



# 7th ELA Syllabus

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Instructor      Victoria Fox

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Subject          English/Language Arts

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Grade            7th

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School            Centerview Elementary School

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## Course Outcomes

- Course Description: This course addresses Tennessee state standards and learning expectations of the TN Department of Education. Students will develop and demonstrate effective reading, language, writing, listening, speaking, viewing, and problem-solving skills. Emphasis is placed on critical thinking skills such as evaluation, analysis, and synthesis. These skills are applied through research, independent reading, discussion, oral and creative interpretation, writing, small group cooperative learning, whole group discussion, and individual / group projects

### Course Structure

- This class is a combination of lecture, discussion, and activity-based lessons.

## Online Resources

- TN State Standards for ELA:  
<https://www.tn.gov/education/districts/academic-standards/english-language-arts-standards.html>
- Cocke County Schools Website:  
<https://cockecountyschools.org/>
- Amplify  
<https://my.amplify.com>

# Instruction

- Student learning outcomes are listed in the table in Part 3 of the syllabus.
- As students master the standards, they will demonstrate independence; build strong content knowledge; respond to the varying demands of audience, task, purpose, and discipline; comprehend as well as critique; value evidence; use technology and digital media strategically and capably; and come to understand other perspectives and cultures.
- General Pacing - labeled with the unit name and topic

2025-2026

Overview of 7<sup>th</sup> Grade ELA

Nine Weeks Unit Approximate Time\*

First Nine Weeks	<p><u>Unit 7A: 7A: Red Scarf Girl &amp; Narrative</u></p> <p>Topic &amp; Theme: The impact of individual experiences  Reading: Examine the differences between a character's thoughts and actions  Writing: Use revision to strengthen elaboration  Activity Highlights: Use an app to trace a character's level of hopefulness over the course of a text  Text Features: Memoir of the Chinese Cultural Revolution, historic propaganda images</p> <p><u>Unit 7C: Brain Science</u></p> <p>Topic &amp; Theme: Brain development and brain disorders  Reading: Synthesize information from multiple texts to develop understanding of a topic  Writing: Describe facts, explain concepts, and convince the reader of an opinion  Activity Highlights: Perception Academy Quest, discussions to refine conceptual understanding  Text Features: Narrative and informational nonfiction about discoveries in brain science</p>	<p>7 weeks</p> <p>6 weeks</p>
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<p>Second Nine Weeks</p>	<p><u>Unit 7C: Brain Science</u></p> <p>(Cont. see above)</p> <p><u>7D: Poetry &amp; Poe</u></p> <p>Topic &amp; Theme: Reading like a movie director</p> <p>Reading: Evaluate the reliability of a fictional narrator</p> <p>Writing: Compare and contrast characters' perspectives on a narrative</p> <p>Activity Highlights: Use a storyboarding app, debate narrator's sanity, compare film adaptations</p> <p>Text Features: American poetry and gothic literature with unreliable narrators</p> <p><u>Call of the Wild</u></p> <p>About the story</p> <p>In The Call of the Wild, Jack London tells the story of Buck, a dog who is kidnapped from his tranquil California home and forced to pull a sled in the Yukon Territory. The harshness of the terrain and the brutality of his human and canine co-travelers force Buck to confront his own wild nature. He begins to hear promptings from deep within himself, promptings that call him to a life long since forgotten. Themes focus on the words and phrases London uses to describe the visions and promptings Buck receives from his innermost nature. It also offers extended activities that help students make connections to the author's purpose and the sources and ideas he draws from to develop the narrative.</p>	<p>5 weeks</p> <p>6 Weeks</p>
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<p>Third Nine Weeks</p>	<p><u>Call of the Wild</u></p> <p>Continued</p> <p><u>7F: The Gold Rush Collection</u></p> <p>Topic &amp; Theme: The characters and conditions of the California Gold Rush</p> <p>Reading: The hopes vs. the realities of the gold rush for a diverse group of people</p> <p>Writing: Develop a question, conduct research, and create a multimedia project</p> <p>Activity Highlights: Research one of the key groups in the gold rush and write a gold rush diary</p> <p>Text Features: Primary and secondary source documents, poems, lyrics, maps, and images</p> <p>Poetry In America</p> <p>Students gain an understanding of how to approach a poem through observation, analysis, and discussion, with the goal of developing their own ideas about each poem. Additionally, students have the opportunity to try on the poet's use of language, craft, and structure in creative writing assignments for each poem they read in a sub-unit.</p> <ul style="list-style-type: none"> <li>▪ Interpret figurative language, including similes, metaphors, and analogies in context</li> <li>▪ Analyze the effects of the point of view and sound devices used in a poem</li> <li>▪ Determine the theme and tone of a poem using textual evidence</li> <li>▪ Identify different types of poems based on their structure</li> </ul>	<p>6 Weeks</p> <p>6 Weeks</p>
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Fourth Nine Weeks	<p><u>Unit 8F: Space Collection</u></p> <p><u>Poetry In America</u></p> <p>Students gain an understanding of how to approach a poem through observation, analysis, and discussion, with the goal of developing their own ideas about each poem. Additionally, students have the opportunity to try on the poet's use of language, craft, and structure in creative writing assignments for each poem they read in a sub-unit.</p> <ul style="list-style-type: none"> <li>▪ Interpret figurative language, including similes, metaphors, and analogies in context</li> <li>▪ Analyze the effects of the point of view and sound devices used in a poem</li> <li>▪ Determine the theme and tone of a poem using textual evidence</li> <li>▪ Identify different types of poems based on their structure</li> <li>▪ Distinguish among the connotations of words with similar denotations</li> </ul> <p><u>Hidden Figures</u></p> <ul style="list-style-type: none"> <li>▪ Analyze text and textual evidence</li> <li>▪ Analyze dialogue or incidents in a story relating to character</li> <li>▪ Explain how theme develops over the course of text and relates to plot</li> <li>▪ Explain the function of figurative language</li> <li>▪ Analyze a poem</li> <li>▪ Analyze how a character changes over the course of a text</li> <li>▪ Determine a theme of a text and analyze its development</li> <li>▪ Determine central idea of a text and analyze its development</li> </ul>	<p>Continued</p> <p>1-2 Weeks</p> <p>6 Weeks</p>
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\*This is subject to change at the teacher's discretion

## **Course Materials**

- Online Texts and Resources
  - [learning.amplify.com](https://learning.amplify.com)
  - Hidden Figures
  - Call of the Wild
  - Quill.org or No Red Ink
  - Google Classroom

\*Teacher will supply any required texts that will be used throughout the year.

- Helpful materials: personal earbuds and a personal mouse.
- Intervention offered: Morning Tutoring offered Monday through Friday Please contact the teacher for times.

# **Assessment and Grading**

## **Graded Course Activities**

- Amplify Vocabulary
- Weekly Writing Assignment
- Amplify Solo Activities
- Amplify Writing Assignments
- Unit Assessments
- Narrative Writing Assignments
- Various Daily Assignments and Tasks Corresponding with Novels

## Late Work Policy

- Excused absences will allow the student three days to make up any missing work. It is the student's responsibility to ask each teacher for their missed work.

## Letter Grade Assignment

Final grades assigned for this course will be based on the percentage of total points earned and are assigned as follows:

Test, Quizzes, and Essays: 30% of Grade

Classwork: 70% of Grade

### Letter Grade Percentage

- A 90-100
- B 80-89
- C 70-79
- D 60-69
- F 0-59
- Explanation of Assignments and Projects (include expectations/timelines/due dates)
- Make-Up Work and Late Work Policy (be sure to follow school board guidelines)
- Grade Posting Policy - how often grades will be in ASPEN

# General Expectations

- Students
  - Attendance Policy: Students are expected to attend all class sessions as listed on the course calendar.
  - Participate : Class participation is a very important part of the learning process in this course. Although not explicitly graded, you will be evaluated on the QUALITY of your participation and attendance.  
  
We will use our assessment of your participation to manage borderline grades.
  - Build Rapport



If you find that you have any trouble keeping up with assignments or other aspects of the course, make sure you let your instructor know as early as possible. As you will find, building rapport and effective relationships are key to becoming an effective professional. Make sure that you are proactive in informing your instructor when difficulties arise during the semester so that they can help you find a solution. All grade level teachers are easily accessible on Remind.

- Complete Assignments

Assignments must be submitted by the given deadline or special permission must be requested from the instructor before the due date. Extensions will not be given beyond the next assignment except under extreme circumstances.

All discussion assignments must be completed by the assignment due date and time. Late or missing discussion assignments will affect the student's grade.

- Incomplete Policy

Please refer to the Cocke County School Board policy listed on the Cocke County Schools Website

- Academic Dishonesty Policy

1. Academic dishonesty includes such things as cheating, inventing false information or citations, plagiarism and helping someone else commit an act of academic dishonesty. It usually involves an attempt by a student to show possession of a level of knowledge or skill that he/she does not possess.

2. Teachers have the initial responsibility for detecting and dealing with academic dishonesty. Instructors who believe that an act of academic dishonesty has occurred are obligated to discuss the matter with the student(s) involved. Instructors should possess reasonable evidence of academic dishonesty. However, if circumstances prevent consultation with student(s), instructors may take whatever action (subject to student appeal) they deem appropriate.

3. Teachers who are convinced by the evidence that a student is guilty of academic dishonesty shall assign an appropriate academic penalty. If the teachers believe that the academic dishonesty reflects on the student's academic performance or the academic integrity in a course, the student's grade should be adversely affected. Suggested guidelines for appropriate actions are: an oral reprimand in cases where there is reasonable doubt that the student knew his/her action constituted academic dishonesty; a failing grade on the particular paper, project or examination where the act of dishonesty was unpremeditated, or where there were significant mitigating

circumstances; a failing grade in the course where the dishonesty was premeditated or planned.

- Discipline Plan: Students are on a demerit system in the classroom and can receive demerits for not following the directions, not coming to class prepared, talking while teacher is teaching or they have been asked not to, off task, dressed inappropriately, physical touch (hitting, etc), gum, cell phone, class disruption, and other items deemed necessary by the teacher along with explanation.
- Weekly Consequences:
  - 1 demerit: Loss of Privilege or Lunch detention 1 day
  - 2 demerits: Loss of Privilege or Lunch detention 2 Days
  - 3 Demerits: Loss of Privilege or Lunch detention remainder of week & Parent notification / Call
  - 4 Demerits: Office referral and Parent Conference

\*Students earning less than 6 demerits in a nine week period are eligible for the reward day at the end of the nine week period. This reward day can be a movie in the classroom, extra time outside, a dance, etc.

- Teachers
  - The best way to contact me is via Parent Square. If you need help signing up for the class please let me know.
  - Office hours: 7:45-3:45 Monday- Friday
  - Contact Information/Email: [foxv@cocke.k12.tn.us](mailto:foxv@cocke.k12.tn.us)
  - At this time, our classroom phones are out of order, if you need to contact me via phone, please contact the office.

## Plagiarism

- Include plagiarism regarding generative AI (see board policy)

- According to Harbrace Handbook, 15th edition: Plagiarism is defined as “presenting someone else’s ideas, research, or opinions as your own without proper documentation, even if it has been rephrased.”
- This includes but is not limited to:
  - Copying verbatim all or part of another’s written work;
  - Using phrases, figures, or illustrations without citing the source;
  - Paraphrasing ideas, conclusions, or research without citing the source;
  - Using all or part of a literary plot, poem, or film without attributing the work to its creator.
- Consequences of Plagiarism
  - Plagiarism is a form of stealing and academic fraud. Students who are found guilty of plagiarism have the option of either redoing the assignment within a specified time period and accept a letter drop or taking a zero on the assignment. Parents are to be involved in making this decision.

## Religion in the Classroom

The Board affirms that it is essential that the teaching about religion – and not of a religion – be conducted in a factual, objective, and respectful manner in accordance with the following guidelines:

1. Religious themes may be a part of the curriculum for school-sponsored activities and programs provided it is essential to the learning experience in the various fields of study and is presented objectively;
2. The inclusion of religion shall be for educational purposes only;<sup>1</sup>
3. The emphasis on religious themes should be only as extensive as necessary for a balanced and comprehensive study of the curriculum. Such studies shall never be used to proselytize, establish, foster, or demean any particular religion, religious tenets, or beliefs; and<sup>1</sup>
4. Student-initiated expressions to questions or assignments which reflect their beliefs or non-beliefs about a religious theme shall be accommodated.