English 8
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Course Overview: English 8 is designed to help students grow their reading, writing, speaking and listening skills by investigating big questions and practicing clear communication.

Units and Activities: What makes something a true story? Where is the line between truth and fiction? And what is the value of stories that are not true? These questions represent a few of the big ideas students in English 8 grapple with. We begin by studying narrative techniques in memoir, investigating how we can tell a true story about ourselves. From there, we expand our investigation to novels, poetry, and nonfiction from a variety of perspectives; practicing critical reading, writing, and discussion skills.

Standards:
● Writing: Students will practice narrative, informative, and argumentative writing.
● Reading: Students will read a wide range of fiction and nonfiction. Some texts will be shared, but students will also learn strategies for choosing their own books.
● Speaking and Listening: We will engage in regular class discussions to deepen our understanding, rehearse ideas for writing, and share ideas.
● Language: Students will study vocabulary as well as grammar, usage and mechanics.

Strategies and Tools for Success:

● Clear Expectations: Students will develop detailed classroom norms in the first weeks of school; but in general, expect to arrive to class on time with your Chromebook and a writing utensil, and expect to be present while you are here. That means leaving distractions, such as phones and toys, at home or in your locker.
● Google Classroom: Students can check Google Classroom to find assignments, due dates, and materials.
● Jump Rope: Assessment scores will be entered on Jump Rope and any missing assignments will be visible in the red “Missing Assignment” section of the Jump Rope Student/Parent Portal.
● Check-in: If you miss class or have questions about an assignment, you can stop by Room 104 in the morning or email Ms. Hanrahan at ehanrahan@wcsu.net.

Assessment of Learning:
The rest of this syllabus outlines school-wide grading and assessment practices and is not unique to English 8.
Assessment Types:
Three types of assessments will be used to determine if you have gained the necessary knowledge and skills of this course: Formative assessments, Summative assessments, and Habits of Work for Learning. Each is briefly described below:

Formative Assessments: Formative = Forming my knowledge and skills. Formative Assessments receive a weight of .1 in the overall grade. Formative assessments are information for teachers, students, and parents on the progress students are making as they practice gaining knowledge and skills found in Anchor Standards. Teachers use the results of these assessments as data to understand individual student learning needs, adjust instructional pathways, and modify lessons to help students better meet course standards. Students use the results of these assessments to determine how they are progressing and to plan steps to ensure their success.

Summative Assessments: Summative = Summation of my knowledge and skills. Summative Assessments can receive three different weights: 1, 1.5, or 2 depending on the size of the assessment, and therefore have the greatest impact on the Overall Course Mastery Grade. Summative assessments are used as a measure of independent student achievement in Anchor Standards. Throughout this course, summative assessments provide benchmark student achievement data. A summative assessment will always have clear scoring criteria (4-point scale) for students to understand how they are performing.

Habits of Work for Learning: Habits of Work for Learning (HOWLs) are skills and dispositions that are essential to the learning process but do not provide evidence of what a student knows or can do in relation to content. WUHSMS teachers work to foster Habits of Work for Learning in three categories: preparation, participation, and perseverance.

Assessment Scoring:
Teachers will provide framing for summative assessment scores using proficiency level scoring criteria for grading similar to the example below:

<table>
<thead>
<tr>
<th>Anchor Standard: Computational Modeling</th>
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<tr>
<td><strong>Course Standards:</strong> NGSS HS-L2-1 Use mathematical and/or computational representations to support explanations of factors that affect the carrying capacity of ecosystems at different scales. NGSS HS-LS2-4 Use mathematical representations to support claims for the cycling of matter and flow of energy among organisms in an ecosystem.</td>
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</tbody>
</table>

| 1.0* | 1.3* | 1.7* | 2.0 | 2.3 | 2.7 | 3.0 | 3.3 | 3.7 | 4.0 |
| NC* | NC* | NC* | C   | C+  | B-  | B   | B+  | A-  | A   |

<table>
<thead>
<tr>
<th><strong>Beginning</strong></th>
<th><strong>Approaching</strong></th>
<th><strong>Proficient</strong></th>
<th><strong>Distinguished</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>I can identify the components of a system.</td>
<td>I can represent the components of a system using numbers or variables.</td>
<td>I can show connections between components of a system using a computational model.</td>
<td>I can use mathematics and/or a computational representation to make predictions about how changing one variable or component will affect the system.</td>
</tr>
</tbody>
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2
I can use a given computational model to explore relationships between components of a system.

I can use a given computational model as evidence to support a claim or explanation of a system.

I can create and/or revise a computational model and use it as evidence to support a claim or explanation of a system. I can expand the computational model to illustrate how a change in a system component can impact all other relevant components.

*scores in the “Beginning range” are well below proficient and thus they are below passing.

HOWL Scoring:
HOWLs will be scored at least once per checkpoint, and will be based on the frequency with which students demonstrate each of the habits: preparation, participation, and perseverance.

How is my Overall Course Grade Determined?
Overall course grades will be reported as letter grades and will be comprised of:

- Formative & Summative Scores: 95%
- HOWLs: 5%

For more information, please see the WUHSMS student handbook.

Communication:
How Do I Know My Grades?

- On Summative Assessments, a teacher will provide both a 4-point grade and a letter grade.
- You can monitor your progress in the following ways:
  - By reading feedback and scoring returned to students on summative assessments
  - By monitoring the scores and Overall Course Mastery Grade in the Parent/Student portal on JumpRope
  - By monitoring the grades sent home quarterly through report cards

Where Can I Find This Syllabus during the School Year?

- This syllabus will be available on the school website in each subject’s department tab once the school year is up and running.

I have read this syllabus, and I have contacted the teacher with any questions I have.

Student name (printed): ___________________________