

7th Grade English Language Arts



Ms. Bailey Kasler
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Description & Content

In this class, students will explore a variety of literacy topics, skills, and standards by actively participating and engaging in classroom lessons, activities, assessments, and projects.

- Grammar and usage
- Writing in multiple genres
- Skills for effective reading
- Public Speaking
- Interpreting various texts
- Critical thinking and discussion skills
- Good citizenship and academic confidence

Standards:

Common Core Standards provide a framework for instruction and are used for formative and summative assessments. The integration of the standards allow students and teachers to track growth and accomplishments, while informing both parties where added instruction and changes are needed.

- Weeks 1-6 (Examining Narratives): **RL 7.2:** Determine theme or central idea; analyze its development; provide an objective summary. **RL 7.4:** Determine meaning of words and phrases in content. **W 7.3:** Write narratives.
- Weeks 6-12 (Analyzing Information): RI 7.5, RI 7.6, L 7.3, W 7.2
- Weeks 12-18 (Investigating Your World): RL 7.1, L 7.4, RL 7.9, W 7.7
- Weeks 18-24 (Arguing Issues): RI 7.5, RI 7.9, L 7.3, W 7.1
- Weeks 24- 30 (Examining History): RL 7.2, RL 7.9, RI 7.3, W 7.9
- Weeks 30-36 (Creating Literature): RL 7.4, W.3

*Contact Ms. Kasler for full description of 7th Grade Language Arts Standards Map, which includes embedded standards.

Required Materials

Please bring these materials to class everyday

- Pencils and pens
- 1-2 highlighters (any color)
- A reading book
- Loose leaf paper- college or wide ruled
- 2 composition notebooks- college or wide ruled (1 for each semester)

*I have a limited amount of extra composition notebooks if you are unable to provide 2.

Classwork/Homework:

- Participating in classroom lessons, discussions, activities, projects etc. is required and is reflected in a student's participation grade.
- Homework is assigned to provide students with extra practice and is required and graded.

Letter Grade	Assessment Grade (4-pt scale)	Levels of Proficiency	Percentages
A	3.50-4.00	Exceeds Proficiency	87.5% - 100%
B	2.76-3.49	Proficient	69.0% - 87.4%
C	2.01-2.75	Approaching Proficient	50.1% - 68.9%
D	1.51-2.00		37.7% - 50.0%
F	0-1.50	Not Proficient	0% - 37.6%

Grading

Your final grade for the course is based on how well you meet the seventh grade reading, writing, and literature standards as evidenced through various formative and summative assessments.

- **Formative assessments: 20% of student's overall grade and includes homework and classwork.**
- **Minor Summative assessments: 80% of student's overall grade and includes tests, projects, quizzes, and papers and are entered on a 4 point scale.**
- **Major Summative assessments: 80% of student's overall grade and includes tests, projects, quizzes, and papers and are entered on a 8 point scale.**
- **Please note that my grading scale is different from most teachers. This scale allows greater opportunity for a student to earn a passing grade.**

Retakes

Students are allowed to retake **minor** summative assessments and may do so once they conference with the teacher and practice the skill prior to the retake.

Absences

Students can access missing assignments through the "Been Absent?" poster and file cabinet in class. **If it is an excused absence students have two class days for each missed day to make up the assignment before it is considered absent.** Suspension is considered an unexcused absence. If you are gone for a school activity, you must make up what you missed. **It is the student's responsibility to make up what you missed.**

Late Work

If a student needs more time on an assignment, they must prearrange a new due date with the teacher. **Unarranged late work will drop one point per each day late and each assignment is worth four points.** Students will receive one Croc Pass per semester that allows them to turn in an assignment late without penalty. Students who do not use their Croc Pass will earn extra credit.

Tardies:

We will follow the school's policy regarding tardies, as outlined in the student handbook. If a student comes to class without ALL of the required materials, they will be sent to get them after the first ten minutes of class, and that will use one of the student's hall passes. Student's need to be on time and in their seat when the bell rings.

IEP/TAG:

These student groups have their own unique needs and I will work very hard to meet them where they are in their learning. I will be reviewing IEP files the first couple weeks of school and will be in close contact with the LRC staff to ensure I am providing ways for students to learn. TAG students may work in small groups, have individual assignments, or go at an accelerated pace. If a TAG student does not feel challenged, please let me know as soon as possible so we can work out a new plan.

Behavioral Expectations: I expect that *you will* . . .

- Arrive at class on time, materials in hand, ready to work to the best of your ability.
- Treat yourself and others with kindness, thoughtfulness and respect. This includes keeping hands, feet, and objects to yourself and not interfering with anyone else's learning by interrupting or distracting.
- Show care and consideration for the personal and public property within the classroom. This means respecting privacy, touching only what belongs to you, and taking responsibility for damages.
- Use only positive and encouraging language.
- Follow instructions and classroom procedures at all times; if you choose not to behave in accordance with these, you are also choosing the consequences of your actions. Everyone will be fully aware of our procedures, expectations and consequences.
- **Understand that grit and determination are greater factors in your success than talent. Learning rarely comes easily. You will struggle, and struggling is how we become strong.**
- Develop integrity, empathy, and wisdom through conscientious decision-making and meaningful thinking. Every person in this classroom is talented, insightful, and important. I expect every one of you to succeed in English Language Arts this year!

Salem-Keizer Public Schools

Secondary Talented and Gifted (TAG) Course Plan

Grades 6-12

The following assessments will be used to determine level and monitor rate:

1. Writing work samples
2. Reading tests/essay questions
3. Student portfolio

Step II: Differentiated Instructional Strategies

Show what differentiation will take place in this course (check all that may apply).

- Acceleration – materials and instruction at a quicker pace or at a deeper level than standard instruction and materials.
- Independent Study/Project – Designed to allow a student to proceed independently and at his/her own rate.
- Assignment Modification – The regular assignment may be modified to meet the needs of the student.
- Cluster/Small Grouping – Grouping students with similar needs, interests, and/or abilities in the same classroom.
- Enrichment – Activities that add or go beyond the existing curriculum.
- Compacting – Student demonstrates what he/she knows then spends the time participating in enrichment activities.
- Tiered Assignments – Providing assignments that reflect the individual level of the student's knowledge content.
- Flexible Grouping – Student are grouped together to receive appropriately challenging instruction.
- Contracting – Student pursues an area of special interest.
- Multiple Intelligences – Incorporation of strategies into instruction that allow students to use areas of strength.
- Learning Styles – Different approaches or ways of thinking, i.e., auditory, tactile kinesthetic, and visual.
- Higher Level/Critical Thinking – Higher order thinking skills to gain understanding of complex problems or ideas.

Dear Parents/Guardians,

I will be spending almost an hour a day with your child, and I know that is a position of responsibility and trust. To be good at my job, I need to know your child well as soon as possible. To help me with that, I am asking you for your input regarding who your child is. Would you please take a moment to write to me about your child? What are the things that you, as a parent, know that would be important for me to know? What are his or her interests, learning style, and goals? Feel free to handwrite your letter on the back of this page and send it back with your child or e-mail me your response to kasler_bailey@salkeiz.k12.or.us

Thank you,
Bailey Kasler

Students, please have this form signed and return to the Turn-In Shelf.

I have read and understand this course outline. I know that assignments and make-up work are my responsibility. I will follow the expectations for this class. Please keep the course syllabus in your binder.

Student's name (print): _____ **Signature:** _____

Parents: I have read and understand this course outline. I look forward to supporting my student. I know that Ms. Kasler is available to discuss my child's progress and how to contact her.

Parent's name: _____ **Signature:** _____

IMPORTANT! Please indicate how you prefer to be contacted: phone e-mail letter

Phone number: _____

E-mail address: _____