



Mr. Morris' 8th Grade
Language Arts Syllabus

School Year 2016-2017

Teacher: Jacy Morris		School: Hosford Middle School	
Subject: Language Arts	Course Title: Language Arts		Grade Level(s): 8 th Grade
Prerequisites: None			
Course description: This language arts course is designed to enrich and develop reading and writing skills. Units covered in writing include argumentative writing, narrative writing, creative writing, poetry, reports, informational and expository writing. Students will also be exposed and taught to analyze a variety of literary and informational texts. They will also use these as the basis for their own writings, as well as for some public speaking assignments.			
Priority Standards: RI 7.1-7.10, RL 7.1-7.10			
Schedule of topics/units covered: Please see attached curriculum map and realize that the document is a fluid work, and can change depending on the needs of students.			
Academic Vocabulary: text evidence, analyze, inference, explicit, theme, subjective, objective, summary, dialogue, compare, contrast, dramatic irony, suspense			
District adopted materials: Inquiry by Design, Newsela			
Differentiation/ accessibility strategies and support (TAG, ELL, SpEd, other): Flexible grouping Depth and complexity extensions Rate and level curricular adjustments Tiered lessons Diverse questioning strategies Enrichment options			
Essential skills to be taught: <ul style="list-style-type: none">- Summarization- Analysis- Organization- Conventions- Reading and Comprehension- Essay Structure- Source Evaluation- Bibliography Creation- Editing- Revising			
Assessment/evaluation/grading policy: Assignments will be graded using			

proficiency-based grading, and using the proficiency matrix, their overall grade will be converted into an A-F grade. Students will earn grades for summative assignments (tests, papers,) only. Non-formal assignments will receive a checkmark or a check-minus and will be recorded as pass/no-pass in the gradebook. Assignments receiving a pass/no-pass score will not be factored into the grade. They are simply there to show if a student has been doing the work that will lead them to proficiency in the standards.

A = 2/3 highly proficient scores with the rest of the scores being proficient

B = 1/3 highly proficient scores with the rest of the scores being proficient

C = Mostly proficient scores with some highly proficient. No developing proficiency or close to proficient scores allowed.

D = Mostly close to proficient scores, with some proficient and highly proficient scores.

F = Several close to proficient scores or developing scores.

A rubric will be provided detailing the criteria required to achieve each level of proficiency. Large assignments will be scored using a rubric.

Large assignments are broken down into several components to help weight the score more accurately and give it more importance than a typical assignment.

For instance: A single paper may receive a score related to five different standards, necessitating five different scores.

Students will be asked to perform speeches, tests, plotlines, and essays throughout the course of the year.

BEHAVIORAL EXPECTATIONS: Students are expected to be safe, respectful, and responsible and to follow guidelines and classroom rules and routines. Every attempt has been made to structure the classroom and instruction in a way that contributes to student success. Those who struggle can expect the following escalating consequences:

1. Warning (verbal or written)
2. In-classroom time out: fill out a time-out sheet, discussion with teacher, phone call home
3. Out of class time out: time-out sheet and possible follow up with SMS, phone call or e-mail home
4. Stage 1 referral: phone call or e-mail home
5. Stage 2 or 3 referral (or 3 stage 1 referrals): follow up with SMS, phone call or e-mail

ATTENDANCE: It is expected that students will be present in class every day unless a note from a parent or guardian is provided and the absence is excused. Students are responsible for making up all work missed while they are absent in order to receive a grade for that work. Students are expected to contact the teacher, either by email or on their first day back from school to find out what they missed. Work from absences should be turned in within three days of the absence.

Homework Policy: Students are expected to have all homework turned in on time. In addition, students are required to read for 30 minutes every day, even on weekends and holidays. Every two weeks, they must finish a book, on which they will be tested.

Planner: Students are expected to write their homework in their planner every day. It is my responsibility to put up the information that they need to put in their planner, but they are to be responsible for their own bookkeeping.

CONTACT INFORMATION: If you need to contact me my email address is jmorris@pps.net You may also contact me at school. Before school works the best, as I usually have duty outside after school.

LATE WORK: Students are responsible for turning in any late work. For the first two quarters, I will accept late work until the last few days of the quarter. In the third quarter, all late work must be completed within one week of the due date. For the fourth quarter, no late work will be accepted.

If you want to know the status of an assignment, feel free to email me. Generally, if you are looking in the gradebook and there is no score for a particular assignment, that means it is missing. Too many missing assignments will lead to an "NG" or no grade score on the student's report card.