

**Language Arts 5**

**2017**

**First Semester**

**Instructor: Julia Orzechowski**

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**Website:** iblog.dearbornschools.org/juliaorzechowski/

**Tutoring Hours:**  I’m available after school by request.

**Class Times:**  Periods: 5 and 6

**Class Location: C Hall** 207

**Course Readings:**  All texts are provided by the teacher, however, novels are recommended for purchase

*Timeless Voices Timeless Themes*

weekly informational articles (AOW)

**Course Description:** Students will gain exposure to a range of texts and tasks. Rigor is incorporated in

increasingly complex texts. Students will work to identify key ideas and details in literature and informational texts and analyze author’s craft and structure. They will also demonstrate writing skills from vocabulary understanding to organization of ideas. They will write arguments to support claims in an analysis, write explanatory texts to examine and convey ideas, and research to build and present knowledge. Students will participate in active reading by learning to read consciously, critically, with a pencil in hand, and a T2T (annotation) norm list.

**Materials**

-5-subject notebook with college-ruled paper -loose leaf paper

-Portfolio (provided by teacher) -Highlighters: blue, orange, and green are required

-blue or black ink, pencils with erasers, post-it notes -Access to computer with Internet

-Novel for SSR (sustained silent reading)

**What a Writing Portfolio Looks Like**

-A folder that remains in class

-All written pieces are to be filed in the student’s portfolio

-Use portfolios for writing conferences to discuss current work, strengths, weaknesses, and future goals

-Students may revise written pieces using feedback and rubric given

**Toolkit**

-This will be created in your 5-subject notebook with important information on reading, writing, grammar, spelling, rubrics, etc.

-We will constantly refer to this toolkit

-You MUST have it with you every class

**Participation**

-Every day = 1 summative point—to earn your summative point, you must:

 -have materials, be on task, and turn in homework on time

 -follow 10th grade positive behavior system

 -participate in discussions by actively listening & speaking

**\*\*You begin each card marking with full participation points in the gradebook. Points will be removed if you do not meet the class expectations on a regular basis.**

**SSR *PLUS***

Students are expected to read at least 2 hours a week from a novel of their choice.

**LOGS:** In this course, required participation involves posting to google classroom. The SSR log discussions provide greater opportunities to think critically about the novel and consider connections to your own learning, reading, and writing. Your postings of at least 200 words will be assessed based on your arguments (i.e., evidence of critical thinking) and how well you support your arguments with material from the readings. Your responses will not be judged as right or wrong, but they can be strongly or weakly supported.

**DAILY:** Your teacher will confer with you during SSR time about reading habits, thoughts, and goals.

**BOOK TALKS:** Students will sign up to present 2 book talks on Wednesday or Friday sometime during this semester. The book talk is a summative grade. See the following rubric for the guidelines:

20 points summative: \_\_\_\_\_\_/20

|  |  |
| --- | --- |
| 2-3 minutes to present | +5 (under time or over time loses points) |
| It must be a book you have read. You are choosing to book talk this particular book because it is SO great. | +3 |
| You must give a summary of the essential elements of the book (in your own words). This may include: who tells the story, a skeleton of the plot, why you enjoyed it, and why you think your classmates would enjoy the book. | +6 |
| Read a short passage from the book so your audience can get a feel for the writer’s voice. | +4 |
| You must show your audience the actual book. | +2 (no book or book on a phone loses points) |

**Assignments and Grading**

See the tentative schedule below for assignments and due dates. Students should be reading for at least 20 minutes daily at home. Reading needs to be practiced like any other skills. If, for whatever reason, you miss instructions given in class, it is YOUR RESPONSIBILITY to obtain the instructions provided online and to have assignments ready to turn in by the deadlines that are noted on the assignment sheets. Your final grade in this course will be determined by your performance in the following categories:

|  |  |
| --- | --- |
| **Formative Assessments 20%** | **Summative Assessments 80%** |
| -grammar practice-SSR reflections/logs weekly by Saturday at 11:59 PM-article of the week assignments-vocabulary/reading activities-weekly/daily assignments-outlines and drafts of essays | -quizzes-unit assessment, at end of card marking-final versions of essays --research essay on civil rights-impromptu or on-demand essays-SSR literary projects, 1 per semester-SSR book talks and other presentations-active participation (per card marking) |

\*Students can always rewrite an essay to receive a higher grade. The summative assessment grade counts for 80%, so it is important for students to come to class on these days and to immediately make up the assessment grade if they must be absent.

**Grading Scale**

|  |  |
| --- | --- |
| A 93-100A- 90-92B+ 88-89B 83-87B- 80-82C+ 78-79C 73-77 | C- 70-72D+ 68-69D 63-67D- 60-62E below 60 |

**\*Grades are only rounded at the end of the semester if the grade is .5 or higher AND will change a letter grade.**

**Teacher Blog**

All class handouts and information are on my iBlog. You can find it by searching my name on the DPS iBlog website. If you are absent or absent-minded, please subscribe to the blog. <http://iblog.dearbornschools.org/juliaorzechowski/>

**Issues and Concerns**

Please talk to Mrs. O in person or via email if you concerns, questions, extended absence needs. It is always most helpful to speak to the teacher first. Then, she can help you contact a counselor, liaison, social worker, or administrator as needed.

**Attendance Policy**

Students will follow FHS attendance policies. Students are considered tardy to class if he/she is not IN ASSIGNED SEAT STARTING SSR**.** Keep in mind 4 tardies = 1 absence, 2 lates = 1 absence, and 10 absences results in reduced credit in the class. See Fordson’s policy on audit/reduced credit.

**Homework/Late work/Makeup Policy**

-Redo: you have 2 weeks from the day an assignment is passed back to redo the **summative** assignment

 -Essays have an unlimited amount of time for redos, but you must schedule a meeting with the teacher to discuss your work before revising.

-Absent: time you have to make up work = days absent

\*\*This includes tests—you must be responsible for scheduling your test time.

-You can retake a summative exam for a 70%, but you can not receive a score higher than 70%.

-Late work: **late formative assignments WILL NOT BE ACCEPTED**, and late summative assignments lose 10 points for every day late.

**ACT RIGHT**

If a student is not following classroom procedures or causing disruptions: a verbal warning will be given, followed by a phone call home, referral written, and finally a meeting with administrator. Classroom rules are:

-Be in assigned seat and reading when the bell rings.

-Follow directions and norms the first time.

-Listen when teacher or classmates are speaking; interruptions to OUR learning will not be tolerated.

Students **may possess or use** personal electronic devices on school property during these designated times:

* **Before school** until the beginning of the school day (7:15 a.m.)
* **During a student’s lunch period**
* **After school** after the bell rings at 2:15

Throughout the rest of the school day, cell phones (including multiple phones per student, as well as “dummy/fake” phones) **should be turned off,** and turned into a teacher-designated area in the classroom, and out of sight in the hallways between classes.

**-See PBIS EXPECTATIONS MATRIX for further information on expectations at Fordson.\*\***

**Academic Integrity Statement**

The English Department at Fordson High School adheres to a strict zero tolerance policy on academic misconduct. Academic misconduct is defined as any dishonest representation of academic work, including but not limited to, plagiarism, fabrication, deception, cheating, bribery, forgery, sabotage, and personating. Any student caught committing academic misconduct will receive an automatic zero on the assignment and will not be permitted to make up the grade. Teachers may assign further penalties at their discretion. This includes, but not limited to, copying another student’s work, copying information from the Internet or other sources, using anyone else’s work to complete your own. All students will be responsible for their own work from start to finish. Any occurrences of plagiarism, whether from a published source or classmate, will be subject to the discipline of Dearborn Public Schools.

**Hall Passes**

Students must have a hall pass completed by a teacher if they are in the hallways during class time. Passes are only given for emergencies or if the student is requested by an administrator.

**Schedule**

This is a tentative schedule and will change as the semester progresses. Students can use it now to plan ahead for future assignments and to see routine work.

|  |  |  |
| --- | --- | --- |
| Week | FOCUS | ASSIGNMENTS DUE/ACTIVITIES |
| 1.Sept.5-8 |  intro-classroom policies, pre-test, SSR books, & norms | -signed syllabus due MONDAY 9/11 |
| 2.Sept.11-15 | *EQ: What does success mean? What does it mean to be successful?*understanding argument writing | -SOAPStone-close reading (CERA) completed in class-on demand writing |
| 3.Sept.18-22 | Claim writingMicro argument writing | -norms for peer revising-CCR box 1 |
| 4.Sept.25-29 | Analysis writingIntroduction writing  | -body paragraphs & counter argument |
| 5.Oct.2-6 | Quick writeRhetorical appeals | -CCR boxes 1-2-review for exam-reflection |
| 6.Oct.9-12 | unit review | **-UNIT EXAM**-on demand essay |
| **CM # 1** |  **ends**  |   |
| 7.Oct.16-20 | feedback on exams*EQ: How can language be a tool for personal or social change?* | -socratic circle-AOW |
| 8.Oct.23-27 | Literature circles created | -on demand writing-CCR boxes1-3 |
| 9.Oct.30-Nov.2 |  Analysis writing revisited |  |
| 10.Nov.6-10 | group discussion/socratic seminar |  |
| 11.Nov.13-17 | creating evidence-based conversations using double-entry journals | -double entry journal |
| 12.Nov.20-21 | Skills for writing/evaluating |  |
| 13.Nov.27-Dec.1 | final steps of essay writingrevising process |  |
| **CM #2** |  **ends**  |   |
| 14.Dec.4-8 | unit review | **-UNIT EXAM**-on demand essay |
| 15.Dec.11-15 |  | -double entry journal |
| 16.Dec.18-22 | annotating and closely reading selected excerpts |  |
| 17.Jan.8-12 | literature circle discussion |  |
| 18.Jan.16-19 | evidence finding to create claim |  |
| 19.Jan.22-26 | unit review |  **-UNIT EXAM**-on demand essay |
| **CM #3** | **ends**  |  |

**COMPLETE THIS PORTION OF THE SYLLABUS & RETURN BY MONDAY 9/11/17.**

**10th Grade LA Teacher’s Name:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

We have read and understand the course requirements and expectations.

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Student Name **printed**  Student Name **signature**  Date

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Parent/Guardian Name **printed**  Parent/Guardian Name **signature**  Date

**Contact Information:**

Parent/Guardian Printed Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Email Address: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Phone Number: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_