

ENGLISH 7/8 SYLLABUS

MR. GATHMAN

Burke High School is dedicated to providing an exemplary education through the collaborative efforts of students, parents, staff, and community.

COURSE DESCRIPTION

The English 7 curriculum is comprised of concept-based units with individual conceptual lenses: heroes/leaders and good vs. evil. This course expands the individual basic language arts skills of reading, writing, speaking and listening. Primary emphasis is placed on gaining command of skills to employ in written and oral communication and on gaining an understanding of reading as literature. Students will produce a variety of writing samples in the following modes: descriptive, narrative, analytical, expository, persuasive, and technical. Finally, as the culminating English course at Burke High School, students will continue to work toward graduation and becoming lifelong readers.

TEXTS

We will read numerous short stories and poems. Alongside these, we will work with the following books (subject to change):

Siddhartha, Macbeth, Something Wicked This Way Comes, Lord of the Flies, Slaughterhouse-Five, Night, The Time Machine

SENIOR CAPSTONE PROJECT

The Senior Capstone Project is a required element to earn credit for English 7. All portions of the Capstone must be completed for credit to be earned. The Capstone will be worked on piece by piece with the final product due near the end of the school year. Without the Senior Capstone Project, no grade other than Incomplete will be possible.

CLASSROOM RIGHTS AND RESPONSIBILITIES

A disciplined classroom is essential for student achievement. Please observe the SAFE, SECURE, DISCIPLINED school guidelines in your handbooks in addition to the following:

1. You have the **RIGHT** to be treated with fairness* and respect.

You have the **RESPONSIBILITY** to show fairness* and respect to others.

* Fairness does not mean equality; fairness means that all students will be given what they need to succeed.

2. You have the **RIGHT** to learn in a safe, secure, disciplined environment.

You have the **RESPONSIBILITY** to do your own work without disturbing others.

3. You have the **RIGHT** to use the computers, books, facilities, and materials supplied.

You have the **RESPONSIBILITY** to keep all school property free of damage and in good working condition.

CONTENT STANDARDS AND GRADING WEIGHTS

- Use the following terms in literary analysis:
 - Tone, inference, irony, protagonist, antagonist, satire, flashback, lyric poetry, rhyme scheme, ballad, stanza, free verse, imagery, plot, setting, characters, theme, point of view
- Discuss cultural conflicts, prejudice, and gender issues in samples of literature
 - Focus on intercultural communication and socialization
- Develop vocabulary from literature studied or from selected word lists
- Participate in formal and informal speaking situations as an individual and with a group
- Recognize how multiple meanings of words affect the interpretation of the spoken or written language
- Use correct punctuation as required by convention or logic
- Recognize and use appropriate levels of usage in speaking and writing
- Use word, phrase and clause modifiers correctly
- Use a variety of resources to answer questions in discussion
- Produce formal writing samples incorporating audience and purpose and involving the process of prewriting, writing, revising, proofreading, and publishing
 - Incorporate MLA documentation into researched assignments
- Utilize technology in presentations

ABSENCES

If absent, the student is solely responsible for consulting the calendar to see what has been missed and requesting makeup work. Students that are absent on the day of a quiz or test must set a time with Mr. Gathman to take the missed exam. I am available to discuss makeup work immediately following class. As long as the absence is excused, a student may make up an assignment. An absence on a project due date does not equate to receiving an extension. Work can always be turned in via e-mail. Consult the student handbook for additional details.

CONTACT INFORMATION

Please feel free to contact me any time you have questions or concerns.

Desk Location: Room 103

E-mail Address: daniel.gathman@ops.org

Plan Blocks: 4 and 7

Course Website: gathman.weebly.com

TURNING IN ASSIGNMENTS

Students are expected to turn in assignments at the beginning of the class period of which they are due. Assignments can be either handwritten or typed unless otherwise noted in the instructions. It is the student's responsibility to follow due dates and guidelines associated with assignments.

GRADING SCALE

OPS Secondary Grading Practices

All coursework and assessments are judged based on the level of student learning from "below basic" to "advanced." This course will provide multiple opportunities to achieve at the "proficient" to "advanced" levels. Students are evaluated based on a proficiency scale or project rubric. Proficiency scales for this course are available upon request (teacher will identify location such as portal, teacher

There are three types of coursework

- ***Practice*** – assignments are brief and done at the beginning of learning to gain initial content (e.g., student responses on white boards, a valid sampling of math problems, keyboarding exercises, and diagramming sentences, checking and recording resting heart rate). Practice assignments are not generally graded for accuracy (descriptive feedback will be provided in class) and are not a part of the grade. Teachers may keep track of practice work to check for completion and students could also track their practice work. Practice work is at the student's instructional level and may only include Basic (2) level questions.
- ***Formative (35% of the final grade)*** – assessments/assignments occur during learning to inform and improve instruction. They are minor assignments (e.g., a three-paragraph essay, written responses to guiding questions over an assigned reading, completion of a comparison contrast matrix). Formative assignments are graded for accuracy and descriptive feedback is provided. Formative work may be at the student's instructional level or at the level of the content standard. Formative assessments/assignments will have all levels of learning – Basic (2), Proficient (3), and Advanced (4), which means that for every formative assessment/assignment, students will be able to earn an Advanced (4). Teachers will require students to redo work that is not of high quality to ensure rigor and high expectations. The students score on a formative assessment that was redone will be their final score.
- ***Summative (65% of the final grade)*** – assessments/assignments are major end of learning unit tests or projects used to determine mastery of content or skill (e.g., a research paper, an oral report with a power point, major unit test, and science fair project). Summative assignments are graded for accuracy. Summative assignments assess the student's progress on grade level standards and may not be written at the student's instructional level. Summative assessments/assignments will have all levels of learning – Basic (2), Proficient (3), and Advanced (4), which means that for every formative assessment/assignment students, will be able to earn an advanced (4).

To maintain alignment of coursework to content standards, which is a key best practice for standards-based grading; teachers will utilize a standardized naming convention for each of the standards within a course. The content standard will be marked on each assignment entered into Infinite Campus (District Grading Program) using all capital letters followed by a colon. After the colon will be the title of the coursework.

At the end of the grading period, scores are converted to a letter grade using this grading scale.

A = 3.26 – 4.00
B = 2.51 – 3.25
C = 1.76 – 2.50
D = 1.01 - 1.75
F = 0.00 – 1.00

Redoing/Revising Student Coursework

1. Students are responsible for completing all coursework and assessments as assigned.
2. Students will be allowed redos and revisions of coursework for full credit as long as they are turned in during that unit of study while a student still has an opportunity to benefit from the learning. When time permits, teachers should allow the redoing or revising of summative assessments.
3. Students are expected to complete assessments when given to the class, or if a student was justifiably absent, at a time designated by the teacher.
4. Redoing, retaking or revising will be done at teacher discretion in consultation with the student and parent(s). Teachers may schedule students before, during, or after school to address needed areas of improvement if not convenient during class. The time and location for redoing, retaking or revising will be done at the teacher's discretion in consultation with the student and parent(s). All unit work must have been completed on time in order to earn a retake on a summative assessment.
5. Scores for student work after retaking, revising or redoing will not be averaged with the first attempt at coursework but will replace the original score.