Grade 8 – Language Arts

2016-2017 Course Outline

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| Mr. Ledet | Block 7 (12:35 – 1:55 pm) on days T, Th, and every other Fri. | sledet@qiss.org.cn |
| Room 302 | Planning Periods (2:00 – 3:20, days T, Th) |  |

* Course Description:

The Language Arts course is designed to help students become skilled communicators and critical consumers of information. Students will be able to engage a broad variety of literature and informational genres and media while acquiring understanding and skills for using formal and informal conventions of spoken and written English. They will also be able to critically explore, develop and express their personal thoughts on themes relevant to their own lives as well as those common to cultures across the world.

* Expected Student Learning Outcomes:

The course will aim to fulfill the requirements established in the American Common Core Standards for Language Arts Education. Detailed information on the CC Standards may be found at: <http://www.corestandards.org/ELA-Literacy/> . Examples of these standards include, but are not limited to:

* + Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
  + Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new.
  + Write arguments to support claims with clear reasons and relevant evidence
  + Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.
  + Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
  + Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.
* Required Texts:

Students will be issued one textbook to be used throughout the school year:

* + Kinsella, et al. *Literature.* Prentice Hall Publishers*:* New Jersey, 2002.

In addition to the text, students will be required to read novels, poems, short stories, plays as well as periodicals, websites, and films. Frequently they will be required to choose their own source materials (with teacher guidance).

* Example Units of Study (with essential questions):
  + *The Quest for Justice*
    - *Who needs justice?*
    - *Why is achieving justice so difficult?*
    - *Why are comic books so effective at exploring the quest for justice?*
  + *Coming of Age*
    - *What’s it like to come of age?*
    - *How do different cultures define adulthood?*
    - *How can I best express my experience of coming of age?*
  + *Extraordinary Occurrences*
    - *How can extraordinary experiences challenge us?*
    - *How can extraordinary experiences change us?*
    - *How can I make use of different literary techniques to reflect on an extraordinary occurrence?*
* Required Supplies:
  + 3 ring binder with 4 dividers
  + Pencils and black, blue and red pens
  + Spiral notebook
  + Internet device
* Grading and other Policies:

QISS grading policy regarding this grade level requires a weighted average distribution of:

* + 60% formative assessments
  + 40% summative assessments.

For a detailed breakdown of percentage evaluations defined across an A – F range, please consult the QISS Student Handbook, page 8.

Please also consult the QISS student handbook for a detailed description of other classroom policies including tardiness, academic honesty, bullying, homework, standards of acceptable work, and others.

Late work will be accepted according to the policy described in the QISS Student Handbook:

* -10% for each day late up to -50%
* Assignments not handed in at all will receive a score of zero.

MISSED ASSIGNMENTS ARE THE STUDENT’S RESPONSIBILITY. I will not seek out a student to notify him or her of missed assignments. If the student has an excused absence that keeps him or her from handing in an assignment on time or from receiving instructions for it, it is the student’s duty to come to me and ask about it as soon as she or he returns to school.

Time to hand in missed assignments due to excused absence will be equal to as many classes as the student missed during his or her absence.

*Note: The content of this syllabus is subject to change in accordance with the needs of the class and/or instructor.*