

**Papa Ōlelo Pelekane**

**English Language Arts Grade 8**

**COURSE SYLLABUS  
SY 2016-17**

**INSTRUCTOR: Ms. Robin Prais**

<b>Classroom: Kaheihimālie J04</b>	<b>Office hours: M-TH 2:45-3:30 PM calendar permitting, and by appointment</b>
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<b>Web page: <a href="http://blogs.ksbe.edu/roprais">http://blogs.ksbe.edu/roprais</a></b>	<b>Class schedule: Year- long course on an A/B rotation</b>

**A. DESCRIPTION**

This course is designed to develop students' critical thinking skills, strategic approach to reading a wide range of text types, and clear articulation of views and ideas both in oral and written format. As literacy is a function of both reading and writing skills, through this course, students will engage in the deliberate acquisition of knowledge related to these skills in order to prepare them with the academic tools they will need for high school and beyond. The literature program is designed to develop and nurture students' love for, and appreciation of, the privilege of reading. The writing program is designed to develop and nurture students' ability to adeptly and succinctly express themselves in written format.

**B. ORGANIZATION**

This class is formatted to include wide a range of instructional (how I teach) and learning (how students learn) strategies that are specifically geared to meet the academic and developmental needs of the middle school learner in consideration of the unique intellectual, social, emotional, and physical developmental that is characteristic of the adolescent student. A well-rounded sampling of assessment tools is utilized in order to ensure that students' acquisition of knowledge and skills is accurately gauged. Much time and effort is devoted on the part of the kumu to deliver a curriculum that is practical, relevant, and rigorous in balance with being creative and engaging. The basic organizational tenets of this course are embodied in these six core Hawai'ian values: Kuleana (Responsibility), Ho'omau (Perseverance), 'Ike Pono (Righteousness), Aloha/Pilina (Positive Relationships), Mālama (Caring For), and 'Imi Na'auao (Quest for Knowledge).

**C. COURSE OBJECTIVES ('Imi Na'auao)**

**Students will:**

- **Acquire skills and strategies that promote independent reading and comprehension of grade level appropriate text.**
- **Develop in becoming independent, strategic, and critical readers, writers, listeners, and speakers.**
- **Communicate effectively in various forms, for various purposes, and for various**

**audiences.**

- **Extend knowledge and skills learned to various contexts in order to process, apply, and make connections within the broader scheme of the learning process.**
- **Engage in academic discourse in order to question, interpret, extend, and evaluate ideas.**
- **Develop an appreciation for the privilege of having the freedom to engage in the learning process.**

#### **D. COURSE STANDARDS ('Imi Na'auao )**

The focus of this school year is College and Career Readiness, with an emphasis on literacy. The foundation of this course is rooted in the following Common Core State Standards, which are the foundation for the more detailed grade level standards identified in the Scope and Sequence. (Source: <http://www.corestandards.org/ELA-Literacy>)

#### **READING:**

**CCRS 1-Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from text.**

**CCRS 4-Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.**

**CCRS 5-Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text relate to each other and the whole.**

**CCRS 7-Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.**

**CCRS 8-Delineate and evaluate the argument and specific claims in a text, including the validity of reasoning as well as the relevance and sufficiency of the evidence.**

**RL.8.10-Read and comprehend complex literary and informational texts independently and proficiently.**

#### **WRITING:**

**W.8.1-Write arguments to support claims an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.**

**W.8.3-Write narratives to develop real or imagined experiences or events, using effective technique, well-chosen details, and well-structured event sequences.**

**W.8.4-Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.**

**CCRS 5-Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.**

**CCRS 6- Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.**

#### **RESEARCH TO BUILD AND PRESENT KNOWLEDGE:**

**CCRS 7- Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.**

**CCRS 8-Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.**

**CCRS 9- Draw evidence from literary or informational texts to support analysis, reflection and research.**

#### **E. TEXT AND REQUIRED SUPPLIES (Kuleana)**

**Text:**

**This year we are transitioning to a new literature program This program is executed on line using a digitally accessed, password protected, interactive “text book”. Text: Collections, Gr. 8. (online textbook).USA: Houghton Mifflin Hartcourt, 2017. All supplemental materials will be provided.**

**Supplies:**

- **Writing utensils daily: pen (I don’t mind different colors with the exception of red)/pencils with erasers, highlighters (any color)**
- **Post-it® -type sticky notes, small and medium size, any color**
- **School issued laptop computer AND earbuds/headphones daily**
- **If other supplies are needed, advance notice will be given.**

#### **F. GRADING PLAN (Kuleana, Ho’omau)**

**All assignments are given equal weight on a point-based grading system. Grades are calculated to the nearest whole number percentage by a computer program, and are then uploaded to KS Connect. Please refer to the grading scale in the Middle School Student and Parent Handbook for each letter grade’s corresponding percentage value.**

**Grades are posted to KS Connect frequently. It is highly recommended that both students and parents monitor grades on a regular basis, and that any discrepancies or concerns are addressed in a timely manner. Grades are not given by the kumu; they are earned by the student. Extra credit opportunities are not given, as they should not be the means to achieve a desired grade. For example, an 89% will earn a student a “B+”; a student may not negotiate for an “A-”. Assessments are well rounded and diverse; therefore, students have ample opportunity to achieve a desired grade if they put forth sincere effort.**

**With the exception of tests and quizzes, every major assignment will be accompanied by an assignment description and an assessment rubric that let students know exactly what the objectives and criteria of that assignment are.**

**Classwork: Learning is a process; therefore, regular attendance, a positive attitude, and a willingness to participate in all class activities will help to ensure students’ success in this course of study. Excessive absences, tardiness, and failure to submit assignments by their respective due dates will have a negative impact on the learning process, and therefore, on a student’s overall grade. If a student is absent from class, it is his/her responsibility to arrange to make up the instruction and assignments.**

**Homework:** Homework is given as additional practice for skills introduced in class, and it should be completed independently and returned in a timely manner for teacher feedback. Homework may vary from student to student, depending on practice needed. Not all homework is “graded” and factored into a student’s final quarter grade; however, homework assignments serve as an indicator of student understanding and must be completed before the final assessment may be taken.

**Quizzes and Exams:** Students will be given ample notice prior to a quiz or test so they may plan accordingly. If appropriate, study guides will be given as well. It is critical for students to make up quizzes as soon as possible upon return from an absence.

**Final Exam/ Projects:** There will be no final comprehensive exam for this course. A main focus of 8<sup>th</sup> grade is the completion of a formal, MLA formatted research paper, in preparation for expectations at the high school. Requirements for this assignment are made very clear, and components are completed in phases in order to afford students the opportunity to be successful with this assignment. In addition, the 8<sup>th</sup> grade team completes one interdisciplinary unit per semester, “Career Explorations” and “The Peopling of Hawaii” respectively.

#### **ATTENDANCE (Kuleana)**

Please refer to the Middle School Student and Parent Handbook, Middle School Student and Parent Handbook for the school policy regarding this subject. Consideration will be given for extenuating circumstances that cause a student to be absent.

#### **GENERAL (Kuleana, Ho’omau, ‘Imi Na’auao)**

**General:** Students will be required to record class agenda and homework in their school-issued planners on a daily basis. If homework has not been completed, a “Homework Not Done” stamp will be placed over that assignment in the planner. Parents/guardians can monitor this by checking their child’s planner frequently. The class agenda and other related information will also be accessible on the blog at this address: <http://blogs.ksbe.edu/roprais>. If this platform of communication changes, parents and students will be notified. Parents/guardians are welcome to call or email with questions or concerns.

#### **G. CLASSROOM RULES OF CONDUCT (Aloha/Pilina, Mālama, ‘Ike Pono)**

Students are expected to conduct themselves in alignment with the 7 core Hawaiian values that are the focus of Kamehameha School’s character development: Kuleana (Responsibility), Ho’omau (Perseverance), ‘Ike Pono (Righteousness), Aloha/Pilina (Positive Relationships), Mālama (Caring For), and ‘Imi Na’auao (Quest for Knowledge). The school discipline policy and procedures will also be upheld in order to ensure that a productive and positive learning environment is maintained. Please refer to the Middle School Student and Parent Handbook for any clarification needed regarding the school’s

**discipline policy.**

**H. SUGGESTIONS FOR SUCCESS (Ho'omau)**

**Come to class prepared and be attentive for its duration. Record all assignments and make sure you always know what is expected of you. If you don't understand something, please ask for clarification. Don't be embarrassed for asking; it is highly probable that others have the same question and don't want to speak up, so you will be doing everyone a favor by asking. Since this class is on a rotating A/B schedule that alternates with either Art or Papa 'Olelo, budget your time in order to keep current with assignments. Don't fall behind and keep up with all assignments. Make sure you have all required materials and assignments; it is good to check your planner and pack your bag with everything you need the night before, so you don't leave important items at home. Quality work submitted by due dates is expected.**

**Tentative Course Schedule: See Scope and Sequence for more detail.**

Quarter	Theme	Instructional Focus	Summative Assessment
1	<p><b>Culture and Belonging</b></p> <p><b>*Interdisciplinary Unit 1: Career Explorations</b></p>	<ul style="list-style-type: none"> <li>• Vocabulary development through use of context clues and word parts</li> <li>• Reading and analysis of fiction and non-fiction texts</li> <li>• Genres and literary devices</li> <li>• Identification and application of language conventions</li> <li>• Writing for purpose and audience</li> <li>• Citing textual evidence</li> <li>• Producing clear and coherent writing</li> </ul>	<ol style="list-style-type: none"> <li>1. Literary analysis comparing and contrasting a fiction and non-fictional text</li> <li>2. College and Career narrative reflection</li> </ol>
2	<p><b>The Move Toward Freedom</b></p>	<ul style="list-style-type: none"> <li>• Vocabulary development through use of context clues and word parts</li> <li>• Author's craft, purpose, and methods of characterization</li> <li>• Analysis of texts for literary elements and author's craft</li> <li>• Study and analysis of cause and effect organizational patterns</li> <li>• Study of poetic forms and extended metaphors</li> </ul>	<p>Composition of a literary analysis in the form of a compare/contrast informative essay that addresses bias and historical accuracy of a literary work</p>
3 and 4	<p><b>The Value of Hard Work</b></p> <p><b>Teen Culture and Approaching Adulthood</b></p> <p><b>*Interdisciplinary Unit 2: The Peopling of Hawai'i</b></p>	<ul style="list-style-type: none"> <li>• Analysis of imagery and sensory details related to fictional texts</li> <li>• Informational text structures and features</li> <li>• MLA Formatting</li> <li>• Formal research methods, citing evidence, parenthetical citation</li> <li>• Persuasive and argumentative techniques, reasoning and logic,</li> <li>• Author's point of view</li> <li>• Accuracy and credibility of sources</li> <li>• Avoidance of plagiarism</li> </ul>	<ol style="list-style-type: none"> <li>1. Written argument</li> <li>2. Formal MLA formatted research paper</li> <li>3. Class debate</li> </ol>

**\*In accordance with the Kamehameha Schools Working Exit Outcomes Framework, instruction regarding Hawaiian cultural knowledge and associated values will also be infused into the curriculum.**