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| C:\Users\jsreyes\Desktop\GDOE logo.png | **LUIS P. UNTALAN MIDDLE SCHOOL**  256 Vietnam Veterans Memorial Highway  Barrigada, Guam 96913  SP12741 Griffin Mythical Creature Fantasy Silhouette ...(671) 300-2726  **COURSE SYLLABUS**  **School Year 2023-2024** | SP12741 Griffin Mythical Creature Fantasy Silhouette ...C:\Users\aaguerrero\Downloads\wildcat_logo_2020.jpg |

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| **Guam DOE Vision Statement**  *Every student: Responsible, Respectful, and Ready for Life* | **Guam DOE Mission Statement**  *Our Educational Community Prepares All Students for Life, Promotes Excellence, Provides Support* |
| **LPUMS Mission Statement**  *The Luis P. Untalan Middle School community will empower students with the knowledge that*  *will enable them to be competent, productive, and responsible citizens in our society.* | |
| **School-wide Learner Outcomes (SLOs)**  *W – World-class citizens C – Critical Thinkers*  *I – Information users A – Academic Achievers*  *L – Life-long learners T – Technology users*  *D – Decision makers S – Solution Seekers* | **School-wide Behavior Expectations**  *I will:*  ***C*** *– Care for my school.*  ***A*** *– Act responsibly.*  ***T*** *– Treat myself and others with respect.*  ***S*** *– Strive for excellence* |

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| **Teacher:** | Christian Gomez |  | **Course:** | 7th Grade Language Arts |
| **Email address:** | [cdgomez@gdoe.net](mailto:cdgomez@gdoe.net) |  | **Room:** | A124 |
| **Telephone:** | 671-300-2726 |  |  |  |

**Course Description:**

This seventh-grade language arts course focuses in improving the student’s knowledge and application in writing, reading, communicating, and critical thinking. The class will explore the various facets of the English language, such as

rules of grammar, analyzing sentence structures, understanding structures of texts, and learning how to

organize thoughts to write effectively. Students will practice writing as a process, will be taught strategies to

write various texts, and develop a distinctive writing voice.

**Course Priority Standards, Skills, or Topics (PSSTs):**

**1st Semester**

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| Standard | Description |
| PSST 1: Conventions of Standard English | [CCSS.ELA-LITERACY.L.7.2](http://www.corestandards.org/ELA-Literacy/L/7/2/) Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. |
| PSST 2: Conventions of Standard English | [CCSS.ELA-LITERACY.L.7.1](http://www.corestandards.org/ELA-Literacy/L/7/1/) Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. |
| PSST 3: Production and Distribution of Writing | [CCSS.ELA-LITERACY.W.7.5](http://www.corestandards.org/ELA-Literacy/W/7/5/) With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. |
| PSST 4: Narrative Writing | [CCSS.ELA-LITERACY.W.7.3](http://www.corestandards.org/ELA-Literacy/W/7/3/) Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. |
| ISTE Standard 1: Empowered Learner | Students leverage technology to take an active role in choosing, achieving, and demonstrating competency in their learning goals, informed by the learning sciences. |
| ISTE Standard 2: Digital Citizen | Students recognize the rights, responsibilities and opportunities of living, learning and working in an interconnected digital world, and they act and model in ways that are safe, legal and ethical. |

**2nd Semester**

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| Standard | Description |
| PSST 5: Research | [CCSS.ELA-LITERACY.W.7.7](http://www.corestandards.org/ELA-Literacy/W/7/7/) Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation. |
| PSST 6: Research | [CCSS.ELA-LITERACY.W.7.8](http://www.corestandards.org/ELA-Literacy/W/7/8/) Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation. |
| PSST 7: Presentation of Knowledge | [CCSS.ELA-LITERACY.SL.7.4](http://www.corestandards.org/ELA-Literacy/SL/7/4/) Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation. |
| PSST 8: Presentation of Knowledge | [CCSS.ELA-LITERACY.SL.7.5](http://www.corestandards.org/ELA-Literacy/SL/7/5/)  Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points. |
| PSST 9: Informative/ Explanatory Writing | [CCSS.ELA-LITERACY.W.7.2](http://www.corestandards.org/ELA-Literacy/W/7/2/) Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. |
| PSST 10: Argumentative Writing | [CCSS.ELA-LITERACY.W.7.1](http://www.corestandards.org/ELA-Literacy/W/7/1/) Write arguments to support claims with clear reasons and relevant evidence. |
| PSST 11: Comprehension and Collaboration | [CCSS.ELA-LITERACY.SL.7.1](http://www.corestandards.org/ELA-Literacy/SL/7/1/) Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly. |

**Textbook Utilized:**

* Carroll, Joyce Armstrong, et al. *Writing and Grammar.* New Jersey: Prentice Hall, 2008. Print.
* Foresman, Scott. *Everyday Spelling*. New Jersey: Savvas Learning Company, 2008. Print.

**Materials Required:**

* One composition notebook
* Black or blue pen & red pen
* Filler paper

**Websites Utilized:**

1. Schoology <http://www.schoology.com> A platform for student assignments and grades.
2. Quizizz: <https://quizizz.com/> –Provides student assessment and immediate feedback
3. IXL: <http://www.ixl.com> – Provides assignments with immediate feedback of their performance.
4. Quizlet: <https://quizlet.com/> – Study guides in forms of note cards and games to help retain information.
5. Classdojo: <https://www.classdojo.com/> – Tracks student points for performance, class participation, attendance, and good behavior.
6. Brain Pop: <https://www.brainpop.com/> – School-subscribed website that supplements lessons and provides students to self-assess.

**Grading Policy:**

Your academic performance will be assessed and reported using a standards-based grading (SBG) system. In this grading system, your grade is determined based on your performance and mastery on each priority standard using multiple types of artifacts/assignments, including class or homework assignments, quizzes, tests, projects, and/or presentations. You will have opportunities to show your mastery relative to the established proficiency scales. In most cases, I will provide the artifacts you need to complete and submit; however, if you believe you may perform at the proficient level at any time, you may be able to do so when given the opportunity. A proficiency scale is established for each priority standard. Your performance level is determined by the following:

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| **Level** | **Performance** | **Description** |
| **4** | **Exceeds Standard** | In addition to demonstrating understanding and mastery of standard, content knowledge, and skills, you go beyond what is explicitly taught or are able to apply the standard or skill to real world situations |
| **3** | **Proficient** | You demonstrate understanding and mastery of the standard, content knowledge, and skills. |
| **2** | **Approaching Proficiency** | You define and identify content knowledge or use skills alone but need help demonstrating full understanding of the standard. |
| **1** | **Needs Support** | Even with help, you have difficulty performing basic skills or defining content knowledge and are well below grade level standard. |
| **0** | **Unable to Perform** | Even with significant help, you are not able to perform any of the basic skills or define content knowledge. |
| **NE** | **No Grade /**  **No Evidence** | No Work or Not Enough Work was submitted to make a final determination on your performance. |

*NOTE: Increments of .5 may be used to recognize partial mastery of a level.*

**Grading conversion scale:**

The final/composite grade will be converted to a letter grade using the following conversion scale:

3.6 – 4.0   =  **A+** 3.0 – 3.5   = **A** 2.8 – 2.9   = **B+**  2.5 – 2.7   =  **B**

2.0 – 2.4   =  **C+** 1.5 – 1.9   =  **C** 1.0 – 1.4   =  **D** Below 1.0 =   **F**

**Semester Grades:**

Semester progress reports, or “point-in-time” evaluations, will be issued at the middle of each semester and will serve as only a progress grade. This Progress Report grade will be reflected as either:

* **Pass (P):** Enough evidence to determine passing
* **Not Enough Evidence (NE):** Not Enough Evidence to determine passing
* **No Grade (NG):** No contact with student or no evidence submitted.

This grade will remain until changed by teacher or school official and will NOT automatically convert to an “F” as per existing grading policy. Your semester grade (final grade) will be the average of your performance level of each of the PSSTs covered during each semester.

**Instructional Strategies Used in Class:**

-Graphic Organizers -Cooperative Learning

- Vocabulary Semantics Chart -Think, Pair, Share

- Storyboard/Flowchart -Reciprocal Teaching

- Basic Outline -Flexible/Strategic Grouping

- Four Square Writing -Homework and Practice

-Games -Journaling/Blogging

-Quizlet-Matching

-Quizizz Live

**Artifacts/Assignments:**

You are expected to complete and submit all artifacts to ensure I have an ample amount of your work to determine your level of proficiency for each PSST. Each of your assessments will serve as an artifact of your academic performance. If you are absent, you must still complete these artifacts and ensure you submit them. You will have two days upon your return from an absence to submit any that were issued during your absence. Thereafter, it will be considered as not being submitted timely. Again, you are still expected to complete and submit all artifacts.

**Citizenship and Life Readiness Skills:**

Your Citizenship and Life Readiness Skills mark will consist of the following criteria:

1. **Engagement:** You are expected to participate in class. You must actively engage in cooperative learning and whole class discussions and activities, ask and answer questions, and remain on-task.
2. **Organization and Planning:** You are expected to take and organize class notes, maintain a portfolio of handouts and returned artifacts, ensure you have adequate supplies and instructional materials to support your learning, and manages time effectively to meet deadlines.
3. **Completion and Submission of Assignments:** You are expected to submit assessments in a timely manner. Even if not submitted timely, you are still expected to submit all assessments. Although I will accept late work as artifacts of your performance, late submissions will negatively impact your citizenship.
4. **Conduct:** You are expected to comply with classroom behaviors. Receiving a discipline referral(s) will negatively impact your behavior score.
   1. Respect yourself, your classmates, and me
   2. Wear your school uniform or approved attire for the day
   3. Refrain from using electronic devices unless permitted for instructional purposes
   4. Do not consume food and/or beverages and chewing gum
   5. Profanity in any language will not be tolerated
   6. Follow all LPUMS rules and regulations
5. **Accountability:** You are expected to take responsibility for your actions. When you commit a rules infraction, whether in the classroom or around the school, you must accept the fault and make amends to remedy the situation, usually started by offering an apology and stating a means of ensuring it does not occur again.
6. **Attendance & Punctuality:** You are expected to attend classes to maximize your learning opportunity. If you are absent, you must provide a parent note or doctor’s note to excuse your absence. Absences of three or more consecutive days may only be excused using a doctor’s note. You are also expected to report to class on time. Habitual tardiness to class will negatively impact your citizenship as well as result in the submission of a discipline referral.

**Consequences**

Failure to comply with the behavior expectations will result in the following:

1. Verbal warning 3. Detention/Work Detail (in class)
2. Parent communication 4. Referral to Administrator

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| **Level/ points** | **Engagement** | **Organization and Planning** | **Assignment submission** | **Conduct** | **Accountability** | **Attendance and Punctuality** |
| **4** | Displays leadership, takes initiative, always prepared | All notes, handouts and artifacts are neatly maintained in a portfolio | All submitted early or timely | 0 minor offenses | Immediately accepts fault for his/her mistake without being asked | 0 unexcused absences or tardiness |
| **3** | Stays on task, participates as expected, almost always prepared | 90% or more of the notes, handouts and artifacts are neatly maintained in a portfolio | 90% or more of assessments submitted early or timely | 1–2 minor offenses | Is quick to accept fault for his/her mistake after being asked | 1–2 unexcused absences or 3-6 unexcused tardiness |
| **2** | Sometimes off task, participates occasionally, usually prepared | 70% or more of the notes, handouts and artifacts are neatly maintained in a portfolio | 70% or more of assessments submitted early or timely | 3 minor offenses | Eventually accepts fault for his/her mistake after being prodded several times | 3–5 unexcused absences or 7-15 unexcused tardiness |
| **1** | Off task often, hardly participates, mostly unprepared | Less than 70% of the notes, handouts and artifacts are maintained in a portfolio | Less than 70% of assessments submitted early or timely | 1 or more referrals to SSO | Doesn’t accept fault for his/her mistake even with prodding | 6 or more unexcused absences or 16 or more unexcused tardiness |
| **NE** | Not Enough Evidence, No Evidence, or No Effort | | | | | |

**Citizenship Rating:**

21 – 24 points = **E**xcellent 15 – 20 points = **S**atisfactory

9 – 14 points = **N**eeds Improvement < 9 points = **U**nsatisfactory

**Health Safety Precautions:**

* You are welcome to wear a face mask on campus.
* Practice frequent handwashing with soap and water. If soap and water are not available, use alcohol rub or hand sanitizer.
* Conduct a screening before you leave your house. If you feel sick, stay home.

**Parental Involvement:**

Parents, your involvement is critical to the academic and behavioral success of your child in school. It is my hope that you will provide a setting in the home for your child to complete his/her tasks. I trust that you will encourage your child to complete his/her tasks upon arriving home or at least prior to the next school day. I am seeking your support in encouraging your child to exhibit positive behaviors especially when your child is in school.

I will communicate with you especially when necessary relative to your child’s academic and behavioral progress in my class. I ask though that should concerns arise that you also communicate with me by calling the school at the number above or via my email address provided above.

Sincerely,

Christian Gomez

Approved ( )

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Dr. Jim S. Reyes, Assistant Principal

Curriculum and Instruction

Dear Parent/Guardian,

Please read through the syllabus carefully. Upon completion, please provide the following information and sign the document. Please have your child return the signed document.

Thank you.

Student name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Grade: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Mother’s name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Father’s name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Email: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Email: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Phone #: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Phone #: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Home address: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

By signing below, we, \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ and \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ hereby

*(Student)* *(Parent)*

understand the expectations of being successful in your class. Please note that the teacher reserves the academic right to modify the syllabus as needed to ensure the success of your child or if the pandemic condition changes.

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_

Student Signature Parent Signature Date

**MEDIA/PHOTO PERMISSION:**

By signing below, I, \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_, parent of \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_, do hereby grant authorization for Luis P. Untalan Middle School or media to take and use pictures and/or video of my child for educational purposes and/or for positive sharing in local media.

Parent’s Signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**PLEASE RETURN THIS PAGE AFTER COMPLETING ALL INFORMATION TO *(TEACHER NAME)*.**