



English Language Arts (8th Grade)

Mr. Beresford

john_beresford@rimsd.k12.ca.us

Mary Putnam Henck Intermediate School (MPH)

Pronouncing My Name:

My name is pronounced BEARS-FORD. Think of a couple of bears sitting in the back of a Ford truck.

About Me: I've been working in the Rim of the World School District since 1995 as a teacher, a tutor, a wrestling coach, and as a substitute teacher. I have a teaching credential from the University of Redlands and a Bachelor of Arts in English Literature from California State University, San Bernardino. I keep my classroom environment organized and conducive to learning. I align all of my curriculum and grading according to the Common Core State Standards for English Language Arts (ELA).



MY RULES:

(In addition to the School Rules & Procedures already in place)

1. Respect is earned where respect is given.
2. Respect yourself, respect others, and respect the classroom environment.
3. When I'm talking, you will not. This includes all forms of noise making.
4. You're not allowed to disrupt class nor the learning of other students.
5. No food, snacks, colored drinks, nor gum in my classroom. (This is not a cafeteria and I'm not cleaning-up after you.)
6. Water is allowed, but it must be capped and kept closed in your bag/backpack. Permission is required to sip from it.
7. No electronics, phones, and/or earphones during classroom instruction. It's disrespectful. Pocket them.
8. Listen, follow directions, & participate.
9. Be on time, be on task, and be prepared.
10. Sit in your assigned seat, in a learning position.
11. Get organized and stay organized. Know your assignments and their due dates.
12. Raise your hand to ask for help or to ask for permission to go to the bathroom/office.
13. Use appropriate language. Profanity is not tolerated.
14. No cheating, plagiarism, forgery, misuse of the Internet, or vandalism.
15. Make good choices. Solve problems; don't create them.

Violation of the above mentioned Rules will result in:

- | | |
|--------------------------|--|
| 1 st offense: | Verbal warning, minor referral, and possible seat relocation. |
| 2 nd offense: | Minor referral, 3 lunch clean-ups, and phone call home. |
| 3 rd offense: | Minor referral, detention, and phone call home. |
| 4 th offense: | Major referral to administration, counseling, and phone call home. |

Citizenship Contract:

Each student will read, agree to, and sign a citizenship contract (*attached*) that will bind them to specific expectations as well as classroom rules & procedures while in Mr. Beresford's class. This contract can be found at the very end of this packet. Please read the contract, have your parents read the contract, then agree to it, sign it, detach it, and return it to Mr. Beresford this Friday.

GRADING:

Grading points will fall into categories that will be weighted according to the percentages listed below. These percentages will make up a student's total grade.

GRADING BREAKDOWN:

Reading Literature Assignments	15%
Reading Informational Text Assignments	15%
Writing Assignments	15%
Speaking & Listening Assignments	15%
Language Homework	15%
Assessments	25%
	100%

GRADING SCALE:

90-100%	"A"
80-89%	"B"
70-79%	"C"
60-69%	"D"
59% & below	"F"



PARTICIPATION:

In addition to graded assignments, students will receive daily **participation points** that reflect their effort in class.

Expectations of all students:

1. Students are expected to come to class prepared, to stay organized, and to know assignment due dates. Participation points are built into all classwork assignments and students need to be present to accumulate them.
2. Students are expected to read aloud in class during various reading assignments and to show effort on all assignments.
3. Students are expected to participate with the class and small groups during discussions and when answering questions.
4. Students are expected to take notes during readings and discussions and to also write down notes that are written on the whiteboard and/or on PowerPoint presentations.

COLLECTING WORK:

Turn-In Trays: There will be turn-in trays placed in class on a table. Each one will be labeled for each of my class periods.

Classwork (CW): Everyday, students will be assigned reading & writing assignments that require participation. Many of those assignments will be collected. Most will be graded but some will be given only a participation score.

Homework (HW): Every two weeks, students will be assigned a Spelling & Vocabulary List that will include various assignments to be completed as homework. After collection, students will also be tested on the assignments.

Late Work: Assignments should be turned in on-time, but in the event of a missing assignment being turned in "late", I will still accept the assignment up until one week before the end of each grading period.. However, the late assignment will not receive full points and will be assessed according to its content and the presiding school policy concerning late work.

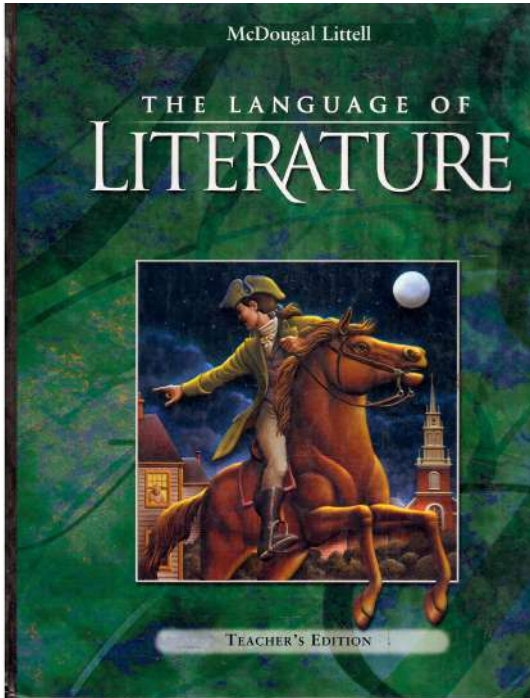
Missing Assignment Forms: These are given to students that are not turning-in an assignment on its due date. These students are asked to fill out this form and give a reason as to why the assignment was not completed on time. This form goes into the turn-in box instead of the assignment and is kept on file for administrators, counselors, and parents/guardians to view on a confidential basis. These are intended to be kept as evidence that an assignment has yet to be completed and that the student is well aware of the fact. If a missing assignment is eventually turned-in, then I will stamp or mark the Missing Assignment Form as "Turned-In".

Extra Credit: Extra credit assignments will be available and will be worth no more than 5 points each. My extra credit assignments are usually Word Searches, Logic Puzzles, and Mazes.

LITERATURE TEXTBOOKS:

In 8th grade, we use *"The Language of Literature,"* from McDougal Littell, (*the green one*) about 95% of the time. Students will need to check-out this textbook from the librarian at the beginning of the year and keep it at home to finish assignments.

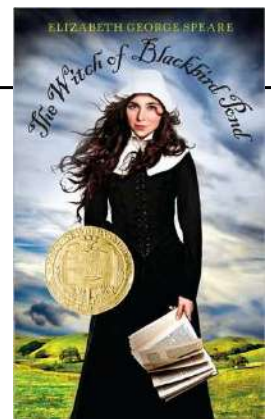
We also will be using *"California Collections,"* from Houghton Mifflin Harcourt, about 5% of the time. We only have enough of these textbooks to fill a classroom set and students will use these only in the classroom.



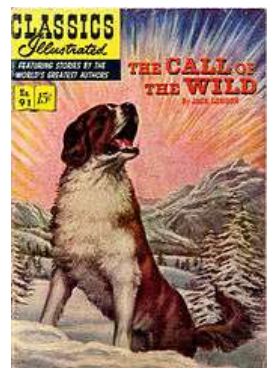
NOVELS:

I plan to have my English Language Arts classes read two novels this year.

The first novel, to be read in the fall, will be *"The Witch of Blackbird Pond"* by Elizabeth George Speare. The novel will coincide with the Social Studies curriculum of Colonial America Pre-Revolution. We will read the novel as we listen to an audiobook. As we read, we will also discuss the novel, take notes, write chapter summaries, take a test, and write an essay.



The second novel, to be read in the spring, will be *"The Call of the Wild"* by Jack London. We will read the novel as we listen to an audiobook. As we read, we will also discuss the novel, take notes, write chapter summaries, take a test, and write an essay. We will also develop a research project based on the novel and the Klondike Gold Rush between 1896 and 1899. Students will use the library and the computer lab to do research and will develop their projects as homework. Students will be expected present their projects to the class for 3 minutes, integrating multimedia and/or visual displays into their presentation, as requested by the Common Core Standard: SL.8.5.



ACCELERATED READING:

Students will be expected to do the following the Accelerated Reading assignments:

- 1) Read independently on a regular basis.
- 2) Choose literature that can be found in the AR Book Finder at <http://www.arbookfind.com/>
- 3) Choose literature that is easily accesible and preferrably found within the MPH library.
- 4) Earn 10 AR points a month reading from literature that is not already assigned (this adds up to 100 AR points on the year).
- 5) Keep a reading journal to track your reading progress and to reflect on what you're reading.
- 6) Turn-in a half-page book review at the completion of each book that you read.
- 7) Take an AR test at the completion of each book that you read (computers &/or lab time will be available for AR testing).
- 8) Recommended literature lists will be posted in class and online at my classroom website and will include Newberry Award Winners and Honorable Mentions.

BOOK REPORTS:

Each student will be expected to give two book report presentations during the school year, in addition to the "Call of the Wild" presentation in June. These book reports will be based on something you've read during this school year for your Accelerated Reading assignments. Oral presentations are considered a high priority in the Common Core State Standards and this advanced honors class will stress the "Speaking & Listening Standards" more rigorously than in my regular English class. These book reports will include the following:

- 1) A type-written book report that addresses specific questions found on the assignment form. (Book reports will be graded using the "Informative Essay" Grading Rubric.)
- 2) A completed plot structure diagram of your reading selection.
- 3) A five-minute oral presentation to the class that integrates multimedia and/or visual displays in the form of a poster, collage, diorama, PowerPoint, etc.
- 4) A professional appearance (Yes, I want you to dress up in nice clothes for your presentation.)
- 5) A question and answer session at the end of the book report, in the form of Literature Circles, where your class peers will ask you scripted questions and you will respond.

CORNELL NOTES:

Students will be expected to take Cornell Notes, at all times, while in my English class. Cornell Notes is an essential tool for advanced students and I will spend class time teaching how to take Cornell Notes in class.

DAILY BELL-WORK:

Starting with the 2nd week of each semester, students will be required to work on **DAILY BELL-WORK** assignments called "Every-Day-Edits." Students will be given this assignment as they enter the classroom and will work on this in small groups. You will have 5 minutes to complete the assignment. After a few minutes, I will show the answers on the board so that you can correct your work. Group Leaders will make sure everyone is on task and that everyone's assignment is finished, corrected, and turned-in. As students are working on this assignment, I will be taking roll and getting class started. This assignment is worth daily participation points.

Also, as a part of the **DAILY BELL-WORK**, I will read over the day's agenda and objectives. Students are expected to write these daily agendas into their Class Planner Agendas. This assignment is worth daily participation points.

GROUP WORK:

Throughout each week, students will be required to work in a small group setting. Students will be assigned rotating group roles and will be required to keep one another accountable.

PHONE PRISON:

Normally, I like to think students are mature enough to handle their school business in a mature fashion, but every so often, I will have students that are too immature and too addicted to their phones that they can't resist using the phone in class when they should be doing their classwork. If your phone becomes a problem, I will confiscate it and put it in the phone prison and I will call/email your parents. When I get a chance, the phone will be taken to the office and you'll need to pick it up there at the end of the school day. After the third time, students will need to get their parents to pick up the phone from the office.

ASSIGNMENT CALENDAR:

Each month, an "Assignment Calendar" will be posted that informs students of assignments and due dates for the entire month. Students are responsible for finding out what assignments they missed due to an absence. As the year progresses, I will move assignments around, as needed, for timing purposes and for unforeseen school scheduling and/or snow days. Below is an example:

ASSIGNMENT CALENDAR:
Mr. Beresford - ELAS

September 2015

21 school days

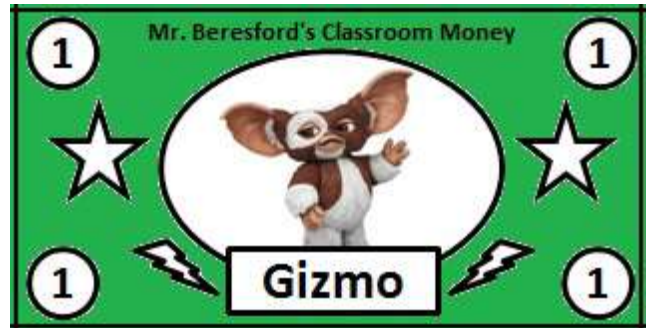
Monday	Tuesday	Wednesday	Thursday	Friday
	1 <u>Read & Discuss:</u> 5 Senses Sensory Details Imagery (HW: Test Friday 9/4)	2 <u>Read & Discuss:</u> Checkouts, pgs. 22-28 <u>Discuss, Answer, & Turn-In:</u> TTTL questions, pg. 29 #1-8	3 <u>Discuss, Answer, & Turn-In:</u> Character Comparison Motivation Making Predictions Word Meanings from Context Clues Creating a Narrative	4 <u>Collect HW:</u> Citizenship Contract <u>Test:</u> SQSR, Reading Strategies, Plot Structure, 5 Senses, Sensory Details, & Imagery
7 Labor Day (no school)	8 <u>Read & Discuss:</u> Raymond's run, pgs. 32-40 <u>Discuss, Answer, & Turn-In:</u> TTTL questions, pg. 41 #1-7	9 <u>Read & Discuss:</u> Stop the Sun, pgs. 48-55 <u>Discuss, Answer, & Turn-In:</u> TTTL questions, pg. 56 #1-6	10 <u>Discuss, Answer, & Turn-In:</u> Subjects & Predicates <u>HW Reminder:</u> S&V#1 due tomorrow, Friday 9/11	11 <u>Collect HW:</u> Spelling & Vocabulary List #1 <u>Test:</u> Spelling & Vocabulary List #1 <u>Homework (HW):</u> S&V#2 due Friday 9/25

GIZMO'S:

Gizmo's look like play money and are used as Mr. Beresford's classroom revenue and as a *positive behavior reinforcement*.

How to get Gizmo's:

- 1) Gizmo's are awarded to students that are displaying the desired, proper behavior within the classroom setting.
- 2) Gizmo's will be awarded to students that get started on assignments immediately
- 3) Gizmo's can also be awarded to students that do exceptionally well on an assignment.



What are Gizmo's worth?:

- 1) ONE GIZMO is worth ONE EXTRA CREDIT POINT towards your grade.
- 2) Each Gizmo is counted and tallied for each of my classes and the amounts are kept visible on the whiteboard.
- 3) **The class with the most Gizmo's at the end of each semester wins a PIZZA PARTY AND A MOVIE!!!!**

I will start collecting Gizmo's 2 weeks prior to a grading period.



RECOMMENDED MATERIALS FOR CLASS:

It is highly recommended that students come to class prepared with the necessary materials. Below is a list of essentials recommended for my English classes:

- 1) One 3-inch binder with dividers for each class.
- 2) Pencil pouch.
- 3) Pencils and pens.
- 4) Highlighters (multiple colors).
- 5) Student Handbook with Class Planner Calendar/Agenda.
- 6) Extra college-ruled, lined paper.
- 7) Composition Book (for reading/writing journals).



COMMON CORE STATE STANDARDS:

This English Language Arts class (ELA8) is aligned to the 8th grade ELA Common Core State Standards. There are 41 ELA8 standards. The ELA Common Core State Standards for California are divided into 5 categories, as listed below: *(I have paraphrased these standards to list them on one page.)*

Reading Literature (RL):

- 1) Cite evidence that supports an analysis of what the text says.
- 2) Determine theme.
- 3) Analyze how dialogue or incidents propel the story.
- 4) Determine the meaning of words and phrases.
- 5) Compare and contrast the structure of texts.
- 6) Analyze differences in points of view.
- 7) Compare and contrast story mediums.
- 8) *N/A (Not applicable to literature.)*
- 9) Analyze fiction based on myths, religion, and traditional stories.
- 10) Read and comprehend grade-8 literature.



COMMON CORE
STATE STANDARDS

Reading Informational Texts (RI):

- 1) Cite evidence that supports an analysis of what the text says.
- 2) Determine central idea.
- 3) Analyze how a text makes connections and distinctions.
- 4) Determine the meaning of words and phrases.
- 5) Analyze the structure of the text in developing key concepts.
- 6) Determine an author's point of view.
- 7) Compare and contrast informational mediums.
- 8) Evaluate arguments and claims in a text.
- 9) Analyze conflicting information.
- 10) Read and comprehend grade-8 literary nonfiction.

Writing (W):

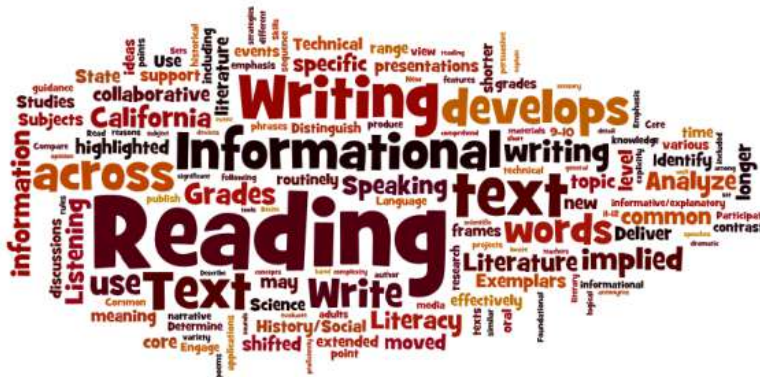
- 1) Write arguments with evidence to support claims.
- 2) Write informative/explanatory texts to convey ideas.
- 3) Write narratives, real or imagined.
- 4) Produce clear and coherent writing.
- 5) Strengthen writing skills.
- 6) Use technology to produce and publish writing.
- 7) Conduct short research projects.
- 8) Gather relevant information from multiple sources.
- 9) Gather evidence to support analysis.
- 10) Write routinely.

Speaking & Listening (SL):

- 1) Engage in collaborative discussions.
- 2) Analyze the purpose of information.
- 3) Delineate and evaluate a speaker's argument.
- 4) Present claims and findings using eye contact.
- 5) Integrate multimedia and visual displays into presentations.
- 6) Adapt appropriate speech to a variety of contexts.

Language (L):

- 1) Demonstrate command of English grammar conventions when writing or speaking.
- 2) Demonstrate command of English capitalization, punctuation, and spelling when writing.
- 3) Use knowledge of language and its conventions when writing, speaking, reading, or listening.
- 4) Clarify multiple-meaning words by using context clues.
- 5) Demonstrate understanding of figurative language.
- 6) Acquire and use grade appropriate words and phrases.



Student Citizenship Contract

1. I will be on time to class and attend as often as possible.
2. I will come to class prepared to work on my class assignments.
3. I will stay on task and do my assigned work without any complaint.
4. I will be cooperative with my teacher and polite to everyone in the classroom.
5. I will follow directions and instructions.
6. I will raise my hand quietly if I need to ask a question or if I wish to speak.
7. I will ask permission to go to the bathroom or the office.
8. I will stay in my seat at all times, unless I have permission to leave it.
9. I will respect others and the property of others.
10. I will follow the School Rules and Mr. Beresford’s Classroom Rules as defined.

As a student in Mr. Beresford’s 8th grade English Language Arts class (ELA8), I have read, understand, and agree to the citizenship contract. I also understand that if I fail to uphold my end of the contract, I will face consequences as defined by MPH.

Student Name _____

Student Signature _____

Date _____

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Parent/Guardian Contact Information

In an effort to communicate with each of you regarding your child’s participation in this Language Arts course, I am asking that you please volunteer your contact information and please sign, date, and detach this portion of this syllabus and have your child return it to me to indicate that you have read and understand my course material, grading procedures, and policies.

Parent/Guardian name

Home Phone #

Best time/place to call

Work/Cell Phone #

Parent/Guardian name

Home Phone #

Best time/place to call

Work/Cell Phone #