

Name of School:

Name of Course: **English Studies 8**

### Instructor Information

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

### Course Description

*English Studies 8* is a year-long course designed to provide a unique challenge for selected participants. Students in this course will extend the seventh grade language arts learning experiences by integrating intent listening; persuasive speaking and writing; and critical reading, thinking, and viewing. Many components of the traditional eighth grade curriculum will be incorporated in this course: writing as a process, analyzing and interpreting literature and media, doing research and writing an I-Search paper, and learning formal group discussion techniques. Students will experience a faster pace; more in-depth writing and research; reading of full-length works, including classics; and responding using a shared inquiry method of discussion. There will be an emphasis on oral and written communication, resulting in formal oral presentation(s).

### 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:

*English Studies 8* is a year-long course for selected students; it replaces *Language Arts 8* in the student's schedule. Upon completion of *English Studies 8*, students may be placed in *Freshman Honors English* in high school.

## Course Outline/Calendar

- This course is composed of reading a variety of fiction and nonfiction selections from the *Junior Great Books* text and the *Literature and Language* text during first quarter.
- Required academic vocabulary instruction.
- The shared inquiry discussion method is taught first quarter in conjunction with the literature.
- Students will complete four polished writings a semester.
- First quarter will also introduce analogy structures from WordMaster or introduce analogy structures to study words from text. Word structure study and independent novel reading will occur each quarter.
- Second quarter, students will read *Skellig* as a class.
- A National History Day project or a persuasive essay is required.
- Third quarter, students will read *The Diary of Anne Frank* and use the *Pathways to Knowledge Research Model* to complete the required I-Search paper.
- In addition, students will participate in small group novel study.
- Fourth quarter, students will continue using the shared inquiry method of discussion. Propaganda and advertising is taught.
- Students will orally present an end-of-the-year self-evaluation.
- Major writing types: poetry, business letter, comparison/contrast writing, persuasive, critical analysis, timed writing, character sketch, reflective memoir
- Academic vocabulary instruction is required.

## Text/Other Required Materials/Resources

*Junior Great Books, Literature and Language, Skellig, HBJ Language, Adventures for Reading*, seven classroom novels, 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, film, 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 make an appointment to receive additional instruction or computer time to finish assignments.
- 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.”
- Grades follow the District grading scale, which is printed in the Planner.
- Writing assignments and presentation projects will be assessed with the District Writing Rubric and a teacher-created rubric for a specific writing assignment or presentation (optional).
- Teacher observation
- Classroom discussion
- Directed reading and discussion
- Timed writings
- Book talks
- Presentations
- Tests and quizzes
- ESIS grades will be posted periodically by student ID number, or teachers will post grades periodically.

## Grading System:

Grades are determined on a cumulative point system, which is then converted to 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

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