**Instructor:** Jonathan Bridges

**Email:** [bridges.jonathan@cusd80.com](mailto:bridges.jonathan@cusd80.com)

**Website:** [**https://www.cusd80.com/Domain/11505**](https://www.cusd80.com/Domain/11505)

**Room: J109**

**Course Description**

In this standards-based course, students will be exposed to a variety of literary and informational texts. These texts will act as a catalyst for developing critical thinking skills, a deeper understanding of literary conventions, and a refined sense of rhetoric. Students can expect a heavy emphasis on analysis and composition. The ultimate objective of each reading and writing assignment will be to develop students who are able to think deeply and communicate effectively.

Casteel High School is dedicated to incorporating the AZCCRS into the curriculum and increasing the rigor of our instruction.  You may visit the Arizona Department of Education website at [http://www.azed.gov/standards-practices/](http://www.azed.gov/standards-practices/%20) to view the standards.

**Supply List**

|  |  |  |
| --- | --- | --- |
| Pencils, Pens, and Highlighters | College-ruled composition notebook | Two-pocket folder |
| Laptop or Personal Device used for virtual instruction. | Headphones to listen to virtual lesson plans. | Personal reading book [to be brought each day to class] (not required until library orientation) |

**Class Literature** [subject to change]

Semester 1: MyPerspectives 7th Grade Edition, *Sorry Wrong Number*

Semester 2: MyPerspectives 7th Grade Edition, *The True Confessions of Charlotte Doyle* and *The Outsiders*

**Homework**

* Many assignments will be **typed**. In addition, many assignments will be submitted to Google Classroom **AND** printed for in-class discussions/evaluation (you may print in the Media Center, please plan ahead).
* Students can expect, at minimum, nightly preparation when a novel study is underway to effectively prepare for class discussions and to think critically.
* Students are expected to read at least **one novel**, appropriate for their grade-level and reading ability, **each semester**.
* Students should prepare for tests by studying the material independently (the time this takes will vary by student).

**Language Arts Jr. High Late Work Policy**

It is desired for students to turn in their assignments on time, however we understand that sometimes late work occurs. Below are the deductions for late assignments.

* Assignments turned in between 1-5 days late will receive a deduction of 20% to the grade earned
* Assignments turned in between late Day 6 and Progress Report/End of Quarter will receive a grade of 50%
* Assignments not turned in by Progress Reports/End of Quarter will earn a permanent zero

**Google Classroom and Absent Work**

An agenda of each class with attachments of any hand-outs, will be posted on Google Classroom each day. If you were absent and/or misplaced a hand-out, go online and print out a copy. Please come to class, following an absence, with all handouts printed. Please use Infinite Campus to identify missing work and print out copies from Google Classroom.

**Communication**

Students are encouraged and welcomed to address issues or concerns with me directly. Self-advocacy is an explicit skill that will be worked on in my class. While I do understand a need for teacher and parent communication in most instances, conversations should begin between teacher and student.

**Cheating and Plagiarism**

* Students who have copied the work of another student will receive a **zero** on that assignment. The student from whom the work was copied will receive equal consequences. More than one offense may result in a conduct referral.
* Plagiarism is defined in the student handbook as “copying the work of another person and submitting it as your own, obtaining unauthorized or undocumented material from the Internet or other sources, or securing teacher materials or work in a dishonest way are all considered cheating”. This will be taken very seriously; please refer to the handbook for specific consequences.

**Classroom Rules and Expectations**

|  |  |
| --- | --- |
| Student is in their seat, quiet and **prepared** to learn when the bell rings | Student is respectful to the teacher and classmates (verbal warning, lunch detention, parent contact) |
| Student has all of the necessary and required supplies | Students are expected to check the website for late/absent work and be proactive by taking responsibility for the work that they have missed. |
| Electronic devices are off or on silent, unless permitted for educational use. If a student is using technology inappropriately, they will receive consequences appropriate to the offense. | Personal reading book must be brought to class each day. |

**Technology**

With the 1:1 technology initiative, it is the responsibility of the student to bring their laptop to school everyday fully charged. Expectations for having your technology are the same as bringing a pencil to school every day. Students are always expected to have the correct school supplies.

**Discipline Protocol**

It is the expectation that students hold themselves to high standards. The teacher will address students who are not meeting these expectations. The standard progression for discipline:

* A warning
* A warning with a phone call
* a Parent-teacher conference
* A Referral

Our goal is to work with families to ensure that all students have a safe and focused learning environment.

**Attendance and Tardy Policy**

Students are expected to be in their seats when the bell rings and are ready to learn. The progression for excessive tardies/absences are as followed:

* A warning on the 1st and 2nd offense.
* The teacher will email, call home.
* Notify attendance interventionists and email/call home.
* On the 5th offense,the student will be referred to the attendance interventionist, who works with families and will assign saturday school if necessary
* Students are expected to make up any work they miss from being tardy/absent.
* Excessive tardies/absences can result in the loss of a credit for the course.
* Please refer to the student handbook when students are marked tardy/absent.

**Grading Scale**

* The English Department grades on a 40-40-20 scale each semester.

For example: Quarter 1’s average will contribute to 40% of the grade, Quarter 2’s average will contribute to 40%, and the final exam will contribute to 20%.

* Assignments will be entered in one of two categories: formative or summative. Formative is weighed at 40% and summative is weighed at 60%.

**Finals**

Finals will not be given early. Absent Students will receive a zero until they can schedule a time to take the final.

**Food & Drink Policy**

* + There is no food or drink allowed in the classroom except water.

**Media**

* + Throughout the year, we may watch video clips and/or listen to media that support our novel studies and curriculum.  This will also help to fulfill our standard:

**(9-10.RL.7): Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment.**

* + Some media may be rated NR, G, PG, or PG-13, yet all are connected to our required reading and educationally based. By signing below, you give consent for your student to participate in these viewing or listening activities throughout the school year.  Please email me with any questions or concerns.

**\*\*This syllabus is subject to change to meet the needs of this particular group\*\***

**7th Grade English Syllabus 2022-2023**

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**Room:** J109

Please sign below, indicating that you have read and understand the information presented in this syllabus.

Student Name Parent/Guardian Name

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Student Signature Date Parent/Guardian Signature Date

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