



OAK LAWN-HOMETOWN MIDDLE SCHOOL

School District 123



7th Grade - English Language Arts

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2022-2023

1. District 123 Vision:

A dynamic and supportive environment that ignites lifelong learners who embrace diversity and contribute positively to our community and global society.

2. District 123 Mission:

Preparing today's learner for tomorrow's world.

3. Course Description:

The purpose of this course is for students to develop mastery over the skills of applying comprehension strategies, interpreting texts, analyzing a variety of sources to gather information, and utilizing grade level content vocabulary.

This course is aligned with the District's Strategic Plan because we implement rigorous, coherent and content-rich curriculum that focuses on Whole Child Success. We focus on building foundational mastery in reading and writing through high expectations and providing the opportunities for students to become critical collaborators during the learning process. Each student is challenged by using adaptive practices, such as differentiation, grouping and other programs in the classroom to have students be active participants in the learning process.

4. Learning Outcomes or Big Ideas

By the end of this course, students will be proficient in the following standards:

- Apply comprehension strategies to understand and analyze a variety of genres, specifically historical fiction, nonfiction texts and poetry. (*Common Core Reading Standards RL1, RI1, RL3, RI3, RL5, RI5, RL7, RI7, R10, RI10*)
- Interpret different texts in order to create real world meaning. (*Common Core Reading Standards RL2, RI2, RI4, RL4, RI6, RL6, RI8, RL9, RI9*)
- Create, plan and revise text appropriate to a variety of audiences and purposes, such as essays, performance tasks and narrative literature. (*Common Core Writing Standards W1, W2, W3, W4, W5, W10*)
- Utilize a variety of sources in order to gather, evaluate and synthesize information. (*Common Core Writing Standards W6, W7, W8, W9*)
- Demonstrate an understanding and effective utilization of the English language including grade level appropriate vocabulary. (*Common Core Language Standards L1, L2, L3, L4, L5, L6*)
- Utilize appropriate communication skills, including grade-level vocabulary, claims, and evidence, to share ideas and opinions for various audiences and purposes. (*Common Core Speaking/ Listening SL1, SL2, SL3, SL4, SL5, SL6*)



5. Daily Procedures

Each day, students will begin class by doing independent silent reading of a self selected book. Instruction will begin with a warm up activity to activate prior knowledge or build background information for the lesson. Once we have completed the warm up and silent reading, the teacher will introduce the learning and content standard for the day's lesson so students will be aware of the objectives for the day. Instruction each day will depend upon the most effective strategy for our objective, including whole group instruction, small group activities and independent work. In every class, students will be using and developing their reading, writing and communication skills.

6. Expectations of Students

Students are expected to demonstrate the three Mustang Musts each day: Be Respectful, Be Responsible, and Be Safe. Students should come to class each day prepared with all their materials. During class, students are expected to follow school rules outlined in the handbook. Homework may not be assigned nightly, but any homework that students may have will be posted in Google Classroom. If work is not completed on time, the student may be issued a Working Lunch to complete the assignment. If absent, students are expected to check Google Classroom and check-in with their teacher upon return to make up missing assignments.

7. Expectations of Teacher

The expectations of the teacher are to supervise classes to ensure that all students are learning in a safe and productive environment. Teachers will plan, facilitate and implement a variety of strategies to enhance student understanding. In the Language Arts classroom, the teacher will uphold high academic and behavioral standards to ensure that all students are included in a positive classroom community. For any graded work, the teacher will provide students with the corresponding rubric and review it with the class before they begin the assignment. Students' work will be evaluated and students will be provided with feedback and documentation on their assignments and assessments in a timely manner.

8. Assessment Criteria

Any work that is graded will have a rubric that accompanies it, outlining criteria for achieving each score. Students will be graded on their mastery of the reading, writing, language and speaking and listening Common Core Standards. Summative assessments, including final essays, mid and end of unit assessments and performance tasks, will be weighted more heavily than formative assignments. If students receive a score of 1 or 2 for a standard on any assignment, they are allowed to correct and resubmit their work, using feedback provided by the teacher, in a reasonable amount of time.



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9. Materials

Each day, students will be expected to bring the following:

- Chromebook
- Self Selected Independent Reading Book (Students will have the opportunity to go to the library with their Language Arts class once a month)
- Writing Utensils (Either pens or pencils)
- Art Supplies
- Language Arts Folder/Notebook
- Post-It Notes
- Highlighters

10. Instructions and Directions for Help

Contact information:

ymaan@d123.org

cedwards@d123.org

hteichert@d123.org

kringhofer@d123.org

11. Curriculum Map (Units of Study)

Seventh grade students will complete four modules of study. We begin with the essential question of “How do individuals survive challenging situations?” while reading the novels A Long Walk to Water by Linda Sue Park and Refugee by Alan Gratz. Our second module addresses working conditions during the Industrial Revolution and around the world. Students read the novel Lyddie by Katherine Patterson and speeches by Cesar Chavez. The third module of study focuses on what gives stories their enduring power. We read Unbound by Ann E. Burg and the Narrative of the Life of Frederick Douglass. The adolescent brain is researched during our final module.

During each module, students will write a full essay, cite text evidence, analyze text evidence, and make inferences. Students will complete performance tasks, group work, and research projects.