

English Language Arts (ELA) Syllabus

Quarters 3 and 4 2020-2021

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Katahdin Team

MCMS Philosophy: *In order for adolescents to become caring, informed, and involved citizens, they must learn ways to: earn and show respect, develop a sense of belonging, and build a sense of personal self worth. Adolescents must also be able to solve complex problems, use technical and analytical skills, adapt to rapid changes in society, and live respectfully in an increasingly diverse culture.*

This quarter we will explore argumentative and persuasive reading and writing.

Each quarter students will have focused instruction in writing, grammar, vocabulary, and spelling. Argumentative reading and writing will be the focus this quarter. Each quarter students will also have focused instruction in literature and time to read within the school setting. Students are expected to read 120 minutes (2 hours) per week.

Essential Questions:

1. What are the differences between argument text and persuasive text?
2. What is the purpose of argument?
3. How does a writer make an effective argument?
4. How does understanding argument help me to be a critical reader and thinker?
5. How do we successfully structure an argument to further a position?

Workshop Format:

- One class per week will begin with focused silent reading (FSR) for 15-20 minutes, followed by a short reflection on the reading.

- One class per week will be focused on writing and often include “quick writes” to build endurance and fluency in writing.
- Wednesdays At Home Learning will consist of a variety of grammar and vocabulary work, with workshop time to read and complete assignments. Khan Academy will be utilized in order to support the development of conventions.
- Most in-person classes will contain a mini-lesson and directed workshop time.
- Students will have regular reading and writing assignments as well as at least one major writing project.

Language Arts Standards:

- ❖ CCSS.ELA-LITERACY.W.6.1 Write arguments to support claims with clear reasons and relevant evidence.
- ❖ CCSS.ELA-LITERACY.W.6.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

General Expectations:

- **Google Classroom:** Students will access Google Classroom on a daily basis in order to connect with their teacher on assignments, easily access resources and assignment expectations and due dates, as well as submit and turn in assignments digitally. Google Classroom will be the “hub” of the digital world our classes will be living in this year.
- **Absences:** Students who are absent from school are expected to seek the teacher out to make a plan and a timeframe to complete their missing work. Students **MUST** pick a time other than the beginning of class to do this. The **STUDENT** is responsible for initiating this meeting and ensuring it happens.
- **Due Dates for assignments:** Assignments need to be submitted on their due date. Late assignments will be marked as so in PowerSchool, with a grade of 50%. The student has until the next class day (black day if their class meets on black days, or gold day if their class meets on gold days) to pass the assignment in with the maximum grade of 80%. Assignments will not be accepted after that.
 - If the student can not make the original due date, it is their responsibility to approach the teacher **BEFORE** the due date in order to make alternate arrangements.
- **Habits of Work and Learning (HOW):** Twice per month students will self-assess on their Habits of Work and Learning. Team teachers will

concur, overrule, or agree to disagree with their assessment. The expectation is that students will be respectful, responsible, and persevere at MCMS.

Grading (% of total grade, to equal 100%)

- *Reading (25%):* Weekly reading assignments; focus on informational reading, but choice reading will also be completed. Reading Logs and conferences (when possible) will be completed.
- *Writing (25%):* Informational writing, with a focus on several small writing projects throughout the quarter.
- *Speaking and Listening (20%):* Various activities aimed at improving public speaking skills as well as “listening to understand” skills. Focus is on the creation of civil discourse amongst peers.
- *Classwork/Homework (20%):* Some assignments will be given out and completed in class. These may be timed assignments, or longer term projects that are intentionally to be completed within the school environment. Other assignments are given as homework, or to be completed during At Home/Remote Learning days.
- *Habits of Work and Learning (10%):* See above.

If remote learning is to be put into practice, the expectations for work participation and passing in assignments will remain the same as established in the classroom.