

## ELA Class Syllabus

### Human Behavior, Trimester 2

2019-2020 School Year

Ms. Jewett, Maranacook Middle School

#### OVERVIEW

We will explore various aspects of human behavior: how stress affects the human body and strategies to cope with stress; the benefits of mindfulness practice; gratitude journaling and reflection; how our behavior affects others (ex: is smiling contagious?); and coping skills. We will do this with an instructional focus on informational writing as well as reading, specifically utilizing factual texts (i.e. newspapers, reference books, and scientific journals), as well as free choice reading.

Each trimester students will have focused instruction in writing, grammar, vocabulary, and spelling in a writing workshop. Informational writing will be the focus this trimester. Each trimester students will also have focused instruction in literature and time to read in school. Students will set reading goals, work on skill development, and complete reading journals. Students are expected to read at least 100 minutes per week.

#### Essential Questions:

1. How do you know what you know? Where is your evidence?
2. How does our behavior affect others, as well as ourselves?

#### Language Arts Standards

CCSS.ELA-LITERACY.RI.8.2

Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.

CCSS.ELA-LITERACY.RI.8.6

Determine an author's point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.

CCSS.ELA-LITERACY.RI.8.8

Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.

CCSS.ELA-LITERACY.W.8.1

Write arguments to support claims with clear reasons and relevant evidence.

CCSS.ELA-LITERACY.W.8.8

Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

### **Grading (% of total grade)**

*Reading (30%)*~ Weekly reading assignments. Focus is on informational reading, but choice reading will also be completed. Reading Logs and conference will be completed.

*Writing (30%)*~ Informational writing, with a focus on several small writing projects throughout the trimester.

*Speaking and Listening (15%)*~ 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 (25%)*~ Some assignments are given out and completed in class. These may be timed assignments, or longer term projects that are intentionally to be completed in school. Other assignments are given as homework.

### **HABITS OF WORK AND LEARNING**

At least once every six weeks students will self-assess on their Habits of Work and Learning using [THIS RUBRIC](#). I will concur, overrule, or agree to disagree with their assessment. Students will have the opportunity to conference if their self-assessment is different than my assessment.

The three areas assessed for Habits of Work and Learning are Respect, Responsibility and Perseverance. Three components of each standard are scored on 1-4 scale as follows:

4 - Exceeding the Standard

3 - Meeting the Standard

2 - Partially Meeting the Standard

1 - Just Beginning to Meet Parts of the Standard

#### WORK EXPECTATIONS

These are clearly outlined in the [HOWL RUBRIC](#) above. The expectation is that students pass in assignments on their due date. Late assignments will be marked as late in Powerschool, with a loss of 5 points if passed in the next school day. Assignments passed in later than the following school day will receive a maximum score of 80%. The HOWL grade will also be reduced accordingly for that cycle in which the work is late.

Students who miss work due to being absent are expected to seek me out to make a plan and a timeframe to complete their missing work. They **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.