

8th Grade Language Arts
2010-2011

Mrs. Leslie Jordan

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Goals:

- To promote open communication between teacher, students and parents in order to best serve the needs and achievement of each student.
- To establish a classroom environment that promotes 21st Century Learning Skills with an emphasis on acceptance, discussion, collaboration, team work, original thinking and the ethical use of information.
- To utilize differentiated instruction to meet the varying learning styles of the students.
- For students to become confident communicators utilizing all forms of communication with an emphasis of formal writing.
- To broaden students' appreciation and enjoyment of literature and reading.

Classroom Expectations:

- Be in your seats and ready to work when the bell rings.
- Come prepared for class and take care of personal necessities prior to class.
- Stay in your seats and remain quiet unless given other direction.
- Have reading material with you at all times.
- Be **GREAT!** Be **generous** to others, be **responsible** for your learning and your actions, use appropriate school **etiquette**, have a positive **attitude** and show others how **trustworthy** you can be as a friend and a student!

Daily Supplies: Journals and class notes can take any form, spiral notebook or a section in a three ring binder.

- Composition Notebook (writing journal)
- Reading Journal
- Have an independent/recreational reading book with you at all times.
- Writing utensil

Absences:

Excused absences: the number of days absent = the number of days to make-up the work.

Please be responsible for notes, tests, homework, assignments that you missed during an absence. See me to make up the work.

Plagiarism: Plagiarism is the process of copying another person's idea or written work and claiming it as original. We will review and practice using information ethically for this class and all classes. Should a student knowingly plagiarize, s/he will earn a zero for that assignment.

Copying of any kind will not be tolerated.

Grading:

Grades will be based on the following units and standards. The following schedule is subject to change. Please note: students have the opportunity to improve any grade during that specific grading period.

1st Quarter:

- Grammar, punctuation. (IIC8-14)
- Analogies (IIC1)
- Narrative essay writing. (IIF4a-c)(IIF4a-c)
- Informational reading and writing. Including primary sources and source evaluation. (ID1,2) (IIF3-6) (IIG1-6)
- Writing a solid paragraph with topic sentence, supporting details and concluding sentence. (This will build into five paragraph essay writing and developing a thesis statement.)
- Class reading: *Night* by Elie Wiesel (IIF13,14)
- Journal writing and writing process. (IIB1-4,C1-6) (IIC15-19;D1-3,E1,2F1,2)
- Independent reading. (multicultural) (IID3)
- Spelling/Vocabulary (IIB1,2,4;C1,2)

2nd Quarter:

- Short story unit: plot elements, reading comprehension (literal and interpretive), theme, etc. (IA1,3, I C1,2) (IIE1-4, F1,2,7-13;IIG7)
- Writing Emphasis:
 - Writing a five paragraph essay (IIC1,2)
 - Writing an informational essay (IIF5a-e)(IIF5a-e) (IVA1-9)
- Class reading: *Hunger Games* by Suzanne Collins
- Journal writing and writing process. (IIB1-4,C1-6) (IIC15-19;D1-3,E1,2F1,2)
- Independent
- Independent reading (Fantasy/SciFi). (IID3)
- Spelling/Vocabulary (IIB1,2,4;C1,2)

3rd Quarter:

- Writing Emphasis:
 - Career Projects including letter and resume writing (IA2, IIF3a-e) (IIF3a-e)
- Media Awareness (ID,VA1-4)
- Class reading: *To Kill a Mockingbird* by Harper Lee (IA1)
- Journal writing and writing process. (IIB1-4,C1-6) (IIC15-19;D1-3,E1,2F1,2)
- Independent reading (Realistic Fiction/Mystery). (IID3)
- Spelling/Vocabulary (IIB1,2,4;C1,2)

4th Quarter:

- Writing Emphasis:
 - Persuasive Essay (IIF6a-d)
- Public Speaking (VB1-3,VC)
- Verse Novels
- Journal writing and writing process. (IIB1-4,C1-6) (IIC15-19;D1-3,E1,2F1,2)
- Independent reading. (non-fiction) (IID3)
- Spelling/Vocabulary (IIB1,2,4;C1,2)