DoDEA Andersen Middle School

**7TH Grade Language Arts Course Description 2018-2019**

**Academic and Behavior Expectations**

**Course Name and Number:**  Language Arts 7; LAE131: LA 7

**Course Description:** (**http://www.dodea.edu/curriculum/courses/courses\_0708/LAE201-231.htm)**

**Major Concepts/Content:** During the seventh-grade year, students develop advanced skills in reading and writing. They identify and understand idioms and comparisons, such as analogies and metaphors, in prose and poetry. They begin to use their knowledge of Greek, Latin, and Anglo-Saxon roots and word parts to understand science, social studies, and mathematics vocabulary. They continue to read a variety of grade-level-appropriate classic and contemporary literature, nonfiction, poetry, and plays, and they begin to identify their own areas of reading interest. They begin to read reviews, as well as critiques of both informational and literary writing. They write or deliver longer research reports (500-800 words or more) that take a position on a topic, and they support their positions by citing a variety of reference sources. They use a variety of sentence structures and modifiers to express their thoughts. They deliver persuasive presentations that state a clear position in support of an argument or proposal.

**Text: Collections,** by Houghton, Mifflin, and Harcourt

**Teacher Name:**  Ms. Nelia Grace F. Mercado, M.Ed.

**Contact Information:** e-mail: [nel.mercado@pac.dodea.edu](mailto:nel.mercado@pac.dodea.edu); School Phone: 366-3880/5973

**Location:** Room 105

**Philosophy:**  “If you treat an individual as if he were what he ought to be and could be, he will become what he ought to be and could be.” –Goethe

**Materials:** 1 1.5 Inch Binder (to be kept in class), lose leaf paper, pen (black or blue ink only) and pencil

# Academic Expectations

Daily Class process:

1. Before coming into class, students must read the “anticipatory board” to see how to prepare for class that day. The students prepare themselves accordingly, **before roll is called. Not being seated by roll call will result in a tardy report in ASPEN and Gradespeed.**
2. Overview of the day’s lesson plans including goals and assignments.
3. Mini-lesson on an aspect of Language Arts being covered (Literature, Reading, Writing, Presentations).
4. Application of the Mini-Lesson (through reading, group think and discussion, and cooperative work).
5. Evaluation of the application (through journals, essays, mini-projects, short speeches)

**Grading Policy:** Students will be graded based on the grading guidelines set by Andersen Middle School. The quality of work will be graded by the level they have achieved course goals and objectives as described under “Course Description.”

**DoDEA Grading Scale:**

90-100=A 80-89=B 70-79=C 60-69=D 59& below =F

**Assessment:**

Major Course Requirements:

**Writing Workshop by \*Grade Contracts:**

1. Over the course of the year, 3-5 formal essays (Expository , Descriptive, Cause and Effect, Compare and Contrast, Persuasive)
2. A binder used to keep essay writing work.\*\*

**Reading Workshop by \*Grade Contracts:**

1. Over the course of the year, 6-9 informational texts readings and 8-11 literary text readings – at the end of each reading , a project will be produced as evidence of literary elements learned
2. A binder used to keep reading workshop work.

\*By Grade Contract means that each student will have an opportunity to choose his/her quarter and semester LA 7 class grade. Each contract will have a set of requirements that if accomplished, according to standard, will result the student the grade which s/he chooses to earn. The grade contract takes place during the spring semester. In the fall semester, students cover skills which they will use independently in the Spring.

\*\*The same binder.

Minor Course Requirements:

Daily exercises in mechanics of writing; Daily short exercises on reading comprehension; Notes on subjects of study and mini-lessons on literature

**Dated Syllabus:** Ms. Mercado will construct and share the 1st & 2ND quarter dated syllabus. 3rd and 4th Quarter Syllabi are constructed by the students themselves, to suit their needs and to meet course requirements. Students will share their syllabi with their parents. (Of course, students will be guided through the construction of individualized syllabi.) Parents have access to the date syllabus on Ms. Mercado’s website (see header of course description).

**Grading Standards:**

Students will be graded based on the skill level required of a given project. If the project is an essay, students will be graded on organization, clarity, and grammar. If the project is a presentation, students will be graded on organization, clarity, and thoroughness. A rubric is handed out prior to work on all major assignments.

**Late Work and Missing Assignments:**

The Late and Missing Assignments Policy found in the AMS Handbook is followed. Please see below from page 9 of the school handbook:

**Work Retrieval when Absent:**

Students must submit a formal excuse note from parents or guardians to the front office. The registrar will code attendance accordingly. Students are responsible for obtaining the work they missed. Upon the day of return, students are expected to retrieve missed assignments during advisory or email their teachers to request the work. Should there be no advisory upon the day of return, students must retrieve work the following regular advisory. Students should request assignments via email if they were unable to travel to all teachers during advisory.

1. Missing work submissions due to excused absences: Students will have one class period for each class period missed to return the late/missing work. A plan will be developed for extenuating circumstances and for students in sixth grade ELA due to a traditional weekly class schedule.

2. Missing work submissions due to unexcused absences: Missing work is due within two (2) school days (not class days). The count of two (2) school days begins the day the assignment was due.

3. Missing work submissions: Missing work is due within two (2) school day (not class days). The count of two (2) school days begins the day the assignment was due.

**GradeSpeed Value for Missing Entries**:

Missing submissions will be entered into GradeSpeed as “missing”. A missing grade equals a zero (0).

***Parents should program GradeSpeed to trigger an email to alert them of missing assignments.*** Teachers will update GradeSpeed, once the missing assignment is evaluated. Please be patient with the recording of missing assignments. Students may ask their teachers to sign their agendas to verify that work was submitted. Students/parents may follow-up with the teacher.

**Due dates are announced during the first week of each quarter. Thus, “I wasn’t here” or “I didn’t know” are not acceptable excuses.**

**Homework:**

Ms. Mercado doesn’t assign homework. The only homework to be done at home is any work that isn’t completed in class. If class time is used wisely, such work should take no longer than 15 minutes that evening.

**Gradespeed Monitoring:** Parents and students need to habitually monitor Gradespeed. This will keep both parties current with student progress and help Ms. Mercado ensure that record keeping is consistent with assignments that have been submitted. Parents should immediately contact Ms. Mercado once an assignment is marked missing.

**Tutoring/ Extra Help:** Can be arranged after school with Ms. Mercado.

# Classroom Management/ Behavioral Expectations

All rules of Andersen Middle School apply to the classroom.

### Participation

In order to learn, it is necessary that students **participate** in class. Participation also includes student behavior that supports the learning of all students in the class. Disrespectful behavior toward other students and the teacher will not be tolerated. This behavior diminishes the learning environment and takes the teacher away from teaching other participating students, students who, along with their parents, expect them to be learning. To represent parental expectations, the teacher reserves the right to protect the learning of students in class and will take necessary action to that effect.

Infractions and Consequences:

*“The position of choice is the position of power. Being in consequence is the position of the loss of that power.”*

Students are always in control of the consequences by utilizing their position of power at the **point of choice**. Should they utilize their position of power to choose to give the best of themselves in all learning situations, the natural consequence of that choice is the accomplishment of their learning and a healthy learning environment. Should they utilize their position of power and choose otherwise, the following progressive consequences are followed:

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| --- | --- |
| Green Notice  A correction to the behavior is directed at least twice. The third correction is counseling with the teacher. | Parents receive a green notice reporting the behavior and are requested to speak to the student. |
| Yellow Notice  A correction to the behavior is directed at least twice. The third correction is one on one private counseling the School Counselor. | Parents receive a yellow notice reporting the unchanged behavior and that the student was referred to the counselor. The Principal will receive a copy of the yellow notice. |
| Red Notice  A correction to the behavior is directed at least twice. The third correction is a referral to the school Principal. | The disciplinary form is the Red Notice. |

Philosophies of Behavior: (reviewed during intro day)

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| --- | --- |
| *What is the highest way a teacher can show respect? Reply: To push me to be the best I can be. ~GHS Student* | *The classroom is a professional work place.* |
| *You catch more flies with honey than with vinegar.* | *The 3 great No-s: No whining! No anger! No ingratitude!* |
| *Not allowed: “I don’t know,” as a way of giving up.* | *Students are not “picked on” by the teacher. If behavior that is detrimental to student learning isn’t corrected when instructed, it will be addressed as per the progressive plan above.* |

Class Business Protocols for Students:

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| --- | --- |
| 1. Read the “anticipatory board” before coming into class. | 6. Raise your hand and be recognized before you speak. |
| 1. 2. Prepare as instructed on the “anticipatory board.” | 7. Practice courtesy: say, “please,” “excuse me,” and “thank you.” |
| 3. **Ms. Mercado isn’t approached for personal requests and/or questions at the start of class. Please wait until the introduction of class is over. If it’s an emergency, please let her know.** | 8. **Restroom passes are given AFTER the first 30 minutes of class.** |
| 4. **No food, drinks, or gum allowed in class. However, bottled water is allowed.** | 9. A clean up check will be conducted before class is dismissed. |
| 5. No one speaks when the teacher or a student has the floor. Active listening is expected. | **10. Only Ms. Mercado dismisses the class – not the clock, not the students. You may may not as “can we go?” just because it’s time to go. Wait till you’re dismissed.** |

Attendance Policy:

1. Students must be prepared with materials and seated facing the white board when **roll is called**  (not according to whether s/he made it in within the first few minutes of class). Otherwise, students are marked tardy. Parents and the Principal will also be notified of this tardy.
2. **Tardiness will NOT BE TOLERATED.** *(A student’s tardy will be acknowledged as s/he enters the room to inform him/her that s/he has been marked tardy. If an excuse slip exists, that student hands the slip to the teacher during a quiet period in class so she may unmark the tardy. If there is no excuse, a student is expected to simply sit at his/her desk. No discussions about the tardy will take place as class is to start.)*
3. All absences and tardies should be accompanied with excuse slips.
4. All absences and tardies will be reported to parents via Gradespeed and ASPEN.

**Standards:**

A full descriptor of the DoDEA Standards for English Language Arts can be found at

[**http://www.dodea.edu/Curriculum/ELA/standards1.cfm**](http://www.dodea.edu/Curriculum/ELA/standards1.cfm)

**Course Description “Read Receipt”**

Parents will have access to the course description. Such access will be described in the “read receipt” document given to students the first day of class. After reading the course description, parents will sign the “read receipt” and have their student return it to Ms. Mercado by September 5, 2018, Wednesday. It will communicate that parents reviewed at least the “grayed” area of this course description. Gradespeed will read “MSG” on course description to inform parents that Ms. Mercado hasn’t yet received the “Read Receipt”. However, it will not weigh on the academic grade.