



**Class** IEW Adventures in Writing

**Class Length** 70 Minutes

**Teacher** Mrs. Maria Szabo **Phone** 707-683-0304

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**Class Description:** Using a variety of topics, this class introduces younger students to the IEW Structure and Style Method by taking notes, retelling narrative stories, summarizing references, writing from pictures, summarizing multiple references, and writing creatively about one subject.

**Grades/Ages:** This class is designed for students in the 3<sup>rd</sup>, 4<sup>th</sup>, and 5<sup>th</sup> grades.

### **Responsibilities**

- **Parent Responsibility:** To establish and oversee an educational plan for the student. And, to grade and review the progress of the student. *In the Grammar stage this is a daily activity for each subject. In the Logic and Rhetoric stages this can become a weekly activity.*
- **Student Responsibility:** To actively engage with the teaching and study work. To respect the instructions and expectations of Dad and Mom. And, to come prepared to each CO-OP class.
- **Teacher-Tutor Responsibility:** To support (bolster) the educational plan of the parent. To offer passionate and accurate teaching/tutoring of the subject matter. And, to challenge the student in the subject.

**Curriculum/Tools for Learning:** Please purchase the following resources:

- *Adventures in Writing* Student Book ISBN-13: 978-1623414054
- *Adventures in Writing* Teacher's Manual ISBN-13: 978-62341-404-7 (Recommended)
- Pens, pencils, and colored pencils
- Notebook (for taking notes in class and completing assignments)
- *Student Resource Notebook* ISBN-13: 978-62341-041-4 (Recommended)  
OR *Student Resource Packet* ISBN-13: 978-1-62341-274-6

**Grading Rubric:** As a reminder, although the teacher-tutor will provide each student/parent with a midsemester progress report and an end of semester progress report, it is the responsibility of the student's parents to determine the final grade for the student. The progress report provided by the teacher-tutor is meant to be a reflection of the work accomplished within the scope of the class and therefore NOT a reflection of the student's overall progress.

- Attendance E (Excellent); S (Satisfactory); P (Poor Average)
- Participation E (Excellent); S (Satisfactory); P (Poor Average)  
(readiness, appropriate engagement, etc.)
- Weekly Assignments\* E (Excellent); S (Satisfactory); P (Poor Average)  
All weekly assignment checklists must be initialed by the parent. Read lesson before class (1 pt.); Writing Assignment (varies); Vocabulary (1 pt. each day vocab cards studied); Treasure Hunt, example sentence from school or free reading (10 pts./sentence with 20 pt. limit.). Total Points used for end-of-year auction.

\*If desired, parents may alter their student's checklist for a writing assignment (e.g., by removing a style requirement); however, when that assignment is submitted, it must include the altered checklist instead of the original.

### **Classroom Behavior/Etiquette (Code of Conduct)**

*Although not all participants of City on a Hill activities confess Christ, there is still an expectation of the following general guidelines as a code of conduct.*

Love God and Love Others (Romans 13:8-10) - The Law of God directs our steps. The two greatest commands direct all that we do (Matthew 22:36-40). The 10 Commandments clearly explain the moral law written on everyone's heart (Deuteronomy 20:3-17).

Respect Authority (Romans 13:1-5) - In words, actions, behavior, attitudes, and in secret.

Order of Authority: 1. God 2. Parents 3. *Teacher-Tutors* 4. Students

Dress and Speak like Men/Women - What we wear and what we say should speak of maturity.

Diligence in our Work, Play, and Rest - We are to do well in whatever we find ourselves doing.

## Meeting Dates and Content **FALL**

<b>Date</b>	<b>Week</b>	<b>Class Topic</b> Read Lesson before each class	<b>Homework</b> Follow Weekly Assignments Checklist. Treasure Hunt: <b>TH</b>
Aug-20	1	Lesson 1	Endangered Species: KWO & Oral report; <b>TH</b> : 1 Vocab
Aug-27	2	Lesson 2	American Qtr. Horse: KWO & Oral report; <b>TH</b> : 1 Vocab
Sep-3	3	Lesson 3	Orchestra: KWO & Oral report; <b>TH</b> : 1 Vocab
Sep-10	4	Lesson 4	Colosseum; Prep for Vocab Quiz 1
Sep-17	5	Lesson 5 (Vocab Quiz 1)	Tornadoes; <b>TH</b> : -ly adverb
Sep-24	6	Lesson 6	Lightening Rod; <b>TH</b> : Title Rule
Oct-1	7	Lesson 7	Hannibal's War; <b>TH</b> : who/which clause
Oct-8	8	Lesson 8	Fox & Crow: KWO & Oral report; <b>TH</b> : who/which
Oct-15	BREAK		
Oct-22	9	Lesson 9	Fox & Crow; Prep for Vocab Quiz 2
Oct-29	10	Lesson 10 (Vocab Quiz 2)	Thor's Hammer: KWO & O; <b>TH</b> : Vocab/-ly/who-which
Nov-5	11	Lesson 11	Thor's Hammer; <b>TH</b> : Title Rule
Nov-12	12	Lesson 12	Leif Eriksson; <b>TH</b> : strong verb
Nov-19	13	Lesson 13	Hagia Sophia; <b>TH</b> : strong verb
Nov-26	BREAK		
Dec-3	14	Lesson 14	John Muir; Prep for Vocab Quiz 3
Dec-10	15	Lesson 15, Part I (Vocab Quiz 3)	Magnets: KWO & Oral report; <b>TH</b> : because clause
Dec-17	16	Lesson 15 Part II	Magnets; <b>TH</b> : because clause

6-Aug	Teacher Training Meeting
13-Aug	Returning Student Orientation
17-Aug	New Student Orientation
10-Sep	Parent Training Classes
12-Nov	
23-Nov	Music Recital

### NOTE:

- All CO-OP classes and projects are a supplement, NOT a replacement of the education taking place at home.
- Parents are required to review any work to be turned in before class. Parents, please initial any work to be turned in.

**Reading and Assignment Acknowledgement**

We, (parents and student), have read this syllabus and understand the requirements for the following classes.

*Please use one signature sheet per student for all classes:*

Class: \_\_\_\_\_

Class: \_\_\_\_\_

Class: \_\_\_\_\_

Class: \_\_\_\_\_

Class: \_\_\_\_\_

\_\_\_\_\_

Parent

\_\_\_\_\_

Date

\_\_\_\_\_

Parent

\_\_\_\_\_

Date

\_\_\_\_\_

Student

\_\_\_\_\_

Date