**LANGSTON CHARTER MIDDLE SCHOOL ENGLISH DEPARTMENT**

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**2023-24 CLASS OVERVIEW**

Dear Parents,

It’s the most wonderful time of the year, am I right? I’m sure many of you are as eager as I am for classes to begin again. This year promises to be exciting and productive; it is my hope that together we can over-prepare the students for the rigors of Langston, high school, and beyond!

On your end, there are some things that might help to keep your young adult on track:

1. Ask questions! Have them explain to you what they’re doing…this will not only help keep you in the academic loop, but it will build their communication skills.

2. As much as possible, **our goal is to empower our middle schoolers.** This includes letting THEM take steps to problem solve before involving mom or dad. Obviously, we can and should follow up behind them, but including the student in the process is incredibly important! It might be outside their comfort zone to come to a teacher with questions or for clarification, but this is the year we should push them to do exactly that!

**CLASS DETAILS**

**Grading Policy**

Assignments are broken into these categories: hw/classwork, quiz, test.

Work is expected to be both complete and on time in order to receive credit.

**Textbooks**

*Houghton Mifflin Harcourt English and Language Arts (SC edition)*

*NOVELS:*

*The Outsiders -S.E. Hinton*

*The Giver -Lois Lowry*

**Grading Scal e**

Lowest

A = 90

B = 80

C = 70

D = 60

F (59 and below)

**Class Rules**

|  |  |
| --- | --- |
| **Students are expected to:** | **Consequences:** |
| \*Respect themselves and others at all times.  \*Be ready to work when class begins.  \*Bring all materials to class. | 1st offense: Conference with student  2nd offense: Parent contact  3rd offense: Office referral  \*Severe infraction may result in immediate referral |

**Homework Policy**

Expect homework 2-3 times per week. **On the assigned date, homework is due at beginning of the class period.** Students will be notified of tests, essays, and projects well in advance of their due dates.

continued

**Late Work and Make-up Work Policy**

HW: Late homework will not be accepted\*.   
Projects: If a project is late, 10 points will be taken off per day late.   
  
\*Students are given one “oops pass” (found in agenda) per quarter. Students need to bring the completed assignment and the oops pass—with a parent signature-- to me on the next day for full credit.

**An oops pass may only be used for small homework assignments, not for projects or tests.**

**Absences**: Make-up work will be given full credit if turned in within two school days.

However, we always try to work with kids that are out. It’s possible that they can stay caught up even when home. The key here is communication FROM THE STUDENT to the teacher. Please have students check the Teams when absent. Often times, I can adjust the assignment or push it out to them digitally before my day starts, so that they can stay caught up.

**Materials Needed for Class EVERY DAY**

1. Binder with folder for returned papers 2. Pens, pencils, notebook paper 3. Agenda

\* note: you will need to get a copy of both novels for this year:

*The Outsiders* -S.E. Hinton  
*The Giver* -Lowry

**Assignment Posting**

I will post daily homework assignments and any special instructions online via Teams. Please keep in mind that many times those assignments may sound confusing to parents; the instruction mirrors what your student has listened to, worked on, and talked about during their time in class.

Please use this tool as a ***SUPPLEMENT*** to the student planner to keep up with your child’s assignments. Students are responsible for writing down and keeping up with assignments. Please do not rely on the website or Teams alone for assignments because occasionally, I will be unable to post assignments online. The student planner should be the **first** means of keeping track of their own assignments.

**7th grade word stems**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Prefixes** | | **Roots** | | | | **Suffixes** |
| **Greek Roots** | | **Latin Roots** | |  |
| **anti- (against)** | **macro- (large)** | demos (people) | mono (one) | cide (kill) | mar, mari (sea) | **-cian/-ician (n)** |
| **epi (on)** | **micro- (small)** | ec/eco (house; habitat) | phyt (plant) | corp/corpus (body) | mater/matri (mother) | **-ic/-ical (adj)** |
| **eu- (good/pleasing)** | **peri- (around)** | gen (birth; origin) | poly (many) | cred (believe) | mut (change) | **-ness (n)** |
| **ex- (out)** | **pseudo- (false)** | logy (study) | proto (first) | dorm (sleep) | omni (all) | **-ure (n)** |
| **intra/intro- (into)** | **super- (over)** | meter (measure) | scope (look) | frater (brother) | pater/patri (father) |  |
|  |  |  | zo/zoa (animal) | liber (free) | ver (true) |  |

**\*\*This is a tentative schedule. It is subject to change due to the availability of books and other materials**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | Q1 | Q2 | Q3 | Q4 |
| **Literature** | * novel study – The Outsiders * film-to-novel comparison * literature genres * point of view * Identify the IMPACT of story elements on the story * author’s tone * informational text elements; infographics | * Drama: The Monsters are Due on Maple Street   Short story:  “The Treasure of Lemon Brown”  “The Lottery”  “Examination Day”   * literary elements * figurative language * characterization,   inferences, drawing conclusions | Dystopian unit   * Short story unit * Novel study: The Giver * Theme: id more than one theme per piece   Independent reading selection/projects | Short story Unit 2: “The Pedestrian” Ray Bradbury  The Landlady  Button Button |
| **Grammar** | * Parts of Speech review * mechanics (capitalization, punctuation, apostrophes, common misspellings) * sentence structure * homonyms | * sentence structure * compound, complex sentences * mechanics * verbs: participles | * clauses * sentence structure * compound, complex sentences * prepositions * subject-verb agreement * mechanics * Colons, dashes * Semicolon (I;I and to separate list items) | * direct/indirect objects   Misplaced modifiers, Commas to separate coordinate adjectives, and after introductory subordinate clauses |
| **Writing** | * biopoems * writing effective sentences * elements of strong paragraph writing * journal responses * weekly writing assignments   Sentence structure:Simple, compound, complex, compound-complex. | * journal responses * weekly written assignments * literature analysis * portfolio * Topic sentences, thesis * Objective summary of text | * journal responses * weekly written assignments * research writing * propaganda * Topic sentences, thesis | * journal responses * informational and argumentative writing |
| **Vocabulary** | * vocabulary from novel study * context clues * roots and stems | * vocabulary from novel study * context clues | * vocabulary from novel study * context clues | * vocabulary from literature study |