

Peggy (Meg) Reilly

Grade 7 Seminar English-Period 1

Contact Information:

Room number: 605

Voicemail: 578-1400, ext 2605

Homework Hotline: please use the school website at www.sandi.net/wangenheim

Email: preilly@sandi.net (email contact is preferred)

Suggested Materials:

Three ring binder w/dividers

Pencil/pen pouch to fit the binder

Notebook (lined) paper

Pencils, pens, erasers, and highlighters

Composition book or spiral to be used as a reading and writing journal

10 or more page protectors

3 x 5 index cards (1 pack of 50-100)

Markers, scissors, glue (available at home for special projects)

USB flash drive (highly recommended)

[Carry planner and assigned independent reading book daily.]

Course Description

1. Units of study to include:
 - Nonfiction and fiction-all genres, specifically including African folk literature, historical fiction, science fiction, and poetry.
2. Argument and literary analysis writing.
3. Novel reading as part of classwork and homework. (See list of novels below.)
4. Vocabulary based on the Greek and Latin roots and prefixes.
5. Daily grammar.
6. Unit on speech writing and presentation skills to coincide with JMUN.

Texts

Prentice-Hall Literature (purple cover). This anthology will be kept in the classroom. Any homework reading will be posted online. Parents or students should inform the teacher if a hard copy of text is desired, or students may carry the textbook from class to home.

Novels

September-Milkweed by Jerry Spinelli; October-A Long Walk to Water, by Linda Sue Park; November & December-The Power of One, teen abridged version, by Bryce Courtenay; January-Flowers for Algernon, by Daniel Keyes; March-translated version of a Shakespearean play; April-The Surrender Tree by Margarita Engle; and May-Whirligig by Paul Fleischman. In addition, seventh and eighth grade seminar students are assigned to read a minimum of two novels during each summer break.

California Common Core Standards

Common Core Standards emphasize more analytical and critical thinking through text complexity, citing textual evidence, along with writing for the purposes of analysis and argument. You can learn more about common core from the following websites:

- <http://www.cde.ca.gov/re/cc/>

Please note the following quote from the English Language Arts & Literacy as it encompasses a goal of text complexity and rigor:

To become college and career ready, students must grapple with works of exceptional craft and thought whose range extends across genres, cultures, and centuries. Such works offer profound insights into the human condition and serve as models for students' own thinking and writing...Through wide and deep reading of literature and literary nonfiction of steadily increasing sophistication, students gain a reservoir of literary and cultural knowledge, references, and images; the ability to evaluate intricate arguments; and the capacity to surmount the challenges posed by complex texts.

Grading Policy:

The grading scale is:

90% and above	A	80% to 89%	B	70% to 79%	C
		60% to 69%	D	Below 60%	F

While the current grade system is on a point system, evaluation of student work is a balance between effort and accomplishment. A rubric is used to assess student ability to meet standards-based writing; this rubric then aligns with grades in this fashion:

5 = Exceeds standard; exemplary (A)

4 = Meets standard (B)

3 = Approaching standard; a minimal amount of revising is required to meet standard (C)

2 = Below standard; student is not yet showing an understanding of this reading or writing (D)

1 = No evidence of student progress (F)

Progress reports in the form of a report card are sent home every six weeks. Parents, please check your child's planner, the school website, or the back-to-school packet for the dates of these progress reports. In addition, grades will be available online at PowerSchool. The progress reports at 18 and 36 weeks are semester grades. These grades are recorded on the permanent school and district records.

Citizenship

Citizenship marks are as follows:

"E" excellent citizenship	"G" good citizenship	"S" satisfactory citizenship
"N" citizenship needs improving	"U" unsatisfactory citizenship	

Failure to follow the schoolwide classroom expectations or an inability to turn in assignments on a timely basis will result in lowered citizenship marks. Academic honesty is a requirement in all classes, and dishonesty by means of cheating or plagiarism will result in lowered grades and citizenship marks. With so much information available on the internet, it is especially important that students learn to access this information and cite its use accurately.

All class work/homework is due as assigned. Assignments completed at homework lab at the end of the day will be accepted as full credit. Late work within the grade period will be accepted but may result in a lower grade. Using your planner daily is your best organizational strategy.

Assignments submitted electronically must be as a word document (doc or docx), or may be uploaded on mybigcampus or the elearning website.

Homework Policy:

Homework is assigned daily, Monday through Thursday and will include the following:

- Students should read daily. To adhere to reading standards, students in seventh grade English will read and show an understanding of 8+ leveled books from June 2014 to June 2015.
- Most writing assignments will be word processed. Students may bring a flash drive to transfer files from home to school and vice versa, however, all documents must be in Word.
- Unit of study class work not completed in class becomes homework.
- Students will have a weekly vocabulary unit, and a biweekly test on the units.
- Grammar is completed in class. However, if you are absent it will be your responsibility to complete this work before or after class.

Absence Policy:

Please refer to the student planner for the school absence policy. Students should use a buddy system to obtain information on class assignments missed, and check the class website at www.sandi.net/wangenheim.

Tutoring Schedule:

Wednesdays, from 2:30 pm to 3:45 pm; other days (except Tuesdays) as available.

School-wide Guidelines for a Productive and Positive Learning Environment

- Follow directions the first time they are given.
- Be prepared to learn when the bell rings
- Be respectful in your tone, voice and body language.
- Respect your property and that of others.
- Work together, cooperate & always do your best
- Be responsible for your own success.

Rewards:

- Wildcat Way Raffle Cards
- Verbal Praise and a (positive) note on student behavior log
- Positive notes/phone calls home
- Exemplary citizenship grades
- Student of the Week recognition

Consequences:

1. Verbal warning
2. Private teacher-student conference, noted on the behavior log
3. Parent contact
4. Community service and/or parent contact
5. After school detention, counseling intervention form, and parent contact
6. Behavior referral to vice principal and parent contact

Important websites:

<http://www.sandi.net/wangenheim> school web site

<http://elearning.sandi.net/> class and homework assignments

<http://www.mybigcampus.com/> My Big Campus

Upcoming events:

Thursday, September 11	Picture Day
Tuesday, September 23	Back to School Night
Thursday, October 9	Shadow a Student Day
Friday, October 17	1 st six-week progress report



PLEASE RETURN TO YOUR ENGLISH TEACHER

Wangenheim Middle School

Student Syllabus-Grade 7 English

Meg Reilly

Room 605

Students, please initial the following:

_____ I will use class time effectively.

_____ I will be in class, seated, and ready to learn when the bell rings.

_____ I will come to class prepared with supplies, books, and homework that has been completed by me.

_____ I will be respectful and polite towards my peers and teacher.

_____ I will ask for help when I am unsure about an assignment or if I am absent.

_____ I will take an active role in ensuring my academic success in English class.

_____ I understand that my failure to follow student expectations will lead to lowered citizenship marks and academic grades, the involvement of parents, counselors or administrators, and/or detention.

Student Signature: _____ Period: _____

Parent Name _____

Parent Email _____

Student Email (optional) _____

Questions/comments:

Parents and students, in lieu of a printed copy of this page, you may email me and simply state, "I have read over the syllabus and student commitments and agree to comply."

This signature page or email contact is due by Friday, September 12, 2014.

Parent Signature: _____ Date: _____