



Course Title: English Language Arts 8

Instructor: Mrs. Brown

Instructor Availability: Tuesdays, Wednesdays and by appointment as needed

Instructor Contact: Hogwarts 35

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Course Description:

English 8 will continue to develop students' skills in reading, writing, speaking and listening. We will continue to develop the the skills of organized argument, formulation of expression, understanding and processing analytical thought. While creating the opportunity for students to learn to appreciate the great work of literary art by going deeper in study of such genres as short stories, novels and plays. Ranging from classics to modern and quite a few stops in between. Students will learn to analyze characters, conflicts while being able to make connections to the world in which we live in and other texts that they have previously read.

English 8 students will further develop their argumentative, expository, and narrative writing and be able to write each on demand with the proper MLA heading and format.

Text and reading genres and includes, however not limited to: classics, historical fiction, realistic fiction, non-fiction, memoirs, argumentative, and informational.

Students are expected to participate in daily student centered informal and formal reading, speaking and literature discussions.

GPA Grading Guidelines:

Category	Grading Criteria	Percentage
Classwork	<ul style="list-style-type: none">• Completion/Quality <p>(Must have a minimum of 1 weekly grade)</p>	30%
Demonstrations of Learning	<ul style="list-style-type: none">• Key Course Assignments <p>(See course syllabus for Unit Key Assignments)</p>	35%
Homework/Independent Learning	<ul style="list-style-type: none">• Any work assigned to a student in which they complete on their own outside of class. <p>(Must have a minimum of 1 weekly grade)</p>	10%



Quarter Finals	<ul style="list-style-type: none">Quarter finals are course specific, standards based exams that cover content from the 9 week quarter.	25%
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* Classwork/Participation and Homework/Independent Learning will be updated weekly.

Prerequisites: (Probably only needed for AP courses)

Course Materials:

- GPA School Planner
- Texts: Harry Potter and The Sorcerer's Stone, Reader's Theater (*Frankenstein, Diary of Anne Frank, Three Musketeers...*) Short Stories; Thanhha Lai's, *Inside Out and Back Again*, Elie Wiesel, *Night* and Shakespeare's *Romeo and Juliet*
- Digital Resources: Google Classroom, NewsELA, Flocabulary,
- Literacy Notebook (LNB)
- Blue/Black/Red ink pens
- Pencils
- MLA guide

Course Structure:

Student Centered

- Independent reading: Students are expected to read independently in class and at home for a minimum of 30 minutes daily. Teachers will guide students in developing strong comprehension strategies to advance their reading skills.
- Writing: Students will engage in daily writing instruction as well as independent and guided practice. Students will write for a variety of authentic purposes for short and extended lengths of time.
- Listening and speaking: Students are expected to participate in daily informal and formal listening and speaking activities, such as oral debates and Socratic Seminars.
- Vocabulary and grammar: Students will practice and apply paragraph structure, vocabulary and grammar skills daily to support their reading and writing in all classes.



Course of Study:

Unit 1: Argumentative Thinking, Reading and Writing - Teaching Tolerance (9 weeks)

Inside Out and Back Again

Content Standards	Learning Objectives	Key Assignments/Exams
Reading Literature Writing CCSS.ELA-Literacy.RL.8.1 CCSS.ELA-Literacy.RL.8.2 CCSS.ELA-Literacy.RL.8.3 CCSS.ELA-Literacy.RL.8.4 CCSS.ELA-Literacy.RL.8.5 CCSS.ELA-Literacy.W.8.1 CCSS.ELA-Literacy.W.8.1.a-e	Reading Closely and Writing to Learn! Students will be able to...establish a claim. Students will be able to...evaluate and choose evidence from a text/media to support their claim. Students will be able to...use reasoning to tie their evidence back to their claim.	Tower of Hope Family Tree Argument Paper 4 Corners - 1st Debate Kindness Matters Walk of Trust Flocabulary Quizzes

Unit 2: Expository - Defying the Odds (9 weeks)

Roll of Thunder Hear my Cry

Content Standards	Learning Objectives	Key Assignments/Exams
CCSS.ELA-LITERACY.W.8.2.E CCSS.ELA-LITERACY.W.8.4 CCSS.ELA-LITERACY.W.8.7 CCSS.ELA-LITERACY.SL.8.1 CCSS.ELA-LITERACY.SL.8.3	Students will learn to collect and evaluate sources independently in order to complete a biography project (Civil Rights). Students will practice and strengthen oral presentation skills by participating in a Living Museum presentation of learning.	Expository Essay Flocabulary Quizzes Montgomery Bus Boycott Living Museum Memorize a Civil Rights Speech/Women in History

Unit 3: Extended Argumentative Research and Writing - Sustainability through the times (9 weeks)

The Boy In the Striped Pajamas

Content Standards	Learning Objectives	Key Assignments/Exams
CCSS.ELA-LITERACY.W.8.10 CCSS.ELA-LITERACY.L.8.5.A CCSS.ELA-LITERACY.L.8.6 CCSS.ELA-LITERACY.SL.8.1	Students will research and analyze multiple resources to create a claim and develop their reasoning skills to connect evidence to claim. Students will utilize logos, ethos, and pathos to persuade their audience	Reader's Theater: Diary of Anne Frank Creative Writing Character Map Persuasive Essay



	through a video commercial, billboard poster and infographic.	
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Unit 4: Narrative: (9 weeks)
Romeo and Juliet

Content Standards	Learning Objectives	Key Assignments/Exams
<u>CCSS.ELA-LITERACY.RL.8.3</u> <u>CCSS.ELA-LITERACY.RL.8.4</u> <u>CCSS.ELA-LITERACY.RL.8.10</u> <u>CCSS.ELA-LITERACY.L.8.4.B</u> <u>CCSS.ELA-LITERACY.W.8.3.E</u>	Students will be introduced to William Shakespeare. Students will learn different verse styles such as iambic pentameter. Students will compare Shakespeare style of poetry. Students will learn Historical implications of Shakespeare's work and it's impact.	Analysis Essay Flocabulary Quizzes Creative Writing Compare and Contrast Character Map Short Answer Responses

Course Specific Student Expectations:

What do you expect of your students?

- Students are expected to come prepared to learn each day with backpacks, binders, Literacy Notebooks and writing tools.
- Students will write their homework down daily in their planners. It is expected that parents/guardians check planners on a regular basis to support students.
- Students must read daily in and outside of the classroom (minimum 30 minutes).
- Students will be required to attend tutoring at lunch or after school if assignments are incomplete or missing.
- Late Work is accepted if you have attended MAC to make up the assignment and 10 points is deducted per day it is late. Without MAC it is an automatic 50% deduction.



- If a student is absent it is his/her responsibility to find out what material was covered in class and what homework was assigned per “While you were absent” box or your Prefect.

Accommodations/Modification and Supports:

Any student who requires accommodations, modifications or additional supports should contact me as early as possible so that we may arrange accommodations, modifications and supports.

GPA Student Expectations:

School-wide Attendance: All students are expected to be punctual and in their classroom seat, ready to learn for each day. Under California law (Ed. Code 48200) all children between the ages of six and eighteen are required to be enrolled and in regular attendance at school. GPA families know that school attendance is the critical first step to make sure that each student receives an education that will help them on their path to college. Students cannot learn what they need to be prepared for the next grade level, if they are not in school. The more absences from school a student has, the more they fall behind in their classes and the more difficult it will be to make it to college.

Planner Use: All students are expected to write all assignments in their GPA planner daily. Your first GPA planner will be provided by the school to support organization and time management.

Homework Completion: As a school working toward college preparation, all GPA students are expected to complete their daily/weekly assignments. Students who fail to complete their homework assignments on time, and are unexcused, will be required to attend lunch and after school tutoring support daily until completed. Until all assignments are completed, students may not be eligible for athletics, clubs, and other extracurricular activities.

Electronic Device Policy: Cell phones, smart watches, and other electronic communication devices that can send and/or receive data are not permitted to be visible, heard, or used in any manner during school hours except by approval of school authorities. Any violation and/or disruption of the learning process will result in the confiscation of the item. The parent/guardian must pick up the confiscated item from the Office of Student Conduct or the teacher.

Computer/Internet Usage Policy: Students may not use computers and/or the GPA network without proper adult supervision. The teacher/staff will choose resources on the Internet that are appropriate for classroom instruction and/or research for the needs, maturity, and ability of their students.



Acceptable Use-

- Access to any site that provides information relevant to current class assignments
- Access to college or university websites
- Use of teacher approved educational software (games, instructional tools, etc.)

Academic Integrity: Honest behavior is an expectation for all students at Gompers Preparatory Academy. Our goal is to create and maintain an ethical academic atmosphere. Acts of academic dishonesty that will not be tolerated at GPA are listed below:

- Cheating on any classroom assignment, test, or quiz
- Plagiarism - copying or representing another's ideas, words, or work as one's own, without properly citing the source. Plagiarism includes the misuse of published material, electronic material, and/or the work of other students. The original writer who intentionally shares his/her work for another to copy, without the permission of the teacher, is also engaged in plagiarism
- Fabrication (any falsification or invention of date, citation, or other authority in an assignment); theft or alteration of materials
- Unauthorized collaboration
- Unauthorized use of electronic devices

Students found in violation of GPA's Academic Integrity Policy will be disciplined appropriately, which may lead to formal suspension. Consequences for offenses may include, but are not limited to, detention, *lowering of academic and citizenship grade and/or suspensions/exclusion from extracurricular activities.*

Standards/Format for Writing Papers - MLA Format:

The standard format for all papers follows the MLA formatting rules:

1. Typed, double-spaced: TIMES NEW ROMAN, 12 font, including title
2. Heading: 4 lines - UPPER LEFT corner

Student name:	"Sammy Gompers"
Teacher name:	Ms. Teacher
Course name, period:	English I, Period 3
Date	06 February 2009
3. All pages numbered: upper right corner, last name and page number; no punctuation, no "p." or "pg."
4. Title: centered, upper and lower case
5. Work Cited/ Documentation Format: It is necessary to credit any source that is used in a paper or project. Plagiarism is considered cheating. All sources must be documented. Citing sources in a paper must be thorough and accurate. MLA formatting for in-text citations and works cited is mandatory.



Important Dates:

Quarter 1:

- Q1 Finals Week: October 23rd and 27th
- Parent Conferences: October 23rd - 27th
- End Date: October 30th

Quarter 2:

- Q2 Finals Week: January 22nd - 26th
- Parent Conferences: January 16th - 22nd
- End Date: January 31st

Quarter 3:

- Q3 Finals Week: April 9th - 13th
- Parent Conferences: April 16th - 20th
- End Date: April 23rd

Quarter 4:

- Q4 Finals Week: May 29th - June 1st
- End Date: June 26th

Student Signature : _____ Parent/Guardian Signature: _____

Date: _____

