

Groveton High School
65 State Street
Groveton, NH 03582
(603) 636-1619

August 29, 2017

Dear Parent(s) or Guardian(s),

Welcome to Groveton Middle School English Language Arts! Let me start by introducing myself; my name is Rachel Welch. I am originally from Baltimore, Maryland. I moved to the North Country thirteen years ago, and yes I am still adjusting to the harsh New Hampshire winters. I studied and earned my bachelor's degree in education at Plymouth State University. I currently live in Lancaster, New Hampshire with my husband, twelve year old daughter, and three year old son. Some of my hobbies include soccer, swimming, running, fishing, and of course a good book!

I am extremely excited and eager to educate your child in literacy throughout the school year. I believe it is important for teachers and parents to communicate and collaborate to ensure maximum academic success. You will find my classroom expectations and policies for the school year attached. Please read and discuss them with your child, then sign and return the bottom portion. Please make sure to retain the top portion for your records, as it contains my contact information. If you have any questions, comments, or concerns, please feel free to contact me directly, and I will gladly discuss them with you. I am looking forward to working with you and your child this school year.

Warmly,

Rachel Welch, B.S.Ed
English Language Arts 6-8
R_welch@sau58.org

I have read and discussed the English Language Arts Syllabus with my child.

Parent/Guardian signature

Date

Student signature

Date

Units of Study:

As you are aware, there are four quarters in our school year. Each unit is separated by the quarter. GHS English Language Arts Units are aligned with the Common Core State Standards. To learn more about the CCSS please visit <http://www.corestandards.org/>. The standards listed next to each unit in bold below are the priority and focus standards for the correlating unit.

Grade 6

Unit 1/Quarter 1: Fiction and Non-Fiction (**RI.6.1, 2, 6**) (**RL.6. 9**) (**W.6.1**)

Unit 2/Quarter 2: Short Stories (**RL.6. 2, 6**) (**W.6.3**)

Unit 3/Quarter 3: Types of Non-Fiction (**RI.6.8, 9**) (**W.6.9**)

Unit 4/Quarter 4: Forms of Fiction (**RL.6.1, 9**) (**W.6.2**)

Grade 7

Unit 1/Quarter 1: Forms of Prose- Nonfiction and Fiction (**RI.7.1, 2, 6**) (**W.7.1**)

Unit 2/Quarter 2: Elements of Short Stories (**RL.7.2, 6**) (**W.7.3**)

Unit 3/Quarter 3: Types of Non-Fiction (**RI.7.8, 9**) (**W.7.9**)

Unit 4/Quarter 4: Types of Fiction (**RL.7.1, 9**) (**W.7.2**)

Grade 8

Unit 1/Quarter 1: Types of Non-Fiction (**RI.8.8, 9**) (**W.8.9**)

Unit 2/Quarter 2: Short Stories (**RL.8.2, 6**) (**W.8.3**)

Unit 3/Quarter 3: Investigations/Research (**RI.8.1, 2, 6**) (**W.8.2**)

Unit 4/Quarter 4: Forms of Fiction (**RL.8.1, 9**) (**W.8.1**)

Expectations:

All students are expected to adhere to all rules and policies stated in the student handbook. Every student deserves to learn in an environment that is free from distractions. Students are expected to actively participate daily in class, as the foundation of this class is to enhance literacy through reading, writing, critical thinking, and collaboration with classmates.

Students are expected to respect our school and fellow classmates. Students are also expected to keep the classroom, desks, and floors clean and return any used books or materials to their proper place.

Grading Policy:

Students will demonstrate their achievement of the standards through a variety of assignments and assessments which will be graded. Grades will consist of guided practice, vocabulary/quizzes, and essays/tests. Students will be graded using both formative and summative assessments during the nine week grading period. Formative assessments (Guided Practice) may include, but are not limited to:

- ❖ Bell Ringers
- ❖ Exit Tickets
- ❖ Journal Jots
- ❖ Writing Prompts
- ❖ Critical Responses
- ❖ Oral Discussions
- ❖ Oral Presentations
- ❖ Grammar Exercises
- ❖ Steps of the Writing Process

Formative assessments are designed to track and gauge the understanding of the standards through guided practice.

Summative assessments (Vocabulary/Quizzes & Essays/Tests) may include, but are not limited to:

- ❖ Spelling Definitions
- ❖ Spelling Definitions
- ❖ Weekly Journals
- ❖ Literature Assessments
- ❖ Formal Papers
- ❖ Culminating Projects
- ❖ Post Unit Assessments

Summative assessments are designed to display mastery of the standards in individual student performance and skill.

Student grades can be accessed by using our online grading portal, MMS. It is strongly recommended that all parents set up an account in order to actively follow and track student grades in this course. In order to create an account, please visit <https://www.mms694.org/MMSG24/default.aspx?ReturnUrl=%2fMMSG24%2fparent%2f>.

Grades are determined by using a percentage system. Each graded assignment will receive a grade determined on the total points possible for the category. Final grades will be determined by using the percentage system below.

<u>Category</u>	<u>Percent</u>
Guided Practice	30%
Vocabulary/Quizzes	30%
Essays/Tests	40%

Retakes:

Students are encouraged to retake or revise graded assignments/assessments if they score a 75% or lower. Students can earn total points possible back depending on their performance. Students are responsible for setting up dates and times to retake assignments/assessments. Retakes will only be available within a one week timeframe. It is the teacher's discretion to use the same assignment/assessment or an alternative assignment/assessment.

Students may be asked to redo assignments, quizzes, and tests if the teacher deems it is necessary to enhance daily instructional process.

Please note that the redo policy does not apply to weekly spelling assessments and definitions. Both of these assignments are summative assessments and weighted at 30%. If a student is absent for a spelling test, they must hand in the definition sheet the day they return to school and have one week to schedule the makeup spelling test. Definitions will be collected by me the day of the test. If a student does not have their weekly definitions at the time of collection, they will receive a zero in the grade book and will not be allowed to make up the assignment. It is imperative that students complete the definition sheet before the test to receive credit and be successful on the spelling test. Also, students should be studying nightly for their weekly spelling assessment.

Missing/Late Assignments:

It is the student's responsibility to gather any and all missing work due to absences. Students who were absent should ask for their missing work at the end of the class period; students will have two days to turn in work for every day they were excused absent. If a student has incurred multiple missing assignments and needs copies or handouts, they should use their school assigned Google account to e-mail me a list that requests all missing work. I will then hand them a stapled packet of their work upon arrival to my class the next day. Students will have one week

to submit late work before receiving a zero for the assignment. Students are encouraged to complete all missing or late assignments in a timely fashion.

The Social Studies and English Department have teamed up to promote and monitor quality writing across the curriculum. Students will complete journals weekly for two weeks and then have the third week off- this is referred to as a journal cycle. If students have completed journals on time, the third week serves as a break. However, if students did not complete all journals from the previous two weeks, they are encouraged to use the third week to submit their missing journal(s) in order to avoid a zero in the gradebook. A question is posted on Google Classroom on Monday and students are given until Friday to complete the response using the journal rubric that is available online. Once a new cycle starts, students will be given a zero for all missing or unsubmitted journals from the previous cycle.

Classroom Library:

Our middle school English classroom library carries over 550 texts and is available to all students who wish to check out a book for independent reading. Students are expected to care for texts and treat them with respect. Students will be responsible to bring their library book to class on assigned weekly book check days (every Monday). This check-in will monitor progress of reading and condition of the library book. Students must return books within a two month time period from the original check out date; this ensures students will have multiple opportunities to read a variety of texts. If a book is considered damaged or unreturned to the classroom library, the student is responsible to pay the current retail value of the book and any shipping charges that apply.

Needed Materials for English: Please purchase by Tuesday, September 5, 2017

- ❖ 1 ½ inch three ring binder
- ❖ 5 dividers labeled:
 - Bell Ringers
 - Guided Practice
 - Vocabulary
 - Notes
 - Formal Papers
- ❖ Lined paper
- ❖ Pencils
- ❖ Extra erasers
- ❖ Highlighters (yellow, orange, pink, blue, green)
- ❖ Colored pencils
- ❖ 100 White lined index cards