2015-2016

8th Grade English Language Arts Syllabus

Ms. Laura Orlowski – Room# 406

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Welcome to Ms. Orlowski’s Language Arts Class!! I am looking forward to this school year and helping students and families make the transition to high school. Eighth grade ELA courses are challenging and rigorous. All students will be held to high expectations and pushed to meet their potentials.

**Course Description:** The goal of this new curriculum is to create college and career ready students by focusing on critical thinking, problem-solving, and communication skills. In order to meet these standards, Gaston County Schools created seven units of study for 8th grade Language Arts

– Students will review story elements and focus on challenging stereotypes, bias, moral and ethical dilemmas.

 – Students will study how authors utilize literary elements to create realistic stories. We will analyze complex characters, structure and development, and author’s purpose/voice in a variety of selections.

 - Students will analyze plot, point of view, characterization, and dialogue to make inferences and support them with textual evidence. Students will compare and contrast texts and multimedia, as well as explain how a reader uses textual evidence to reach a logical conclusion.

 -Students will explain how individuals, events, and/or ideas in a text affect one another and recognize how two or more texts can provide conflicting information on the same topic.

 - Students will learn how to conduct research to support a formal research paper in preparation for high school. Students will be taught to evaluate and cite sources, note-taking and summarizing skills, and using the writing process to develop a research paper. At the completion of their written paper, they will create a presentation to educate their classmates on their topic and include digital visual aids in the presentation.

 - Students will analyze a variety of poems while focusing on figurative language, literary devices, and interpretation while discussing themes that comment on the societal issues of the 20th century.

**Class Expectations:**

 Students should be on time.

 Students should be prepared.

 Students should be courteous.

 Students should follow directions.

 Students will place all electronics and cell phones in their locker each AM.

Consequences to not following expectations:

 1st offense: Warning

 2nd offense: Parent contact

 3rd offense: Parent contact and teacher assigned consequences

 4th and continued offenses: Re-direct

**Materials Needed:**

 Erasers

 Pencil/Pen

 Composition Notebook

 Glue sticks

**Attendance/Make up work policy:**

 The school year is 180 days

 Students must be in attendance at least 168 days

 Only 12 absences, including excused and unexcused absences, are permitted each school year.

 Upon the student’s return to school, arrangements for make-up work for excused or unexcused absences

 shall be made within three (3) school days

**Grading Policy:** Grading will be weighted based on the type of assignment given. 40% of your student’s grade will be made up of tests, projects, and research components. 30% of the grade consists of independent work, which includes quizzes. 20% of the grade is made up of teacher-led or group activities. Finally, 10% of the grade will be homework assignments. The grading scale remains the same:

90-100 = A 80-89 = B 70-79 = C 69-60 = D 59 or below = F

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Please return this portion to Ms. Orlowski:

I have read and understand what is outlined in the syllabus:

Student:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Date:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Parent/Guardian\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Date:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Email:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Phone:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Does your student have internet access? Yes\_\_\_\_\_\_\_\_\_\_No\_\_\_\_\_\_\_\_\_\_\_\_\_

Any other information that I may need to know:

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_