

Our school community lives, teaches, and learns on Dakota ancestral land. This land was and continues to be of great importance to the Dakota tribes and other familial descendants of the Dakotas. We recognize that our indigenous neighbors have protected and continue to protect the land on which we live, teach, and learn.

Description

In ELD class, students will:

- Organize and prioritize their academics in all classes.
- Improve content area assignments.
- Write and read a variety of genres.
- Explore themes of identity and social justice.
- Participate in literature/thematic discussions.
- Select and read books independently.
- Write responses to literature.
- Study new vocabulary and grammar.
- Increase reading and writing stamina.
- Conference, revise, and edit with peers and teachers.
- Publish their works.

School Expectations

1. Be punctual (be in your seat when the bell rings).
2. Be prepared (be ready with iPad, English notebook, pencil, and classwork).
3. Be productive (focus on class work and complete/submit assignments on time).
4. Be peaceful (share airtime, speak for yourself, and support others).

Grading

In our class, we have two types of work: formative work (practice assignments) and summative work (assessments).

Formative/practice assignments: Students will practice a variety of State of Minnesota 8th Grade Standards through homework and in-class assignments. Formative work that is completed with quality and by the given due date will count toward 20% of the final grade.

Summative/assessments: Students will demonstrate their mastery of State of Minnesota 8th Grade Standards by completing a variety of assessments (e.g. projects, quizzes, tests, responses, presentations, and discussions) that will make up 80% of their grade. I will use rubrics similar to the one on this syllabus to score student mastery.

I will provide additional teaching for all students who struggle with an assessed skill. Following the re-teaching, students will have another opportunity to demonstrate understanding of that skill. Re-assessment opportunities are available to students who:

- 1) have participated in the re-teaching
~AND~
- 2) have completed corresponding practice assignments.

PROFICIENT
re-teach and
re-test are not
necessary

**NOT YET
PROFICIENT**
re-teach and
re-test are
necessary

Reading and Writing Skills Rubric	
4	The student demonstrates <u>proficiency/mastery</u> with this skill. There are <u>no significant errors</u> . The student's work shows an ability to <u>complete any similar task</u> .
3	The student demonstrates the skill at a <u>basic level</u> with <u>no significant errors</u> .
2	The student makes <u>some significant errors</u> while working towards this skill, but <u>demonstrates a developing understanding</u> of the skill.
1	The student demonstrates understanding of the skill <u>with help</u> , but <u>struggles while working independently</u> .
0	<u>No judgment can be made</u> about the student's ability to demonstrate the skill. There is no evidence.

Please sign and submit by **Friday, September 15**.

Student name (printed) _____ Hour _____

Our signatures below verify that:

- 1) We have read the syllabus, and
- 2) We understand the grading policy and course expectations.

Signature of student

Signature of parent/caregiver

Caregiver's email

Caregiver's phone

Please share with me information about your child that will help them be successful.
