

## Seventh Grade English Language Arts Course Description

In Seventh Grade English Language Arts, students continue to develop an appreciation of written and spoken language. They expand their use of descriptive words and complex sentences, as well as their choices of modes of writing. Throughout seventh grade, students continue to develop the ability to critique constructively their own work as well as the work of others. Students use oral language, written language, and media and technology for expressive, informational, argumentative, critical, and literary purposes. Students use the stages of the writing process to write clear, coherent compositions that develop an idea or tell a story.

### Reading and Literature

- The student will read and analyze a variety of literary texts such as poetry, drama, short stories, and novels to acquire an understanding of the conventions of each form.
- The student will read and analyze a variety of informational texts to develop an understanding of organizational structures, such as cause and effect or comparison-contrast, and graphic features, such as diagrams and illustrations, that are typically found in nonfiction.
- The student will acquire new vocabulary and use it effectively in reading and writing.
- The student will recognize and trace the development of the author's argument for and against an issue.

### Writing

- The student will produce a variety of writings such as persuasion, narrative, expository, and response to literature.
- The student will use technology to research topics and to produce various products such as essays and presentations.

### Conventions

- The student will learn and apply the rules of Standard English in written and oral language.

### Listening, Speaking, and Viewing

- The student will participate in effective oral interaction with the teacher and with other students.
- The student will listen to and view various forms of media to gather and share information, persuade others, and express ideas.

**Course Standards:** The course standards may be viewed at [www.georgiastandards.org](http://www.georgiastandards.org). The standards for on-level and advanced classes are the same. However, the scope and volume of material, pacing, and

products produced in **advanced classes** are more rigorous than in **on-level classes**.

### **Course Levels**

- *On-Level:* A curriculum available to all students which consists of the standards required by the state for the students' assigned grade level.
- *Advanced/TAG:* A curriculum which consists of the on-grade level standards and is differentiated by the inclusion of some standards from the next grade level or activities geared toward the exceptionally creative student. In the advanced course, students can expect to read or write independently and proficiently complex text beyond what is assigned in the on-grade level course.
- *Accelerated:* A curriculum which consists entirely of the standards one or more years above the assigned grade level. Reading assignments for an accelerated course may include content that is considered sensitive for younger students.

### **Recovery on Assignments/Assessments**

All students will have one (1) opportunity each nine weeks to redo/retake one (1) major assignment/assessment.

- Eligibility for a redo/retake is for students who receive a 79 or below on a specific major assignment/assessment.
- Students are eligible to earn a replacement grade on a redo/retake no higher than 79.
- Student redo/retakes must be completed before the next major assignment/assessment is given or five school days before the end of a marking period if there is not another major assignment/assessment given (exceptions can be made for students who have excused absences during this five-day window).

### **Special Education Reporting**

Within this course, accommodations and modifications will be implemented based on students' current Individualized Education Plan (IEP). For specific goals and objectives and instructional levels, refer to your child's IEP.

### **Textbooks:**

The following textbooks will be used in the classroom.

*Prentice Hall Literature* (Pearson Education) 2013, GL 7     **online**  
*Prentice Hall Writing Coach* (Holt, R & W) 2013, GL 7     **online**  
*Novels*

**Make-up Work:** Students should make every effort to complete any missing work in a timely manner. Students must complete any make-up work at least ten (10) school days prior to the end of the grading period. The student and/or parent/guardian must assume the responsibility for contacting the teacher about any missing work. If the work is satisfactory, no matter

**Grading**

**Fulton County Grading Scale**

Major Assessments [tests; major projects]	50%	90 and > 80-89+ 70-79+ <70	A B C F
Minor Assessments [quizzes; classwork]	35%		
Practice	15%		

Any grade below 70 is failing.

**Help Sessions:** Help sessions will be provided during 4<sup>th</sup> period REAL Time. Students may schedule an appointment if assistance is needed before school.

**Parent-Communication:** Parents can communicate via e-mail or by phone.

**Recovery policy:**

**Fulton County School Board Recovery Policy involves opportunities designed to allow students to recover from a failing cumulative average. The student must be current on all work and must demonstrate a legitimate effort to meet all course requirements including attendance. Students should contact the teacher concerning recovery opportunities. Teachers are expected to establish a reasonable time period for recovery work to be completed during the semester. All recovery work must be related directly to the objectives and must be completed ten school days prior to the end of the semester. Teachers will determine when and how students with extenuating circumstances may improve their grade. To be eligible for recovery, a student must have no missing assignments and have not been excessively absent. The student is responsible for starting this process.**