

Course Summary 2016-2017

Course	Teacher	Conference Times	Telephone	Room	E-mail
English 8 PAP	Ms. P. Power	A3: 12:20-1:40 B3: 12:20-1:40	(956)-388-2649	134	Patricia.Power @stisd.net

Purpose: An integrated language arts curriculum centers on the student, focuses on listening, speaking, reading, and composition, and anticipates the future. The 8th grade pre-AP program is intended to prepare students to continue to the Advanced Placement program in high school and to build toward completing higher education goals successfully. It is our endeavor to promote independent thinkers, effective communicators, and life-long learners.

Objective: The primary objective of English language arts is to further develop each student's ability to read, analyze and respond to a variety of literary genres; to listen and speak effectively for a variety of purposes, audiences, and modalities; and to apply the conventions of standard English to all written and spoken communications.

Assignments:

SUMMER READING IS ASSIGNED IN THE SPRING OF THE 7TH GRADE YEAR. RISING 8TH GRADERS ARE EXPECTED TO HAVE READ THE ASSIGNED WORK AND COMPLETED THE ACCOMPANYING WRITTEN TASKS (see STPA website) PRIOR TO THE FIRST DAY OF SCHOOL. THIS YEAR'S TITLE IS *The Giver* by Lois Lowery.

Homework and classwork/compositions WILL BE ASSIGNED to reinforce or extend classroom instruction. A class notebook will be maintained and brought to class on a daily basis. It will contain wide-ruled notebook paper and six dividers, labeled as follows: NOTES, CLASSWORK/HOMEWORK, VOCABULARY, TESTS/QUIZZES, COMPOSITIONS, and MISCELLANEOUS. This notebook will be graded intermittently each semester. **Students will be required to copy the Daily Assignments/Activities from the board to the daily school planner as the very first activity of each and every class day.** This will provide a running account of all work completed in and out of class. Homework will consist of outside reading and written exercises (specifically AR) and projects which support class objectives. Textbooks issued to students are to **stay at home until the end of the school year** for use there. A classroom set is maintained in the classroom for student use; therefore, it is NOT necessary to bring backpacks to class containing books. Parents are encouraged to monitor student's notebook and to discuss the ongoing class work throughout the term with their children. **Students HAVE homework M-F.**

Needed Supplies:

1. 1 70-80-page spiral notebooks (expressive journal) Dialectical journal practice may be written on loose leaf paper and collated.
2. A dictionary/thesaurus (available for home use)
3. Paperbacks : *Fahrenheit 451* by Ray Bradbury/ *Night* by Elie Wiesel
4. Black/blue ink pens (ballpoint preferred) and highlighter (yellow preferred)
5. A 3-ring binder with paper (2-2.5") and 6 dividers (see above for tabs)
6. USB flash drive for saving digital files for use on home computer
7. Roll of Scotch tape
8. 4 variable dark-colored pens (ie, red, purple, green, turquoise, pink, fuschia)

NOTE: Library has laptops available for students with clear library records to check out, as need dictates, for the completion of on-line assignments requiring Study Island, Blackboard, Edmodo, or other on-line classroom resources.

Formative Assessment

Frequently during the year, formative assessments will be given. These will be in the form of homework, written or oral quizzes, readings, discussions, student writing, or tests. Teacher response will be given to these formative assessments. These ongoing assessments are critical to learning because they provide information to determine what essential learning we will target next. They also help influence and shape the process of learning while we still have time to improve before tests or grades for marking periods are recorded.

Grading Procedures & Weights:

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| 1. Homework/Class work: | 30% |
| 2. Quizzes/AR Tests: | 15% |
| 3. Compositions: | 20% |
| 4. Tests/Major Projects: | 35% |

All work is due at the designated assigned time. Students absent on a day work is due shall receive a due date for the next day the student returns to class. All homework is due at the beginning of the class hour. Assignments submitted electronically are due before the beginning of class time on the scheduled due date. On some occasions there will be a need for makeup work assignments. Provisions will be made during tutorial for makeup work. Students must complete the makeup work in a timely manner, either during after-school tutorial or at some other mutually agreed upon time before or during the school day. The semester average will be based on the two nine week averages and the grade earned on the semester final exam. The final exam is worth 25% of the grade

Retesting procedures: Students may retake tests only upon receiving a grade below 70. Additional material during tutorial may be a prerequisite to taking a test. The time and date for all retests is determined by the teacher. Highest possible grade will be a 70. **Retests will not be given for quizzes, final drafts of compositions, projects, oral work, or AR tests.**
Semester finals may not be retested.

Pyramid of Interventions.

The objective of this class is for every student to successfully demonstrate mastery of the Texas Essential Knowledge and skills (TEKS) and the South Texas ISD Essential Learning Outcomes (ELO's) for English 8 Pre-AP/GT. Students demonstrating success will have flexibility in class activities and out of class time. Students not successfully progressing will be assisted by the in class pyramid of interventions and the campus pyramid of interventions. These interventions may include special class activities and assignments, required tutorial during the school day or after school, and other interventions specific to the student.

<i>Teacher</i>	<i>Dept. Leader</i>	<i>Principal</i>
Ms. P. Power <i>JP</i>	Mrs. Elva Figueroa	Mrs. Ana Castro <i>ADC</i>

I have received a copy of this course outline, have been given the opportunity to ask questions, and understand the contents:

Student Signature

Date

Parent Signature