

"Let us fix our eyes on Jesus, the author and perfecter of our faith, who for the joy set before him endured the cross, scorning its shame, and sat down at the right hand of the throne of God."
~ Hebrews 12:2

Course Description

English 8 will be awesome! No really it will be, trust me! We will build upon the skills and knowledge you gained in 7th grade as well as prepare you for your freshman year. A variety of books, outside reading expectations, and writing assignments will help expand your abilities as readers and writers, thinkers and learners. We will participate in writing workshops, critique our work and the work of others, as well as meet fun and interesting new characters in all the reading and literary analysis we do. We will explore different genres, grammatical skills, writing processes, and more to help you improve your ability to work both as an individual and in as a member of small groups.

Class Materials

- Notebook paper, pencil, highlighter, electronic device, Google Docs, Google Drive, reading book
- *The Outsiders* by S.E. Hinton, *A Wrinkle in Time* by Madeleine L'Engle, *The Horse and His Boy* by C.S. Lewis, *The Diary of Anne Frank* by Anne Frank and *Bronx Masquerade* by Nikki Grimes. "The Most Dangerous Game" by Richard Connell, "All Summer in a Day" by Ray Bradbury, "Harrison Bergeron" by Kurt Vonnegut Jr., "Letter 1" of *The Screwtape Letters* by C.S. Lewis, and various genre excerpts.

Course Outline

- *01 The Basics* – Review and pre-assessment of concepts taught in previous years.
 - Grammar, literary devices, poetic devices, 6-trait writing
- *02 The Outsiders* – Does my community define my identity? Using story to explore self.
 - Nouns verbs, nominative case, predicate case, reading comprehension, literary devices
- *03 Genre Study A & B* – Exploration of the news, adventure, and suspense genres.
 - Prepositions, narrative hooks, creative writing, formal writing, 6-trait writing
- *04 Social Consciousness* – How do I fit, or not fit, to the larger society?
 - Adjectives, Digital Citizenship, 5 Questions of Media Literacy, media evaluations
- *05 The Horse and His Boy* – To Whom do I belong?
 - Adverbs, vocabulary, the epic journey, allegory, literary elements, connections to Israel
- *06 Life Study* – Who are important figures from my community in my life?
 - Pronouns, narrative point of view& perspective, MLA formatting, research practices
- *07 A Wrinkle in Time* – How do I make meaning out of a text?
 - Literary analysis, fables, parables, public speaking
- *08 Genre Study C* – Exploration of realistic fiction, mythology/folklore, and memoir
 - Dialogue vs quotations, proofing vs editing, writing a genre short story, 6-Trait writing
- *09 Bronx Masquerade* – How do I communicate my identity to those around me?
 - Poetic devices, themes, character analysis, cultural and Christian worldviews

Expectations

1. Respect is (un)like the weather.

Can you control the rain or the sun? God the Father asks Job “Have you commanded the morning since your days began?” (Job 38:12, ESV). We have no control over whether it will be pleasant outside or if a sudden storm will cancel our big plans. We do, however, have control over our emotions and our interactions. Mutual respect and support will govern this classroom. I will support and respect each of you and expect you to treat your classmates and me in the same manner. Our classroom is a learning community – a weather pattern – where you should feel safe sharing your opinion, making mistakes, learning from such mistakes, and pushing yourself to grow and develop. However, this will not happen if it is not a climate of love, respect, and support. Each student and group of students is unique. As brother and sisters in Christ, let us have fun discovering just what makes this group “gel” together.

2. Punctuality and Preparedness.

Can you control the hours of the day? The author of the book of Joshua states, “And the sun stood still, and the moon stopped... The sun stopped in the midst of heaven and did not hurry to set for about a whole day” (10:13, ESV). Arrive on time and ready to go. I place personal emphasis on being on time and ready to begin the task at hand. As your teacher, I pledge to push you and to support you in your learning. However, as the student, you are responsible for your learning as well. Part of the responsibility entails coming to class prepared every day. It is your responsibility to have used the restroom, gotten a drink, brought all necessary materials, and put away your electronic devices when you arrive. Class starts when the bell rings and this means cheeks in seats, not shoulders crashing through the doorway. The tardy policy in Mr. Kristalyn’s classroom is the same policy that you have read and agreed to in the Student Handbook.

3. Integrity

How do you spend the hours of the day? Proverbs 28:18 (ESV) tells us “Whoever walks in integrity will be delivered, /but he who is crooked in his ways will suddenly fall.” Integrity means being honest and having sound morals. It means doing the right thing, even when no one else is watching. You are responsible for your own work and how your behavior contributes to the learning climate in this classroom. Plagiarism and cheating will not be tolerated. Any student(s) caught cheating or plagiarizing, either directly by myself or through other proofs, will be held to the consequences as outlined in the Student Handbook. Typically, this means that you will receive a zero on the assignment and the incident will be documented. Subsequent incidents may result in course withdrawal and/or loss of credits.

4. Contributions

How do you help your neighbor? Here our attention turns to the Apostle Paul in his letter to the Romans, “It is good not to eat meat or drink wine or do anything that causes your brother or sister to stumble” (14:21, ESV). Be engaged in class. Do not be a distraction. You will not be able to control what others do, but you can control yourself. Your behavior in the classroom affects everyone around you – do not be a selfish student. Do not cause your classmate to stumble. Repeatedly problematic behaviors will not be tolerated. This being said, communication is key. Communication helps things run smoothly. If at any point during the year something is concerning or bothering you, please come and

talk to me about it! I cannot help when I am not aware. Likewise, if your behavior is causing a problem, expect me to speak to you about it personally. This a room full of sinners. I will make mistakes. You will make mistakes. What is important is that we follow the Biblical model of repentance, forgiveness, and reinstatement.

Grades, Assessments, Late Work, and Absences

1. Grading Policy

Your grade in English 8 is composed of scores from formative and summative assessments.

Formative assessments are used to track your progress and give you immediate feedback in what you are doing well and what you could do to improve. Formative assessments will make up 25% of your grade and will consist of assignments like in-class group work, review quizzes, draft completion, journals, and worksheets.

Summative assessments are used to gauge your mastery of the skills and concepts studied this year as well as how successfully you can meet standards and objectives in place. Summative assignments will make up 75% of your grade and will consist of assignments like essays, stories, presentations, portfolios, quizzes, and tests.

2. Grading Scale

The following scale is the standard Lincoln Lutheran Middle/High School grading scale and will be in effect in English 8 all year.

93-100%	A	4.00	73-76%	C	2.00
90-92%	A-	3.67	70-72%	C-	1.67
87-89%	B+	3.33	67-69%	D+	1.33
83-86%	B	3.00	63-66%	D	1.00
80-82%	B-	2.67	60-62%	D-	0.67
77-79%	C+	2.33	Under 60%	F	0.00
Satisfactory Progress	S	1.00	Average below a 60% but is achieving to ability		
Unsatisfactory Progress	X	0.00	Achieving at least two grade levels below ability		

3. Summative Assessment Retakes

After receiving a graded summative assessment, you have one week to improve your grade. As decided on a case-by-case basis, it may be necessary for you to complete remedial formative assessments prior to the retake. In each instance, you will be given a deadline by which the assessment must be re-done and, if it is completed by that time, your new grade will be an average of your two scores. Please note that I will monitor for abuse of summative assessment retakes. E.g. – Habitually not studying and taking the test, knowing that you will retake the test to get a better average, or overall, score.

- It should be noted that some summative assignments, such as lengthy writing projects, are not the same as tests. Students are expected to do “best work” on final drafts the first time rather than in anticipation of a “retake.”

4. Late Work & Absences

Formative late work submitted prior to the associated summative assessment will be graded, but the maximum potential score for such work will be 75%. Formative late work will not be accepted, and will receive a zero, if not completed prior to its corresponding summative assessment. This follows Lincoln Lutheran's school policy as outlined in the Student Handbook. Bluntly, formative late work receives a 25% penalty.

Late work for summative assessments will decrease in value by 10% for every school day after the original school date. In some cases, such as family emergencies or if the student communicated issues ahead of time, exceptions may be determined by Mr. Kristalyn. Any assessment not completed by the end of the quarter during which it was assigned will receive a zero. Remember to be punctual not only with your person, but with your responsibilities, and you will not need to worry about this!

Absences in Mr. Kristalyn's classroom follow the policies as laid out by the Lincoln Lutheran Student Handbook and Grading Guidelines. For example, before a student leaves for a track meet, she will have personally spoken with me about what she will be missing. In short, you are required to prepare for your absence in advance and communicate with me how you will work to maintain academic success.

Electronics

Electronics will provide some exciting opportunities in our classroom this year; however, it is my expectation that you use them responsibly. The following rules will be in place regarding electronics:

- Cell phones will be put away upon entrance into the classroom.
- iPads, laptops, and other devices will be closed and secured until otherwise indicated by the teacher.
- When iPads or other approved electronic devices are out and in use, they must always be positioned with screens bright and visible to the teacher.

For a more detailed explanation, please see Lincoln Lutheran's *Electronic Device Classroom Rules*.

Classroom Expectations

- Realize that you are at school. Follow school expectations. Recognize and accept the reward and consequences for your behavior.
- Disciplinary Continuum
 - Minor offenses
 - Eye contact and/or physical proximity
 - Typical Offenses
 - 1st Step – Verbal confirmation/redirection
 - 2nd Step – Reminder
 - 3rd Step – Discipline
 - Major Offenses
 - Skip directly to 3rd Step

- The Ten Commandments exist for a reason. Follow them.
 - *“But when the Pharisees heard that he had silenced the Sadducees, they gathered together. And one of them, a lawyer, asked him a question to test him. “Teacher, which is the great commandment in the Law?” And he said to him, “You shall love the Lord your God with all your heart and with all your soul and with all your mind. This is the great and first commandment. And a second is like it: You shall love your neighbor as yourself. On these two commandments depend all the Law and the Prophets.”*
~ Matthew 22:34-40, citing Deuteronomy 6:5 and Leviticus 19:18