



Basic Language Arts and Reading 8

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Conference Period: 4th period

Tutoring Opportunities: Mondays & Wednesdays 7:45-8:15

Class Materials:

- Book to read daily available through EWMS library, classroom library, home library
- Pencils/pens as need throughout the year, 2 spiral notebooks, 1 pair of headphones, 1 package of notebook paper, 1-2" 3-ring binder

MobyMax is a digital resource used for instruction, practice, and assessments, headphones are needed for lessons, these should be wired headphone, as our laptops may not be able to utilize wireless.

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:

409522 - Basic Language Arts 8 Provides written communication skills as the major focus for eighth grade language arts students, including practice with narrative, descriptive, argumentative, and informative compositions using a process approach to writing. Reading and literary skills emphasized in eighth grade address critical and analytical thinking. Oral communication and study skills are applied through appropriate activities. Research skills are strengthened through varied activities. This course is designed to meet the individual needs of the student. Placement in this course is determined by the ARD committee.

A central goal of the English language arts and reading (ELAR) department is to establish and support a consistent reading habit in the busy lives of students, which is a shared partnership between teachers, students, and parents. In ELAR classes, students will engage in both required and self-selected texts. Through both assigned and independent reading, students will continue to develop their confidence, build vocabulary, increase reading fluency and stamina, and improve their writing skills.

Course Goals:

Students who complete this course successfully will be able to:

- Follow the Reading and Writing Workshop Model
- Follow the Writing Process
- Vocabulary Development
- Grammar Development

Student Evaluation:

The grading system for this course is as follows:

- Grade averaged 60% Major 40% Minor
- Major grades – tests (including District Common Assessments, projects, final essays, research papers, presentations); minimum three per six weeks
- Minor grades – quizzes, daily assignments, journals; minimum four per six weeks

- Each six weeks will count as 1/3 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 and quizzes. Upon reteach and retest, the new test, project, etc. recorded will be a high score of 70%.
- Official grades will be in Skyward only and can be accessed by student and parent through Family Access.
- **Assignments, exams, expectations outside of the classroom:**
Homework: Reading at least 20 minutes nightly, any work not completed in class. Students are expected to complete any homework, and/or missing work, or uncompleted classwork and returned the next school day unless stated otherwise by the teacher, or extra time as stated in a student's IEP in the accommodations page. o Students are expected to work individually, in whole and small groups. Participation in class daily will be encouraged. o CANVAS and Microsoft 365 will be used as digital tools to support learning. Students will be able to use CANVAS to monitor daily learning objectives and assignments. If students are absent or missing assignments, they will be able to find this information in CANVAS.

Attendance/Tardy Policy/Make-Up Work:

As stated on the EMS ISD website, a student shall have time equal to days absent from class plus one day to complete all missed assignments. If a test was given, they must be prepared to take the test upon returning to school unless some of the material was covered while they were absent. If a project or long term assignment was due while they were absent, they must turn it in on the day they return to school. If the student is absent due to a field trip, it is their responsibility to turn in assignments due before leaving for the field trip.

Classroom Expectations:

Students are expected to come to class on time and prepared. Our new reading curriculum has provided an amazing assortment of reading choices right in the classroom, students should be taking advantage of these books and use proper care of them. In order to get a true idea of the students reading level, students will be required to do their best on all assessments and lessons.

Preliminary Schedule of Topics, Readings, and Assignments

Reading focuses, and writing targets for the year are as follows:

1st Six Weeks: Short stories and literary texts Process Writing: Short Constructed Response Questions focused on Conflict and Characterization.

2nd Six Weeks: Genre Focus: Self-Selected Literary Texts/Novel Process Writing: Thematic Essay: Showing How Authors Develop a Theme Using Writing Techniques

3rd Six Weeks: Genre Focus: Multiple Genres (Fiction, Poetry, Nonfiction, Literary Nonfiction, and Multimodal/Digital Texts) Process Writing: Argumentative Essay

4th Six Weeks: Genre Focus: Historical Fiction Writing Process: Extended Constructed Response/Author's Craft/Characters/Theme

5th six weeks: Genre Focus: Multiple Genres (Fiction, Poetry, Nonfiction, Literary Nonfiction, and Multimodal/Digital Texts) Process Writing: Extended Constructed Response Questions Across Genres

6th Six Weeks-Genre Focus: Multiple Genres Writing Process: Multi-Genre Research Project

Academic Integrity: Update from GRH

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.