



7th grade Basic English Language Arts

Penny Davis

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Conference Period: 8th period 2:45-3:30

Tutoring Opportunities: Mornings= Tues., Wed., and Thurs. Afternoons= by appointment.

Class Materials:

- Pencils
- Notebook Paper
- Digital tools that will be used for student coursework= Canvas, Microsoft Word

Access to Canvas and Office365 tools is available to students through our [Single Sign-on Portal \(SSO\)](#). Students receive their SSO login during enrollment.

Course Description:

Provides the student with knowledge of the structure and patterns of language. Usage skills develop the student's ability to speak and write effectively. Instruction in written communication focuses on the development of well planned, coherent compositions written for a variety of audiences and purposes. This course is designed to meet the individual needs of the student. Placement in this course is determined by ARD Committee.

Course Goals:

Students who complete this course successfully will be able to:

- Utilize and understand foundational moves of literary analysis, informational writing, and argumentative writing
- Confer with partners and small groups in order to revise, edit and publish pieces
- Express their ideas in writing by composing a focused essay

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 1/6 and the semester exam will count as 1/7 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:

- Aside from reviewing notes, students will only have homework if they did not complete an assignment that was intended to be completed during class time or if they need to preview something to be ready for the next class session.
- Assignments that are not turned in will be marked as “Missing” in Skyward. (Assignments that are blank or marked with an asterisk indicate a grade has not been entered.)
- Students will frequently be writing paragraphs and essays throughout the year.
- Students will be taking District Common Assessments – STAAR style writing tests with multiple-choice questions and a writing assignment.
- Missing assignment will be available on CANVAS

Attendance/Tardy Policy/Make-Up Work:

- Students are allowed an equal amount of days absent plus one to complete all missing work.
- Assignments will be posted to Canvas. Students can ask questions regarding assignments through Canvas, email, and during tutorials.
- Assignment and due dates are posted in Canvas and on the board in the classroom.
- Students can make up tests during tutorials. Other opportunities may be possible.
- Students who are tardy need to join class without disruption and turn in their tardy slip. Repeated tardiness will have penalties.

Classroom Expectations:

Students will be expected to follow all health and safety protocols in place at the campus. At the beginning of class, students will be seated and working when the bell rings. We will read and write daily in our classes, so it is important that students come prepared with materials, as well as a positive, productive mindset. During class, students will be expected to work with others and independently over various increments of time. Students will need to follow all expectations in the Code of Conduct. We follow the Wayside 5.

Preliminary Schedule of Topics, Readings, and Assignments

1st six weeks

- Establish rituals and routines of the writer’s workshop, beginning to see themselves as writers
- Establish the importance of drafting and editing to produce best drafts for publication
- Complete sentences
- Plurals and using apostrophes

2nd six weeks

- Write like a reader and read like a writer, begin to question why something matters to the text
- Use mentor texts to guide writers through the process of writing for a purpose
- Complete compound and complex sentences
- Punctuation, especially commas

3rd six weeks

- Use techniques to analyze more complex texts
- Commonly confused terms

4th six weeks

- Compound sentences
- Correct spelling and punctuation
- Correct and consistent verb tense

5th six weeks

- Increase volume and depth of writing
- Begin the research process
- Continue to increase complexity of sentence

6th six weeks

- Review their writing over the past year and reflect on their favorite piece

- prepare students for the STAAR test by reinforcing previously taught concepts

Academic Integrity: Update from GRH

Academic integrity values the work of individuals regardless 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.