



**SAINT GEORGE
SCHOOL**
FOUNDED 1965



Porfirio Herrera No. 6, Ensanche Piantini.
Santo Domingo, D. N. Rep. Dominicana



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www.stgeorge.edu.do

LANGUAGE ARTS, 2nd FORM

Teacher: Annie Gonzalez, Ms. Ed.

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Academic year: 2011-2012

1. INTRODUCTION AND DESCRIPTION OF COUSE :

The goals for this course will allow the students to continue to develop their understanding and appreciation for literature. Students will read three novels, explore poetry from a variety of genres, read a play and enact a scene, strengthen grammar skills, and develop a variety of writing skills (expository, interpretive, satire, and character portraits) as well as to learn to properly quote and cite materials, and will work on their research skills. Students are encouraged to read actively, ask questions, analyze, and make discoveries, as well as to grow in this critical primary stage of the transitional middle school years.

2. MAJOR GOALS/CONCEPT

Language Arts Grade 8 aims at the acquiring, reinforcing, grade-level competence and performance in all the following:

- Skills and strategies for developing effective reading comprehension;
- Application of the process in the understanding of diverse literary styles and texts;
- Understanding the elements of literary composition in different formats;
- Acquisition of new English vocabulary and etymology concepts;
- Use of discussion debate and various other formats to improve oral communication skills;
- Skills and strategies for further development of writing as a whole process;
- Command of grammatical and conventions mechanics in composition, and
- Coherent and efficient use of library and online research techniques.

MAJOR UNITS AND APPROXIMATIVE DATES :

Unit 1: Short Stories

Diagnostic testing

Analyze the development of time and sequence, including the use of foreshadowing and flashback. Writing process (brainstorm, organize, rough draft, edit, rewrite, formalize), essay writing (4-5 paragraphs), group project and presentation



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Unit 2: The Diary of Anne Frank (Dram)

Students will have the opportunity to explore and analyze various issues and concerns presented in the novel, *The Giver*. The aim for students is to engage with the novel in an expressive, creative and meaningful way. As well, this unit aims to encourage students to develop their critical thinking skills and to relate the experiences of the novel to individual life experience

Unit 3: Where the Red Fern Grows

Analyze irony and ambiguity. Analyze surprise endings and interpret contradictions. Make predictions, inferences about characters motivation; and evaluate an author's argument by examining generalizations, the scope of the evidence and the author's intentions, write descriptive story.

Unit 4: Poetry

Analyze imagery, characteristics of poetry, sensory imagery; analyze figures speech, tone and diction, oral. Use strategies for reading poems

Unit 5: The Giver

Analysis of literature, vocabulary development, historical background, analytical oral, writing process, research essay.

Unit 6: A Midsummer Night Dream

Analysis of literature, vocabulary development, historical background, analytical oral, writing process

*Time has also been reserved to review our course content, which will prepare the students for their major evaluations.

3. TEXTBOOKS AND OTHER RESOURCES :

The core texts for this course are the following:

1. Where the Red Fern Grows
2. The Giver
3. A Midsummer Night's Dream
4. Elements of Literature
5. The Little Brown Handbook

* These core texts do not make up the entirety of the printed resources to be used in the course. Other resources will include handouts, library books, newspapers, and so on.



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*Students are expected to have the following materials for class:

- 1 binder 2" (with seven dividers)
- 1 bound notebook
- Text/Novel

"Organization is the key to success."

4. TEACHING STRATEGIES:

Students will benefit from a wide range of teaching approaches and strategies, including but not limited to: individual, pair and group work; a variety of written, oral activities; question and answer; small group and whole class discussion; independent and group research; debate.

5. EVALUATIONS:

The students will receive a rubric (grid that lists criteria) explaining precisely how they will be evaluated for ALL assignments.

- Class participation (40%)

*Please note that 10% of the participation grade is attributed entirely to students speaking English at ALL times within the English classroom.

- Class Work (10%) i.e. notebooks
- Quizzes (10%)
- Homework (10%)
- Tests/projects/essays (30%)

** First "Corte" (10%) Summer Reading (Due August 26)

6. OTHER REMARKS REGARDING OUR CLASS:

Students will be required to hand in a clear and well organized writing, on demand and within strict deadlines, students also need to learn and practise strategies for writing effectively and correctly in the context of in-class writing assignments, punctual reports and exams. Late work will lose 10% per day.

In order for student to succeed in this course, it is imperative that they keep up to date with class work and homework, as well as independent assignments. It is the responsibility of the student to catch up on all missed work due to absence or other reasons immediately upon his/her return. In the case of planned and/or extended absence, please notify the teacher in writing as soon as possible. Notebooks will be hand in on Thursday of each week not a day after or a day before, I will not accept it. Keep it in mind excuses are not allow,



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If additional time is required for the completion of an assignment, the student must meet with the teacher before the due date (i.e. not the day it is due) to request an extension. A revised due date will be agreed upon at the discretion of the teacher. Any assignments handed in late without advance notice and teacher permission will be subject to consequences that may include punitive measures.

Student: _____ Date: _____

Parent: _____ Date: _____