

# Syllabus Outline for Language Arts Literacy

Course Title: Language Arts Literacy, Grade Eight

Teacher: Ms. C. Schmidt

**Program Description:** This program integrates reading, writing, speaking, viewing and listening. A process approach is used to teach students self-improving strategies for effective reading and writing skills. Varied materials for reading, including children's literature and informational text, are employed to ensure that students learn strategies to read and understand all text types they face as fluent readers. Language arts classes are heterogeneously grouped.

## Course Content

### Trimester One: Choices and Challenges

| Reading   | Writing  |
|---|--|
| Utopia  | Synthesis Paper  |
| Literature Circles - Titles may include:<br><i>Ryan White: My Own Story, Alive, Death Be Not Proud, October Sky, Gifted Hands</i> | Personal Essay/This I Believe  |
| Self-Selected Reading   | Response to literature - Reader's Notebook, journal responses, and Videos, VanGoghs and Virtuosos. |
| Selections from <i>Language and Literature</i>  | Word Study   |

### Trimester Two: Just Beneath the Surface Lies the Truth

| Reading   | Writing  |
|---|--|
| Social Justice: Poverty<br><i>A Christmas Carol</i> , selections from <i>Oliver Twist</i> , selections from contemporary texts on poverty | Argument Essay: Is Dickens' writing still relevant in the 21 <sup>st</sup> Century?        |
| Self-Selected Reading   | Response to Literature - Reader's Notebook, journal response, and Quotations from the past |

### Trimester Three: The Triumph of the Human Spirit

| Reading   | Writing   |
|---|---|
| <i>The Diary of Anne Frank</i> and selections from <i>Voices of the Holocaust</i> and <i>Language of Literature</i> | Inquiry & Multi-genre Paper   |
| Selections of speeches from <i>The Language of Literature</i>   | Promotion Speech  |
| Self-Selected Reading   | Response to Literature - Reader's Notebook, journal response<br>Book Trailers |
| Word Study  |   |

#### Sample Learning Outcomes (what the student should know and be able to do):

The student will be able to (from Bloom's Taxonomy)

1. Knowledge: Define
2. Comprehension: Describe the main events in a text
3. Application: Write an essay
4. Analysis: Proofread a piece of writing
5. Synthesis: Revise a piece of writing
6. Evaluation: Interpret theme

#### Sample Teaching Strategies for Instruction:

1. Cooperative Learning Activities
2. QARs
3. Writing in Journals
5. Oral Presentations
6. Teacher Demonstration and Modeling
7. Lecture/Group Discussion
8. Conferencing
9. Video Streams

#### Sample Evaluation and Assessment Tools (grading procedures the teacher will use to assess learning for a marking period grade):

1. Tests and Quizzes
2. Graded Homework Assignments
3. Evaluation of Oral Presentations
4. Evaluation of Journals
5. Evaluation of Completed Essays

#### List Resources to be Used for Instruction:

1. Curriculum Guide
2. Student Selected Novels
3. *McDougall Littell Language of Literature*
4. *The Giver* by Lois Lowry, *Fahrenheit 451* by Ray Bradbury, *Lord of the Flies* by William Golding
5. *A Christmas Carol* and *Oliver Twist* by Charles Dickens
6. *Voices of the Holocaust*