Nicole Hurst
8th Grade, ELA Syllabus
Cosby Elementary

Course Outcomes

● **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 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

Instruction
● 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.

● General Pacing - labeled with the unit name and topic

Overview of 8th Grade ELA
Nine Weeks Unit Approximate Time*

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 (5 Weeks)

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 (6 Weeks)

Second Nine Weeks

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 (5 Weeks)

Unit 8E: 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 (3 Weeks)

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 (6 Weeks)

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)

Fourth Nine Weeks

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 (1 Week)

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 theme of a text and analyze its development ▪ Determine central idea of a text and analyze its development (6 Weeks)

*This is subject to change at the teacher's discretion

Course Materials

Online Texts and Resources

- learning.amplify.com
- Outsiders
- Quill.org or No Red Ink
- Google Classroom
- Mastery Connect
- EdPuzzle

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

● Helpful materials: personal earbuds and personal mouse.

Assessment and Grading

Graded Course Activities

- Solo Assignments
- Writing Assignments
- Various Daily Assignments

● 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. Grade Letter Percentages:

- A 90-100
- B 80-89
- C 70-79
- D 60-69
- F 0-59

- Explanation of Assignments and Projects (include expectations/timelines/due dates)

- Make-Up Work and Late Work Policy (be sure to follow school board guidelines)
- Grade Posting Policy - how often grades will be in ASPEN General Expectations

Students

○ Attendance Policy: 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 Parent Square or email.
○ Complete 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.

Teachers

○ The best way to contact me is via the Parent square app. If you need help signing up for the class please let me know.

○ Office hours: 7:45-3:45 Monday- Friday

○ Contact Information/Email: hurstn@cocke.k12.tn.us.

Plagiarism

● Includes plagiarism regarding generative AI (see board policy)
● Includes this statement and everything below it:
○ According to Harbrace Handbook, 15th edition: Plagiarism is defined as “presenting someone else’s ideas, research, or opinions as your own without proper documentation, even if it has been rephrased.”
● This includes but is not limited to:
○ Copying verbatim all or part of another’s written work;
○ Using phrases, figures, or illustrations without citing the source;
○ Paraphrasing ideas, conclusions, or research without citing the source;
○ Using all or part of a literary plot, poem, or film without attributing the work to its creator.

● Consequences of Plagiarism
○ Plagiarism is a form of stealing and academic fraud. Students who are found guilty of plagiarism have the option of either redoing the assignment within a specified time period and accepting a letter drop or taking a zero on the assignment. Parents are to be involved in making this decision.

Religion in the Classroom

The Board affirms that it is essential that the teaching about religion - and not of a religion be conducted in a factual, objective, and respectful manner in accordance with the following guidelines:

1. Religious themes may be a part of the curriculum for school-sponsored activities and programs provided it is essential to the learning experience in the various fields of study and is presented objectively;
2. The inclusion of religion shall be for educational purposes only;
3. The emphasis on religious themes should be only as extensive as necessary for a balanced and comprehensive study of the curriculum. Such studies shall never be used to proselytize, establish, foster, or demean any particular religion, religious tenets, or beliefs; and
4. Student-initiated expressions to questions or assignments which reflect their beliefs or non-beliefs about a religious theme shall be accommodated.