



7th Grade GT English Language Arts Pre-Advanced Placement 2022-2023

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Remind is recommended

Conference Period: 1

Tutoring Opportunities: Posted on Door in class and sent via Remind Weekly

3:45-4:05 pm Tues. Wed. Thurs.

7:45-8:15 am Friday Only

Posted on door As Well

Class Supplies Needed:

2 Wide Ruled Lined Composition Notebooks 1 for each semester

1 Package of wide ruled loose-leaf notebook paper specifically for this course given to the classroom supply.

Class Materials:

- Canvas (tutorials provided in class on using this tool)
- Office 365 (Microsoft Office, Excel, Sway, OneNote, etc.)
- Binder with paper and pencil daily
- 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.

Course Description:

In the ELA Humanities course for GT and Advanced Literature, Language, and Composition learners, the 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synthesize and connect their understanding from above-grade level, classical and contemporary texts including primary historical documents, philosophical works, supreme court majority and dissent opinions, speeches, novels, poetry, literary non-fiction, art with accompanying commentary, and music with lyrics. This course will employ a continuous read/write/discuss cycle with a predominance of exploration through independent reading to produce an advanced level product each six weeks. There is a significant amount of reading in this course.

Course Goals:

Students who complete this course successfully will be able to:

Unit 1: The goal of this unit is for students to learn to think critically and make connections between the words on the page and the world around them. They will use this to write impassioned arguments for their side of the case in addition to evaluating the validity of our current laws and the real-life judgements of each case.

Unit 2: The goal of this unit is for students to learn to make complex connections between texts and the real world. They will draw upon this learning in reading as they write a personal narrative about a moment in their life in which they realized a purpose greater than themselves.

Unit 3: The goal of this unit is for students to learn that a text can use perception to teach a truth or hide truth through its use of perception. Ultimately, they will learn to balance evidence and analysis to persuade readers to reevaluate their taken-for-granted assumptions and to take action.

Unit 4: Readers will analyze various works of art, poetry, fiction, and non-fiction to determine when if ever the individual should conform to their society. They will use their analyzation during reading to create choice projects that will delve into the study of the individual versus the society through themed stories, research presentations, and community proposals.

Unit 5: This unit will focus on the perspectives of power. Readers will analyze various works of art, poetry, fiction, and non-fiction that address how power can be used—both to oppress and to elevate those without it. They will use their analyzation during reading to create choice projects that will delve into the study of the individual versus the society through themed stories, research presentations, and community proposals.

Unit 6: This unit will focus on the individual student's interests. Readers will analyze various works of art, poetry, music, fiction, and non-fiction that revolve around the student's interest so that they can develop that interest into a project or product that they will then show to an authentic audience during Evening with the Experts. The students will need to develop a proposal for their interest.

Student Evaluation:

The grading system for this course is as follows:

- Middle School (on-level and Advanced) • 60% Major • 40% Minor
- High School (on-level and Advanced (Level II)) • 60% Major • 40% Minor
- HS/MS AP • 70% Major • 30% 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 inside and outside of the classroom:

- Independent reading will be a significant part of the course.
- Students will study above grade-level texts.
- This course will be cognitively challenging in terms of creative, critical, and analytical thinking.
- Students will need to be highly motivated and be able to manage their own workload.
- Abstract and complex ideas and concepts will be explored in great depth from many lenses.
- Students will work both collaboratively and independently.
- Discussion and debate will occur regularly.

- Writing tasks will be above grade level.

Attendance/Tardy Policy/Make-Up Work:

Please see district attendance policy.

Tardy policy: 3 tardies will result in parent contact; Additional tardiness will result in consequences from the front office.

Make-up Work Policy: It is the student's responsibility to obtain make-up work after an absence. Students receive one make-up day per day they are absent plus one additional day to turn in make-up work. Example: 4 days absent = 5 make-up days. Previously assigned projects and assessments will be due/administered on the day you return from the absence.

Classroom Expectations:

Students will be expected to regularly work with other students to collaborate on projects or have discussions. Students will be expected to make presentations, debate, and participate in class discussions regularly. Students will be expected to turn work in on time.

Preliminary Schedule of Topics, Readings, and Assignments (Subject to Change as District Mandates)

Unit 1: How is justice decided? (Think Law)

Unit 2: How do significant life events guide our life's purpose? (Self-selected novels)

Unit 3: How should we differentiate truth and perception? (Self-selected dystopian novels)

Unit 4: Individuality vs. Conformity: Various art, poetry, short stories, and excerpts

Unit 5: Individual vs. Society: Various art, poetry, short stories, and excerpts

Unit 6: Student-selected passion project (Culminating event: Evening with the Experts)

Academic Integrity:

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.