**Syllabus – ELA700a**

**Ms. Tanyu – 7th grade English Language Arts (Reading & Writing)**

**Room 236, Ext. 160**

[**Ms.Tanyu@gmail.com**](mailto:Ms.Tanyu@gmail.com)

[**http://www.rossarts.org/ms-lou-tanyu.html**](http://www.rossarts.org/ms-lou-tanyu.html)

Terms to Know:

* **syllabus** – an outline and summary of topics to be covered in this class
* **course number** – a number given to a class at college to identify the class
* **essential question** – the big, important concept or idea

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| **Course Number** | **Description & Essential Questions (EQ)** | **Important Dates** |
| ELA701a | In the first marking period, students will explore the concept of identity and how one’s identity is shaped. Fiction texts will be analyzed, including Jerry Spinelli’s Wringer.  EQ: What does it mean to be an individual? How do our society and our peers influence us? | 1st Quarter: 8/28/13-11/1/13  Unit Test: 10/23/12-10/25/12  Personal Narrative: 9/27/13  Reading Task: 10/11/13  Research Task: 10/25/13  Report Card Night: 11/13/12 |
| ELA702a | The second marking period focuses on nonfiction texts. The class novel for this quarter is John Fleischman’s Phineas Gage. Students will also collaborate in small groups to analyze other nonfiction works.  EQ: How can one event change our life forever? How do conflicting sides argue and debate? | 2nd Quarter: 11/4/12-1/17/14  Unit Test: 1/7/13-1/9/13  Informational Research Paper: 12/18/13  2 Choice Tasks: deadlines TBD  Report Card Night: 1/29/13 |
| ELA703a | The third marking period also focuses on nonfiction texts. The class novel for this quarter is Eric Walters’ When Elephants Fight. In addition, Students will collaborate in small groups to analyze other nonfiction works.  EQ: How does conflict shape a country and its people? | 3rd Quarter: 1/29/14-4/11/14  Unit Test: 3/17/14-3/28/14  Research-based Argument Essay: 4/9/13  2 Choice Tasks: deadlines TBD |
| ELA704a | As students end the year with Rick Riordan’s The Lightning Thief, they will unlock the meaning of heroism and question the role of destiny in life.  EQ: What does it mean to be a hero? Can an individual overcome his or her destiny? | 4th Quarter: 4/21/14-6/18/14  Unit Test: 6/3/13-6/5/13  Compare/Contrast Literary Essay: 6/4/13  Reading Task: deadline TBD  Research Task: deadline TBD |

**Code of Conduct**

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Terms to Know:

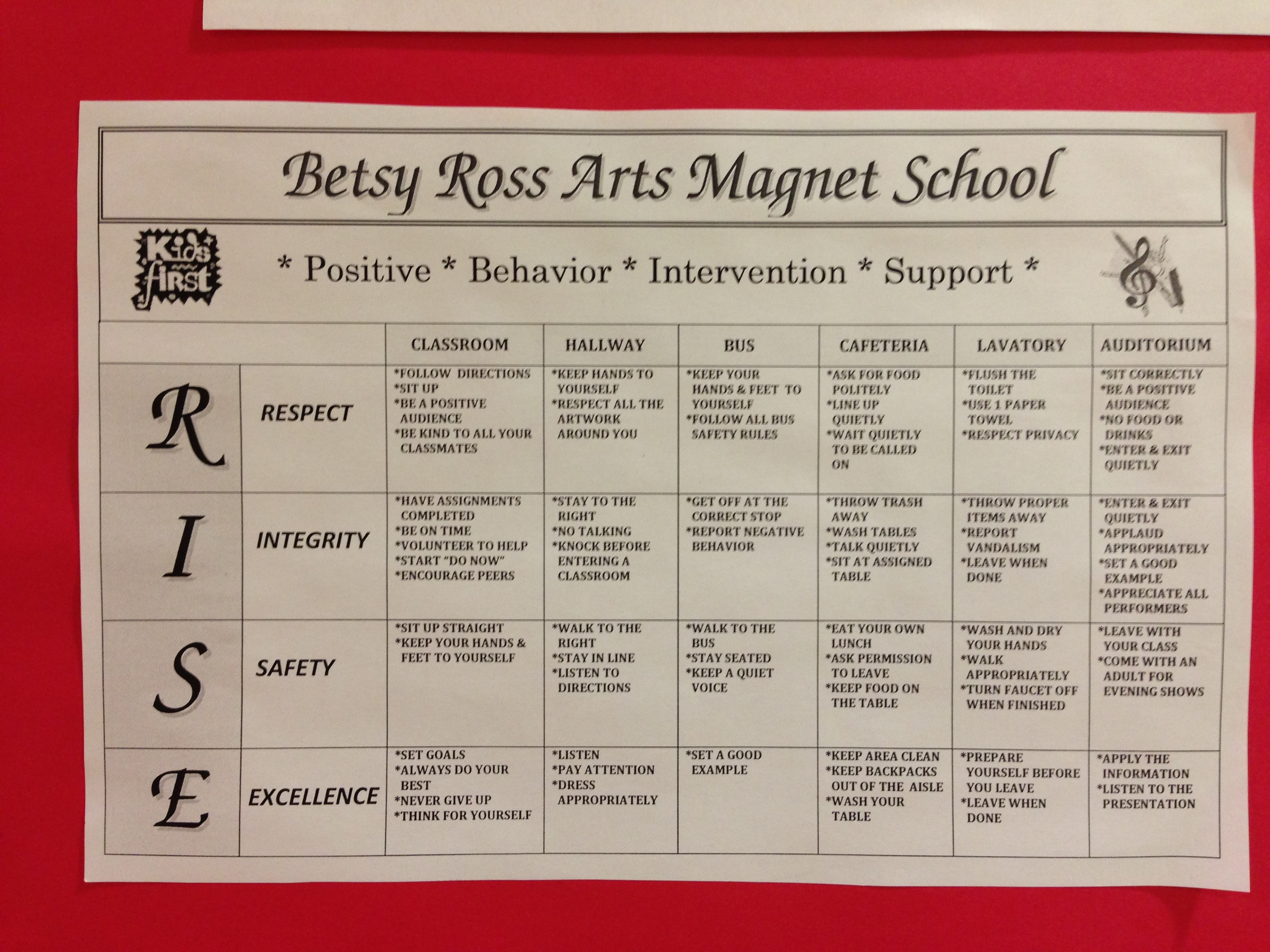
* **code of conduct** – a set of rules outlining the responsibilities of or proper practices for an individual or group
* **motto** – a saying or phrase that summarizes the general motivation of a group
* **contract** – an agreement in which there is a promise to do something in return

Our class motto is *college-bound, self-driven*.

**College-bound** means choosing to go to college after high school.

**Self-driven** means you are motivated to accomplish something for yourself.

How should we act to show we are college-bound and self-driven? We act under the guidelines of RISE:



Choosing not to follow the learning contract will result in consequences (i.e. reflection paper, parent call, detention) and, more importantly, will cause the student to sacrifice valuable learning opportunities.

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| I acknowledge that I have read the syllabus and code of conduct for Ms. Tanyu’s class and will do my best to uphold the high standards Ms. Tanyu has set for me so that I may increase my opportunities in life.  Student’s Signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_  Parent’s Signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_ |