

# Language Arts/Utah History/Reading C&A Cohort 2016-2017

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## Course Description

The **curriculum** and **assessment** cohort is a multi-grade, teamed learning structure. Our content is aligned with the U.S. History/Language Arts core. In this multi-grade cohort language arts and social studies are our structures for creating connections in content areas <http://www.schools.utah.gov/curr/core/>. Course content is developed around the Salt Lake City school district performance results with the goal of building self-directed learners who have a strong academic foundation. Students are participants in inquiry and problem solving using historical events, language and literature to interpret, respond and connect with the world and extend their developing civic responsibility while creating, assessing and reflecting on their own learning.

For additional information see <http://www.slc.k12.ut.us/sites/calab/>, the Salt Lake District C&A link.

## Salt Lake City School District Performance Results

Contributor to Community	Quality Worker and Producer	Self-Directed Learner
<i>Students will become involved, responsible citizens of local and global communities as they learn to understand, respect, and interact with people of different cultures, generations, and races.</i>	<i>Students will work toward consistently producing high quality products that achieve a purpose, are appropriate to the audience, and reflect craftsmanship.</i>	<i>Students will acquire habits that allow them to direct their own learning: to think, solve problems, continually gain knowledge, and understand their own learning processes.</i>
Complex Thinker and Problem Solver	Effective Communicator	Cooperative Group Participant and Leader
<i>Students will develop the ability to access, generate, and use information from diverse sources and perspectives as they work to think divergently and anticipate, recognize, and solve problems in a variety of contexts.</i>	<i>Students will display the ability to send and receive messages through a variety of modes: active listening, speaking, observing, understanding, and reflecting in oral, written, and symbolic forms.</i>	<i>Students will work effectively with others, value differing points of view, and appreciate people from varying backgrounds as they learn to interact with diverse groups.</i>

## Course Goals and Objectives

Our students work to improve their communication interaction which includes: reading skills, the writing process, non-fiction reading and analysis, listening, speaking, and presentation techniques.

Our students work to learn and use reading and writing comprehension strategies, particularly as they apply to content areas. Our students work to know the history of America and through historical perspectives understand how these events influence today and our future.

## Course Materials

*Call to Freedom.* Holt Rinehart and Winston, ISBN: 0030524571 school set

*Literature, Bronze 2<sup>nd</sup> Ed.*, Prentice Hall, ISBN: 0136917348 school set

*Writers Choice: Grammar & Composition*, Glencoe McGraw-Hill. ISBN: 0028181484

These sites provide good information for U.S. history: CNN, The Associated Press services & online resources;

Additional novels, teacher and student selected, will be read. Internet, news media and pod cast use will also be important components of our study.

## Format and Procedures

- Our class work will regularly use small and large group discussions, questioning methods, inquiry, presentations and the like.
- It is our expectation that students will keep up with assignments and homework. It is the student's responsibility to

record assignments and homework in their planner each day. There will be some homework each day. It is the student's responsibility to finish class work at home when necessary. Completing class work and homework will help the students to improve their readiness for subsequent learning. This is integral for building student success.

- **We expect your student will read at least twenty to thirty minutes each day.** There may be additional homework assigned throughout the year. We understand that the amount of time per day may vary as the schedules of the days vary but reading is as essential as breathing for increasing learning.
- Vocabulary and reading logs will be due every **Friday**. Vocabulary quizzes on **Friday**.
- Current events assignments will be due every \_\_\_\_\_.
- Students are required to have the following supplies in **class everyday**:
  - One subject notebook *or* one subject composition book
  - Student planner
  - Pencils, pens, highlighters
  - Student selected novel (independent reading book) and/or class novel assigned by teacher
  - Atlas - class set
  - Flash drive or e-mail account access

### Course Requirements

- Daily attendance is most helpful to successful learning. Due to the interactive nature of the class, there are some tasks that cannot be made up. Regular attendance, therefore, is strongly encouraged. When that is not possible each student should have a student from their class they can confer with to keep up with the lessons from the period of their absence. For long absences please contact the counselors to have assignment make-up and late testing arranged.
- Work submitted by each student should reflect their best self-directed efforts. While parental guidance is appreciated, the best assessment of growth in content, processes, and skills can be seen in the quality of the student's own efforts.
- All final assignments, where appropriate, must be in ink or typed. Our students will have homework each night.
- Plagiarism is not allowed. Those who plagiarize will receive a zero and an opportunity to resubmit another edit, receiving late credit. Second offenders of plagiarism will not be allowed resubmission, the assignment will have a final score of zero, and a meeting with parents and administration will be scheduled.

### Grading

Work is graded when it is due at the beginning of class. Assignments turned in at the end of class will be marked late.

Assignments past their due date will be left blank in the computer grading program. Assignments with 'missing' and zero may be made up for 80% credit. Assignments past the due date with a zero and no 'missing' notation in the grading program *cannot* be made-up. The cohort class is worth two credits; therefore your student will be given two grades on the report card.

Citizenship is evaluated against the expectations stated in the student planner, school policies, the handout on participation/citizenship, and the performance results as we have defined them in C&A cohort.

*Power School* is the district grade access system. Please use your pin number, when it becomes available, to frequently monitor the progress of your student. Grades for your student will be recorded in **history class** section.

### Tentative Course Schedule

Our work will be on going, reflective and recursive.

See school calendar for grading periods.

**Mrs.Hunt, Ms. Barrigar, and Ms. Christiansen - C&A Disclosure Document**

Printed Name of Parent

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Email address of Parent

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Parent/Guardian Signature

Date

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Printed Name of Student

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Student Signature

Date

*Student Email Address*

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Questions

Tell me something about your student that I don't yet know and would be helpful to both of us.