



Course Title: 7th Grade English

Instructor: Mrs. Campos

Instructor Availability: 3:15 to 4:15 on Tuesdays (or by appointment)

Instructor Contact: vcampos@gomperscharter.org/(619) 847-9695/Room 13

Course Description: In this class, we will continue to build our English Language Arts Skills. We will work on reading, writing, listening, and speaking through a variety of texts, discussions forums, and written assignments of different types and lengths. These abilities will be developed within the context of different literature units and be based on the 7th Grade English Common Core State Standards. Students can expect to take a quarter final at the end of each quarter with topics encompassing vocabulary, class notes, texts studied, and short-response essays.

GPA Grading Guidelines:

Category	Grading Criteria	Percentage
Classwork	<ul style="list-style-type: none">Completion/Quality (Must have a minimum of 1 weekly grade)	30%
Demonstrations of Learning	<ul style="list-style-type: none">Key Course Assignments (See course syllabus for Unit Key Assignments)	35%
Homework/Independent Learning	<ul style="list-style-type: none">Any work assigned to a student in which they complete on their own outside of class. (Must have a minimum of 1 weekly grade)	10%
Quarter Finals	<ul style="list-style-type: none">Quarter finals are course specific, standards based exams that cover content from the 9 week quarter.	25%

* Classwork/Participation and Homework/Independent Learning will be updated weekly.

Course Materials:

- Books: *Wonder*, *Dear Bully*, *The Outsiders*, *Stand by Me*, *House on Mango Street*, *The Lion King* and *Hamlet*.
- Digital resources: Achieve 3000, NewsELA, Flocabulary, Turnitin.com, and Google Classroom
- Literacy Notebook



- Black and Blue Ink Pens
- Pencils

Course Structure:

- Guided/Shared Reading: Students will be read a variety of texts in multiple genres through shared reading where the teacher is the guide for teaching fluency, comprehension, vocabulary in context, and literary devices.
- Independent reading: Students are expected to read independently in class and at home for a minimum of 30 minutes daily. Teachers will guide students in developing strong comprehension strategies to advance their reading skills.
- Writing: Students will engage in daily writing instruction as well as independent and guided practice. Students will write for a variety of authentic purposes for short and extended lengths of time.
- Listening and speaking: Students are expected to participate in daily informal and formal listening and speaking activities, such as oral debates, class discussions, think-pair-share's, presentations of learning, and Socratic Seminars.
- Vocabulary and grammar: Students will practice and apply sentence structure and vocabulary skills daily to support their reading and writing in all classes. Students will learn specific grammar skills according to the Common Core State Standards.

Course of Study:

Unit 1: Argumentative (9 weeks)

Content Standards	Learning Objectives	Key Assignments/Exams
CCSS.ELA-LITERACY.W.7.1 CCSS.ELA-LITERACY.W.7.4 CCSS.ELA-LITERACY.W.7.5 CCSS.ELA-LITERACY.W.7.6 CCSS.ELA-LITERACY.W.7.7 CCSS.ELA-LITERACY.W.7.8 CCSS.ELA-LITERACY.W.7.9 CCSS.ELA-LITERACY.W.7.10	Students will be able to analyze and craft effective arguments with nuanced claims and strong supporting evidence. Students will be reading excerpts from <i>Dear Bully</i> and <i>Wonder</i> .	<ul style="list-style-type: none">● College Research Presentation of Learning● MLA Intro● Bullying Argumentative Essay● Quarter Final 1

Unit 2: Expository (9 weeks)

Content Standards	Learning Objectives	Key Assignments/Exams
CCSS.ELA-LITERACY.W.7.2 CCSS.ELA-LITERACY.W.7.4	Students will be closely examining the genre of	<ul style="list-style-type: none">● Author Research Expository Essay



<p>CCSS.ELA-LITERACY.W.7.5 CCSS.ELA-LITERACY.W.7.6 CCSS.ELA-LITERACY.W.7.7 CCSS.ELA-LITERACY.W.7.8 CCSS.ELA-LITERACY.W.7.9 CCSS.ELA-LITERACY.W.7.10</p>	<p>“Coming-of Age” through the reading of <i>The Outsiders</i> and excerpts from <i>The Body</i>. Students will also be conducting research and evaluating sources to write an expository paper on an author of their choice from a pool.</p>	<ul style="list-style-type: none"> • Quarter Final 2
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Unit 3: Extended Argumentative (9 weeks)

Content Standards	Learning Objectives	Key Assignments/Exams
<p>CCSS.ELA-LITERACY.W.7.1 CCSS.ELA-LITERACY.W.7.4 CCSS.ELA-LITERACY.W.7.5 CCSS.ELA-LITERACY.W.7.6 CCSS.ELA-LITERACY.W.7.7 CCSS.ELA-LITERACY.W.7.8 CCSS.ELA-LITERACY.W.7.9 CCSS.ELA-LITERACY.W.7.10</p>	<p>Students will research and analyze multiple resources to create a claim and develop their reasoning skills to connect evidence to claim. Students will utilize logos, ethos, and pathos to persuade their audience.</p>	<ul style="list-style-type: none"> • Civil Rights Movement Presentation of Learning • Civil Rights Argumentative Essay • Original Poem • Quarter Final 3

Unit 4: Narrative: (9 weeks)

Content Standards	Learning Objectives	Key Assignments/Exams
<p>CCSS.ELA-LITERACY.W.7.3 CCSS.ELA-LITERACY.W.7.4 CCSS.ELA-LITERACY.W.7.5 CCSS.ELA-LITERACY.W.7.6 CCSS.ELA-LITERACY.W.7.7 CCSS.ELA-LITERACY.W.7.8 CCSS.ELA-LITERACY.W.7.9 CCSS.ELA-LITERACY.W.7.10</p>	<p>Students will be reading a range of narrative texts; which include <i>House on Mango Street</i> and other excerpts. As a culmination, students will be writing their own narrative essay that describes a challenge they have encountered and how they overcame it.</p>	<ul style="list-style-type: none"> • Write-Your-Own -Narrative • Narrative Essay • <i>The Lion King/Hamlet</i> Production • Quarter Final 4



Course Specific Student Expectations:

- Students are expected to come prepared to learn each day with backpacks, binders, Literacy Notebooks and writing tools.
- Students are expected to adhere to the GPA dress code and maintain in professional attire. No non-GPA clothing, as in the GPA student handbook, can be worn inside or outside of the classroom.
- Students must read daily in and outside of the classroom for a minimum of 30 minutes.
- Students will write their homework down daily in their planners. It is expected that parents/guardians check planners on a daily basis to support students.
- Students are expected to complete their homework on time. In the event of an absence, homework is due the next day unless it is due via Google classroom. If a project is due on Google classroom, students must turn in their work by the due date. Late work will not be accepted.
- If a student is absent it is their responsibility to find out what material was covered in class and what homework was assigned.
- In case of an unforeseen circumstance, it is the student's responsibility to communicate with the teacher as soon as possible to discuss available options.

Accommodations/Modification and Supports:

Any student who requires accommodations, modifications or additional supports should contact me as early as possible so that we may arrange accommodations, modifications and supports.

GPA Student Expectations:

School-wide Attendance: All students are expected to be punctual and in their classroom seat, ready to learn for each day. Under California law (Ed. Code 48200) all children between the ages of six and eighteen are required to be enrolled and in regular attendance at school. GPA families know that school attendance is the critical first step to make sure that each student receives an education that will help them on their path to college. Students cannot learn what they need to be prepared for the next grade level, if they are not in school. The more absences from school a student has, the more they fall behind in their classes and the more difficult it will be to make it to college.

Planner Use: All students are expected to write all assignments in their GPA planner daily. Your first GPA planner will be provided by the school to support organization and time management.

Homework Completion: As a school working toward college preparation, all GPA students are expected to complete their daily/weekly assignments. Students who fail to complete their homework assignments on time, and are unexcused, will be required to attend lunch and after



school tutoring support daily. Until all assignments are completed, students may not be eligible for athletics, clubs, and other extracurricular activities.

Electronic Device Policy: Cell phones, smart watches, and other electronic communication devices that can send and/or receive data are not permitted to be visible, heard, or used in any manner during school hours except by approval of school authorities. Any violation and/or disruption of the learning process will result in the confiscation of the item. The parent/guardian must pick up the confiscated item from the Office of Student Conduct or the teacher.

Computer/Internet Usage Policy: Students may not use computers and/or the GPA network without proper adult supervision. The teacher/staff will choose resources on the Internet that are appropriate for classroom instruction and/or research for the needs, maturity, and ability of their students.

Acceptable Use-

- Access to any site that provides information relevant to current class assignments
- Access to college or university websites
- Use of teacher approved educational software (games, instructional tools, etc.)

Academic Integrity: Honest behavior is an expectation for all students at Gompers Preparatory Academy. Our goal is to create and maintain an ethical academic atmosphere. Acts of academic dishonesty that will not be tolerated at GPA are listed below:

- Cheating on any classroom assignment, test, or quiz
- Plagiarism - copying or representing another's ideas, words, or work as one's own, without properly citing the source. Plagiarism includes the misuse of published material, electronic material, and/or the work of other students. The original writer who intentionally shares his/her work for another to copy, without the permission of the teacher, is also engaged in plagiarism.
- Fabrication (any falsification or invention of date, citation, or other authority in an assignment); theft or alteration of materials
- Unauthorized collaboration
- Unauthorized use of electronic devices

Students found in violation of GPA's Academic Integrity Policy will be disciplined appropriately which may lead to formal suspension. Consequences for offenses may include, but are not limited to, detention, *lowering of academic and citizenship grade and/or suspensions/exclusion from extracurricular activities.*

Standards/Format for Writing Papers - MLA Format:

The standard format for all papers follows the MLA formatting rules:



1. Typed, double-spaced: TIMES NEW ROMAN, 12 font, including title
2. Heading: 4 lines - UPPER LEFT corner
Student name: "Sammy Gompers"
Teacher name: Ms. Teacher
Course name, period: English I, Period 3
Date 06 February 2009
3. All pages numbered: upper right corner, last name and page number; no punctuation, no "p." or "pg."
4. Title: centered, upper and lower case
5. Work Cited/ Documentation Format: It is necessary to credit any source that is used in a paper or project. Plagiarism is considered cheating. All sources must be documented. Citing sources in a paper must be thorough and accurate. MLA formatting for in text citations and works cited is mandatory

Important Dates:

Quarter 1:

- Q1 Finals Week: October 23rd and 27th
- Parent Conferences: October 23rd - 27th
- End Date: October 30th

Quarter 2:

- Q2 Finals Week: January 22nd - 26th
- Parent Conferences: January 16th - 22nd
- End Date: January 31st

Quarter 3:

- Q3 Finals Week: April 9th - 13th
- Parent Conferences: April 16th - 20th
- End Date: April 23rd

Quarter 4:

- Q4 Finals Week: May 29th - June 1st
- End Date: June 26th

Student Signature : _____ Parent/Guardian Signature: _____

Date: _____

