

Name of School:

Name of Course: **English Studies 8**

Instructor Information

Name:
E-mail address:
School phone number:
Web page address:
Best times to be reached:

Course Description

English Studies 8 is a year-long course designed to provide a unique challenge for selected participants. Students in this course will extend the seventh grade language arts learning experiences by integrating intent listening; persuasive speaking and writing; and critical reading, thinking, and viewing. Many components of the traditional eighth grade curriculum will be incorporated in this course: writing as a process, analyzing and interpreting literature and media, doing research and writing a research paper/project, and learning formal group discussion techniques. Students will experience a faster pace; more in-depth writing and research; reading of full-length works, including classics; and responding using a shared inquiry method of discussion. There will be an emphasis on oral and written communication, resulting in formal oral presentation(s).

District Standards and Power Benchmarks

Standard: Students will apply reading, writing, and speaking skills to communicate effectively.

Power Benchmarks:

- Students will be able to use speaking and listening strategies and technological tools to learn and communicate in a variety of situations.
- Students will be able to use a wide range of strategies to comprehend literary and informational texts.
- Students will be able to use a wide range of strategies to interpret, evaluate, and appreciate literary and informational texts.
- Students will be able to use the writing process and Standard English to write for a variety of purposes.

Course Information:

English Studies 8 is a year-long course for selected students; it replaces *Language Arts 8* in the student's schedule. Upon completion of *English Studies 8*, students may be placed in *Freshman Honors English* in high school.

Course Outline/Calendar

- This course is composed of reading a variety of fiction and nonfiction selections from the *Junior Great Books Series 7* text and the *Literature* (green) text during first quarter.
- Required academic vocabulary instruction.
- **ACT Skills: English**
- The shared inquiry discussion method is taught first quarter in conjunction with the literature.
- Independent novel reading will occur each quarter.
- Second quarter, students will read *Skellig* or *Jesse* as a class.
- Third quarter, students will read *The Diary of Anne Frank* and use the *Pathways to Knowledge Research Model* to complete the required Research Paper/Project.
- In addition, students will participate in small group novel study.
- Fourth quarter, students will continue using the shared inquiry method of discussion. Propaganda and advertising is taught.
- Students will orally present an end-of-the-year self-evaluation.
- Major writing types: poetry, business letter, comparison/contrast writing, persuasive, critical/literary analysis, timed writing, character sketch, reflective memoir.
- Academic vocabulary instruction is required.

Text/Other Required Materials/Resources

Junior Great Books, Literature (Green) Skellig, seven classroom novels, United Streaming videos, film material, and use of the presentation carts and Smart Boards where available

Instructional Procedures & Support

- Explicit instruction
- **ACT Skills: English**
- Cooperative learning
- Graphic organizers, teacher created PowerPoint slide shows, streaming videos, note taking, QAR, HOTS, KWL, Read Alouds, Think Alouds, Every Pupil Response, Brainstorming, Alphabetability, and District Literacy Initiative strategies
- High expectations: Students are expected to move from the Needs category into the Meets and from the Meets into the Exceeds category.
- District Anchor Papers
- Completion of all work is necessary: The Power of “I.”
- Students may make an appointment to receive additional instruction or computer time to finish assignments.
- Instructional material may be posted on the school homepage.

Classroom Management Procedures:

Assessment Plan:

- District Progress Report Dates: See student Planner and the school home page.
- Students may redo work by revising to raise grade: The Power of “I.”
- Grades follow the District grading scale, which is printed in the Planner.
- Writing assignments and presentation projects will be assessed with the District Writing Rubric and a teacher-created rubric for a specific writing assignment or presentation (optional).
- Teacher observation
- Classroom discussion
- Directed reading and discussion
- Timed writings
- Book talks
- Presentations
- Tests and quizzes (formative and summative assessment)
- ESIS grades will be posted periodically by student ID number, or teachers will post grades periodically.

Grading System

A	93 and above	Firm command of knowledge domain High level of skill development Exceptional preparation for later learning
A ⁻	90 - 92	
B ⁺	87 - 89	Command of knowledge beyond the basic concepts of knowledge Advanced development of most skills Has prerequisites for later learning
B	83 - 86	
B ⁻	80 - 82	
C ⁺	77 - 79	Command of the basic concepts of knowledge Demonstrates ability to use basic skills Lacks a few prerequisites for later learning
C	73 - 76	
C ⁻	70 - 72	
I		The letter “I” indicates the student has not satisfactorily achieved the grade/course-level benchmarks and/or has missing work. “I” status is temporary and not a final grade. The letter “I” may affect athletic eligibility.
D ⁺	67 - 69	Lacks knowledge of some fundamental ideas Some important skills not attained Deficient in many of the prerequisites for later learning
D	63 - 66	
D ⁻	60 - 62	
F	59 and below	Most of the basic concepts and principles not learned Most essential skills have not been demonstrated Lacks most prerequisites needed for later learning