

**Course Description:**

This coursework is divided into 8 main parts (writing, reading, critical thinking, language analysis, grammar, vocabulary, application, and collaborative work) and is designed to challenge students personally and intellectually as well as encourage them to reach beyond their potentials. These opportunities will come while we explore literature and work on the vast, diverse writing assignments. The reading will help us discover how different times and cultures relate to the common struggles, lessons, triumphs, and failures of human beings. We will analyze texts thorough to improve our comprehension and to help us understand the world we live in and ourselves. Literature provides us with a window that sheds light on the unending darkness as it answers many of the difficult questions of life while offering opportunities to explore further.

The writing aspect of this course will provide us with the skills to effectively communicate our ideas, guide us to success on the California Writing Assessment test, prepare us for all future writing assignments, and our futures as all employers are looking for people who can communicate well verbally and in writing.

We will also delve into extensive work with grammar focusing on the parts of speech, sentence structure, punctuation and more as well as do vocabulary work studying specific Greek and Latin prefixes, roots, and suffixes.

In addition to the reading, writing, vocabulary, and grammar, we will be working in thematic units that will help us master language and life skills, while giving us a central focus. Within these units **there will be many individual and group assignments**, various kinds of reading and writing, videos, art, and music to see and listen to. In short, it will be an exciting, challenging, and fun year-one where students will understand the “Why are we doing this.”

A final, but most important aspect of this year is learning to develop our group work skills, to take responsibility for our roles in the group, and be responsible for our learning and actions. Our goal is to develop a learning environment and community of empowerment, ownership, and responsibility. It is vital to work successfully with others while we are achieving our common goals – a skill sought after and necessary for success in corporate America.

**Expectations:**

Students will be challenged to learn, behave in a professional manner, and be active in their learning. My role as teacher is to not only teach the students English and real life skills, but to also facilitate a **transference of ownership to the students making them responsible for their commitment to learning**. To accomplish this we will embark on our studies and education in a way that empowers the student, breeds a sense of ownership and responsibility for learning, and develops a strong community/group atmosphere. Students will be challenged to think in different ways (or outside the box) and take on roles in groups and class to assist one another in the community building and learning process.

Success  
starts  
here!

**\*\*\*All lesson plans, handouts, PowerPoint's, and classroom materials are available on line so that should a student need reference tools, lose anything, need models, or need to catch up, everything is a simple click away. Be responsible! \*\*\*IF YOU HAVE PRINTER PROBLEMS, YOU MUST SAVE TO A FLASH DRIVE AND PRINT AT SCHOOL (in the computer lab, library, or my class) BEFORE CLASS OR EMAIL ME (as a last resort)—NO EXCUSES!**

**Grading:** (Any grade below a “C” will receive a No Mark (NM); there are no D's or F's)

This will be based on preparation and participation for each activity, project, reading and writing assignments, homework, quizzes, group work, tests, grammar, and most importantly—EFFORT. 50% of a student's grade is based on tests/quizzes/final drafts/projects, 40% on homework/class work, and 10% on achieving AR goals. In order to succeed, students need to plan accordingly, give their best effort, study, use the tools they are given, and complete all assignments.

**Texts:** Prentice Hall Literature, Prentice Hall Writing & Grammar, poems, short stories, and other handout packets

**Materials Needed:** (Different Colored Highlighters, Pencils, Paper, 3 ringed binder, Flash Drive, note cards)

Each student will need a **3 inch three-ringed binder** with at least **Six dividers** in it for: **Homework, class handouts, class notes/writing and paper, grammar, vocabulary, and literature**. Each of these sections will need to be marked appropriately, kept organized, and the notebook should clearly have the student's name on it. Besides the in class texts, **the last items needed are a either a Flash Drive or Memory Stick for all typed final drafts of our writing , writing utensils and paper for every day**, a true effort to complete all assigned work, and a **positive attitude**. Remember, as Henry Ford said, “Failure is only the opportunity to begin more intelligently.” So, always ask yourself, and/or me, what can be done to improve the outcomes, grades, communication, etc. Just like in the “REAL WORLD” we have a goal to learn to work together towards improving our skills and production. **Practice and preparation are the keys to success and everyone can succeed!**

## SEVENTH GRADE COURSE SYLLABUS

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### **I. Course Content Based on the California State Content Standards**

- A. California Content Standards: Reading
  - 1. Word Analysis and Vocabulary (1.0-1.3)
  - 2. Reading Comprehension/Non-Fiction (2.0-2.6)
  - 3. Literary Response (3.0-3.6)
- B. California Content Standards: Writing
  - 1. Writing Strategies (1.0-1.7)
    - a. Organization and focus
    - b. Research and technology use
    - c. Evaluation and revision
  - 2. Writing Applications (2.0-2.5)
    - a. Narrative
    - b. Response to literature
    - c. Research report
    - d. Persuasive
    - e. Summary
    - f. Expository
- C. California Content Standards: Language Conventions
  - 1. Sentence structure/Grammar/Punctuation/Capitalization(1.2-1.7)
- D. California Content Standards: Listening and Speaking
  - 1. Strategies (1.0-1.8)
  - 2. Speaking Applications (2.0-2.4)

### **II. Major Course Units**

- A. Paragraph Writing
- B. Multi Paragraph Essays (Expository, Response to Lit., Persuasive, Narrative, Summary)
- C. Short Story and Literary Elements
- D. Informational Texts
- E. Fiction/Drama
- F. Poetry Units
- G. Formal and Informal Presentation
- H. Grammar and Vocabulary

### **III. Assignment Policy**

- A. All current homework assignments and their due dates are posted on the GOMS Website under Legacy Academy on my webpage.
- B. Unless due to an illness, late assignments are accepted for partial credit up to one week.  
Major, long-term projects will be accepted after the due date with the loss of **10% for each day late. (See Homework Policy on my webpage for additional clarification/procedures)**
- C. Absent students will receive credit for make-up work within the time allowed. **It is the student's responsibility to obtain his/her make-up work.**
- D. If a student is absent the day a major, long-term project, presentation, and/or exam is due, the student is expected to turn in the project, give the presentation, and/or take the exam **the same day** he/she returns.

### **IV. Grading Policy**

- A. Students must achieve 70% of the overall points possible to demonstrate proficiency of the key standards based essential skills and concepts represented in assignments.

### **V. Core Materials Used For Instruction Include, but are not limited to:**

The Prentice Hall Literature, Grammar and Writing series; *The Outsiders*, Hinton, *Of Mice and Men*, Steinbeck, *The Pearl*, Steinbeck, *The Crucible*, Miller, *The Giver* Lowry, *Devil's Arithmetic*, Yolen; Selected short stories, informational texts, non-fiction, poetry, essays, drama, film and/or film excerpts are added as resource or supplement

## 7<sup>th</sup> Grade Language Arts

### Standards Based Essential Skills and Concepts

1. **Paragraph and Summary Writing:** Students will compose at least 5 paragraphs that lead up to the summary paragraph. Then he/she will compose a summary and or essay which summarizes the content of approved classroom literature/readings. The summary will paraphrase the main ideas of the passage supported by important details. The summary will demonstrate the student's ability to organize ideas logically using the conventions of language. Students demonstrate proficiency by scoring "3" or better on the writing rubric. The summary will be completed by the end of October and the paragraph by December.
2. **Responses to Literature:** Using approved classroom literature/readings, students will create, compose, revise, and submit a paragraph or essay which analyzes a literary text. Students will develop interpretations exhibiting careful reading, understanding and insights. They will justify interpretations through sustained use of examples and textual evidence. The paragraph and/or essay will demonstrate a student's ability to organize and express ideas using the conventions of language and textual support. Students demonstrate proficiency by scoring "3" or better on the writing rubric. This will be completed by the end of February.
3. **Persuasive Composition:** Students will demonstrate their ability to write a persuasive paragraph/essay that states a clear position in support of an assigned topic, describing the points of support using evidence and anticipate and address reader concerns and counterarguments, structures ideas and arguments in a sustained and logical fashion. Using conventions of language, students will clarify and defend positions with precise and relevant evidence including facts and opinions. Students demonstrate proficiency by scoring "3" or better on the writing rubric. This will be completed by the end of February.
4. **Fictional or Autobiographical Narrative:** Students will compose a narrative paragraph/essay recounting a personal experience. The narrative will have an identifiable story line (plot, characters, and setting) with a controlling idea, central impression, sense of change, or something learned or gained as a result of this experience. Students demonstrate proficiency by scoring a "3" or better on the writing rubric. This will be completed by the end of February.
5. **Research Project:** Students will use a variety of primary and secondary sources to research and report on an intra-curricular teacher assigned topic. Students will research and synthesize multiple sources of information and present findings. Students will develop skills in the following areas: research, MLA bibliography, oral citations and English language conventions. Students will demonstrate proficiency by scoring 70% or higher on the research rubric. This will be completed by the end of December.
6. **Vocabulary:** Students will learn selected prefixes, suffixes, word roots, and literature-based vocabulary. Students will demonstrate proficiency by scoring 70% or higher on written tests. This is ongoing throughout the year.
7. **Literary Analysis:** Students will demonstrate an understanding of a literature by interpreting central ideas, applying literary terms, making well-formulated conclusions, and supporting those conclusions with textual evidence/examples. Learning may be demonstrated through, but not limited to, dialectical journals, Socratic seminars, dramatic presentations, projects, and compositions. This will be completed by the end of February and be ongoing throughout the year.
8. **Formal/Informal Presentations:** Students will give both formal and informal presentations to include use of note card outline, development of delivery skills, and use of graphic support. Students will demonstrate proficiency by scoring 70% or higher on a speech rubric. This will be done at least once a semester.
9. **Grammar:** Students will study modifiers, parts of speech, various sentence structures, pronouns and antecedents, punctuation, capitalization, and spelling. Assessment will consist of tests, quizzes, and written work. This is ongoing throughout the year.

# **CLASSROOM RULES**

- ❖ **FOLLOW DIRECTIONS THE FIRST TIME GIVEN AND STAY ON TASK.**
- ❖ **STAY SEATED UNLESS DIRECTED OR PERMITTED TO DO OTHERWISE.**
- ❖ **KEEP YOUR HANDS, FEET, AND OBJECTS TO YOURSELF AT ALL TIMES.**
- ❖ **RESPECT THE PEOPLE, EQUIPMENT, FURNISHINGS, AND FLOOR OF ROOM C1.**
- ❖ **WHEN SOMEONE ELSE IS TALKING, LISTEN, RAISE YOUR HAND, AND WAIT YOUR TURN TO ENTER INTO THE CONVERSATION.**

**PLUS:**

**OBSERVE ALL RULES IN THE STUDENT HANDBOOK.**

# ***CLASSROOM PROCEDURES***

1. Start Up: When entering C-1, go to assigned seat, pull out homework, then follow all directions on the board/ overhead and work QUIETLY.
2. Work Time: Students will work until the teacher tells them to stop.
3. Attention: (3 steps) Freeze and turn eyes to the teacher, hands free, listen for instruction.
4. Questions: Raise your hand and wait to be recognized.
5. Completed: Read or work on something else quietly & DO NOT waste time or disturb others.
6. Paper Collection: Hand in one neat pile for your group.
7. Dismissal: Work until “attention,” put materials away, clean up around your desk, and wait for teacher dismissal.

Note: There are many other procedures we will learn and follow; however, these will be the most common ones that apply to most situations.

# SPEECH FORMAT

Giving a good speech takes work, planning, and preparation. It also demands an understanding of what characteristics make a speech successful. A good speech always keeps the audience in mind and involved and leaves them feeling they have learned something, are better informed, and have been talked to on an appropriate level. The three main parts of a speech are THE INTRODUCTION, THE BODY, and THE CONCLUSION. Remember, one of the biggest keys to success with a speech is to keep the audience in mind that you are delivering the speech to.

## PART ONE: THE INTRODUCTION

This consists of several parts and takes up about one quarter of the speech time.

1. **The Attention Getter:** this is a statement used to interest and capture the audience's attention.
  - a. You do this by using one of the following means: a startling statistic, a quote, a rhetorical question, or a brief story.
2. **Motivation:** you want to give your audience some motivation for listening to what you have to say.
  - a. **Reward or Punishment:** along with the motivation you need to attach some type of reward or punishment for your listening audience.
4. **Statement of Purpose:** this is like your thesis; it is where you tell your audience what major points you are going to talk about in your speech.

## PART TWO: THE BODY

This is the part of the speech where you develop the ideas you set forth in your "statement of purpose." Like writing the essay this must be broken down into specific parts that are individually and thoroughly addressed. As each segment is developed, you must also make smooth transitions to connect each part together to give your speech a sense of continuity, connection, clarity, and direction. Depending on the number of points you make in the "statement of purpose" will determine how many points you will cover in your speech. Finally, you must choose according to your topic the order in which the information must be given. THIS IS THE MEATIEST PART OF YOUR SPEECH AND WILL TAKE UP APPROXIMATELY ONE HALF TO THREE FIFTHS OF YOUR TIME.

## PART THREE: THE CONCLUSION

The conclusion is both a necessary as well as crucial part because you need it to make sure your audience has gotten your point and understands what you have told them. This also has several parts.

1. **Brief Summary of the Main Points:** here you must summarize the key points you made in the speech for emphasis.
2. **Clincher Statement:** here you urge the audience to take some kind of action or leave them something to think about.

# Speech Proficiency Rubric

(Please note: while note cards may be used as a reference, reading the speech verbatim from them results in a failing score.)

These <b>Delivery Components</b> are judged on a pass/fail basis; the student must pass five out of seven.	
<b>Fail</b> <ol style="list-style-type: none"> <li><b>Projection</b> – The speaker cannot be heard comfortably from the rear of the room.</li> <li><b>Expressive Voice</b> – The speaker does not use appropriate change of tone, volume or and/or speed, does not emphasize key words or use appropriate pauses.</li> <li><b>Articulation/Pronunciation</b> – The speaker’s words are not easy to understand. Word endings may be dropped and/or words run together. Word’s may be mispronounced.</li> <li><b>Facial Expressions</b> - The speaker’s facial expressions may not change or may be inappropriate to the speech.</li> <li><b>Eye Contact</b> - The speaker’s eyes may be down on notes for more that half of the speech, or speaker may fixate on only one person or object in the room.</li> <li><b>Gestures</b> - The speaker does not use gestures to enhance the meaning of the speech.</li> <li><b>Posture</b> - The speaker may lean, sway, fidget, slouch or display other distracting body movements.</li> </ol>	<b>Pass</b> <ol style="list-style-type: none"> <li><b>Projection</b> - The speaker can be heard comfortably from the rear of the room.</li> <li><b>Expressive Voice</b> - The speaker uses appropriate change in tone, volume and/or speed, emphasizing key words and ideas, and uses appropriate pauses.</li> <li><b>Articulation/Pronunciation</b> - The speaker’s words are clearly understood; word endings are not dropped nor are words run together so that they detract from the speech. All words are pronounced correctly.</li> <li><b>Facial Expressions</b> - The speaker uses facial expressions that enhance the quality of the speech and are appropriate to the speech.</li> <li><b>Eye Contact</b> - The speaker establishes eye contact with the audience members for at least fifty percent of the speech without fixing on any one person or object.</li> <li><b>Gestures</b> - The speaker uses appropriate gestures and body movements that enhance the meaning of the speech.</li> <li><b>Posture</b> - The speaker stands erect without leaning, swaying, fidgeting, slouching, or displaying any other distracting body movements.</li> </ol>
These <b>Content Components</b> are judged on a pass/fail basis; the student must pass two out of three.	
<b>FAIL</b> <ol style="list-style-type: none"> <li><b>Use of Time</b> – The speech does not appropriately use the allotted time given for the presentation (too short or too long).</li> <li><b>Organization</b> – The speech is confusing or off the topic. The introduction, body, or conclusion may be missing. Speech is not appropriate to the audience.</li> <li><b>Standard English Usage</b> – The speaker does not use correct English or uses slang inappropriately. The grammar and/or vocabulary are incorrect.</li> </ol>	<b>PASS</b> <ol style="list-style-type: none"> <li><b>Clear Purpose</b> – The speech effectively uses the allotted time given for the presentation.</li> <li><b>Organization</b> – The speech displays a logical progression of ideas. There is evidence of an introduction which captures the audience’s attention; a body which includes supporting details; and a conclusion which ties the speech together. The speech is appropriate to both the students and the judges.</li> <li><b>Standard English Usage</b> – The speaker uses correct English except when slang is used to reinforce meaning in the speech. The grammar and vocabulary are appropriate to the content (This is not punctuation).</li> </ol>





## THE BONUS STORE

This is set up as an incentive for **GOOD WORK** and **GOOD BEHAVIOR**. This store will only be open on **Selected Days** and whatever is purchased that is a consumable item, must be eaten within the class period. Remember this is a privilege and it can be lost for those who abuse it. I will not clean up after everyone; rather, each class member is responsible for cleaning up after himself/herself. If this becomes a problem, we will eliminate the store. In order to cash in and purchase from the “Bonus Store,” the student must have **at least** five (5) Bonus Dollars to cash in. Only at that point can the student purchase items from the following list:

Mini Candy Bar:	1 for \$3	Mini Stamps:	1 for \$5
Jolly Ranchers:	1 for \$1	Porcupine Creatures:	1 for \$7
Laffy Taffy:	1 for \$2	Hackie Sacks:	1 for \$11
Dum Dums:	1 for \$1	Bottle Caps/Sweet tarts:	1 for \$1
Mixed candy:	1 for \$1-2	Bendable Cartoon Characters:	1 for \$10
Hershey Kisses:	1 for \$2	Mini Super Balls:	1 for \$3
Skittles:	1 for \$3	Rubber Wrist Bands:	1 for \$5
Pencils:	1 for \$2	Large Super Balls:	1 for \$10
Pens:	1 for \$3	Suction Cup Reptiles:	1 for \$3
Sparkle Glue:	1 for \$6	Neon Foam Stickers:	2/3 for \$1
Highlighter:	1 for \$6	Colorful Frogs:	1 for \$2
Neon Erasers:	1 for \$6	Glitter Lizards:	1 for \$2
Extra Credit:	10 for \$20	Mini Erasers:	3 for \$1
	15 for \$25	Swirl/2 Toned/Glitter Balls:	1 for \$5
	20 for \$30	Pencil Top Erasers:	1 for \$3
Bathroom Pass:	1 for \$10	Sports / Smile Face Games:	1 for \$4/\$5
Remove Zero:	1 for \$40	Sticky Hand/Lizards:	1 for \$4
<i>(Up to 50 pts. homework only)</i>		Foam Book Marks:	1 for \$4
Gliders:	1 for \$5	Large Suction Darts:	1 for \$11
Gel Pencil Grips	1 for \$4	Sticky Aliens	1 for \$3
Atomic Warheads:	1 for \$3	Mini \$100 Bill Magnets	1 for \$2

**Remember you get Bonus Dollars in groups, individually, doing good work, following the directions, contributing, paying attention, Impressive work, Teacher Support, etc. Also, The items and prices may change, but this is a good start for everyone to cash in on their favorite items while producing excellent work, behavior, and participation. Enjoy!**