



# JAGUARS PRE-A.P. LANGUAGE ARTS SYLLABUS

SY 2020 - 21

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School hours: 8:30~3:30 Mon-Fri School website: <https://ums.gdoe.net> Jaguars: <https://preapjaguarsums.weebly.com>

**DOE Vision:** Every student: Responsible, Respectful, and Ready for life

**UMS Mission:** The Luis P. Untalan School Community will empower students with the knowledge that will enable them to be competent, productive, and responsible citizens in our society.

**A. COURSE DESCRIPTION** Pre-Advanced Placement students will engage in discussion, independent research, planning and organization, and group and individual practice to write different types of essays, including narrative (stories), expository (writing that informs/explains), and argumentative/persuasive. They will also practice editing, group collaboration, and listening and speaking skills to develop their speech and writing. Students in Pre-A.P. are expected to have a strong, grade-level foundation of writing and strong personal organization and time management to keep up with the anticipated rigors of Pre-A.P. language arts.

**B. COURSE OBJECTIVES: Students will**

1. Demonstrate an understanding of the English language by organizing, writing, editing, and responding to narrative, expository, argumentative/persuasive, and research paragraphs and essays.
2. Demonstrate a clear and coherent form of essay writing, which contains introductions, supporting evidence, and conclusions, using the Four Square Method of writing.
3. Write using MLA format and formal writing standards.
4. Write and speak with an understanding of standard English conventions appropriate to grade level, including MLA format and formal writing standards and conventions. This will enable them to build on the foundations of skills and strategies needed for success in high school AP English courses.

**C. QUARTERLY SKILLS** The course will cover (but will not be limited to) the following skills:

**•Narrative Writing**

**•Expository Writing**

**•Persuasive Writing**

Throughout the year, students will write both short and longer (5-paragraph essays for 6<sup>th</sup> & 7<sup>th</sup> grade, longer for 8<sup>th</sup>) works, depending on the type of writing or skill(s) being covered during the applicable quarter. Focus skills throughout the year include:

- \*topic sentences & thesis statements
- \*editing (self-editing & peer-editing)
- \*transitional words and phrases
- \*MLA format

- \*outlining and organizing writing
- \*mechanics and spelling
- \*Writing conventions (style and usage; subject-verb agreement; parallel structure; diction)

**D. INSTRUCTIONAL STRATEGIES & RESOURCES:** This course will use the following instructional strategies:

Google Classroom/Google Meets  
Zoom  
Digital assignments

Assigned texts, passages, novel  
Instructional and related videos  
PowerPoint presentations

Teacher-made and online assessments  
Hard copies of assignments  
Online and face-to-face instruction

**E. ASSIGNMENTS** Assignments are given for practice and to support classroom instruction. Adequate class time will be given for students to work on and/or complete assignments. Students are highly encouraged to seek assistance from classmates first before calling or texting the teacher.

Students are responsible for

- checking assignment notices on Google classroom and in class announcements.
- completing and submitting assignments and will not be monitored to complete and submit assignments.
- completing and submitting assignments on time. Late assignments will receive an academic grade but will negatively affect citizenship grade if more than 3 assignments per quarter are late.

**Due to the current situation caused by the coronavirus pandemic, students must often work independently and must take initiative to be responsible for assignment completion and submission to avoid delays in grading and feedback. Students must check Google Classroom Classwork regularly to ensure assignments are received, completed and submitted.**

**F. GRADING:** Academic grades will be given according to the district's grading policy, using Standards-Based Grading scale. Please review carefully to ensure understanding of grading scale and citizenship grading.

Proficiency Level	% and Letter Grade Equivalence	ACADEMIC GRADING SCALE
Score of 4.0	A+ (100)	Advanced understanding and application of the standard(s). Exceed standard(s) expectations.
Score of 3.0-3.99	A (90-99)	Proficient understanding of the standard(s) and progressing toward level 4.
Score of 2.50-2.99	B (80 -89)	Meets partial understanding of the standard(s) and is progressing to level 3.
Score of 2.0-2.49	C (70-79)	Meets less than partial understanding of the standard(s). Continued supports are in place.
Score of 0-1.99	D/F 0-69	Shows no foundational knowledge, skill or prerequisite of the standard(s). Student is in need of continued support and monitoring.

**CITIZENSHIP** Citizenship grading for Pre-A.P. students will be based their ability to display and/or demonstrate the following:

**Exemplary Respect:** Student follows all school and class rules, maintains an attitude of respect for self and others in and out of the classroom, comes to class on time and well-prepared, has no warnings or reminders to correct behavior. Student serves as a role model for classmates, and may help to remind or correct other students' inappropriate behavior. **Any infractions** will merit S, N or U grade.

**Exemplary Responsibility for submitting assignments on time.** Assignment submitted on time will receive a score of 2 in the grade book. Assignments submitted late – for any reason – but within 2 weeks of due date, will receive a score of 1. Assignment submitted after 2 weeks will receive a score of 0 in the grade book (this grade will not be changed). A late assignment will not affect the academic grade but it will affect the citizenship grade. Students who are absent are responsible for acquiring the missed assignment(s) and submitting it/them on the day they return to class. Absences DO NOT EXEMPT a student from doing an assignment.

**Exemplary ability to follow directions** by attentively listening to others and by careful reading of assignments.

No infractions =E

One to three infractions = S

More than three infractions= N or a U.

STUDENTS WHO ARE INVOLVED OR WANT TO BE INVOLVED IN SCHOOL ORGANIZATIONS, ACTIVITIES, OR SPORTS, ARE RESPONSIBLE FOR MAINTAINING A CITIZENSHIP GRADE of "S" or "E".

**G. ATTENDANCE** During this period of the coronavirus pandemic, attendance in class and online sessions is critical for the academic success of the student. Students using the Online Model of Instruction will be **required to be visibly and audibly present during all assigned sessions**. Attendance will be monitored and marked according to the district and school policies for attendance. Student attendance policies can be found in the Board of Education Policies and in the Student Handbook. Attendance can be monitored in the school website's Parent Portal. School website is: <https://ums.gdoe.net/>

**PARENTS: UNTIL CHANGES IN THE SCHOOL LEARNING MODELS ARE REVISED, PLEASE SCHEDULE DOCTOR, DENTAL and other appointments on days or times when your child(ren) are not in school.**

**H. STUDENT EXPECTATIONS AND PROTOCOLS**

**All Pre-A.P. Students**

- Pre-A.P. students should be able to work independently, work at a faster class pace, be able to handle increased amounts of writing assignments, and manage time efficiently.
- Students should expect additional demands on time, personal organization, and commitment.
- Students should display high levels of motivation, independence, and organization.
- Pre-A.P. students are role model students who should display exemplary citizenship on-line or face-to-face.
- Students are expected to use proper online etiquette and follow all rules relative to internet use and internet resources.
- Students are highly encouraged to be ready to learn with a writing tool, notebook, homework, handout, or other resources.

**FACE TO FACE CLASS PROTOCOLS**

- Wear a face mask at all times in the classroom; mask breaks may be granted by the teacher (student may step outside).
- Maintain social distancing of 6 feet at all times in the classroom, hallways, restrooms, and offices.
- All documents for signature – *excuse notes, field trip forms, hall passes, athletic contracts, monitoring forms, etc.*, are to be placed on the teacher's desk prior to the start of instruction. There should be no interruptions for a signature during lessons.
- Use time wisely to complete and submit assignments on time.
- Please refer to LPUMS Pandemic Student Handbook.

**ENTERING AND EXITING CLASSROOM**

- Enter the classroom as directed, quietly and quickly, while maintaining social distancing protocols.
- Enter the classroom, sanitize hands, equipment, and work area
- Be in your seat to be dismissed when the bell rings
- You need a hallway pass whenever you leave the room.
- Log out before leaving the class and log in when you return
- No eating, drinking, or chewing gum in class
- Use appropriate language and speech. No name calling or teasing in class. No vulgar language.
- Electronics **may** be approved by teacher for particular activities; phones, earbuds/AirPods should otherwise not be used.
- **No** leaving class once the tardy bell rings to get materials or supplies you may have forgotten in another class.

**HARD COPY or GRAB and LEARN PROTOCOLS**

- Students in this model of learning receive lessons via the internet and do not come to school.
- Students have access to online materials as well as hard copies of the lessons.
- Hard copies must be picked up on designated days and time based on grade level.
- Assignments are due on the due date (even if the materials are picked up late).  
Follow ONLINE protocols (see below).

**ONLINE PROTOCOLS**

- Do not use vulgar or obscene language in any speech or writing; no bullying.
- Observe all etiquette and rules for using the internet and internet resources.
- Be present visibly and audibly at all assigned sessions; teacher will note attendance during sessions.
- Check your assignment sources on a regular basis.
- Submit all work electronically where assigned.
- If attending a class/lesson during a scheduled time, work in an appropriate, distraction-free space/area.
- Jaguars will be held to the highest standards of academic honesty.

**I. LANGUAGE ARTS STUDENT SUPPLIES** To promote academic achievement, students are highly encouraged to be prepared for class projects by collecting items they need to help them complete projects at home successfully. Pre-A.P. students must also be able to access internet and printing services after school hours (home, public library, internet cafes) to complete assignments, when applicable.

**For Daily FACE-TO-FACE School Work**

blue or black ink pens; red pens for editing; pencils  
3-prong folder with at least 60 pieces of filler paper  
internet and printing access when needed for assignments

**For Daily ONLINE School Work**

- desktop or laptop or iPad or mobile phone with data
- printer/scanner (rarely needed. though)
- coursework materials (handouts, notes)

**For Projects and special assignments – Students need to plan ahead for all projects and special assignments to make sure they have the necessary supplies and tools and assignments are submitted on time. These items are to be stored at home.**

- non-permanent colored markers and/or colored pencils (permanent markers are against school policy and may result in disciplinary action)
  - white liquid glue and stick glue
  - Scissors– for safety purposes, long-shanked, pointed scissors will not be allowed
  - Other supplies and materials, as needed to complete projects (glue gun, glue sticks, tape, acrylic paints, brushes, etc.)
- Index cards, copy paper, card stock, cardboard, trifold presentation boards. Students will be given ample time to purchase as the need arises for particular projects.

