



LITERACY 8

SYLLABUS



Mr. Maesaka

Greetings, 8th-grade parents! I have been a teacher at Wydown for the past 29 years. For the first nine years, I taught drama. Then, in 2004 I switched over to teaching 8th-grade Literacy which I've been doing ever since. I certainly love the 8th-grade Literacy curriculum and can't wait to get the year rolling!



Contact Information

- Room 242
- Office Telephone: 314-854-6502
- E-mail: robertmaesaka@claytonschools.net

Students are welcome to seek help before/after school, during lunch, or on PACK HOP days. Parents and students are also encouraged to email me with any questions or concerns at any time. Individuals may try to call, but I may not be able to answer during the school day.

Course Description

Eighth-grade students read from a variety of genres. During the reading, students maintain active reading notes, engage in both informal and formal discussions, respond to various writing prompts, and study vocabulary. Following the reading of at least one core text, students write a literary essay in which they use textual evidence, including quotations, to support a thesis. In addition to the core texts, eighth graders study several short stories, poems, and essays. Students also are expected to read a wide variety of self-selected books. As students build a portfolio of writing designed to help strengthen their skills, they work closely with teachers in individual conferences.





Course Learning Outcomes

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

- Draw conclusions, infer, and analyze by citing the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences are drawn from the text.
- Analyze how an author's choice concerning a text's form or overall structure contributes to meaning.
- Compare and contrast information presented in different mediums/genres and analyze how the techniques unique to each medium contribute to meaning.
- Follow a writing process to produce clear and coherent writing in which the development, organization, style, and voice are appropriate to the task, purpose, and audience; develop writing with narrative, expository, and argumentative techniques.
- Review, revise, and edit writing with consideration for the task, purpose, and audience.
- Conduct research to answer a question (including a self-generated question); gather relevant, credible sources, print and digital; integrate information using a standard citation system.
- Acknowledge new information expressed by others including those presented in diverse media and, when warranted, qualify or justify their own views in light of the evidence presented.
- Plan and deliver appropriate presentations based on the task, audience, and purpose, integrating multimedia into presentations to clarify information, strengthen claims and evidence, and add interest.

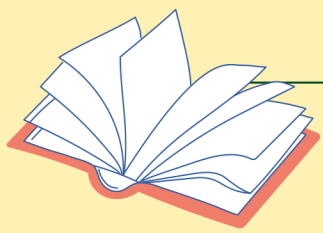
Required Texts (supplied by the district)

Patron Saints of Nothing by Randy Ribay

Speak by Laurie Halse Anderson

12 Angry Men by Reginald Rose



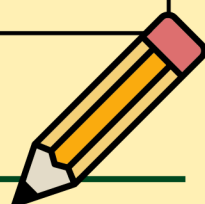


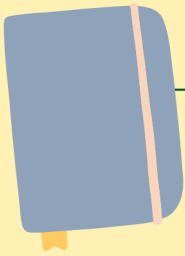
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Course Outline

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| Quarter One | Elements of Fiction | Character, setting, conflict, theme, and plot |
| | 6 Traits of Writing | Ideas, organization, voice, word choice, sentence fluency, and conventions |
| Quarter Two | Patron Saints of Nothing | Core Text |
| | Argumentative Essay | Persuasive essay on theme |
| Quarter Three | Global Lit | Student selected book set in a foreign country |
| | Expository Essay | Informative paper and presentation on the book and country |
| | 12 Angry Men | Core Text |
| Quarter Four | Creative Writing - playwriting | Write a properly formatted scene modeled after the play |
| | Speak | Core Text |
| | Narrative Essay | Fiction writing focusing on narrative point of view |





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Grading Policy

Similar to all of the other classes at Wydown, grades will be based on total points in three different categories:

Prep / Practice: In Literacy class, this will come in the form of the Writer's Notebook. This is where we do a significant amount of first draft writing. There will be a graded notebook check every two weeks, graded for completion. This category is worth 10% of your total grade.

Classwork: All projects and activities which are assigned and completed in class will fall into this category. For example, elements of fiction projects and outlines. This category is worth 40% of your total grade.

Assessments: These are final projects which are due at the end of units. For example, all three types of essays: expository, narrative, and persuasive. In addition, all final creative writing assignments and presentations are assessments. This category is worth 50% of your total grade.

Letter Grades

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|--------------|-------------|-------------|-------------|--------------|
| A+: 100%-98% | B+: 89%-88% | C+: 79%-78% | D+: 69%-68% | F: 59%-lower |
| A: 97%-93% | B: 87%-83% | C: 77%-73% | D: 67%-63% | |
| A-: 92%-90% | B-: 82%-80% | C-: 72%-70% | D-: 62%-60% | |

Let the learning begin!!

