**Syllabus for English Language Arts**

**7th grade English Language Arts (ELA)**

Devon Barker-Hicks

dbarker@mvsd11.org or 208.347.2477

Office Hours: 7:30-8:00 am, 11:45-12:30 or by appointment

***Study Hall: 7:40-8:00 and from 11:45-12:15 ELA classroom***

**Course Description:** Middle School ELA

**Grammar Units-**using Easy Grammar 7th

**Daily Writes**- Students will engage in daily writing.  They will write on a variety of topics and will include the following: introductory, supporting, and conclusion sentences.

**Writing Process**- Students will revise multiple paragraph essays throughout the year. Students will also learn editing marks. Students will write Argument, Informative, & Narrative papers based on the Common Core writing Curriculum. Step Up to Writing will be used in grades 6-8.

**Listening and Speaking-** Students will participate in literary discussions and increase their ability to interact with their classmates and written text.

**Units of Study in Jr. High reading:**

**Adventure/Surival/Informational**

My Side of the Mountain, Downriver, Troubling a Star, and Classic and World Myths

**Poetry**

Realms of Gold Volume One & Two

**Text Books**

Prentice Hall Literature Gr. 7, Holt Elements of Literature Gr. 7, Holt Elements of Language Gr. 7, and Easy Grammar

**Course Objectives:**

Students will strive to communicate effectively in their speaking and writing. They will become better listeners and expand their ability to research based on inquiry based learning. Daily, they will expand their vocabulary by systematic approach to defining new vocabulary words during our class.

**Common Core/ Course Goals:**

**Goal one-** Students will build knowledge and academic language through a balance of content rich, complex nonfiction and literary texts.

**Goal two-** Reading/Writing/Speaking is grounded in evidence from the text, across the curriculum.

**Goal three-** Students will use digital resources strategically to conduct research and create and present material in oral and written form.

**Goal four-** Students will collaborate effectively for a variety of purposes while also building independent literacy skills.

<http://www.corestandards.org/ELA-Literacy/> (These are the standards for ELA)

<http://www.mvsd11.org/mrs-barker-hicks-class/> (Check here for lesson plans, class photos, & new information.)

<https://mvsd11.powerschool.com/public/> (You can check your child’s grades at any time using PowerSchool.)

<http://www.mvsd11.org/for-parents/> (This lists the calendar, important dates, testing schedules, & the PTA.)

**Required texts and other materials:**

Students will need a **three ring binder**, the school provided **agenda**, (leave all pages in your agenda for the year), a **thumb drive**, the class assigned **novel** when applicable or personal reading material, **grammar work book**, **highlighter, pen,** & **pencil**. Students may have a larger **binder** with multiple subjects but will need an ELA section. This is needed in class every day as it will have handouts and will be used daily. Many students find a zippered binder & zippered pouch (thumb drive, highlighter, pen & pencil) helps them to be more organized. Students need these eight items every day to ELA. Students- please have these supplies out on your desk each morning. ***Being prepared for class is your first priority! There will be prizes for all students who are prepared for the week; this includes updated and signed agenda.***

**Grading information:**

A 90-100

B 80-89

C 70-79

D 60-69

F 0-59

**Quarter Grades will be calculated using total points. Assignments will include:**

Daily Assignments/Discussions

Formal Writing

Projects

Tests/Quizzes

**Semester Grades** will be determined by the weighted average of the 1st nine weeks (40%), the 2nd nine weeks (40%), and a semester final (20%).

**Junior High Late Assignments Policy:** All assignments are due at a set time. If assignments are late, **ten** percent will be deducted for each day late. After **two** days, **no credit** will be given. In addition, there is a “3-strike” rule, which allows students to use this policy only three times in a nine week period.

If assignments are late due to an **excused absence,** students will have two days to get in late assignments with no penalty (note this does not say two days for every day absent). Teachers may extend this time if there are extenuating circumstances.

Students may see me for help each morning from 7:40-8:00 and from 11:40-12:10. Students are welcome to have a working lunch in my room at anytime. If students are not prepared for class (supplies & or homework) in the morning they will often be required to have a working lunch with me to finish their work, make up for lack of participation in class, and or to help them become more organized. Students will take a tardy and return to their locker if they are not ready for class. They will also have to get an admittance slip from the office before returning to class.

**Student Expectations:**

1. Have your **three ring binder**, **agenda**, **thumb drive**, **novels**, **grammar work book**, **highlighter**, **pen** and **pencil** at your desk when the tardy bell rings.
2. Participate each day in class and take responsibility for your learning.
3. ***Respect classmates by being kind and listening to their ideas in class discussions.***
4. Update your agenda daily and share it with your parents at home. Use the agenda to keep on schedule.
5. Observe all rules and responsibilities in the student handbook.

**Instructional format:**

Common Core ELA strives to touch on these standards daily:

* **Reading**
* **Writing**
* **Speaking**
* **Listening**
* **Researching**
* **Vocabulary**
* **Typing**

Examples:

* Bell ringer- opening activity
* Grammar Lessons
* Direct Instruction on writing
* Independent Practice
* Group Activities
* Group and Individual projects
* Oral & Silent reading
* Singing
* Formal and Informal writing
* Inquiry Based Learning
* Hands on learning
* Active participation
* Dramatic interpretations
* Book Discussions
* Speeches

**Major written work, assignments and tests:**

* End of unit tests in Grammar
* Approximately four formal papers per semester
* Reading Tests in Aims Web and at grade level

**Syllabus for English Language Arts**

**8th grade English Language Arts**

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Office Hours: 7:40-8:00 am, 11:40-12:30 or by appointment

***Study Hall****: 7:****40-8:00 and from 11:40-12:10 ELA classroom & 3:00-4:00 Social Studies classroom***

**Course Description: Course Description:** Middle School ELA

**Grammar Units-** Easy Grammar Plus for 8th

**Daily Writes**- Students will engage in daily writing.  They will write on a variety of topics and will include the following: introductory, supporting, and conclusion sentences.

**Writing Process**- Students will revise multiple paragraph essays throughout the year. Students will also learn editing marks. Students will write Opinion/Argument, Informative, & Narrative papers based on the Common Core writing Curriculum. Step Up to Writing will be used in grades 6-8.

**Listening and Speaking-** Students will participate in literary discussions and increase their ability to interact with their classmates and written text.

**Units of Study in Jr. High reading:**

**Utopian & Dystopian Societies**

The Giver, Lottery, Hunger Games, &The Journal of Ben Uchida

**Classics**

Odyssey, Classic Myths, Sea of Monsters, World Myths, & Dr. Jekyll & Mr. Hyde

**The Holocaust**

Anne Frank The Diary of a Young Girl, Number the Stars, and The Children of Wilesden Lane

**Text Books**

Prentice Hall Literature Gr.8, Holt Elements of Literature Gr. 8, Holt Elements of Language Gr.8, and Easy Grammar Plus

**Course Objectives:**

Students will strive to communicate effectively in their speaking and writing. They will become better listeners and expand their ability to research based on inquiry based learning. Daily, they will expand their vocabulary by systematic approach to defining new vocabulary words during our class.

**Common Core/ Course Goals:**

**Goal one-** Students will build knowledge and academic language through a balance of content rich, complex nonfiction and literary texts.

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