**Course Syllabus**

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| **Class Title:** | 8th Grade Language and Literature. ELA. Reading and Writing! |
| **Instructor:** | Mr. Wagner |
| **Email Address:** | [jswagner1@cps.edu](mailto:jswagner1@cps.edu) |
| **Teacher Website:** | www.wagnersela.weebly.com |

**IB Mission Statement**

The International Baccalaureate aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect. To this end the organization works with schools, governments and international organizations to develop challenging programmes of international education and rigorous assessment. These programmes encourage students across the world to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right.

**IB Learner Profile**

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| *Inquirers* | *Knowledgeable* | *Thinkers* |
| *Communicators* | *Principled* | *Open-Minded* |
| *Caring* | *Risk-Takers* | *Balanced* |
|  | *Reflective* |  |

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| **Course Summary** |
| Reading class could also be called “Interpreting Language” because it will sharpen students’ skills in reading literature and a variety non-fiction, listening to experts and performers, and viewing a variety of non-print texts (pictures, video, and graphic art.)  Writing class could also be called “Producing Language” because your child will not only learn formal writing styles and conventions, she/he will also learn to speak for a variety of audiences and purposes.  Reading and writing will be taught in a two-class block this year, and so students will learn reading, writing, speaking, listening, and viewing skills from me for one hundred minutes per school day.  This year, I will work with your adolescent on goals we create together to ensure each student can take ownership of her/his academic progress. Two year-long portfolio will show progress and track goals. Each student will maintain their red portfolio for writing and their yellow portfolio for reading. |

**Course Materials**

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| **Teacher will provide….** | **Student is responsible for….** |
| * Short stories * Works of non-fiction * Poems * Pens / Pencils / Paper * Graphic Art Supplies | Acquiring novels. MOST LIKELY…   * *The House on Mango Street* * *Fahrenheit 451* * *Daniel Half Human* * *A Raisin in the Sun* |

**Grade Scale**

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| **A** | 100 - 90 | **B** | 89 - 80 | **C** | 79 - 70 | **D** | 69 - 60 | **F** | 59 and below |

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| **Standards-Based Grading** |
| Standards based grading will be used for nearly ever assignment this year in Mr. Wagner’s class. The standards can be found at <http://www.corestandards.org/ELA-Literacy/> . Here is a step-by-step process for what to expect with standards-based (also called criterion-based) grading.  **Often, a pretest of each standard will be given and not entered in the grade book.**  1. Student reads, annotates, and understands a common core OR IB standard in literacy.  2. Student learns what is expected to fulfill the standard.  3. Students receive and/or create the rubric for how they will be graded (will gradually begin).  4. Student performs an assignment or task to prove he/she has mastered the standard.  5. Mr. Wagner uses the rubric to decide if the standard is fulfilled.  6. The grade book will *usually* not contain assignment names, but will be a list of standards.  7A. If the student is successful, the grade is entered in the grade book under the corresponding standard and will *most likely* not change for the semester. Standard will look like [CCSS.ELA-LITERACY.SL.8.1](http://www.corestandards.org/ELA-Literacy/SL/8/1/).  7B. If the student needs more practice to master the standard, **a tentative** grade will be entered in the grade book under the appropriate standard.  8A. The successful student may move on to another standard or continue learning further in depth than the standards outline.  8B. Students will have multiple opportunities to earn a new grade for any standard.  9. When families wonder about grades, they will not look for assignments in the grade book but standards and skills that can be worked on.  10. The grade book will reflect the degree to which standards are met as well as progress and effort. |

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| **General Classroom Procedures** |
| Website  Mr. Wagner will maintain **wagnersela.weebly.com** with daily information. Click your reading period in the top right portion of the website’s homepage.  -Daily agenda  -Homework assignments  -Word Files and PDFs of assignment sheets, rubrics, and helpful hand-outs.  Independent Silent Reading  There will be between **five and** **eight** cycles of silent reading where students will choose texts, read them independently, and create projects to show their independent learning. Additionally, students will work on accomplishing standards that are chosen based on each individual student’s needs. Students are in charge of borrowing or purchasing their silent reading novels.  Novels We May Read Together  We will most likely read *The House on Mango Street, Fahrenheit 451, Daniel Half Human,* and *A Raisin in the Son* together as a class. Students will be expected to borrow of purchase their own copies, but Mr. Wagner will always have a few copies available to rent. Information will go out a week or so ahead of time.  Wordly Wise  Students will learn vocabulary using level 8 Wordly Wise vocabulary workbooks provided to them for free. Helpful information can be found at wordlywise3000.com  Whole Class Work Monday, Wednesday, Friday—Individual Work Tuesday. Thursday may be either.  Work done as a class and in groups will take place on Mondays, Wednesdays, and Fridays. This may include the whole-class novel study, Wordly Wise, discussions, and small group work. On Tuesdays and some Thursdays, students will silently read and perform work based on the standards they as individuals need to work on. Teachers will meet with individuals in conferences and teach one-on-one on those days.  How Wagner Accepts Work  Assignments, especially homework, may be hand-written on loose-leaf paper, typed in Google Documents and shared with jswagner1@cps.edu, typed in Microsoft Word and attached in an email, or typed into the body of an email and sent to Mr. Wagner. Major projects will have further specific requirements.  **Late Work and Redoes**  **Late work is accepted past the due date with reduced credit. *Any assignment can be redone for additional credit anytime within each semester.* Mr. Wagner will use his judgment in each case to determine the reduction or addition of credit. Quizzes and tests may be redone under certain circumstances.**  Emailing and Extra Help  Mr. Wagner responds to both student and family emails within 24 hours. Questions and the seeking of extra help are easiest for Mr. Wagner between 7:45 and 7:55 am before school or any time during 5th period lunch (except Fridays when Mr. Wagner goes out for pizza). |

**Yearlong Unit Overview** (Subject to change as planning continues!)

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| **Unit** | **MYP Unit Question** | **Concepts in unit** | **Summative Assessment** |
| 1 | **How does my identity affect my perspective?** | **A person’s identity influences his/her perspective on others and the world**  ***The House on Mango Street*** | **Reading: Plot Structure Report—Identity and Perspective**  **Writing: Narrative of identity and its effect on perspective** |
| 2 | **How do our surroundings affect the style of our communication?** | **The context of one’s life helps determine the ways a person communicates.**  ***Fahrenheit 451*** | **Reading: Author’s Style Analysis**  **Writing: Argumentative Essay on the effects of style in literature** |
| 3 | **To be written by students!!!!** | **The Holocaust. Concepts to be chosen by students**  ***Daniel Half-Human*** | **Reading: Historical Context Journal**  **Writing: Research Essay on taking action in the world** |
| 4 | **How does self-expression help our society?** | **Self-Expression builds understand and can help social change.**  ***A Raisin in the Sun*** | **Perform the Play live in groups!**  **Informational Essays** |
| 5 | **What has K-8 meant to us?** | **Reflect on Elementary school…it’s over!** | **A variety of original art plus any skills that have been taught throughout the year!** |

**Academic Honesty Policy**

The Ogden International School of Chicago’s Academic Policy supports the school’s mission statement to “focus on a curriculum that immerses an individual in a rich and safe environment, to obtain awareness of world cultures through language, studies, and interactive field experiences, to apply skills necessary for global citizenship and competency,”and to purposely align the Ogden policy with the IB policy on Academic Honesty.

For all students, the school and IBO expect and support student integrity in conducting research, preparing work and projects, test-taking, and collaborating with others. The school recognizes that in a knowledge-based century the value of knowledge is high, and the freedom to share knowledge is essential. Academic dishonesty devalues knowledge and creates an atmosphere in which undue restrictions must be placed on the sharing of knowledge.

***Academic honesty:*** *Behaving and working honestly in researching and presenting schoolwork. This includes respecting the ownership of the ideas and material of other people and behaving appropriately when sitting for class.*

***Plagiarism****: The representation of other’s thoughts or work as the student’s own in order to gain an unfair advantage. This includes using others work without citation or sourcing.*

***Collusion****: Allowing one’s work to be copied or submitted for assessment by another. There are times when students will collaborate with other students to complete their work. However, the final work must be independently produced, despite the fact it may be based on the same or similar data and/or research as another student.*

***Duplication****: Presentation of the same work for different assessment components or course requirements.*

***Cheating****: Gaining an unfair advantage, including but not limited to:*

* *Falsifying a record, data, etc.*
* *Using notes or a test*
* *Commissioning another person to do the work*
* *Using an electronic language translator to ‘launder’ language*
* *Submitting work which has been submitted by yourself or another student*

*for a previous or different assessment task or for a task at a different school*

* *Stealing papers, or downloading free papers from the internet*
* *Having a parent or tutor do assignments/assessments*

In addition to academic strengths, it is assumed that one's participation in IB is indicative of character traits which align with the IB Learner Profile. Specifically, IB students are required to be principled learners who act with honesty and integrity. Without exception, Ogden students are expected to adhere to a policy of strict academic honesty. Such a policy requires that students carefully scrutinize their own actions and behaviors for incidences of cheating/plagiarism.

The aforementioned actions and behaviors have the potential to severely compromise the academic integrity of the individual and The Ogden International School of Chicago as an institution. Under no circumstances will any such behaviors go without penalty. Minimum penalties include academic sanctions for the individual/s involved in accordance with the CPS Uniform Discipline Code. Major infractions will be handled by both the teacher and administration.

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| **STUDENT and PARENT DECLARATION**  I have read, understand, and agree to abide by The Ogden International School of Chicago’s Academic Honesty Policy. All Ogden students and their parents are required to review and sign the Academic Honesty Policy.  **Student Name**: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ **Date**: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  **Student Signature**: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ **Grade Level**: \_\_\_\_\_\_\_\_\_\_\_\_  **Parent Signature**: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |