

Name of School:

Name of Course: **Eighth Grade Language Arts**

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 an I-Search paper, 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 yearlong 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 grouped around themes such as war, discrimination, intelligence stereotypes, and the Holocaust. Writing and communication skills are tied to the literature; use of the writing process and understanding of literary elements is stressed. Strategies to understand vocabulary in context are taught. Major writing types: the business letter, comparison/contrast writing, the persuasive essay, the character sketch, and the I-Search Paper. *The Diary of Anne Frank*, the Holocaust, the I-Search Paper, and the *Pathways to Knowledge Research Model* are taught second semester. In addition, academic vocabulary instruction is required.

Text/Other Required Materials/Resources

Literature and Language, *HBJ Language*, *Adventures for Reading* (optional), streaming videos, film material, and use of the presentation carts

Instructional Procedures & Support

- Direct instruction
- Cooperative learning
- Graphic organizers, teacher created PowerPoint slide shows, streaming videos, films, note taking, QAR, HOTS, KWL, Read Alouds, Think Alouds, Every Pupil Response, Brainstorming, and Alphabetability
- 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
- Grades will be posted periodically.

Grading System:

Points accumulate for daily assignments, writing assignments, projects, presentations, quizzes, and tests. Points are divided by the total possible for the grading period to produce a percentage. The Davenport Community Schools’ district percentage grading scale and grading periods are as follows:

- A: 92 – 100%
- B: 83 – 91%
- C: 68 – 82%
- D/I: 60 – 67%
- F/I: 59% and below

“D’s” and “F’s” will be noted as “I’s” until the semester grade, at which time, the “I” will revert to a “D” or an “F” if no missing work has been completed or revisions have not resulted in a significant point gain.

Quarter	Mid term	End of Quarter
Quarter 1	Tues., Sep. 25, 2007	Thurs., Oct. 25, 2007
Quarter 2	Fri., Nov. 30, 2007	Tues., Jan. 15, 2008
Quarter 3	Wed., Feb. 20, 2008	Fri., Mar. 21, 2008
Quarter 4	Wed., Apr. 30, 2008	Tues., Jun. 3, 2008