Deer Valley Unified School District

Course: ELA 3-4
Teacher: Kristi Kroeger
Room: 526
Web Page/Canvas Link: http://dvusd.instructure.com

Voice Mail: (623) 445-7243
Email: kristi.kroeger@dvusd.org
Prep Hour: 5th

Course Description
This course is aligned with district and state standards/Common Core and supports the school wide efforts in increasing student achievement. We will be focusing on the essential standards of the literature and informational standards, as well as the grade level writing standards using district adopted curriculum and novels.

Course Objectives
After completing this course of study, the student will master the Essential Learning Objectives (set by DVUSD).

Reading
- Students will read, evaluate and use literary and informational texts at or above grade level.
- On their own, students will read and understand a variety of texts ranging from simple to complex.

Writing
- Students will write a variety of texts clearly and coherently using research collaboration and revision over varying lengths of time for a range of audiences.
- Students will use technology to produce and publish writing and interact and collaborate with others.

Language
- Students will demonstrate knowledge of correct grammar in writing and speech.
- Students will apply knowledge of newly learned words and phrases to reading and writing.

Speaking and Listening
- Students will listen actively to a variety of types of presentations, interpreting and evaluating them with proficiency.
- Students will verbally present information in a variety of forms to a variety of audiences verbally, demonstrating command of formal English when appropriate.

Required Materials:
1. Fully charged chromebook
2. Writing utensil
3. Highlighters (pink, blue, green, yellow, and orange)
4. Composition English notebook
5. Folder for handouts
6. Bottle of Clorox Wipes
7. 1 One inch binder for data and assessments
8. 1 pair of student scissors

9. 1 copy of *Scythe* by Neal Shusterman
10. 1 copy of *Night* by Elie Wiesel
11. 1 copy of *The Alchemist* by Paulo Coen

Grading Policy
O'Connor High School believes that authentic grading accurately measures and reflects a student's performance based upon mastery of the standards.

O'Connor High School implements a research-based, unified grading and reporting policy that is focused on a standards-based mindset in which all grades are proficiency-based that effectively communicate what students know and can do, so students can focus on growth and learning. Grades will have consistent meaning throughout the system and be based upon grade level standards.

In order to increase grading consistency, accuracy, equity, and focus on learning, O'Connor High School strives to employ the following tenets:

- A student's grade should reflect academic learning and should never be used as a punitive tool.
- Grades are for reporting the status of academic learning, not behavioral conduct.
- The primary purpose of assessment and grading is to provide detailed feedback to inform student learning.
- Learning is a process that takes place over time and at different speeds for different students.
- A coordinated assessment and grading system clarifies the expectations for all students and maximizes academic opportunities.

Social Behavior Agreement
We at OHS believe that all students have the right to learn, all teachers have the right to teach and that all students will have the opportunity to demonstrate their learning. We believe that we do not leave this decision of learning up to choice. Thus the reason for the Social Behavior Agreement.

Social emotional learning (SEL) is an important process through which students are supported in social skill development to engage in positive relationships with their peers, teachers, and other adults while learning to access their emotional intelligence to foster awareness of self and others.

Integrated through a whole-school approach in the teaching and learning communities, school climate and culture, and supporting structures, SEL can promote good decision-making, positive relationships, and self-care. By implementing SEL in a school-wide approach, educators can help students become more successful in high school and beyond.
There are five interrelated sets of cognitive, affective and behavioral competencies. These along with our Standards Based Mindset Academic Behavior Framework and Flowchart. Assist our teachers in helping our students make good educational choices, along with assisting students with self-advocating, responsible and self-awareness of their academic choices.
Self-awareness: The ability to accurately recognize one's emotions and thoughts and their influence on behavior. This includes accurately assessing one's strengths and limitations and possessing a well-grounded sense of confidence and optimism.
Self-management: The ability to regulate one's emotions, thoughts, and behaviors effectively in different situations. This includes managing stress, controlling impulses, motivating oneself, and setting and working toward achieving personal and academic goals.
Social awareness: The ability to take the perspective of and empathize with others from diverse backgrounds and cultures, to understand social and ethical norms for behavior, and to recognize family, school, and community resources and supports.
Relationship skills: The ability to establish and maintain healthy and rewarding relationships with diverse individuals and groups. This includes communicating clearly, listening actively, cooperating, resisting inappropriate social pressure, negotiating conflict constructively, and seeking and offering help when needed.

Responsible decision-making: The ability to make constructive and respectful choices about personal behavior and social interactions based on consideration of ethical standards, safety concerns, social norms, the realistic evaluation of consequences of various actions, and the well-being of self and others. O'Connor High School will be using Traditional Grading as defined by the DVUSD Grading Practices 2023-2024 Document:

Highly Proficient A 100%-90%			**Proficient B 89%-80%**		**Proficient C 79%-70%**	
100-97	96-94	93-90	89-85	84-80	79-75	74-70
All 4's on standards	All 4's except for one 3	Mostly 4's with some 3's and/or 2's	Mostly 3's with some 4's **All 3's on standards**	Mostly 3's and 4's with a 2	Mostly 3's with some 2's	Mostly 2's with 3's and/or 4's
Partially Proficient D 69%-60%			**Minimally Proficient F 59%-50%**			
69-65		64-60	59-56		55-50	
Mostly 2's and 3's with a 1		**All 2's on standards**	Mostly 2's and some 1's		**All 1's on standards**	
No Evidence						
49% - 0%						

SDOHS will be utilizing the categories and weights associated with DVUSD Grading Practices z changes, specifically the use of Assessment, Coursework, and Practice categories for all entries in the gradebook. A breakdown of these changes are listed below:

ASSESSMENT: This category includes all items used to measure a student's proficiency toward the learning standards once the student has had sufficient practice and at a specified point in time. This category can include summative tests, performance assessments, reports, unit or module assessments, quizzes, long-term projects, short-term projects, presentations, capstone projects, research papers, and lab reports.

COURSEWORK: This category includes formative work that provides students with the opportunity to learn content and skills and to receive feedback on their learning. Coursework is assigned to provide meaningful, independent practice, reinforce learning targets, and extend learning. This category can include in-class assignments, quizzes, exit tickets, checks-for-understanding, and daily activities.

PRACTICE: This category includes formative student work that a student completes while in the process of learning specific skills. Student work that is done inside and outside of the classroom, such as classwork and homework, falls into this category.

Weights

All teacher gradebooks will utilize the following weights for each category in the gradebook.

ASSESSMENT CATEGORY 80%

COURSEWORK CATEGORY 20%

PRACTICE CATEGORY 0%

In addition to the percentage score for entries in the gradebook, Assessment category entries will have standards tagged for informational purposes only. This will give the student, parent, and teacher the ability to quickly assess what skill or content section needs improvement.

PowerSchool Access
The PowerSchool site allows parents/guardians and students to access the student's grades, attendance, and other information. If you need your access information, please stop by the front desk during business hours. You will need a photo I.D. The web address is: ps.dvusd.org/public

Make-Up Work
When a student is absent from school, the student will be provided the opportunity to make up work in order to close learning gaps from time away from school. The teacher will provide access to the student's assignment(s) and any hand-out or materials necessary for accomplishment of such assignment, allowing a minimum make-up period of one (1) day for each day absent.

Students are responsible for communicating with the teacher the first day back from an absence to develop a plan to make-up lost learning/assignments. Students are encouraged to communicate electronically with the teacher during the absence.

Students who miss school work because of unexcused absences or suspensions will be given the opportunity to make-up missed work for credit. The teacher may assign such make-up work as necessary to ensure academic progress, ***not as a punitive measure.***

Late Work Procedure
In order to accurately reflect a student's academic performance level, teachers will accept late work and missing work for full credit if the work is submitted within the timeframe of the current unit of study. A zero will be entered in the gradebook until the work is submitted. Students will be responsible for turning in late work in addition to their current work, which results in the natural consequence of a heavier workload. The primary consequence for not completing the work is to **complete the work.** Students may be assigned to our academic intervention time, assigned behavioral consequences such as lunch and/or after school detention for not completing work. It is the expectation that during these assigned intervention and/or detentions, the student utilizes the time to **complete the missing work.**

In order for **Late Work** to be accepted, students must meet the following parameters:

- ☐ Assignment is not due within the class period
- ☐ Assignment is not a timed activity (such as a Quick-Write Essay)
- ☐ Assignment is not a Long-Term assignment (over multiple weeks)
- ☐ Assignment is turned in within the following time frame
  9-12 Grades: By the end of the unit

If a student meets the above criteria, he/she will be issued full credit for the work submitted (no added penalties or caps on the grade that can be earned). The teacher will mark the student's assignment with the "Late" special code. The PowerSchool site allows parents/guardians and students to access the student's grades, attendance, and other information. If you need your access information, please stop by the front desk during business hours. You will need a photo I.D. The web address is: ps.dvusd.org/public

Make-Up Work
When a student is absent from school, the student will be provided the opportunity to make up work in order to close learning gaps from time away from school. The teacher will provide access to the student's assignment(s) and any hand-out or materials necessary for accomplishment of such assignment, allowing a minimum make-up period of one (1) day for each day absent.

Students are responsible for communicating with the teacher the first day back from an absence to develop a plan to make-up lost learning/assignments. Students are encouraged to communicate electronically with the teacher during the absence.

Students who miss school work because of unexcused absences or suspensions will be given the opportunity to make-up missed work for credit. The teacher may assign such make-up work as necessary to ensure academic progress, ***not as a punitive measure.***

Long-Term Project Procedure
There is an important distinction between daily/formative assignments and long-term/summative projects. Make-up policies regarding long-term/summative projects are based on the timeframe of the student's absence and the requirements of the long-term project. It is the expectation that students submit long-term projects on the day they are due. ***Students should self-advocate for assistance if they need extensions.***

Re-Take/Reassessment Procedure

Retake: The student completes another assessment of the same learning targets. The assessment to be retaken may be in the same format or a different format. The higher of the two scores will be entered in the gradebook.*

Reperformance: The student will be reassessed on the same learning target later in the marking period as part of the instruction cycle, thus providing an additional measurement of the learning. All reperformance scores related to the learning target will be entered in the gradebook.

Retakes or reperformance of essential skills is important to support learning of critical skills and filling gaps in learning. Retakes are allowed for assessments in which scores are entered into the gradebook, for full credit, if reperformance opportunities will not be available during the marking period or in addition to reperformance opportunities during the marking period.

In order to earn a retake opportunity, a student must complete all of the following:

- ☐ Complete all formative coursework related to the content/skill assessed
- ☐ Consult with the teacher
- ☐ Submit a reassessment plan or application, if required by the teacher

A reassessment plan must be scheduled within the following time frames:

- 9-12th Grades: With 5 school days of receiving the assessment score, the student must communicate with the teacher to create a reassessment plan

Classroom Behavior Expectations and Consequences

1. Try. In every activity, every reading, every assignment, and every assessment the expectation is that you will try your best to succeed.
2. Bring your best self to class each day. I know that best will look different from student to student and day to day. Treat yourself, classmates, classroom, and resources with respect at all times.
3. Listen to learn. You will find that a classroom full of students bring different ideas, perspectives, and values. You are not required to adopt those things as your own.

However, it is expected that you listen to their stories and ideas and ask thoughtful questions and respect them.

4. Observe all policies and procedures as set forth in the DVUSD student handbook; otherwise, prescribed disciplinary protocol will be followed.

Electronic Device Use

Technology (cell phones, iPads, hand-held devices, etc.) use in the classroom is intended to **enhance** the learning environment for all students; however, any use of technology that degrades the learning environment, promotes dishonest or illegal activities, is prohibited. If the instructor determines that the use of technology is a distraction to the learning process, either of the student using the technology or to those around him/her, the student may, at the discretion of the teacher, be asked to discontinue the use of technology in the classroom.

School Chromebooks to Facilitate Learning:

Sandra Day O'Connor High School utilizes chromebooks **as a learning tool** in the classroom. The classroom teacher will inform students as to when they may use their device and for which purposes. Students must adhere to their teacher's guidelines for use and appropriate times for use. Any student who violates the teacher's guidelines will be subject to disciplinary action.

Please note- students may <u>not</u> access their personal devices, whether for entertainment or learning, if the teacher has stated that the classroom activities at that time do not warrant use. For example, during testing or assessments.

Academic Integrity Statement in the Course Syllabus:

Adherence to the O'Connor Academic Integrity Code

All students enrolled in AP Language and Composition will adhere to the framework and guidelines set forth in the O'Connor High School Academic Integrity Code. Cheating and Plagiarism will not be tolerated. The purpose of this code is to promote a positive learning environment for all involved. Any student who violates this code will be referred to the Students Rights and Responsibilities handbook and assignment of appropriate consequences.

Plagiarism and Cheating

Cheating: In cheating, a student is taking the work of another, on any assignment, and claiming it as his/her own. At SDOHS cheating includes but is not limited to:

- Copying and/or offering homework verbally, in written form, or by electronic means from/to another student.
- Copying and/or offering questions and/or answers on tests or quizzes verbally, in written form, or by electronic means from/to another student.
- Pressuring other students to copy and/or offer homework, answers and/or questions on tests or quizzes verbally, in written form or by electronic means.
- Bringing in and using unauthorized information during class time, including information stored in any electronic device.
- Offering or receiving information under circumstances in which information is not to be shared.
- Having anyone, including parents or tutors, complete assignments and submitting the work as one's own.
- Presenting collaborative work as independent work and independent work as collaborative. (In group work, one person should not and will not bear the burden for the entire group assignment.)
- Copying answers from answer guides in texts.
- Fabricating data, information, or sources. Presenting made up material as authentic.

Plagiarism: The act of plagiarism may include direct copying, but it may also be more complex than verbatim repetition. A student, in preparing a project for a class, will have plagiarized if he/she has taken information from sources without citing the sources that have been used. Plagiarized material may appear in a student's paper as word-for-word copying, a summation, or a paraphrase of another's ideas. A student has plagiarized whether the material from another source has been taken in whole or in part. In effect, by not naming the source, the student is claiming the work of another as his/hers. At SDOHS plagiarism includes but is not limited to:

- Submitting images and/or documents in whole or in part from the Internet without citation of the source(s).
- Copying another's work.
- Using another's ideas without proper citations.
- Incorporating portions of another's writing within the context of your own work.
- Failing to acknowledge a source of information.
- Using "unique" phrases without citations.
- Using graphics, charts, diagrams, or illustrations without citations.
- Using a translator (either in-person or on-line) without proper citations

Plagiarism and/or Cheating will result in disciplinary actions and an F.

9-12 Artificial Intelligence (AI) statement

DVUSD has determined that the use of Large Language Models (LLMs), such as ChatGPT, is prohibited unless clearly specified by your teacher. Specific guidelines will be provided in the assignment details. If you are unsure if the tool or website you are using is an LLM or if it is permitted on a specific assignment, please contact your teacher before submitting your work.

Attendance Policy

In an effort to improve daily attendance, O'Connor High School has developed a set of attendance procedures. The following are highlights of these procedures.

1. **Attendance**
    1. An excused absence is an absence that the parents have called in and excused on the day of or within 24 hours of the absence. All other absences are considered unexcused.
    2. Students with absences have one day for each day absent to make up work in that class.
    3. Students are limited to 5 unexcused absences or a combination of 12 unexcused and/or excused absences per class per semester. A student with more than 5 unexcused absences or 12 total absences in a class may lose credit for that class.
    4. Some types of excused absences (such as medical emergency) are considered "extenuating circumstances" and not counted in the number of total absences.
    5. Absences caused by school related activities, such as participating in a school sponsored athletic event, are not counted in the number of total absences.

Late Policy

Definition: A late is defined as any student "who is not inside the classroom" when the final bell rings.

The purpose of the late is:

1. To reduce classroom interruptions caused by students arriving late to class.
2. To reduce the number of students loitering on campus during class time
3. To reduce the discipline problems that occur during the passing time.

Late Procedure

It is of the utmost importance and an expectation that all students are in their classroom on time and ready to work every hour.

1. A warning bell will ring exactly one minute prior to the final bell.
2. After the final bell, any student that is NOT in his/her classroom on time is marked as "Late" in PowerSchools.

The following consequences will be issued for excessive Lates:

a. 1st-Warning in power schools given by teacher
b. 2nd-Warning in power schools given by teacher
c. 3rd-Warning in power schools given by teacher
d. 4th-Detention given by teacher/department*- 20 min
    i. *No phone use is permitted during detention time and students will complete a teacher assigned task.*
    ii. *Failure to attend detention on time will immediately result in a 30 minute detention*
    iii. *Detention must be served within 5 school days*
e. 5th-Detention given by teacher/department*-30 min
    i. *No phone use is permitted during detention time and students will complete a teacher assigned task.*
    ii. *Failure to attend detention on time will immediately result in an admin referral.*
    iii. *Detention must be served within 5 school days*

f. 6th-If all steps have been processed above it now will come to the administration team
g. After school detention and notify parent by admin
h. 7th-After school detention and notify parent by admin
i. 8th+-1 day ISS and notify parent by admin

Loss of Credit Due to Absences

Upon reaching 12 unexcused and/or excused absences, a student may **lose credit** in any given class. Any student may be placed on an Attendance Contract upon accumulating multiple excused and unexcused absences. Any student with excessive absences may:

1. Lose credit in one or more classes.
2. Lose parking privileges.

Communication

Please contact the teacher for any student concerns. It is crucial that teachers, parents, and students maintain open lines of communication in order to ensure the best support for student success. Contact information is provided at the top of the first page of this syllabus.

The Deer Valley Unified School District does not discriminate on the basis of race, color, national origin, sex, disability, or age in its programs and activities. For any inquiries regarding nondiscrimination policies contact the Superintendent's Department, 20402 N. 15th Avenue, Phoenix, AZ 85027. 623.445.5000.

Dear Families,

In Language Arts 3-4, we read from a selected list of novels and plays. Below, you will find a brief synopsis and rationale for each novel. Students will also be required to read for 10 minutes each day a book of their choice. There are novels in the back of the classroom students may check out if they do not have a book with them to read. If there are specific parameters you desire for your student's self selected reading during this time, I encourage you to work with your student in finding those books at home, a bookstore, or the local library.

In an effort to meet the demands of the AZ State Standards, we have selected books that meet a higher lexile level. Many times, books with higher lexile levels do include mature content. Some of the books on this list include material and language that would be considered mature.

Class Novel Studies

All of the novels we will be reading this year have come from the district approved novel list.

Fiction

The Alchemist by Paulo Coelho
The Alchemist is a classic novel in which a boy named Santiago embarks on a journey seeking treasure in the Egyptian pyramids after having a recurring dream about it and on the way meets mentors, falls in love, and most importantly, learns the true importance of who he is and how to improve himself
Rationale: The Alchemist allows students to practice the standards of inferencing, figurative language, character development, and how the author develops a story of the course of the novel.

Scythe by Neil Schusterman
A world with no hunger, no disease, no war, no misery: humanity has conquered all those things, and has even conquered death. Now Scythes are the only ones who can end life—and they are commanded to do so, in order to keep the size of the population under control.Citra and Rowan are chosen to apprentice to a scythe—a role that neither wants. These teens must master the "art" of taking life, knowing that the consequence of failure could mean losing their own.
Rationale: Scythe allows students to see themselves in the novel as the main characters are the same age. Scythe also engages students in the critical thinking of problem solving and allows them to see that complicated problems require a great deal more than a solution of 150 characters shared over social media. The novel will also allow students to compare and contrast the characteristics of characters in novels set in a postmodern world versus characters set in the present day or in the past.

Non-Fiction

Night by Elie Wiesel
Night is a work by Elie Wiesel about his experience with his father in the Nazi German concentration camps at Auschwitz and Buchenwald in 1944–1945, at the height of the Holocaust and toward the end of the Second World War.
Rationale: *Night* allows students to examine both the historic and human aspects of the Holocaust.

Outliers by Malcolm Gladwell
Malcolm Gladwell, author of the bestselling books, *The Tipping Point, Blink,* and *What the Dog Saw*, takes on the topic of successful people whose achievements fall outside normal experience. The non-fiction work explores the idea that success can be practically planned for and cultivated.
Rationale: *Outliers* is an opportunity for students to understand what makes a person an 'outlier' in society. Students must weigh conclusions for their correlation to research.

Please return this portion by August 4, 2023.

I have read the Course Syllabus and Guidelines.

Student Name (Printed) _____ Class Hour ____

Student Signature _____

Parent's preferred means of communication: _____

Parent Signature _____

Date _____