

Harlem Park Elementary/Middle School



2020-2021 Course Syllabus

Course Name: 8th grade English

Teacher's Name: Mr. Uwimana

Teacher's City Schools' Email Address: esuwimana@bcps.k12.us

Room: Virtual

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Welcome to Eighth Grade: I am looking forward to a great year with your child. The following contains standards and long-range plans for the year. I have also included some information you might find helpful. Please consult the Harlem Park Family Handbook for additional information not included here

Platforms We Will Use During Virtual Instruction:

- Google Classroom: Students should check google classroom daily to complete all of their asynchronous activities and check for important announcements/materials.
- Zoom: Zoom will be used for all synchronous instruction
- Class Dojo: Class Dojo will be used for communication between parents and teachers.

English Course Topics:

- 1. Module 1: The Poetics and Power of Storytelling:** In this module, students examine storytelling as a personal, social, and cultural form of expression that we use to make sense of ourselves and our worlds. For their End-of-Module (EOM) Task, students apply their knowledge of contemporary poetry to their contemporary experience. Devising their own narrative-in-verse, they work deeply with form and craft to make meaning of an important experience, creating a story by capturing essential moments with poetic precision and pacing. Framed with an explanatory cover letter, the students' EOM Task communicates an understanding of their sense of self and the power of storytelling.
- 2. Module 2: The Great War:** What were the effects of War World I? How can literature and art illuminate an understanding of the experience of individuals who were thrust into this conflict? What mental scars remained once the fight was over? Students explore these questions in order to develop an understanding of how literature and art can communicate and even deepen our understanding of the effects of World War I by examining artistic responses to the war and learning about the realities of modern warfare. For their End-of-Module (EOM) Task,

students write an informative essay to explain how the experience of Paul, the protagonist of *All Quiet on the Western Front*, illuminates individual effects of war and suggests larger reverberations through society at large.

3. **Module 3: What is Love?:** In this module, students examine a question that has vexed humans—and the world’s most renowned literary authors—for generations: what is love? Deceptively simple, this question requires students to examine ideas about the roles of individual choice, fate, power, and social status in the development of seemingly personal relations. Their primary testing ground will be Shakespeare’s eternally popular comedy *A Midsummer Night’s Dream*, in which love transforms characters in unexpected ways. For their End-of-Module (EOM) Task, students write an argument essay that asserts whether or not one character from *A Midsummer Night’s Dream* chose whom they loved at the end of the drama, thus attributing the nature of love to either agency or fate.

4. **Module 4: Teens as Change Agents:** This module engages the idea that social change is rarely a linear, straightforward process, but more often a combination of circumstance and opportunity, spontaneous and highly strategic action, personal agency, and collective action. This study highlights the key actions of major historical figures in the Civil Rights Movement while also elevating the story of a lesser known, but no less important, change agent. For their End-of-Module (EOM) Task, students present the research they have been engaged in throughout the module. Students write an informative essay based on their research before turning that informative essay into a multimedia presentation and presenting their findings to a wider audience.

Materials: Students are expected to come prepared to class every day. Required Materials:

1 three-ring binder specifically for ELA. This binder should not be used for any other subject.

2 packs of subject dividers with tabs.

4 composition/spiral single subject notebooks

5 two-pocket plastic folders with prongs

3 packs #2 pencils with erasers

1 pack of highlighters

1 box of colored pencils

1 box of markers

5 packs of “post-it” notes

Pencil Sharpener

For Community Use-Do Not Label:

2 large bottles of hand sanitizer

3 boxes of tissue

2 containers of baby wipes/hand wipe

Quarters

- Quarter 1: September 3- November 7
- Quarter 2: November 8–January 23
- Quarter 3: January 27- April 1
- Quarter 4: April 2-June 15

Progress Reports Issued:

- Quarter 1: October 10
- Quarter 2: December 19
- Quarter 3: March 6
- Quarter 4: May 20

Make-up Assignments

Students are responsible for completing assignments that are missed when they are absent. For planned absences parents should contact me to arrange for the assignments prior to the absence. Students have the same number of days they were absent to complete make-up assignments. For example, if a child is absent for one day, the make-up assignments are due the day after they return to school. If a student is absent for 3 days, make-up assignments are due on the 3rd day after the day they return.

Class Dojo: Parents/Guardians will receive a letter to sign up for Class Dojo. Class Dojo is an app/online resource that will allow you to track your child’s behavioral progress and communicate in real time with your child’s teachers.

Shared Agreements in Class: District policies are followed as outlined in the school-wide Student Code of Conduct. Shared Agreements and expectations will adorn the walls and coincide with our school wide PBIS program. The Agreements are based on a foundation of RESPECT.

Grading Policy: Students will be graded in the following areas during virtual instruction:

Area	Percentage
Assessments	70%
Classwork/ Participation	30%

Grading Elements: The grades eligible for use on report cards are as follows:

A= Excellent (90-100)

B = Good (80-89)

C = Satisfactory (70-79)

D = Poor (60-69)

F = Unsatisfactory (59 or under)

Make-up Work Due to Absence

We are committed to providing students with a rigorous and engaging education. Attendance in class is not only critical to learning content and skills, but also to satisfy full participation in classroom activities. Absences will not be used as an element of a student's grade; however, poor attendance is likely to hinder a student's ability to succeed in class. Teachers will provide makeup work within three (3) school days of the student's last absence, and students must turn in assignments within seven (7) school days after they are provided by the teacher. The time allowed for makeup work may be extended on a case-by-case basis for extenuating circumstances determined by the teacher and school administration. If students are absent on the date of an assessment, they will be given a makeup assessment date.

Reassessment

We understand that students may demonstrate improved content mastery within the course of a grading term. Students may take certain formative assessments over to replace the previous lower grade. The specific questions will be changed from the prior exam, and the reassessment will occur in the same quarter, prior to the midterm or final examination. Reassessments will not be provided after a progress report or report card is submitted in a quarter. All students can take a reassessment. In order for a student to be eligible for a reassessment they must (1) complete the original assessment; (2) complete all required assignments that supported the assessment; (3) complete reteaching/relearning activities identified by the teacher; and, students should formally request a reassessment with some reflection incorporated prior to the completion of the assessment.

Participation: Being alert and attentive, participating appropriately in class discussion and group work, completing assignments, coming to class with the required materials, and being respectful will result in both academic and personal success. Know that you will always be rewarded for doing the right thing

Expectations: My expectation is for every student to achieve to the best of their ability. I expect students to come prepared and ready to learn. I am excited about the year ahead and I am looking forward to getting to know my students and their parents.

This page below should be signed by the student and parent/guardian and returned to the teacher on or before
Wednesday, September 11, 2019

I have read the attached syllabus and I understand all the procedures and rules regarding Math Essentials.

Student Name (printed)

Student Signature

Parent Name (printed)

Parent Signature

Home (Cell) Number

Parent/Guardian Work Number

Parent/ Guardian Email address (printed)

Emergency contact Name / Phone Number

Emergency contact Name/Relationship#2

Emergency contact Name/Relationship#3