



## Delmar School District Course Syllabus 2021-2022

Faculty: Ms. Madison Bendistis  
B.A. In English Literature & Secondary Education, Washington College

Course Title: Accelerated 7 English Language Arts                      Grade Level: Seven  
7 English Language Arts

Method of Contacting Teacher:  
Preparation Period: 8:30-9:55 (except Wednesday)  
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### After-school Tutoring:

Available by appointment. I generally stay after school for tutoring on Wednesdays.

### **Course Description**

**ELA 7** is a year-long course designed to address the learning needs of individual students, while also meeting Common Core seventh-grade reading skills and strategies. Reading and writing materials are selected to allow for a variety of topics to be explored, which exposes students to reading for information as well as for pleasure among a variety of genres including: fiction, nonfiction, textbooks, and media such as television, movies, newspapers, magazines, and advertising. Instructional emphasis is on citing several pieces of textual evidence to support analysis; making inferences; determining a theme or central idea; developing objective summaries; analyzing how particular elements of a text interact; determining and analyzing figurative and connotative meanings; analyzing how text structure contributes to meaning; analyzing differences in points of view; comparing / contrasting a variety of media; comparing / contrasting fictional portrayals with historical accounts; writing to explain, argue, or narrate. When appropriate, reading selections and writing assignments are integrated with topics of other core curricula. Additional focus is placed upon developing vocabulary skills; Greek and Latin roots, sentence structure, and conventions.

**ACCELERATED ELA 7** is designed to meet all the criteria of ELA 7 and further challenge students who are above grade level. This is accomplished through a greater quantity of extension activities, more in-depth research, additional assigned-reading materials or more complex texts, and more complex writing prompts

### **Course Rationale/Objectives**

Learning objectives include learning outcomes in the following four strands:

Reading (Literary and Informational)

Writing (Argument, Explanatory, Narrative)

Listening and Speaking

Research – inquiry/research to investigate topics and to analyze, integrate, and present information

### **Major Learning Goals/Standards**

## **Reading: Literature**

### **Key Ideas and Details:**

Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

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.

Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).

### **Craft and Structure:**

Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama.

Analyze how a drama's or poem's form or structure (e.g., soliloquy, sonnet) contributes to its meaning

Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.

### **Integration of Knowledge and Ideas:**

Compare and contrast a written story, drama, or poem to its audio, filmed, staged, or multimedia version, analyzing the effects of techniques unique to each medium (e.g., lighting, sound, color, or camera focus and angles in a film).

Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history.

### **Range of Reading and Level of Text Complexity:**

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.

## **Reading: Informational Text**

### **Key Ideas and Details:**

Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.

Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).

### **Craft and Structure:**

Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.

Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas.

Determine an author's point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others.

### **Integration of Knowledge and Ideas:**

Compare and contrast a text to an audio, video, or multimedia version of the text, analyzing each medium's portrayal of the subject (e.g., how the delivery of a speech affects the impact of the words).

Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims.

Analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts.

### **Range of Reading and Level of Text Complexity:**

By the end of the year, read and comprehend literary nonfiction in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range

## **Writing**

**Text Types and Purposes:**

Write arguments to support claims with clear reasons and relevant evidence.

Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically.

Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.

Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence.

Establish and maintain a formal style.

Provide a concluding statement or section that follows from and supports the argument presented.

Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.

Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.

Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.

Use precise language and domain-specific vocabulary to inform about or explain the topic.

Establish and maintain a formal style.

Provide a concluding statement or section that follows from and supports the information or explanation presented.

Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.

Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.

Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.

Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.

Provide a conclusion that follows from and reflects on the narrated experiences or events.

**Production and Distribution of Writing:**

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)

With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 7)

Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.

**Research to Build and Present Knowledge:**

Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.

Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

Draw evidence from literary or informational texts to support analysis, reflection, and research.

Apply *grade 7 Reading standards* to literature (e.g., "Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history").

Apply *grade 7 Reading standards* to literary nonfiction (e.g., "Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims").

**Range of Writing:**

Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

## Speaking & Listening

### Comprehension and Collaboration:

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 own clearly.

Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.

Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.

Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.

Acknowledge new information expressed by others and, when warranted, modify their own views.

Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.

Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.

### Presentation of Knowledge and Ideas:

Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.

Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.

Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

## Language

### Conventions of Standard English:

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

Explain the function of phrases and clauses in general and their function in specific sentences.

Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.

Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.\*

Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

Use a comma to separate coordinate adjectives (e.g., *It was a fascinating, enjoyable movie* but not *He wore an old[,] green shirt*).

Spell correctly.

### Knowledge of Language:

Use knowledge of language and its conventions when writing, speaking, reading, or listening.

Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.\*

### Vocabulary Acquisition and Use:

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.

Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.

Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., *belligerent*, *bellicose*, *rebel*).

Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.

Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

Interpret figures of speech (e.g., literary, biblical, and mythological allusions) in context.

Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., *refined*, *respectful*, *polite*, *diplomatic*, *condescending*).

Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

### **Primary Textbook**

*Holt McDougal Literature*

### **Additional Texts**

*Giggles in the Middle (Caught'ya! Grammar with a Giggle for Middle School)*

*The Word Within the Word*

Curriculum-based selections of novels, speeches, poetry, and short stories.

### **References and Resource Materials**

- Dictionaries
- Thesaurus
- Glossaries

### **Technology/Digital Resources**

- Schoology
- Achieve 3000
- HomeAccess
- UDLib Search
- ELA resources including study resources for stems

### **Course Outline/Curriculum Map:**

Curriculum Units:

Grammar and Word Parts (spread throughout the year)

Characters with Character

Poetry

Societal Impact

Research

### **Learning Activities:**

The following assignments will combine to comprise your child's grade. This is a general list; assignments may be added or changed. Each will hold a different point value which will be discussed when assigned.

- Daily warm-ups
- Independent class work
- Collaborative group work
- Homework assigned

- Brief writing
- Large writing projects (Essays, Letters, Research papers, Stand-alone or Text-based writing, etc.)
- Book talks
- Novel assignments
- Teacher-made worksheets, quizzes, and tests
- Multi-media project

### **Teaching Methods:**

A variety of teaching methods are used. These include collaborative learning, direct instruction, student-based inquiry, technology integration, and learning stations.

### **Classroom Rules:**

Respect Ms. B

Remove any learning distractions, including phones or irrelevant websites.

Raise your hand before speaking.

Follow directions the first time.

Be in your seat and ready to learn.

Respect Your Classmates

Only speak words of kindness and truth.

Do not cheat/copy.

Respect Yourself

Put your best effort forth behaviorally and academically

Follow all other rules outlined in the student handbook

### **Homework Policy:**

The main homework assignments for 7<sup>th</sup> grade ELA are:

1. Regularly studying Greek/Latin stems
2. Regularly reading their independent novel at home to prepare for their quarterly Book Talk presentation.

Sometimes, students may be asked to finish a class assignment for homework. Assignments are to be turned in on the assigned date. Late assignments will be accepted up to ten days late; however, points will be deducted. For work that is not turned in, the student will receive a 0% on that assignment. **No** assignments will be accepted two weeks after the due date.

If a student is absent, it will be his/her responsibility to check the make-up work folder. For each day absent, the student will have that many days to complete and turn in missed assignments including homework (Example: 2 days absent = missed work due 2 days upon return).

### **Assignments, projects, expectations:**

Assignments and projects include: warm-ups, independent class work, homework, journal writing, small and large writing assignments, book talks, novel assignments, teacher and textbook worksheets, quizzes, and tests, and unit projects.

### **Makeup Work:**

In the event of an absence, it is the student's responsibility to obtain the missed assignments/notes from the make-up work folder. For each day absent, the student will have that many days to complete and turn in missed assignments (ex. 2 days absent = missed work due 2 days upon return).

**Grading, Assessment, and Evaluation Procedures:**

Grades are earned using a point-value system. Grades are updated at a minimum of every two weeks. Please take advantage of your student’s HomeAccess account to regularly monitor grades.

**Assessments:**

Informal (worth less value): warm-ups, journal writing, class work, review worksheets, group participation and learning activities, and homework

Formal: quizzes/tests, book talks, large writing assignments, end-of-unit tests, projects, culminating performance tasks.

**Grading Policies:**

- Grades and assignments are based on a total amount of points.
- Assignments are expected to be turned in on time, and completed.
- Students are expected to be working at all times. If finished an in-class assignment early, they will have options for what to do with their free time (finish another ELA assignment, start homework, study stems, read a book, etc.).

***Delmar Middle & High School Grading Scale***

Grade	Percents	Grade	Percents	Grade	Percents	Grade	Percents
A+	98 – 100	B+	89 – 91	C+	80 – 82	D+	71 – 73
A	95 – 97	B	86 – 88	C	77 – 79	D	68 – 70
A -	92 – 94	B-	83 – 85	C-	74 – 76	D-	65 – 67
						F	Below 65

**Materials provided by Teacher**

Textbook remains in the classroom; online resources are provided

**Materials provided by Student:**

1 composition book (minimum of 100, double-side pages)

Index cards

1 inch binder

Loose-leaf paper (ongoing supply)

Pencils (ongoing supply)

Black or blue pens

**Requested donations for classroom:**

Hand sanitizer, sanitizing wipes