

Ms. Teeple's 2017-2018 Eighth Grade Gifted and Talented ELA Syllabus

Teacher Contact Information

Name: Ms. Theresa Teeple

Room number: G-107

Planning times: 8:30-9:20 and 10:30-11:20

Available conference times: 8:30-9:20 and 10:30-11:20; other times available upon request

Phone number: 864.355.7933

Extra help times: 7:45-8:15 and 3:15-3:45 daily by appointment

Email: tmteeple@greenville.k12.sc.us

Website: <http://sites.greenvilleschools.us/tmteeple>

Textbook: Houghton Mifflin Harcourt Collections Grade Eight

Course Purpose and Focus

The 8th Grade Challenge ELA course meets the needs of students identified as gifted and talented (GT) by Greenville County School District. Through thematic integrated units, students cultivate and expand their skills in writing, literature, vocabulary, and research. Instruction, learning activities, and assessments align with the South Carolina curriculum standards.

During this four-quarter course, students will examine academically challenging fictional, nonfictional, poetic, and dramatic texts. In addition to the core class readings, students must select, study, and present Lexile-appropriate texts as assigned. Approximately half of the instructional units center on the writing craft. Students will develop exemplary arguments, write ethically from research, exposit literary texts, write informational essays, and create effective narratives. Systematic studies in grammar, vocabulary, and ACT/SAT hot words will further improve students' skills and prepare them for their ELA studies in high school.

Course Levels

The Gifted and Talented English course presents a curriculum designed for the academic and creative needs of gifted students. Each unit differs from other grade-level courses in content; however, the core standards remain the same. Additionally, gifted students' academic standards include an expanded battery of standards to challenge and inspire these exceptional learners.

In order to qualify for GT curriculum, students most often test for suitability in elementary school. Then, students' high performance on state PASS and MAP testing, outstanding academic averages, and teacher recommendations evidence continued placement in GT courses.

Text and Materials

The following include core and supplementary learning tools selected to help students meet the goals of the course:

Textbooks:

Close Reader (8th Grade), Houghton Mifflin Harcourt

Collections (8th Grade), Houghton Mifflin Harcourt

Hot Words for the SAT, Barron's

Performance Assessment, Houghton Mifflin Harcourt

Major Works/Novels:

A Midsummer Night's Dream, William Shakespeare; *Oliver Twist*, Charles Dickens; *The Giver*, Lois Lowry; *Anne Frank: The Diary of a Young Girl*, Anne Frank; *The Diary of Anne Frank* (Frances Goodrich and Albert Hackett). Other titles may be added if time permits.

Materials and Resources:

loose-leaf paper, pens or pencils, folder or binder

Learning and Developmental Goals

Students will become proficient readers, writers, researchers, and thinkers. Breaking this overarching goal into day-to-day application involves the following:

- connecting class studies to students' daily lives and the world beyond
- writing frequently and with developing skill
- using the writing process to create works (1) in a variety of forms and (2) for a variety of applications
- finding artistry in written and spoken language
- speaking with skill and ease in a group setting
- applying language arts skills to further personal and educational pursuits
- identifying literary forms and techniques
- gaining skill in comprehending and analyzing literature
- responding to literature through writing
- using technology effectively and efficiently to complete tasks
- locating information from a variety of resources
- working cooperatively in peer group activities

Curriculum Standards

For a complete presentation of the South Carolina Department of Education standards, please visit:

<https://ed.sc.gov/scdoe/assets/File/instruction/standards/ELA/SCCCRStandards%20OnePagerGrade%208%20ELA.pdf>

Assessing, Evaluating, and Recording Student Progress

Grading will reflect students' daily and long-term approach to academic rigor. All work must reflect regular participation, note-taking, and literary studies. Announced and unannounced notebook checks, quizzes, short writing and literary assignments, and classwork (including assignments started in class and finished at home, if needed) will supply minor grades --50% of the overall grade. Major grades will include unit tests, book reports, literary projects, major papers, and formal literary presentations. Assessments with a subjective element, like essays and presentations, will be evaluated for content, organization, voice, and grammatical conventions. Major grades will account for 50% of a student's grade in the first quarter and 47% of the grade in remaining quarters. District benchmarks taken during the second, third, and fourth quarters will account for 3% of grades in those quarters.

The PowerSchool gradebook presents the students' most up-to-date scores. Students and their parents are encouraged to use this tool as a measure of academic progress throughout each quarter.

Homework Policy

Homework is due at the beginning of the assigned period. For homework not turned in or turned in late, point deductions will be made. Please contact Ms. Teeple for additional information.

Class Procedures and Disciplinary Policy

-Late Work and Make-Up Work

Incomplete or not-handed-in (NHI) assignments will have a point deduction.

Make-up work resulting from an excused absence must be completed and turned in within five days of the absence. If the assignment was issued before the absence, the original due date still applies.

Rules and Procedures

For all RMS discipline policies, please refer to the student handbook.

To ensure a productive learning environment, these classroom rules apply:

1. Be respectful and considerate.
2. Be on task.
3. Be prepared and on time each day.
4. Be mindful of class procedures.
5. Be positive: participate and show effort.
6. Follow all school rules and district policies.

Disruption of the learning environment results in the four-step plan:

1. Rule reminder
2. Warning/Parent Contact
3. Teacher consequence/Detention
4. Parent Contact/Discipline Referral

Procedures for Non-Instructional Duties

1. Students will keep their purses and personal items below the desk and not in the aisles.
2. Students wishing to drink water in class will use reusable, clear, hard-plastic bottles.
3. Students will walk in a single-file line to computer labs, the Media Center, and assemblies.

Plagiarism

Ideas or work taken from others—including written work (quoted or paraphrased); theories, statistics, or formulas; pictures, graphics, and other illustrative material—must be fully and properly acknowledged in students’ written, visual, and oral presentations. For eighth grade at Riverside Middle School, students who plagiarize the work of others will face serious consequences, which are outlined in the student agenda.

Plan for Communication with Parents

Ms. Teeple’s website provides the class syllabus as well as a “Weekly Planner” showing the current content and assignments at a glance. PowerTeacher publishes student grades for parent oversight.

In addition, Ms. Teeple provides progress reports and report cards, attends parent/student conferences, and responds to parent email or phone messages within 24 hours of the request.

General Course Overview

Each quarter, in accord with the GCSD curriculum pacing guides and state academic standards, students study a rich variety of literary genres, research multiple topics, write formal and informal compositions, master additional vocabulary words, hone grammar skills, conduct an independent reading project, and present their learning formally and informally.

Instructional Units and Sequencing

Please feel free to contact Ms. Teeple with concerns or questions.

