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| Cleveland Heights-University Heights City School DistrictEnglish/Language Arts Syllabus- Mrs. TimsMonticello Middle School- Grade 7d\_tims@chuh.org mrstims.weebly.com |

The Cleveland Heights-University Heights City School District and Heights Middle School staff have collaboratively created an instructional plan for student academic achievement, aligning standards set forth by the Ohio Department of Education and Common Core State Standards with those set forth by the International Baccalaureate Middle Years Program (IB-MYP).

Essentially, students will read more, write more, talk more, and think more about content in complex literary and informational texts across a variety of media, including print, digital, audio, and visual formats. Short-term and long-term research projects will be completed throughout the school year to answer a question or solve a problem. Students will communicate within and beyond the classroom to express ideas to the school community and beyond.

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Instructional Text: **Literature**, Pearson, Common Core, Grade 7

Novels: Heroes, Gods, and Monsters of the Greek Myths- Bernard Evslin

Percy Jackson and the Lightning Thief- Rick Riordan

The Giver- Lois Lowry

Additional novels to be determined.

Daily Materials:

1. Two-pocket folder with loose-leaf paper

2. 1 Subject spiral notebooks (composition preferred)

3. 3X5 index cards(ongoing)

4. Kleenex/Hand Sanitizer

5. Duo-Tang Folders(2)

Student Expectations (ROARS):

1. Be **R**espectful 2. Be **O**n Time 3. Be **A**ccepting 4.Be **R**esponsible 5. Be **S**afe

Tardy Policy:

Students must be in the classroom when the bell rings. Students will be marked tardy if they are not in the classroom when the bell rings, unless they have a signed pass. Repeated tardiness will result in a consequence.

Grading Scale:

Weighted: Homework & Classwork- **15%** Quizzes- **35%** Tests/Writing/Projects- **50%**

**Please sign up for REMIND notices.**

Missing Work:

Students are responsible for missing work. Missing work assignments will be available in a designated area of the classroom AND on Google Classroom. Students are required to check what they missed and complete it within the number of days they were out for. (Absent for 2 days = 2 days to complete missing work). Students are responsible for keeping their planners updated.

Late Work:

If students turn in work late, they will receive fewer points.

Technology (cell phones, headphones, etc.):

Cell phones can be used while students are in the gym during the lunch period, before school, and after school. They should be silent and out of sight during the remainder of the school day. If a student uses a cell phone during class, it will be confiscated and sent to the office. Headphones not required for ELA coursework should be stored out of sight. No headphones should be worn in the hallways.

Restroom or Water:

Students are expected to use the three-minute transition time for a restroom or water break. However, students will be provided four emergency passes per quarter to use during class. Unused passes can be turned in at the end of the quarter for extra credit.

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1st Quarter: **Folktales: Community or Individual- Which Is More Important?**

 Topics: Forms of folk literature, Cause and Effect, Compare and Contrast,

 Cultural Context, Symbolism, Dialect

 Writing: Cause and Effect Essay

 **Short Stories: Does Every Conflict Have a Winner?**

 Topics: Plot, Prediction, Direct and Indirect Characterization, Point of View,

Theme, External and Internal Conflict, Summarizing

 Reading: Percy Jackson and the Lightning Thief

 Writing: Narrative

2nd Quarter: **Nonfiction: What Should We Learn?**

Topics: Nonfiction Genres, Author’s Perspective, Persuasive Techniques, Fact and Opinion, Text Structure, Main Idea

 Writing: Argument, Research

3rd Quarter: **Poetry: What Is The Best Way To Communicate?**

Topics: Forms of Poetry, Imagery, Figurative Language, Sound Devices, Mood and Tone

 Writing: Compare/Contrast Essay, Poetry

4th Quarter: **Drama: Do Others See Us More Clearly Than We See Ourselves?**

Topics: Purpose for Reading, Dialogue, Structure of a Play

Reading: The Giver

 Writing: Response to Literature