



Liberty Middle School

281 Dock Murphy Drive, Madison, Alabama 35758

English as a Second Language

Ms. Madelyn Ayers and Mrs. Misti Bressette

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Classroom Digital Platforms	Webpage Link: Mrs. Bressette: https://www.madisoncity.k12.al.us/Domain/2696 Ms. Ayers: https://www.madisoncity.k12.al.us/Domain/2331 You will find our Schoology links on our webpages.
Textbook Information	No textbook. Material will be gathered from school resources such as <i>Read 180</i> and <i>Freckle</i> (reading programs), as well as other materials deemed necessary for student growth.
Course Description	Students will develop their English literacy and communication skills. All four language domains (listening, speaking, reading, and writing) are incorporated in order to support students' acquisition of the English language.
Course Objectives	At the conclusion of this class, students will be able to: <ol style="list-style-type: none"> 1. Read and understand literary and informational texts at students' language proficiency level while making gains in academic English. 2. Continuously write over extended time frames and shorter time frames for a range of tasks, purposes, and audiences. 3. Make adjustments in speech to a variety of contexts and communicative tasks, showing the use of formal English. 4. Learn to use a variety of general academic and content-specific words and phrases for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when confronting an unknown word or phrase important to comprehension or expression. 5. Demonstrate academic language development in listening, speaking, reading, and writing.
Course Outline	<i>Subject Descriptions</i> <u>Reading/Writing:</u> <ul style="list-style-type: none"> ● Identify language that indicates narrative points of view (e.g., "I" v. "he/she") from illustrated text using word/phrase banks with a partner ● Identify language that indicates narrative points of view (e.g., "he felt scared") from illustrated text using word/phrase banks ● Categorize passages based on narrative points of view from illustrated text <u>Writing:</u> <ul style="list-style-type: none"> ● Use the writing process to develop and strengthen writing ● Conduct weekly writing prompts to strengthen writing <u>Speaking and Listening:</u> <ul style="list-style-type: none"> ● Engage in a range of collaborative discussions ● Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.

	<p><u>Language</u></p> <ul style="list-style-type: none"> • Learn parts of speech and demonstrate continuing improvement in conventions of standard English capitalization, punctuation, and spelling when writing.
Classroom Expectations	<ol style="list-style-type: none"> 1. Be seated and ready for class when the bell rings. Students tardy to class will receive a detention per LMS policy. 2. Come prepared for class. Bring all necessary supplies, including homework. 3. Respect your teacher, your classmates, and yourself. 4. Listen and follow directions. 5. If it's not yours, don't touch it. Keep your hands and feet to yourself. If you break something of mine, be prepared to replace it. This also applies to school technology. 6. Follow all school rules. 7. The teacher dismisses the class, not the bell.
Progressive Discipline <i>(LMS Policy)</i>	<p>Step 1: Verbal warning Step 2: Student/teacher conference Step 3: Parent contact/conference Step 4: Detention and a parent contact Step 5: Office referral</p>
Grading Policy <i>(MCS Policy)</i>	<p>60% = Assessments (Tests, Essays, Projects) 40% = Daily Grades (Quizzes, Homework, Classwork, and Participation) 70% = High School Credit Assessments 30% = High School Daily Grades</p>
Late Work Policy	<p>For work turned in late, the following policy will apply:</p> <ul style="list-style-type: none"> • The assignment will drop one LETTER grade for each school day that passes. For example, if an assignment is turned in one school day late, the highest a student can receive is 89%; two days late, 79%, etc. <p>1 day late = maximum credit 89% 2 days late = maximum credit 79% 3 days late = maximum credit 69% 4 days late = maximum credit 59% 5-10 days late = maximum credit 50%</p> <ul style="list-style-type: none"> • Half credit is always better than no credit! Until work has been made up, "Missing" (which counts as a zero) will be put in the gradebook. This will be updated once work is completed and turned in.
Make-up Work/Test Policy	<p>Students with excused absences will be allowed to make-up all work within three days of returning to school. It is the student's responsibility to ask for make-up work. Students can get with a classmate or ask the teacher for help. Work that is not made up will become a zero (including quizzes/tests). Many times, missed quizzes and tests can be made up during school.</p> <p>Students will be notified in advance of tests to prepare in a timely manner. If school is closed, tests may be given on the following school day.</p>
Accommodations	<p>Students will receive accommodations through their Individualized Language Proficiency Plan (I-ELP) and changes to the plan will occur as students develop English language skills.</p>
Materials & Supplies	<p>You can find the LMS School Supply List on the LMS website.</p>
Turnitin	<p>The majority of writing assignments in this course will be submitted to Turnitin via the Schoology learning platform. The primary focus of this software is to help students become better writers and scholars. Turnitin generates a report on the originality of student writing by comparing it with a database of periodicals, books, online content, student papers, and other published work. This program will help students discern when they are using sources fairly, citing properly, and paraphrasing effectively - skills essential to all academic work. Students will have the opportunity to review their Turnitin originality report and will have the opportunity to make revisions before submitting their work for grading. Once their work is submitted, teachers have the opportunity to view the student's originality report and grade accordingly.</p>

**Parent & Student
Acknowledgment Form**

2022-23 Ms. Ayers/Mrs. Bressette's Syllabus Signature Form

Please complete the following with either YES or NO in the blank, and then sign below.

_____ **I have read and understand the classroom policies, procedures, expectations, and syllabus for this course.**

_____ **My child will have internet access daily at home.**

_____ **I have additional comments/concerns about my child. (If so, please list below)**

Student signature: _____

Parent signature: _____

Today's date: _____

Sign and Return by August 8, 2022

This syllabus is subject to change.