 **The 2022-2023 8th Grade ELA Course Syllabus Instructor: *Prof. Philanna Peterson* Welcome to 8th Grade ELA  *Belair K-8*** Welcome to your child’s 8th Grade ELA Class! I am elated to have your child as a part of our team. One of my major goals is to prepare our students to meet and exceed the grade level standards and expectations in ELA. Consequently, I will be utilizing the Georgia Standards of Excellence (<https://www.georgiastandards.org/Georgia-Standards/Pages/ELA.aspx> ). Each lesson will provide activities with real world applications and instruction with a laser-focus on the standards. With guided practice, progress monitoring, and various forms of assessments, students will be given many opportunities to demonstrate mastery, utilize their creativity, and to integrate STEAM (Science, Technology, Engineering, Arts, Math) concepts in their learning and academic performance.

**Contact Information**

**Email: peterph@rcboe.org**

**Class Dojo: <https://www.classdojo.com/invite/?s=5b17f7177e4a1c2dc8817a84>**

**Remind Code: *pscholar22***

**Located in Room 830**

**Daily Rituals and Routines**

**Opening:**

1. Enter quietly, be seated, and prepare for class.
2. Begin Warm-up /”Take 5” Activity
3. Listen attentively to instruction and view modeling

 **Work Session**

1. Review your notes. Complete activity/assessment
2. Ask your neighbor for assistance.
3. Ask another neighbor, and he or she must confirm.
4. Ask the Teacher.

**Closing Session**

1. Complete Closing Activity and/or Daily Assessment
2. Clean Work and seating area
3. Read quietly & independently while waiting for dismissal from teacher.

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**Class Expectations:**

***I will demonstrate self-control.***

***I will remain ON TASK/ ON TIME!***

***I will demonstrate Acceptance of Others.***

***I will RESPECT myself, students, teachers and all adults in the building.***

***I will Strive for Excellence in all that I do and say!***

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| **Grading System/ Category** | **Weight** |
| **Assessments & Performance Tasks** | **40&** |
| **Classwork** | **30%** |
| **Quizzes** | **20%** |
| **Homework** | **10%**  |

**Prof. Peterson’s ELA/Reading Supply List**

1. **2 pencils & 2 pens (black or blue ink at all times**
2. **Personal pencil sharpener**
3. **1 spiral notebook per 9 weeks**
4. **Internet access**
5. **Set-up Gmail account**
6. **2 pairs of earbuds**

**\*\*Points** Based **Grading System-** Every assignment is given a point value. The student's final grade is determined by adding up all the points in the assignments and dividing that number by the total points possible. Note: The weighing of assignments in Canvas is done purely through the point value of each. Example, an assignment is worth 10 points and the student scores 9 out of 10 which is the equivalent to an A or 90%.

* **Missing and Late Work/Assignments:** Students who do not turn-in assignments (class work, performance tasks, writing, etc.) at the designated time and/or date will not be allowed to complete the assignment after the due date. Make-up work is accepted only with an excused absence. It is the STUDENT’S RESPONSIBILITY to ask for make-up assignments. Missing work is counted as a ZERO. Even a partial assignment is worth far more than no assignment at all! Please refer to absenteeism policy in RCBOE Student Code of Conduct.

**Course Learning and Assessment Activities**

* **Performance Task**- There will be at least one performance task per 9-week grading period. These “tasks” will be accompanied by a rubric and scoring guidelines which will indicate the criteria as well as correlating scores to a point on a rating scale. Students will also have exemplars as well as strong and weak examples of the performance task(s) by which to guide and give them insight on the expectations. The ELA Performance tasks often involve a *writing component* which students are expected to complete. Also, tasks will involve research, technology-based projects, performance-based projects, current events, cohort/group collaboration, independent reading, and more. Performance tasks will account for 40% of the students’ overall grade point average.
* **Student Performance Portfolios**- Each student will be required to compile a portfolio which will showcase and present their demographic/profile, learning styles, assessment scores, mastery of standards, goal-setting and self-assessments including progress monitoring, performance tasks, and student-selected “best work”.
* **Writing Portfolio**- Compilation of student writing in-class as well as independent writing assessments. Students will also feature utilization of the writing process throughout formal writing and “works in progress” which require further revision.
* **Writer’s/ Reader’s Notebook**- This notebook will serve as a collection of pre-writing and writing, glossary/vocabulary, evidence of reading strategies, reflections on reading and writing, grammar/conventional concepts and examples, and more. Notebooks will be set-up using the ***Cornell Notes*** Note-taking strategy.
* **Research Papers, Essays, Writing Assignments, and other Assessments**- Students will be required to write at least 2 research-based assignments in MLA (Modern Language Association) format. **Note: Cheating and** **Plagiarism**, adopt or reproduce ideas, words, or statements of another person without appropriate acknowledgment, will not be tolerated. Students will not receive credit for the assignment and may be referred for disciplinary action for academic misconduct.
* **Homework**- Homework is given to reinforce and exercise the understanding of standards and learning goals in each lesson. Students may receive homework at a minimum of 2 times a week to include vocabulary activities, writing (essays, short essay responses, research), and grammar (conventions). Homework is 10% of the total grade.

**Receipt of 8th Grade ELA Course Syllabus & Classroom Expectations by Prof. Philanna Peterson**

By completing and returning this statement, I (Guardian/Parent’s First & Last Name), \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_, acknowledge that I and my child/student, (First and Last Name), \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ have received and read the syllabus and classroom expectations for the **2022-2023 School Term.**

Parent/Guardian Name (Print) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Parent Contact #: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Email: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Parent/Guardian’s Signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Date: \_\_\_\_\_\_\_

Student’s Name (Print) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Student’s Contact #: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Email: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Student’s Signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Date: \_\_\_\_\_\_\_\_\_

Additional information from Parents/Guardians about student: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**(Please return this completed and signed receipt by Friday, August 26, 2022 to Prof. Peterson)**