Welcome to 8th Grade English Language Arts with Mrs. Wojciechowski!

I am thrilled to have all of you as students in my class during your final (and most crucial) year at Sunset Ridge. I am confident that after this school year, you will be prepared to enter any high school in the valley (and beyond) ready to succeed! Let’s go hawks!

Bell Schedule
2018-2019 daily schedule:
*Times are subject to change

<table>
<thead>
<tr>
<th>Period 1: Read 180/System 44</th>
<th>8:45-9:30</th>
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<tbody>
<tr>
<td>Period 2: Prep</td>
<td>9:30-10:15</td>
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<tr>
<td>Period 3: 8th Grade ELA</td>
<td>10:18-11:15</td>
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<tr>
<td>Period 4: 8th Grade ELA</td>
<td>11:18-12:15</td>
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<tr>
<td>Lunch</td>
<td>12:20-1:00</td>
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<tr>
<td>Period 5: Adv. 8th Grade ELA</td>
<td>1:03-2:00</td>
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<tr>
<td>Period 6: 8th Grade ELA</td>
<td>2:03-3:00</td>
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<tr>
<td>Period 7: Differentiated Student Support (DSS)</td>
<td>3:00-3:30</td>
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My Personal Vision
To inspire and direct students’ creative energies and personal interests in texts of all sorts, in order to develop literacy skills that will give them an analytical lens through which to view the world. To build a collaborative and student-centered classroom, with real-world expectations and consequences, in order to advance skills that are valuable to students’ futures. To give meaningful praise and guidance in students’ personal goals to connect reading, writing, listening, speaking, and all forms of literacy, to what they are passionate about.

Curriculum:
The curriculum for this course aligns with the Arizona State Standards for Language Arts (which may be viewed [here](#)) and utilizes district-adopted resources, such as the Houghton, Mifflin, Harcourt Collections 8th Grade textbook. There are six thematic units, or “collections,” containing literature and informational texts pertaining to that topic. The topics are as follows: Collection 1- Culture and Belonging, Collection 2- The Thrill of Horror, Collection 3- The Move toward Freedom, Collection 4- Approaching Adulthood, Collection 5- Anne Frank’s Legacy, and Collection 6- The Value of Work. The texts within these collections, as well as the approved novels, are a means of teaching the following skills: reading, writing, listening, speaking, viewing and presenting.
Course Novels
For some of the texts we will read, you will be expected to obtain your own copy; however, you will be given at least two weeks’ prior notice when possible in order to arrange to obtain the copy. Though it is not necessary to purchase each text on this list (in some instances, copies may be found at the school or public library) having a personal copy is extremely beneficial. With a personal copy, you may annotate (write and comment) directly in the book! Copies can be purchased at any bookstore or online either new or used. If there is a problem securing a copy of any text, please let me know in plenty of time so other arrangements can be made.

Texts include, but are not limited to, the following:

- *The Outsiders* by S. E. Hinton (Adv. ELA summer reading)
- *The Diary of Anne Frank* by Frances Goodrich and Albert Hackett (in the *Collections* textbook)
- Choice of *The Diary of a Young Girl* by Anne Frank, *The Devil’s Arithmetic* by Jane Yolen, *Night* by Ellie Wiesel, *The Book Thief* by Marcus Zusack, or other student-obtained book for World War II reading circle
- *A Midsummer Night’s Dream* by William Shakespeare

Some of these works of literature contain mature subjects/situations. If you do not wish for your child to read these works, please contact me so we can find another appropriate book for your student to read and do work from that aligns with the Arizona State Standards for Language Arts.

Course Goals
By the time the student completes this course of study, the student will be able to:

- Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
- Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.
- Write arguments to support claims with clear reasons and relevant evidence.
- Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
- By the end of the year, read and comprehend literature, including stories, dramas, and poems, as well as informational and functional text, including history/social studies, science, and technical texts, at the high end of grades 6–8 text complexity band independently and proficiently.

District-Wide Goals for English Language Arts Students:

- All DVUSD students will become critical and capable thinkers who can independently transfer their learning to various settings and circumstances.
- All DVUSD students can explain, interpret, apply, demonstrate perspective in, and self-assess their learning.
Personal Goals
Students will be required to write S.M.A.R.T. (specific, measurable, attainable, realistic, and timely) goals as part of our continuous improvement plans. Personal data will be maintained in Student Data Folders. Examples of data include the following: Reading Inventory scores (beginning, middle, and end of year), district pre and post assessment scores for reading and writing, annotated writing samples scored using the district rubric for argumentative and/or informative writing, unit test scores, L to J quiz scores, etc.

Daily Expectations
- Students will be prepared by having required materials, completed assignments, and an inquisitive attitude.
- Students will ask for clarification or assistance when needed.
- Students will arrive to class on time, sit in assigned seats, and be prepared to learn with all needed supplies.
- Students will assume responsibility for any missing assignments because of absences.
- We will not interfere with the learning, safety, or well-being of others.
- We will maintain a friendly learning environment by being respectful, responsible, and safe at all times.
- Students will ask to use the bathroom at an appropriate time (not while I am lecturing or giving instructions) and will use one of the three bathroom passes allotted per quarter.

Homework
Most in-class assignments are designed to be finished during the class period. Time will be allotted in class to work on extensive or ongoing assignments; however, whatever is not finished in class, will be considered homework and it is the student’s responsibility to stay on track with course due dates.

In addition to whatever work is not finished in class, students will receive one weekly vocabulary assignment to work on at home, which will be assigned Monday (or the first day of the school week) and should be finished, and submitted, upon the time of the vocabulary quiz. The vocabulary will consist of common word parts (prefixes, roots, and suffixes) from the Greek and Latin languages to aid in students’ ability to decode new or unfamiliar words.

Students should also study the L to J vocabulary terms (a list of all of the language arts key concepts they should know prior to starting high school) every week on Quizlet. Students will take non-graded quizzes on these terms on a regular basis to measure their growth and to help me better understand what concepts they have already mastered and which concepts I need to focus on in greater depth, without the pressure of the score being recorded in the gradebook.

***Please note: While the teacher plans to follow the above guidelines for assigning homework, the type of homework assignment given is subject to change and the teacher reserves the right to assign necessary homework as she sees fit.
CommonLit Sign up Codes
Sign up for a free account at commonlit.org, using your class period’s code below:

- Period 3: J3RRK
- Period 4: 55664
- Period 5: LPEE6
- Period 6 (adv.): P5ZZZ

Homework Reminders/Text Blasts:
Sign up to receive important reminders from Mrs. Wojciechowski through Remind101:

- For 8th Grade ELA, text: @awojci to the number 81010
- For Advanced 8th Grade ELA, text: @adv8thg to the number 81010

Please note: Normal texting rates apply, and you can cancel at any time by texting Stop to that number. When prompted to respond back, please do so with your child’s first and last names.

Homework Assistance
If you are unsatisfied with your grade in the class, or you just feel like you need some extra help, I will be offering homework assistance. I am available before school Tuesday or Wednesday from 8:00-8:30am., during homeroom, or by appointment. An appointment for homework assistance must be arranged with at least one day’s prior notice. When making an appointment, you should state the topic you are struggling with so that I may assess whether it is something which can be addressed in class. When attending a homework help meeting, you should bring an outline or rough draft of the assignment and prepare specific questions that you would like answered. For example, if you are having trouble with your introductory paragraph and thesis statement for an essay, please do your best to write this on your own. Then, prepare questions, such as, Can you check that my citations are correct? Do I have all of the necessary components of the assignment? How could I improve my thesis statement?

Test/Quizzes
Quizzes are given frequently. The purpose of this is to ensure the student comprehends the material, and to determine if further teaching is required. Tests are given after each novel/unit of study. Test are not given on Mondays or the day after long breaks if it can be avoided, but this may not always work out.

Writing Assignments
Academic integrity is expected with all assignments. Copied/plagiarized work will not receive credit and will result in disciplinary consequences; therefore, I withhold the right to process any and all writing assignments through a plagiarism checker in order to verify that student work has been completed by the student with integrity. In preparation for high school, all writing assignments are required to follow MLA format: https://owl.english.purdue.edu/owl/resource/747/01/
Revisions for Credit

Students may choose one writing assignment per quarter to revise for credit. NOTE: Revisions MAY NOT be made on assignments in which a score above 80% was received; thus if you received a 79% or BELOW on an assignment, you may be eligible for revisions for credit. You have one week after receiving your graded essay/paper back to work on revisions and resubmit. Essays/papers at the end of a grading period may not be eligible for revisions. No late revisions will be accepted.

In order to complete essay revisions:

1. Show me your pre-writing/draft materials (pre-write, outline, rough draft, peer revisions, etc.). You must have ALL necessary draft materials completed in order to complete essay revisions. I will sign your essay to signify that you showed me all of your drafting materials.

2. Review marks/comments on your essay and clarify if necessary by discussing the revisions with me. Be sure to address ALL marks/comments in your revisions—if I see the same mistakes, you will not receive the maximum amount of points back.

3. Revise your essay as necessary and resubmit a typed copy with your revisions highlighted (may be submitted in hard copy or through email but must be typed with revisions highlighted).

If revisions are satisfactory, you will receive half of the points you missed back. For example, if you received 70/100 on your essay, you may earn back 15 out of the 30 missed points, making your final score 85%.

Late/ Makeup Work

All assignments are to be submitted, in class, on the date and during the class period it is due.

For assignments which require a hard copy, such as the final draft of an essay or a project, no exceptions will be made for printing. It is the student’s responsibility to make arrangements to print prior to the due date (please see me well in advance). Printing WILL NOT be allowed during teaching time, as this disrupts not only our classroom environment but the teacher’s in which the printer is kept!

Late or missing assignments will be marked in the gradebook as “Missing” with a score of 0%. If the assignment is turned in within ONE WEEK (5 school days) of its deadline, students will receive half credit, which will be marked in the gradebook as “Late” with a score of 50%. Any assignment submitted more than one week late will not receive credit.

If you become ill or a victim of an emergency, please let me know as soon as possible.

It is your responsibility to acquire the work you missed while you were absent. Makeup work is located in the following places:

- for classwork, such as packets or worksheets, refer to the specified file folder in the file bin in the back of the classroom
- for notes/assignments in the interactive student notebook (ISN), receive from a peer or request to see my master copy of the ISN
➢ for reading assignments, borrow a copy of the story/novel (when applicable) or access the textbook online

Please note: If a student misses a test, it is the student’s responsibility to come in during homeroom or arrange to come before/after school to make it up. This needs to be done within **THREE DAYS** of missing the test. I will not return tests to other students until ALL tests have been given.

Please Note: Plagiarism or cheating of any kind will result in the disciplinary procedures laid out in the student handbook.

**Grading**
Grades are appointed on a quarterly basis, according to the traditional grading scale:

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

Each assignment will be granted a point value in the gradebook and sorted into the appropriate category. Categories in the gradebook will be weighted as follows, with the assignments in each category averaged to calculate the score for that category:

<table>
<thead>
<tr>
<th>Category</th>
<th>Weight</th>
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<tbody>
<tr>
<td>Essays/Writing</td>
<td>30%</td>
</tr>
<tr>
<td>Tests/Quizzes</td>
<td>25%</td>
</tr>
<tr>
<td>Classwork/Interactive Notebook</td>
<td>20%</td>
</tr>
<tr>
<td>Projects/Presentations</td>
<td>20%</td>
</tr>
<tr>
<td>Homework</td>
<td>5%</td>
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</tbody>
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**Progress Reports**
Students and parents have access to grades at https://ps.dvusd.org/public/ Please contact our main office if you need your PowerSchool code.

**Communication**
The easiest and quickest way to get in contact with me is through email: Ally.Wojciechowski@dvusd.org. However, I am also open to communication with parents and students by school phone, or for short in-person conferences. Parents are always welcome at school-wide parent-teacher conferences; however, if you cannot make it to these conferences or for issues occurring between conferences, please email me with at least one day’s prior notice to set up a meeting. Any e-mails or calls made after 5p.m. Mon.-Thurs. may not be returned until the following day. E-mails or calls made after 5p.m. on Fridays or before Holiday Breaks may not be returned until the following week; however, it is my goal to return all communication within a 24-hour period when possible.
Resources

- Access to the 8th Grade Collections textbook can be found at my.hrw.com. Student login information is dv.school username (first initial, middle initial, last name) and password is school password. Ex. If my username is “aawojciechowski” my Collections username is dv.aawojciechowski
- 8th Grade Calendar http://www.dvusd.org/Page/7854 (Click on the ical icon and follow directions to install the 8th grade calendar onto your cellular device)
- My web page http://www.dvusd.org/Page/7858

How Parents Can Support Their Students
Do not hesitate to contact me or to visit me in my classroom if you have any concerns about the success or well-being of your student. I am available for homework assistance, and am more than willing to help your student formulate a plan to succeed.

Behavior
Minor infractions will be handled as follows:
- 1st Infraction – Student/teacher conference
- 2nd Infraction – Parent contacted by phone or email
- 3rd Infraction – Parent contacted by phone or email; After school detention is assigned
- 4th Infraction – Parent/teacher conference with student; Second after school detention is assigned
- 5th Infraction – Office referral

Major Infractions will result in an automatic office referral.

Please refer to the Student’s Rights and Responsibilities Handbook found on the Sunset Ridge website and the Middle School Handbook found on the 8th Grade website for more specific policies.

AND REMEMBER…HAWKS S.O.A.R.
S- Safety
O- Opportunities for Respect
A- Achievement
R- Responsible

…in learning spaces, in the restroom, in the cafeteria, in outside areas, and in the hallways and stairwells. Everywhere you go, on campus and off, please demonstrate these qualities!
Please return this portion of the Language Arts Syllabus to Mrs. Wojciechowksi by Friday, August 11, 2017.

By signing this form, you are attesting to the fact that you have read and understand all of the information in the syllabus. Failure to abide by class policies, procedures, and/or expectations will result in the appropriate consequences.

Student Name ______________________________________ Date ____________

Student Signature___________________________________________________

Parent/Guardian Name______________________________________________

Signature_________________________________________________________

Parent/Guardian Name______________________________________________

Signature_________________________________________________________

Parent(s) Email: ____________________________________________________

Additional information you would like to share with Mrs. Wojciechowski:

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