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 **School Year/Semester 2020-2021\_\_\_\_\_\_\_\_\_\_\_\_**

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| **Course Name** | English Language Arts | **Course Code** | 23.0110001 |
| **School Name** | Henderson Middle School  | **Teacher Name** | Dr. TaylorMs. Braddy |
| **School Phone Number** | 678-874-3070 | **Teacher Email** | connie\_p\_taylor@dekalbschoolsga.orgclaudet\_braddy@dekalbschoolsga.org |
| **School Website** | http://www.hendersonms.dekalb.k12.ga.us | **Teacher Website** | [Dr. Taylor's Website](https://drtaylorsglobalcitizens.weebly.com/) |

**Course Description: During the first semester of the school year, students will continue with instruction using the Common Core Georgia Performance Standards. The main implementation tool will be McDougal Littell Literature. The textbook is aligned with the common core Georgia performance standards and is inclusive of the necessary performance elements needed for student mastery. Each semester is divided into 9-week units during which students will learn, practice, and master skills and knowledge that will allow them to not only succeed in Language Arts, but also see how the subject relates to their life and the world around them.**

**Curriculum Overview**

The following academic concepts will be covered. **THIS IS ONLY A GUIDE AND IS SUBJECT TO CHANGE.**

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| **CURRICULUM OVERVIEW** |
| Unit – Unit 1—Coming of Age: This unit introduces the theme of “coming of age” and explores how each of us shapes our unique voice through our experiences and our exposure to the strong voices around us. Students will compose a narrative that addresses the essential question of what distinguishes childhood from adulthood. |
| Unit – Unit 2-- Blast from the Past: Folktales--Traditional Literature and Mythology—Students explore myths and legends: Students will experience stories that reflect other customs and traditions across cultures. Students will recognize characters and plot construction. The goal of this unit is to find commonalities across these genres and discover cultures other than one’s own. The culminating project is an argumentative essay which answers the following questions: Are fairy tales and myths good or bad for children? Do they make children believe that everything in life has a happy ending, or do they simply reflect the values of a culture by rewarding those who are right? |
| Unit – Unit 3 –Courageous Characters: Students choose from stories about varied circumstances in which people acted with tremendous courage in times of tremendous adversity (slavery, shipwrecks, unfair labor practices). Students will refine their definitions of courage by examining how real and fictional characters overcome obstacles. Students learn how language and vocabulary enhance the reader’s experience, cite passages of text to justify thoughts, and critically examine license often taken in historical fiction.  |
| Unit – Unit 4 -Embracing Heritage: America is a nation of immigrants. People have come to America for freedom and opportunity. Except for Native Americans, all Americans came from somewhere else. Some came voluntarily and some encountered prejudice and hardship. In this unit, different perspectives from different generations will be considered. This unit is a cross-curricular collaboration, and students will demonstrate reading and writing connectivity between English and other content areas.   |

**BOARD-APPROVED INSTRUCTIONAL MATERIALS**

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| Title | McDougal Littell-*McDougal Littell Literature*  |
| ISBN | 9780547075280 | 9780547075280 |
| Replacement Cost | $77.19 |
| Online book and/or resources | Classzone.com |
| Online student access code (school specific) | To be determined |

**GRADING SYSTEM:** The DeKalb County School District believes that the most important assessment of student learning shall be conducted by the teachers as they observe and evaluate students in the context of ongoing classroom instruction. A variety of approaches, methodologies, and resources shall be used to deliver educational services and to maximize each student’s opportunity to succeed. Teachers shall evaluate student progress, report grades that represent the student’s academic achievement, and communicate official academic progress to students and parents in a timely manner through the electronic grading portal. **See Board Policy IHA**.

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| **GRADING CATEGORIES** | **\*GRADE PROTOCOL** |
| **Formative and Diagnostic Assessments – 0%** **Assessment Tasks (Skills & Homework) – 25%** **Classwork (Guided, Independent, and Group Practice) – 45%** **Quizzes, Tests, and Projects – 30%**  | **A** 90 – 100 ~**P** (pass)**B** 80 – 89 ~**F** (fail) **C** 71 – 79 **D** 70 **F** Below 70 |

**Notes:**

**\***English Learners (ELs) must not receive numerical or letter grades for the core content areas in elementary and middle school during their first year of language development. A grade of CS or CU must be assigned. This rule may be extended beyond the first year with approval from the EL Studies Program. English Learners must receive a grade for ESOL courses.

~Elementary schools will utilize P (pass) and F (fail) in Health/Physical Education, Music, World Languages, Visual Arts and Performing Arts.

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| **DISTRICT EXPECTATIONS FOR SUCCESS** |
| **STUDENT PROGRESS** | Semester progress reports shall be issued four and a half, nine and thirteen and a half weeks into each semester.  The progress of students shall be evaluated frequently, and plans shall be generated to remediate deficiencies as they are discovered. Plans shall include appropriate interventions designed to meet the needs of the students. **See Board Policy IH.** |
| **ACADEMIC INTEGRITY** | Students will not engage in an act of academic dishonesty including, but not limited to, cheating, providing false information, falsifying school records, forging signatures, or using an unauthorized computer user ID or password. **See the Code of Student Conduct - Student Rights and Responsibilities and Character Development Handbook.** |
| **HOMEWORK** | Homework assignments should be meaningful and should be an application or adaptation of a classroom experience.  Homework is always an extension of the teaching/learning experience.  It should be considered the possession of the student and should be collected, evaluated, and returned to the students. **See Board Policy IHB.** |
| **MAKE-UP WORK** **DUE TO ABSENCES** | When a student is absent because of a legal reason as defined by Georgia law or when the absence is beyond the control of the student, the student shall be given an opportunity to earn grade(s) for those days absent. Make-up work must be completed within the designated time allotted. **See Board Policy IHEA.** |
| **SCHOOL EXPECTATIONS FOR SUCCESS** |
| **CLASSROOM EXPECTATIONS** | ***Our expectations include the following:***Listen & follow directions the **first time** they are givenRespect yourself, your classmates, those in authority, and the property of others. Be polite!Bring all necessary materials to class.Raise your hand for permission to be recognized and to leave your seat.Remain in your seat and wait to be dismissed by the teacher.Cell phones, and other electronic devices must be used for instruction or should not be used. No gum or grooming in class. **Be ready to work!****LATE WORK****Late work must be turned in no later than three (3) days after it is due, and points will be deducted. Exception: late work will be accepted after the three-day deadline with a parent’s signature.** ***One Day Late = 90% Maximum******Two Days Late = 80% Maximum******Three Days Late = 70% Maximum******All work must be made up within the grading period; example work from the 9-week grading period cannot be submitted during the 13.5-week grading period or other grading period.*** |
| **MATERIALS AND SUPPLIES** | **3-ring binder****Composition Notebook** **Loose leaf****Pens/Pencils****Highlighter****Index cards/sticky notes****Flash Drive (which can be used for all classes)****Ziploc bags (2)** |
| **TECHNOLOGY** | ***CHROMEBOOK POLICIES******1.) Copying and pasting information (from online or print sources) and turning it in as your own is plagiarism. Plagiarism will not be tolerated and will result in a 0% grade (no opportunity for make ups) and parent contact.******2.) Students are expected to stay on task when using personal Chromebooks. If off-task behavior occurs (i.e., playing games, completing assignments for other classes), consequences will be issued. Consequence escalation: 1-verbal warnings 2- silent lunch 3- Chromebook taken and returned at the end of the period 4- Chromebook taken and returned at the end of the day 5- Chromebook taken and given to administration.******3.) Chromebooks should be charged at home. If students are not prepared for class with a charged Chromebook, they may not be able to fully participate in classroom activities. If it becomes a consistent issue, students will be given silent lunch if their Chromebook is not charged.******4.) In the case of digital communication (discussion forums, blogs, etc.) students are expected to give their best personal effort and to interact with each other in a respectful and appropriate manner.******Digital Citizenship Behavior Contract*** ***I understand the responsibilities that come with using Chromebooks in the classroom. I promise to conduct myself as a responsible, respectful member of this new digital learning environment. I understand the consequences that will occur if I do not use this technology responsibly and stay on task.*** ***Applications:* Zoom Platform, Google Classroom, Reading Plus, Flocabulary, Quizizz, USA Testprep VERGE, and CommonLit.** |
| **EXTRA HELP** | **Extended Learning and UPON REQUEST** |
| **PARENTS AS PARTNERS** | Please feel free to contact me at any time concerning your student (My telephone number is (404) 692-2525, but email is best). Also, visit my webpage for updates & additional information. I will try to update my website as regularly as possible and return emails/calls ASAP. |

# PLEASE SIGN BELOW AND RETURN.

I have read the syllabus.

Student Signature\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Parent/Guardian Signature\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Date\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Additional information to support continued contact:

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| **Information** | **Parent/Guardian** |
| **Day Time Phone Number** |  |
| **Cellular Phone Number** |  |
| **Home Phone Number** |  |
| **Email Address** |  |