



OAK LAWN-HOMETOWN MIDDLE SCHOOL
School District 123



8th Grade English Language Arts
Mrs. Bleski, Ms. Danos, Ms. Diab, Mrs. Rayson, & Mrs. Stavrou
2020-2021
Oak Lawn-Hometown Middle School

1. District 123 Vision:

A dynamic and supportive environment that ignites lifelong learners who embrace diversity and contribute positively to our community and global society.

2. District 123 Mission:

Preparing today's learner for tomorrow's world.

3. Course Description

Eighth grade language arts is comprised of four thematic modules that include both fiction and nonfiction texts as well as a variety of writing experiences. Students will be challenged to read closely to achieve a deep understanding of the texts and to construct thoughtful essays that cite meaningful evidence. Each module also includes a performance assessment in which students express their learning more creatively through projects.

4. Learning Outcomes or Big Ideas

By the end of this course, students will be able to...

1. Apply comprehension strategies to understand and analyze a variety of genres.
2. Interpret different texts in order to create real world meaning.
3. Create, plan and revise text appropriate to a variety of audiences and purposes.
4. Utilize a variety of sources in order to gather, evaluate and synthesize information.
5. Demonstrate an understanding and effective utilization of the English language including grade level appropriate vocabulary.
6. Utilize appropriate communication skills, including grade-level vocabulary, claims, and evidence, to share ideas and opinions for various audiences and purposes.

5. Daily Procedures

Each day, students will participate in...

- Warm Up Activity to activate prior knowledge.
- Whole group reading and instruction.
- Small group instruction with specific skill focus.

- Vocabulary development and enrichment.
- Writing for a variety of purposes.
- Independent reading and writing.
- Reflection.

6. Expectations of Student

- Comprehend a broad range of reading materials.
- Understand how literary elements and techniques are used to convey meaning.
- Compose well-organized and coherent writing for specific purposes and audiences.
- Communicate and collaborate effectively with peers.
- Use technology to enrich a deeper understanding of curriculum.

7. Expectations of Teacher

- Hold students to high expectations.
- Prepare thought-provoking and engaging lessons.
- Develop interesting and challenging activities.
- Listen to the needs, thoughts, and opinions of students.
- Make students first priority.
- Maintain a well-organized classroom.

8. Assessment Criteria

- Students will receive feedback on formative assessments in preparation for a summative assessment that addresses focus standards at the middle and end of each unit.
- Students will complete a summative assessment at the middle and end of each unit to demonstrate their mastery of the standards addressed.
- Students are welcomed and encouraged to request a retake for any summative assessment.

Homework/Grading policy

- The purpose of homework is to extend the student's experience by emphasizing activities and skill developments that will create added knowledge and understanding.
- School report cards are issued to students three times a year. Standards based grades are issued based on successful demonstration of meeting the Common Core Standards within the curriculum.

9. Materials

- Charged Electronic Device
- Writing Utensils
- Novel/Text of current Module
- Folder with paper (or notebook)
- Handouts
- Independent Reading Book

10. Instruction and Directions for Help?

Assignments and activities are posted in Google Classroom.

[OLHMS Staff Site](#)

Teachers can be contacted through their district email.

11. Curriculum Map (Units of Study)

Module 1- The first module focuses on refugees fleeing the fall of Saigon.

- What is home?
- How do critical incidents reveal character?
- What common themes unify the refugee experience?
- How can we tell powerful stories about people's experiences?

Module 2- The second module explores the impact of war on individuals and society through the story of a prisoner of war from WWII.

- How do war and conflict affect individuals and societies?
- How do historians/readers reconcile multiple accounts of the same event?
- How can narrative be used to communicate real events?

Module 3- The third module includes narratives about taking a stand.

- How does taking a stand in small ways show integrity?
- Is it worth taking a stand for one's self? For others?
- How does the idea of taking a stand connect to characters' perspectives?

Module 4- The fourth module investigates where our food comes from.

- How do we make decisions about what we eat?
- What journey does food take before it gets to your plate?
- Has the author or speaker used sufficient relevant evidence and sound reasoning to support his or her claim?