Century Middle School
Course Syllabus Outline
IBMYP Language & Literature
Grade 8
MYP Year 3
2016-2017

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Phone Number: 720-972-3269
Study Session Time and Location: 3:45-4:00 or by Appointment in the mornings

Course Overview:
At the end of eighth grade students will be able to read, comprehend, and analyze increasingly complex texts independently and proficiently. Students will be able to read like a writer and routinely produce clear and coherent text for a range of discipline-specific tasks, purposes, and audiences. Students will also be able to analyze increasingly complex informational texts. They will have extensive vocabularies built through reading and study, enabling them to comprehend complex texts and engage in purposeful, structured conversations built around Language Arts content.

Major Topics of Learning: In accordance with the Adams 12 Five Star Schools Curriculum Framework, the following will be covered in this class during these trimesters:

<table>
<thead>
<tr>
<th>Study #1</th>
<th>Study #2</th>
<th>Study #3</th>
<th>Study #4</th>
<th>Study #5</th>
<th>Study #6</th>
</tr>
</thead>
<tbody>
<tr>
<td>Developing and Reflecting in Narratives</td>
<td>Structuring Meaning</td>
<td>Conflicting Viewpoints</td>
<td>Rendering the Traditional New</td>
<td>Evaluation Choices</td>
<td>Integrating Media and Presenting Effectively</td>
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MYP Aims
- Use language as a vehicle for thought, creativity, reflection, learning, self-expression 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 works.
• Engage in literature from a variety of cultures and representing different historical periods.
• Explore and analyze aspects of personal, host and other cultures through literary and non-literary works.
• Engage with information and communication technology in order to explore language.
• Develop a lifelong interest in reading widely
• Apply language A skills and knowledge in a variety of real-life contexts

IB Objectives

Objective A: Analyzing

Through the study of language and literature students are enabled to deconstruct texts in order to identify their essential elements and their meaning.
I. Analyze the content, context, language, structure, technique and style of texts and the relationships among texts
II. Analyze the effects of the creator’s choices on audience
III. Justify opinions and ideas, using examples, explanations and terminology
IV. Evaluate similarities and differences by connecting features across and within genres and texts.

Objective B: Organizing

Students should understand and be able to organize their ideas and opinions using a range of appropriate conventions for different forms and purposes of communication.
I. Employ organizational structures that serve the context and intention
II. Organize opinions and ideas in a sustained, coherent and logical manner
III. Use referencing and formatting tools to create a presentation style suitable to the context and intention.

Objective C: Producing Text

Students will produce written and spoken text, focusing on the creative process itself and on the understanding of the connection between the creator and his or her audience.

I. Produce texts that demonstrate insight, imagination and sensitivity while exploring and reflecting critically on new perspectives and ideas arising from personal engagement with the creative process.
II. Make stylistic choices in terms of linguistic, literary and visual devices, demonstrating awareness of impact on an audience
III. Select relevant details and examples to develop ideas

**Objective D: Using Language**

Students have opportunities to develop, organize and express themselves and communicate thoughts, ideas and information.

I. Use appropriate and varied vocabulary, sentence structures and forms of expression
II. Write and speak in a register and style that serve the context and intention
III. Use correct grammar, syntax and punctuation
IV. Spell, write and pronounce with accuracy
V. Use appropriate non-verbal communication techniques.

**Standards-Based Grading:**

1. Grades and assessment scores are based on specific rubrics and reflect the student’s level of achievement of standards (MYP Criterion).
2. Assessments and grading standards are applied consistently to students of similarly demonstrated ability.
3. Student learning for the identified report card criteria will be evaluated based on rubrics, proficient/advanced student work samples, and checklists.
4. A student’s level of achievement of a standard/criteria at any given time is best approximated by trends evident in his/her most recent assessments. In order to determine the student’s current level of proficiency with respect to the standard, teachers use professional judgment based on evidence (Wormeli, 2009). Grades then are NOT the results of an average of all assessments.
5. A symbol such as INC or M will be used for missing/incomplete assignments.
6. Multiple opportunities will be given to allow students to demonstrate their level of competence with respect to a standard.
7. Homework, when used as practice, is not calculated into trend data that is used to formulate a student’s overall understanding of a standard. This is not to say that all formative work will not be included in the calculation of a student’s score.

**IBMYP Assessment Criteria:**

**Grading of Group Work:** On all group assignments, two marks will be given to each student in regards to the standard: one for the group performance and another for the individual student performance.

**Plagiarism/Cheating:** Plagiarism and cheating will not be tolerated. Please refer to the CMS Agenda for specifics.

**Learner Profile:** These are a set of guiding principles that support our learning and interactions with each other inside and outside of school. These will be reported on separately from gradebook reporting criteria.

**Standards Based Grading Scale:**

<table>
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<tr>
<th>Exceeds: 7-8</th>
<th>Mastery: 5-6</th>
<th>Developing: 3-4</th>
<th>Beginning: 1-2</th>
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</table>

**Semester Final Grade Calculation:**

<table>
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<tr>
<th>Exceeds: 6-7</th>
<th>Mastery: 4-5</th>
<th>Developing: 3</th>
<th>Beginning: 1-2</th>
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**Student Assignments**

- Summative – Unit tests, projects, presentations, essays, stories, etc.
  - Projects and Labs
  - Common Assessments
• Summative Quizzes and Tests
  - Formative – quizzes, homework, class work, exit slips, etc.
  - Homework
  - Classwork
  - Formative Quizzes

• Note that ALL group projects will be represented by an individual grade for each student.
• Assessments and grading standards are applied consistently to students of similarly demonstrated ability.
• Assessments are based solely on demonstrated student progress and achievement of reasonable and clear standards.
• Students are encouraged to be engaged and motivated in the completion of their assignments.

Retake Policy: (Please see agenda)

• Retakes are only allowed for summative assessments.
• Assessments may be retaken if and only if a student shows growth.
• Reassessments must be done within one week of the original assessment.
• If your project or assessment is not submitted on time, I may give you an alternative assessment of equal or greater rigor.
• I may chose to not allow reassessment if at least two or more opportunities will be offered for skills to be demonstrated OR two or more opportunities have already occurred.

Language Arts Homework Policy

• Students are expected to read nightly.
• The purpose of homework is to practice skills, elaborate on topics introduced in class, and prepare for upcoming topics of study.
• Teachers post topics for daily study and assigned work on the board and online. Students are expected to copy classwork and homework assignments into their agendas daily.

Communication

• Communication between parent/guardians and teachers is a vital component in your student’s education. Please check your student’s agenda or the website each day to find a list of topics and assignments from each class. You may occasionally receive comments from us in the agenda, and you are welcome to use this as a communication tool as well. Be sure to visit our website (www.century.adams12.org) to track daily homework and long-term project assignments.
• To track your student’s academic achievement, you may access the parent portal through our website (www.century.adams12.org). Contact the registrar to set up your family’s login information at 720-972-5240.
• The best way to reach us is by email. Teachers are not available to take telephone calls during the day, but feel free to leave voice mail messages. You can expect a response to voicemail or email within 24 hours.
• Please schedule an appointment if you would like to meet with a teacher or core team. Making arrangements ahead of time will ensure that we are able to devote our time and full attention to you.

**Student Expectations:**

• Treat every individual in class with respect, even if at times you do not agree with him/her.
• Come to class with all materials required and participate fully.
• Ask questions which will enhance your learning.
• Refrain from any activity which interferes with the learning of your peers.

**Tardy Policy**

• All students need to come to class prepared, polite, and positive. Students must be in their seats and writing in their agenda/planner or working on the warm-up activity at the time the bell rings. Students walking or running to their assigned seat, talking with other students or retrieving make-up work or supplies when the bell rings will be recorded as tardy in the school attendance program.
• Consequences for tardies include: documented tardy, student conference; phone call to advise parent/guardian of tardies; before/after school detention for 30 minutes; referral to administrator.