

Name of School:

Name of Course: Language Arts 8

Instructor Information

Name:
E-mail address:
School phone number:
Web page address:
Best times to be reached:

Course Description

Language Arts 8 is a year-long course that extends the language learning experiences of grade 7 by integrating listening, speaking, writing, reading, and viewing in the exploration of several universal themes. *Language Arts 8* continues to include needed instruction in language skills, approaching writing as a process, journal writing, and the development of thinking strategies. In addition, students analyze and interpret literature and media, focus on expressive and expository writing—including the writing of a research paper/project, and learn and practice formal group discussion techniques. Learning opportunities include individual and large and small group activities, teacher-directed and student-selected activities, and independent projects.

District Standards and Power Benchmarks

Standard: Students will apply reading, writing, and speaking skills to communicate effectively.

Power Benchmarks:

- Students will be able to use speaking and listening strategies and technological tools to learn and communicate in a variety of situations.
- Students will be able to use a wide range of strategies to comprehend literary and informational texts.
- Students will be able to use a wide range of strategies to interpret, evaluate, and appreciate literary and informational texts.
- Students will be able to use the writing process and Standard English to write for a variety of purposes.

Course Information:

Language Arts 8 is a required year-long course. Students should have taken *Language Arts 7* the previous year.

Course Outline/Calendar

This course is composed of reading a variety of fiction and nonfiction selections:

Quarter One

Unit 1: Suspicion (Persuasive Essay)

Unit 2: Literature Circles (*Colibri*, *Criss Cross*, *Feed*, *Scorpions*, *Wringer*, and *Slam*) (Business Letter)

Quarter Two

Unit 3: Adversity (Comparison/Contrast Essay)

Unit 4: Diversity (Writing to Learn Activities)

Quarter Three

Unit 5: *The Diary of Anne Frank* (Research Writing)

Quarter Four

Unit 6: Powerful Punch (Poetry) (Character Sketch)

Unit 7: Technical Writing (A variety of writing experiences)

Unit 8: Advertising or Student Teaching

ACT Skills: English will be taught throughout the year.

Writing and communication skills are tied to the literature; use of the writing process and understanding of literary elements is taught and revisited each unit. Strategies to understand vocabulary in context are taught.

Text/Other Required Materials/Resources

Literature McDougal Littell (Green)

Anderson, M. T. *Feed*.

Cameron, Ann. *Colibri*.

Myers, Walter Dean. *Scorpions*.

Perkins, Lynne Rae. *Criss Cross*.

Spinnelli, Jerry. *Wringer*.

ACT Skills: English, United Streaming videos, film material, and use of the presentation carts and Smart Boards

Instructional Procedures & Support

- Explicit instruction
- **ACT Skills: English**
- Cooperative learning
- Graphic organizers, teacher created PowerPoint slide shows, streaming videos, note taking, QAR, HOTS, KWL, Read Alouds, Think Alouds, Every Pupil Response, Brainstorming, Alphabetability, and District Literacy Initiative strategies
- High expectations: Students are expected to move from the Needs category into the Meets and from the Meets into the Exceeds category.
- District Anchor Papers
- Completion of all work is necessary: The Power of "I." Students may redo writing assignments to achieve the expected level of performance.
- Students may make an appointment to receive additional instruction or computer time to finish assignments.
- Grades will be posted periodically.
- Instructional material may be posted on the school homepage.

Classroom Management Procedures:

Assessment Plan:

- District Progress Report Dates: See student Planner and the school home page.
- Students may redo work by revising to raise grade: The Power of “I.”
- Grading follows the District grading scale, which is printed in the Planner and below.
- Writing assignments and presentation projects will be assessed with the District Writing Rubric and a rubric created for a specific writing assignment or presentation (optional).
- Teacher observation
- Classroom discussion
- Directed reading and discussion
- Tests and quizzes (formative and summative)
- End-of-Semester Assessment (Exceeds, Meets, or Needs)
- Grades will be posted periodically.

Grading System

A	93 and above	Firm command of knowledge domain High level of skill development Exceptional preparation for later learning
A ⁻	90 - 92	
B ⁺	87 - 89	Command of knowledge beyond the basic concepts of knowledge Advanced development of most skills Has prerequisites for later learning
B	83 - 86	
B ⁻	80 - 82	
C ⁺	77 - 79	Command of the basic concepts of knowledge Demonstrates ability to use basic skills Lacks a few prerequisites for later learning
C	73 - 76	
C ⁻	70 - 72	
I		The letter “I” indicates the student has not satisfactorily achieved the grade/course-level benchmarks and/or has missing work. “I” status is temporary and not a final grade. The letter “I” may affect athletic eligibility.
D ⁺	67 - 69	Lacks knowledge of some fundamental ideas Some important skills not attained Deficient in many of the prerequisites for later learning
D	63 - 66	
D ⁻	60 - 62	
F	59 and below	Most of the basic concepts and principles not learned Most essential skills have not been demonstrated Lacks most prerequisites needed for later learning