

Open Disclosure Document

Clayton Middle School

2014-2015

Boyd Christiansen Resource 7th Grade Language Arts / Utah Studies
Room 2017 | 801-481-4810 ext. 2017 | boyd.christiansen@slcschools.org

Course Description

The newly district adopted Collections curriculum will be a major focus of instruction. Collections includes digital and internet accessed curriculum, multimedia, student textbooks and workbooks. Assessment is embedded in the program that provides important practice testing leading to the SAGE end-of-year testing. This course will provide students with a language arts/social studies block where Utah Studies is used as a content area to incorporate language arts and writing skills. Six Traits Writing will be the main avenue of instruction to help students build their skills as writers. Spelling and grammar will have an instructional focus. Vocabulary instruction will be a key component of this course.

Course Goals and Objectives

The general outcome for this course is to build and strengthen the writing skills of the students. Students need to see themselves as writers; with confidence be able to express themselves in writing. Students will write routinely over extended time frames allowing for research, reflection and revision in narrative writing, informative/explanatory writing and argumentative writing. During the year, a published piece of writing will be expected in each of these three areas and also conduct short research projects.

Students will write routinely over shorter time frames (a single sitting or a day or two) for a range of specific tasks, purposes, and audiences. This course will follow the Utah Core Curriculum which outlines specific standards for student learning. The Core curriculum includes ideas, concepts, and skills which provide a foundation on which subsequent learning may be built. The state Core can be accessed on the Utah State Office of Education's website at <http://www.schools.utah.gov/core>.

Format and Procedures

Students will maintain a Writer's Notebook that will contain all ongoing writing projects and assignments. Published works will then be word processed separately. Teacher and peer writing conferences will be held with individual students to assist them in strengthening their writing by providing an avenue for reflection and revision of their work.

Course Materials

- Common Core State Standards for English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects; USOE, 2013
- Collections – Houghton Mifflin Harcourt Publishing Company, 2015, ISBN 978-0-544-08706-4
- Mechanically Inclined – Building Grammar, Usage, and Style into Writer's Workshop; Jeff Anderson, 2005, Stenhouse Publishers, ISBN 1-57110-412-7
- Nonfiction Mentor Texts – Teaching Informational Writing Through Children's Literature K-8; Lynne R. Dorfman & Rose Cappelli, 2009, Stenhouse Publishers, ISBN 978-1-57110-496-0
- 6+1 Writing Assessment Traits and the Writing Process; an instructional guide adapted by the Salt Lake City School District with permission from materials developed by Northwest Regional Educational Laboratory
- The New Utah's Heritage; S. George Ellsworth, 1992, Gibbs Smith Publisher, ISBN 0-87905-475-1
- Utah A Journey of Discovery; Richard Neitzel Holzapfel, 2007, Gibbs Smith Publisher, ISBN 0-87905-712-2

Course Requirements

Students will be expected to be involved in the writing process every day. Students will write routinely over extended time frames allowing for research, reflection and revision in narrative writing, informative/explanatory writing and argumentative writing. During the year, a published piece of writing will be expected in each of

these three areas; and also conduct short research projects. Students will write routinely over shorter time frames (a single sitting or a day or two) for a range of specific tasks, purposes, and audiences.

Behavioral expectations for students in the class are:

1. Be Your Best. – Students are expected to give their attention during teacher instruction, participate in class, use their time wisely, and push themselves for improvement in their reading skills.
2. Be Respectful. – Students will be respectful to their peers, the teacher, and of themselves.
3. Students are to raise their hand to speak. – Only one person is to speak at a time. Talking out and unnecessary conversations between students are not allowed. When the teacher is talking, no student talking is allowed.
4. Follow directions the first time given. – Students are expected to follow teacher directions the first time and abide by the classroom expectations.
5. Be ready and be on time. – Students will be in their seats when the bell rings. Come to class with a pencil. Students will use their daily planner to record daily class assignments and/or homework. Homework will be considered to practice reading at home each night. Homework may be assigned as part of research projects.

Grading Procedures – Parents will be notified about progress at midterms, quarterly, and at parent teacher conferences. Parents may access grades through PowerSchool on the internet by going to Clayton Middle School’s website at <http://clayton.slcschools.org/> selecting PARENTS, Parent-Student Portal, and logging on to PowerSchool with the parent ID and password obtained from the Clayton Middle School office.

Grading scale: 100-95% = A, 94%-90% = A-, 89-87% = B+, 86%-83% = B, 82%-80% = B-, 79%-77% = C+, 76-73% = C, 72-70% = C-, 69-67% = D+, 66-63% = D, 62-59% = D-, 58% and below = F.

- Academics – All work, assignments, quizzes, homework will be worth 10 points each. Tests may be graded differently. Students will be allowed to make up late work, missed assignments, homework, tests, or quizzes, for excused absences. Students may do extra credit to make up for missed discussions and projects.
- Citizenship – 30 points (6 points per day) will be awarded to students each week in the area of Citizenship. Students who choose not to follow the classroom behavior expectations will lose citizenship points.

Consequences will always begin with a Verbal Warning – student is to Revise and Rethink their behavior, and/or Restate an appropriate response. If a student continues to choose not to follow expectations, this will be considered the 1st occurrence, and a loss of 1 point. The 2nd occurrence, a loss of 1 point. The 3rd occurrence will impose a 1 minute detention after class, and loss of 1 point. The 4th occurrence will require the student to make a phone call home, right on the spot, and a loss of 1 point. I feel it is important for parents to be aware if their child is repeatedly choosing not to follow classroom expectations. The loss of citizenship points will have a negative effect on their overall grading profile.

The Salt Lake City School District does not discriminate on the basis of age, color, disability, national origin, pregnancy, race, religion, or sex.

Please cut and return the bottom portion with signatures.

Open Disclosure Signatures

I have read and understand the requirements of Resource 7th Grade Language Arts/Utah Studies 2014-2015.

Parent Signature

Student Signature