**Course Syllabus**

|  |  |
| --- | --- |
| **Class Title:** | 6th Grade Reading and Writing |
| **Instructor:** | Ms. Alicia Homampour |
| **Email Address:** | [achomampour@cps.edu](mailto:achomampour@cps.edu) |
| **Teacher Website:** | <http://homampour.weebly.com> |
| **Phone Number:** | (312) 544-9360 (call or text) |
| **Office Hours:** | 7:00 – 8:00 am and 3:15 – 4:30 by appointment |

**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**

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

|  |
| --- |
| **Course Summary** |
| The seventh grade ELA course is designed to address both the common core and IB standards, while advancing student literacy in the conventions of reading and writing. The units of study and texts addressed throughout the year will focus on increasing literacy skills.  **Language A Reading** will focus on the four modes of language communication: reading, writing, speaking, and listening. Emphasis is placed on the following subcategories: literature appreciation, the development of reading strategies and spelling, study skills, research skills, and vocabulary development.  Literature texts/novel studies will be accompanied with supplemental nonfiction texts aligned with common core standards.  **Language A Writing** will focus on developing skills and samples to ensure that students are proficient in multiple areas of written communication. Students will learn to write in a variety of styles, how to address intended purposes and audiences for writing, how to assert and defend claims, how to revise their writing, how to use technology for research, production and publishing purposes.  In both Reading and Writing classes students will exercise learned creative methodologies applicable to project-based learning to ensure success. A focus on developing cooperative learning and interactions will be nurtured to promote reflection amongst the self. This allows the student to give thoughtful consideration to their own learning strengths and limitations.  The texts and topics used throughout the course will encourage international discourse, allow opportunities to study and analyze international cultures, languages, behaviors, histories and policies. Students will become open-minded as they understand and appreciate not only their own cultures and personal histories but the values and traditions of other individuals and communities. |

**Course Materials**

|  |  |
| --- | --- |
| **Teacher will provide….** | **Student is responsible for….** |
| * **Prentice Hall Literature Texts** * **Executive Functions folder** * **Composition Notebook** * **Reading Portfolio Folders**   **(Note: If students loses Portfolio folder, there is a $1 replacement fee.)** | * Class novels (NOTE: I will always provide the option of purchasing through Scholastic or order copies to the Barnes and Noble on State Street.) * Independent reading novels * Pen (Blue/Black/Red) * Highlighters |

**Grade Scale**

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

**Middle School Grade Categories**

|  |  |  |
| --- | --- | --- |
| **Formative Assessments** | assignments that practice the skills being learned | 30% |
| **Summative Assessments** | projects, tests, tasks | 30% |
| **Classwork** | In class activities, includes participation | 20% |
| **Homework** | 2-3 assignments per week | 10% |
| **Semester Exams** | At end of semester | 10% |

**GENERAL CLASSROOM PROCEDURES**

Rules & regulations as outlined in the Student Code of Conduct (SCC) will be strictly enforced for each student.

In addition, students in this class have specific rules and responsibilities to follow

|  |  |
| --- | --- |
| **Students Have the Right to:** | **Students Have the Responsibility to:** |
| * Express our opinions openly and freely | * Be respectful of others’ opinions and use appropriate language |
| * Learn in ways that reflect our individual needs and learning styles | * Complete all assignments on time and with our best effort |
| * Ask questions to clarify what we do not know | * Listen to directions and take ownership of our own learning |
| * Have lessons that are engaging and beneficial to furthering our learning | * Come to class prepared with the right materials and a positive attitude |

***Assessment:*** Every marking period, students will have between 15 and 20 assessment opportunities\*, everything from nightly homework assignments and chapter tests to major projects and presentations. The work we do throughout the semester will account for 90% of each student’s final semester grade. The remaining 10% will be earned through performance on a final exam at the end of each semester. Every idea, concept or detail we explore throughout the year is a topic for the final exam, so taking and keeping good class notes will be essential to success this year.

\*As part of an IB initiative to move towards standards based grading, this is subject to change for a unit of study in first semester and/or for the duration of second semester. In the event that this policy changes students and parents will be notified with a letter home (with signed receipt) to explain the change.

***Ogden Policy Regarding Work Not Turned In:*** The grade recorded for any assignment that is not turned in is a “50”, which equates to an F on the Ogden Scale.

***Late Work:*** Students are expected to turn in work on time. Late work will be accepted for a reduced grade. Late work will not be accepted after the summative assessment.

***Turning in Assignments:*** I will accept work turned in to me in class on the day it is due, or work submitted to my email account, achomampour@cps.edu, **before** the class period it is due. CPS policy forbids me from accepting any work that is submitted from any account other than a CPS Google student account.

***Quality of Work:*** Students are expected to do assignments thoroughly and completely. One-day homework assignments may be turned in handwritten. If this poses a hardship for you, see me. Also, all written work should be written in complete sentences, and if applicable, in well-structured paragraphs.

***Academic Integrity:***  I have **ZERO** tolerance for cheating or plagiarism. Students who copy off of another student or who “cut and paste” another writer’s work and claim it as their own will receive a zero on that project. A conference with a parent/guardian will also be held, and the student will be referred to our vice principal for further disciplinary action.

**Computer Access and Usage**

Students who do not have access to a computer at home must make special arrangements for access to complete assignments. All summative assessment pieces **must be typed** unless otherwise noted. This allows for students and teachers to easily grade, edit, save, and access student work. Students will not always be given lab time to complete assignments during class**. It is the student’s responsibly to complete work and print out assignments BEFORE arriving to class.**

**Course Overview**

|  |  |  |
| --- | --- | --- |
| **Unit** | **MYP Unit Topics** | **Concepts covered in unit** |
| **1** | IDENTITY  Character, Plot Structure, Setting  *Identities and Relationships* | Short stories, reader/writer identity, character development |
| **2** | PERSPECTIVE  Point of View  *Fairness and Development* | Nonfiction, Biography/Memoir, points of view, evidence and explanation |
| **3** | CULTURE  Context, Audience Imperatives  *Orientation in Time and Space* | Science Fiction/ Dystopian Novel |
| **4** | AESTHETICS  Style, Intertextuality  *Personal and Cultural Expression* | Drama, literary criticism, analysis |
| **5** | COMMUNICATION  Theme, Structure  *Identities and Relationships* | Novels, theme, organization, thematic analysis, phrases and clauses, reflection and connection |
| **6** | CREATIVITY  Self Expression, Purpose  *Personal and Cultural Expression* | Poetry, language, description, creative writing, speaking |

**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.

|  |
| --- |
| **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**: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |

**Contact Information:**

|  |  |  |
| --- | --- | --- |
| **Parent/Guardian Name** | **Email Address** | **Daytime/Evening Phone** |
|  |  |  |
|  |  |  |