Course Syllabus: Seventh Grade Literacy

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	Class Breakdown 86 minutes per day 5 days per week Full-year *Differentiated instruction and ongoing data analysis will take place in order to meet all students' individual needs*
	Students are expected to follow the WJHS Behavioral Matrix for School Expectations: **BE SAFE** **BE RESPECTFUL** **BE RESPONSIBLE**
	We utilize the Illinois State Learning Standards, also known as Common Core State Standards, to plan instructional experiences for students.
	- CCSS.ELA-LITERACY.RI.7.1, RL.7.1 Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. - CCSS.ELA-LITERACY.RI.7.2, R.L.7.2 Determine a theme or central idea of a text and analyze its development over the

course of the text; provide an objective summary of the text.

- CCSS.ELA-LITERACY.RI.7.3, R.L.7.3 Analyze the interactions between individuals, events, and ideas in a text .Analyze how particular elements of a story or drama interact.

- CCSS.ELA-LITERACY.RI7.10. R.L.7.10 By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.

- CCSS.ELA-LITERACY.W.7.1-Write arguments to support claims with clear reasons and relevant evidence.

- CCSS.ELA-LITERACY.W.7.4-Produce clear and coherent argumentative, informational/explanatory, and narrative writing in which the development, organization, and style are appropriate to task, purpose, and audience.

- CCSS.ELA-LITERACY.L.7.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

- CCSS.ELA-LITERACY.L.7.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies.

- CCSS.ELA-LITERACY.SL.7.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their

New this year, all Literacy classes, 6–8, will be using a curriculum called "Amplify ELA." This curriculum is a blended English–Language Arts curriculum designed specifically to support students in grade 6–8 and prepare them for high school and beyond. By way of Amplify, students learn to

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	tackle any complex text and make observations, grapple with interesting ideas, and find relevance for themselves. Students are engaged through dynamic texts, lively classroom discussions, and meaningful digital experiences. We cannot wait to get started with Amplify!
What will we do in class?	• Literary Analysis • Argumentative Writing • Narrative Writing • Explanatory Writing • Grammar work and assessments • iReady assessments • Goal setting/progress monitoring • Active Reading Strategies • Vocabulary study • Poetry • Short Stories • Literacy Stations • Novel Study/Book Clubs • Cooperative Discussion Strategies (in class, online) • Research (w/various types of media) • Writer's Workshop (the process, narrative, expository, argumentative writing) • Independent Reading (fiction and non-fiction text)
	Student grades will be reported using Otus. I will be reporting point-based grades as well as providing feedback on student proficiency of the standards addressed. Therefore, course work will be assigned to one of two grading categories. Those categories include **Classwork 50%** (work assigned to be completed that allows students to practice skills we're working on in class--daily assignments, short-term projects) **Tests 50%** (work assigned to evidence mastery of a course standard--essays, long-term projects) 7th Grade Daily Homework Slides

	After students take assessments in class and receive their scores, they can work to receive points back towards their assessment score by completing a reflection form. In order to receive any credit back, the reflection needs to be filled out completely and thoughtfully. It is up to the discretion of the teacher to determine how many points students will receive towards their original assessment score. This may not be completed during class time, as it needs to be done on their own time, outside of class. The goal is to show that the student does in fact understand and meet the standard that is being assessed.
	● Chromebook (charged) ● Literacy Notebook ● Pen or pencil ● Independent Reading Book ● Positive Attitude ● Determination
	As per the acceptable use of technology agreement/Chromebook policy handbook students sign, students are expected to use technology for the purpose of lessons and class activities. In cases where students are not, situations will be dealt with.
	If your student is absent from school, he/she/they should be sure to check Otus for missed work. Following any absence, it is the student's responsibility to inquire about missed schoolwork or exams and to complete them. A student will be allowed one day to make up work for every day of excused absence.

Please do not hesitate to contact me with any questions/comments/concerns! It is pertinent that we partner and all work together in order to prepare our students for success on their learning journey!

Community Unit School District 201
Portrait of a Graduate

The CUSD 201 Portrait of a Graduate is meant to guide students as they develop skills necessary for success in this rapidly changing, increasingly diverse, and interconnected world. The three pillars of the CUSD 201 portrait of a graduate are academics, higher-order thinking, and student agency.

Student Agency	Academics	Higher-Order Thinking
Engages in healthy and positive practices and relationships to promote overall physical and mental well-being.	Applies effective reading skills to acquire knowledge and broaden perspectives.	Engages in problem solving, inquiry, and innovative solutions to overcome obstacles to improve outcomes.
Embodies a growth mindset to complete complex tasks and overcome academic and personal challenges to meet goals.	Communicates effectively in speaking and writing for various purposes and audiences to convey understanding and concepts.	Evaluate ideas and information sources for validity, relevance, and impact.
Engages in self-reflection for individual improvement and advocacy.	Uses technological skills and contemporary digital tools to explore and exchange ideas	Uses information in novel and creative ways to strengthen comprehension and deepen awareness.
Demonstrates empathy, compassion, and respect for others	Acknowledges and understands diverse perspectives and cultures.	Contributes to solutions that benefit the broader community.