

EVERYTHING YOU NEED TO KNOW Rm. 14

Mr. Simpson's ENGLISH CLASS 7

CONTACT INFORMATION

www.classroom.google.com

Class updates are posted daily in our Google Classroom. Please check this site daily.

Email

ksimpson@paparts.org

Phone:

(505) 615-7977 (text works or phone calls before 5 pm)

Office Hours

Fridays will be used for grade checks and for catching up on work. If an issue cannot be resolved before or after class this is an excellent time for students to meet with me.

CLASS DESCRIPTION

English 7 functions in a workshop model. That is, a method of learning focused on student-centered teaching that immerses students in a complex and in-depth study of reading and writing. Our class will move frequently from direct instruction, to small group collaboration, to 1:1 conferencing. This model focuses on student choice (in content of writing or reading) and inquiry with frequent low stakes or no stakes practice. The goal is to create a curriculum where growth and effort are the priority. Mistakes. Risks. Are expected.

Additionally, the 7th grade curriculum is focused on analysis. After setting structure around student writing in 6th grade students will be increasingly expected to be able to make inferences, draw conclusions, and analyze structures of what a text says and does not say. The curriculum in this class spirals to allow students multiple occasions to learn and practice new and old material in an increasingly complex manner. The links below describe the kinds of thinking that may occur with work this year (notice that analysis is a higher order thinking phase)

<https://www.synergiseducation.com/blooms-taxonomy-and-webbs-depth-of-knowl-edge/>

Additionally, this is a standards based/skills based curriculum. The state standards and their performance descriptors are available at the link <http://www.corestandards.org/ELA-Literacy/RL/6/>

WEEKLY OVERVIEW (TENTATIVE)

Mon: Connection circle, preview of week, mini-lesson, notes

Tu: Activity, workshop, teacher conferencing

Wed: Notes, Writing group meeting, workshop

Thurs: Teacher conferencing, reading group meeting, independent work

Fri: Grade check/Work catch up/Office hours

Frequent Assignments

Writing journals: Students will keep a journal. There is a weekly expectation of writing in this..

Nightly reading: Students will read nightly. You will track your progress weekly via a "book tracking" form

MATERIALS

- 1 college ruled 100 sheet composition notebook
- Library card
- Pen/pencils for year
- Independent reading novel (can check out from class library)

Must be brought to class every day.

GRADING EXPLANATION

Overview:

This year the class is moving toward a standards-based grading system. This system may be very familiar to what you have seen in K-5.

Rationale:

The goal of this is for grades to be:

- Transparent and easy to understand
- Mathematically accurate
- Growth focused and motivational

Process:

In a given unit students will:

- Be working on a specific list of common core standards.
- Receive lots of ungraded practice learning these skills via:
 - close readings, discussions, assignments on Google Classroom, group work, and etc.
- Receive significant feedback from myself or peers while practicing skills
- Complete assessments on the standard (i.e. papers, projects, tests, quizzes).

*GRADING

GRADING SCALE:

4 = 90%-100% 3 = 80%-89% 2 = 70%-79% 1 = 60%-69% 0 = 50%-59%

GRADE WEIGHTS

PERFORMANCE

100%

PRACTICE

0%

Grade Weight:



POLICIES

Late Work/Retakes/Redos Considering that the entirety of students' grades are comprised of performance assignments, these assignments may be submitted late (up until we move to the next assessment or until the quarter/semester concludes). Additionally, students can redo any assignment (again, until we the conclusion of grading period or next unit).

Extra Credit: There is none.

Academic Honesty: It is expected that students will use genuine, sincere, and fair means for the accomplishment of the tests, tasks, or projects from which evaluations of progress shall be determined. Students found plagiarizing, copying, or cheating in any way will meet with teacher and possibly their guardians to develop an appropriate way for them to be able to rebuild trust and confidence in their work.

Homework/Reading:

You will have homework every night. Students are expected to read from independent or class assigned novels every night for a minimum of 15 minutes. This will be assessed in various formats (weekly monitoring via the student, 1:1 conferences, end of quarter self-evaluations).

***Grading Scale:**

In an effort for grades to be more transparent and equitable, we are moving from the traditional 0-100 scale to a 1-4 scale. That has been broken down on the previous page. Additionally, although we will do many different activities and assignments to improve our skills **only performance grades** (tests, self evaluations, papers) will be used to determine a students grade.

- Subject to change
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ATTENDANCE

You are permitted to makeup anywork you miss when you are absent, however in order to ensure the student receives the work they need we need to work together:

If you are absent:

Take initiative to obtain your own makeup work.

- Check Google Classroom for assigned work (or "While you were out" folder if in person).
- Reach out to the teacher or other classmates or materials distributed or for any clarification necessary

E-submission policy: Assignments assigned prior to a student's absence will be due the day you return. Feel free to submit assignments via email/Google classroom. If you are having technical issues or other circumstances preventing submission please reach out and we can find a solution.

Note: Any assignments collected while absent will be marked as a zero until submitted.



Some Areas of Inquiry*

riting:

- Free-verse poetry
- Memoir
- Editorial Writing/Commentary
- Flash Fiction
- Literary Analysis

Novel Study


- Independent Novels at least 5 for the year
- Freak The Mighty - Rodman Philbrick
- Literature Circle: Various Authors
- Yummy The Last Days of Southside Shorty - G. Neri

* Subject to change




PARENT HOMEWORK

Guardians: You are the expert in your student. I truly value you in that expertise, and I would love to hear from you. Please see attached sheet to tell me more about your student.



****Syllabus is subject to change.****



Parents: We do not get to speak enough. Please use this page to help get us started on the right foot in terms of communication. Do you have any concerns or goals for your student this year? If your student has returned from last year are there questions or noticings from their last school year? If you are the guardian of a new student tell me about your child's experience in sixth grade. What should I be aware of? Look out for? Overall, what can you tell me about your student or family that helps me better understand them as a person?