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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** | Sarah Cristol and Constance Folsom |
| **School Phone Number** | 678-874-2902 | **Teacher Email** | Sarah\_cristol@dekalbschoolsga.orgConstancefolsom@dekalbschoolsga.org |
| **School Website** | http://www.hendersonms.dekalb.k12.ga.us | **Teacher Website** | The website is linked to the Henderson MS homepage. <http://www.hendersonms.dekalb.k12.ga.us/> |

**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.**

**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 licence 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 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 at all times 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 apparently 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** | **Be Helpful—We will share this space in a constructive way. We will be kind and not judgmental in our conversations.** **Be Respectful—We are creating a learning community build on trust and strong relationships.** **Be Kind—Treat others the way that you would wish to be treated.**  |
| **MATERIALS AND SUPPLIES** | **Verge Platform, Zoom Platform, Readworks, Flowcabulary, Brainpop, USA Testprep.** |
| **EXTRA HELP** | **Extended Learning Time will be provided for review and remediation. As well, students can connect with**  |
| **PARENTS AS PARTNERS** | **As we navigate this new territory together, the relationship between school and home has never been more important.**  |

# 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** |  |