# **HILTEX A English Language Arts**http://mackintoshacademy.com/wp-content/uploads/2015/02/ib-world-school-logo-1-colour1.png

# **Ms. Negrete**

**Phoenix Team**

**Room 272**

# **2019-2020**

# **Introduction**

The International Baccalaureate Programme aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect. Students will be engaged in literacy activities that encourage them to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right.

Teaching methodologies include the pursuit of efficient listening, speaking, and media literacy skills by giving students daily speaking and listening opportunities, both formal and informal. Students are instructed in media literacy skills as they pursue, analyze, and develop media messages. Reading skills involve the study of the structure of words and language, and refining comprehension strategies on a continuing basis in order to analyze and appreciate the power of the written word. Written communication is strengthened through opportunities to craft writing pieces in the following genres: narrative, expository, persuasive, and informational. Research techniques are incorporated in all strands, primarily with the use of technology.

I am looking forward to assisting all students in learning and have high expectations of everyone for this year. If we work together, it will be a rewarding and successful year for all.

**Texts and Resources:**

* *Elements of Literature*, *Second Course* and *Elements of Language, Second Course* (Holt, 2007)
* Books of various genres, plays, and poems
* News publications, including *The Washington Post*, *New York Times Upfront*, *Scholastic Scope*, and a number of online news sources.

**Technology Usage**

Students will regularly be expected to access APS Google Docs and Canvas as part of their class work and homework assignments. The library is available for printer and computer use - please note library hours on the TJMS website.

* Student iPads (charged) and PC Laptops (**available only when iPads are in repair**)
* Social media such as YouTube, SchoolTube, TED Talks and other sites as needed will be used when connected to the curriculum
* Head Phones – iPads or laptops will be used to listen to content related to the curriculum

**Units of Study**

Below are *some* of the units of study for this year, which the eighth grade English instructors plan collaboratively:

|  |  |
| --- | --- |
| **Unit Title** | **Statement of Inquiry** |
| Memoir | Students will understand that reading and writing memoirs helps broaden perspective on identity and relationships. |
| Family Migration | Point of view and character are shaped by community and culture, which becomes evident as we explore identities and relationships. |
| Shakespeare Lives! | Literature that communicates themes about human identity and relationships can still be relevant today, even when written long ago. |
| Poetry | Poetic language allows us to communicate our ideas and express our culture in a style different from other genres of writing. |
| What a Wonderful World…? | Self-expression and creativity are necessary in developing one’s own fullest potential. |

**Independent/Choice Reading:**

APS English Language Arts teachers support independent reading as part of the curriculum for all students beyond the anchor texts. We encourage parents to be mindful of their students’ selections.

**Materials**

Students will need the following:

* A pencil
* Loose-leaf paper
* One single subject notebook

**Language and Literature Assessment Criteria:**

Students are expected to meet the following objectives by the end of the program. Each criterion will be used *multiple times* over the course of the year to assess student work. The following criteria are taken from the highest achievement level on the IB rubric:

|  |  |
| --- | --- |
| **Language and Literature Assessment Criteria** | **Maximum Score** |
| **Criterion A: Analyzing** Students should be able to:  i. identify and comment upon significant aspects of texts  ii. identify and comment upon the creator’s choices  iii. justify opinions and ideas, using examples, explanations and terminology  iv. identify similarities and differences in features within and between texts. | **8** |
| **Criterion B: Organizing** Students should be able to:  i. employ organizational structures that serve the context and intention  ii. organize opinions and ideas in a logical manner  iii. use referencing and formatting tools to create a presentation style suitable to the context and intention. | **8** |
| **Criterion C: Producing Text** Students should be able to:  i.produce texts that demonstrate thought and imagination while exploring new perspectives and ideas arising from personal engagement with the creative process  ii. make stylistic choices in terms of linguistic, literary and visual devices, demonstrating awareness of impact on an audience  iii. select relevant details and examples to support ideas. | **8** |
| **Criterion D: Using Language** Students should be able to:  i. use appropriate and varied vocabulary, sentence structures and forms of expression  ii. write and speak in an appropriate register and style  iii. use correct grammar, syntax and punctuation  iv. spell (alphabetic languages), write (character languages) and pronounce with accuracy  v. use appropriate non-verbal communication techniques. | **8** |

# **Grading Policy**

Student grades reflect student achievement and not student behavior, and homework will not exceed 15% of the grade. Grades will be calculated on a point system. Formative assignments will be worth fewer points than summative assignments. Quarterly grades will round up when the percentage is 0.5 or higher.

**Grading Scale**

Summative task grades are calculated by first determining the **IB score** from the IB rubric that matches the assessment criteria for the task.

Homework is intended to prepare the student for the next day’s activity or reinforce concepts that he or she has learned in class. Students will need to complete assignments on time in order to fully participate in class; therefore, I do not accept daily late work for full credit. Depending on the specific formative assignment, points will be taken off if late, or no credit will be given at all. Summative assignments are accepted up to a week late. Students will be asked to stay after school if necessary to make up missed assessments.

If a student needs more time on an assignment due to an absence or other serious extenuating circumstances, please discuss it with me in advance. Seeing me the day the assignment is due is too late.

Students are expected to adhere to the TJMS Academic Honesty Policy. See the TJMS Student Handbook for more information. Any attempt to cheat (either giving the assignment or taking it from someone else) or plagiarize work will be dealt with per the Jefferson Academic Honesty Policy.

The end of the year grade will be calculated on a 4.0 scale and be based on all four quarters.

# **Absences**

It is extremely important that students attend school regularly. Although one may be able to make up work that was missed, nothing can replace the learning that takes place in the classroom. Occasionally though, one may be sick, so if a student should miss a class, keep in mind that he or she has the responsibility to make up the work that was missed. Students must complete assignments and tests within the same number of days that were missed.

## Please check Ms. Negrete’s Canvas or StudentVue to view what was missed the day(s) of any absence and download materials that were passed out in class. If an item is not available, please have your student see me the day that he or she returns, and I will give a copy of the item. In addition to Canvas or StudentVue, students should also have a responsible classmate that he or she can talk to about the information that was missed in class.

**Procedures**

The following classroom procedures are important to having an organized and productive class.

* Asking a question
  + If you have a question about anything discussed in class, please raise your hand, see me after class, or e-mail me.
* Leaving the classroom
  + Occasionally, you may need to leave the room to go to the bathroom, your locker, or the water fountain. You will need to use one of the provided passes that is appropriate to your destination.
  + If this privilege is abused, you will not be able to leave class.
* Seeking extra help
* If you do not understand something, please arrange for a time to come and see me during the day or before/after school.
* I want you to be successful in my class*. I am more than willing to help you in any way, you just have to ask.*

**Classroom Expectations**

* Respect the rights and properties of others.
* Cooperate with teachers and classmates.
* Carry out basic student responsibilities.

Consequences for not following the classroom expectations could include a verbal warning, classroom detention, referral to the office, and/or parental notification.

## Contact Information

If you have any questions, please feel free to contact me at **lauren.negrete@apsva.us**.