Centerview Elementary School

8th Grade English Language Arts

2023-2024 Syllabus

**Part 1: Course Information**

Instructor Information

Instructor: Mrs. Victoria Fox

School Telephone: 423-623-4947

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Aspen- Student grades and academic information are available throughout the year on Aspen, each student will get a handout with this password at the beginning of each year (if you have not reset your password).

Course Description

This course addresses Tennessee state standards and learning  expectations of the TN Department of Education. Students will develop and  demonstrate effective reading, language, writing, listening, speaking,  viewing, and problem-solving skills. Emphasis is placed on critical thinking  skills such as evaluation, analysis, and synthesis. These skills are applied  through research, independent reading, discussion, oral and creative  interpretation, writing, small group cooperative learning, whole group  discussion, and individual / group projects

Course Materials

Online Texts and Resources

● learning.amplify.com

● The Outsiders

● Quill.org

● Commonlit.org

● Newsela.com

● Readworks

● Google Classroom

\*Teacher will supply any required texts that will be used throughout the year.

Course Structure

● This class is a combination of lecture, discussion, and activity-based lessons.

Online Resources

● TN State Standards for ELA:

<https://www.tn.gov/education/districts/academic-standards/english-language-arts-standards.html>

● Cocke County Schools Website:

<https://cockecountyschools.org/>

● Amplify

[https://my.amplify.com](https://my.amplify.com/auth/realms/Amplify/protocol/openid-connect/auth?client_id=curriculum&redirect_uri=https%3A%2F%2Flearning.amplify.com%2Fcurriculum%2F%3Fredirect_fragment%3D%252Fyearoverview%253Fsubject%253DELA%252520Tennessee%2526programKey%253D06e57292-bfd0-4bc5-ad8e-daf507f4c3fc&state=476fd6a6-dc91-4f0e-8370-707ecdb26f4d&nonce=ebefde0d-ae59-4a56-885f-bccb67073dd9&response_mode=fragment&response_type=code&scope=openid)

 ● Study Island

[Study island](https://www.edmentum.com/product-login)

**Part 2: Student Learning Outcomes**

● Student learning outcomes are listed in the table in Part 3 of the syllabus.

● As students master the standards, they will demonstrate independence; build strong content  knowledge; respond to the varying demands of audience, task, purpose, and discipline;  comprehend as well as critique; value evidence; use technology and digital media strategically  and capably; and come to understand other perspectives and cultures.

**Part 3: Topic Outline/Schedule**

2023-2024

Overview of 8th Grade ELA

Nine Weeks Unit Approximate Time\*

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| --- | --- | --- |
| First Nine Weeks | Unit 8A: Perspectives and Narrative  Topic & Theme: The craft of narrative  Reading: Notice the impact of author's craft and structure  Writing: Write a narrative about a childhood memory  Activity Highlights: Write personal narratives, workshop with peers, watch video author interviews  Text Features: WWII memoir and contemporary coming-of-age 1st person narratives  Unit 8B: Liberty and Equality    Topic & Theme: The meaning of "all men are created equal"  Reading: Evaluate the argument and specific claims in a narrative text  Writing: Analyze how authors use language to make a case for liberty and equality  Activity Highlights: Emancipation Quest, watch dramatic readings, deliver abolitionist speech  Text Features: 19th century language and syntax, complex rhetorical styles | 5 weeks    6 weeks |

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| --- | --- | --- |
| Second Nine Weeks | Unit 8B: Liberty and Equality  (Cont. see above)  Unit 8C: Science & Science Fiction  Topic & Theme: Creators vs. creations  Reading: Apply abstract concepts to an author’s portrayal of a character  Writing: Argue opposing claims about a character and resolve the contradiction  Activity Highlights: Write from a character's perspective, debate making creature a partner  Text Features: Gothic text in graphic form, archaic language, Biblical and mythological allusions    Unit 8E: Holocaust    Holocaust: Memory & Meaning Anthology  Excerpts from Shores Beyond Shores by Irene Butter  EXTRA: Excerpts from Hero on a Bicycle by Shirley Hughes  Topic & Theme: Factors that led to the Holocaust, and the response  Reading: Synthesize multiple accounts to develop understanding and empathy  Writing: Analyze the impact of propaganda and explain the response to unfolding events  Activity Highlights: Image analysis, watch video with survivor, discuss importance of remembering  Text Features: Poems, articles, memoirs, graphic novel, portrayals of sensitive content | 5 weeks      3 Weeks |

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| --- | --- | --- |
| Third Nine Weeks | Unit 8D: Shakespeare  Romeo and Juliet by William Shakespeare  Topic & Theme: Introduction to Shakespearean themes and language  Reading: Connect characters’ development to a conceptual framework  Writing: Choose between contradictory positions and argue with evidence  Activity Highlights: Perform scenes from the play, compare filmed performances to text  Text Features: Drama with Elizabethan language, inverted syntax, extensive figurative language    Unit 8F: Space Collection  The Space Race Collection  Topic & Theme: The successes and sacrifices associated with space exploration  Reading: Compare and contrast perspectives on a topic  Writing: Develop a question, conduct research, and create a multimedia project  Activity Highlights: Research a cosmonaut or astronaut and write blog entries from their point of view  Text Features: Primary and secondary source documents, poems, and images | 6 Weeks    6 Weeks |

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| --- | --- | --- |
| Fourth Nine Weeks | Unit 8F: Space Collection  Poetry In America  Students gain an understanding of how to approach a poem through observation, analysis, and discussion, with the goal of developing their own ideas about each poem. Additionally, students have the opportunity to try on the poet’s use of language, craft, and structure in creative writing assignments for each poem they read in a sub-unit.  ▪ Interpret figurative language, including similes, metaphors, and analogies in context  ▪ Analyze the effects of the point of view and sound devices used in a poem  ▪ Determine the theme and tone of a poem using textual evidence  ▪ Identify different types of poems based on their structure  ▪ Distinguish among the connotations of words with similar denotations  Outsiders  ▪ Analyze text and textual evidence  ▪ Analyze dialogue or incidents in a story  relating to character  ▪ Explain how theme develops over the course  of text and relates to plot  ▪ Explain the function of figurative language  ▪ Analyze a poem  ▪ Analyze how a character changes over the    course of a text  ▪ Determine a theme of a text and analyze its  development  ▪ Determine central idea of a text and analyze  its development | Continued  1 Week  6 Weeks |

\*This is subject to change at the teacher’s discretion.

**Part 4: Grading Policy**

Graded Course Activities

1st 9 Weeks

Short stories

Amplify Vocabulary

Weekly Writing Assignment

Amplify Solo Activities

Amplify Writing Assignments

Unit Assessments

Narrative Writing Assignments

 Various Daily Assignments and Tasks

2nd 9 Weeks

Amplify Vocabulary

Weekly Writing Assignment

Amplify Solo Activities

Amplify Writing Assignments

Unit Assessments

Narrative Writing Assignments

Various Daily Assignments and Tasks

 3rd 9 Weeks

Amplify Vocabulary

Weekly Writing Assignment

Amplify Solo Activities

Amplify Writing Assignments

Unit Assessments

Narrative Writing Assignments

Various Daily Assignments and Tasks

4th 9 weeks

Amplify Vocabulary

Weekly Writing Assignment

Amplify Solo Activities

Amplify Writing Assignments

Unit Assessments

Narrative Writing Assignments

Various Daily Assignments and Tasks

Late Work Policy

Excused absences will allow the student three days to make up any missing work. It is the student’s responsibility to ask each teacher for their missed work.

Letter Grade Assignment

Final grades assigned for this course will be based on the percentage of total points earned and are assigned as follows:

Letter Grade Percentage

A 90-100

B 80-89

C 70-79

D 60-69

F 0-59

**Part 5: Course Policies**

Attend Class

Students are expected to attend all class sessions as listed on the course calendar.

Participate

Class participation is a very important part of the learning process in this  course. Although not explicitly graded, you will be evaluated on the  QUALITY of your participation and attendance.

We will use our assessment of your participation to manage borderline grades.

Build Rapport

If you find that you have any trouble keeping up with assignments or other aspects  of the course, make sure you let your instructor know as early as possible. As you will find, building rapport and effective relationships are key to becoming an effective professional. Make sure that you are proactive in informing your instructor when difficulties arise during the semester so that they can help you find a solution.  All grade level teachers are easily accessible on remind.

Complete Assignments

Assignments must be submitted by the given deadline or special permission must be requested from the instructor before the due date. Extensions will not be given beyond the next assignment except under extreme circumstances.

All discussion assignments must be completed by the assignment due date and time. Late or missing discussion assignments will affect the student’s grade.

Incomplete Policy

Please refer to the Cocke County School Board policy listed on the Cocke County  Schools Website

Academic Dishonesty Policy

1. Academic dishonesty includes such things as cheating, inventing false  information or citations, plagiarism and helping someone else commit an act of  academic dishonesty. It usually involves an attempt by a student to show  possession of a level of knowledge or skill that he/she does not possess.

2. Teachers have the initial responsibility for detecting and dealing with academic  dishonesty. Instructors who believe that an act of academic dishonesty has  occurred are obligated to discuss the matter with the student(s) involved.  Instructors should possess reasonable evidence of academic dishonesty. However,  if circumstances prevent consultation with student(s), instructors may take  whatever action (subject to student appeal) they deem appropriate.

3. Teachers who are convinced by the evidence that a student is guilty of academic  dishonesty shall assign an appropriate academic penalty. If the teachers believe  that the academic dishonesty reflects on the student's academic performance or the  academic integrity in a course, the student's grade should be adversely affected.  Suggested guidelines for appropriate actions are: an oral reprimand in cases where  there is reasonable doubt that the student knew his/her action constituted  academic dishonesty; a failing grade on the particular paper, project or examination  where the act of dishonesty was unpremeditated, or where there were significant  mitigating circumstances; a failing grade in the course where the dishonesty was  premeditated or planned.