Class Syllabus

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| Class Title: | 7th Language Arts (Reading and Writing) |
| Instructor: | N. Youkhana and L. Knutson |
| Email Address: | [nyoukhana@cps.edu](mailto:nyoukhana@cps.edu) and lknutson@cps.edu |
| Teacher Website: | www.msyoukhana.weebly.com |

Work Hard, Play Fair, Take Care of Each Other

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| Class Summary |
| This class will focus on the four modes of language communication: reading, writing, speaking, and listening. Emphasis is placed on the following subcategories: the writing process, grammatical structure, literature appreciation, the development of reading strategies and spelling, study skills, research skills, and vocabulary development. In addition, students will be able to study, retain, and use information from a variety of sources. As students progress, a structuring study of literature will allow them to recognize universal themes and to compare styles and ideas across authors and eras. |

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| Common Core Standards Addressed |
| * Vocabulary – using context clues, identifying roots & bases, analyzing effectivenes * Citing textual evidence to support inferences * Determining a theme or central idea of a text * Describe & analyze the plot of a text * Analyze an author’s point of view * Compare & contrast experiences in a text * Identify, compare, & contrast genres |

**Class Materials**

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| Teacher will provide…. |
| * Short Stories, novels or other literary materials as needed * Composition book * Binder – store drafts of writing, returned work, and assessments |

**Grade Scale**

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| A | 100 - 90 | B | 89 - 80 | C | 79 - 70 | D | 69 - 60 | F | 59 and below |

**Grade Categories for ELA**

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| Assessments | 50% |
| Classwork/Writing | 20% |
| Discussion | 20% |
| Homework | 10% |

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| Standards Addressed |
| * Determine the meaning of words and phrases as they are used in a text, including figurative language and connotative meanings; analyze the impact of a specific word choice on meaning and tone * Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions and judgments. * Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, plot, or setting. |

**General Classroom Procedures**

Rules & regulations as outlined in the Student Code of Conduct (SCC) will be strictly enforced for each student.

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| *Students Have the Right to:* | *Students Have the Responsibility to:* |
| * Express our opinions openly and freely | * Be respectful of others’ opinions and use appropriate language |
| * Learn in ways that reflect our individual needs and learning styles | * Complete all assignments on time and with our best effort |
| * Ask questions to clarify what we do not know | * Listen to directions and take ownership of our own learning |
| * Have lessons that are engaging and beneficial to furthering our learning | * Come to class prepared with the right materials and a positive attitude |

*In addition, students in this class are expected to read understand the following policies:*

COMMUNICATION:

All class information will be posted on Google Classroom. Facilitating independence and academic ownership students are encouraged to first email teachers with questions, comments or concerns.

## JOURNALS:

## Journaling is necessary to build and develop written free expression. Periodically topics will be given that students will freely write about on their own and in class.

CLASSWORK:

* The objective of classwork is to reinforce the lessons while developing the underlying Reading & Writing concepts.
* A proper heading will be used on all assignments. It is expected that your work will be neat, legible, and has a smooth edge on it. I will not accept torn pages from a notebook. Work may be typed or handwritten; preference is not given to either.
* Classwork should not be confused with classroom participation (which has its own rubric) or projects, and falls under assessments.

**MAJOR ASSESSMENTS:**

## *Projects / Reports:*

## Assignments weighed within this category will have more time for completion. Typically, these assignments will be assigned a rubric clearly defining the requirements and grading criteria. After each novel is read a culminating project will be assigned.

## *Notes:*

## Active note taking is meant to promote a student’s ownership of their learning. In addition to classroom notes, periodically handouts will be assigned to be both complete and secured appropriately within the notes. Notes are intended for review and as evidence of student learning. Therefore, notes will be collected each quarter (*See Rubric attached to Student’s notes*) and factored within this category.

*Independent Reading:*

Independent Reading is an essential part of a literacy program to foster life-long love of reading. Students will regularly choose developmentally-appropriate books to read daily in both class and at home to apply reading strategies. Books chosen for this assignment will typically be fiction and should be completed during a defined range of time. During this time a particular project and a rubric will be distributed to gage the students’ comprehension and interest in the material.

*Tests/Quizzes (Summative & Formative):*

Tests or summative assessments will not simply measure the recall of information but are meant to assess the mastery of specific Reading Skills. These assessments will vary in form; if a student earns a D or lower on a test, they have the option to retake the test within one week of the receiving the test. If the test is unique, then a comparable assessment may be administered at my discretion. It is up to the student to schedule a retake or make-up. A parent/guardian signature is required on the original assessment. The right is reserved to limit test retakes if a pattern is noticed.

Quizzes or formative assessments are weighed the same and worth the same value as tests. Quizzes will only be short answers or multiple-choice.

Classroom Participation / Attendance:

In addition to the grading standards, promptness & class participation are expected and required from every student. All students are should demonstrate consistent effort, and display a positive attitude.

Please regularly check your student’s work and frequently ask them what is being covered in class. A strong link between school and home is essential to a successful school year.

If a student is absent they should always check my website, www.msyoukhana.weebly.com first. It is the student’s responsibility to ask a classmate and teachers for work and notes missed. It is also the student’s responsibility to reschedule a missed assessment.

Zero Policy

Any grade put into GradeBook under the “Homework” category that has not been turned in to the classroom teacher will receive a Zero (0%). Students that make an attempt at completing any homework assignment will have five school days to complete the assignment at a 10% loss. Late homework assignments will NOT be accepted after the completion of the corresponding unit.

**Course Overview**

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| **Unit** | **Topic** | | **Concepts covered in unit** | **Summative Assessment** |
| **1** | IDENTITY  Character, Audience Imperatives | | Short stories, immigration and identity, character development, parts of speech, main ideas | **Short Story** |
| **2** | PERSPECTIVE  Point of View, Structure, Identity | | *The House of the Scorpion* by Nancy Farmer | **Science Fiction Story** |
| **3** | NONFICTION | | Memoir, Autobiography and/or Biography | **Autobiography** |
| **4** | | Historical Fiction | Novel study, writing about history, historical context, symbolism focus on Great Depression | **TBD** |
| **5** | | Holocaust | Novel study | **TBD** |

**Academic Honesty Policy**

***Academic honesty:*** *Behaving and working honestly in researching and presenting schoolwork. This includes respecting the ownership of the ideas and material of other people and behaving appropriately when sitting for class.*

***Plagiarism****: The representation of other’s thoughts or work as the student’s own in order to gain an unfair advantage. This includes using others work without citation or sourcing.*

***Collusion****: Allowing one’s work to be copied or submitted for assessment by another. There are times when students will collaborate with other students to complete their work. However, the final work must be independently produced, despite the fact it may be based on the same or similar data and/or research as another student.*

***Duplication****: Presentation of the same work for different assessment components or course requirements.*

***Cheating****: Gaining an unfair advantage, including but not limited to:*

* *Falsifying a record, data, etc.*
* *Using notes or a test*
* *Commissioning another person to do the work*
* *Using an electronic language translator to ‘launder’ language*
* *Submitting work which has been submitted by yourself or another student*

*for a previous or different assessment task or for a task at a different school*

* *Stealing papers, or downloading free papers from the internet*
* *Having a parent or tutor do assignments/assessments*

The aforementioned actions and behaviors have the potential to severely compromise the academic integrity of the individual. Under no circumstances will any such behaviors go without penalty. Minimum penalties include academic sanctions for the individual/s involved in accordance with the CPS Uniform Discipline Code. Major infractions will be handled by both the teacher and administration.

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| **STUDENT and PARENT DECLARATION**  **Student Name**: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ **Date**:  **Student Signature**: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ **Grade Level**:  **Parent Signature**: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |