***8th Grade Gifted Honors Language Arts 2024-2025***

***Syllabus***

**Teacher: Ms. Talithia King**

**Course: Grade 8 Gifted Honors English Language Arts**

**Room 511**

**Hours: 8:00 a.m.-4:00 p.m.**

**E-mail:**  [kingta@boe.richmond.k12.ga.us](mailto:kingta@boe.richmond.k12.ga.us)

**Office: (706) 823-6933**

**REMIND 101***: rmd.at/@tking2024*

Welcome to 8th grade! Together we are going to make the 2024-2025 school year a wonderful year of learning. I believe communication is the key to success and to a great parent/teacher relationship. Please contact me if you have any questions or concerns.

**Course Description:** Students in this course will participate in an in-depth study of literature, language (grammar), vocabulary and writing which should have them ready to be successful in high school. Students should be able to understand more challenging literature using enhanced abilities in analyzing, making inferences, and producing claims based upon textual evidence. Students should also be able to identify central ideas and determine how writers convey theme by specific details. Their basic analytical capabilities should encompass understanding more sophisticated connections and complexities within texts such as tone, authors’ biases, and rhetorical techniques. Building knowledge on such skills will extend to students’ own quality productions.

**Course Goals:** Students will be able to meet, exceed, and/or show growth in the specific 8th grade Georgia Standards of Excellence by retaining and further developing skills and understandings mastered in preceding grades in the interrelated areas of reading, writing, speaking and listening, and language.

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| **Here are Some Things Your Child Will Be Working on in Eighth Grade**   * Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text * Determine a theme and/or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text * Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama * Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others’ ideas and expressing their own clearly * Compare and contrast the structure of two or more pieces of text and analyze how the differing structures of each text contributes to the meaning and style * Write narrative, informative, and argumentative writing pieces |

**Eighth Grade**

Nine Week Checkpoints for Parents and Students



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| <http://www.pta.org/parents/> <http://i-ready.com>  <https://my.hrw.com/> <http://www.readwritethink.org> <http://www.freereading.net/> | |
| **First Nine Weeks** | **Second Nine Weeks** |
| Students should know and be able to:   * Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text. * Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts. * Analyze in detail the structure of a specific paragraph in a text, including the role of particular sentences in developing and refining a key concept. * Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text. * Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories). * Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. | Students should know and be able to:   * Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text. * Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision. * Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts. * Analyze how differences in the points of view of characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor. * Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style. * Write arguments to support claims with clear reasons and relevant evidence. |
| **Third Nine Weeks** | **Fourth Nine Weeks** |
| Students should know and be able to:   * Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea. * Determine an author’s point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints. * Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced. * Analyze a case in which two or more texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation. * Write arguments to support claims with clear reasons and relevant evidence. * Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. * Write arguments to support claims with clear reasons and relevant evidence. | Students should know and be able to:   * Determine a theme and/or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text. * Analyze the extent to which a filmed or live production of a story or drama stays faithful to or departs from the text or script, evaluating the choices made by the director or actors. * Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new. * Write arguments to support claims with clear reasons and relevant evidence. * Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. * Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. |

**The 8th Grade Units of Study are as follows:**

**Unit 1** – Argumentative Writing/Character/Plot/Idea Development/Words in Context

**Unit 2** – Narrative Writing/Theme/Central Ideas/Summarizing Text/Words in Context

**Unit 3** – Informational Writing/Text Structure

**Unit 4** – Point of View/Evaluate Arguments/Words in Context/Argumentative Writing

**Unit 5**- Theme/Central Idea/Words in Context/Write Summaries/Informative/Explanatory Writing

**Unit 6**- Text Analysis

**Learning Expectations:**

1. Bring all supplies to class each day.
2. Enter class quietly, sit in your assigned seat, secure your supplies, complete your warm-up assignment as soon as you enter the room.
3. Complete all work/homework and submit on time (on the due dates). Points will be deducted for each day an assignment is late.
4. Raise your hand to give your verbal input, ask a question, or get individual teacher attention.
5. Follow all county and school rules.
6. Use your inside voice at all times – refrain from blurting out and yelling.
7. Clean up your area after your closing assignment is completed or before you leave at dismissal.
8. **Do your best!**

**Rules:**

1. No Fighting
2. No inappropriate language
3. Treat others as you wish to be treated.
4. Follow all county and school rules.
5. Do not leave your assigned area without permission.

***\*\*Respect is the rule. The rule is respect. \*\****

**Consequences:**

1. Conference with student
2. Conference with student and parent contact
3. Conference with student, parent contact, and detention
4. Formal Discipline, Refer to MTSS, and Guidance Referral

*Behaviors that prevent the teacher from conducting class –severe disrespect towards an adult or peer will result in an immediate office referral.*

**Language Arts Materials:**

(1) 3 ring binder with dividers, (1) Composition notebook, white wide ruled notebook paper, and a \*chapter book (for silent sustained reading), blue/black ink pens, colored pencils, and highlighters. Make sure to have all materials each class period.

**Homework Policy & Grading Scale**:

Homework will be assigned Monday-Thursday. Assignments are located in Canvas, the RCSS Learning Management System. When students are absent from class, it is their responsibility to complete make-up work.

**Grading Scale**: A=90-100 B=80-89 C=75-79 D=70-74 F=69 and below

Major Assignments (Tests, Projects) 40%

Minor (Daily Assignments, Quizzes, Homework) 60%

**Late/Missing Assignments**

Late work is defined as assignments that are submitted after the specific deadline. This does not apply to work submitted late due to absence from school. Students are expected to submit assignments on time.

Multiple incidents of late work may result in teacher-student-parent conferences to examine and correct the student’s work habits through an academic contract.

Scores may be reduced by 5% per school day for a 25% maximum reduction (five school days).

Late work submitted after the fifth school day will only be accepted at the teacher’s discretion.

**Extra Help:**

Intervention strategies are developed and implemented for students who may need alternative instructional support. After school academic assistance will be offered Monday and Wednesday afternoons (3:30-4:15) on an as needed basis. Students must have written permission from the teacher prior to staying afterschool.

**Tutoring: Monday and Wednesday afternoons from 3:30 p.m. to 4:15 p.m. as needed with prior approval only.**

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***\*\*Sign and Return this Portion Only***

***\*\*This plan is subject to change based on class needs and performance\*\****

***ACKNOWLEDGEMENT of the 8th Grade Gifted /Honors Language Arts 2024-2025 Syllabus***

**Ms. T. King**

**Grade 8/Room 511 Class Period: \_\_\_\_\_\_\_**

Student and parent/guardian are requested to complete and return. Homework credit will be assigned when this completed form is turned in to me.

Print **Student’s Name** above Student Signature above Date

Parent Signature above Date

Contact Information Phone: Email address: