

Justice Myron E. Leavitt Middle School

THE BEST
MIDDLE
SCHOOL IN
THE
COUNTRY!

Follow the PATRIOT WAY FIVE CORE VALUES

LEADERHSIP: LEAD inside and outside of the classroom through a POSITIVE example.

COURAGE: Take RISKS in their learning and thinking: have courage to share ideas.

INVINCIBLE GRIT: PERSEVERE even when tasks get tough.

CREATIVITY: INNOVATE: Use your creativity to solve problems at school and in the community. THINK outside the box.

GLORIOUS KINDNESS: TREAT each person the way you wish to be treated.



Course Expectations Mrs. Palmer English 9 Honors



Student's Name:

Student ID Number:

Student:

- I have read and understand the school rules listed above.
- I have read and understand the progressive discipline steps for inappropriate behavior and tardies.
- I have read and understand the course expectations provided for this course.

Signature of Student

Date

Parent/Guardian:

- I have read and understand the school rules pertaining to my child.
- I have read and understand the progressive discipline steps for inappropriate behavior and tardies.
- I have read and understand what is expected of my child in this course.

Signature of Parent/Guardian

Date

Please Print Parent Email:

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This email will be for teacher use only.

4701 Quadrel Street ♦ Las Vegas, NV 89129 ♦ (702) 799-4699 ♦ fax (702) 799-4528

visit us at www.leavittms.net

Textbook: Price to replace individual novels \$ 10-20.00

Course Description: All aligned to CCSS

Class Work: I expect students to be working hard, asking questions, and to be prepared. Everything done in class will either be graded OR contribute to the grade. I consider EFFORT a very important part of performance. The JOURNAL and Writer's Handbook (WHB) are a **LARGE** part of the grade. DON'T fall behind – all work associated with Journals and WHB are done IN CLASS. I do offer students days to stay after school and make up time lost on WHB. This task CANNOT be done at home.

Vocabulary: Students will be “collecting” vocabulary for their notebooks. Words should be collected from the book they are currently reading. 7-10 words should be collected each week. In addition, part of the 7th grade curriculum is to learn and become familiar with Latin and Greek roots. Part of the WHB is devoted to Latin and Greek roots. There will be quizzes and activities associated with the roots.

Article of the Week (AoW) and Document Based Questions (DBQ): 2-3 times a month students will either have an article to read or a DBQ to complete. Part of the work will be done early in the week in class. Part of the work will need to be completed at home. There will be a TIMED writing EVERY OTHER Friday on that week's selection. Students are allowed to USE all their notes on the timed write.

Independent Reading and Associated Tasks: Independent book requirements are given at the BEGINNING of each quarter. There is always PLENTY of notice for the task. Students are given **at least one week** to CHOOSE their book – the book is NEVER assigned -- the only exception is if a student fails to choose a book in the allotted time. The only criteria for the outside reading book is genre. I have multiple books for students to explore for each project. Some type of book project is due *every quarter*. Students will be given the requirements for the first book during the first week of school.

Book reports are very complex and cannot be done “last minute.” The book report begins on the first page of the book. Don't leave this assignment for the last minute. I will fail students who do not turn any project in.

Tests and Quizzes: Assessments will be given throughout the year to assess learning and competency. Timed writing will occur bi-weekly.

Homework: There should be some form of homework every night. Vocabulary, AoW / DBQ and silent reading.

Formal Essays: There will be four formal essay requirements throughout the year. Students may be required to work on these assignments at home.

Syllabus / Course Readings:

The basic curriculum is in alignment with the Common Core and pre-AP classroom demands. Students are studying American History this year, and as such this classroom will be doing cross-curricular reading. I follow the pacing guideline as outlined for Nevada Schools, and the Common Core Standards.

Please look for a “Parent Letter” that will be sent home at the beginning of each unit - which will usually correlate with each nine weeks. Students will also need to be able to access the Google Classroom. **If your child does not have consistent access to a computer with internet at home please let me know.**

I maintain a website for all my classes. On this site, parents and students can obtain information relevant to what we are studying in class, texts that are used as basis for instruction, arts integration, and other pertinent information. I suggest that you check in on the website whenever you have a question, wonder about a due date, or would like to know what your child learned in class. **I will send the URL home the end of the first week of school. There will also be a link to the website via the Google Classroom.**

The following novels, excerpts, and authors will be read in class, however authors may be added. If so, I will post these readings on the website.

- *Beowulf* - translations by Tolkien, Heaney, and Nye
- American Folk Tales and Folk Heroes

- *World Myths* - including creation myths from: Genesis (Judeo-Christian), Greece, Japan, Nigeria, New Zealand, Anishinabe, Dine, Norse / Anglo-Saxon, Argentina, and India.
- The Time Machine, by Wells
- Anthem, by Rand
- Excerpts from Chew on This by Wilson and Schlosser
- Excerpts from the following: American Holocaust, by Stannard, At the Hands of Persons Unknown by Dray, We Were There, Too! by Hoose, Killing Custer by Welch (Blackfeet / Gros Ventre), Treaty of Guadalupe Hidalgo, The Spanish Requerimiento, De las Casas, William Bradford, William Church, King Philip (Pequot), Huadenosaunee wampum belts, & Iroquois and Mohawk treaties.
- Thoreau, Emerson, Whitman, Twain, Sojourner Truth, Phillis Wheatley, Zitkala-Sa (Yankton/Dakota), Louise Erdrich (Anishinabe), Olaudah Equiano, Frederick Douglass, Martin Luther King, Zora Neale Huston, Malcolm X, and other influential American authors and poets.
- The Land, by Mildred Taylor
- Farewell to Manzanar, by Watkins-Houston
- *Twelfth Night*, Shakespeare
- World War I poets, including, but not limited to: Sassoon, Hardy, Housman, Kipling,
- Supreme Court Cases
- Philosophy for Teens by Kaye & Thompson
- Philosophy for Kids by White

A Monster Calls by Ness, [Global Read Aloud](#) text for 2017.

I. Evaluation

- Criteria for arriving at students grades – 20% Summative, 80% Formative
- Semester exams will be worth 20% of the SEMESTER grade
 - Semester exams will not be administered early. Students who are absent may make-up their exams on the district approved make-up day.
- Explanation of student grades
 - A 100 – 90%
 - B 89 – 80%
 - C 79 – 70%
 - D 69 – 60%
 - F 59 and below
- How and when students will be advised of their grades
 - Parents and students are urged to check the Infinite Campus Portal for grades regularly.
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- Citizenship/behavior expectations : Students are expected to follow the Patriot 19.
- Late Work policy – **If a students does not complete any assignment (for reasons other than an absence), they will be assigned a make-up work detention the following school day from 3:30 to 4:25 EVEN if they turn the assignment in the next school day.**
- Test retake policy – **A student may only retake a test if 1) all assignments have been turned in 2) the student has asked for help, clarification, or exhibited evidence of further studying and a further mastery of the subject matter.**

II. School-Wide Rules

- Follow directions quickly.
- Raise your hand for permission to speak.
- Raise your hand for permission to leave your seat
- Make SMART Choices: Kindness, Leadership, Courage, Invincible Grit, Creativity
- Work hard to do your best for your teachers and parents at all times.
- ◆Keep your eyes on the target. ◆

III. **TARDY POLICY – Progressive Steps**

- a. 1st Tardy – Warning & Parent Phone Contact
- b. 2nd Tardy – Warning & Parent Phone Contact
- c. 3rd Tardy – Non-TRS RPC
- d. 4th Tardy – After School Detention
- e. 5th Tardy – In-House Suspension (IHS)
- f. 6th Tardy – Required Parent Conference – RPC/Tardy Contract
- g. 7th Tardy – IHS/parent and student meet with the principal

IV. **BEHAVIOR- Progressive Discipline**

- a. 1st Incident – Verbal warning
- b. 2nd Incident - Parent contact by teacher
- c. 3rd Incident – Written contact to parent
- d. 4th Incident – Counselor referral
- e. 5th Incident – Deans’ referral

V. Supplies needed for this course

a.

VI. Utilizing technology to learn – At Leavitt, we want to encourage the daily use of technology in and out of the classroom to further enhance the educational experience. As such, Leavitt will be providing students with individual devices in all grades to utilize in class and at home. Students will also be provided with a Google email address to correspond with their teacher and classmates on projects, as well as to turn in assignments. Students may choose to utilize their own electronic tablets (iPads, Kindle Fire, Samsung, etc.) cell phones, laptops, and reading devices for educational purposes. Please be reminded that your student is responsible for the safety of their personal device and must utilize the district’s Wifi to ensure their internet safety. All use of these devices will be for educational purposes and must be approved by the individual teacher.

VII. Teacher’s hours of availability: 30 minutes before school and after school.