Language and Literature 8th Grade

Langford Middle School

2020-2021 School Year

Mr. Holley

Email: [hollego@boe.richmond.k12.ga.us](mailto:motledi@boe.richmond.k12.ga.us)

Welcome to 8th Language and Literature! Our focus this school year will be learning and developing our skills as critical thinkers, readers, writers, speakers, listeners, and viewers. The development and mastery of these important literacy skills not only is important to achieving success in the Language and Literature classroom, it is a critical component of achieving success in other school subjects, building strong relationships with others, and attaining a flourishing career as an adult. Basically, the quality of life you experience now thorough adulthood will depend a lot on how well you read, write, and communicate with others.

In order to develop these critical literacy skills, we will be reading a variety of fiction and non-fiction texts and engaging in many informal and formal writing tasks in order to better understand ourselves and our place in the world through various conceptual lenses. We will be gaining new ideas and perspectives through wide reading, discussion, and viewing various media critically. On a regular basis, we will think critically about what we have read, heard, or viewed and effectively articulate our thoughts and ideas through speaking and writing.

Top Five Things to Remember About Our Class

5. Respect everything, person, and idea in this room.

4. Take responsibility for your choices and actions.

3. Follow instructions: written and verbal.

2. Come to class ready to think and participate.

1. Ask questions, be curious, and seek answers. He who asks will know. Come talk to me before school, after school. Meeting with students individually is the best part of my job--and the part where I do my best at helping students.

***What are We Going to DO?***

|  |  |
| --- | --- |
| Unit 1 | Getting to know you |
| Unit 2 | What brings Freedom? Confinement |
| Unit 3 | What’s So Important about Georgia? |
| Unit 4 | Argument with Logic, Kindness, Respect |
| Unit 5 | Who Do You Love? |

**Independent Reading**

All students will be expected to engage in independent reading on a daily basis. Although the majority of independent reading will be done outside of the school day, students must bring a reading book to Language and Literature and all other classes so they are prepared for independent reading when an opportunity arises during the school day. Mrs. Motley will regularly assign tasks that require an independent reading book for students to practice and apply skills both in class and for homework. Students may choose their materials from the Langford Media Center, the classroom library, public library, or their own sources. The classroom library contains books chosen to include a variety of genres, time periods, cultural groups, and perspectives, and as with library books, parents should review their students’ book choices with their students.

**Required materials** (*Bring to class EVERYDAY*)

 Textbook (online version)

 Your choice of notebook, tablet, or folder for note keeping.

 Writing utensils (pencil, pen, highlighter, markers, etc.)

 Sticky notes

 Independent reading book

 Agenda/ planner (paper or electronic)

**Grading and Assessment**

Student achievement of district power standards will be communicated to students and parents using standards based grading and reporting practices.

**What does that mean?**

 Grades will only reflect the student’s level of academic achievement.

 Academic grades will NOT be based on behaviors such as work habits, social development, or attendance.

 Independent learning tasks will provide formative feedback in order to move student thinking forward, provide opportunity and direction for student practice, and involve students in the process of self-assessment and reflection to deepen understanding.

 All students will have multiple assessment opportunities to demonstrate higher levels of achievement. Additional opportunities may include retakes of assessment, student revisions of products based on descriptive feedback, or alternative methods of assessment. Second or multiple assessments do not mean an endless set of opportunities for students. An “opportunity cost” will be attached to each reassessment. The summative grade will reflect the most recent evidence of learning.

 Students are expected to complete all required work by due dates. If work is not submitted on time, students will receive increased supports but points will be deducted from the grade.

 For reporting purposes, students must meet a firm school-wide deadline for submitting late work. If work is not submitted by the deadline, the report card will indicate “Insufficient Data” (I).

 Extra credit is not available because learning is about achieving higher levels of knowledge and skill, not completing more work or accumulating more points.

**Electronic Resources**

 Course Book online version

 Infinite Campus: Log in and monitor your progress regularly (at least bi-weekly)



**Grade Weights**

Test 40% Quiz 30% Classwork 25% Homework 5%

%

**IB Rubric Conversion Chart**

**Grade Book** **Rubric Grade**

95-100 8

90-94 7

85-89 6

80-84 5

75-79 4

70-75 3

65-69 2

58-64 1

0-59 0

**Behavior Management Plan**

**Step 1: Verbal Warning and Redirection of Behavior.**

**Step 2: Verbal Warning and Call Parents/Guardians.**

**Srep 3: Referral to Guidance.**

* **Guidance will refer students for De-escalation with Officer Sharpton.**

**Step 4: Detention (Morning or Afternoon) and call Parents/Guardians.**

**Step 5: In-School Suspension**

**Step 6: Parent Conference**

**Step 7: Out of School Suspension**

***Please READ the course info, SIGN, and RETURN this sheet to Mr. Holley.***

**Students**: Please sign below to signify that you have read the course sheet for Mr. Holley’s class. It will be kept it in your folder, and you will be responsible for the information throughout the year.

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

Student’s printed name

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

Student’s signature

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

Student’s email address (optional)

**Parents/Guardians**:

|  |
| --- |
| Check all the statements that apply to how you would like to communicate with Mr. Holley about your student’s progress. I will, of course, call for major concerns, but with approximately 100 students, I like to know how you’d prefer to communicate.  \_\_\_\_We have internet access at home, so we will check Infinite Campus at least twice each month to check on my/my student’s progress. We will contact Mr. Holley about any concerns we have.    \_\_\_\_We plan to email Mrs. Motley weekly or monthly for an update.    \_\_\_\_We do not have internet access at home, but we would like to have regular contact with Mr. Holley. We will call for an update on a regular basis.    \_\_\_\_Other: |

Please sign below to indicate that you have read the course sheet for Mr. Holley’s class and that you will help your student be accountable for the information. If you have questions about the course or your student’s work, please do not hesitate to contact me; email is the best way to reach me quickly. See the front of this sheet for my email address.

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Parent/Guardian printed name

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

Parent/Guardian signature

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Parent/Guardian email (please print)

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Parent/Guardian’s daytime phone number

***Parents and guardians, please CIRCLE the best way for me to contact you!***