

# 8<sup>th</sup> GRADE LANGUAGE ARTS COURSE OUTLINE

Mrs. Barnes

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Our Cross Websites: <a href="http://hpsd.org/Hermosa%20Valley/Class40-BARNOW-HOME">http://hpsd.org/Hermosa%20Valley/Class40-BARNOW-HOME</a>					
<b>TEXTS</b>		Timeless Voices, Timeless Themes – Prentice Hall Communications In Action: Writing and Grammar – Prentice Hall Everyday Speaking, Vocabulary, Writing and Cross-Curricular Lessons – Prentice Hall			
<b>NOVELS</b>		House on Mango Street by Sandra Cisneros; The Boy on the Wooden Box by Leon Leyson; Twelfth Night by William Shakespeare; To Kill a Mockingbird by Harper Lee Plus many other novels to be used in Literature Group Activities throughout the year			
<b>COURSE DESCRIPTION:</b> Students will learn to read critically with full comprehension across genres and be able to communicate through effective writing. As students develop critical reading and writing skills, they will make important life-connections through the variety of material they study. As students encounter a variety of text structures and multi-media, they will be able to see how these different things connect to one large idea and see how these large ideas connect across other content areas being studied. Each student will be required to engage in activities and assessments that require critical thinking skills and that meet rigorous academic expectations. Students will engage in literary analysis based upon the core literature books. The areas of literature are: Non-fiction; Informational/prose, world literature emphasizing fiction, poetry, folk tales and fables. There will be an exploration of language expression and mechanics as well as spelling and vocabulary. Writing will be in the Writers Workshop format and will consist of the following types: narrative, expository essays, persuasive, summary, descriptive, and research. As students complete this course, hopefully they will see the relevance that this course has in their life and future academic and career goals.					
<b>COURSE OBJECTIVES:</b>					
<ul style="list-style-type: none"><li>• Students will become literate in the English language through the intensive study of writing, reading and speaking of English.</li><li>• Students will understand and use the writing process for all writing tasks; recognize and analyze the use of literary devices; conduct research; master language usage and rules of grammar in writing; determine theme, audience, purpose; master effective oral communication.</li><li>• Students will develop the skills necessary to become self-directed learners.</li><li>• Teacher will serve as facilitator to accomplish these objectives by providing structure, guidance, and feedback to the students.</li></ul>					
<b>EVALUATION:</b> The level of achievement in the following activities and assignments will determine the final grade in this course:					
* Class participation		* Homework		* Tests and Quizzes	
* Course Reading Program		* Writing Assignments		* Unit Packets	
<b>SUPPLIES:</b> Students will need the following items <b>THROUGHOUT THE YEAR.</b>					
Blue or Black ball point pen		Hard-cover composition book		***USB Memory Flashdrive	
White-Out TAPE (not liquid)		5 SUBJECT spiral notebook		***Post-it Flags (LOTS)	
Loose-leaf notebook paper		Box of tissues		Ream of white printer paper	
<b>HOMEWORK:</b> Homework will be assigned 3 to 5 times a week. Homework will be checked and if not completed by due date, student will receive a zero (or MW) which parents can view on Power School. Other, lengthier assignments will be collected and graded. These assignments will range between 15 to 100 points.					
***Please Note:					

# Grade Eight Language Arts Course Outline

**Jiyuan Zhang**



## Grade Eight Language Arts Course Outline:

*Educational Research Document Summaries* Educational Research Information Center (U.S.),1966      *Resources in Education* ,1997      *Bulletin* United States. Office of Education,1964      Organizing Districts for Better Schools Charles Ocelus Fitzwater,1958      Research in Education ,1970      *Minnesota Course of Study for Elementary Schools and Manual for Teachers* Minnesota. Department of Education,1918      **Music Curriculum Guides** Harold Walton Arberg,1964      *Misc* ,1956      *Bulletin ... Misc[ellaneous]* United States. Office of Education,1958      **Pupil Transportation** E. Glenn Featherston,Robert Frederick Will,1956      **Resources in Education** ,1997      **Education for Victory** Olga Anna Jones,1944      **Education for Victory** ,1945      **State School Plant Services** Nelson Eric Viles,Ray Laforest Hamon,United States. Office of Education,1956      *Research in Education* ,1972      Statistics of Land-grant Colleges and Universities United States. Office of Education,1964      Teaching Young Children to Read Adela R. Freeburger,Anthony A. Scarangelo,Ellen Margaret Doherty,Gene Carl Fusco,Harold Walton Arberg,James C. Messersmith,John Hamilton Russel,Lillian Lucile Gore,Ralph Newell Finchum,Archie Raymond Ayers,Charles Christian Hauch,George Albert Male,Rose Eleanor Koury,Sarah Parker Wood,1963      **State of State Standards 2000** Chester E. Finn, Jr.,Michael J. Petrilli,2000-08 Examines several questions about education How good are state academic standards How many states now match solid standards with strong school accountability Are they better than two years ago Chapters overview essay The State of Standards in 2000 analytic essays by reviewers English by Sandra Stotsky history by David W Saxe Geography by Susan Munroe Mathematics by Ralph A Raimi Science by Lawrence S Lerner state documents examined school based accountability 30 charts tables      **ERIC Educational Documents Index, 1966-1969: Minor descriptors. Author index** CCM Information Corporation,1970      ERIC Educational Documents Index Educational Resources Information Center (U.S.),1966 A subject author institution index which provides titles and accession numbers to the document and report literature that was announced in the monthly issues of Resources in education earlier called Research in education

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