

English Language Arts (ELA) Class Syllabus
21st Century Matters & Issues, Trimester 3
2019-2020
Ms. Jewett, Maranacook Community Middle School

We will meet daily to develop reading, writing, research and speaking/listening skills. Our main goal will be to improve skills in each of those categories.

Theme: We have student-driven themes for each trimester. For Trimester 3, our theme is 21st Century Matters and Issues. We will focus on persuasive/argumentative text for the remainder of the school year.

Essential Questions:

Honoring Prior Knowledge~ How does my prior knowledge and life experience affect how I interact with what I read? How will this help me to grow and change as a person?

Writing for Purpose and Effect~ How can I insure that my writing has its intended effect on readers with varied backgrounds and experiences?

Responsive Readers~ How can I provide insightful, helpful feedback to authors seeking to improve their writing?

Articulate Speakers and Good Listeners~ How will being a responsible listener affect my ability to provide insightful and meaningful feedback to myself and other writers?

Valuing Disagreement~ How will paying attention to my feelings, emotions and opinions as I read make me a better reader and writer?

Extracting Clarity from Disagreement~ How can the process of sorting through discordant feedback about my writing lead to a better understanding of my own purpose for writing?

Interconnectedness~ How do the skills of writing, reading, speaking and listening combine to make me a better citizen of the world?

Workshop Format:

- On black days we begin class with focused silent reading for 20 minutes.
- On gold days we begin class with a journal writing prompt in order to focus on building endurance and fluency in writing. These journal writing sessions last 10-15 minutes.
- Most classes contain a mini-lesson and directed workshop time.
- Students will have regular reading and writing assignments throughout the trimester.

Workshop Resources:

- We will utilize Google Classroom in each period. Classroom is where the majority of the assignment instruction will be posted, as well as where student work should be turned in.
- Further resources will be posted on google classroom throughout the trimester.

General Expectations:

- **HOWL**: Student's Habits of Work and Learning will be an important part of their success in the classroom. Habits will be assessed every Friday in Ms. Jewett's classroom.
- **Absences**: Students who miss work due to being absent are expected to seek me out to make a plan and set a timeframe to complete their missing work. ***THE STUDENT*** is responsible for initiating this meeting and ensuring the work is made up, if necessary. This meeting cannot occur at the beginning of class.
- **Due Dates**: All assignments have a due date. A few have "hard" deadlines which means they will not be accepted after the deadline. Most can be accepted late, but HOWL scores will reflect late assignments. Assignments will be marked late and missing in powerschool after the due date. A 50/100 will be entered until it is turned in for credit (with teacher discretion), if it was previously determined that the assignment will be accepted late. Missing assignments can result in loss of team privileges.

Grading:

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| • Reading | 25% | All quizzes, tests, and assignments related to reading |
| • Writing | 25% | All quizzes, tests, and assignments related to writing |
| • Speaking/Listening | 25% | All quizzes, tests, and assignments related to speaking and listening. |
| • Home/Classwork | 15% | In class practice, at home practice, assigned work to be done in the classroom or at home. |
| • HOWL | 10% | Habits of Work and Learning |
| | 100% | Total |

Common Core Standards~ ELA

- Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade level topics, texts, and issues, building on others' ideas and expressing their own clearly.
- Delineate a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.
- Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.