

**English 7 Syllabus 2017-2018**  
**Ms. Elizabeth Sharrock Room J102**  
**Kea'au Middle School**  
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**“The strongest principle of growth lies in human choice.”**

**George Eliot**

**Course Description:**

Welcome to Ms. Sharrock's English class! This course is focused on improving analytical reading and writing skills. In addition, we will concentrate on speaking and listening, collaboration, inquiry, and responsible technology use. Finally, I aim to help students become organized for success throughout the rest of their school career. These skills will prepare students for college and career readiness. We will use the state sponsored SpringBoard curriculum and I will modify it, as I deem necessary, in order to keep students engaged and rigorously learning. In general, students will complete two major projects per quarter with other fun assignments and activities sprinkled in. We will read Edward Bloor's Tangerine, and other meaningful texts from a variety of genres. Students' writing will include various lengths and modes (narrative, expository, and argumentative) throughout the year. Let's make good choices and have a great year!

**Required Materials (these must be brought with you to class each day):**

- (1) Notebook or Binder with paper
- (2) Pencil or pen
- (3) Your school planner
- (4) Composition Book

**School-Wide Classroom Expectations**

Here at Kea'au Middle School, all students are expected to practice demonstrating safe, respectful and responsible behaviors in all settings. My classroom will be safe, respectful and responsible as it is my duty to ensure students quality education.

**Classroom Procedures:**

\*This year, our class will meet three times a week. The first class will be 45 minutes long and the other two will be 85 minutes long. Each week students have about 5 assignments that will go in the grade book. Twice, every quarter, there will be a big project (usually an essay) due. In addition, students are to be reading independently, outside of class. All classroom activity will be posted on google classroom for students and parents to access. I can meet with students and guardians before or after school if I am given advance notice. The more involved guardians are with students' education, the more efficiently the classroom procedures will run. Please look over the basic guidelines of class, below.

(1) **Attendance:** Without regular attendance, it will be extremely difficult to do well in this course. After three absences, I will make a phone call home or try to reach guardians by other means. Chronic absences will be tracked and given to administration for further follow up.

(2) **Tardies:** Attendance is always taken at the start of class. **Students must be in their assigned seat when the bell rings.** If a student chooses to stand out in the hallway or walk through the door after the bell rings, the student will be recorded as tardy. After every 3<sup>rd</sup> tardy, I will make a phone call home to notify guardians of the disruption.

(3) **Starting Class:** Students enter my room quietly and walking. When the bell rings, I expect to see students in their **assigned seats** with hats and sunglasses off and **uniform on**. On your desk, should be a pencil or pen, your planner, and your binder or notebook. The agenda and learning target will be posted each day and you are required to make note of homework and deadline dates in your planner.

Students should then silently begin the independent writing warm up in their composition books. This “do now” exercise will be posted on the board in the same place every day.

**(4) Turning in Homework:** All homework assignments are due at the start of class unless otherwise instructed. You may turn in all assignments into the appropriate TURN IN BIN (*not my hand, my desk, or your desk, or any other place please*). Homework is not to be completed during class time unless I specify otherwise.

**(5) Food & Drink:** The only beverage students may consume in the classroom is water. Eating, snacking, bringing leftover lunch food, or drinking non-water beverages is not permitted. If students have extreme cases of hunger that are preventing them from being productive in class, I sometimes provide occasional access to small snacks like peanut butter crackers or cheese crackers. They should be eaten quickly, without disrupting the natural flow of class. Scheduled classwide activities and/or events may be a time for class to share food, as well. **Please make note to me if the student has food allergies.**

**(6) Bathroom & Water:** Use the bathroom and get water before coming to class. In an emergency, a bathroom/water pass may be issued and student must sign out on the clipboard by the door. Repeated requests to use the bathroom or get water are not recommended and may lead to loss of privileges for future passes. No passes will be issued in the first or last 15 minutes of class.

**(7) Listen to the Teacher:** I will give the class a cue to close conversations and turn attention to me when I instruct. *Stay silent so everyone can hear the new information.* I am aware of how boring it is to hear a teacher talk for long periods, so, I plan my instruction so that this does not occur.

**(8) Getting the teacher’s attention:**

1. Look at the teacher
2. Raise your hand
3. Wait until the teacher says your name
4. Ask your question or share your comment

**(9) Staying Seated:** I am aware of students’ need to move. I design instruction with intentional opportunities to get up, move around, stretch, and re-energize. Students will stay in the assigned seat unless I instruct otherwise. Students must participate in the energizers to increase blood-flow to the brain, which makes a better learner.

**(10) Dismissal:** Dismissal is by me, not the bell. Remain seated in the assigned seat with all materials out until I close class. When students are dismissed, they are responsible for picking up any rubbish, tucking chairs in, and leaving as they came in: quiet and walking.

**(11) Cell Phones:** No cell phones should be visible or in use during class unless I specifically tell students otherwise. If students don’t follow this expectation, the phone will be taken by me for the remainder of the period. If students argue about relinquishing the phone or if students are caught a second time not following this expectation, then the phone will be taken to the office for the remainder of the day. If a cell phone is confiscated a third time, parents will be called about the disruption and the phone will go to the office for the day.

\*It is my responsibility to ensure a safe, respectful learning environment, so, I reserve the right to change these procedures.

**“While we are free to choose our actions, we are not free to choose the consequences of our actions.”**

**-Stephen R. Covey**

### **Disciplinary Consequences:**

In instances where the above **Classroom Expectations**, or **Procedures** are not being met, the following consequences will be issued:

**(1) Reminder:** I will give student a reminder of proper behavior.

**(2) Private Conversation:** Student will be asked to step aside and I will talk to student privately about behavior and so that I may return to the task of teaching students.

(3) Call Home: I will call home to speak to guardians about inappropriate behavior disrupting the learning environment of my class.

(4) Disciplinary Referral\*: I will notify administration for disciplinary follow up if the above consequences do not deter students from poor choices in my class.

\* Behaviors of a serious nature (possible Class A or B offenses) will automatically result in referral.

### **Assignments:**

This class will be graded on practice and performance of specific standards. Not all students will receive identical assignments because I take into account specific accommodations and modifications based on students' needs.

50% of grade will be Performance: Embedded Assessments (projects and essays that occur twice a quarter)

50% of grade will be Practice: Quizzes, Classroom Activities, Assignments, Homework

### **Grading Policy:**

All assignments and activities will be graded as follows:

Grade	Level	Point Scale	Percentage	Description
A	Exceeds Proficiency	4	90% to 100%	Student shows that all elements of assignment are completed at a high level of proficiency with active participation.
B	Meets Proficiency	3	80% to 89%	Student shows that most elements of assignment are completed at a proficient level with some participation.
C	Approaches Proficiency	2	70% to 79%	Student shows understanding of some assignment components with an attempt at participation.
D	Well Below Proficiency	1	60% to 69%	Student shows that very few assignment components are met with minimal participation.
F	Does Not Meet Proficiency	0	59% and below	Student does not engage in assignments or participation.

### **Make-Up Work & Late Work:**

Come to see me before school, during recess & lunch, or after school, (*not during period passing time*) to learn about make-up work or to turn in work that is late. We will work on strategies to help students meet deadlines throughout this course. If student is absent for multiple consecutive days, please call or email me, so I may prepare students' missing assignments and give them to the office for guardians to pick up.

### **Plagiarism and Cheating:**

Any work that is copied from another will be assigned a zero. If a student chooses to let another student copy his or her work, both parties will receive a zero.

Dear Students and Families,

Please complete the form below and return it to me as soon as possible. I hope to have good communication with you throughout the year and therefore, I may call and/or email you periodically to discuss challenges and celebrations we come across. Students, let me know if you have suggestions for the class. Families, let me know if you could volunteer your time for field trips, donate class materials, or come in as a guest speaker at some point this year. Write your thoughts in the "comments" section below. Also, feel free to tell me if you have a preference for communication time and method. I sincerely look forward to a productive and fun year!

Ms. Elizabeth Sharrock

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**Parent/Guardian and Student Agreement Statement**

I have read the syllabus and understand the expectations, procedures, and consequences. I understand that if I have issues or disagreements with the syllabus, Ms. Sharrock, or matters relating to the class, I will contact Ms. Sharrock by phone, email, or in person (at a prearranged time), to discuss my issues. Participation in this course depends on a level of maturity consistent with the age of middle school students who have engaged in thoughtful analysis of a variety of texts. The best response to controversial language or ideas may be to ask a question about the larger meaning, purpose, or overall effect of the language or idea in context. I will do my best to make good choices that will further education this 2017 and 2018 school year.

**“The last of the human freedoms is to choose one’s attitude.”**

- Victor Frankl

Student Name (print) \_\_\_\_\_

Parent or Guardian Name (print) \_\_\_\_\_

Parent or Guardian Signature \_\_\_\_\_

Parent or Guardian Phone # \_\_\_\_\_ Student’s Cell # \_\_\_\_\_

Parent or Guardian Email \_\_\_\_\_

Date \_\_\_\_\_

**Comments:**

Writing Assignment #1: Choose a quote from this syllabus. Discuss it with an adult. Paraphrase it. Write the extent to which you agree or disagree with it, and write about a time in real life that this quote reminds you of.

Quote:

Paraphrase:

Opinion of it:

What it reminds you of: