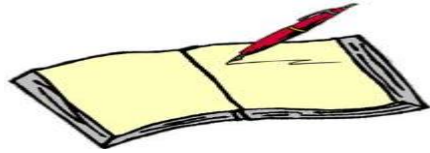


Jennings Junior High School College Prep Academy
7th & 8th Grade Syllabus
English Language Arts
2018-2019



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“Education is not preparation for life; education is life itself.” -- John Dewey

Course Description

The Jennings School District English Language Arts Curriculum is centered on units of study in which students are actively engaged in the processes of reading, writing, speaking, listening, information literacy, and vocabulary. Within the structure of the implementation of the Jennings School District English Language Arts curriculum, students learn the value and excitement of reading, writing, listening and speaking and the variety of strategies what will help the student.

Additionally, students in the Jennings School District are exposed to a variety of genres of writing including: Narratives (fiction, biographical, and autobiographical), persuasive, expository/information, research reports, and ways to respond to literature. Within the writing instruction students are exposed, instructed, and assessed in the six traits of writing (Ideas, Organization, Voice, Word Choice, Sentence Fluency, and Conventions).

Socratic seminar is where students seek deeper understanding of complex ideas in the text through rigorously thoughtful dialogue, rather than by memorizing bits of information.

Socratic seminar opens with a question either posed by the teacher or solicited by the students.

- **The opening question** has no right answer, instead it reflects a genuine curiosity on the part of the questioner. A good opening question leads participants back to the text as they speculate, evaluate, define, and clarify the issues involved.
- **The leader/teacher** may play a dual role as leader and participant. The seminar leader consciously demonstrates habits of mind that lead to a thoughtful exploration of the ideas in the text by keeping the discussion focused on the text, asking follow-up questions, helping participants/students clarify their positions when arguments become confused, and involving reluctant participants while restraining their more vocal peers.
- **The participants/students** carry the burden of responsibility for the quality of the seminar. Good seminars occur when participants study the text closely in advance, listen actively, share their ideas and questions in response to the ideas and questions of others, and search for evidence in the text to support their ideas.

Course Expectations

Alignment of the Jennings School District English Language Arts Curriculum to the Missouri State Common Core, ensures that the children are learning the appropriate standards at the appropriate time. Students are expected to be advanced or proficient on each standard to ensure success in future learning and life skills.

Classroom Rules

- 1) Be seated with all materials and supplies when class begins.
- 2) Complete all assignments on time.
- 3) Listen while others are speaking (tracking)
- 4) Respect yourself first and then each other's opinions, space, and belongings.

Discipline Plan

If a student breaks a rule stated above, the following consequences will occur:

- 1) Verbal reminder
- 2) Contact parents
- 3) Student meets with teacher, parents, and Dr. Andrews, principal

Grade Breakdown

Grades are broken down into several categories:

- Homework/Daily Work
- Writing Papers/Projects
- Quizzes/Tests /Assessments
- Do Now's
- Review Questions
- Class Participation

Grading Scale

| | |
|-----|------------|
| A = | 100% – 90% |
| B = | 89% – 80% |
| C = | 79% – 70% |
| D = | 69% - 60% |
| F = | Below 59% |

Supplies

- Binder
- Composition Notebook
- English Folder
- Blue, Black ink pens and or Pencils

Attendance

- During an excused absence (ex. illness, travel), that student is allowed the number of days absent in order to make-up work.
- During an unexcused absence (ex. suspension, truancy), assignments are due the day the student returns to class. Any late work will result in a percentage deduction such as that for late assignments.