



# Course Overview

Honors English 8 • Mr. Slavin  
Paul Revere Charter Middle School • Room S3 • 2019-20

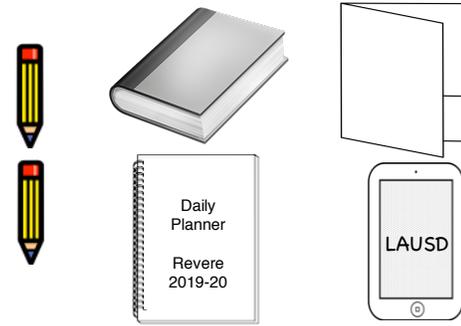


**Welcome to eighth-grade honors English!** This year we'll refine our reading, writing, speaking, listening, and critical thinking skills; analyze literature and nonfictional texts; and expand our knowledge of vocabulary, word origins, and context clues. We'll read and discuss documents to uncover essential ideas, arguments, and perspectives, and establish writing practices that highlight the most important element of anything you write: *your voice!*

**Curriculum:** We'll read selections by the likes of Harper Lee, SE Hinton, Abraham Lincoln, Frederick Douglass, Sojourner Truth, Robert Frost, and many more. Texts include the *California Collections* textbook, school-provided novels, and student-selected independent reading. The curriculum is based upon the Common Core State Standards for eighth grade.

### Required Daily Materials:

- school-issued textbook or current novel
- two pencils (sharpened and ready *before* the bell rings)
- a school-provided daily planner
- charged LAUSD-issued tablet (pending)
- a blue two-pocket folder (issued by Mr. Slavin)
- a small daily supply of college-ruled filler paper



### Recommended Materials:

- colored pencils, pencil sharpener, glue stick

**Grades:** Your grade is based upon papers, projects, activities, presentations, quizzes, and tests. You will always be informed when assignments carry points, and you will receive scoring criteria wherever applicable. All points carry equal weight. So, to calculate your grade, add up the number of points you have earned during each 20-week semester and divide by the total number of possible points.

**Grading Scale:** A = 90-100% • B = 80-89% • C = 70-79% • D= 60-69% • F = 0-59%

(Please see the reverse of this handout for an explanation of **work habits** and **cooperation** marks.)

**Assignments:** Students must complete assignments on time to earn full credit. Homework is written on the whiteboard and students must copy it into their planners daily. Missing assignments may be listed as a zero until they are otherwise resolved.

**Schoology:** Assignments and grades may be viewed online; however, the absence of an assignment on Schoology does not imply that it hasn't been assigned. *Please refer to the student's daily planner* for the most up-to-date assignment details.

**Absences:** Upon return, students must check the past homework binder, gather handouts (if applicable), and check Schoology and Google Classroom for assignments. Students must also arrange with classmates to copy class notes. Missed work is due in the same number of days as the duration of the excused absence (e.g., absent two days = due in two days). Students must initiate these steps of their own accord, but if questions or concerns arise, please consult with me.

**Excused Late Work** may be submitted after class or during nutrition, *in person (even if the assignment is completed online)*.

**Unexcused Late Work** may not be accepted without prior arrangement with the teacher and may be submitted *only during nutrition, in person (even if the assignment is completed online)*.

**Need help?** No problem—just ask! Students: please see me after class or during nutrition. Parents may schedule a conference by sending me a message via Schoology or calling 310-917-4800.

E-mail Mr. Slavin:



Teacher webpage and link to Schoology: [tinyurl.com/roomS3](http://tinyurl.com/roomS3)  
 School webpage and link to Schoology: [www.paulreverems.com](http://www.paulreverems.com)  
 E-mail: via Schoology messaging or [john.p.slavin@lausd.net](mailto:john.p.slavin@lausd.net)

Teacher Webpage:



Please initial here to indicate you have reviewed this class overview:

Student: \_\_\_\_\_ Parent/Guardian: \_\_\_\_\_

Respect • Responsibility • Preparation • Determination • Cooperation • Punctuality

# GRADE MARKING – Explanation of Marks:

## SUBJECTS

- A Produces markedly superior work
- B Produces superior work
- C Demonstrates satisfactory work
- D Needs to improve progress in work
- F Demonstrates little or no progress in work

## WORK HABITS AND COOPERATION

- E Excellent
- S Satisfactory
- U Unsatisfactory

## Criteria for Marks:

WORK HABITS	E	S	U
<b>Effort</b>	Consistently tries to understand the purpose of his/her class work, pays close attention, and follows quickly.	Usually tries to understand the purpose of his/her class work, generally is attentive, and follows directions.	Seldom tries to understand the purpose of his/her class work, is inattentive, and generally disregards directions.
<b>Responsibility</b>	Consistently and thoroughly completes assignments. Always copies homework into planner. Consistently assumes responsibility for having necessary tools, materials, and logins and immediately goes to work.	Completes virtually all assignments, usually thoroughly. Usually copies homework into planner. Usually assumes responsibility for having necessary tools, materials, and logins and goes to work with little urging.	Missing a few assignments. Seldom copies homework into planner. Seldom has the necessary tools, materials, and logins. Rarely works, even with urging.
<b>Attendance</b>	Maintains an excellent attendance record by consistently avoiding unnecessary absence or tardiness.	Maintains a satisfactory attendance record by avoiding unnecessary absences or tardiness.	Makes little effort to maintain a satisfactory attendance record; is frequently absent or tardy without excuse.
<b>Evaluation</b>	Carefully evaluates or re-checks his/her work and willingly revises it to achieve maximum accuracy and efficiency.	Generally re-checks his/her work and makes minor revisions to assure increasing accuracy and efficiency.	Seldom bothers to re-check his/her work.

COOPERATION	E	S	U
<b>Courtesy</b>	Consistently maintains courteous relations with the teacher and other students and works without disturbing others.	Usually maintains courteous relations with the teacher and other students and generally works without disturbing others.	Disturbs the teacher and other students by consistent discourtesy and lack of consideration for others.
<b>Conduct</b>	Consistently obeys rules, respects public and personal property, and actively promotes the general welfare.	Generally obeys rules, respects public and personal property, and supports the general welfare.	Shows disregard for rules, has little respect for public and personal property, and often opposes the general welfare.
<b>Improvement</b>	Assumes responsibility for personal improvement and rarely needs correction.	Tries to improve and usually accepts corrections in an objective manner.	Makes little attempt to improve and shows indifference to correction.
<b>Class Relations</b>	Assumes an active, alert, leading role in learning activities and also follows well.	Listens carefully to class discussions and makes contributions to these and to other learning activities.	Usually does not participate in and may even oppose learning activities.

SUBJECT ACHIEVEMENT	A	B	C	D	F
<b>Quality of Work</b>	Produces markedly superior work and consistently demonstrates a high understanding of the objectives of the class or course.	Masters skills thoroughly; usually demonstrates a good understanding of objectives of the class or course.	Demonstrates satisfactory achievement of the class or course objectives.	Needs to recognize the importance of reviewing and refining work done toward achieving objectives of class or course.	Demonstrates little or no refinement in work done toward achieving objectives of class or course.
<b>Interpretation and Application</b>	Learns facts, concepts, and principles and is quick to see relationship to class and course objectives.	Learns facts, concepts, and principles and readily applies them to class or course objectives with minimum additional time.	Learns facts, concepts and principles and generally demonstrates an understanding of the class or course objectives.	Learns some facts, concepts, and principles; and, with additional help, can apply them to class or course objectives.	Learns few or no facts, concepts, and principles with additional help and is unable to apply what is learned to class or course objectives.
<b>Originality, Initiative, and Reasoning</b>	Shows creativity, high ability, initiative, and originality in thinking through problems and arriving at logical conclusions.	Does some independent work, showing initiative and originality.	Demonstrates reasoning ability and some originality and initiative.	Needs to place greater emphasis on effort to develop reasoning, initiative, and originality.	Applies little or no effort to develop reasoning, initiative, and originality.
<b>Quantity of Work</b>	Does extra work, in addition to all assigned work, both teacher-suggested and self-initiated, toward achieving objectives of class or course.	Does extra work in addition to all assigned work, usually teacher-suggested, toward achieving the class or course objectives.	Does assigned work in achieving objectives of the class or course.	Needs to improve in the amount of work completed and effort expended toward achieving class or course objectives.	Demonstrates little or no improvement in the amount of work completed and in the effort expended toward achieving class or course objectives.