



Tefft Middle School
Home of the Trojans!

7th Grade English Language Arts

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A Tefft Student...

- ★ Is Always Prepared
- ★ Sets Goals
- ★ Respects Self, Others & School
- ★ Is Always Improving
- ★ Keeps Data
- ★ Gets Results

Learn Like a Champion!
Battle for Success!
Accept Nothing Less!

7th Grade English Language Arts Course Description

The grade 7 English Language Arts (ELA) course is a comprehensive, year-long curriculum designed to engage students in deep and meaningful learning through the exploration of complex texts, evidence-based writing, and collaborative discussions. Grounded in the principles of a thriving adolescent, this course emphasizes critical thinking, literacy skills, and the development of students' ability to analyze and articulate their understanding of literature and informational texts.

Throughout the year, students will read a variety of texts, including fiction, non-fiction, poetry, and drama, selected to build knowledge, challenge thinking, and foster a love of reading. The curriculum is organized into modules that integrate reading, writing, speaking, and listening, ensuring students develop the skills needed to meet and exceed the Common Core State Standards (CCSS).

Required Daily English Supplies

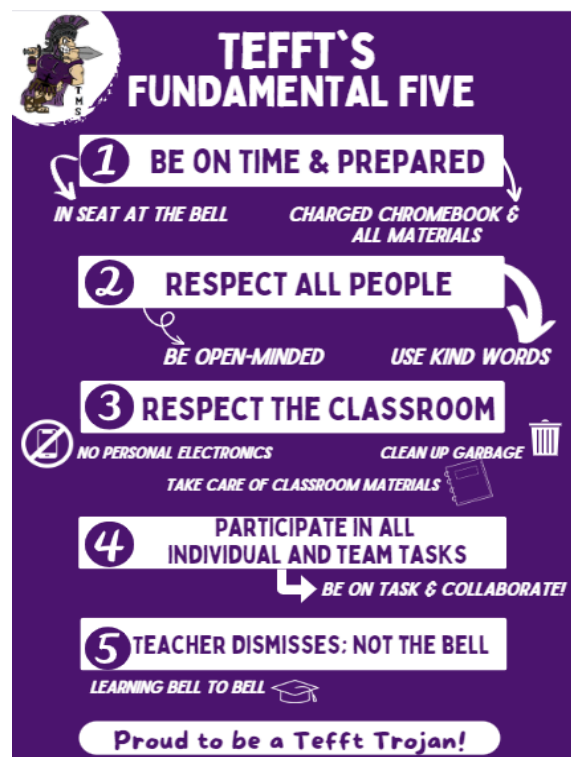
- ☐ Chromebook (charged)
- ☐ Post-it notes
- ☐ English composition notebook
- ☐ Pencils/pens, and highlighters in pencil pouch
- ☐ Novel

Online Resources for Students and Parents

1. **CANVAS**- parents, [sign up as an observer](#) on your student's Canvas page
2. **Tefft Middle School Website**: <https://www.u-46.org/tefft>
3. **District U-46 Website**: <https://www.u-46.org/>
4. Log in to **Clever** (<https://clever.com/schools/>) for access to district-provided applications
5. **INFINITE CAMPUS**- [See grades, assignments, and messages](#) from teachers
6. [Student Points](#) to view positive points given by teachers

Course Standards

- **Reading**: Read closely to cite, analyze, and infer
- **Writing**: Produce clear and consistent writing
- **Communication**:: Speaking, Listening, Language



Course Units		
Module 1: The Lost Children of Sudan What can we learn from those who have survived the greatest tragedies and become even more determined to help others? How can we share these kinds of stories to inspire and educate? In this module, students develop their ability to analyze narratives and create their own stories as they learn about the Lost Boys and Girls of Sudan and the lessons revealed through their journeys.	Module 2: Epidemics How do epidemics begin and spread? How do human responses help or hinder during trying times? Can the way we think about medical outbreaks tell us anything about how we should think about human behavior? In this module, students explore epidemics in many forms: historical and current, medical and social. While students learn about the scientific investigation and medical intervention in these outbreaks, they also focus on the social and cultural responses to develop a model of how best to respond to challenging circumstances. Students also examine the ways that the concept of “contagion” is applied to human behavior and ultimately explore the question of why we behave the way we do.	Module 3: The Harlem Renaissance Can we “find fuel for the future in the past”? Poet Nikki Grimes asks this question in her poem “Emergency Measures,” the first in her collection One Last Word: Wisdom from the Harlem Renaissance. As Grimes does in her book, students will spend the module pondering the wisdom from works created during the Harlem Renaissance. First students will explore scenes and songs from a play, poems, and artwork to experience the explosion of creativity and ideas of collaboration and innovation. Then students examine political artwork and cartoons, informative articles, and short stories to explore the social and political context of the Harlem Renaissance. Finally, students explore the legacy of the Harlem Renaissance, turning back to Nikki Grimes and her collection of poems crafted with lines from Harlem Renaissance poets. Students consider whether they and contemporary writers, singers, and musicians truly can “find fuel for the future in the past.”
Core text: A Long Walk to Water by Linda Sue Park	Core Text: Patient Zero by Marilee Peters	Core Text: One Last Word: Wisdom from the Harlem Renaissance by Nikki Grimes

Score	Standard Based Descriptors
4 = Mastery	For formative or practice work , receiving a 4 indicates evidence of the full range of competencies and skills required for the assigned work or assessment. As a summative or final grade , a score of 4 indicates the highest level of competency and skill in the subject matter, demonstrating deep knowledge and the ability to apply the concepts for the course or grade level.
3 = Proficient	For formative or practice work , receiving a 3 indicates evidence of the majority of understandings and skills required for the assigned work or assessment. As a summative or final grade , a score of 3 indicates a solid level of understanding and competency, producing work that consistently meets the standards of the course or grade level.
2 = Basic	For formative or practice work , receiving a 2 indicates evidence of the foundational competencies and skills that will lead to mastery of the concept at the higher levels. As a summative or final grade , a score of 2 indicates partial mastery of the knowledge and skills that are fundamental for the course or grade level. Students may show familiarity with basic concepts, but struggle with more advanced material.
1 = Below Basic	For formative or practice work , receiving a 1 indicates evidence of partial understanding or ability in foundational competencies or skills that will lead to mastery of the concept at higher levels. As a summative or final grade , a score of 1 indicates a limited understanding of the skills for the course or grade level. Students may struggle with basic concepts and require support.
0 = No Evidence	For formative or practice work , receiving a 0 indicates that the student has not provided any evidence of learning which includes missing or incomplete work. As a summative or final grade , a score of 0 indicates an insufficient amount of understanding has been demonstrated for the knowledge and skills of the course or grade level.

Determination of the Semester Grade

Infinite Campus is used to communicate students' proficiency in each assessment, overall reporting strand, and the predicted semester letter grade. The semester letter grade will be informed by the student's learning proficiencies throughout the semester.

Grading Categories		
Summative assessments 70% of overall grade Multi-draft essays Presentations Comprehension and Analysis Tests	Formative Assessment: 20% of overall grade Examples <ul style="list-style-type: none"> Quizzes 	Intentional Practice: 10% of overall grade Examples <ul style="list-style-type: none"> Drafts Journals Reflections Peer editing

- Standards-based rubrics will be used to determine students' level of proficiency, using the 0-4 scale, on individual standards and assessments.
- A predicted in-progress letter grade for each reporting strand will be calculated within Infinite Campus by averaging each of the proficiency scores in the strand.
- A predicted semester letter grade for the course will be calculated within Infinite Campus by averaging each of the reporting strands.
- The equal incremental grading scale to determine a letter grade is below.

Equal Incremental Grading	
A	3.21-4
B	2.41-3.20
C	1.61- 2.40
D	.81- 1.60
E	.80- below

Retakes

- Summative Assessments:** Students have one reassessment attempt for each summative assessment, and they must complete it before the end of the next unit. All district common summative assessments will fall into this grading category.
- Formative Assessments:** Each formative assessment can be reassessed once within the unit but not after the end of unit summative. Formative assessments can either be reassessed on subsequent formative assessments or as an individual reassessment. Late work will be accepted up until the end of the unit with no penalty.
- Intentional Practice:** Intentional practice work is not reassessed and late work is accepted up until the end of the unit with no penalty

Extra Credit and Bonus Points

- To ensure that grades reflect progress toward and achievement of the standards, giving extra credit points or bonus points will **not** occur in this class.
- The vision of U-46 is that behavior/participation will be reported separately from academic achievement and is not a component of a student's academic grade.

Academic Dishonesty/Plagiarism Policy

Academic dishonesty refers to cheating, copying, plagiarizing, or otherwise representing the work of others as one's own through verbal, written, graphic, electronic, or other means. Students determined to have been academically dishonest are subject to disciplinary action. Consequences will depend on the severity of the offense, the number of offenses, the impact on other students and teacher, and/or the curriculum. Academic dishonesty undermines the learning process and will not be condoned.

Technology

Chromebooks are expected to be brought to class on a daily basis. If a student does not bring his or her chromebook, the student is expected to continue participating in class and complete all class work.

Many assignments will be posted on students' **Canvas Class** as well as **NewsELA**, **CommonLit**, **Writable**, and **Mastery Connect**.

Cell phones are not permitted to be used in class.

Films

Film clips are used throughout the year for various purposes. Occasionally, a whole film may be shown in class. These clips may be rated G, PG, or PG13. If you have any issues with your child viewing a PG13 film, please contact me.



Moving all students forward, whatever it takes...together