



ESL 3A: Literacy and Language Arts (MYP)

Teacher: Ms. Ina Gorzig

Email: ina.ziegler@mpls.k12.mn.us

Google Voice Phone Number: 507-312-9858

Days/Times of Class:

Tuesday and Friday, 8:10-9:45 a.m. ~ Wednesday, 8:55-9:35 a.m.

Google Classroom Code: x3gu6ig

[Google Meet](#)

[My Teacher Page](#)

Office Hours: Email or call/text to make an appointment



Course Overview:

We will use texts such as art, music, literature, non-fiction, and poetry to explore important ideas and develop the literacy skills needed for academic success in grade-level English Language Arts. We will analyze deeply and respond thoughtfully to literature. Students will build their communication skills by writing, speaking, listening, viewing, and presenting.

Goals of the course:

- Increase your reading level by more than one grade level
- Work towards meeting Common Core English Language Arts standards
- Learn to set goals and choose strategies that will help you level UP

Grading

Assignments are assessed on an 8-point for each objective, using the [MYP Language & Literature Criteria](#).

1-2 Just Beginning	3-4 Approaching	5-6 Meeting	7-8 Exemplary
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30% of your grade is based on formative assessments. 30% is based on Approaches to Learning. 40% is based on summative assessments.

Inclusion Practices

In our class, we bring our whole selves every day. This means that we bring our strengths and our skills, and we bring our challenges and areas where we need support. Everyone is needed here, and everyone is important. As a teacher, I commit to helping you in whatever way you need to be successful in our class. This includes making accommodations required by IEPs and 504 plans, using restorative practices to resolve conflict, communicating with other staff who support you, and offering individualized lessons.



Technology Use Guidelines & Procedures

Ms. Ina's Three Personal Standards

- Show respect*
- Make good decisions*
- Solve problems*

We will decide together what these standards look like online. Here are some of Ms. Ina's ideas:

- Use Google Meet and Google Classroom for educational purposes only
- Use school appropriate language when writing and speaking
- Focus on our learning activities when we are together in class
- Ask questions when you don't understand or when you're not sure what someone said
- Be kind and respectful when you talk with Ms. Ina and other students

I look forward to hearing your ideas and building our online classroom community together.

Units of Study:

Quarter & Unit Title	Common Core ELA Standard	Statement of Inquiry	Global Context + Key Concepts	Approaches to Learning	Summative Assessment
Quarter 1: "For My People"	Informational Text 10.5.1.1 - Cite strong and thorough textual evidence to support analysis of what a text says explicitly, as well as inferences drawn from the text.	Across historical and social contexts, people use a variety of communication tools to advocate for themselves and their communities.	<i>Global Context:</i> Identities and Relationships <i>Key Concepts:</i> Communication Context	Communication Skills	Close Reading Assessment (MYP Criteria A and B)
Quarter 2: "Taking a Stand"	Writing 10.7.1.1 - Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence	Responsible readers engage with multiple sources and make connections between them in order to deeply understand topics that affect our communities.	<i>Global Context:</i> Fairness and Development <i>Key Concepts:</i> Connections Intertextuality	Critical Thinking	Summary Response Paper (MYP Criteria C and D)
Quarter 3: "Action is Character"	Literature 10.4.3.3 - Analyze how characters develop over the course of a text, interact with other characters, and advance the plot or develop the theme.	Developing complex fictional characters allows authors to explore and express multiple perspectives on the world, and build empathy in readers.	<i>Global Context:</i> Personal and Cultural Expression <i>Key Concepts:</i> Perspective Character	Collaboration	Alternate Ending OR Character Playlist Project (MYP Criteria A and C)



Quarter 4: “What Is My Story?”	Media Literacy 10.9.8.8 - Create a piece of digital communication for an audience. Present, transform, or remix content in an ethical manner. Publish the work or share it with an audience.	Meaningful storytelling is both creative and structured.	Global Context: Orientation in Space and Time Key Concepts: Creativity Structure	Research	Digital Story Project (MYP Criteria B and D)
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RHS Academic Honesty Policy

What does Academic Honesty mean?

Respecting and acknowledging the intellectual property of others, including other people’s ideas, words, graphs, diagrams, charts and pictures, photographs, works of music, art or literature. Acknowledging all used sources. It is acceptable to include words, ideas, data, diagrams, tables, graphs, film clips and pictures from books and online sources in assignments. Students must always credit where they have got the information used, both in the body of the written work and on the Works Cited page at the end, using the correct referencing format.

Student’s Responsibility:

- Read and understand the Academic Honesty Policy.
- Students genuinely attempt formative work, with the work or ideas of others fully and correctly acknowledged through correct use of citations, and understand that it is an opportunity to receive feedback on their learning and make plans for improvement.
- Ensure that summative assessment work is authentically their own, with the work or ideas of others fully and correctly acknowledged.
- Comply with all internal school deadlines.
- Understand the definitions of what is considered academic dishonesty.
- Take ownership of learning by asking for clarification of instructions when necessary and seeking help when needed.
- Talk to teachers when feeling overwhelmed to discuss assignments and time management strategies to reduce the stress.
- Report malpractice and help cultivate a culture of academic honesty at their school.

Violation Procedures: First infractions (violations) will be handled by your teacher, subsequent infractions of the policy will involve working with a dean and possibly a counselor or coordinator of a program.