

7th Grade Accelerated Language Arts Syllabus
2007-2008
Ms. Newell

Objectives:

At the middle school level, 7th Grade Accelerated Language Arts class will give students the opportunity to practice (at the appropriate level) skills that enable them to be successful in the Advanced Placement class and/or Honors class at the high school level thus preparing them for college level courses, and as active participants in the world in which they will live.

This course builds on the range of basic content form with the on-level course and has students investigate literature in more depth. Students will be challenged to develop advanced skills in reading, composition, oral communication, and logical argument. The grammatical, mechanical and syntactical skills of language are taught within the meaningful context of the writing process. Extensive in and out of class reading, individual and group research projects, challenging class discussions, and a variety of writing experiences will be required.

Entrance and Enrollment Criteria:

Language Arts will provide students with the necessary skills to perform successfully in a high school English course and thus prepare them for entry-level college courses and in the non-skilled labor force. Students should not enroll in an A.P course based merely on anticipation of attending college. Students and parents must realize that students will be expected to perform approximately at levels one or more years above their peers.

Entrance and Enrollment Criteria is not intended to limit course enrollment but will be used to identify students who possess the motivation and prerequisite skills necessary to succeed within the demanding environment of an accelerated course.

Students who wish to enroll in the Advance Placement Language Arts course must meet the following criteria in order to be considered for placement.

- 📖 Score at or above the 85th percentile in the NRP testing of Reading, Grammar and Language scores of the Florida Comprehension Assessment Test, or other school board designated examinations. Verbal ability score at or above the 85th percentile on a state approved intelligence test, if available (i.e., Cognitive Abilities Test).
- 📖 High degree of motivation as evidenced by grades or mastery of objectives and teacher assessments, high attendance record, and consistent completion of classroom work and projects presented in a portfolio.

I would like to take this opportunity to welcome you to our Language Arts classroom and share my expectations for the class. Please feel free to contact me at any time if you have any problems, questions, or concerns. I am always happy to meet with students and parents. I have very high expectations of you and will expect you to do your best at all times. We will be reading at least 3 novels per quarter, some as a whole class and some independently. We will continue to study all parts of speech, new vocabulary words and have extensive practice with expository and creative writing. This year will be challenging, so be prepared to work hard, do your best and have fun!



I would like to request that both students and parents sign and return the bottom cut-off portion of this letter indicating that you have read the procedures and agree to cooperate with them.

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Textbooks







The textbooks that we will use include the following:

-  *Prentice Hall Literature, Bronze Edition*
-  *Prentice Hall Writing and Grammar, Communication in Action, Bronze Edition*

The novels that we will read may include, but are not limited to, the following:

-  *The Giver* by Lois Lowry
 -  *Jurassic Park* by Michael Crichton
 -  *The Fighting Ground* by Avi
 -  *Sarah Bishop* by Scott O'Dell
 -  *Freak the Mighty* by Rodman Philbrick
 -  *Max the Mighty* by Rodman Philbrick* – to be purchased by student
 -  Various novels dealing with a multi-cultural theme
 -  *Monster* by Walter Dean Myers
 -  Four additional choice novels for each quarter's book reports
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Supplies

-  Spiral 3-Subject Notebook w/ perforated edges
 -  Duo-Tang Folder w/pockets
 -  Loose-leaf Notebook Paper
 -  Pens (blue or black ink only)
 -  Colored pencils or markers
 -  Highlighter & Dry Erase Marker
-

7th Grade Accelerated Language Arts Syllabus

2007-2008

Ms. Newell

Grading

Assignments have the following point values:

Tests and Book Reports

100 pts each

If you are planning on being absent the day a project is due, **YOU MUST HAND IN THE PROJECT A DAY EARLY**. Book reports will not be accepted after Friday of the due date week and those late reports will lose 10 points a day. Any major test must be made up the following Friday (silent reading day) and the student must request it.

Quizzes

20-50 pts each

Students must make up all missed quizzes on the following Friday (silent reading day). After one week without taking the quiz, the quiz grade will become a 0%.

Homework

10 – 50 pts per assignment

All homework must be neat, on loose-leaf paper, unless otherwise noted, and in pen. Vocabulary homework is completed within the workbook. Students have 3 days to make up any missing homework, losing 10% a day, after the third day it is a 0%. Homework is always posted on the board, as well as the team news.

Class Work

10 – 50 pts per assignment

It is imperative that students at times take notes on literary terms, grammar definitions with examples and writing samples. Students will also have periodic exercises and group activities in class. All class work must be in the appropriate section of the spiral 3-subject notebook.

Bell Work

5-10 pts per week

Each class period will begin with Bell Work, which will be posted clearly on the board. Students must begin Bell Work immediately after writing homework assignments in the Agenda.

If you are absent: You are responsible for any make-up work. You have the same number of days you were absent to make up work. Ex. 2 days absent = 2 days to make up. It is your responsibility to check the assignment calendar and/or ask your table buddy to see what you missed. **All major assignment/projects that are assigned at least 3 weeks in advance MUST BE TURNED IN ON THE DUE DATE EVEN IF YOU ARE ABSENT THAT DAY!!!** If you know you are going to be absent, you must turn the project/assignment in EARLY.

7th Grade Accelerated Language Arts Syllabus
2007-2008
Ms. Newell

CLASSROOM PROCEDURES

1. Enter classroom quietly and sit in assigned seat
2. Write Homework in Agenda
3. Begin bell work immediately
4. Wait for further instructions from teacher
5. If you finish work early:
 - work on another assignment
 - read a book quietly
6. Teacher dismisses you at the end of the period, not the bell!

RULES

1. Respect teacher, other students and classroom equipment
2. Follow directions the FIRST time they are given
3. Remain in your seat at all times unless given permission to get up
4. Remain quiet during class unless given permission to speak – voices should always stay at a low volume
5. Bring all books and materials to class
6. Come to class ready to work and with a good attitude

CONSEQUENCES

- The Look
 - Strike One: Warning
 - Strike Two: You owe me... (This is a writing assignment)
 - Strike Three: You owe me... (This is an essay writing assignment)
This must be signed by a parent. If it is not signed the following day, you will receive a detention.
- Beyond Strike Three:
- Phone call, email, or note to parents in agenda book/Parent Conference
 - Refocus Referral w/detention or work detail
- **Students get a “clean slate” every week!

REWARDS

- ❖ Praise/ Smiles from your teacher!!! 😊
- ❖ Grammar Game Days
- ❖ Movie Days

Other Expectations/Procedures:

Silent Reading: We will have a silent reading day at least every other week. These days will be announced ahead of time, and students are responsible for coming to class with a book to read on that day. Students may check out books from the classroom library or bring a book of their choice from home. These days are for **READING** only! There should be no writing, drawing, or talking.

7th Grade Accelerated Language Arts Syllabus

2007-2008

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Reading Corner: There is a reading corner in the classroom where students can relax while reading. Students may only use the reading corner with permission from the teacher.

Quieting the class: Students will observe the “Give Me Five” procedure. Teacher will stand in front of the class with hand raised. Students will focus on teacher and follow the 5 steps

1. Eyes on speaker
2. Quiet
3. Be still
4. Hands free (put things down)
5. Listen

Assignments: All assignments and homework will be posted with a due date on the Homework/Assignment Board at the front of the classroom. Students are responsible for checking this board daily and writing assignments in their agenda book.

Bathroom: If a bathroom pass is needed, student must fill out Agenda and bring it to the teacher. Do not raise your hand and request a pass, merely fill it out and bring it to me quietly.

Tardy: Students will be marked tardy if they are not in their seats when the bell rings. Excessive tardies will result in a loss of employability points.

Donations: Donations for the classroom are always welcome! These can include used/new novels (age appropriate), markers, colored pencils, construction paper, Sunday comics, magazines (for creative projects), etc.

Contacting the teacher: I can be contacted at the following email address: TaraNewell@ssas.org. I try to answer emails within 24 hours. If you email me on the weekend, please do not be alarmed if you do not hear back from me until Monday.

Paper Heading Example:

	First Name	Last Name	Class Period	Date
⊖				
⊖				
⊖				

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2007-2008 Seventh Grade Language Arts Plans

First Quarter

❖ **Literature**

- Review of *The Last Book in the Universe* and Summer Reading Books
- Novel: *The Giver* by Lois Lowry
- Novel: *Jurassic Park* by Michael Crichton
- “Hallucination” p.179
- “Zoo” p. 52
- “All Summer in a Day” p. 104
- “The Third Level” p.131

❖ **Alternative Book Report #1**

- Fantasy/Science Fiction: Creation of a Protagonist and Antagonist Mask

❖ **Grammar**

- Nouns
- Pronouns
- Adjectives

❖ **FCAT Practice**

- Writing: Analysis of Writing Skills: The study of a 4-paragraph essay
- Reading Comprehension Skills

Second Quarter

❖ **Literature**

- Novel: *The Fighting Ground* by Avi
- Novel: *Sarah Bishop* by Scott O’Dell
- Study of the American Revolution and its use in literature
- “Amigo Brothers” p. 82
- “Two Kinds” p. 92
- “Barrio Boy” p. 336
- “Lather and Nothing Else” p. 2
- “Rip Van Winkle” p. 132
- “Sugar Fields” p. 474
- “My Mother Pieced Quilts” p. 494

❖ **Alternative #2**

- Multi-Cultural Literature: Creation of a Storyboard or 3-D Map

❖ **Grammar**

- Verbs
- Adverbs

❖ **FCAT Practice**

- Writing: Understanding Writing Prompts, The Persuasive Essay
- Reading Comprehension Skills

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Third Quarter

❖ **Literature**

- Novel: *Freak the Mighty* by Rodman Philbrick
- Novel: *Max the Mighty* by Rodman Philbrick
- “A Day’s Wait” p.197
- “Song of Greatness” p. 520
- “Oranges” p. 459
- “I’m Nobody” p. 521

❖ **Alternative Book Report #3**

- Realistic Fiction: Finding Yourself, A Cereal Box

❖ **Grammar**

- Usage
- Punctuation

❖ **FCAT Practice**

- Writing: Understanding and the application of Expository Writing
- Critical Reading Comprehension
- FCAT TESTING

Fourth Quarter

❖ **Literature**

- Novel: *Monster* by Walter Dean Myers
- Drama: “The Monsters Are Due on Maple Street” p. 247
- Study of Poetry and Figurative Language

❖ **Alternative Book Report #4**

- Free Choice Novel: “Novel”ty Shirt

❖ **Grammar**

- Prepositions
- Conjunctions
- Interjections

I look forward to an exciting year with all of you!
Please fill out the following page and turn it in by the end of the week.

✂ -----

I have read Ms. Newell’s rules and expectations and agree to cooperate with them. I understand that if I choose to break a rule, there will be consequences.

_____ Date

I have read Ms. Newell’s rules and expectations and agree to support them.

_____ Date

_____ Phone _____ E-mail

Parent Signature

Phone

E-mail