



Pre-AP English Language Arts and Reading 8

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Conference Period: 5th period (11:42 -12:28)

Tutoring Opportunities: M-F before school and MTThF after school

Class Materials:

- Two composition books, 1 Pocket Folder with brads/prongs, Highlighters, Pens, Pencils, Notebook Paper (additional materials may be required as needed).
- Available Classroom Library. *If a student needs a copy of a text, please contact a teacher.*
- Canvas. Access to Canvas and Office365 tools is available to students through our [Single Sign-on Portal \(SSO\)](#). Students receive their SSO login during enrollment.

Course Description:

Pre-AP English Language Arts and Reading 8 Designed to meet the needs of advanced students in language arts, this course focuses on integrated reading, writing, speaking, and listening that will allow in-depth study of the total communication process. Emphasis is placed on using interpretive reading skills for stimulating thinking and developing ideas for writing multi-level descriptive, narrative, persuasive, and informational compositions. Grammar, spelling and vocabulary are taught through application. Research skills are strengthened through varied activities. This course assists in preparing students for the challenges offered by the Advanced Placement program through sustained habits necessary for success in the College Board's AP Program.

Course Goals:

Students who complete this course successfully will be able to:

- Develop stamina and build comprehension as independent readers
- Make inferences about characters' motivations, desires, and emotional states as well as to analyze the impact of setting on the story as a whole.
- Read deeply, not only to consider the validity of claims and evidence that authors present in persuasive texts, but also to evaluate the credibility of multiple points of view, perspectives, and reasoning.
- Examine a variety of historical fiction texts, considering the profound and dynamic tension between the needs of the people in the text—the characters—and the great and powerful forces of the time and society in which they live.
- Understand that successful readers of fiction effectively balance thinking between the personal and the historical context while focusing on elements of character, plot, setting, and theme.

Student Evaluation:

The grading system for this course is as follows:

- Grade averaged 60% Major 40% Minor
- Major grades – tests (including District Common Assessments, six weeks assessments, projects, final essays, research papers, presentations); minimum three per six weeks
- Minor grades – quizzes, daily assignments, journals; minimum four per six weeks
- Semester exams will count 1/7 of the semester grade
- A letter system (S, N, U) is used to report a student's conduct based on proper/responsive conduct and citizenship

- Per Board Policy EIA (LOCAL), “The District shall permit a student who meets the criteria detailed in the grading guidelines a reasonable opportunity to redo an assignment or retake a test for which the student received a **failing** grade. This policy applies only to initial identified major grades and does not apply to daily assignments, quizzes, six-week test, and semester final examinations. Upon reteach and retest, the new test, project, etc. recorded will be a high score of 70%.

Assignments, exams, expectations outside of the classroom:

- Independent reading will be a significant part of the course.
- This course will be cognitively challenging in terms of creative, critical, and analytical thinking.
- Students will need to be highly motivated and be able to manage their own workload.
- Abstract and complex ideas and concepts will be explored in great depth from many lenses.
- Students will work both collaboratively and independently.
- Discussion and debate will occur regularly.

Attendance/Tardy Policy/Make-Up Work:

Tardy policy: 3 tardies will result in parent contact; 4+ tardies will result in an office referral

Make-up Work Policy: It is the student’s responsibility to obtain make-up work after an absence. Students receive one make-up day per day they are absent plus one additional day to turn in make-up work. Example: 4 days absent = 5 make-up days. Previously assigned projects and assessments will be due/administered on the day you return from the absence. Refer to the district website for further information.

Classroom Expectations:

Students will abide by the Respect Agreement they create the first week of school. This agreement will foster a mutually (teacher and student) beneficial and safe learning environment.

Preliminary Schedule of Topics, Readings, and Assignments

1st Six Weeks:

Reading Focus: Launching Readers Workshop: Understanding Author’s Craft in Multiple Genre

Writing Focus: Launching Writers Workshop: Analyzing Complex Texts for Meaning, Craft & Tone

2nd Six Weeks:

Reading Focus: Promoting Independent Reading: Navigating the Complexities of a Text

Writing Focus: The Literary Essay: Analyzing Craft and Theme

3rd Six Weeks:

Reading/Writing Focus: The Power of Literacy: Reading, Writing, Inquiry, Research

4th Six Weeks:

Reading/Writing Focus: Historical Fiction: Understanding the Past to Shape a Better Future

5th Six Weeks:

Reading/Writing Focus: Putting it All Together: Preparing for High-Stakes Testing

6th Six Weeks:

Reading/Writing Focus: Literary Nonfiction: Embracing Complexity, Making Connections

Academic Integrity:

Academic integrity values the work of individuals regardless if it is another student’s work, a researcher, or author. The pursuit of learning requires each student to be responsible for his or her academic work. Academic dishonesty is not tolerated in our schools. Academic dishonesty, includes cheating, copying the work of another student, plagiarism, and unauthorized communication between students during an examination. The determination that a student has engaged in academic dishonesty shall be based on the judgment of the classroom teacher or other supervising professional employee and considers written materials, observation, or information from students. Students found to have engaged in academic dishonesty shall be subject to disciplinary and/or academic penalties. The teacher and campus administrator shall jointly determine such action.