

# Read Write Listen Speak

Welcome to 7<sup>th</sup> Grade English!

Mr. Milillo

mmilillo@3villagecsd.org



Welcome to P.J. Gelinas Junior High School! English 7 Honors is the next step on your lifelong journey as a reader and a learner. This year we, as a class, will work together to meet new challenges and experience wonderful literature from around the world. The following information will describe the requirements and expectations for our class this year. The course will culminate with a final examination.

## English 7 Honors Grade Calculation

Your final grade for this class will be an average of the four quarter grades and the final examination grade. Each of these grades will account for 20% of your final grade.

## English 7 Honors Maintenance Criteria

You must maintain an *overall average of 90 or better by the 15<sup>th</sup> week of school* to remain in the honors program.

## English 7 Regents Coursework

The following titles are *some* of the works we will be studying throughout the year:

### **Thematic Units:**

*Finding Our Voices and Telling Our Stories*

*Developing Values and Cultivating Growth*

*As the World Changes Us, We Change the World*

*Facing Challenges and Taking a Stand*

### **Core Texts:**

*A Christmas Carol* by Charles Dickens

*The Witch of Blackbird Pond* by Elizabeth George Speare

*The Monsters Are Due on Maple Street* by Rod Serling

*The True Confessions of Charlotte Doyle* by Avi

*A Long Walk to Water* by Linda Sue Park

*Lyddie* by Katherine Paterson

“Seventh Grade” by Gary Soto

“A Day’s Wait” by Ernest Hemingway

“Annabel Lee” by Edgar Allan Poe

“Miracles” by Walt Whitman

## Grading Policy:

**Summative Assessments - 40%**

-Tests, Writing Assignments, Projects, Presentations, etc.

## **Formative Assessments - 50 %**

-Quizzes, Reading Checks, Journals, Drafts, Outlines, Participation, Classwork, etc.

## **Homework - 10%**

### **Literature:**

Students will always have a reading assignment. The 7<sup>th</sup> grade curriculum includes assigned class novels and various independent reads. There is often a free read assignment each quarter which requires a type of project/report. Information regarding the specific reports will be announced in class. Students will be given time to read their free choice book (depending on the genre for that quarter) and then be given due dates for specific projects. The majority of free choice reading assignments will be completed at home while class time will be devoted to shared literature. More information regarding how to complete these specific reports will be posted online as well as taken home.

In addition to free choice reads, we read a multitude of short stories, poems, and plays from our literature textbook, *Mirrors and Windows*. (Please see the first page for a sampling of literary works.) Students will also be starting to learn and review literary terms for the ELA. There are often frequent quizzes based on the assigned reading and writing projects.

### **Writing:**

During the year, students write extensively from journal entries to essays to formal reports. Thus, students will learn to write in various formats (narratives, journals, poems, essays, stories, etc.) and write for different purposes (analytical, persuasive, and expository writing). We begin by writing a six sentence paragraph and advance to writing a comprehensive 5 paragraph essay. Students will come to understand the writing process as a whole: prewriting, drafting, revising, proofreading, and editing. Although this prepares us for the ELA assessment, writing also helps prepare students for the rigors of high school and future AP classes.

### **Vocabulary and Grammar:**

Vocabulary is presented both through the literature and nonfiction texts we read in class. The vocabulary is extracted directly from the literature we read in class and will be integrated into quizzes and tests. Additionally, students will be integrating the language of the text into their analytical writing to expand their personal vocabulary.

Moreover, grammar is a very crucial element of the course as well. By exercises throughout the year, students will understand the importance of using correct punctuation, capitalization, and spelling in their writing. Students will utilize transition words and advance to writing compound/complex sentences in order to make their personal writing style more sophisticated.

## **Student Expectations**

### **Classroom Rules:**

- Be respectful of everyone in the classroom
- When the bell rings, please be in your seat, sitting quietly, with your binder out
- Maintain *neat and organized* notes (I reserve the right to check your notes)

- Bringing a **charged** Chromebook to class each day is part of participation and preparedness

**Materials:**

- 1 marble notebook
- 1 two pocket folder
- 1 pack of post-it notes
- Pens, pencils, highlighters
- Chromebook and charger

**Major Assignments:**

Major assignments (writing or projects) are **due at the beginning of class**. Because our major assignments are so important for this class, there is a strict lateness policy. Major assignments that are late will receive a 5-point penalty each day. After eight days, the highest grade that can be issued is a 65.

**Attendance:**

Each student is responsible for all material and assignments presented in class, and is expected to maintain regular attendance at all class sessions. If absent for any reason, it is *your* responsibility to see me about making up missed work and completing it. On the day you return, be prepared to hand in any assignments you might have missed or take any missed quizzes. If you were not able to complete an assignment, make sure you have a note from your parent or guardian. If you plan on going on vacation, please see me beforehand. In addition, music lessons are not an excuse for taking a test or quiz late. This also goes for homework. Before going to your lesson, stop in class first and get all assignments. Know your due dates. It is the responsibility of the student to get the assignments and make up any missed work.

**Homework/ Unprepared for Class:**

Homework is due on the assigned day *at the beginning of class*. If there is a legitimate reason as to why your homework isn't done, please bring in a note. Some homework assignments *cannot* be made up, so be sure to write down all homework and assignments in your planner. Please remember that reading assignments are just as important as written assignments. You are responsible for the reading and will be held accountable.

**Google Classroom:**

We will be using Google Classroom as our digital classroom. All assignments, review sheets, and materials from class will be posted in the appropriate section for your class. This means that even if you are absent one day, you will be able to access the materials from class. Additionally, we will be using Google Classroom and Google to collaborate on assignments both in school and at home. Students can access their period by going to the following website: [www.classroom.google.com](http://www.classroom.google.com)

**Class Participation:**

Each student is expected to contribute positively to the learning environment of the English classroom. Contributing your own thoughts and ideas (in a respectful manner) to classroom discussions is not only an exciting way to learn about differing viewpoints and perspectives but it will also enhance your overall learning experience! Please bring a **charged** Chromebook each day.

**Classroom Protocol:**

Bring a *charged* Chromebook to class every day; I recommend bringing your charger to school every day as well. When using the bathroom, please sign out in the notebook in the front of the class and take the hard pass with you. Only one student at a time will be allowed to use the bathroom. ***Most importantly, class is dismissed by the teacher and not by the bell.*** Do not leave your seat the instant the bell rings. Please see the district's code of conduct regarding phones.

**Textbook:**

Every student will be given access to a copy of the *Mirrors and Windows* textbook and access to the digital version of the textbook at [emc.bookshelf.emcp.com](http://emc.bookshelf.emcp.com). You do not need to bring this back to school until the end of the school year. There will be textbooks available in class in addition to the digital version.

**Grades:**

Grades will be posted as soon as possible to view on the Parent Portal. Please allow extended time for long term assignments such as essays and quarterly projects. Remember to begin major assignments early to be able to complete these assignments on time!

**Extra Help:**

Need a little extra help? Want to go over an upcoming assignment? Confused with the day's lesson? I'm here to help! Please let me know if you want to set up an extra help session, and we will arrange a time to do so.

**Contact Information**

If you need to get in contact with me, my email is [mmilillo@3villagecsd.org](mailto:mmilillo@3villagecsd.org). Please do not hesitate to reach out to me if you have any questions or concerns. I am here to help you with any problems that come up during the year. My door is always open.

I look forward to a great year!

Mr. Milillo

[mmilillo@3villagecsd.org](mailto:mmilillo@3villagecsd.org)

# Read Write Listen Speak

Welcome to 9<sup>th</sup> Grade English!

Mr. Milillo

mmilillo@3villagecsd.org



"The mind is not  
a vessel to be  
filled, but a fire

"Education is the most  
powerful weapon  
which you can use to  
change the world."  
**Nelson Mandela**

This year we will continue exploring fiction and non-fiction works, including short stories, novels, drama, mythology, legends/folktales, poetry, and informational texts. We will discuss and discover diverse themes such as the inevitability of fate, the forcefulness of love, the power of cunning over strength, the pitfalls of temptation, the deceptiveness of appearances, and the coexistence of good and evil. In addition to exploring literature, there will also be a large emphasis placed on the writing process and the new essay format on the Common Core English Regents. Students will spend time drafting, revising, and sharing their pieces both formally and informally. This course will culminate in a final exam.

## English 9 Regents Grade Calculation

Your final grade for this class will be an average of the four quarter grades and the final examination grade. Each of these grades will account for 20% of your final grade.

*English 9 grades are recorded on your transcript for college admission. This class is for one (1) high school credit with final grades appearing and counting towards the overall high school transcript GPA. New York State enforces an "attendance for credit" policy that states that if a student misses more than 21 classes during the school year, he/she may not receive credit for taking the class.*

## English 9 Regents Coursework

The following titles are *some* of the works we will be studying throughout the year:

### **Thematic Units:**

*Social Justice and Taking a Stand*

*Choices and Consequences*

*Universal Struggles Embodied in Literature*

*Reconciling the Individual to Societal Expectations*

### **Core Readings:**

"The Cask of Amontillado" by Edgar Allan Poe

"The Most Dangerous Game" by Richard Connell

"The Gift of the Magi" by O. Henry

"The Necklace" by Guy de Maupassant

"The Scarlet Ibis" by James Hurst

*To Kill a Mockingbird* by Harper Lee

*Speak* by Laurie Halse Anderson

Excerpts from *The Odyssey* by Homer (translated by Robert Fitzgerald)

*Romeo and Juliet* by William Shakespeare

Other Selected Literary and Informational Works Chosen by the English Department

Various Independent Reading Novels by Student Choice and Genre

### **Grading Policy:**

#### **Summative Assessments - 40%**

-Tests, Writing Assignments, Projects, Presentations, etc.

#### **Formative Assessments - 50 %**

-Quizzes, Reading Checks, Journals, Drafts, Outlines, Participation, Classwork, etc.

#### **Homework - 10%**

### **Literature:**

Students will always have a reading assignment. The 9<sup>th</sup> grade curriculum includes assigned class novels and various independent reads. There is often a free reading assignment each quarter which requires a type of project or report. Information regarding the specific reports will be announced in class. Students will be given time to read their free choice book (depending on the genre for that quarter) and then be given due dates for specific projects. The majority of free choice reading assignments will be completed at home while class time will be devoted to shared literature. More information regarding how to complete these specific reports will be posted online as well as taken home.

In addition to free choice reads, we read a multitude of short stories, poems, and plays from our literature textbook, *Prentice Hall Literature*. Students will also be starting to learn and review literary terms for the final examination. There are often frequent quizzes based on the assigned reading and writing projects.

### **Writing:**

During the year, students write extensively from journal entries to essays to formal reports. Thus, students will learn to write in various formats (narratives, journals, poems, essays, stories, etc.) and write for different purposes (analytical, persuasive, and expository writing). We begin with essay structure and advance to writing complex, multi-paragraph essays. Students will come to understand the writing process as a whole: prewriting, drafting, revising, proofreading, and editing. Although this prepares us for the final examination, writing also helps prepare students for the rigors of high school and future AP classes.

### **Vocabulary and Grammar:**

Vocabulary is presented both through the literature and non-fiction texts we read in class. The vocabulary is extracted directly from the literature we read in class and will be integrated into quizzes and tests. Additionally, students will be integrating the language of the text into their analytical writing to expand their personal vocabulary.

Moreover, grammar is a very crucial element of the course as well. By exercises throughout the year, students will understand the importance of using correct punctuation, capitalization, and spelling in their writing. Students will utilize transition words and advance to writing compound/complex sentences in order to make their personal writing style more sophisticated.

**Class Participation:**

Each student is expected to contribute positively to the learning environment of the English classroom. Contributing your own thoughts and ideas, in a respectful manner, to classroom discussions is not only an exciting way to learn about differing viewpoints and perspectives but it will also enhance your overall learning experience!

**Classroom Protocol:**

Bring a *charged* Chromebook to class every day; I recommend bringing your charger to school every day as well. When using the bathroom, please sign out in the notebook in the front of the class and take the hard pass with you. Only one student at a time will be allowed to use the bathroom. ***Most importantly, class is dismissed by the teacher and not by the bell.*** Do not leave your seat the instant the bell rings. Please see the district's code of conduct regarding phones.

**Textbook:**

Every student will be given a physical copy of the *Mirrors and Windows* textbook and access to the digital version of the textbook at [emc.bookshelf.emcp.com](http://emc.bookshelf.emcp.com). You do not need to bring this back to school until the end of the school year. There will be textbooks available in class in addition to the digital version.

**Grades:**

Grades will be posted as soon as possible to view on the Parent Portal. Please allow extended time for long term assignments such as essays and quarterly projects. Remember to begin major assignments early to be able to complete these assignments on time!

**Extra Help:**

Need a little extra help? Want to go over an upcoming assignment? Confused with the day's lesson? I'm here to help! Please let me know if you want to set up an extra help session, and we will arrange a time to do so.

**Contact Information**

If you need to get in contact with me, my email is [mmilillo@3villagecsd.org](mailto:mmilillo@3villagecsd.org). Please do not hesitate to reach out to me if you have any questions or concerns. I am here to help you with any problems that come up during the year. My door is always open. I cannot wait to begin an exciting new year with you at Gelinas Junior High School!

Mr. Milillo  
[mmilillo@3villagecsd.org](mailto:mmilillo@3villagecsd.org)

## Student Expectations

### Classroom Rules:

- Be respectful of everyone in the classroom
- When the bell rings, please be in your seat, sitting quietly, with your notebook out
- Maintain *neat and organized* notes (I reserve the right to check your notes)
- Carry an independent reading book with you at all times

### Materials:

- 1 marble notebook
- 1 two pocket folder
- 1 pack of post-it notes
- Pens, pencils, highlighters
- Chromebook and charger

### Major Assignments:

Major assignments (writing or projects) are **due at the beginning of class**. Because our major assignments are so important for this class, there is a strict lateness policy. Major assignments that are late will receive a 5 -point penalty each day. After eight days, the highest grade that can be issued is a 65.

### Attendance:

Each student is responsible for all material and assignments presented in class, and is expected to maintain regular attendance at all class sessions. If absent for any reason, it is *your* responsibility to see me about making up missed work and completing it. On the day you return, be prepared to hand in any assignments you might have missed or take any missed quizzes. If you were not able to complete an assignment, make sure you have a note from your parent or guardian. If you plan on going on vacation, please see me beforehand. In addition, music lessons are not an excuse for taking a test or quiz late. This also goes for homework. Before going to your lesson, stop in class first and get all assignments. Know your due dates. It is the responsibility of the student to get the assignments and make up any missed work.

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### Google Classroom:

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AIS Literacy  
Mrs. Bostwick & Mrs. Costello  
[abostwic@3villagecsd.org](mailto:abostwic@3villagecsd.org)

**Course Description:**

This program serves as a support service for students needing extra assistance in the development of language arts skills. The support is provided in a small group setting every other day (A day or B day). In the Literacy class, students will receive explicit instruction about comprehension strategies, word study, vocabulary and fluency.

**Classroom Expectations:**

- BE ON TIME
- SHOW RESPECT to all teachers and all students.
- PERSONAL use of electronic devices IS NOT PERMITTED in this classroom. Online instruction will be directed by the teacher via chromebooks.
- Chromebook must be in class, fully charged, every day.
- Earbuds are required for every class. A mouse is optional if you wish to use one.
- Masks must be worn; social distance procedures must be obeyed.

**Assessment**

Students will take the AimsWeb reading assessment 3x/year (September, January, May). The information obtained is used to inform instruction, and can be used to inform personal independent reading choices. These scores, along with classroom performance, and quarterly grades in the core academic courses are used as criteria when making recommendations for AIS placement.

**Online tools that may be utilized:**

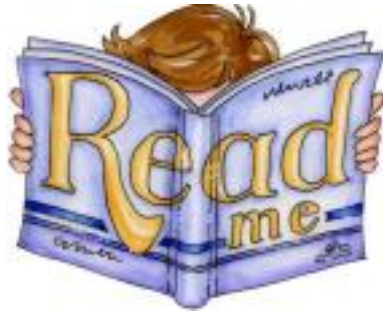
- Google Classroom
- Kami
- Screencastify
- PearDeck
- GoGuardian
- Nearpod
- EdPuzzle
- Kahoot!

**Instructional Materials that may be utilized:**

- Leveled Literacy Intervention texts
- CommonLit.org
- Scholastic Classroom Magazines
- iReady
  
- Newsela.com
- ReadWorks.org

**Grading:**

This is a pass/fail class. Grading will be based upon all reading and writing tasks completed within class periods. Be sure to come to class prepared to work!



# Read. Think. Listen. Speak. Write.

**Welcome to 8<sup>th</sup> Grade Honors English!**

**Ms. Gobetz**

[bgobetz@3villagecsd.org](mailto:bgobetz@3villagecsd.org)

Welcome to your second year at Gelinas Junior High School! This is your first year as an upperclassman. As an eighth grader, you have great potential to make a difference in this school, for this year marks your rise to the role of leader and role-model for the students in the grade below you. For this reason, much of our curriculum this year will center on the power to make a difference and contemplation of the injustices in our present and past. We will explore the genres of poetry, non-fiction, fiction, drama, short story, and personal narrative. You will take on the role of researcher as you dive into multicultural literature and begin to understand how attitude, perseverance, and the willingness to stand up for what you believe in can change our future. You will learn about yourself and the world around you through process journal writing, in which we will draft, revise, re-revise, edit, and publish, and you will develop skills in informational, argumentative, narrative, and creative writing. At the same time, you will consider and expand your knowledge of vocabulary, grammar, and punctuation in context. Throughout this year, you will take on the role of an experienced scholar with the ability to control your own growth and development. Together, we will strive to become better readers, writers, speakers, thinkers, and listeners, but most importantly, we will strive to become more compassionate and understanding individuals.

**Studied Literature May Include:**

*Mirrors and Windows* (Class Textbook)

- “Thank You, Ma’am,” Langston Hughes
- “Flowers for Algernon,” Daniel Keyes
- “All Summer in a Day,” Ray Bradbury
- “The Tell-Tale Heart,” Edgar Allan Poe
- “The Raven,” Edgar Allan Poe
- Selected poetry and non-fiction

*The Diary of Anne Frank*, Anne Frank

*Night*, Eli Wiesel

*Eyes Wide Open*, Paul Fleischman

*The Narrative Life of Frederick Douglass*, Frederick Douglass

*The Pearl*, John Steinbeck

*A Midsummer Night’s Dream*, William Shakespeare

*The Legend of Sleepy Hollow*, Washington Irving

*The House on Mango Street*, Sandra Cisneros



### Class Materials

~~ 1 one-inch binder (or *clearly separated* section of a multi-subject binder) ~~

~~ Lined loose leaf paper ~~

~~ Pens and #2 pencils ~~

~~ 3 highlighters ~~

### Departmental Grading Policy

Summative Assessments: 40%

- May include: Tests, Writing Assignments, Projects, Presentations, etc.

Formative Assessments: 50%

- May include: Quizzes, Reading Checks, Journals, Drafts, Outlines, Peer Responses, Participation, Classwork, Text-based Questions, etc.

Homework: 10%

- May include: Chapter Reading Questions, Vocabulary, Annotations, Reader Response Questions/Prompts, Reflections, Anticipation Guides, etc.

\*\*No grade will count for more than 20% of a single quarter GPA. Quarters themselves will each count for 20% of a student’s final grade, with the final exam making up the final 20%.\*\*

\*\* The purpose of formative assessment is to monitor student learning and provide ongoing feedback to help students identify their strengths and weaknesses.

In doing so, students can improve their skills over time to be better prepared for the summative assessment.\*\*

\*\* The goal of summative assessment is to evaluate student learning at the end of an instructional unit against a rubric.\*\*

### **Honors Maintenance Criteria**

For honors English, you will need to maintain an average grade of a *90 or higher*. This means that each quarter, your grade should be a 90 or above, but it *DOES NOT* mean that a single quiz or test grade below this benchmark will lead to you being dropped out of honors. It is your overall progress and growth on which you should focus.

### **Plagiarism and Academic Integrity**

The Gelinas Junior High School English Department has a strict policy regarding plagiarism. Students are expected to produce original work for all assignments and to use MLA style to credit all sources cited in their writing. Recycling your own work, copying other students' work, and copying online material are all forms of plagiarism.

Consequences may include reduction in grade, re-writing the assignment, or other outcomes as deemed appropriate. Academic dishonesty will be reported to the Dean of Students and a parent/guardian will be notified. Please refer to the Board of Education policy regarding plagiarism.

### **Late Work Policy**

This year, you will be asked to submit most work through Google Classroom. Each assignment will have a pre-assigned due date that you will be able to clearly see both within the assignment details on Google Classroom, as well as on the Parent Portal.

The grade for work that is submitted late will be reduced five points for each day that it is late, up to a maximum of a 20 point deduction from points earned. A note on I-Campus: An "M" entered in I-Campus denotes that the assignment has not been received by the due date. I-Campus automatically averages an M as a zero. Consider the M a placeholder, and a warning that, should that assignment not be turned-in, the quarter grade will be negatively impacted.

Students who miss a test or quiz due to an excused absence are required to make up the assessment in the Testing Center. Students/parents should contact the teacher if they experience circumstances that prevent them from meeting the course's expectations.

### **Homework Lateness Policy**

There is a moderate amount of written homework in English. It is always relevant to the lesson and will be checked for completion and reviewed at the beginning of the next day's class. As such, it is in the best

interest of the student to make every effort to complete the homework in a timely manner. Homework that is neat, complete, and mostly accurate will receive full credit. Homework that is not completed on time may be made up for half credit. Homework that is missed due to absence may be made up for full credit.

Most importantly, though, remember that *ALL* late work is accepted. It will **NEVER** hurt your grade to turn in work. Unsubmitted work receives a 0. Late work receives a grade, even if points are deducted.

### Chromebook Policy

Chromebooks are an excellent resource, which we will be using almost everyday. Therefore, the expectation is:

1. ... You bring your Chromebook to school **everyday**.
2. ... It is ***charged enough for use***.
3. ... You ***bring the charger***.
4. ... You have only ***class-specific tabs*** open.
5. ... You bring ***headphones*** that work with your device.

For full participation credit each day, you must follow these guidelines.

### Questions or Concerns?

Please know that my main concern is that I am able to help you achieve all that you want to do this year, personally and academically, and that you feel comfortable and confident in asking for help to do so. If you ever have a question or are struggling to meet a due date while at home, sick, or away, please feel free to email me at [bgobetz@3villagecsd.org](mailto:bgobetz@3villagecsd.org) or communicate with me through the private comments on Google Classroom. To do this most effectively, I advise downloading the Google Classroom App for assignment, due date, and comment notifications from me. I recognize that events happen in our lives that sometimes make getting work in difficult. I am *always* open to hear your concerns!

## Extra Help

If you miss a class due to absence, music lessons, or sickness, please know that it is your responsibility to check in with me in order to get what you missed. I would love to meet with you for extra help in order to do this or to provide an opportunity for you to ask additional questions even if you were present in class. Upon your request, I offer **extra help period 6 and after school** in our classroom (room 111). However, if you cannot make either of those times, please let me know; I will always work with you to arrange an appointment that fits into your schedule.

As a final note, please be mindful of **Google Classroom announcements** advertising optional extra help sessions before tests, quizzes, and major assignment due dates.

## Classroom Rules

Ms. Gobetz — English 8H

### Cell Phone Policy

As you most likely know, our school district has a policy in which cell phones are allowed in class only at the discretion of the teacher. As we will be using Chromebooks with internet access daily in this classroom, you should not have any need for your cell phone. Therefore, please keep phones in your backpack and out of sight *at all times*. Even if you are not using it, having your phone on your desk may be tempting or distracting to you and others if it buzzes or rings. For more information regarding our school cell phone policy, please refer to the Code of Conduct on the school website, and, of course, please let me know if you have any extenuating circumstances or specific concerns.



### Additional Expectations

1. Respect is the number one rule. You should be respectful of your peers, your teacher, and yourself at all times. This means treating those around you as you would want to be treated, keeping unnecessary or hurtful comments to yourself, and listening to all instructions and comments of your teacher and your peers.
2. Be prepared. Make sure to bring all necessary materials to class (**especially your CHARGED Chromebook**) so that you can get the most out of our limited time together.
3. Be on time. You should be inside or walking into the classroom when the bell rings. Lateness will disrupt your peers and your own learning and could result in detention.
4. Food and drink: Water is always permitted in class, but food this year will

not be permitted due to health and safety precautions. If you truly need to eat, though, please come and talk to me privately.

5. Chromebooks are allowed for **academic purposes ONLY**. Using YouTube, social media, or playing a game during class time will prevent you from paying attention; therefore, GoGuardian will be monitoring and recording all Chromebook activity throughout the lesson.
6. Make the most of your time in class. Although extra help will be offered regularly, we only have a limited amount of time together. Please use that time to your own benefit, so that you can learn as much as possible and have what everyone here at Gelinas hopes will be a successful, inspiring, and fun second year of junior high school.

If you or your parents have any questions or concerns about these rules or about anything throughout the year, please feel free to reach out to me at [bgobetz@3villagecsd.org](mailto:bgobetz@3villagecsd.org). I am always available to talk via email, the phone, or in person. I'm looking forward to a great year, and I hope you are as well!

**PLEASE RETURN TO MS. GOBETZ BY WEDNESDAY, SEPTEMBER 15th**

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Using Kami, please sign below.

I have read the description and requirements for Ms. Gobetz's 8H English class, and I agree to follow the guidelines listed above.

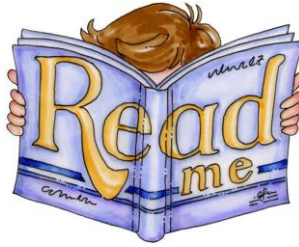
Student's Name \_\_\_\_\_

Date \_\_\_\_\_ Parent / Guardian's Signature

\_\_\_\_\_ Date \_\_\_\_\_







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Ms. Gobetz

[bgobetz@3villagecsd.org](mailto:bgobetz@3villagecsd.org)

Welcome to your second year at Gelinas Junior High School! This is your first year as an upperclassman. As an eighth grader, you have great potential to make a difference in this school, for this year marks your rise to the role of leader and role-model for the students in the grade below you. For this reason, much of our curriculum this year will center on the power to make a difference and contemplation of the injustices in our present and past. We will explore the genres of poetry, non-fiction, fiction, plays, short stories, and personal narratives. You will take on the role of researcher as you dive into multicultural literature and begin to understand how attitude, perseverance, and the willingness to stand up for what you believe in can change our future. You will learn about yourself and the world around you through the process of journal writing, in which we will draft, revise, re-revise, edit, and publish, and you will develop skills in informational, argumentative, narrative, and creative writing. At the same time, you will consider and expand your knowledge of vocabulary, grammar, and punctuation in context. Throughout this year, you will take on the role of an experienced scholar with the ability to control your own growth and development. Together, we will strive to become better readers, writers, speakers, thinkers, and listeners, but, most importantly, we will strive to become more compassionate and understanding individuals.

## Studied Literature May Include:

*Mirrors and Windows* (Class Textbook)

- “Charles,” Shirley Jackson
- “Thank You, Ma’am,” Langston Hughes
- “Flowers for Algernon,” Daniel Keyes
- “All Summer in a Day,” Ray Bradbury
- “Cub Pilot on the Mississippi,” Mark Twain
- “The Adventures of the Speckled Band,” Sir Arthur Conan Doyle
- “The Tell-Tale Heart,” Edgar Allan Poe
- “The Black Cat,” Edgar Allan Poe
- “The New Colossus,” Emma Lazarus
- “If I Can Stop One Heart from Breaking,” Emily Dickinson
- Excerpt from *Travels with Charley*, John Steinbeck
- “Mrs. Flowers” excerpt from, *I Know Why the Caged Bird Sings*, by Maya Angelou



- *The Diary of Anne Frank*, Frances Goodrich and Albert Hackett
- Roll of Thunder, Hear My Cry* - Mildred Taylor
- The Outsiders*, S.E. Hinton
- Eyes Wide Open*, Paul Fleischman
- The Narrative Life of Frederick Douglas*, Frederick Douglas
- The House on Mango Street*, Sandra Cisneros
- Supplemental Nonfiction

## Class Materials



~~ 1 one-inch binder (or *clearly separated* section of a multi-subject binder)

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~~ Lined loose leaf paper ~~

~~ Pens and #2 pencils ~~

~~ 3 highlighters ~~



## Departmental Grading Policy

Summative Assessments: 40%

- May include: Tests, Writing Assignments, Projects, Presentations, etc.

Formative Assessments: 50%

- May include: Quizzes, Reading Checks, Journals, Drafts, Outlines, Peer Responses, Participation, Classwork, Text-based Questions, etc.

Homework: 10%

- May include: Chapter Reading Questions, Vocabulary, Annotations, Reader Response Questions/Prompts, Reflections, Anticipation Guides, etc.

\*\*No grade will count for more than 20% of a single quarter GPA. Quarters themselves will each count for 20% of a student's final grade, with the final exam making up the final 20%.\*\*

\*\* The purpose of formative assessment is to monitor student learning and provide ongoing feedback to help students identify their strengths and weaknesses.

In doing so, students can improve their skills over time to be better prepared for the summative assessment.\*\*

\*\* The goal of summative assessment is to evaluate student learning at the end of an instructional unit against a rubric.\*\*

## Late Work Policy

This year, you will be asked to submit most work through Google Classroom. Each assignment will have a pre-assigned due date that you will be able to clearly see both within the assignment details on Google Classroom, as well as on the Parent Portal. Late and incomplete work will be labeled as such; however, *ALL* late work is accepted.

Summative/Formative Work: For any *major* assignments turned in late, 5 points will be taken off per day, but no score lower than a 55 will be given on an assignment that has been turned in, even if late.

Homework Grade: For homework, grades will be given out of 10 points. If your homework is late but complete, it will receive a score of 7/10. However, if the homework is something that we have gone over in class and filled in together, it may only receive a 5/10.

The key here is that even though work turned in *on-time* will be the *most beneficial* for grade maintenance, it will **NEVER hurt** your grade to turn in work. Unsubmitted work receives a 0. Late work receives a grade, even if points are deducted.

## Chromebook Policy

At this point, you should have all received your own school-appointed Chromebook. These devices are an excellent resource, which we will be using everyday. Therefore, the expectation is:

1. ... You bring your Chromebook to school **everyday**.
2. ... It is ***charged enough for use***.
3. ... You ***bring the charger***.
4. ... You have only ***class-specific tabs*** open.
5. ... You bring ***headphones*** that work with your device.

For full participation credit each day, you must follow these guidelines for Chromebook use.



## Questions or Concerns?

Please know that my main concern is that I am able to help you achieve all that you want to do this year, personally and academically, and that you feel comfortable and confident in asking for help to do so. If you ever have a question or are struggling to meet a due date while at home, sick, or away, please feel free to email me at [bgobetz@3villagecsd.org](mailto:bgobetz@3villagecsd.org) or communicate with me through the private comments on Google Classroom. To do this most effectively, I advise downloading the Google Classroom App for assignment, due date, and comment notifications from me. I recognize that events happen in our lives that sometimes make getting work in difficult. I am *always* open to hear your concerns!

## Extra Help



If you miss a class due to absence, music lessons, or sickness, please know that it is your responsibility to check in with me in order to get what you missed. I would love to meet with you for extra help in order to do this or to provide an opportunity for you to ask additional questions even if you were present in class. Upon your request, I offer **extra help period 6 and after school** in our classroom (room 111). However, if you cannot make either of those times, please let me know; I will always work with you to arrange an appointment that fits into your schedule

As a final note, please be mindful of **Google Classroom announcements** advertising optional extra help sessions before tests, quizzes, and major assignment due dates.

## Testing

Students will be taking the AIMSWEB online reading level test three times throughout the school year. This is an ungraded assessment of an individual's reading comprehension, vocabulary, silent reading ability, and general skill level. This test will be used as a means to gauge student progress throughout the year; however, the scores will **not** be averaged into any student's overall GPA. Please feel free to contact me or the English Department Chairperson, Michelle Hanczor, if you have any other specific questions pertaining to this non-grade bearing assessment.

## Classroom Rules

Ms. Gobetz — English 8R

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## Cell Phone Policy

As you most likely know, our school district has a policy in which cell phones are allowed in class only at the discretion of the teacher. As we will be using Chromebooks with internet access daily in this classroom, you should not have any need for your cell phone. Therefore, please keep phones in your backpack and out of sight *at all times*. Even if you are not using it, having your phone on your desk may be tempting or distracting to you and others if it buzzes or rings. For more information regarding our cell phone policy, please refer to the Code of Conduct on the school website, and, of course, please let me know if you have any extenuating circumstances or specific concerns.



## Additional Expectations

1. Respect is the number one rule. You should be respectful of your peers, your teacher, and yourself at all times. This means treating those around you as you would want to be treated, keeping unnecessary or hurtful comments to yourself, and listening to all instructions and comments of your teacher and your peers.

2. Be prepared. Make sure to bring all necessary materials to class (**especially your CHARGED Chromebook**) so that you can get the most out of our limited time together.
3. Be on time. You should be inside or walking into the classroom when the bell rings. Lateness will disrupt your peers and your own learning and could result in detention.
4. Food and drink: Water is always permitted in class, but food this year will not be permitted due to health and safety precautions.. If you truly need to eat, please come and talk to me privately.
5. Chromebooks are allowed for **academic purposes ONLY**. Using YouTube, social media, or playing a game during class time will prevent you from paying attention; therefore, GoGuardian will be monitoring and recording all Chromebook activity throughout the lesson.
6. Make the most of your time in class. Although extra help will be offered regularly, we only have a limited amount of time together. Please use that time to your own benefit, so that you can learn as much as possible and have what everyone here at Gelinas hopes will be a successful, inspiring, and fun second year of junior high school.

If you or your parents have any questions or concerns about these rules or about anything throughout the year, please feel free to reach out to me at [bgobetz@3villagecsd.org](mailto:bgobetz@3villagecsd.org). I am always available to talk via email, the phone, or in person. I'm looking forward to a great year, and I hope you are as well!

**PLEASE RETURN TO MS. GOBETZ BY WEDNESDAY, SEPTEMBER 15th**

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**Directions:** Using Kami, please sign below.

I have read the description and requirements for Ms. Gobetz's 8R English class, and I agree to follow the guidelines listed above.

Student's Signature \_\_\_\_\_

Date \_\_\_\_\_

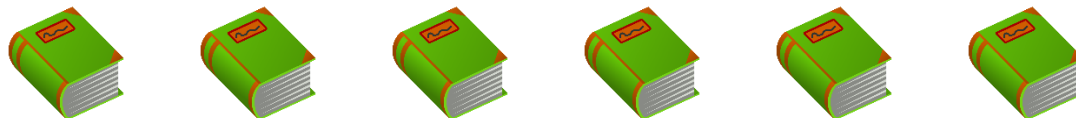
Parent / Guardian's Signature \_\_\_\_\_

Date \_\_\_\_\_



### 8103 English 8 Honors

*The English 8 Honors course is designed for those students who have demonstrated exceptional ability in reading, vocabulary, grammar, research, writing, and listening skills. In addition to grade level expectations, students will be expected to engage in challenging reading assignments and articulate their views in well-developed essays, research assignments, and oral presentations.*



**Welcome to 8th grade Honors English! This outline will provide highlights of the course and important details in terms of grading and class policies.**

#### **Materials needed for our class:**

1 3-ring binder with folder

Loose-leaf paper

pens/pencils/highlighter

Textbook: **Mirrors & Windows Level III** EMC Publishing-online text will be available

**Chromebook-be prepared with charged chromebook, charger, and headphones/earbuds that are compatible with your Chromebook  
Google Classroom Account--class code --will be emailed or shared on the first day.**

This year, we will continue to strengthen reading comprehension by closely reading challenging texts and practicing how to independently navigate through new readings. We will be thinking and speaking about the following central themes: ***Culture, Belonging and Identity, Cultivating Empathy, Choices and Outcomes, and Struggles Against Society.***

#### **Central Texts:**

**The Outsiders** S.E Hinton

**The House on Mango Street** Sandra Cisneros

**The Diary of Anne Frank**

**The Pearl** John Steinbeck

**The Legend of Sleepy Hollow** Washington Irving

**A Midsummer Night's Dream** William Shakespeare

**Short story/poetry selections including works by** Edgar Allan Poe, Daniel Keyes, Arthur Conan Doyle, Ray Bradbury, Langston Hughes, Robert Frost, Walt Whitman, Emily Dickinson

**Articles, Non-Fiction selections, film, and independent book selection**

We will further our understanding of the writing process and respond in different genres of writing, including ***literary essays, position/argument papers, reader response, creative writing and poetry, and investigative journalism.*** Students will be asked to collaborate often and share writing pieces.

We will build vocabulary and strengthen grammar skills, view and perform Shakespeare, and take an in-depth look at some author/poets' lives. Students will also conduct research, create and respond through multi-media platforms, and participate in group and individual presentations. Our study of poetry will include creative staging and performance. There will also be quarterly independent reading assignments this year.

**40% Summative Assessments**

Tests, Writing Assignments, Projects, Presentations, etc.

**50% Formative Assessments**

Quizzes, Reading Checks, Journals, Drafts, Outlines, Participation/Classwork, Text-based Questions, etc.

**10% Homework**

Chapter Reading Questions, Vocabulary, Annotations, Reader Response Questions/Prompts, Reflections, etc.

· If homework is missed it will be accepted late for partial credit. It will be marked missing “M” in gradebook until made up

· Major assignments handed in late will be subject to -5 pts. each day late

<b>Quarter 1</b>	<b>20%</b>
<b>Quarter 2</b>	<b>20%</b>
<b>Quarter 3</b>	<b>20%</b>
<b>Quarter 4</b>	<b>20%</b>
<b>Final Exam</b>	<b>20%</b>

**\*\*\*Honors Criteria:** Students must achieve a grade point average of 90 or above by the 15th week and maintain this average for the duration of the school year

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**Parent Signature** \_\_\_\_\_



*Course Description: The English 9 Honors course is designed for those students who have demonstrated exceptional ability in reading, vocabulary, grammar, research, writing, and listening skills. Students will be expected to engage in challenging reading assignments and articulate their views in well-developed essays, research assignments, and oral presentations.*



**Materials needed for our class:**

1 3-ring binder with folder

loose leaf paper

pens/pencils/highlighter

Textbook: Foundations of Language and Literature/Honors Pre-AP English

\_\_\_\_\_ Ed. Shea, Golden, Schulz

(students will receive online text access info. as well)

Chromebook-please bring charged every day

**Course Overview:**

Our study of fiction, non-fiction and poetry this year will enable us to see multiple perspectives, and in turn, grow our capacity for empathy and broaden our view of humanity. We will discuss how relationships influence us as people and how to better understand the perspectives of others. We will also uncover concepts/themes in classical works that transcend through time.

**Central Texts and Unit Highlights:**

**Short Stories**

“Lamb to the Slaughter” Roald Dahl

“The Cask of Amontillado” Edgar Allan Poe

“The Necklace” Guy DeMaupassant

“Two Kinds” Amy Tan

“The Scarlet Ibis” James Hurst

\*As an extension of our short story studies, students will compose text-based literary arguments centered around an original central idea.

Our study of **Homer’s “The Odyssey”** will help us understand how classical texts hold meaning and relevance in today’s world. Utilizing translations by Fitzgerald, Fagles, and Wilson, students will learn about epic poetry and its style, and write creatively and analytically about the text. We will extend our understanding of the epic through poems by Constantine Cavafy, Louise Gluck and Dorothy Parker, and connect to modern nonfiction articles. The unit will culminate with a viewing of Patrick Takaya Solomon’s documentary *Finding Joe* inspired by mythologist Joseph Campbell’s idea of the Hero’s Journey.

Our study of **The Tragedy of Romeo and Juliet by William Shakespeare** will expand students’ understanding of Shakespeare’s craft. In addition to studying Shakespeare’s life and theatre, we will read several of Shakespeare’s sonnets and perform scenes from Romeo and Juliet in self-selected acting groups. *Film versions (Baz Luhrmann, Franco Zeffirelli, and Carlo Carlei)* will be incorporated to further our appreciation.

Our **Harper Lee’s To Kill A Mockingbird** unit will be layered with a variety of non-fiction readings, connections to poetry, and group discussions. We will utilize Christopher Sergel’s script of To Kill A Mockingbird to re-enact scenes from Part Two of the novel.

This unit closes as students select their own issue for the **“Take A Stand” Research Project.**



All in all, we will work to strengthen reading comprehension by closely reading these challenging texts, and we will practice how to independently navigate through new readings. Over the course of every unit, we will further our understanding of the writing process and respond in different genres of writing, with a focus on text-based response. Grammar instruction and vocabulary acquisition will be done in context throughout the year. Preparedness and active participation is expected. All students in class should respect one another and contribute regularly in a positive way.

**Grading:**

**40% Summative Assessments**

Tests, Writing Assignments, Projects, Presentations, etc.

**50% Formative Assessments**

Quizzes, Reading Checks, Journals, Drafts, Outlines, Participation/Classwork, Text-based Questions, etc.

**10% Homework**

Chapter Reading Questions, Vocabulary, Annotations, Reader Response Questions/Prompts, Reflections, etc.

- If homework is missed it will be accepted late for partial credit. It will be marked missing “M” in gradebook until made up

- Major assignments handed in late will be subject to -5 pts. each day late

<b>Quarter 1</b>	<b>20%</b>
<b>Quarter 2</b>	<b>20%</b>
<b>Quarter 3</b>	<b>20%</b>
<b>Quarter 4</b>	<b>20%</b>
<b>Final Exam</b>	<b>20%</b>

**Honors Criteria:** students must maintain an average of 90 to remain in Honors class

**FINAL EXAM**

The course will culminate with a final exam similar to the NYS Regents Exam in English. It consists of multiple choice questions and a text-based written response essay.

**\*IMPORTANT REMINDER\***

English 9 grades are recorded on your transcript for college admission. This class is for one (1) high school credit with final grades appearing and counting towards the overall high school transcript GPA. New York State enforces an “attendance for credit” policy that states that if a student misses more than 21 classes during the school year, he/she may not receive credit for taking the class.

Parent Signature \_\_\_\_\_ Date \_\_\_\_\_

Introduction to Public Speaking-2021-Fall  
Course Outline

Introduction

This course is designed for the emerging high school student interested in becoming a better speaker and presenter in academic and nonacademic settings. You will have many opportunities to sharpen your skills as a speaker in both formal and informal speaking modes. By the end of the semester, our hope is that you will feel more confident, poised and skilled as a presenter. A solid set of presentation skills is something that can help you distinguish yourself throughout your life.

Presentations

We will participate in various presentations throughout the semester. All are designed for you to improve as an academic and real world presenter. The following list of possibilities represents your opportunities for success:

- Discussion leading (individual and group)
- Effective reading/recitation
- Presenting a “pitch”
- Exposing an important issue/debate
- Presenting “on location”-outdoors/auditorium/other venues
- Effective use of media in presentation
- The testimonial-speaking at ceremonies

Skills

Our time together will allow development of an important skill set for all speakers.

We will work on the following essential components of effective public speaking throughout the semester:

- Projection
- Voice
- Speed/pacing
- Eye contact
- Body language
- Diction
- Poise

Assessment

Your grade each quarter will consist of major presentation assessments and a class work/participation grade. Each major assessment will consist of formative and summative elements to ensure your sound preparation and success. Students may enter the course as Honors or Regents level participants; assignments will vary accordingly.

The quarter grade breakdown is as follows:

<u>Class participation:</u>	<u>20%</u>
<u>Skills development and reflective process (formative):</u>	<u>20%</u>
<u>Major (summative) assessments:</u>	<u>60%</u>

Lateness Policy:

As per department policy, late work will be assessed a 5 point/day penalty. Let’s all try to be punctual.

Composite Grading

Your final grade in the course will be based on the following values:

Quarter 1:-      40%

Quarter 2:- 40%

Final Project:- 20%

Let's have a great semester together!

DSE

## **Mr. Elliot-9H: A Brief Outline 2021/2022**

Welcome to a year that I hope will be a very productive one for you as students and for us as a class. We have much to look forward to in terms of activities and getting to know each other. My major goals for the year are to help you become more astute users of the English language and to help you develop skills and insights for your active participation in your community.

### **First Quarter**

During the early months of the school year we will be exploring expository and analytical writing. We will look carefully at the craft of writing critical analysis, an essential skill for the emerging high school writer.

Our reading and viewing materials for the first quarter will include the following: *To Kill a Mockingbird*, selections from *The New York Times* and several short works of non-fiction. We will examine *To Kill a Mockingbird* for not only its tremendous literary accomplishments, but also its historical and current contexts. This great novel will also serve as our backdrop for vocabulary acquisition and early seminar discussions. We will engage in our first set of short presentations during the first quarter..

### **Second Quarter**

During the second quarter, we will study one of the most durable stories in Western Civilization, Homer's *The Odyssey*. Supplemental readings will be excerpts from Joseph Campbell's *The Power of Myth* and myths and legends from various cultures. We will take our formal writing up a notch here while writing critical analysis and using Campbell's ideas as our guide. In addition to Campbell, we will explore the genre of nonfiction through our independent reading.

Pecha Kucha presentations will be an exciting part of our work. Look them up-they are great vehicles for efficient and effective presentations.

### **Third Quarter**

The third quarter will revolve around our deeply involved civics unit. During this debate unit, you will have the opportunity to prepare arguments for simulated real-life proceedings. This activity will hone your skills in research, teamwork, clear writing and effective presentation. It is invariably an exciting and challenging way to elevate our level of discourse in the classroom.

We will also be reading our last novel of the year, which will be chosen from a list of several options.

### **Fourth Quarter (It will be here before you know it 😊)**

We will delve into Shakespeare's *The Tragedy of Romeo and Juliet* during this term. While the text will certainly present challenges, it will also give you a chance to explore writing formal poetry and performance. The play provides us with many excellent, fruitful learning opportunities.

Additionally, we will begin our preparations for the 9H final exam.

### **Final Exam**

Along with the rest of the ninth grade, you will be taking a final exam, a survey of the skills gathered throughout the course of the year. The exam is modelled on our current NYS Regents Exam in English.

### **Conventions**

Grammar instruction and vocabulary acquisition will be done in context at various points throughout the year. I will do my best to keep it relevant for you-I promise!

### **Participation**

Please remember that this class will only be as engaging as we make it with our open minds and willingness to support each other. We need listeners, speakers, and, above all, individuals committed to displaying respect for each other's ideas and accomplishments every day. We will not spend a great deal of time discussing rules and limits, but respect is non-negotiable, all of the time.

So-we stand on the threshold, ready to enjoy the year. Upon exiting in June, may you be better communicators, stronger readers, and more able to become active members in your community.

## Grades **\*IMPORTANT REMINDER\***

English 9 grades are recorded on your transcript for college admission. This class is for one (1) high school credit with final grades appearing and counting towards the overall high school transcript GPA. New York State enforces an "attendance for credit" policy that states that if a student misses more than 21 classes during the school year, he/she may not receive credit for taking the class.

Our maintenance criteria to remain in Honors is 85%. We will address the issue together if you are having difficulty holding this line.

### **Summative Assessments: 40%**

Tests, Writing Assignments, Projects, Presentations, etc.

### **Formative Assessments: 50%**

Quizzes, Reading Checks, Journals, Drafts, Outlines, Participation, Classwork, Text-based Questions, etc.

### **Homework: 10%**

Chapter Reading Questions, Vocabulary, Annotations, Reader Response Questions/Prompts, Reflections, Anticipation Guides, etc.

### **Composite Grading**

- 20%= 1<sup>st</sup> quarter
- 20%=2<sup>nd</sup> quarter
- 20%=3<sup>rd</sup> quarter
- 20%=4<sup>th</sup> quarter
- 20%=final exam

### **Extra Help:**

Extra help will be available during seventh period on A and B days. If these times do not work, you are welcome to make an appointment with me for lunch or in the morning. Before school is easily the least distracting and most productive time to meet with me. I am usually here by 7:00. You may also contact me electronically at [delliot@3villagecsd.org](mailto:delliot@3villagecsd.org) when necessary.

### **Late Policy:**

While doing homework in a timely fashion is certainly preferable and in your interest for success in the course, homework will be accepted late with a 10% deduction; if you would like to discuss submitting a late assignment at any time please see me and we can move forward.

Major assignments may be handed in late, but department policy is that they will be penalized 5 points per each school day late. Please explain any extenuating circumstances to me privately before the time the work is due in class. A minute before the bell rings is never a good time.

Looking forward to a healthy and productive year.  
DSE



**SYLLABUS – 2021-2022**  
Mrs. Hanczor – English 8 Honors  
Email: mhanczo1@3villagecsd.org

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**Reading:**

We will be reading a variety of genres this year. Major pieces to be read and studied will include but are not limited to:

- *The Pearl*
- *The Diary of a Young Girl* - Anne Frank
- *A Midsummer Night's Dream*
- "The Tell-Tale Heart"
- "All Summer in a Day"
- Nonfiction: Expository and personal essays, newspaper articles, biographies/autobiographies
- Poetry: Selected works

**Writing**

Writing will range from the creative to the analytical. Together we will learn about the writing process as we work cooperatively and individually to strengthen our writing skills. Ample time is provided to complete writing assignments. As such, work must be submitted on the date that it is due. The grade for work that is submitted late will be reduced five points for each day that it is late. As per the Three Village School's Code of Conduct, plagiarism is a serious offense which will result in disciplinary measures. Please refer to the Board of Education's policy on plagiarism for further information.

**Grammar, Vocabulary & Spelling**

Grammar, vocabulary, and spelling will be learned in context with our reading and writing curriculum.

**ASSESSMENTS**

I will be tracking your progress and achievements using all of the following: homework, class work, writing assignments, projects, quizzes, and tests. Each of these elements is an important part of your learning and your grade each quarter.

**PARENT PORTAL**

The dates of upcoming tests, quizzes, and major writing assignments will be posted on the parent portal for students and parents to view. Homework is posted on the board and it is the responsibility of the student to copy it down. Homework is also posted in Google Classroom.

**HOMEWORK AND CLASSWORK POLICY**

There is a moderate amount of written homework in English. It is always relevant to the lesson and will be checked for completion and reviewed at the beginning of the next day's class. It is in the best interest of the student to make every effort to complete the homework in a timely

manner. Homework that is neat, complete, and mostly accurate will receive full credit. Homework that is not completed on time may be made up for half credit. Homework that is missed due to absence may be made up for full credit. In addition to written assignments, there are often reading assignments that need to be completed at home. Please be advised that there may be unannounced quizzes based on the prior night's reading assignment.

Part of your classwork grade will be based on preparedness, including having all materials necessary for success: assigned books, binder, writing implement, and **a fully charged Chromebook**. If you are missing any of these necessary items, you are not set up for success and will therefore lose credit from your classwork grade.

## **GOOGLE CLASSROOM**

All students will join the online English classroom in Google Classroom. This may be accessed from any device with an internet connection. The agenda for our various units will be posted to this online classroom as well as the accompanying handouts. If a student is absent, they may check Google Classroom to get any missed work and handouts.

## **Grading Policy**

- Summative Assessments - 40%
  - Tests, Writing Assignments, Projects, Presentations, etc.
- Formative Assessments - 50%
  - Quizzes, Reading Checks, Journals, Drafts, Outlines, Participation, Classwork, Text-based Questions, etc.
- Homework - 10%
  - Chapter Reading Questions, Vocabulary, Annotations, Reader Response Questions/Prompts, Reflections, Anticipation Guides, etc.

## **EXTRA HELP SCHEDULE**

Extra help is available by appointment.

**\*\*Honors Criteria:** Please be aware that if you are in Honors English and do not maintain the minimum average of a 90, you may be asked to switch levels. You were placed in this class for a reason, and I expect that you are always prepared and always try your best. The class will move quickly, so please speak up if you are having a hard time with the course material.

## **Classroom Rules for Students**

1. Enter the class in an orderly fashion, sit down, copy your homework, and begin the warm-up activity.
2. Bring all necessary materials to class, **especially your charged Chromebook**.
3. You are responsible for any class work or assignments missed due to absence or lateness, or any other reason. You must take the initiative to find out what you missed, get the notes and handouts, and catch up on the reading. If you are going to be absent due to a music lesson, you must **personally inform me on the day of the lesson** and get any handouts. You will still be held accountable for all homework assignments.



4. Talk only when permitted. Be aware of the situation since quiet talking is allowed in some situations and speaking to the entire group without raising your hand may be allowed in others. In all cases, we will be courteous, attentive listeners.
  
5. Remain in your assigned seat unless you have permission to get up. Throw scraps away at the end of the period on your way out. Sharpen your pencil at the beginning of the period before the 2<sup>nd</sup> bell.
  
6. Other than water, no food or drink is allowed in class.
  
7. The pass is for emergency use only.
  
8. Always try your best!
  
9. Please wear your mask at all times. I will be giving mask breaks during class.

## **Classroom Expectations: The 6 P's of Success**

**Prompt** - Students are expected to arrive to class on-time. This means that students are seated with all materials when the bell rings.

**Prepared** - Students are to come to class each day prepared with course materials expected for learning. Students will NOT be permitted to return to his/her locker once the bell rings.

**Positive** - Students should welcome opportunities and challenges with an open mind.

**Productive** - Since class time is extremely valuable, students are to maximize learning time by staying on task. This also includes actively engaging in the lesson and assignments.

**Polite** - Respect the teacher, your peers, the learning process, and yourselves at all times.

**Passionate** - Don't be afraid to take risks, make mistakes, discover something unexpected, and create something to be proud of. We are all in this together!

I look forward to a great year!

**Ms. Hanczor**

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**Please read and sign by 9/17/2021**

**Student Signature** \_\_\_\_\_

**Parent/Guardian Signature** \_\_\_\_\_



# Gelinas Junior High School

## English 7

Ms. Hanczor/Ms. Levenson/Mrs. Giles

*Contact Information*

Email: mhanczo1@3villagecsd.org

Phone: 631-730-4700

English 7 is the bridge between the end of elementary school and the foundation for high school. This year we will be focusing on strengthening reading, writing, listening, and speaking skills. Throughout the year, we will be reading various forms of literature, including the novel, nonfiction articles, short stories, and poems. Much of the work will be done in class, however, students will be expected to complete some work at home and sometimes on the computer.

### **Course Policies:**

**Student Work:** Students will be expected to complete assignments outside of class time on a regular basis. All students are expected to read class material, think critically, and write effectively. Students are expected to use complete sentences, proper grammar, and correct spelling on every written assessment.

**Group Activities:** Students will be working in groups on a regular basis. Students will be expected to be active members of their group; participation points will be assessed accordingly.

**Absences:** If a student is absent, it is HIS/HER responsibility to make up any missed work.

**Independent Reading:** Students are expected to read chosen books outside of class. The more you read, the better your vocabulary and comprehension skills will become.

### **Technology in the Classroom**

Students are to bring charged Chromebooks to class every day.

### **Google Classroom**

**Google Classroom is an excellent tool in which the student and teacher can communicate. Assignments and handouts will be posted in Google Classroom.**

### **Homework**

Homework will consist of a variety of work including reading, writing, vocabulary, and any assignments not finished during class. Homework must be turned in on or prior to the period it is due. If you are absent when an assignment is due, it is due the next day. If you are absent the day an assignment is given, you will have the same amount of days to complete it as other students.

After that time has passed, the assignment will be considered late. Please be sure to write down all assignments in your planner.

**Major Assignments:** Because our major assignments are so important for this class, there is a strict lateness policy. Major assignments that are late will receive a **5-point penalty each day.**

**\*\*Extra help is available during 5th period. Please see one of us for a pass.**

<b>Class Materials</b> <ul style="list-style-type: none"><li>● Planner</li><li>● 1 marble notebook</li><li>● Blue or black pens</li><li>● Pencils with erasers</li><li>● Highlighters</li><li>● 1 folder<ul style="list-style-type: none"><li>● 1 spiral notebook</li></ul></li></ul>	<b>Grading Policy`</b> <p>Summative Assessments - 40% Tests, Writing Assignments, Projects, Presentations</p> <p>Formative Assessments - 50% Quizzes, Reading Checks, Journals, Drafts, Outlines, Participation, Classwork, Text-based Questions</p> <p>Homework - 10% Chapter Reading Questions, Vocabulary, Annotations, Reader Response Questions/Prompts, Reflections, Anticipation Guides,</p>
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## Classroom Expectations: The 6 P's of Success

**Prompt** - Students are expected to arrive to class on-time. This means that students are seated with all materials when the bell rings.

**Prepared** - Students are to come to class each day prepared with course materials expected for learning. Students will NOT be permitted to return to his/her locker once the bell rings.

**Positive** - Students should welcome opportunities and challenges with an open mind.

**Productive** - Since class time is extremely valuable, students are to maximize learning time by staying on task. This also includes actively engaging in the lesson and assignments.

**Polite** - Respect the teacher, your peers, the learning process, and yourselves at all times.

**Passionate** - Don't be afraid to take risks, make mistakes, discover something unexpected, and create something to be proud of. We are all in this together!

We look forward to a great year!

**Ms. Hanczor/Ms. Levenson/Mrs. Giles**

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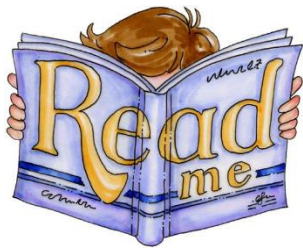
Please read, sign, and return by Friday, 9/17/2021.

Parent/Guardian \_\_\_\_\_

Date: \_\_\_\_\_

Student \_\_\_\_\_

Date: \_\_\_\_\_



# Read. Think. Listen. Speak. Write.

**Welcome to 8<sup>th</sup> Grade English!**

**Mrs. Candreva**

ccandrev@3villagecsd.org

Welcome to your second year at Gelinas Junior High School! This is your first year as an upperclassman. As an eighth grader, you have great potential to make a difference in this school, for this year marks your rise to the role of leader and role-model for the students in the grade below you. We will explore the genres of poetry, non-fiction, fiction, plays, short stories, and personal narratives. You will take on the role of researcher as you dive into multicultural literature and begin to understand how attitude, perseverance, and the willingness to stand up for what you believe in can change our future. Together, we will strive to become better readers, writers, speakers, thinkers, and listeners, but, most importantly, we will strive to become more compassionate and understanding individuals.

## **Departmental Grading Policy**

**There will be three categories that you will be graded on throughout the year.**

- **Summative Assessments**
  - Tests, Writing Assignments, Projects, Presentations, etc.
- **Formative Assessments**
  - Quizzes, Reading Checks, Journals, Drafts, Outlines, Participation, Classwork, Text-Based Questions, Charged chromebook
- **Homework**
  - Chapter Reading Questions, Vocabulary, Annotations, Reader Response Questions, Anticipation Guides

**In the event midyear assessments or Regents examinations are cancelled this year, the weight of each marking period will be adjusted accordingly.**

In addition to the above, no grade will count for more than 20% of a single quarter GPA. Quarters themselves will each count for 20% of a student's final grade, with the final exam making up the final 20%.

With regards to homework, students will be expected to complete homework assignments. If there is ever a question, they can check the student portal or email me at [ccandrev@3villagecsd.org](mailto:ccandrev@3villagecsd.org).

Homework turned in late will always be accepted for partial credit. For most assignments, 5 points will be taken off per day, and no score lower than a 55 will be given on a late but complete task.

## Chromebook Policy

You all have received a school-appointed chromebook. You will be required to have your chromebook **fully -charged** in class every day. If you do not have your chromebook and can not complete the assignment points will be deducted from your assignment.

## Studied Literature May Include:

*Mirrors and Windows* (Class Textbook)

- “Charles,” Shirley Jackson
- ““Thank You, Ma’am,” Langston Hughes
- “Flowers for Algernon,” Daniel Keyes
- “All Summer in a Day,” Ray Bradbury
- “The Adventures of the Speckled Band,” Sir Arthur Conan Doyle
- “The Tell-Tale Heart,” Edgar Allan Poe
- “The Black Cat,” Edgar Allan Poe
- Excerpt from *Travels with Charley*, John Steinbeck
- Selected poetry by Whitman, Hayden, Frost, Tennyson, Poe, Shakespeare, and Hughes
- Selected non-fiction
- *The Diary of Anne Frank*, Frances Goodrich and Albert Hackett

*The Outsiders*, S.E. Hinton

*Eyes Wide Open*, Paul Fleischman

*The House on Mango Street*, Sandra Cisneros

Supplemental Nonfiction

## Extra Help

If you miss a class due to absence, music lesson, or sickness, it is your responsibility to check in with me in order to get what you missed. In order to do this or to ask additional questions about material for which you were present, please note that I offer **extra help** upon request. Please know that I will always work with you to arrange an appointment that fits into your schedule.

# Read Write Listen Speak

Welcome to 9<sup>th</sup> Grade English!

Mrs. Candrea

ccandrev@3villagecsd.org

## **English 9 Regents Coursework**

The following titles are *some* of the works we will be reading.

### **Core Readings:**

“The Cask of Amontillado” by Edgar Allan Poe

“The Most Dangerous Game” by Richard Connell

“The Gift of the Magi” by O. Henry

“The Necklace” by Guy de Maupassant

“The Scarlet Ibis” by James Hurst

*To Kill a Mockingbird* by Harper Lee

*Speak* by Laurie Halse Anderson

Excerpts from *The Odyssey* by Homer (translated by Robert Fitzgerald)

*Romeo and Juliet* by William Shakespeare

Other Selected Literary and Informational Works Chosen by the English Department

Various Independent Reading Novels by Student Choice and Genre

### **Writing Pieces:**

Expository Writing

Persuasive Writing

Analytical Writing

Creative Writing

Poetry

Research Paper

Reflections

Reader Responses

Oral Presentations

## **Grading Policy:**

**There will be three categories that you will be graded on throughout the year.**

- **Summative Assessments**
  - Tests, Writing Assignments, Projects, Presentations, etc.
- **Formative Assessments**
  - Quizzes, Reading Checks, Journals, Drafts, Outlines, Participation, Classwork, Text-Based Questions, Charged chromebook
- **Homework**

- Chapter Reading Questions, Vocabulary, Annotations, Reader Response Questions, Anticipation Guides

The purpose of **formative assessments** is to monitor student learning and provide ongoing feedback. This will help improve your skills and to be better prepared for summative assessments.

The goal of **summative assessments** is to evaluate student learning at the end of each unit.

**You are required to have your chromebook charged and in class every day. This will count as a participation grade.**

**In the event midyear assessments or Regents examinations are cancelled this year, the weight of each marking period will be adjusted accordingly.**

#### **Writing:**

During the year, students write extensively from journal entries to essays to formal reports. Thus, students will learn to write in various formats (narratives, journals, poems, essays, stories, etc.) and write for different purposes (analytical, persuasive, and expository writing). We begin with essay structure and advance to writing complex, multi-paragraph essays. Students will come to understand the writing process as a whole: prewriting, drafting, revising, proofreading, and editing. Although this prepares us for the final examination, writing also helps prepare students for the rigors of high school and future AP classes.

#### **Major Assignments:**

Major assignments (writing or projects) are **due at the beginning of class**. Because our major assignments are so important for this class, there is a strict lateness policy. Major assignments that are late will receive a 5-point penalty each day. After four days, the highest grade that can be issued is a 65.

#### **Attendance:**

Each student is responsible for all material and assignments presented in class, and is expected to maintain regular attendance at all class sessions. If absent for any reason, it is *your* responsibility to see me about making up missed work and completing it. On the day you return, be prepared to hand in any assignments you might have missed or take any missed quizzes. If you were not able to complete an assignment, make sure you have a note from your parent or guardian. If you plan on going on vacation, please see me beforehand. In addition, music lessons are not an excuse for taking a test or quiz late. This also goes for homework. Before going to your lesson, stop in class first and get all assignments. Know your due dates. It is the responsibility of the student to get the assignments and make up any missed work.

***\*Because all work in 9<sup>th</sup> grade will be included on your college transcript, your attendance is vital to earning credit. New York State enforces an “attendance for credit” policy that states that if a student misses more than 21 classes during the school year, he/she may not receive credit for taking the class. Be sure to keep track of your absences to avoid any issues\****



**Google Classroom:**

This year we will be using Google Classroom as our digital classroom. All assignments, review sheets, and materials from class will be posted in the appropriate section for your class. This means that even if you are absent one day, you will be able to access the materials from class. Additionally, we will be using Google Classroom and Google Drive (formerly known as Google Docs) to collaborate on assignments both in school and at home. Students can access their period by going to the following website:

[www.classroom.google.com](http://www.classroom.google.com)

**Extra Help / Enrichment Talks:**

Need a little extra help? Want to go over an upcoming assignment? Confused with the day's lesson? I'm here to help! Please let me know if you want to attend extra help and I will arrange a time to do so and provide a pass for you.

**Contact Information**

If you need to get in contact with me, my e-mail is [ccandrev@3villagecsd.org](mailto:ccandrev@3villagecsd.org). Please do not hesitate to reach out to me if you have any questions or concerns. I am here to help you with any problems that come up during the year. My door is always open.