**Challenger Middle School Course Syllabus Course Name: English Language Arts 8 Grade: 8th Grade**

**Quarter 3 Start Date: January 31, 204 Quarter 1 End Date: April 12, 2024**

**Quarter 4 Start Dates: April 15, 2024 Quarter 2 End Date: June 14, 2024**

**English Language Arts 8**

**District Course Code:**

**CEDARS Course Code:** 01036

**Certificated Teacher:** Katie Schultz-Wetherington

**Grading:** A, B, C, D, F

**Course Description:**

During quarter 3 of ELA 8, students connect the past to the present by researching contemporary social issues. Students will read print and online informational texts, including news articles, public service announcements, and speeches, to gather information, analyze elements and techniques of an argument, and evaluate how an author integrates multimedia and visuals to enhance communication. For Embedded Assessment 2.2, students select an issue of national or global significance and consider both individual rights and the common good.

During quarter 4 of ELA 8, students focus on the theme “finding hope in times of despair” through a visual prompt, poetry, and a novel. Students study an allegory and film as a means to move into an in-depth exploration of Holocaust texts. Applying close reading strategies and collaborative discussion skills, students build maturity for discussing a sensitive subject. They communicate their new understanding of the Holocaust in Embedded Assessment 1 by conducting a panel discussion in which they explain how the theme of “finding hope in times of despair” is developed in literature, literary nonfiction, and/or poetry about the Holocaust.

**Text/Resources Provided:**

SpringBoard English Language Arts 8; *Night* by Elie Wiesel

**Online Resources:**

SpringBoard English Language Arts 8; Canvas

**Common Core Standards Addressed In This Course:**

*Standards* - this course meets the State and School District grade 6-8 ELA standards.

**Quarters 3 & 4:**

**Reading Literature**

* RL.8.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
* RL.8.2 Determine a theme or central idea of a text and how it is developed through particular details; provide a summary of the text distinct from personal opinions or judgments.
* RL.8.4 Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone, including analogies or allusions to other texts.
* RL.8.5 Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style.

**Reading Informational Text**

* RI.8.2 Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
* RI.8.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.
* RI.8.5 Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style.

**Writing**

* W.8.1 Write arguments to support claims with clear reasons and relevant evidence.
* W.8.2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
* W.8.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.

**Speaking/Listening**

* SL.8.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6-8 topics, texts, and issues, building on others’ ideas and expressing their own clearly.
* SL.8.2 Interpret information presented in diverse media and formats (e.g., visually,

**Course Objectives:**

To pass this course, the student will demonstrate mastery of standards through assignments, projects and/or assessments:

During third and fourth quarters, students will have the opportunity to develop a deeper understanding of the world. Students study the past as a way to act on their future. By reading texts from the Holocaust, students will grapple with significant challenges from history and then examine and evaluate current national or global issues by analyzing and synthesizing a multitude of ideas from literature and informational texts. Through critical reading, collaborative discussion, and explanatory and argumentative writing, students will research, create, and communicate ideas to positively influence others inside the classroom and outside in our contemporary world.

***Summative Assessments:***

* Summative assessments for this quarter will be the end of unit projects such as EA 2.2; EA 3.1; EA 3.2
* Other formation assessments will include SBA; Spring Star Assessment

**COURSE GRADE REQUIREMENTS**

**Standards-Based Grading:**

Grading will be standards based. All assignments are expected to meet the acquired standard; this is a "B". "A" is achieving standards; demonstrating a deeper and extended understanding of the material. If tests/projects do not meet standard they will need to be revised within the grading period.

**Formative Assessment – 20%:** This includes assignments that assess student learning of a concept and may be a worksheet, team projects, or a quiz.

**Summative** **Assessment- 80% of grade:** Students cannot earn a cumulative passing course grade without meeting standards which may be assessed by tests, essays, and/or projects. Assessments are directly tied to one or more standards.

**Make up/Retake policy**: All assessments can be resubmitted until the student demonstrates mastery of the content. Retake opportunities may require extra preparation.

**Grading Scale: This year we are transitioning to a 4 point standards based scale, similar to what is used in elementary school.**

| **23-24 CHALLENGER MIDDLE STANDARDS-BASED GRADING SCALE** | | | |
| --- | --- | --- | --- |
| **SBG SCORE** | **DESCRIPTION** | | **LETTER ALIGNMENT** |
| **4** | **ACHIEVING STANDARDS -** Student demonstrates a clear and consistent understanding of the skill/concept AND independently accomplishes the articulated standard. | | A  80-100 |
| **3** | **ACQUIRING STANDARDS -** Student demonstrates an understanding of the skill/concept AND accomplishes the articulated standard. | | B  60-80 |
| **2** | **APPROACHING STANDARDS -** Student demonstrates and accomplishes some componentsof the articulated standard. | | C  40-60 |
| **1** | **ATTEMPTING STANDARDS -** Student begins to demonstrate and attempts to accomplish components of the articulated standard with significant support. | | D  20-40 |
| **0** | **Insufficient Evidence -** With consistent help, no  demonstration of key standards - progress report meeting required | | F  0-20 |

**Academic Honesty:**

We are here to learn and grow as scholars and as such strive to produce our best original work. As such, we will be exploring the concepts of plagiarism, cheating, and academic integrity throughout our courses and will treat each instance of academic dishonesty as a learning opportunity. All of us (adults and students) are expected to work under the directions and guidelines provided by each learning opportunity, assignment, and assessment to the best of our individual and unique ability. Should a student demonstrate a pattern of behaviors that show a pattern of academic honesty violations, progressive interventions including disciplinary action may apply.

Progress and course assignment/project completion will be evaluated at least monthly by the teacher.

**Classroom Expectations and Norms:**

**Expectation:**

If what you are doing: INTERFERES with learning, HURTS someone's heart, PREVENTS you from being your best self… You shouldn’t be doing it!

**Norms:**

* Everyone has the right to be heard.
* Be respectful while still being critical.
* No name calling.
* One person speaks at a time.
* Hold yourself and each other to high standards of excellence at all times.
* Have the humility to recognize that you do not know everything and that everyone can stand to improve.
* Recognize that everyone will start from different bases of knowledge.