



Mrs. Kosmer

E-mail address- akosmer2@gmail.com

Phone number- 410-396-9146

Coach Class: Monday-Friday 7:30-8:00

Room 319

### **Description**

Eighth Grade Language Arts is designed to involve the student in applying reading, writing, listening, speaking, and viewing skills through meaningful interdisciplinary tasks. Students will build on and continue to develop their appreciation for literature. They will do this through the study of literary elements in both contemporary and classic selections. An emphasis will be placed on having students move from the literal meaning to the abstract in the students' critical thinking skills.

### **Methods of Instruction**

Individual research through technology

Group lectures and discussions

Small group activities

Hands-on activities such as projects and portfolio work

Oral presentations

Written compositions/essays

### **Writing**

Students will write daily in class in both informal and formal styles throughout the year. The writing process will be used (prewriting, drafting, editing, revising, publishing) as students explore different types of writing and different purposes for writing. Writing skills are extremely important to succeeding at the best Baltimore City high schools and the most prestigious colleges and universities. Specific types of writing in 8<sup>th</sup> grade include:

- Journal Writing
- Expository Writing
- Argumentative Writing
- Creative Writing
- Writing Poetry

### **English: Springboard Curriculum**

For English this year, students will be using The College Board's Springboard curriculum. Most work will be completed on Google Classroom.

### **Speaking and Listening**

Academic talk plays a very large and very important role in Mrs. Kosmer's' class. Students will be expected to speak to each other in an academically appropriate way as well as actively listen to what others have to say. Many assignments will involve speaking and listening, including:

- Oral presentations (individual and group)
- Literature Circles

- Group work
- Whole class debates
- Socratic Seminars

### **National History Day**

Students will be participating in a year long academic research project sponsored by the National History Day Foundation. This year's theme is: Triumph and Tragedy. Students will be creating research based projects that may include:

- Research paper
- A museum-style exhibit
- Website

Along with NHD, students will have the opportunity to explore local, national, and global databases to help improve research skills. Students will also study U.S. History during their 8th grade year.

### **Course Expectations**

1. Attendance is extremely important and necessary to keep up with the class. Students will have to make up the missing work in a timely manner (1 day for each excused day missed, after which deductions will be made for late work).
2. Students are expected to be in their seat and ready to begin when the class starts.
3. Students must be prepared everyday to gain the full learning experience. Every day the student should have their binder, composition book, journal, DEAR book, homework, paper, and pencil. If a student comes unprepared, they will be losing a part of the valuable learning experience.
4. Students are required to participate in the classroom learning discussions and in doing so will be respectful to their peers, themselves, and their teacher. Consequences for misconduct come from the school wide expectations and may include warnings, think-time, detention, parent notification, or office referral.
5. Plagiarism and cheating will not be tolerated in this community of learners. If a student is suspected of cheating, the parents and the principal will be notified and consequences will be determined.

### **Homework:**

You will have homework every night, including Friday (with almost no exceptions). You are required to record your homework each night in your agenda book. Homework will be checked every day for completeness and once each week for accuracy. It is the student's responsibility to complete homework each night and turn it in at the beginning of class.

### **Study Hall:**

**Study hall will take place every day after school from 2:50 – 3:30 pm.** If you do not complete a homework assignment, you will be invited to attend a **mandatory** study hall **after school that day**. If you do not attend study hall, you will be assigned a detention for the following day.

### **Required Supplies for English and History Class:**

- 2 Sharpened pencils
- 1 Pencil sharpener
- 3 Pens (one blue, one black, one red)
- 1 Composition Notebook (marble, bound – no spirals bindings)
- 1 3-ring binder, 1-inch
- 1 Set of 6 tabbed dividers (for binder)

### **3-Ring binder-**

Students are expected to have a 3 ring binder, 1 inch wide, with dividers that will keep their class work, homework, projects, and tests or quizzes. They will be given an agenda book where they will write their homework assignments and important due dates that relate to the assignments of the class.

### **Grading**

Students will receive progress reports from Mrs. Kosmer to give them feedback on their grades in class, and grades are weighted in the following categories:

- *Class work 30%*
- *Unit Assessments 30%*
- *Quizzes 30%*
- *Homework and Participation 10%*

### **Portfolios**

Throughout the year, students will be compiling their best work into an 8<sup>th</sup> grade portfolio. NHD will be one assignment as well as multiple writing pieces from the school year. Students will end the year with at least three portfolio pieces per class (9 portfolio pieces total).

### **Leaders Go Places**

Leader's Go Places is our positive incentive system that we use for middle school students at Hampstead Hill Academy. It focuses on three pillars: "scholarship," "leadership," "citizenship," and five promises: "to contribute to the common good," "to produce quality work," "to conduct myself with honor and integrity," "to persevere" and "to make no excuses." The three pillars are the basis of the incentive program that allows students to attend special field trips among other rewards if they meet certain benchmarks for each pillar. The five promises are the basis of the language we will use to talk about character and behavior this year.

The requirements to be "on-level" have been updated. Please see the chart below for the new cut GPAs, Performance Points, and Community Service Hours.

<b>Level</b>	<b>Positive Dojo</b>	<b>Grade Point Average</b>	<b>Community Service</b>
Platinum	95% of points	3.9 GPA	6 hours
Gold	90% of points	3.6 GPA	5 hours
Silver	85% of points	3.3 GPA	4 hours
Bronze	80% of points	3.0 GPA	2 hours



## 8<sup>th</sup> Grade Advanced Course Syllabus

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### **Required Supplies for English and History Class:**

- 2 Sharpened pencils
- 1 Pencil sharpener
- 3 Pens (one blue, one black, one red)
- 1 Spiral notebook
- 1 3-ring binder, 1-inch
- 1 Set of 6 tabbed dividers (for binder)

### **3-Ring binder-**

Students are expected to have a large 3 ring binder, 1 inch wide, with dividers that will keep their class work, homework, projects, and tests or quizzes. They will be given an agenda book where they will write their homework assignments and important due dates that relate to the assignments of the class.

### **Grading Plan**

- Class work 30%
- Unit Assessments 30%
- Quiz 30%
- Homework 10%

**Unit Assessments/Weekly Quizzes:** Each unit will end with a Unit Assessment. We will take a quiz every week (usually Friday) based on what we learned that week and the homework they completed. It is the responsibility of each student to study for quizzes and assessments.

**Student Portfolios:** All students at Hampstead Hill Academy are required to submit a portfolio that contains nine projects (three from each class) that show hard work, creativity, and accomplishment. Portfolio projects are meant to showcase your best work. Teachers and administrators will review portfolio projects.

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## Honors SpringBoard English Language Arts *Grade 9*,

### *Unit 1: Coming of Age.*

#### Overview

In this unit, students explore the concept of coming of age through self-defining incidents. Two **essential questions** focus their attention on the skills and knowledge presented and assessed in the unit:

- *What does it mean to “come of age”?*
- *How do authors and speakers persuade and influence an audience?*

Students answer these questions through the activities and assessments in the unit.

#### Assessments

Two performance-based tasks, called **Embedded Assessments**, give students an opportunity to demonstrate their new learning in the skills of narration and argumentation. Specifically,

- **Embedded Assessment 1** asks students to write and present an interview narrative describing an incident from a person’s life that influenced his or her coming of age.
- **Embedded Assessment 2** asks students to write an essay arguing the value of a postsecondary education.

In both cases, students demonstrate their ability to follow a logical organizational structure, to use precise language, and to incorporate voice in writing.

#### Developing Skills and Knowledge for the Assessments

Throughout the unit, students engage in activities in which they use **strategies** such as *double-entry journal*, *RAFT*, and *SOAPStone* to practice the important **skills** of organizing textual support, generating writing ideas, and analyzing a text. Students analyze and discuss a variety of texts such as the short story “Marigolds” by Eugenia Collier and the editorial “An Early Start on College” from the *Minnesota Tribune*.

Students’ **vocabulary study** concentrates on **academic vocabulary** of narration and argumentation, such as, *claim* and *counterclaim*, and **vocabulary specific to literary study** such as *voice* and *rhetorical appeals*.

### *Unit 2: Defining Style.*

#### Overview

In this unit, students explore an author’s unique style. Two **essential questions** focus their attention on the skills and knowledge presented and assessed in the unit:

- *What makes a good story?*
- *How does an artist define his or her style?*

Students answer these questions through the activities and assessments in the unit.

### Assessments

Two performance-based tasks, called **Embedded Assessments**, give students an opportunity to demonstrate their new learning in the skills of narration and literary analysis. Specifically,

- **Embedded Assessment 1** asks students to write an original short story using narrative techniques and literary devices.
- **Embedded Assessment 2** asks students to write an essay analyzing the elements of cinematic style.

In both cases, students demonstrate their ability to read closely, analyze style, and effectively use textual evidence.

### Developing Skills and Knowledge for the Assessments

Throughout the unit, students engage in activities in which they use **strategies** such as *SIFT* and *questioning the text* to practice the important **skills** of close reading and gathering and applying textual evidence. Students analyze and respond to a variety of texts such as the short stories “The Gift of the Magi” by O. Henry and “The Cask of Amontillado” by Edgar Allan Poe, as well as informational texts about cinematic style.

Students’ **vocabulary study** concentrates on **academic vocabulary** of informative and explanatory writing, such as *commentary*, and *textual commentary*, and **vocabulary specific to literary study** such as *style*, *symbol*, and *mood*.

### Unit 3: *Coming of Age in Changing Times.*

#### Overview

In this unit, students explore the historical context of a novel. Two **essential questions** focus their attention on the skills and knowledge presented and assessed in the unit:

- *How can context contribute to the understanding of a novel?*
- *How does a key scene from a novel contribute to the work as a whole?*

Students answer these questions through the activities and assessments in the unit.

### Assessments

Two performance-based tasks, called **Embedded Assessments**, give students an opportunity to demonstrate their new learning in the skills of research and literary analysis. Specifically,

- **Embedded Assessment 1** asks students to research the context around the novel *To Kill a Mockingbird* and then present an explanation of how these events contributed to change in the United States during the time of the Civil Rights Movement.
- **Embedded Assessment 2** asks students to write an essay analyzing and connecting a key coming-of-age scene to the larger themes of *To Kill a Mockingbird*.

In both cases, students demonstrate their ability to organize complex ideas, make important connections, and integrate relevant information.

### Developing Skills and Knowledge for the Assessments

Throughout the unit, students engage in activities in which they use **strategies** such as *SMELL* and *Socratic Seminar* to practice the important **skills** of analyzing a persuasive text, speaking and listening, and writing using textual evidence.

Students analyze and respond to a variety of texts such as the novel *To Kill a Mockingbird* by Harper Lee and “Letter From Birmingham Jail” by Martin Luther King, Jr. Throughout this unit, collaborative discussion is encouraged to analyze and present ideas.

Students’ **vocabulary study** concentrates on **academic vocabulary** of research and explanatory writing, such as *context*, *parenthetical citations*, and *rhetoric*, and **vocabulary specific to literary study** such as *motif* and *subplot*.

### **Social Studies and National History Day**

Students will be participating in a year long academic research project sponsored by the National History Day Foundation. Students must successfully complete NHD in order to earn the honors history credit. This year’s theme is "Conflict and Compromise". Students will be creating research based projects that may include:

- Research paper
- A museum-style exhibit
- Website

Along with the NHD, students will have the opportunity to explore local, national and global databases to help improve research skills. Students will also study U.S. History during their 8th grade year.