**ENGLISH LANGUAGE ARTS McGraw HILL Grade 8, ELA 1 COURSE SYLLABUS 2024-25**

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MRS. RAO’S GRADES ARE ALWAYS ACCESSIBLE ON PARENT PORTAL/SIS!

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**Teacher:** Mrs. Kelli Rao **Office Hours @McKinley:** Classroom 251

Phone: 314-399-8466 (cell); 314-773-0027 (school) 5th period (7:00- 8:45 am)

Email: [kelli.rao@slps.org](mailto:kelli.rao@slps.org) 3rd period (11:05 am -12:35 pm) \*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*

**Course Description:** McGraw Hill is designed to provide challenging experiences with literature and language for McKinley students. We are following the district’s model of Acceleration for Gifted scholars.

**Reading**

• understand more from and make fuller use of written materials, including using a wider range of evidence to support an analysis.

• make more connections about how complex ideas interact and develop within a book, essay, or article.

• evaluate arguments and specific claims; assessing whether the reasoning is valid and the evidence is sufficient; and as appropriate, detecting inconsistencies and ambiguities.

• analyze the meaning of foundational U.S. documents (the Declaration of Independence, the Preamble to the Constitution, the Bill of Rights).

**Writing**

• make an argument that is logical, well-reasoned, and supported by evidence.

• write a literary analysis, report, or summary that develops a central idea and a coherent focus and is well supported with relevant examples, facts, and details.

• conduct several research projects that address different aspects of the same topic, using more complex books, articles, and other sources.

**Speaking and Listening**

• respond thoughtfully to diverse perspectives; synthesizing comments, claims, and evidence made on all sides of an issue; and resolving contradictions when possible.

• share research, findings, and evidence clearly and concisely.

• make strategic use of digital media (e.g., animations, video, websites, podcasts) to enhance understanding of findings and to add interest.

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**Materials:** District issued devices, At least one writing utensil- pencil or pen (black or blue ink), binder or folder with pockets for class work, loose leaf or spiral bound paper, Planner (paper or tech), highlighter, colored pencils/markers, ruler.

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**Means of Evaluation:** I will give grading rubrics to students for every performance task assigned.

Classwork (Notes, Written work, exit slips) = 65%

Performance Tasks (Tests, Presentations, Final copy) = 30%

Homework = 5%

Marking Period =100%

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Grading Scale:

90-100% = 4.0 GPA points= A

80-89% = 3.0 GPA points= B

70-79% = 2.0 GPA points= C

60-69% = 1.0 GPA points= D

0-59% = 0.0 GPA points= F

ALL WORK MUST BE TURNED IN by the due date. Due dates are assigned for each graded assignment.

Each class can expect a minimum of 20 graded assignments over the course of the term, or 2 graded assignments per week.

**Note: All student athletes must maintain a 2.5 (70%) average to play in their respective sport(s).**

**Class Procedures:** It is the responsibility of the student to:

1. Bring all materials to class that are needed for learning.
2. Read the “Do now” and begin work upon entering the class.
3. Students honor the class social contract, rules and consequences upon entering the room.
4. Request and wait for a hall pass from your teacher. Hall passes will not be given for the first and last ten minutes of class.
5. Read the “Exit slip” and complete all questions before the end of class bell.

\*\*\*I dismiss you, not the bell. I believe in bell-to-bell instruction. Please do not pack up belongings or line up at the door.\*\*\*

| **Classroom Expectations:**  1. Listen to understand.  2. Speak to heal, never to hurt.  3. Make consistent efforts to improve.  **Policies:**   1. Keep food, drinks (other than water), and cellular devices stored away. 2. Walk with care for others’ safety. 3. Pass items to others and walk to the trash can; we do not throw/toss in class. | **Consequences:**  1st time: Verbal Warning  2nd time: Concern conversation with student  3rd time: Physical environment modification  (step out, change seats)  4th time: Concern conversation with parent  5th time: Referral to the administration |
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Academic Integrity: Plagiarism, Collusion, Self-plagiarism and Contract Cheating from Curtin University

http://academicintegrity.curtin.edu.au/local/docs/StudentPlagiarismGuide.pdf

All of the following are considered types of academic dishonesty in **ENGLISH LANGUAGE ARTS Grade 8:**

| **Too closely paraphrasing** sentences, paragraphs or ideas, e.g. copying sentences and substituting words with similar meaning. | **Allowing** or contracting **another person to** edit and substantially **change** your work. |
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| **Submitting** written or creative **work** which has been **produced by someone else** and claiming authorship for it, including:  • reproducing all or parts of another student’s work (including students who have previously completed the same unit)  • allowing another person to do the work for you  • contracting another person to do the work for you  • purchasing work from another source. | **Copying/using** words, sentences or paragraphs which are **the work of other persons without due acknowledgement**. This includes copying from:  • published works e.g. books, articles, theses or reports  • unpublished works, e.g. assignments, letters/ memos/personal communications (including e-mails), and raw data  • seminar and conference papers  • teaching material, including lecture notes  • web site content, material published on or sourced from the internet. |
| **Copying/using** another person’s **creative work without due acknowledgement**. This includes:  • music, sound, scores  • creative or visual artifacts  • photographs or images  • video or multimedia material  • designs or ideas  • computer programs or source code | Contract cheating (Clarke & Lancaster, 2006) involves posting (or having someone post on your behalf) a message on a website or community forum asking for people to bid on the job of writing your assignment. **Purchasing essays or other work** from someone or from a website also involves contracting for services with the intention to deceive. Both breach academic integrity and could lead to charges of academic misconduct. |
| Collusion is a form of agreement between two or more people to act with the intention to deceive an assessor as to who was actually responsible for producing the material submitted for assessment. Collusion can occur if you **work together with others on an assignment that is meant to be individual work**. It can also occur when, contrary to instructions, you assist another student to complete an assignment or when you request/accept assistance from another student such that the work you submit is not wholly your own. Sharing of assignments or other work via social networking or other means between students or past students may be viewed as collusion. | Self-plagiarism (or auto-plagiarism) occurs when you submit work or large sections of previous assessments of your own for different assessments either in the same unit or subsequent units. It can also occur where a student is required to repeat a unit and the work completed when the student first undertook the unit is submitted again. Self-plagiarism can also arise when **a student re-uses work they have previously presented/published**, for example in another class. It may be possible to re-use some of your earlier work providing it is acknowledged appropriately and permission obtained where the duplication is more extensive. |

**Students will be given a zero on any assignments that demonstrate academic dishonesty; the student may redo the assignment for credit.**

**Both the parents and administration will be notified of the students’ dishonesty.**

Extra expectations, Misc.:

1. Students are discouraged from using any foul or offensive language in class, including the words, “Shut up.” The teacher will serve as a model of this, as we strive to create a SAFE EMOTIONAL ENVIRONMENT FOR ALL STUDENTS.

Your choices in this class will determine the outcome you will receive.

Working hard and following class rules will result in positive outcomes and success in Communication Arts.

SIGN BELOW: “I HAVE READ AND UNDERSTAND THE SYLLABUS FOR COMM ARTS 2024-25.”