

OHMS English~Language Arts 2015-2016 Syllabus Grade Eight M&M

Course Name: Grade Eight English Language Arts

Course Description:

We will continue to enhance students' growth in the areas of reading, writing, listening, speaking, and reflection. Reading strategies, critical thinking, and the Accelerated Reader program comprise the main elements of the reading instruction. The focus of expository and persuasive writing instruction is based on The Common Core Standards. The overall goal of the class is to increase the literacy and writing ability of students. Through both fiction and non-fiction, students will practice literary comprehension, literary analysis and critical thinking. In addition, vocabulary and communication skills will be addressed and practiced.

Course Outline/Instructional Units:

Anthology: *Language and Literacy Anthology, Prentice Hall, 2010, grade 8,*

The enduring understanding or essential question for the unit should be included. This should be a statement that summarizes the major learning or broad question that is answered throughout the unit.

Grade 8 Units

1. Fiction and Nonfiction/ Is the truth the same for everyone?
2. Short Stories / Can all conflicts be resolved?
3. Types of Nonfiction / How much information is enough?
4. Poetry / What is the secret to reaching someone with words?
5. Drama / Is it our differences or our similarities that matter most?
6. Themes in the American Stories / Are yesterday's heroes important today?

Accelerated Reader, AR:

The AR program is the essential part of the OHMS reading program and is a school wide effort to promote and encourage reading. It makes essential daily student practice and is the primary component of the reading curriculum. Practice time is personalized to each student's individual level to ensure a high rate of success and immediately followed by feedback to help educators target instruction. Personalized reading practice includes guiding students to books at appropriate levels, closely monitoring their progress, and intervening with appropriate instruction when necessary. ****It is the expectation that ALL OHMS students will have an AR book with them at ALL times in ALL classes.**

Course Resources:

- Anthology: *Language and Literacy Anthology, Prentice Hall, 2010, grade 8,*
- Novel: *The Boy in the Striped Pajama* John Boyne
- The Six-Trait Writing Scale
- *Resource Text: Write Source 2000.* Holt Rinehart & Winston, 1999.
- Various Student/Teacher selected novels for Accelerated Reading

Reading Instruction will focus on:

- Short stories, nonfiction, drama, poetry, novels, narrative, released reading assessment materials
- Reading comprehension and critical thinking strategies, elements of literature, poetic elements, text features, summarizing, analysis, and all Common Core standards

Writing Instruction will focus on:

- Expository and Persuasive Writing
- All Common Core standards
- Four or more complete essays and/or letters
- Literary writing—in responses to literature and poetry
- Responses to nonfiction articles and writing CLOSE READING

OHMS English~Language Arts 2015-2016 Policies Grade Eight M&M Weighted Categories:

Category	Percentage of overall grade
AR Goal	10%
Assessments	90%

AR Grade Posting:

Progress towards achieving an AR goal will not be posted until mid-quarter, unless the student has reached 100 percent of their goal. At mid-quarter students should have reached 50 percent of their goal and their grade will be calculated and posted reflecting their progress. Each week the grade will reflect progress towards reaching 100 percent of their goal by the end of the quarter. To meet their goals, students must read at home nearly every evening.

Assessments:

- Projects such as story maps, posters and models.
- Final tests on novels, short stories or units from the text.
- Essays on novels and other subjects.

State Assessment:

Students will take the new Smarter Balanced Test in the spring. ***(This is not GRADED for ELA)***

Late Work/Missing Work:

Students are expected to turn in all assignments on **the day the work is due**. If the student has an excused absence, then they will have additional time to finish their work without penalty. A student may be asked to stay after school if they have missing assignments.

Re-Do Policy:

Re-dos will be allowed at student and teacher discretion Major assignments that are not "C" quality or better should be re-done in order to improve the quality of the work and increase student learning. Re-doing work is the student's responsibility. All Re-dos must meet the following criteria:

- **The initial assignment must have been turned in on time.**
- A "Re-do Sheet" must be completed and attached to both the new and old assignment.
- The Re-do must be turned in within five school days.
- All Re-do work must be completed outside of class time.
- Work may only be re-done one time.
- Re-done work must show genuine effort, progress, and be complete.
- **A parent signature is required.**

Extra Help:

Students are encouraged to take advantage of tutoring opportunities After-school help is available Tuesday, Wednesday and Thursday. Please email to check if I am available (I sometimes have meetings) and make sure arrangements have been made for how the student will get home. A tutor bus is available T, W, and TH.