Dear Parent or Guardian,    
  
I want to take this opportunity to introduce myself and express my excitement about working with your child this year. I love teaching 7th Grade Language Arts because I am passionate about Literature. I also love teaching, because I care deeply about each of my students and their success. I believe students can grow and develop academically and socially by collaborating and cooperating with their peers. They will also grow socially and academically by analyzing/applying the many topics/issues/ideas that will arise from the texts we will cover in class. The main goal of my course is to cover the fundamentals of grammar/writing and have students learn and think critically about authors’ use of literary elements throughout various literary genres. Over the course of this year, we will work on improving the students’ reading comprehension, writing, and analysis skills.   
  
Additional information about the class is provided on the attached syllabus. Please read that syllabus and sign the detachable portion on the bottom of it in order to indicate your understanding and support of the classroom system. There is also space provided for you to express any questions, concerns, and/ or comments. Students should return that portion to me.  
  
Also note that if you ever have any comments, questions or concerns, I am available for phone calls and meetings (by appointment please) each day before and after school. To schedule a meeting, you may contact me via chera.bleau@myoneclay.net or (904) 336-5175 (ext. 65215).  
  
I am excited about working with your child. I welcome questions and/or comments, and am looking forward to a great year!  
  
Sincerely,

Chera Bleau  
8th Grade Language Arts

**Language Arts**

**8th Grade**

**Course Syllabus**

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| --- | --- |
| ***Teacher:*** | Mrs. Chera F. Bleau |
| ***Course Title:*** | Language Arts |
| ***Location:*** | Room 33 (8th Grade Hall) |
| ***Required Text:*** | * McDougal Littell *Literature* * McDougal Littell *Word Wise* * McDougal Littell *Critical Analysis* |
| ***Electronic Resources:*** | <http://www.classzone.com> (online textbook)  [www.quill.org](http://www.quill.org) (Bell work)  <http://classroom.google.com> (online assignments) |
| ***Telephone:*** | (904) 336-5175 ext. 65215 |
| ***Email Address:*** | cfbleau@OneClay.net |
| ***Website:*** | Http://cfbleau.weebly.com |
| ***Tutoring Availability:*** | 8 a.m. – 9 a.m. or directly after school  (by appointment only) |
| ***Interims:*** | Tues., Sept. 13/ Tues., Nov. 8/ Thur., Feb. 9/Tue., May 2 |
| ***Report Cards:*** | Fri. Oct. 14/Wed., Jan. 11/Fri., Mar. 31/ Thurs., June 15 |
| ***Required Supplies:*** | * 1-inch 3 Ring Binder w. Pockets , * Loose Leaf Notebook Paper (spiral paper will not be accepted) * 5 Dividers * Pens (Blue and Black) * No. 2 Pencils * Highlighters * Composition Notebook * 3 pronged folder with pockets |

**Course Description:**

The purpose of this course is to provide grade 7 students, using texts of high complexity, integrated language arts study in reading, writing, speaking, listening, and language for college and career preparation and readiness.

#### **GENERAL NOTES**

The content will include the following:

* active reading of varied texts for what they say explicitly, as well as the logical inferences that can be drawn
* analysis of literature and informational texts from varied literary periods to examine:
  + text craft and structure
  + elements of literature
  + arguments and claims supported by textual evidence
  + power and impact of language
  + influence of history, culture, and setting on language
  + personal critical and aesthetic response
* writing for varied purposes
  + developing and supporting argumentative claims
  + crafting coherent, supported informative/expository texts
  + responding to literature for personal and analytical purposes
  + writing narratives to develop real or imagined events
  + writing to sources using text- based evidence and reasoning
* effective listening, speaking, and viewing strategies with emphasis on the use of evidence to support or refute a claim in multimedia presentations, class discussions, and extended text discussions
* collaboration amongst peers

**Grading Policy:**

In this class, grades will be calculated using the following categories and weights:

Homework 10%

Participation: 10% (Bell Work)

Class work: 35%

Tests: 45%

**Homework**: Students will be reading/analyzing informational text packets for homework. This homework is completed online. If you do not have access at the internet at home, I will provide a paper copy.

**Class work**: These assignments are completed in class and may be graded for accuracy.

**Quizzes:** We will have a vocabulary quiz, on average, once every two weeks. The day before the quiz I will be playing Vocabulary Bingo with my students as a fun test preparation tool.

**Tests**: This is work the student creates to demonstrate mastery of a standard or standards. These assignments may take only a class period or several weeks (as a project). They are graded for accuracy or according to a rubric that the student receives prior to completing the work. I include one alternative assessment (such as a poster, poem or an assessment that is not a written exam) each quarter. I feel this breaks up the monotony of written tests and allows students (especially those with different learning styles) to be creative.

The letter grades will be determined by the grading system in the student handbook.

90-100…A

80-89…B

70-79…C

60-69…D

Below 60…F

**Late Work and Make-up Work:**

Students are expected to complete assignments on time. In the event that a student is absent, they are to see the “Make-Up Station” in our classroom to see and obtain the work they missed. They are then given one week from the date of absence to turn in the assignments. Any missed work turned after the week given OR any work turned in late which the student was PRESENT for will incur a 40% deduction.

**Classroom Rules and Consequences:**

Our rules to come soon! I like to have my students create our rules together so that we can discuss why they are necessary and so that they will take ownership of the establishment of such rules.

In accordance with school policy, the following system of strikes will be implemented:

Strike 1: In class punishment (change seat, verbal warning, etc.)

Strike 2: In house “Control” used and Parent contacted by phone and “Control” sheet.

Strike 3: 30 minute teacher detention

Strike 4: Discipline Referral sent to administration

\*\*Strikes will start over at the beginning of each nine weeks.

**Positive Reinforcement:** I use a token-reward system with my students for good conduct and exceptional displays of character values and academic achievement. Students are given tickets whenever they are being caught doing the above described positive behaviors and for passing Accelerated Reader quizzes on books in the media center. The student then writes his/her name on the ticket and turns it in. I pull one name per period, per week, for an incentive. This is either a free homework pass, 5 points on a test or a trip to my treasure drawer. I feel it necessary to positively reward students verbally and physically to keep the students motivated to achieve academically.

#### **\* Accommodations & Modifications for Students with Disabilities:**

*We recognize and accept our obligation under the Americans with Disabilities Act of 1990 and the Rehabilitation Act of 1973,* Accommodations & Modifications for Students with Disabilities *to provide reasonable accommodations to qualified disabled students in all school activities. For further information, please contact* ***Ms. Larianne Stutts,*** *GCSJH ESE Support Facilitator at 529-2140.*

*Please detach the portion below and send in with your student*

*--------------------------------------------------------------------------------------------------------------------------*

I, \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_, parent/guardian of \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_, understand and support the educational and behavioral guidelines as set forth by Mrs. Bleau for my student’s 8th Grade Language Arts class.

Signature Date

Questions:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Concerns:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Special Needs or Comments:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_