



**BOSTON
LATIN
SCHOOL**

Teacher
Room
Email
Class blog
Course Name

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137 English Language Arts 7

Course Description

In this course, students work to develop their skills as close, analytical readers; keen, active listeners; effective writers and speakers; skilled presenters; and critical thinkers. In addition to reading a variety of fiction and non-fiction texts, students leaving this course will be able to identify common literary terms and their applications; use context and word-attack skills to expand vocabulary; engage in constructive peer discussion of literature; make connections in their reading to history, contemporary thought, and other works of literature and art; effectively cite evidence from a text to support an idea or argument; and effectively apply their knowledge of the theme, structure, and elements of literature. We will work to encourage and nurture a love of reading for both shared class texts and those chosen independently. They will also begin to develop cultural competency and gain an understanding of social justice within our overarching theme of Coming of Age.

Units of Study/Primary Texts

TITLE:	ISBN:	eBOOK LINK:
Summer Reading <i>The Crossover</i> ~ Kwame Alexander	ISBN-10:9780544107717	via BPL: https://www.hoopladigital.com/title/14798698
Proposed Literature for Terms I-IV <i>New Kid</i> ~ Jerry Craft	ISBN-10: 9780062691194	via BPL: https://www.hoopladigital.com/title/13038351 (Classroom set available)
<i>American Born Chinese</i> ~ Gene Luen Yang	ISBN-10:1596431520	via Open eBooks and OpenLibrary: https://openlibrary.org/books/OL24616546M/American_Born_Chinese (Classroom set available)
<i>Alice's Adventures in Wonderland</i> ~ Lewis Carroll	ISBN-10: 9780553213454	via BPL: https://www.hoopladigital.com/title/13285826 (Classroom set available)
<i>To Kill a Mockingbird</i> ~ Harper Lee	ISBN-10: 0446310786	via BPL: https://www.hoopladigital.com/title/13326642 (Classroom set available)
<i>Friedrich</i> ~ Hans Peter Richter	ISBN-10:0140322051	via Open Library: https://openlibrary.org/books/OL24940866M/Friedrich (Print copy available for each student)
<i>The Last Cuentista</i> ~ Donna Barba Higuera	ISBN-10:1646140893	via BPL: https://www.hoopladigital.com/title/14866165 (Classroom set available)
Supplemental Independent Book Selections; Online Readings & Videos		

Essential Questions

- What does it mean to come of age?
- How does what we know about the world shape the way we view ourselves and others?
- How does literature reveal the values of a given culture or time period?
- How does responding to what we read impact our understanding of a piece of literature?
- What is the importance of understanding vocabulary while reading text?
- How do strong readers apply literary elements and active reading skills to enhance understanding?
- How do differences enrich our world and how do differences create conflicts?
- How do good speakers express their thoughts and feelings?

Content-Specific Objectives

Students will be able to show understanding of the following:

- practice constructive peer discussion about literature
- demonstrate introductory competence in using context to define vocabulary and use words correctly
- gain skill in reading aloud for an audience
- articulate the differences among literary genres
- identify, analyze, and apply knowledge of the themes, structures, and elements of literature and provide textual evidence to support this understanding
- demonstrate introductory competence in note-taking

Core Competencies

BLS identified eight essential competencies that span all content areas and grade levels. Students will engage with subject matter and reach proficiency in their coursework by practicing the following skills and by living out the listed values. These are available on bbs.org or p.4 of the Student Handbook.

Assessments

Projects

Compositions

Unit Tests and Quizzes

Declamation

* (Assessments will be submitted in various mediums, such as in-person, paper-based; ; Google forms; Google Classroom)

Grading

Term Grade:	Course Grade:
<ul style="list-style-type: none">● Projects/Compositions 35%● Tests and Quizzes 35%● Homework 15%● Participation 15%	<ul style="list-style-type: none">● Term 1 25%● Term 2 25%● Term 3 25%● Term 4 25%

Student participation will be graded according to the following rubric:

5	4	3	2	1	0
Student is attentive in classes and participates passively and actively in a respectful manner to demonstrate knowledge and better their understanding.	Student is attentive in classes and participates passively. Student could participate more actively in class to demonstrate knowledge or better their understanding.	Student participates passively in classes. Student is sometimes inattentive or is not prepared to actively participate in class discussions.	Student is often inattentive in classes. OR Student does not actively participate in class or actively participates in a manner that causes disruption to the class.	Student is inattentive in classes. Student does not actively participate in class or regularly actively participates in a manner that causes disruption to the class.	Student has unexcused absences for this week. (Excused absences will not count against a student's participation grade).

- “Passive” participation includes attending in-person, following along with the class material and discussion, and taking notes.
- “Active” participation includes providing evidence of having completed the classwork or homework, asking

questions about class material, answering questions from the teacher and/or classmates, asking questions to clarify confusion from previous classwork or homework, participating in small group discussions, and completing polls/quizzes during class when prompted by the teacher.

- “Active” participation can be demonstrated through direct involvement (e.g., raising your hand, projecting your voice) and indirect involvement (e.g., completing a worksheet).

Classroom Expectations

Students are expected to behave in accordance with the Code of Conduct and Standards of Behavior in the Boston Public Schools as outlined in the Boston Latin School Handbook. We will establish class norms and expectations together in class. To promote a welcoming academic setting for all, students are expected to adhere to the [BLS Dress Code](#) at all times. **Each day students must come to class with a binder and pen or pencil, the homework for the day, a fully charged Chromebook, and access to a digital or print copy of the required text.** Students should come to class, ready to learn, and to cooperate respectfully with both teacher and classmates.

Expectation of Academic Honesty

A core value at BLS is to embody excellence through our efforts and deeds. A component of this is academic honesty and integrity. Students are expected to adhere to the rules regarding cheating and all forms of plagiarism as outlined in the Boston Latin School Handbook. The reporting of cheating and plagiarism is not discretionary. Teachers must report all instances of plagiarism to Program Directors for further action.

Supplies

- BPS Chromebook
- ½ - 1 inch binder (purple or white recommended)
- Two tab dividers
- Pack of white-lined filler paper
- One marble composition notebook (to store in class)
- [Blue](#) or black ink pens/ Pencils/ Highlighters
- Hoopla account (see class site or BLS library page for video tutorial)
- Dictionary (an app on a Smart phone for use in school is fine.)

Office Hours

- Day #1, 7:55-8:55 a.m. for a parent cluster meeting.
 - Email me to schedule an appointment for a virtual meeting or phone call on Tuesday afternoons between 2:15-2:45 p.m.
 - Students should email me to make arrangements to meet by appointment in my classroom during one of the following periods: **D3R3 or D5R6 or D6R3.**
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Acknowledgement of Course Overview

Students and Guardians:

Please read the above information for ELA 7 together, and either complete the Google Form or complete the print signatures, indicating you understand the purpose, format, and expectations of this course. Please feel free to contact me with any questions or comments you might have.

Please complete by September 15, 2023. For electronic signature, please click on the image of the pen and you will be taken to the sign-off form. Please fill out the form and hit submit.

[ELA 7 Course Overview Sign Off Form](#)



Student:

I have read and I understand the course description and classroom expectations for ELA 7. I also understand that I will be held accountable for the return of any loaned instructional materials at the end of this school year.

Student signature _____ Date _____

Student email _____

Parent:

I have reviewed the course description and classroom expectations for ELA 7 with my student.

Parent/Guardian signature _____ Date _____

Parent/Guardian email _____

Parent/Guardian phone/s _____