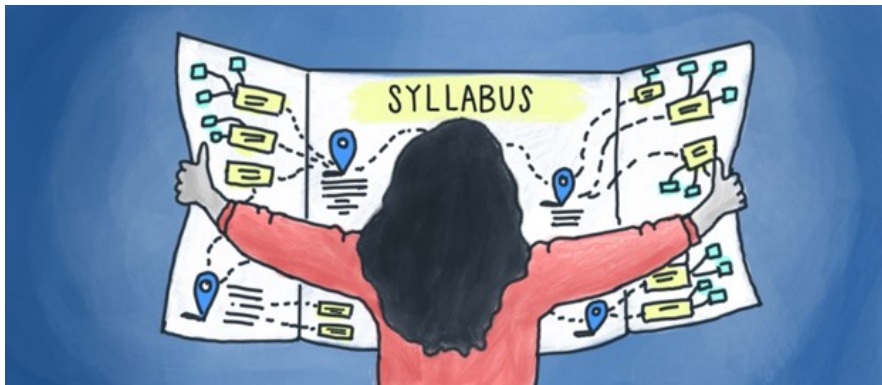


**Class Syllabus
for Ms. Clayton's
Language Arts, Reading, and History
7th and 8th grade
Curriculum**

Contact me at CClayton@jsdtracy.com



Unless otherwise noted, what is noted pertains to all three subjects and grade levels.

CA State Standards

If you want to see what students are required to learn in all three subject areas and grade levels, please go to:

LA

<https://www.cde.ca.gov/be/st/ss/documents/finaelacssstandards.pdf>

HX

<https://www.cde.ca.gov/be/st/ss/documents/histsocscistnd.pdf>

Grading

Summative Assessments (quizzes and tests) carry a 60% weight.

Formative Assessments (regular assignments) carry a 30% weight. A third category of Skill Practice (participation, CA State Standards practice, and in-class service) carries a 10% weight. An average week will contain a 5 point Summative Assessment, 1 to 3 Formative Assessments, and 1 to 2 Skill Practice requirements. A Trimester is about 12 weeks or 3 months.

There will be a cumulative Summative Assessment each month - a total of three - worth about half the value of total quizzes. Students are allowed to use their notes on their assessments. This may sound generous, but in reality it requires students to take and maintain neat and accurate notes over the duration of the week, trimester if they are to have any value. In addition, poor notetaking will result in a low Formative Assessment grade, as well.

Binders

Because I have most students for 3 periods I will use a binder to hold student work. Students will use regular binder paper to complete assignments versus having three separate compensation books. One binder is needed - a one or two inch binder that has a plastic cover on the front. Color does not matter. Students also need a 5 subject divider. All three subjects will be contained in the binder and each student will be assigned a cubby in the classroom to house the binder.

Walmart has a one-inch binder for \$4.50 and a 5-subject divider for one dollar. If your student gives me \$5.00, I can pick up both on Friday (8/8). Or a dollar for the divider if she or he already has a binder that will work. Once again this will house all three subjects. If there is a financial hardship, let me know - I can arrange to obtain the materials or we can make the dividers with some cardstock I have.

Other Important Materials

We will hand write in blue and/or black ink, so students will need some pens. Binder paper is a must - all work is completed on it. A very important resource for upper grade students is a printer. Their Chromebooks do not

have printing capabilities - so work needs to be sent to a personal computer then printed. In Language Arts we will write a lot of handwritten drafts, but finished drafts will be completed on a computer then printed. So having a working computer and printer is very helpful. Once again, if there is a financial hardship - let me know so I can help with the printing, etc.

Google Classroom

We will use Google Classroom. I will post assignments and extra materials pertinent to each subject area in Google Classroom. Students will have a planner where they can record assignments. For the most part, I will assign something during the week and everything I assign will be available for the quiz on Friday. Students will then turn in their assignments after the quiz unless an assignment is given a longer period to complete.

Aeries

Sometimes Google Classroom has scores - ignore them. The only numbers calculated into student grades are in Aeries. Aeries is the only place to get student grades. I will try my best to keep up on grades - which is considered a 2 week turn around if the work is turned in on time. However some assignments (especially writing assignments may take longer). Assignments that are late or missing then found etc may take longer.

Weekly Overview

Tuesday, Wednesday, and Thursday's are regular days - Bellwork (journal writes, response to quotes, bios, political concepts, and political cartoons). There are Reading lessons and Language Arts lessons that come from CommonLit our on-line publisher. Of course different units for 7th and 8th. For History we will use our National Geographic textbooks (should be on line for the students to use at home - we have a classroom set) and follow the CA State Standards.

Mondays are minimum days. Our focus is a quick independent read with an on demand write for both grade levels - different topics. Vocabulary is given for the week, as is grammar. A vocabulary quiz will be given on the following Monday - this is in addition to the quiz on Friday - grammar will be

part of the end of week quiz. Fridays are quiz day and reserved for catch up. I am available Thursday at lunch for extra help.

Additional Classroom Requirements

Students will sign up for one of three options to fill time on Friday. There are 3 options: 1) catch up time 2) mentor time 3) independent study time.

These options may change from time to time, but each student will select one and be responsible for the duties associated with each. A student who is struggling or performing poorly will strongly be encouraged to choose “catch up time” and attend Thursday “Lunchtime Leftovers” with me, so we can help where needed.

Students will also be required to sign up for a job in their Language Arts/Reading classes - In History, students have a whole class job - 7th different than 8th. There are 34 jobs in LA/RDing. Students must select three, explain what they think is involved and argue what skills they have that might match the task or how they will learn to do a job that is new to them. The Friday in-class service selection and the job choice fall into the Skilled Practice (10%) grading category.

Absences

In order to get the work in on time so full credit is received, students must go to Google Classroom, ask classmates, pick up handouts, or ask me what was missed. It is the student’s responsibility to seek out what was missed and turn it in.

Students often ask me when they return from being away, “Did I miss anything?” “Yes, you missed a lot - more you know, because I can not recreate the classroom experience with your peers.” So in the meantime absent students should ask their peers, look on Google Classroom, pick up missed handouts from the missed handouts binder, or ask me for help. It is the student’s responsibility to seek out the work and submit it within 2 days of their return from being absent.

Homework

There is no homework. The expectation is that students will work in class consistently and at a high level. I try to gear assignments for the time we have in class. However, if a student struggles or is off task they may use the time allotted for them by District Policy each night Monday through Thursday to complete work - 15 minutes per class - or 45 minutes total.

Finally

It is going to be a challenging year with 6 different curriculum areas for me to address and doing so with two different grade levels. The good news is that I have taught this type of an assignment in the past with success. I have a secondary single subject credential in History and have taught History for the last ten years, so I have an affinity for the subject and lots of experience. I have 25 years of teaching experience in total with the Jefferson School District and started my career teaching Language Arts and History - CORE, so I have 15 years of experience teaching writing with my multiple subject credential. In fact, this is why I stayed at the middle school level, so I can teach both. It was Ms. Gundacker, my high school English and Speech and Debate teacher that changed my life's trajectory. My focus was sports, but she showed me how to compete academically in Speech and Debate contests that sparked and ignited my love of ideas, a good story, research, and advocating my thoughts verbally and in writing. And if that is not enough I have a current Principal that cares about kids and continues to help me grow as a teacher. And everyone in the District over the years has helped me grow as an educator. This year in particular Jennings and Pereira, my colleagues have generously availed themselves in a helpful way, so the three of us can work closely with each other to take on the year with support firmly in place. And to our future students, I look forward to helping you be inspired and grow in a way that lays a foundation for future success.

