

7.º Grado del Curso de las Artes del Lenguaje en Inglés (ELA)

Ms. Harms

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Bienvenida/Introducción al curso

Bienvenidos a la clase del 7.º Grado del curso de las Artes del Lenguaje en Inglés. Me alegra que estén aquí. Estoy disponible antes o después de la escuela, con cita previa y por correo electrónico por la noche o los fines de semana en caso de que necesiten ayuda adicional.

Útiles Necesarios para el Curso

Se espera que lo estudiantes traigan a la clase todos los días los siguientes útiles escolares:

- la computadora Chromebook bien cargada
- el portafolio (Case-It) con bolígrafos, lápices, resaltadores, hojas de papel sueltas
- la novela de lectura independiente

Si el estudiante no trae a clase su computadora Chromebook, se espera que el estudiante continúe participando en el salón y que termine todo el trabajo de clase.

La Expectativas en el Salón de Clase

Los teléfonos celulares no se permiten en la clase. Los teléfonos deben estar guardados en el portafolio, el armario, o en la casa.

Las expectativas en la Escuela Media Larsen:

- Vivir Respetuosamente
- Tomar Decisiones Responsables
- La Seguridad Primero

Reglas para la Reevaluación

Los estudiantes pueden tomar el examen antes de la siguiente Evaluación sumativa después de llenar un Formulario de Solicitud de Reevaluación y planificar el tiempo para llevarla a cabo fuera del horario de clase. **Tenga en cuenta lo siguiente:** El puntaje de la reevaluación siempre reemplazará el puntaje de la evaluación original, independientemente de que esta tenga más o menos puntos.

Otras Normas del Salón de Clase

Cálculo de las Calificaciones:

- Los niveles de dominio en uno de los aspectos de las Artes del Lenguaje en Inglés se calcularán usando la media (o promedio).
- Las puntuaciones de reevaluación reemplazarán automáticamente la puntuación anterior, incluso si esta es más baja.
- Solo los puntajes de la evaluación sumativa contarán para el cálculo de la nota general.

Se espera que el trabajo de práctica se complete, y podría incluirse en Infinite Campus como retroinformación y como una herramienta de comunicación para los estudiantes y los padres. Los puntajes de práctica calificados se ingresarán en Infinite Campus como un signo de "+" (¡lo entiendo!) "/" (¡Casi lo entiendo!) O "-" (¡todavía no lo entiendo!). Cualquier tarea también puede ingresarse en Infinite Campus como "M" (faltante), "I" (incompleta), "T" (entregada) o "X" (exenta).

Larsen Middle School • 2019-2020

Formulario para la Firma de los Padres

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Por favor comparte esta información con tus padres o apoderado y haz que firmen este formulario y lo devuelvan firmado para el día _____.

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Estudiantes:

Yo, _____, he leído y entiendo el programa del curso y he acordado venir a la escuela con una buena actitud para el estudio y dispuesto (a) hacer el mejor esfuerzo en esta clase todos los días.

Padres/Apoderados:

I, _____, he leído y entiendo el programa del curso.

Teléfono de casa: _____

Teléfono del trabajo: _____

Teléfono celular: _____

Correo electrónico: _____

Padre/Apoderado idioma de preferencia: _____

¿Cómo prefiere que la escuela se ponga en contacto con usted? (Puede elegir varios métodos de comunicación)

_____ Casa _____ Trabajo _____ Celular _____ Correo Electrónico

1. ¿Cuál es la mejor hora del día para llamarlo por teléfono?

2. ¿Hay algo más que deba saber acerca del proceso de aprendizaje de su hijo(a)?

COURSE DESCRIPTION

This course is designed to help students develop proficiency and confidence as readers, writers, speakers, and listeners. Emphasis is placed on the development of higher order thinking skills, grammar (usage, mechanics), increasing students' reading and writing stamina and exposure to and appreciation of a variety of fiction and non-fiction texts through the theme of choices. Students will be required to complete multiple pieces of academic writing as well as a variety of presentations in a variety of formats. Required academic writing includes but is not limited to, the structure and development of argumentative, analytical, and research writing using the writing workshop approach. Attention will also be given to the integration of technology and multimedia aspects of digital literacy necessary for college and career readiness. Activities for this course will include reading, writing, small group work, individual and group projects, common and local assessments (both formative and summative), research, defining and effectively using academic vocabulary and oral presentations.

7th Grade English Language Arts (ELA) will be utilizing standards-based learning and assessment (SBLA) which measures students' proficiency on a set of standards for the grade/content level. The Standards Based Learning and Assessment approach:

- Indicates what students know and are able to do
- Shows student progress toward meeting a standard
- Communicates expectations ahead of time
- Is based on complex tasks, as opposed to memorization
- Focuses on recent evidence of learning.

COURSE REPORTING STRAND

- Reading
- Writing
- Speaking & Listening
- Language

DISTRICT RESOURCES

District Website: <https://www.u-46.org/Page/10320>

Chromebook: Charged Chromebooks are 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.

SPECIFIC COURSE ACTIVITIES

In order to demonstrate proficiency in course standards, students will need to:

1. Participate in class activities (take notes, contribute to group work, complete in-class tasks, ask questions, etc.)
2. Complete assigned homework as needed in order to practice and improve learning.
3. Use formative assessments to track learning progress and identify strengths and weaknesses with the course content and complete outside practice in activities when necessary.
4. Complete all assessments (formative and summative).
5. Create and follow through on a plan of improvement, when demonstrating little to no understanding of learning targets.

STUDENT EVIDENCE/ASSESSMENTS

Assessments based on SBLA demonstrate that students have the knowledge and skills necessary for success in the next grade, next course, and finally for college and career. Scores do not compare one student to another. They measure how students are doing on the grade/course level standards.

Evidence of learning (summative) and evidence for learning (formative) include any artifact that indicates whether or not a student has achieved proficiency in a standard. This can occur through in-class work, formative events, mid-unit, end of the unit, and end of course assessments.

PROFICIENCY SCALE

Standards-based rubrics will be used to determine students' level of proficiency, using the 0-4 scale based on set criteria. Rubrics will be distributed at the beginning of a unit of study and referred to throughout the learning progression for the purpose of providing feedback. Rubrics for the course can be found on the [literacy website](#).

Score	What does it mean?
4 = Mastery	Demonstrates the ability to apply extended thinking about the skills and knowledge of the standard
3 = Proficient	Demonstrates skills and knowledge of the standard
2 = Basic	Demonstrates a basic understanding of the skills and knowledge of the standard
1 = Below Basic	Demonstrates a below basic understanding of the standard; may demonstrate gaps in skills and knowledge
0 = No Evidence	There is no, or insufficient, evidence of learning to assess the standard at this time
NE = Not Evaluated	This standard has not been evaluated at this time

MAKEUP POLICY

Summative assessments that are missed will be marked "missing" or "not evaluated" in the grade book until completed. Students have five school attendance days to complete a missed assessment. Incomplete assessments result in a lack of evidence of student's understanding and may cause a student to fail.

REASSESSMENTS

Students will have multiple assessment opportunities to demonstrate higher levels of achievement on any assessment that is used to determine an overall proficiency and grade. The opportunities may be initiated by the instructor or the student, but always at the discretion of the teacher. Reassessments must be completed within a reasonable time of the original assessment being returned to the student.

After a reassessment, the most current grade will show in Infinite Campus. For example, if a student starts with a 2 and then earns a 1 on a reassessment, the 1 will be the score reflected within Infinite Campus and in grade determination. If the student instead earns a 3, the 3 will be the score reflected.

LATE WORK

Any late work that a student may have must be turned in within the reassessment window. Once the reassessment window is closed, the assessment will no longer be accepted.

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.

GRADE DETERMINATION

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. Mastery of standards leads to mastery of the reporting strands, which in turn leads to mastery of the course.

- 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 - 4.00
B	2.41 - 3.20
C	1.61 - 2.40
D	.81 - 1.60
E	.80 - Below

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.