P.S. 19 – The Judith K. Weiss Woodlawn School
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Theodore Czerniewski
Assistant Principal

Ellen O'Brien
Principal

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Course Name: Grade 7 ELA

Teacher: Ms. Roman/Ms. Mulvihill (ICT)

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Course Description:

This school year students will be utilizing the *Expeditionary Learning* curriculum. There are 4 modules or topics in which the students will be studying. Within each module, students will be assessed in multiple ways to show mastery of the targeted standards.

Supplies Needed By All Students:

Type a bulleted list of what students will need this year.

- Fully Charged Device
- Device Charger
- Notebook
- Post Its
- Pen/Pencils
- Assigned class reading material (book or ebook)

Grades 6-8 ***All Marking Periods***
Numeric Course Grades: 95 – 100 High Honors 94 - 85 Honors 84- 75
74- 65 64 - Below (Fail) NL New admit where the teacher has inadequate documentation to fairly assess a student's progress.
Measures of Learning: 70% Formative: Quizzes, exit tickets, writing responses, checklists, POD Summative: Unit test, tests, Culminating Projects, Performance Tasks (mid and end of unit), Homework, projects, class work, etc. **Learning Tasks/Assignments and Engagement: 30%** Exemplars, Reading Response, homework, discussions boards, participation, checklists, group tasks, class work, etc. All Grades will be Entered in OTUS so that students and families can monitor progress.

Classroom Expectations:

- Be prepared.
- Respect others and property.
- Actively participate in discussions.
- Follow all school IS

Cell Phone Policy:

Cell phones may not be used in class and must be kept turned off and in a student's backpack. If a student is caught with a cell phone in use, they will receive ONE warning. After receiving a warning, a student's cell phone will be taken by the teacher and returned at the end of the class. Multiple violations of the cell phone policy will result in the phone being confiscated and handed over to administration at which time a parent will need to retrieve the phone.

SOCIAL MEDIA USE IN SCHOOL IS PROHIBITED.

Marking Period 1 9/08/2022-10/28/2022 PTC 11/03/2022 Marking Period 2 10/31/2022-1/06/2023 Midterm Exam February 2022 Marking Period 3 01/09/2023-03/03/2023 PTC 03/09/2023 Marking Period 4 03/06/2023-06/07/2023 NYS ELA Exam 4/09-4/10 NYS Math Exam 5/02-5/03 Final Exams 5/30-6/2	Module 1: ***The Lost Children of Sudan*** **Major Assessment(s):** ➢ Mid Unit 1 Assessment: Reading Assessment-Analyze Setting, Plot, and Point of View: A Long Walk to Water, Chapter 6 End of Unit 1 Assessment: 2 Part Assessment: Part 1: Part I: Analyze Development of Theme: A Long Walk to Water, Chapter 9 Part 2: Part II: Text-Based Discussion: Themes: A Long Walk to Water ➢ Mid Unit 2 Assessment: Research to Answer a Question End of Unit 2 Assessment: Writing Assessment-Compare and Contrast A Long Walk to Water and "The 'Lost Girls' of Sudan" ➢ Mid Unit 3 Assessment: Compare Audio to Text: A Long Walk to Water, Chapter 1 End of Unit 3 Assessment: Write a Narrative about a Lost Boy or Girl of Sudan ➢ Performance Task: Students create an illustrated ebook for their narrative with an informative foreword explaining the context of the story (the second Sudanese civil war) and the habits of character evident in the story they have written. **Required Text**: *Long Walk to Water* by Linda Sue Park Module 2: ***Epidemics*** **Major Assessment (s):** ➢ Mid Unit 1 Assessment: Analyze Structure: Patient Zero, Pages 41–44 End of Unit 1 Assessment: Analyze Individuals, Events, and Ideas: Patient Zero, Chapter 4 ➢ Mid Unit 2 Assessment: Students discuss how well the authors of "Are Social Epidemics Real?" develop their argument that social epidemics compare to disease epidemics. End of Unit 2 Assessment: Students write informative essays about how social scientists use epidemics to explain human behavior. ➢ Mid Unit 3 Assessment: Students conduct brief online research by finding and assessing a source, taking notes, and completing a note catcher to answer a research question.

	End of Unit 3 Assessment: Students present their podcast scripts about an epidemic they researched, presenting claims and findings and emphasizing salient points in a focused and coherent manner. ➢ Performance Task: A Podcast of an Epidemic **Required Text**: *Patient Zero* by Marilee Peters Module 3: ***The Harlem Renaissance*** **Major Assessment(s):** ➢ Mid Unit 1 Assessment: Compare and Contrast Versions of "Lift Every Voice and Sing" End of Unit 1 Assessment: Analyze Structure, Language, and Theme: "I Shall Return" ➢ Mid Unit 2 Assessment: Analyze Story Elements and Point of View: "The Boy and the Bayonet," Part III End of Unit 2 Assessment: Write a Literary Argument Essay ➢ Mid Unit 3 Assessment: Analyze Structure, Language, and Theme: "The Sculptor" End of Unit 3 Assessment: Present Museum Exhibit ➢ Performance Task: Harlem Renaissance Museum Collection **Required Text**: *One Last Word: Wisdom from the Harlem Renaissance* by Nikki Grimes Module 4: ***Plastic Pollution*** **Major Assessment(s):** ➢ Mid Unit 1 Assessment: Analyze Techniques and Argument in a Video End of Unit 1 Assessment: Analyze Author's Point of View and Purpose: Trash Vortex ➢ Mid Unit 2 Assessment: Analyze How Authors Present Evidence Differently End of Unit 2 Assessment: Write and Revise an Argument Essay ➢ Mid Unit 3 Assessment: Revise and Edit a Documentary Script End of Unit 3 Assessment: Pitch a Documentary Clip ➢ Performance Task: Multimedia Project

	Required Text: *Trash Vortex* by Danielle Smith-Llera