



GRADE 8 ENGLISH/LANGUAGE ARTS

Teacher: _____ Contact Information: _____
 Room Number: _____ Telephone: _____
 Best Time to Contact: _____ Email Address: _____

Course Description

Eighth Grade Language Arts is designed to involve the student in applying reading, writing, listening, speaking, and viewing skills in an independent manner through meaningful interdisciplinary tasks. Students will continue to develop an appreciation for literature through the study of literary elements in classic and contemporary selections. Emphasis is placed on moving from the literal to the abstract in the students' critical thinking skills and in the use of language.

Course Standards

Course standards are available at:
<http://www.kusd.edu/departments/teaching-and-learning/literacy/curriculum>

Course Texts

Elements of Literature (Holt, 2005) and Elements of Language (Holt, 2005)

The course textbooks are used along with selected texts.

Units of Study	Texts <i>One of the following:</i>	Writing Focus
Culture and Belonging	<u>The Breadwinner</u> (Ellis), <u>The Reason I Jump</u> (Higashida), <u>Three Cups of Tea</u> (Mortenson)	Short Research Project Narrative Responses (based on the theme of the unit and texts)
Looking Back: <i>Investigating History</i>	<u>The Book Thief</u> (Zusak), <u>My Brother Sam is Dead</u> (Collier), <u>Jesse</u> (Soto)	Historical, Researched-based Informative Essay
The Ideal Life	<u>The Giver</u> (Lowry), <u>The Uglies</u> (Westerfeld), <u>Divergent</u> (Roth)	Narrative and Persuasive Responses
Courageous Characters	<u>Number the Stars</u> (Lowry), <u>Anne Frank</u> , (Frank) <u>Speak</u> (Anderson)	Argumentative Essay

Course Objectives

- Determine relevant, important text evidence to support one's thinking in reading and writing.
- Analyze texts for theme(s), key ideas and details and make comparisons with other texts.
- Identify how authors write with intention, for example, using specific details to make us feel we are part of the story or situation and imitate their craft in one's own writing.
- Write in a variety of formats to examine topics, convey ideas, and communicate opinions.
- Gather evidence from multiple print and digital sources and communicate the information effectively in written and oral formats.

Life Long Learning Standards

- Knowledgeable learner
- Effective communicator
- Complex thinker
- Self-directed learner
- Quality producer
- Contributing citizen

Methods of Assessment

Multiple assessments, both formative and summative will be used to help students achieve course standards. **Formative assessment** is a process used by teachers and students during instruction that provides feedback to adjust ongoing teaching and learning to improve student' achievement of intended instructional outcomes. Formative assessments are seldom used as part of a final grade calculation. **Summative assessment** is designed to provide information regarding the level of mastery of the course standards. *

Examples of formative assessment used in this course: homework, class response, laboratory investigations.

Examples of summative assessment used in this course: quizzes, unit tests, projects, semester exams.

*Excerpts taken from "Distinguishing Formative Assessment from Other Educational Assessment Labels" by the Council of Chief State School Officers (CCSSO). The article can be viewed at: <http://www.ccsso.org/Documents/FASTLabels.pdf>

KUSD School Board-Approved Grading Scale

A+ = 98 – 100%	B+ = 86 – 89%	C+ = 76 - 79 %	D+ = 66 - 69 %
A = 93 – 97%	B = 83 – 85%	C = 73 - 75 %	D = 63 - 65%
A- = 90 – 92%	B- = 80 – 82%	C- = 70 - 72 %	D- = 60 - 62%
			F = below 60%

KUSD School Board Policy on Make-Up Work

Students submitting work up to ten school days late, without prior approval, may receive up to two grades lower on the work than they would have received if the work had been submitted on time (i.e., B+ lowered to a D+). Student work submitted after ten school days, without prior approval, shall not be accepted for credit and shall be recorded with a score of zero (0).

Upon returning to school after an absence, a student has the responsibility, within the number of days equal to the length of the absence or suspension, to meet with the teacher to develop a plan for making up missed work, quizzes, and examinations. A truant student has the responsibility, on the first day he or she returns to the course/class, to meet with the teacher to develop a plan for making up missed work, quizzes, and examinations. Lower grades may not be given for late work due to excused absences, suspension or truancy, unless the work is submitted later than agreed upon deadlines.

Teacher/Parent Communication

Every effort will be made by the teacher to respond to inquiries from pupils and from parents or guardians of pupils by the end of the first school day following the day upon which the inquiry is received. (Developed as a parallel to State Statute 118.40(8)(d)3.)

Posting of Grades

Every effort will be made by the teacher to post grades on the student information system for review by parents and students within five to seven school days. (Long-range, major projects may require additional time for evaluation.) Missing work should be indicated within two school days of the due date.