

8th Grade Intense Language Arts' Syllabus

Ms. Tahmosh-Newell

Objectives:

This class has been created to assist struggling readers to improve their language skills dramatically. My hope is to have all students improve two grades levels in reading by the end of the year. The long-term goal is for the students to read on grade level.




I would like to take this opportunity to welcome you to our Language Arts classroom and share my expectations for the class. Please feel free to contact me at any time if you have any problems, questions, or concerns. I am always happy to meet with students and parents. I have very high expectations of you and will expect you to do your best at all times.

I would like to request that both students and parents sign and return the bottom cut-off portion of this letter indicating that you have read the procedures and agree to cooperate with them.




Ms. T

Textbooks





The textbooks that we will use include the following:

-  *Holt Elements of Literature*
-  *Holt Adapted Reader*
-  *Holt ELD Workbook*

The novels that we will read includes:

-  *Finding Our Way* by Rene Saldana Jr.
-  *Seedfolks* by Paul Fleischman
-  *Night* by Elie Wiesel

Supplies

-  Two Yellow Duo-Tang Folder w/pockets
-  Loose-leaf Notebook Paper
-  Pens (blue or black ink only)
-  Pencils

Grading

Assignments have the following point values:

Tests and Book Reports

35%

If you are planning on being absent the day a project is due, YOU MUST HAND IN THE PROJECT EARLY. If you are out sick the day a project is due, it is due the day that you return. Book reports will not be accepted after Friday of the due date week and those late reports will lose 10 points a day. Any missed tests or quizzes must be made up within a week and the student must request it.

Quizzes

30%

Students must make up all missed quizzes within a week and students must request it. After one week without taking the quiz, the quiz grade will become a 50%.

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Classwork/ Homework

30%

All homework must be neat, on loose-leaf paper, unless otherwise noted, and in pen. Students have 3 days to make up any missing homework, losing 10% a day, after the third day it is a 0%. Homework is always posted on the board, as well as the team news.

Bell Work

5%

Each class period will begin with Bell Work, which will be posted clearly on the board. Students must begin Bell Work immediately after writing homework assignments in their Agenda.

Absences

Absent students are expected to keep up-to-date on class work and homework. It is the **student's responsibility** to retrieve his or her make-up assignments out of the appropriate bin and to see me at the appropriate time (not during class) for help. In the case of extended illness, parents are encouraged to pick up books and assignments from the office as delineated in the student handbook. Absent students will be given the same number of days absent to make up the missed work **as long as the absence is excused.** (EX: 2 absences = 2 days to make up work). **Students are responsible for making up pre-assigned tests, quizzes, presentations, projects, and all other assignments on the day of return to class.**

CLASSROOM PROCEDURES

1. Enter classroom quietly and sit in assigned seat
2. Write Homework in Agenda
3. Begin bell work immediately
4. Wait for further instructions from the teacher
5. If you finish work early:
 - work on another assignment or read a book quietly
6. Teacher dismisses you at the end of the period, not the bell!

RULES

1. Respect teacher, other students, and classroom equipment
2. Follow directions the FIRST time they are given
3. Remain in your seat at all times unless given permission to get up
4. Remain quiet during class unless given permission to speak – voices should always stay at a low volume
5. Bring all books and materials to class
6. Come to class ready to work and with a good attitude

CONSEQUENCES

- The Look
- Strike One: Warning
- Strike Two: You owe me... (A copy of the short behavior essay)
- Strike Three: You owe me... (A copy of the long behavior essay)
Parent/ guardian contacted by phone.
- Strike Four: In school morning detention.
- Strike Five: County Referral which will result in a suspension.

REWARDS

- ❖ Praise/ Smiles from your teacher!!! ☺

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- ❖ Game Days
- ❖ Popcorn & Movie Days

Other Expectations/Procedures:

Silent Reading: There is always silent reading after a test or quiz, to allow silent work time for those students still testing. These days will be announced ahead of time, and students are responsible for coming to class with a book to read on that day. Students may check out books from the classroom library or bring a book of their choice from home. These days are for **READING** only! There should be no writing, drawing, or talking.

Quieting the class: Students will observe the “Give Me Five” procedure. Teacher will stand in front of the class with hand raised. Students will focus on teacher and follow the 5 steps

1. Eyes on speaker
2. Quiet
3. Be still
4. Hands free (put things down)
5. Listen

Assignments: All assignments and homework will be posted with a due date on the Homework/Assignment Board at the front of the classroom. Students are responsible for checking this board daily and writing assignments in their agenda book.


Bathroom: If a bathroom pass is needed, student must fill out Agenda and bring it to the teacher. Do not raise your hand and request a pass, merely fill it out and bring it to me quietly.

Tardy: Students will be marked tardy if they are not in their seats when the bell rings. Four tardies will result in a detention.

Contacting the teacher: I can be contacted at the following email address: taratahmosh@ssas.org. I try to answer emails within 24 hours. If you email me on the weekend, please do not be alarmed if you do not hear back from me until Monday. My extension is 205, I will return voicemails within 24 hours.

Paper Heading Example:

First Name Last Name
Class Period
Date



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First Quarter

- ❖ **Literature**
 - Review of Summer Reading Books
 - Novel: *Seedfolks* by Paul Fleischmann
- ❖ **Vocabulary**
 - The students will have weekly vocabulary/spelling words taken from their readings.
- ❖ **Writing**
 - Analysis of Writing Skills: The study of a 4-paragraph essay
- ❖ **Reading Comprehension Skills**
 - Nonfiction Skills, Reading for Life, Author's Purpose, Perspective, Inference, and Main Idea.

Second Quarter

- ❖ **Literature**
 - Novel: *Finding Our Way* by Rene Saldana Jr.
- ❖ **Vocabulary**
 - The students will have weekly vocabulary/spelling words taken from their readings.
- ❖ **Writing**
 - Understanding Writing Prompts, The Persuasive Essay, Expository Essays
- ❖ **Reading Comprehension Skills**
 - Plot, Setting, Theme, Poetry, and Character.

Third Quarter

- ❖ **Vocabulary**
 - The students will have weekly vocabulary/spelling words taken from their readings.
- ❖ **Writing**
 - Writing: Understanding Writing Prompts, The Persuasive Essay, Expository Essays
- ❖ **Critical Reading Comprehension**
 - Style
 - Review of the First and Second Quarters
 - FCAT TESTING

Fourth Quarter

- ❖ **Literature**
 - Novel: *Night* by Elie Wiesel
 - Study of Modern American Conflicts and Wars
 - Study of Poetry and Figurative Language
- ❖ **Vocabulary**
 - The students will have weekly vocabulary/spelling words taken from their readings.
- ❖ **Writing**
 - Informal Writing, Applications, Forms
- ❖ **Life Skills**
 - Research, Presenting, and Listening.

