



7th Grade GT Humanities ELAR

Misty Cheslock

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Conference Period: 8:20 – 9:07

Tutoring Opportunities: Tuesday 7:45 a.m. – 8:15 a.m.; Wednesday 3:45 p.m. – 4:15 p.m.

Class Materials:

- 2 Composition OR spiral notebook (1 for ELA; 1 for Literature)
- Highlighters
- Pocket folder with prongs
- Binder with pencil and paper
- Planner
- Optional: sticky notes, markers, colored pencils
- Novels varying per 6 weeks (Each 6 weeks, parent letters with novel selections will be provided.)
- Access to Canvas and Office365 tools is available to students through our [Single Sign-on Portal \(SSO\)](#). Students receive their SSO login during enrollment.

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Course Description:

GT/Advanced Humanities English Language Arts and Reading 7A/7B

In the ELAR Humanities course for GT and Advanced learners, students will synthesize and connect their understanding from above-grade level, classical, and contemporary texts, including primary historical documents, philosophical works, Supreme Court majority and dissent opinions, speeches, novels, poetry, memoir, art with accompanying commentary, and music.

Students will continually read, write, and discuss texts, with a predominance of exploration through independent reading to produce an advanced-level product each six weeks. Students will deepen their response and writing skills by exploring multiple genres and writing for various audiences. There is a significant amount of reading and writing in this course, which assists in preparing students for the challenges offered by the Advanced Academics program through sustained habits necessary for college success.

Prerequisites: Students must be identified as gifted/talented or must have scored masters grade level on Reading/Language Arts STAAR for 5th or 6th grade.

Course Goals:

Students who complete this course successfully will be able to:

Unit 1: Students will analyze the nature of humanity by reading either a whole class novel or book club books (teacher choice) along with various short stories, poems, and non-fiction texts. Students will determine their own view on the nature of man. Is man innately good or bad? Selfish or loving? They will then create their own short story or narrative that presents a theme and unique view of the nature of man.

Unit 2: Students will analyze how perception can blind people to the truth by creating a literary analysis. Students will read a novel of choice and various texts to analyze characters' perception of truth. Students will create a study guide for Spark Notes for their chosen novel.

Unit 3: Students will analyze the benefits and deficits of individuality versus conformity by creating an informational piece in the form of a biography. Students will read several pieces of literature and artwork to analyze the ways in which authors and artists represent individuality or conformity. Students will choose an author or artist to research how their life influenced their work regarding the concept of individuality vs conformity.

Unit 4: Students will use the Think Law curriculum to look at court cases and learn the DRAAW+C writing strategy. Students will learn to write and analyze like lawyers. Students will then respond to correspondence from a judge to evaluate the sentencing of the convicted person in the case.

Unit 5: Students will analyze the concept of perspectives of power and create a presentation. Students will read several pieces of literature and artwork to analyze the ways in which authors and artists represent perspectives of power. Students will create a presentation to consider real-life applications of the lessons presented.

Unit 6: Genius Hour is a student selection-based project that will be presented at a school event in which students get to show off their learning. Students will choose a project to align with one of the following unit themes: Truth vs Perception, Individual vs Conformity, or Power vs Corruption. Students will submit a project proposal, an artifact demonstrating their learning of the unit theme, and a presentation of their created artifact.

Student Evaluation:

The grading system for this course is as follows:

- Grade averaged 60% Major—40% Minor
- Major grades – tests (including District Common Assessments, projects, final essays, research papers, presentations); minimum three per six weeks
- Minor grades – quizzes, daily assignments, journals; minimum four per six weeks
- Each six weeks will count as 1/3 of the semester grade
- A letter system (S, N, U) is used to report a student's conduct based on proper/responsive conduct and citizenship
- Per Board Policy EIA (LOCAL), "The District shall permit a student who meets the criteria detailed in the grading guidelines a reasonable opportunity to redo an assignment or retake a test for which the student received a **failing** grade. This policy applies only to initial identified major grades and does not apply to daily assignments and quizzes. Upon reteach and retest, the new test, project, etc. recorded will be a high score of 70%."
- Official grades will be in Skyward only and can be accessed by student and parent through Family Access.

Assignments, exams, expectations outside of the classroom:

Students will embark on a self-directed learning path in which they carefully consider and evaluate increasingly complex text, which will be utilized to embed information into writing assignments. Student-initiated research that extends the learning is required to understand complex topics students are unfamiliar with. Students are expected to spend time outside of class reading selected novels, researching topics, and creating projects/writing assignments. Students will be expected to hold collegiate conversations with peers as directed. Students will be assessed with various assessment techniques such as formative and summative assessments such as district common assessments.

Attendance/Tardy Policy/Make-Up Work:

When a student is absent, he or she should request the missed assignments and check the make-up folder for the work. Students have one day for each day missed plus one additional day in which to complete all make-up work. If there are special circumstances, the student should visit with me to consider arranging an extension of the due date. Any assignments given before the absence are due upon the student's return to school.

If a pre-arranged absence is required, a parent should send a note to school prior to the absence. As much as possible, assignments may be given and completed ahead of time. Any assignments given before the absence are due upon the student's return to school.

- Assignments and due dates will be posted in the classroom.
- Students can make up tests occasionally during class time, during tutorials, and during Advisory.
- Students who are tardy need to enter the classroom without interruption. There will be a sign-in sheet for those students who are tardy. Repeated tardies will have penalties.
- Students can ask questions about attendance, tardies, and make up work before or after class, before or after school, and during tutorials.

Classroom Expectations:

Students will:

Students should follow procedures upon entry into the classroom. Beginning activities will be on the board and students should be seated and working when the bell rings. It is important that students come to class prepared with materials, as well as a positive and productive mindset. If a student is unprepared, the student should speak with the teacher immediately so that a solution can be reached. During class, students will be expected to work with others without causing disruptions or distractions as well as independently during work time to learn and reinforce skills and concepts. Students are also expected to speak and act with kindness and respect towards themselves, other people and other people's property. We will follow the Wayside Way: Be Respectful, Be Safe, Be Punctual, Be Prepared, Be Responsible.

Preliminary Schedule of Topics, Readings, and Assignments

Unit 1: Is man innately good or bad?

Unit 2: What blinds people from the truth?

Unit 3: What are the benefits of individuality vs conformity?

Unit 4: How is justice decided? (Think Law)

Unit 5: How should power be used?

Unit 6: How can you demonstrate your deeper understanding related to one of the following units: Truth vs Perception, Individuality vs Conformity, or Power vs Corruption?

Academic Integrity:

Academic integrity values the work of individuals regardless of if it is another student's work, a researcher, or author. The pursuit of learning requires each student to be responsible for his or her academic work. Academic dishonesty is not tolerated in our schools. Academic dishonesty includes cheating, copying the work of another student, plagiarism, and unauthorized communication between students during an examination. The determination that a student has engaged in academic dishonesty shall be based on the judgment of the classroom teacher or other supervising professional employee and considers written materials, observation, or information from students. Students found to have engaged in academic dishonesty shall be subject to disciplinary and/or academic penalties. The teacher and campus administrator shall jointly determine such action.

Mirroring Grades:

On your child's schedule and report card, parents and students will see a two-period course (ELAR 7A/ELAR 7B) so that teachers can interweave reading and writing seamlessly. Therefore, these grades will be mirrored in both courses.