This syllabus is subject to change depending upon snow days, other unforeseen disruptions, or because I feel like changing it.

OBJECTIVE: To address all 7th grade language arts/writing standards as set forth by the state of Colorado. To focus on our overarching theme which is “Identity.” Students will be exploring the idea of identity as it relates to our characters, other people, and themselves and be responding through writing.

DAILY INSTRUCTION: The main focus in this class will be on reading, spelling and vocabulary. The main focus in your writing class will be writing, grammar, and speech, although there will be crossover.

COURSE OF STUDY: The year will be divided up into five units. Throughout the course of each unit, students will be exploring the following:

- Literary devices and elements portrayed in each piece of literature
- Vocabulary introduced within the literature, as well as Greek and Latin roots, and Prefixes and Suffixes
- Grammar
- Multiple genres of writing

Unit One: Non-Fiction Literature
- Our focus for this non-fiction unit will be on text features, main idea and details, and author’s purpose.
- Students will complete a research paper in their Writing class to coincide with this unit.

Unit Two: Novel: The Giver (regular classes)

- Introduce the novels to the students, focusing on the idea of identity and decision-making. How does the society in which we live determine who we become? How can a person (or creature) change their fate?
- Students will identify literary elements as they arise in the books, focusing on symbolism.
- Students will participate in a “Build Your Own Utopia” PBL project. (regular classes)
- Students will write a memoir about overcoming obstacles. (advanced class)
MAP testing: Students will be progress monitoring and graphing their own progress in writing, reading and grammar throughout the year. We will obtain their base level through MAP testing in September. We will continue progress monitoring in these areas throughout the year.

Unit Three: Poetry
- Our focus for this unit will be on types of poetry, rhyme, meter, rhythm, and mode.
- Students will be creating their own poetry book, composing original pieces.
- Students will be required to memorize and recite 1 poem in front of the class.

Unit Four: Novel: Stargirl (regular classes)  
To Kill a Mockingbird (advanced class)
- Students will focus on empathy and story-telling. They will have choice as to how they want to show what they know.
- Students will create a multi-genre project with pieces of their choice about the novel Stargirl. (regular classes)
- Students will create a multi-genre project with pieces of their choice about the novel To Kill a Mockingbird. (advanced class)

Unit Five: Myths and Legends
- Students will research many myths and legends from around the world, including creatures, stories, and items. We will explore the differences between myths, legends, tall tales, folk tales, and fables.
- Students will create a digital presentation using a tool of their choice about their chosen mythological elements and present to class in a well-written speech (regular classes)
- Students will research a certain element of the hero’s journey, find a modern equivalent, and present their findings to the class in a well-written speech.

CLASSROOM EXPECTATIONS
1. Be prompt. You are expected to be in the classroom at the start of class.
2. Be prepared. Bring required materials and have assignments ready to turn in when class begins.
4. Be productive. Use class time effectively and productively to meet academic goals.
SUPPLIES NEEDED FOR CLASSROOM

1. Novels we will be reading are as follows:
   - *The Giver* by Lois Lowry (regular)
   - *Stargirl* by Jerry Spinelli (regular)
   - *The Call of the Wild* by Jack London (advanced)
   - *To Kill a Mockingbird* by Harper Lee (advanced)

*It is always best for each student to purchase his/her own copy for annotation purposes; however, the school has copies available for use during the school day (these may not be checked out and taken home).

1. Pens, pencils, highlighters in various colors, and erasers
2. Composition notebook
3. Folder or binder
4. Sticky notes (required if student does not purchase their own novels)

DISCIPLINE POLICY

- 1st Incident – verbal warning
- 2nd Incident – stay after class to conference with teacher
- 3rd Incident – parent contact and lunch detention
- 4th Incident – parent contact and office referral

TARDY POLICY

- 1st tardy – warning and documentation
- 2nd tardy – warning, documentation, and parent phone call
- 3rd tardy – office referral, parent phone call, and lunch detention with me
- 4th tardy – office referral, principal calls home, lunch detention in office
- 5th tardy – office referral, principal calls home, 1 week of office lunch detention

ABSENCE POLICY

When you are absent, YOU are responsible for getting any missing work.

- Check our class website for anything you may have missed. If able, complete work using Google Classroom or Holt McDougal Online.
- If you have questions about what we did or something is unclear, you may ask me AFTER you have checked the website.
- You have 1 school day for every day that you miss to get work turned in, after which point it is late.
  - You are absent Monday, missing work is due by Wednesday.
Return this page to Mr. Kemper

Syllabus Signature Page

I have seen and read the 7th Grade Reading Syllabus, and I will do my part in helping my student be successful in Language Arts this year.

Parent’s signature: _________________________
Print name legibly _________________________

I have seen and read the LA Syllabus, and I will do my part in becoming successful in Language Arts this year.

Student’s signature: _________________________
Print name legibly _________________________

Please return this page with signatures by August 28th for extra credit points.

Please keep the rest of the syllabus at home for your reference.