

Language and Literature 8

2021-2022

General Information

Description

According to IB, Language and Literature “equip[s] students with linguistic, analytical and communicative skills that help to develop interdisciplinary understanding.” Students will explore these concepts through listening, speaking, reading, writing, viewing and presenting.

Goals and Purpose

By the end of the year, L&L students will emerge open-minded, globally conscious, perceptive, and ready for the academic challenges of future classes. This course aims to help students grow as critics, writers, and readers by exposing them to various forms of writing to critique and by having them analyze their own writing in like fashion.

Course Materials

Required Materials

Students will be required to have the materials below with them for every class:

- 2” 3 Ring Binder (Portfolio)
- 8 Tabs
- Spiral Notebook – college ruled
- Highlighters: pink, orange, yellow, blue, green
- Pencil
- Red Pen

Semester 1 Texts

- ***Chains***, Laurie Halse Anderson
- ***Hidden Figures***, Margot Lee Shetterly
- ReadTheory.org

Semester 2 Texts

- **To Be Determined** – book will be shared at the end of 1st semester
- **Group Book** – book chosen by group during second semester
- ReadTheory.org

Course Overview

Semester	Unit and Concepts	Purpose
1 (9/1-1/13)	Understanding the Past <ul style="list-style-type: none">- Exploring historic fiction and nonfiction- Understanding literature on an interdisciplinary scale- Developing communication, social, and thinking skills	In this unit, students will explore how literature shows connections between historic events. Students will read 2 books that explore complex relationships between the past, social justice, and innovation by exploring texts through a literate, historic, and scientific lens. This unit will build a foundation of understanding for our second unit.
2 (1/18-7/10)	Changing the Future <ul style="list-style-type: none">- Researching complex topics to develop deeper understanding of issues in our society- Understanding the impact of media and stigma on complex issues- Developing compassionate and innovative thinking	In this unit, students will explore issues facing our society today, and develop ways of helping communities overcome these problems. The semester will begin with students reading a book as a class before breaking into smaller groups in which they will develop a deeper, more complex understanding of an issue that they feel passionate about resolving.

IB Goals and Expectations

- Use language as a vehicle for thought, creativity, reflection, learning, self-expression, analysis and social interaction
- Develop the skills involved in listening, speaking, reading, writing, viewing and presenting in a variety of contexts
- Develop critical, creative and personal approaches to studying and analyzing literary and non-literary texts
- Engage with text from different historical periods and a variety of cultures
- Explore and analyze aspects of personal, host and other cultures through literary and non-literary texts
- Explore language through a variety of media and modes
- Develop a lifelong interest in reading
- Apply linguistic and literary concepts and skills in a variety of authentic contexts

WPS Language & Literature Core Skills

All skills taught in a language and literature class target progressive growth in the areas of reading, writing, speaking, listening, viewing, and presenting.

To ensure comprehensive development in L&L, the following skills will be practiced this year (and every following year) in increasingly complex, varied contexts:

- **Vocabulary** with roots, written in context
- **Grammar** weekly drills
- **Argumentation**, logic, audience imperative
- **Expository writing** - nonliterary and creative
- **Narrative writing** - nonliterary and creative
- **Citation** with examples and explanations
- **Discussion** with examples and elaboration; may involve use of media
- **Presentation** with argumentation, improvisation, and use of media

Common Core and IB Standards

In both the IB Middle Years Programme and the Common Core, the courses of English language arts and language and literature, respectively, present students with the far-reaching opportunity to understand language as a multimodal tool of communication. Below are the ELA anchor standards and MYP learning objectives we will explore in this class.

ELA Anchor Standards	MYP Learning Objectives
<p>KEY IDEAS: CCSS.ELA-LITERACY.CCRA.R.1 Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.</p> <p>CCSS.ELA-LITERACY.CCRA.R.2 Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.</p> <p>CCSS.ELA-LITERACY.CCRA.R.3 Analyze how and why individuals, events, or ideas develop and interact over the course of a text.</p> <p>CRAFT AND STRUCTURE: CCSS.ELA-LITERACY.CCRA.R.4 Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.</p> <p>CCSS.ELA-LITERACY.CCRA.R.5 Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.</p> <p>CCSS.ELA-LITERACY.CCRA.R.6 Assess how point of view or purpose shapes the content and style of a text.</p> <p>INTEGRATION OF KNOWLEDGE AND IDEAS: CCSS.ELA-LITERACY.CCRA.R.7 Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.¹</p> <p>CCSS.ELA-LITERACY.CCRA.R.8 Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.</p> <p>CCSS.ELA-LITERACY.CCRA.R.9 Analyze how two or more texts address similar themes or topics to build knowledge or to compare the approaches the authors take.</p> <p>RANGE OF READING & LEVEL OF TEXT COMPLEXITY: CCSS.ELA-LITERACY.CCRA.R.10 Read and comprehend complex literary and informational texts independently and proficiently.</p>	<p>ANALYZING:</p> <ol style="list-style-type: none"> identify and explain the content, context, language, structure, technique and style of text(s) and the relationships among texts identify and explain the effects of the creator’s choices on an audience justify opinions and ideas, using examples, explanations and terminology interpret similarities and differences in features within and between genres and texts <p>ORGANIZING:</p> <ol style="list-style-type: none"> employ organizational structures that serve the context and intention organize opinions and ideas in a coherent and logical manner use referencing and formatting tools to create a presentation style suitable to the context and intention <p>PRODUCING TEXT:</p> <ol style="list-style-type: none"> produce texts that demonstrate thought, imagination and sensitivity, while exploring and considering new perspectives and ideas arising from personal engagement with the creative process make stylistic choices in terms of linguistic, literary and visual devices, demonstrating awareness of impact on an audience select relevant details and examples to develop ideas. <p>USING LANGUAGE:</p> <ol style="list-style-type: none"> use appropriate and varied vocabulary, sentence structures and forms of expression write and speak in an appropriate register and style use correct grammar, syntax and punctuation spell (alphabetic languages), write (character languages) and pronounce with accuracy use appropriate non-verbal communication techniques

Grading Policies

Grading System

The grading system at Willows Preparatory School follows the guidelines for all International Baccalaureate schools.

- **Criteria A Summative** - 20% Projects, Papers, and Exams
- **Criteria B Summative** - 20% Projects, Papers, and Exams
- **Criteria C Summative** - 20% Projects, Papers, and Exams
- **Criteria D Summative** - 20% Projects, Papers, and Exams
- **Formative Work** - 20% Tasks, Classwork, Homework and Miscellaneous Other Assignments

Formative Work

All formative work students complete will be placed into the L&L Portfolio. Students must get work stamped by Ms. Kathol before placing in portfolio in order to receive credit for the assignment. Students are responsible for keeping track of what work they have completed in the table of contents in their class portfolios. Students will generally receive 3 formative scores per week:

1. Classwork (8 points)
2. Homework (8 points)
3. Participation (8 points)

Scores will be given based on the completeness and effort of each assignment, based on the rubric provided in OneNote. All formative scores are final. If a student is absent, it is their responsibility to check the weekly assignments page in OneNote, and to collect the learning targets and exit tickets.

Please note that written feedback will rarely be provided on formative work –most feedback on formative work will be provided live, in person.

Homework

Homework for this class will consist of a weekly vocabulary/grammar assignment, required readings (including readtheory.org), and any unfinished classwork.

If students come to class having not done their readings, they will be unable to participate in the classwork and discussions, resulting in a lower score on their “Classwork” and/or “Homework” grade for the week. Required reading/schedules will be posted to OneNote and ManageBac. If a student is struggling to keep pace with a reading book, I encourage them to look for an audiobook to follow along to. If a student chooses this route, they should be reading the book alongside the audiobook.

Vocabulary and grammar homework will be distributed weekly; students will receive a new set of words each week, along with a new grammar concept. Students will have regular formative quizzes on these words and concepts.

ReadTheory.org

Readtheory.org portal will assign reading specific unique to each student based on their Lexile score. Each night they will have about 10 minutes of reading. Students will take a pretest at the beginning of the year, and over the course of the year, they will be able to see their score improve.

Participation

Students will receive a weekly participation score. Their participation score will be graded as follows:

- Learning Target and Exit Ticket sheet – 4 points
- Class engagement – 4 points

Class engagement means that a student is actively participating in classwork during class time, and that they have come to class prepared and ready to engage. If a student becomes off task, disruptive, or does not follow the class expectations and norms, they will lose a point for that day.

Summative Work

Summative work will be submitted through ManageBac unless otherwise stated on the summative instruction guide. All summative work will be scored on the criterion and rubrics provided in the summative instruction guide. The IB general rubrics can be found in OneNote.

Due to the nature of L&L summatives, please allow 2-3 weeks for a summative to be scored.

In IB, an **8** represents truly stunning/noteworthy achievement that far exceeds grade-level expectations. To receive an 8, a student's work has demonstrated extraordinary skills, creativity, and conceptual fluency that goes well-beyond the given instructions. Receiving an 8 will be extremely challenging, and while I encourage every student to strive for it, students should not feel discouraged if they do not receive it. If you would like more information on this, please feel free to reach out to Ms. Kathol.

Late Work Policy

Unexcused incomplete classwork or homework (formative assignments) will be immediately marked down or as a zero when graded. However, work can still be turned in **up to two weeks past the due date** for partial credit. After 2 weeks, students will receive a permanent zero. When a student has completed their missing work, they are responsible for emailing Ms. Kathol or submitting the worksheets in person. Unexcused late summatives will receive -1 for each day late.

If students are emailing Ms. Kathol regarding missing work, the subject should be "Missing Work – [Student's First and Last Name]." Students should also provide the assigned date of the missing assignment and the title of the assignment. Please note that Ms. Kathol will only check missing/late work **one** time, so all scores on those assignments are final.

If students miss a quiz or test (unless it is a documented emergency and have a doctor's note or other documentation) they will **not** be able to make it up and will receive a zero. If a student knows they will be missing school the day of a test or quiz, they may ask permission to take the test/quiz **early**. Any unexcused absences will result in a permanent zero.

Extensions

If a student needs an extension on a **formative assignment**, they must email Ms. Kathol **no later than 24 hours before** the assignment is due. Requests received after this time will not be accepted unless there are extenuating circumstances. The email subject should be "Extension - [Student's First and Last Name]" and the email must include the assignment they would like extended, when they will turn in the assignment, and the reason they need the extension. Students are responsible for following the late work policy when submitting extended assignments. Any assignments received prior to the extension request deadline will be considered late.

Extension requests on **summative assignments** will not be accepted unless there are extenuating circumstances. These requests must be made before the deadline of the summative and must include proof of circumstance (i.e. doctors note if ill). If students know they will be missing a quiz or test, they must reschedule with Ms. Kathol to take the exam **before** the day of the assessment.

Please note that just because a student request an extension does not mean that they are guaranteed to receive one.

Academic Honesty

All work submitted in this class must be the student's own work, and all sources used must be cited using MLA format. Academic dishonesty in any and all forms is never appropriate. If Ms. Kathol discover a student has plagiarized or cheated in any way, they will receive an automatic zero on that assignment

regardless of whether the assignment is formative or summative. Plagiarism will also result in Ms. Kathol emailing student's parents/guardians and contacting both Ms. Razem and Mr. Lippart.

Class Policies

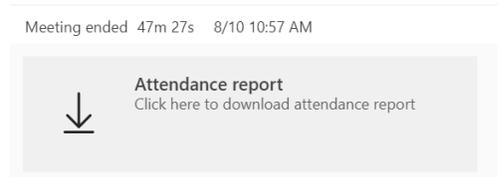
Expected Class Behavior

As a class, we will develop a set of class norms on the first day of school. Students are expected to follow these class norms throughout the entire school year. Failure to do so will result in a loss of participation points, and potentially contact to the administration and/or parents/guardians.

Outside of these class norms, Ms. Kathol's expectations for class behavior are as follows:

- Students should come to class prepared, including having done all homework and coming to class with all required materials. Failure to do so may result in a reduced classwork/homework score
- Students should not be on any electronic devices unless instructed by Ms. Kathol. Use of unapproved technology during class time will result in confiscation of device for the class period, or the remainder of the day, and an email home
- Students should be respectful to themselves, peers, and staff at all times. Defiant, disruptive, or disrespectful behavior will result in administration notification and contacting of parents
- Due to COVID-19, students are expected to follow all COVID protocol to keep both the students and staff safe. Failure to follow school COVID protocols will result in immediate administrative notification and contacting of parents
- If classes are online, students should use online etiquette. This means
 - Microphones should be off unless the student is speaking
 - Students must keep their cameras on and stay seated in front of their laptop during class time. Bathroom or water breaks should occur before or after class time, or during independent work time (not while Ms. Kathol is presenting content)
 - The chat should *only* be used for class-related work or questions. Using chat for other reasons will result in loss of chat privileges. A transcript of all chats will be saved and monitored
 - Attendance will be recorded at the end of all online classes via teams

Failure to follow these online expectations will result in a reduced participation score and possible administrative follow-up.



If students or parents/guardians have questions about these expectations, please contact Ms. Kathol.

Zero Tolerance

Willows Preparatory School has zero tolerance for alcohol, drugs, tobacco, weapons, age-inappropriate material, graffiti and repeated instances of bullying behavior. If any students are found in possession of, or engaging in, any related activities of the above, while on campus and/or during school hours, appropriate referrals will be made, and consequences/outcomes will be documented on the student's file.

*****Please note that all aspects of syllabus are subject to change – all changes will be communicated in advanced to both students and parents*****

Agreement

By signing below, you are confirming that you have thoroughly read the syllabus and agree to follow all expectations. Please complete the form below and return to Ms. Kathol by **Friday, September 10th**.

Student Name (Print) _____

Student Signature _____ Date _____

Parent/Guardian Name (Print) _____

Parent/Guardian Signature _____ Date _____

Parent/Guardian Email _____