

## **Grade 8 Religion, Language Arts, Reading**

### **General Behavioral/Academic Expectations:**

1. An atmosphere of respect will be everyone's responsibility.
2. Be prepared with supplies, assignment book, texts, projects, and completed work.
3. Late assignments will be given ½ credit the first day late, 0% any time after that.
4. Pay attention, follow directions, keep assignment book up-to-date.
5. Ask questions when clarification is needed.
6. Come prepared with an attitude to learn and contribute—use the gifts God gave you!
7. The student is responsible for gathering and turning in work, notes, assignments, tests, etc. missed while absent.

### **Religion**

**Text:** We Live Our Faith As Members of the Church, Sadlier, 2007. [www.sadlier.com](http://www.sadlier.com)

**Curriculum Focus:** Formation, Scripture, Doctrine of the Catholic Church, morality, prayers, and liturgy.

### **Expectations/Guidelines:**

1. Homework and outside readings may be given on occasion.
2. Pay close attention to class discussions and class notes, as that will greatly enhance test outcomes.
3. Quizzes, tests, projects, homework/assignments, class participation and participation at school masses will all contribute to the student's grade.

### **Materials:**

1. Text
2. Pocket folder
3. Spiral-bound notebook

### **Class Format:**

1. Large and small group activities and discussions
2. Individual projects
3. Lecture and note taking
4. Daily prayer

### **Grading:**

1. Homework, quizzes, tests and class assignments taken for a grade based on points earned out of total possible points; may be graded randomly.
2. Tests will be announced. Quizzes may or may not be announced.
3. Appropriate participation in class and at school masses will contribute to the overall grade.

## **Language Arts**

**Text:** World of Language, Silver Burdett and Ginn, 1996.

**Curriculum Focus:** grammar, parts of speech, mechanics, composition

**Supplemental Sources:** Mastering the Five Paragraph Essay, Scholastic, 2000.

Write Traits—6 Trait Instruction and Assessment, Great Sources Professional Development, 2008.

Vocabulary Workshop, Sadlier-Oxford, 2005.

“Word Masters”: vocabulary building contest (3x per year)

**Preparation for HS entrance Exam:** Test Ready English/vocabulary/ Comprehension booklets.

### **Expectations/Guidelines:**

1. Stay focused and participate in class activities and discussions.
2. Listen and follow directions.
3. Apply knowledge and skills to written assignments.
4. Work must be neatly done and submitted on or before due date.
5. Homework, including study preparation for tests, will be assigned several times each week.

### **Materials:**

1. Textbook
2. Pocket folder
3. Loose leaf paper, pens, pencils, erasers, correction tape, etc.
4. Spiral-bound notebook

### **Class Format:**

1. Small and large group activities and discussions
2. Lecture and note taking
3. In-class practice of knowledge/skill
4. Individual projects

### **Grading:**

1. Homework, quizzes, and class assignments taken for a grade based on points earned; may be graded randomly.
2. Tests will be announced and reviewed in class.
3. Writing projects and compositions will be graded based on a rubric.

## **Reading**

**Text:** Literature and Language, McDougal-Littell, 1994.

**Curriculum Focus:** Making connections to the literature through critical thinking and identification of the elements of literature (characters, setting, plot, theme), point of view, conflict, foreshadowing, irony, tone/mood, symbolism, imagery, figurative language, etc.

**Trade Books:** Novels covering various genres (fiction and non-fiction)—see list on back

### **Expectations/Guidelines:**

1. Stay on top of daily reading assignments! (This may include reading on the weekends!) Do **NOT** read ahead in class novels!!
2. Class participation is expected and will enhance enjoyment and comprehension.
3. Written assignments/projects should be neat, complete, and turned in on time.
4. Every student should enter my classroom with a book to read everyday, for every class, whether it is Religion, Language Arts, or Reading!
5. Each class novel will conclude with a book test and/or project.
6. Homework will consist of nightly reading, comprehension worksheets and various writing assignments.

### **AR Expectations/Guidelines:**

1. Students should make good use of those spare moments to keep up on reading.
2. AR tests will be monitored; points are accumulated for a quarterly grade (25 pts. 1<sup>st</sup> semester, 30 pts. 2<sup>nd</sup> semester).
3. Percentage grade on AR test will be taken as a comprehension grade.
4. In addition to the AR test, students will be required to choose 1-2 activities per book which will further enhance their comprehension grade.
5. Students should strive to read at or above 7<sup>th</sup> grade reading level. Any books below 7<sup>th</sup> grade level must have teacher approval.

### **Materials:**

1. Literature textbook
2. Assigned novel (usually supplied by teacher based on public library accommodations)
3. AR book from school/public library or personal collection
4. Pocket folder for class novels
5. Loose leaf, pens, pencils, etc.
6. "Post-it" type notes as aid in reading (optional)

### **Class Format:**

1. Small and large group activities and discussions
2. Literature circles
3. In-class practice of knowledge and skills
4. AR tests/activities
5. Library time on Fridays

(Reading cont.)

**Grading:**

1. Class novel test/projects and AR points – points earned out of total points.
2. Reading folders will be collected upon culmination of each class novel and evaluated according to a rubric.
3. AR test will be taken for a comprehension grade.
4. Quarterly AR activities will count as points toward comprehension grade.

**Tentative List of Class Novels:**

The Wednesday Wars—Gary D. Schmidt (realistic/historical fiction, Shakespeare)

Mystery/Science Fiction Unit—Edgar Allen Poe, Ray Bradbury, others

Non-fiction Unit—stories of inspiration: Founding Fathers, saints, inventors, etc.

Short Stories—O. Henry, Mark Twain, Dave Barry, others

Fantasy—TBA

The Great Fire—Jim Murphy (historical fiction)

And Then There Were None—Agatha Christie (mystery)

To Kill a Mockingbird—Harper Lee (historical fiction)

The titles and genres listed above are not necessarily in order. Please keep I mind that even though we will do our best to include all the selections, changes to the schedule due to snow days, for example, and adjustments to curriculum, have a way of disrupting even the best-laid plans! I would rather do justice to the novel at hand than rush through, trying to get to all the selections on the list.

Whenever possible, class novels will be supplied through the public library or our school library. Students have the option of purchasing their own books if so desired. The advantage to owning the book is that the student can jot down notes directly in the book and he/she does not need to worry about paying to replace a lost library book.

I am looking forward to a year filled with learning and success!

Most sincerely,

Mary Jo Eggenberger