



Course Title: 8th Grade Special Day Class - English Language Arts

Instructor: Anna Ahuna

Support Teacher: Marye Osborn

Instructor Availability: Lunchtime and after school by student request

Instructor Contact: Room 31, phone (619)263-2171 ext. 2131  
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### Course Description:

The Special Day Class (SDC) program in English Language Arts is structured to implement and combine academic, organizational, social and life skills along with the personal goals outlined in your student's Individualized Education Program (IEP). The course is created in alignment with the framework of the Common Core State Standards (CCSS). Embedded in our program is a combination of academic and personal skill-building lessons to provide a well-rounded approach to academic instruction as well as filling in gaps from previous years of instruction in English Language arts specifically with reading and writing skills. This approach, along with the accommodations and modifications described in your student's IEP, provide an academic program that is individualized and supportive of ALL of our learners.

### GPA Grading Guidelines:

| Category                      | Grading Criteria  | Percentage |
|-------------------------------|---|------------|
| Classwork                     | <ul style="list-style-type: none"><li>• Completion/Quality</li></ul> <p>(Must have a minimum of 1 weekly grade)</p>   | 30%        |
| Demonstrations of Learning    | <ul style="list-style-type: none"><li>• Key Course Assignments</li></ul> <p>(See course syllabus for Unit Key Assignments)</p>  | 35%        |
| Homework/Independent Learning | <ul style="list-style-type: none"><li>• Any work assigned to a student in which they complete on their own outside of class.</li></ul> <p>(Must have a minimum of 1 weekly grade)</p> | 10%        |
| Quarter Finals                | <ul style="list-style-type: none"><li>• Quarter finals are course specific, standards based exams that cover content from the 9 week quarter.</li></ul>                               | 25%        |

\* Classwork/Participation and Homework/Independent Learning will be updated weekly.



Prerequisites: Individualized Education Program (IEP)

Course Materials: Computer with access to internet ( Learning Upgrade, Achieve 3000, Google classroom), Engage New York, Wonder, Amigo Brothers, The Lottery, The Play of Anne Frank

Course Structure: This course is designed to provide a multi-modal approach to remedial and content-based instruction. Students will utilize technology, access textual resources and take part in interactive lessons.

Course of Study:

Unit 1: Scope and Sequence

2 WEEKS - 8 LESSONS

| Content Standards  | Learning Objectives   | Key Assignments   |
|--|---|---|
| Remedial and IEP Goal Instruction<br><br>Culture Instruction | 1. Students will work towards mastery of Fry’s Sight words 1-50<br>2. Students will practice organizational skills.<br>3. Student's present school culture.<br>4. Students will review skills to prepare for 8th grade content standards. | 1. Culture Cube<br>2. Spelling, Reading Comprehension and Fluency review<br>3. Sight Master |

Unit 2: Building Evidence Based Arguments

(4 weeks, 14 lessons)

| Content Standards   | Learning Objectives  | Key Assignments/Exams   |
|---|--|---|
| CCSS.ELA.CONTENT.RL.8.1<br>Cite text to support what the text says explicitly. Ex. Point to, highlight, or otherwise indicate details in the text in the story that support what the text says explicitly<br><u>CCSS.ELA.CONTENT.SL.8.1</u><br>With guidance and support from adults and peers, follow simple, agreed-upon rules for discussions. Ex. Add to the discussion (e.g., “Tell us what you think.”) | 1.) Students will be able to cite textual evidence to support inferential text.<br>2.) Students will be able to add to discussion. | 1. Visual poster based on selected Argument Topic<br>2. Annotate Text<br>3. Unit study guide and test:<br>a. Listics/Gallery Walk |



## Unit 3: Narrative (4 weeks, 16 lessons)

| Content Standards   | Learning Objectives  | Key Assignments/Exams   |
|---|--|---|
| CC.SS.ELA.Content.RL8.4<br>Identify a significant event in a story or drama. Ex. <i>Select or recall one significant episode or events.</i><br><b>CCSS.ELA.CONTENT.W8.3</b><br><i>With guidance and support, Introduce the experience or situation, at least one character, and 3 events in sequence.</i> | <ol style="list-style-type: none"><li>1.) Students will be able to identify a significant event in a story.</li><li>2.) Students will be able to introduce the experience of at least one character in sequence.</li></ol> | <ol style="list-style-type: none"><li>1.) Narrative Final Draft</li></ol> |

## Unit 4: Argument (2 weeks, 10 lessons)

| Content Standards   | Learning Objectives  | Key Assignments/Exams   |
|---|--|---|
| CCSS.ELA.CONTENT.RL.8.1<br>Cite text to support what the text says explicitly. Ex. Point to, highlight, or otherwise indicate details in the text in the story that support what the text says explicitly<br><b>CCSS.ELA.CONTENT.W8.1</b><br>With teacher guidance and support, write a claim with one clear reason or piece of evidence. Ex. Write Joe is the best when asked to write about the upcoming class election, and after a teacher-led discussion of possible reasons, add an argument or reason to support it. | <ol style="list-style-type: none"><li>1.) Students will be able to cite text.</li><li>2.) Students will be able to write a claim with one clear reason or piece of evidence.</li></ol> | <ol style="list-style-type: none"><li>1.) Final Argument Paper. (modified based on IEP goal).</li></ol> |

## Unit 5: Research Comprehension and Collaboration (3 weeks, 12 lessons)

| Content Standards  | Learning Objectives   | Key Assignments/Exams   |
|--|---|---|
| <b>CCSS.ELA.CONTENT.RL8.7</b><br>Conduct research to answer a question based on one source of information. Ex. Read text to collect information that answers a question on a given topic (e.g., The teacher gives students a text that | <ol style="list-style-type: none"><li>1.) Students will be able to conduct research.</li><li>2.) Students will be able to collaborate with peers to collect information to report to class.</li></ol> | <ol style="list-style-type: none"><li>1.) Group Report and Presentation</li></ol> |



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| has the answers in it. The students read the text in order to find the answers.)Ex. Given a text displayed on an interactive whiteboard, work with a peer to identify two facts to include in a group research project |  |  |
|--|--|--|

## Unit 6: Narrative (2.5 weeks, 7 lessons)

| Content Standards  | Learning Objectives   | Key Assignments/Exams     |
|--|---|---------------------------|
| CC.SS.ELA.Content.RL8.4<br>Identify a significant event in a story or drama. Ex. <i>Select or recall one significant episode or events.</i><br>CCSS.ELA.CONTENT.W8.3<br><i>With guidance and support, Introduce the experience or situation, at least one character, and two events in sequence.</i> | 1.) Students will be able to identify a significant event in a story.<br>2.) Students will be able to introduce the experience of at least one character in sequence. | 1.) Narrative Final Draft |

## Unit 7: Play/Fluency 2 weeks, 10 lessons

| Content Standards  | Learning Objectives   | Key Assignments/Exams   |
|--|---|---|
| CCSS.ELA.CONTENT.SL8.6.<br>Use formal and informal language. Ex. Use phrases and informal expressions in responding to peers. Ex. Revise comment using formal language when asked to say something another way | 1.) Students will be able to identify unfamiliar phrases and informal expressions during reader's theatre | 1.) The Play of Anne Frank Reader's Theatre with appropriate fluency, prosody and expression. |

## Unit 8: Author's Purpose (4 weeks, 16 lessons)

| Content Standards  | Learning Objectives   | Key Assignments/Exams       |
|--|---|-----------------------------|
| CCSS.ELA.CONTENT.W8.2<br>With guidance and support, write to convey ideas and information clearly including facts and details. | 1.) Students will be able to convey ideas and information clearly.<br>2.) Students will work with peers to write a report about author's purpose. | 1 Group report/presentation |



## Unit 9: Figurative Language and Poetry ( 5 weeks, 20 lessons)

| Content Standards  | Learning Objectives   | Key Assignments/Exams                     |
|--|---|---|
| CC.SS.ELA.Content.RL8.4<br>Identify a significant event in a story or drama.<br>CCSS.ELA.CONTENT.W8.2<br>With guidance and support, write to convey ideas and information clearly including facts and details. | 1.) Students will be able to convey ideas and information clearly.<br>2.) Students will be able to work with peers to write a poem. | 1 poem of choice/<br>performance of poem. |

### Course Specific Student Expectations: What do you expect of your students?

- Basic skills mastery (Sight words, Fluency, 5W's Comprehension, Complex Sentences)
- Accommodated access and exposure to grade level standard content strands (CCSS)

### Accommodations/Modification and Supports:

Any student who requires accommodations, modifications or additional supports should contact me as early as possible so that we may arrange accommodations, modifications and supports.

### GPA Student Expectations:

School-wide Attendance: All students are expected to be punctual and in their classroom seat, ready to learn for each day. Under California law (Ed. Code 48200) all children between the ages of six and eighteen are required to be enrolled and in regular attendance at school. GPA families know that school attendance is the critical first step to make sure that each student receives an education that will help them on their path to college. Students cannot learn what they need to be prepared for the next grade level, if they are not in school. The more absences from school a student has, the more they fall behind in their classes and the more difficult it will be to make it to college.

Planner Use: All students are expected to write all assignments in their GPA planner daily. Your first GPA planner will be provided by the school to support organization and time management.

Homework Completion: As a school working toward college preparation, all GPA students are expected to complete their daily/weekly assignments. Students who fail to complete their homework assignments on time, and are unexcused, will be required to attend lunch and after school tutoring support daily until completed. Until all assignments are completed, students may not be eligible for athletics, clubs, and other extracurricular activities.



Electronic Device Policy: Cell phones, smart watches, and other electronic communication devices that can send and/or receive data are not permitted to be visible, heard, or used in any manner during school hours except by approval of school authorities. Any violation and/or disruption of the learning process will result in the confiscation of the item. The parent/guardian must pick up the confiscated item from the Office of Student Conduct or the teacher.

Computer/Internet Usage Policy: Students may not use computers and/or the GPA network without proper adult supervision. The teacher/staff will choose resources on the Internet that are appropriate for classroom instruction and/or research for the needs, maturity, and ability of their students.

### *Acceptable Use-*

- Access to any site that provides information relevant to current class assignments
- Access to college or university websites
- Use of teacher approved educational software (games, instructional tools, etc.)

Academic Integrity: Honest behavior is an expectation for all students at Gompers Preparatory Academy. Our goal is to create and maintain an ethical academic atmosphere. Acts of academic dishonesty that will not be tolerated at GPA are listed below:

- Cheating on any classroom assignment, test, or quiz
- Plagiarism - copying or representing another's ideas, words, or work as one's own, without properly citing the source. Plagiarism includes the misuse of published material, electronic material, and/or the work of other students. The original writer who intentionally shares his/her work for another to copy, without the permission of the teacher, is also engaged in plagiarism.
- Fabrication (any falsification or invention of date, citation, or other authority in an assignment); theft or alteration of materials
- Unauthorized collaboration
- Unauthorized use of electronic devices

Students found in violation of GPA's Academic Integrity Policy will be disciplined appropriately which may lead to formal suspension. Consequences for offenses may include, but are not limited to, detention, *lowering of academic and citizenship grade and/or suspensions/exclusion from extracurricular activities.*

### Standards/Format for Writing Papers - MLA Format:

The standard format for all papers follows the MLA formatting rules:

1. Typed, double-spaced: TIMES NEW ROMAN, 12 font, including title
2. Heading: 4 lines

Student name: "Sammy Gompers"



Teacher name: Ms. Teacher  
Course name, period: English I, Period 3  
Date 06 February 2009

3. All pages numbered: upper right corner, last name and page number; no punctuation, no "p." or "pg."
4. Title: centered, upper and lower case
5. Work Cited/ Documentation Format: It is necessary to credit any source that is used in a paper or project. Plagiarism is considered cheating. All sources must be documented. Citing sources in a paper must be thorough and accurate. MLA formatting for in text citations and works cited is mandatory

Important Dates:

Quarter 1:

- Finals Week: October 23rd and 27th
- Parent Conferences: October 23rd - 27th
- End Date: October 30th

Quarter 2:

- Q2 Finals Week: January 22nd - 26th
- Parent Conferences: January 16th - 22nd
- End Date: January 31st

Quarter 3:

- Q3 Finals Week: April 9th - 13th
- Parent Conferences: April 16th - 20th
- End Date: April 23rd

Quarter 4:

- Q4 Finals Week: May 29th - June 1st
- End Date: June 26th

Student Signature : \_\_\_\_\_ Parent/Guardian Signature: \_\_\_\_\_

Date: \_\_\_\_\_





