

Course Summary 2018-2019

Course	Teacher	Conference Times	Telephone	Room	E-mail
Reading	P. Ayala-Gonzalez (Mrs. A-G)	2 nd period A and B 9:55 – 11:15	(956)-381-2670	137	Patricia.ayala @stisd.net

Purpose: The purpose of this class is to support the development of a student's working knowledge and understanding of the use of written and spoken English. This includes examining the function, use and purposes of language. This will include but is not limited to the use of English in various types of texts. Students will be evaluating literary and expository elements to support their English Language Arts knowledge.

Objective: The objective of Reading is to further develop each students' ability to read with competence, confidence and understanding through instruction in comprehension strategies, word recognition and vocabulary.

Assignments:

1. Daily work and homework may include but is not limited to vocabulary assignments, reading responses, grammar worksheets, paragraphs and essays.
2. Quizzes will be given over assigned reading material and daily activities. Accelerated Reader quizzes will be required each grading period.
3. Tests will include unit/chapter tests, novel test, and one final exam at the end of each semester.

Needed Supplies:

1. 1 80 page (or more) composition notebook
2. College-ruled lined notebook paper (to be left in class)
3. 1 folder with pockets (preferably plastic)
4. Blue or Black Pen
5. Pencils
6. 2 rolls of tape (for a tape dispenser to be left in class)
7. 4 various-colored highlighters
8. Dictionary/ Thesaurus (home use)

Diagnostic and Formative Assessments

Throughout the year, diagnostic and formative assessments will be given to help plan and shape instruction. These will be in the form of homework, written or oral quizzes, readings, discussions, and student writings. Feedback will be given on these assessments so that students understand their needs as well as view their progress.

Grading Procedures & Weights:

Grades taken each nine weeks grading period will be averaged according the following formula:

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|-------------------------|------------|
| 1. Test/Major Projects: | 35% |
| 3. Quizzes | 15% |
| 4. Daily work/ Homework | <u>50%</u> |
| | 100% |

Due Dates and Late Work

All work is due at the assigned time. All homework is due at the beginning of the class hour unless otherwise stated. Assignments submitted electronically are due before the beginning of class time on the scheduled due date. If work is late, detention will be assigned as a consequence the following afternoon, and work will be completed during the detention from 4:05-5:05. If work is not completed on time, an after-school homework intervention will be assigned as a consequence. Late work will receive no higher than a 70. If you do not understand an assignment or the material, please ask during class, so that I can clarify the activity and expectations.

Students absent when work is due shall be given one school day for each day of excused absence to make up missing assignments. On some occasions there may be a need for makeup work assignments. Provisions will be made during after-school tutorial for 4:05-5:05 tutorial for makeup work. Students must complete the makeup work form and secure the teacher's signature after discussing the assignments and due date.

The semester average will be based of the two nine-weeks averages and the grade earned on the semester final. The semester final will be worth 25% of the semester average.

Retesting procedures: Students must re-take tests upon receiving a grade below 70. A student needing to retest will be required to 1) make corrections and 2) to get the test and the corrections signed by a parent/guardian. The time and date for all retests is determined by the teacher. The highest grade recorded for a retest will be 70. Retest will not be given for quizzes, final drafts of writing assignments, projects and Accelerated Reader tests. Semester finals are not eligible for retesting.

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. Students not successfully progressing will be assisted by the in class pyramid of interventions and the campus pyramid of interventions. These interventions may include additional class activities and assignments, required tutorial after-school or after-school detention, and other interventions specifically to address the student needs.

Teacher
P. Ayala-Gonzalez
PA

Department Leader
E. Figueroa *E Fig.*

Principal
Mrs. Ana Castro *ARC*

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

Student Signature Date

Parent/Guardian Signature Date

Course Summary 2018-2019

Course	Teacher	Conference Times	Telephone	Room	E-mail
English 8 PAP	P. Ayala-Gonzalez (Mrs. A-G)	2 nd period A and B 9:55 – 11:15	(956)-381-5522	137	Patricia.ayala @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 work is *The Giver* by Lois Lowery.

Homework and classwork/compositions will be assigned to reinforce or extend classroom instruction. A class binder and notebook will be maintained and brought to class on a daily basis. It will contain college-ruled notebook paper and six dividers that will be labeled: NOTES, CLASSWORK/HOMEWORK, VOCABULARY, TESTS/QUIZZES, COMPOSITIONS, and MISCELLANEOUS. The class binder and 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 their child's class binder/notebook and discuss the ongoing class work throughout the term. Students can expect to have homework assigned every time the class meets.

Needed Supplies:

- 1 80-page spiral notebook
- College-ruled lined loose leaf paper (to be left in class)
- 1 80 page (or more) college-ruled composition notebook
- 1 each: red and green dark-colored pens
- Black and blue ink pens (ballpoint preferred)
- Highlighters (4 various colors)
- 2 rolls of Scotch tape (for a tape dispenser to be left in class)
- USB flash drive for saving digital files
- Paperbacks : *Fahrenheit 451* by Ray Bradbury/ *Night* by Elie Wiesel

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, Google, or other on-line classroom resources.

Formative Assessments

Frequently during the year, formative assessments are given. These are in the form of homework, written or oral quizzes, readings, discussions, student writing, or tests. Teacher response is given to these formative assessments. These ongoing assessments are critical to learning because they provide information to determine what essential learning will be targeted. They also influence and shape the daily process of learning in order to challenge students to reach their fullest potential.

Grading Procedures & Weights:

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

All assignments are due on the designated day and time. Students absent the day work is due are to submit the assignment **the next calendar day they return to school**. All homework is due at the beginning of class. Assignments submitted electronically are due before the beginning of class time on the scheduled due date. Work submitted after the assignment deadline receives a maximum grade of 70. 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 tutorial, after school, 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 earning a test grade of 69 or lower may retake the test. Additional material during tutorial may be a prerequisite to retaking the test. The time and date for all retests is determined by the teacher. The highest possible grade on a retest is 70. **Retests will not be given for quizzes, final drafts of compositions, projects, oral presentations, or AR tests. Semester exams may not be retaken.**

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 PAP. Students demonstrating success will have flexibility in class activities and outside 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.

PA Teacher
Mrs. Ayala-Gonzalez

Department Leader
Mrs. Elva Figueroa *E.Fig*

Principal
Mrs. Ana Castro *ACA*

I, _____, have received a copy of this course outline and the parent letter attached to it. I have been given the opportunity to ask questions, and understand the contents:

_____	_____
Student Signature	Date
_____	_____
Parent Signature	Date