

Russell O. Brackman Middle School

7th Grade English Language Arts - Syllabus

S. Raguckas

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| **Course Information** | **Teacher Information** |
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| 7th Grade English Language Arts (ELA) | Name(s): Mrs. Stacy Raguckas |
| Full Year | Phone: (609)698-5880 ext. |
| Class Location: Room N210 | Email: [sraguckas@barnegatschools.com](mailto:sraguckas@barnegatschools.com) |
|  | Website: <https://www.barnegatschools.com/Domain/1837> |

**Course Description:**

| Effective English Language Arts education provides students with a balanced blend of reading, writing, speaking, listening, and language. In such a program, students become proficient in basic literary communication skills and procedures, develop critical thinking strategies and higher level thinking, and become skilled at reading comprehension and written communication. Standards-based language arts instruction starts with basic material and increases in scope and content as the years progress.  The curriculum is aligned to the NJSLS for Language Arts.  Activities outlined in this curriculum infuse the Standards for Language Arts Practice.  In alignment to the content and practice standards, ELA students will extend their knowledge of language arts as they learn to apply and implement the blend of language arts skills and standards. |
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**Course Competencies/ Learning Objectives**

Students who successfully complete 7th Grade English Language Arts will be competent in the following areas:

| * Students will be able to cite several pieces of textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text. * Students will be able to 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. * Students will be able to 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. * Students will be able to write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. * Students will be able to produce clear and coherent writing in which the development, organization, voice and style are appropriate to task, purpose, and audience. * Students will be able to, 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. * Students will be able to 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. * Students will be able to use knowledge of language and its conventions when writing, speaking, reading, or listening. |
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**Course Texts / Online Resources**

*Mirrors and Windows: Connecting with Literature*

*Scholastic Scope Magazine* (monthly)

Newsela (linked with Google Classroom)

Google Classroom

**Required Materials**

Chromebook

Agenda Book (provided)

Novel of Choice

Writing utensil

**Attendance Policy**

Regular and prompt class attendance is an essential part of the educational experience. The Barnegat Township School District expects students to be responsible and exercise good judgment regarding attendance and absences. Students accept full responsibility for ensuring that they complete any/all work missed due to absences.

**Course Topic Outline**

Please find a list of the units for this course:

| **Content Area: English Language Arts** | |
| --- | --- |
| **Course: English Language Arts** | **Grade Level: 7** |
| Unit 1: Individuality and Truth | 45 Days |
| Unit 2: Greed and Charity | 45 Days |
| Unit 3: Appearance and Reality | 45 Days |
| Unit 4: Adversity and Friendship | 45 Days |

**Student Grades**

The grading system for this course is based on the category weights listed in each department’s policy. For this course, those weights are listed below.

Each marking period, students will have a minimum of three (3) Major Assessments and seven (7) Minor Assessments (explained below). Course Participation is assessed twice (2x) per marking period using the district rubric. Benchmark assessments will be recorded in Genesis for marking periods 1, 2 and 3.

| **Major Assessments** | - | 50% of marking period grade |
| --- | --- | --- |
| **Minor Assessments** | - | 30% of marking period grade |
| **Course Participation** | - | 15% of marking period grade |
| **Benchmark Assessments** |  | 5% of marking period grade |

* Examples of Major Assessments include items that are summative in nature, such as: tests, projects, research papers, prose-constructed response timed writings, formal presentations, reports, Socratic seminars, or any other type of assessment used to capture evidence of learning at the culmination of a unit of study.
* Examples of Minor Assessments include items that are formative in nature, such as: quizzes, reading comprehension checks, response journals, exit tickets, small-scale research activities, reading logs, in class worksheets, or any other type of assessment that is diagnostic in nature and used to guide instruction and provide ongoing feedback to students.
* Note: grades for individual assignments are entered into Genesis for the marking period in which the assignment is collected, and not a subsequent marking period.
* Extra Credit will only be available for assignments that have been approved ahead of time by the teacher and department supervisor.
* In this course, it is expected that students will submit only their best work, and teachers reserve the right not to accept work that is substantially below what a student is capable of producing.
* *Please speak to your teacher about the opportunity for earned Second Chances on certain Major Assessments.*

**Course Participation Rubric**

|  | **Academic Social Skills** | **Readiness to Learn / Study Skills** | **Class**  **Discussions** | **Classwork** | **21st Century College and Career Readiness** |
| --- | --- | --- | --- | --- | --- |
|  | **20 points**   * Takes initiative in completing tasks in the online classroom. * Communicates needs to the teacher in an appropriate manner. * A role model for others in the online classroom. * Appropriately seeks support and/or assistance from the teacher. | **20 points**   * Produces notes and other materials that demonstrate effort and insight. * Is motivated and takes ownership of his/her learning. * Takes steps to better himself/herself through Google Meets, emailing, etc. | **20 points**   * Consistently completes the assigned discussion questions and rarely misses a question, if at all. * Responses consistently reflect high levels of care and pride in work. * Replies and interacts with peers in a meaningful manner. | **20 points**   * Consistently completes assigned tasks in a timely manner. * Actively participates in classroom activities on a daily basis. * Contributes to class discussions in a meaningful way (asking questions or adding to class discussion). | **20 points**  **Student consistently shows the following:**   * Responsible and contributes to our online community. * Clearly and appropriately communicates with the teacher via email. * Understands the consequences of actions. * Responsibly uses technology. |
|  | **15 Points**   * Completes tasks in the online classroom. * Sometimes communicates needs to the teacher. * Frequently on-task, but may need some redirection from the teacher. | **15 Points**   * Often produces notes and other materials that demonstrate effort, but may also require direction. * Is mostly motivated and takes ownership of his/her learning. * Often takes steps to better himself/herself through Google Meets, emailing, etc. | **15 Points**   * Frequently completes the assigned discussion questions, but may have missed a few. * Responses sometimes reflect high levels of care and pride in work, but not always. * Replies and interacts with peers. | **15 Points**   * Usually completes assigned classwork tasks. * Frequently participates in classroom activities but sometimes requires re-direction. * Usually contributes by responding, and/or asking questions. | **15 Points**  **Student frequently demonstrates the following**:   * Responsible and contributes to our online community. * Clearly and appropriately communicates with the teacher via email. * Understands the consequences of actions. * Responsibly uses technology. |
|  | **10 Points**   * Rarely completes tasks in the online classroom. * Does not communicate needs to the teacher. * Frequently needs re-direction from the teacher. | **10 Points**   * Produces notes and other materials that lack effort to learn. * Unmotivated and does not take ownership of his/her learning. * Does not take appropriate steps to better himself/herself. | **10 Points**   * Rarely completes the assigned discussion questions. * Responses do not reflect care and pride in work. * Little to no replies and interactions with peers. | **10 Points**   * Rarely completes assigned tasks and does not produce his/her best work. * Usually does not participate in classroom activities and often requires teacher re-direction * Usually does not contribute by responding and/or asking questions. | **10 Points**  **Student rarely demonstrates the following**:   * Responsible and contributes to our online community. * Clearly and appropriately communicates with the teacher via email. * Understands the consequences of actions. * Responsibly uses technology. |

**Plagiarism, Cheating, and Academic Integrity**

The Barnegat Township School District places a strong emphasis on students’ integrity, and the district will not tolerate instances of academic dishonesty. Plagiarism is the practice of copying words, sentences, images, or ideas for use in written or oral assessments without giving proper credit to the source. Cheating is defined as the giving or receiving of illegal help on anything that has been determined by the teacher to be an individual effort. Both are considered serious offenses and are subject to consequences described in the Student Handbook and Board Policy #5701.

**Honor Code**

The purpose of this Honor Code is to communicate the meaning and importance of academic integrity to all members of the school community and to articulate and support the interest of the community in maintaining the highest standards of conduct in student learning. Barnegat High School embodies a spirit of mutual trust and intellectual honesty that is central to the very nature of learning, and represents the highest possible expression of shared values among the members of the school community. The core values underlying and reflected in the Honor Code are:

**Academic honesty** is demonstrated by students when the ideas and the writing of others are properly cited; *students submit their own work for tests and assignments without unauthorized assistance; students do not provide unauthorized assistance to others; and students report their research or accomplishments accurately.*

**Respect** for others and the learning process to demonstrate academic honesty.

**Trust** in others to act with academic honesty as a positive community-building force in the school,

**Responsibility** is recognized by all to demonstrate their best effort to prepare and complete academic tasks.

**Fairness and equity** are demonstrated so that every student can experience an academic environment that is free from the injustices caused by any form of intellectual dishonesty.

**Integrity** of all members of the school community as demonstrated by a commitment to academic honesty and support of our quest for authentic learning.

This Honor Code summarizes the Honor Policy, which defines the expected standards of conduct in academic affairs. The student body and faculty at Barnegat High School will not tolerate any violation of the Honor Code.

Any violation of the Honor Code will result in Administrative Consequences and be detrimental to student grade.

**Student Expectations**

1. All school rules and policies apply to this class.
2. The teacher and students will work together for a respectful, safe classroom.
3. Bring chromebook to class CHARGED and with your charger.
4. Students will come to class on time, prepared, and ready to learn.
5. Students will complete all assignments, including homework, by all deadlines. Make-up work is only accepted after an excused absence. Students have one day per each day absent to make-up the missing work. It is the students’ responsibility to see me for work before or after school.
6. Students will actively participate in class discussions and other activities in order to enhance their learning experiences.
7. Cell phones, iPods, or any other personal electronic devices are prohibited in class at any time.
8. Students will come to class with an independent reading book, writing utensil, and agenda book.
9. Students will follow posted rules for Google Meet and Google Classroom etiquette.
10. Follow Communication Policy posted in Google Classroom.

**Extra Help and Support**

* Scheduled help sessions with your teacher through Google Meet
* Free online tutoring with Brainfuse (available from the Barnegat Library website)

As your teacher, I am committed to your success. If you need help, please ask!



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I have read and understand the syllabus for English Language Arts- S. Raguckas

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Student Signature Print Name

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Parent/Guardian Signature Print Name