

Biome Stories with Ms. Jewett

Trimester 1 ~ School Year 2020-2021

ELA (English Language Arts) Class Syllabus

This trimester we will be studying the various biomes of planet Earth~ what characteristics make up different biomes, and writing a narrative story with a character set within a specific biome. Each trimester, students will have focused instruction in writing, grammar, vocabulary, and spelling in a writing workshop (to include journaling and short writing assignments as well as one longer project-based writing assignment). This trimester, narrative writing will be the focus.

Students will also have focused instruction in literature and time to read in school. Students will set reading goals, work on skill development, complete reading journals and conference with the teacher about what is being read. Students are expected to read at least 120 minutes per week.

Common Core Standards:

Literacy.RL.6.2 - 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 or judgments.

Literacy.W.7.3 - Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

Literacy.W.7.3b - Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.

Literacy.W.6.4 - Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

Literacy.L.7.3 - Use knowledge of language and its conventions when writing, speaking, reading, or listening.

Literacy.L.8.1 - Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

Grading (100% of total grade)

Reading (30%)~ Weekly reading assignments. Focus is on narrative reading, but choice reading will also be completed. Reading Logs and conferences will be completed. The expectation is that students will read 120 minutes per week.

Writing (30%)~ Narrative writing, with several small writing projects throughout the trimester, and one larger project narrative writing project..

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

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 from 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

Work expectations are clearly outlined in the HOWL rubric above. It is imperative that students use their class time wisely. They should come to class with all required materials (including their own pencils, notebooks, charged laptops, etc as there will be no sharing of items between students at this time). The expectation is that students pass in assignments *on their due date*. If a student

can not meet a due date, the student should talk to the teacher *before* the assignment is due (if possible). Late assignments will only be accepted until the next (same color) class day. For example, if an assignment is due on Friday, which is a gold day, the assignment will not be accepted after the following gold day, which is Tuesday of the next week. Late assignments will be marked as late in Powerschool. Assignments passed in on the next same color class day (either gold or black 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. If the assignment is not passed in on the following same color class day, it will receive a grade of a "50/N".

Students who miss work due to being absent are expected to immediately seek the teacher out to make a plan and a timeframe to complete their missing work upon arrival back at school. 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.

If Remote Learning were to be put into practice, the expectations for work participation and passing in homework will remain the same as is established in the classroom.