

WELCOME TO 8TH GRADE ELA



Course Welcome/Intro

I am Mr. Corcoran and I will be your 8th Grade ELA Teacher this school year. Prior to working Larsen Middle School, I worked as an 8th Grade ELA teacher in Dekalb for three years and as a special education assistant at Prairie Knolls Middle School in Elgin, IL for 4 years. I completed my Elementary Education degree from Trinity International University in Deerfield, IL. I enjoy playing and coaching a variety of different sports, playing guitar at church, and spending as much time with my wife, parents, two brothers, two sister-in-laws, niece, nephews, and friends as possible.

In this course, students will take responsibility for learning, be able to problem solve, be authentic, integrate technology and be prepared for careers in the 21st century. Students should become responsible, socially, emotionally, and physically healthy contributors to their school, family, and community.

One of my favorite things about teaching ELA is that we get to learn about life through literacy. In this class you can expect to read, write, and talk about many issues in our world and how it impacts us. Every single person has a story and we are the authors of our life's journey. As readers, we learn the stories of others and learn empathy for others. I am looking forward to continuing our stories together.

Class Conduct

Students are expected to be on-time for class daily. Your prompt attendance is appreciate and necessary for class activities. Students are expected to be polite to one another, to work collaboratively in a variety of group configurations, to be on task at all times, and to complete all assigned work on a daily basis. If a student misses class for any reason, they are expected to either contact the teacher in person or via email and/or check google classroom to complete missed coursework.

Everybody has a bad day here and there, however, your bad day should not be taken out on your classmates. It is okay to not be okay. Treat each other with love and respect. Be patient with one another and offer grace and forgiveness where acceptable. Anything less than this will not be tolerated. Hold each other accountable for our learning. Don't copy other people's work. That is plagiarism. Be honest. Be Authentic. Try and be the best version of you every day. As a member of our class, I adhere by the same expectations for our class conduct.

Standards Based Grading

The purpose of Standards Based Learning is to ensure that a student's grade is reflective of his or her mastery of the course's strands (see below). Since Standards Based Learning models do not use the traditional point scale, but instead collect accurate evidence of student performance and academic growth to determine mastery, students will reflect on and build their knowledge and skills throughout the semester. At the end of the semester, the teacher reviews the evidence presented by each student, for each strand, and converts said evidence into a traditional letter grade. In this model, student learning is based on neither points nor weights, but a professional interpretation of evidence of student mastery of the strands.

Course Strands (what students will be graded on)

- Read closely to cite, analyze, and infer (reading standards)
- Produce clear and coherent writing (writing standards)
- Present and respond to information (speaking/listening standards)
- Demonstrate command of grammar, usage, and language (language standards)

Student Evidence/Assessments

Evidence of Learning and For Learning is any artifact that indicates whether or not a student has achieved proficiency in a strand. This is both a formal and informal processes used to improve learning.

Contact Mr. Corcoran



Room # 104

Students may request a meeting time to meet in person before and after school.



(847)888-5250

You may call the main office any time and request to speak to me or leave a message.



ryancorcoran@u-46.org

Email is the quickest way to get ahold of me. I strive to respond to all student and parents in a timely fashion.

Expectations

- Follow directions quickly.
- Raise your hand for permission to speak.
- Raise your hand for permission to leave your seat
- Make smart choices
- Keep your dear teacher happy!

Required Materials

- Independent Reading Book
- Headphones or Earbuds
- Composition Notebook
- Charged Chromebook
- Pen / Pencil



Classroom Library

As your ELA teacher, it is my goal to provide you with a rich literacy environment. Students may check out books from my library using an app called book source. Please take care of our books and return them when finished. If you damage a book or lose a book, it will be your responsibility to replace it.

Note: ALL students must have written parent permission to check out books via the attached parent letter.

Frequently Asked Questions:

Retakes?

- Students will have multiple assessment opportunities to demonstrate higher levels of achievement.
- The opportunities may be initiated by the instructor or the student, but always at the discretion of the teacher.
- The most current grade will show in Infinite Campus- if a student starts with a 2 and then earns a 1 on a retake, the 1 will be the score reflected online (and in grade determination if it is near a grade reporting window).
- Retakes must be completed within a reasonable time of the original assessment being handed back.

Late Work?

Any late work that a student may have must be turned in within the retake window. Once the retake window is closed, the assessment will no longer be accepted.

Extra Credit?

To ensure that grades reflect progress toward and achievement of the standards, giving extra credit points or bonus points **will not** occur in this class.

The vision of U-46 is that behavior/participation will be reported separately from academic achievement and is not a component of a student's academic grade.

Extra Help?

Absolutely! I would love to provide some extra help on any class related assignments. Please feel free to talk with me or send me an email to request help. I am generally available before and after school daily.

Course Assessment Outline

Semester 1

Unit 1

Assessment #1 - Investigative Research Report

Assessment #2 - 500 word Objective Editorial

Unit 2

Assessment #3 - Cause/Effect Infographic

Assessment #4 - Broadcast Presentation

Semester 2

Unit 3

Assessment #1 - Syntax Analysis Response

Assessment #2 - Poetry Analysis

Unit 4

Assessment #3 - Theme/Genre Comparison Essay

Assessment #4 - Suspense Narrative

Determination of the Semester Grade

Determination of the semester grade is not an average of the completed work. At the end of the course, the student's final grade will be a composite ranking in each of the course strands. Please note that letter grades will continue to be assigned at the end of the semester for all language arts courses at the secondary level. Standards-based Rubrics will be used to determine student's level of proficiency using the 0-4 scale based on set criteria (see below). Rubrics will be distributed at the beginning of a unit of study and referred to throughout the learning progression for the purpose of providing feedback.

4 = Mastery	Demonstrates ability to apply extended thinking about the skills and knowledge of the standard
3 = Proficient	Demonstrates skills and knowledge of the standard
2 = Basic	Demonstrates a basic understanding of the skills and knowledge of the standard
1 = Below Basic	Demonstrates a below basic understanding of the standard; may demonstrate gaps in skills and knowledge
0 = No Evidence	There is no, or insufficient, evidence of learning to assess the standard at this time
NE = Not Evaluated	This standard has not been evaluated at this time

Homework

Students may be assigned homework to practice essential skills in order to help them be successful on our SBG Assessments. Students will be given feedback on upon completion to help them move towards mastery of the targeted skill. Homework will be graded as a formative assessment which will not count towards a students summative quarter or summative grade. These assignments are carefully considered to not waste students time, but to challenge them and provide ample practice to demonstrate learning mastery throughout the school year.

Additionally, students will be expected to read at home for 20 minutes a day. Becoming a good reader takes practice. Students will be provided with time in class to read daily. Please see the infographics below on why reading and writing are important.

HERE'S THE IMPACT OF
READING 20
MINUTES PER DAY!

A student who reads

20:00
minutes per day

will be exposed to
1.8 MILLION
words per year
and scores in
90th PERCENTILE
on standardized tests

A student who reads

5:00
minutes per day

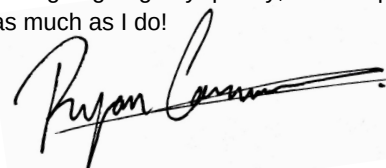
will be exposed to
282,000
words per year
and scores in
50th PERCENTILE
on standardized tests

A student who reads

1:00
minute per day

will be exposed to
8,000
words per year
and scores in
10th PERCENTILE
on standardized tests

I am looking forward to the 2019-2020 school year with you! It's going to go by quickly, and I hope you enjoy it as much as I do!



In my first year of college, I will be expected to complete...

<u>5,000</u>	PAGES OF READING	<u>90-100</u>	POLISHED ESSAY PAGES
<u>12</u>	POSITION PAPERS	<u>6</u>	PRESENTATIONS
<u>8</u>	EXAMINATIONS	<u>75</u>	TEXT-BASED DISCUSSION
<u>6</u>	LAB REPORTS	<u>21</u>	PROBLEM SETS