

5th Grade Language Arts
Fall 2022 - Spring 2023
Tuesdays & Thursdays, 1pm EST

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Office Hours: By Appointment

Note: This syllabus is subject to change as needed. Students and parents can expect notification when that occurs.

I. Rationale:

This course exists in order to help provide students with the tools and practice to improve on their reading, writing, and understanding. Contextual understanding, point of view, and character comprehension are important parts of personal development; thus, they will be cornerstone to the study of Language Arts.

II. Course Aims and Outcomes:

A. Aims

In this particular class, students will connect with characters, focus on points of view, and build onto their existing reading, writing, and grammar skills. At the conclusion of each required text, students will learn how to plan, draft, revise, edit, and publish a review of their reading. We will begin the course with a small writing assignment where students will create their own short story using their own skills and implementing some new ones. We will end the school year with a similar assignment, with the student proving to themselves that they became a better writer. During the year, drawing from the weekly readings, students will also learn to rewrite and summarize the experiences of the characters.

B. Specific Learning Outcomes

By the end of this course, students will:

- Read & comprehend grade-level literature
- Identify main points
- Identify context and influence
- Identify and interpret point of view
- Compare & contrast characters, settings, or events
- Explain the relationships between characters, events, or concepts
- Integrate and apply information from several texts

III. Format and Procedures:

Classes will take place online. Students are expected to attend sessions, videos on, and free of distraction. Absences should be announced ahead of time, giving the student the chance to obtain any notes or assignments ahead of time. Students are asked to show respect and courtesy for one another at all times. The formats for group projects and/or presentations will be announced ahead of time.

IV. My Assumptions:

I am a believer in learning through stories. I anticipate stories can and will become the medium through which students better learn and organize the information that will lead them to become more educated and informed decision makers. The ability to read, understand, and process that information at a deeper level is an invaluable skill and does not come naturally.

I am also a believer in open communication. The more I know about my students ahead of time, their strengths and weaknesses, the better the learning experience of my students and the stronger the instruction becomes.

V. Course Requirements:

1. Prerequisites: Grade-level reading, writing, & spelling skills, including paragraph writing. Please communicate any and all expected difficulties early on so the instructor can be informed and provide any and all individualized help along the way.
2. Class attendance and participation policy: Attendance is expected, please communicate all absences ahead of time. Participation is important and will be judged by both attentiveness and responsiveness to questions and class work.
3. Course readings:
 - (a) Required text(s): *No More Dead Dogs* by Gordon Korman, *Pollyanna* by Helen H. Porter, *The Reluctant Dragon* by Kenneth Grahame, *The Princess and Curdie* by George MacDonald. Please communicate any difficulties obtaining the materials immediately.
 - (b) All other readings will be provided/posted by the teacher ahead of time.

VI. Expectations for Parents

- Set aside a calm, quiet, distraction-free space for your child(ren) to work every day.
- Ensure virtual learning equipment is available and charged.
- Establish routines and expectations and a basic schedule for completing classwork.
- Help students ‘own’ their learning.
- Check Edmodo for communications from teachers and help your students print the resources that are provided.
- Stay abreast of teacher feedback in the form of grades or other messages.
- Proctor tests, quizzes, or other assessments as scheduled by the teacher. Parents ensure academic integrity because they are on the “live” side of the screen.
- Communicate with teachers regularly via email or Edmodo regarding any questions or issues that arise.

- If your child is having trouble completing work, please email the teacher to schedule a time for an online meeting.

VII. Grading Procedures

Grades will be weighted on the following scale:

- (a) 50% - Completed Work
- (b) 30% - Class Participation
- (c) 20% - Projects/Quizzes/Tests

Completed work will consist of completed readings, weekly homework assignments, and their timely submission. Lateness or incompleteness, after repeated attempts, will lead to the loss of points.

Class participation will consist of the answering of questions in class, showing clear attentiveness and eye contact, and respecting and encouraging one another's participation. Interruption, distraction, and refusing to answer questions will lead to the loss of points.

Projects/Quizzes/Tests will take place on an average of every 2-3 weeks. These will be graded based on correct responses from participation and on evident understanding and clear explanation.

VIII. Academic Integrity

Be honest. Communicate as often as possible, especially any difficulties.

IX. Tentative Course Schedule

TBA: Schedule will be released the first day of class.

(The first book to be read will be *No More Dead Dogs*, please obtain this material first and the others will follow)