

Edgemont Elementary School

8th Grade English Language Arts 2024-2025 Syllabus

Part 1: Course Information

Instructor Information

Instructor: Mrs. Susan Ford

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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
 - Google classroom class codes for ELA.
 - ☐ Ford Homeroom: yz64bcu
 - ☐ Chambers Homeroom: r5mgxzy

□ Prevatte Homeroom: t3s3dz4

*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/content/dam/tn/stateboardofeducation/documents/massivemeetingsfolder/meetingfiles4/10-20-17_III_J_NonSubstantive_Changes_to_Math_ELA__Science_Standards_Attachmet_2_-_ELA.pdf

- Cocke County Schools Website:

<http://www.cocke.k12.tn.us>

- Amplify

[Learning.amplify.com](https://learning.amplify.com)

- Study Island

[Studyisland.com](https://www.studyisland.com)

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

2021-2022

Overview of 8th Grade ELA

Nine Weeks Unit Approximate Time*

First Nine Weeks	<ul style="list-style-type: none"> • <u>Unit 1</u>: Informational Writing <p>° Objective: Use SRSD to write an informational essay</p> <ul style="list-style-type: none"> • <u>Unit 2</u>: Historical Nonfiction/Historical Fiction <p>° Objectives:</p> <p>Read, identify and analyze different types of historical texts</p> <ul style="list-style-type: none"> ▪ Identify point of view in historical texts ▪ Explain the difference between primary and secondary sources ▪ Explain how text structures organize historical texts ▪ Identify graphic features and their use in historical texts ▪ Apply vocabulary strategies to understand the meaning of domain-specific vocabulary <ul style="list-style-type: none"> • <u>Unit 3</u>: Freedom <p>° Objectives:</p> <ul style="list-style-type: none"> ▪ Determine the theme of a text and analyze its development ▪ Delineate and evaluate specific claims in a text ▪ Determine central idea of a text and analyze its development ▪ Determine an author's point of view or purpose in a text 	<p>2 weeks</p> <p>3 weeks</p> <p>5 weeks</p>
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- Determine the theme of a text and analyze its development including its relationship to the characters
- Determine the meaning of words and phrases as they are used in a text
- Provide an objective summary
- Make connections among individuals and events in a text
- Analyze in detail a paragraph in a text

Unit 4: Analyzing Informational Texts

° Objectives

- Summarize informational texts to check understanding before comparing and contrasting texts
 - Identify and explain connections within and across texts
 - Evaluate reasoning and evidence in informational texts to understand the meanings of academic language
 - Identify instances of conflicting evidence across multiple texts
- 2 weeks

Second Nine Weeks	<ul style="list-style-type: none"> • <u>Unit 4</u>: Argument (Writing) <p>° Objective: Use SRSD to write an argumentative essay</p>	2 weeks
	<ul style="list-style-type: none"> • <u>Unit 5</u>: What is an “outsider”? <p>° Objectives:</p> <ul style="list-style-type: none"> ▪ Evaluate specific claims in a text 	2 weeks

- Analyze what a text says explicitly and draw logical inferences; support an interpretation of a text by citing relevant textual evidence.
- Determine an author’s point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.
- Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.
- Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary.

• Unit 6 : The Outsiders

° Objectives:

- 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 and analyze its development
- Determine a theme of a text and analyze its development
- Determine central idea of a text 5 weeks

Third Nine Weeks	• <u>Unit 8</u> : Narrative Writing	2 weeks
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° Objective: Students will write a narrative

to develop real or imagined experiences or events using effective techniques

• Unit 9: Response to

Literature ° Objectives:

- Understand the similarities and differences between traditional and modern works of literature
- Analyze literary texts for point of view, language, and story elements
- Identify allusions
- Compare and contrast texts with similar themes from different literary subgenres
- Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text
- Apply vocabulary strategies to understand the meanings of antiquated words

• Unit 10: Call of the Wild

° Objectives

- Determine the central idea in a text
- Provide an objective summary
- Delineate argument and specific claims
- Determine author's point of view/purpose
- Explain how specific incidents reveal aspects of a character
- Cite relevant evidence
- Analyze the impact of specific words on meaning and tone
- Analyze what a text explicitly says
- Delineate an author's claim

1 week 6 weeks

Fourth Nine Weeks	<ul style="list-style-type: none">• <u>Unit 11:</u> Poetry <p>° Objectives:</p> <ul style="list-style-type: none">▪ Identify the structure and rhyme scheme of a poem	1 week
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	<ul style="list-style-type: none"> ▪ 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 	1-2 weeks
	<ul style="list-style-type: none"> ● <u>Unit 12: Scientific and Technical Texts</u> ○ Objectives: <ul style="list-style-type: none"> ▪ Read and analyze scientific and technical texts ▪ Explain text structures that organize scientific and technical texts ▪ Define the use and purpose of graphic features in scientific and technical texts ▪ Apply vocabulary strategies to determine the meaning of domain-specific vocabulary ● Unit 13: Drama ○ Objectives: <ul style="list-style-type: none"> ▪ Identify the elements of drama ▪ Analyze how idioms and dramatic and verbal irony are used for effect ▪ Analyze how dialogue reveals the point of view of the characters in a drama ▪ Determine the theme of a drama from text evidence ▪ Examine multiple-meaning words and understand their role in puns ● Unit 14: Texts Across Genre (TNReady Review) 	1-2 weeks

	<p>° Objectives:</p> <ul style="list-style-type: none"> ▪ Demonstrate understanding of the difference between fiction and nonfiction ▪ Compare and contrast two texts on the same subject ▪ Cite the text evidence that most strongly supports an analysis ▪ Explain how the differing structures of two texts contribute to each text's meaning and style ▪ Understand word relationships 	1-2 weeks
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*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 missing work.

*Example: Be sure to pay close attention to deadlines—there will be no make up assignments or quizzes, or late work accepted without a serious and compelling reason and instructor approval.

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 93-100

B 85-92

C 75-84

D 70-74

F 0-69

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.