%-67%</b>
<b>B</b>	<b>86%-83%</b>	<b>D</b>	<b>66%-63%</b>
<b>B-</b>	<b>82%-80%</b>	<b>D-</b>	<b>62%-60%</b>
<b>C+</b>	<b>79%-77%</b>	<b>F</b>	<b>59% or lower</b>

### Assignment Policy:

All work is expected to be completed and turned in on time. It should meet quality standards, including neatness, legibility, clear organizational structure, and evidence of best effort. Assignments must include required detail and content.

A due date will be specified for all assignments when they are received. Due dates will be posted in Google Classroom. If students do not turn in their assignments, students will receive a zero and the assignment will be flagged as “missing” in Infinite Campus until the time it is turned in and assessed by the teacher. Any assignment that may not be turned in late will be specified ahead of time. Since many assignments build on one another, completing and turning in work on time is essential to ensure a student’s opportunity for success. Missing assignments must be turned in within one week after the close of each unit.

### Absences:

If a student is absent on a previously assigned due date, the assignment is due upon the student’s return unless otherwise specified by the teacher. **However, essays and major projects are still expected to be turned in on the designated due date and can be submitted electronically to Google Classroom.** Any in-class work missed when a student is absent can be found in a hard copy in the “Absent” folder located in the classroom and on Google Classroom as well.

### Behavioral Expectations:

Students are expected to be respectful of others and their surroundings. Students also need to be respectful in showing personal responsibility in their achievement and success.

Students, you are expected to respect:

1. Yourself

- Be seated in your assigned seat when the bell rings or else a tardy will be given
- Be honest
- Turn assignments in on time
- Come to class with all necessary materials
- Keep a positive attitude
- Do your best by making learning your first priority

## 2. Others

- Listen carefully and follow directions
- Be considerate of the feelings and ideas of others, even if they differ from your own
- Do your part in group activities

## 3. Property

- Return all classroom materials to their proper place
- Be kind to books and other classroom materials and fixtures

### **Learning and Social Behavior Plan:**

If it becomes necessary to address a student's learning or social behaviors (i.e. not following classroom rules, turning in several late assignments) the following steps will be taken:

1. A verbal notice is given, and/or the teacher will hold a conference with the student
2. If the behavior continues, the teacher may contact parents or guardians to develop a plan to address the behavior
3. If a student reaches step three, further appropriate action is taken, such as a referral to the Assistant Principal

This plan may change as warranted by circumstances, such as in the case of a severe disruption in the classroom, verbal harassment or intimidation of other students, the use of inappropriate language, or an act threatening the safety of others.

### **Helpful Hints:**

Students will keep an English Language Arts Binder. This one-inch three-ring binder will include sections labeled "Resources," "Assignments," and "Journal." Students are responsible for keeping their English Language Arts Binders organized according to the guidelines given for each marking period. Binders are an important resource in supporting student achievement each marking period. Students need to bring their English Language Arts Binder to class each day. Binders may also go home with students to help with the completion of assignments and to study for tests and quizzes.

Students will complete individual reading requirements each marking period. **Students need to come to class each day with reading materials of their choice or currently assigned reading.** Please make an effort to have regular conversations with your child regarding reading selections and their individual reading progress in an effort to make sure that your child is making choices that align with your family's expectations.

**Online Resources:** The following resources are available to parents and students.

**Infinite Campus:** <https://stjohnsmi.infinitecampus.org/campus/portal/StJohns.jsp>

- Infinite Campus portal is helpful in keeping track of student grades and progress as well as late or missing assignments.

**SJMS Website:** <http://www.sjredwings.org/middleschool/>

- Links to teacher websites are available here.

**Viewing Opportunities:**

As a part of the 7<sup>th</sup> grade English Language Arts Common Core Standards, 7<sup>th</sup> graders will be participating in several listening and viewing activities to support their learning in both fictional and informational genres. Below is a list of the videos we may be sharing with students throughout the school year. While viewing these materials, students will be asked to complete tasks that may include note taking, written responses, and compare and contrast written work to support the listening and viewing standards.

**The Twilight Zone: Volume 2 Episode 22: “The Monsters are due on Maple Street” (aired March 4, 1960 on CBS)****Rated: Not Rated****Genre: Drama**

Inexplicable events cause the residents of quiet Maple Street to erupt into rioting. The residents suspect an alien invasion has occurred. If so, where are the alien monsters? Neighbors’ suspicions and prejudices are the real monsters on Maple Street.

**A Christmas Carol (1984)****Rated: PG****Genre: Drama**

This is the Charles Dickens classic holiday tale of one man learning the true meaning of Christmas. Ebenezer Scrooge is a cynical old man whose greatest concern is money, and who regards compassion as a luxury he can’t afford. On Christmas Eve, Scrooge is visited by the ghost of Jacob Marley, his former business partner, who arranges for Scrooge to be visited by three spirits in an attempt to show him the error of his ways. The Spirits force Scrooge to examine the failings of his own life, as well as the bravery and optimism of his loyal but ill-treated employee Bob Cratchit.

**Ellis Island (2003)****Rated: Not Rated****Genre: Historical background**

This film--produced for and first broadcast on the History Channel--documents in full detail the life of the way station, Ellis Island. What started out as a modest outpost became a monumental processing center where, during its 62-year history, nearly 12 million people were poked, prodded, tested, and graded to see if they were fit for citizenship. Rich with personal accounts and rare footage and photos, *Ellis Island* is a fitting tribute to the island and the era.