

Ms. Reyns' 8<sup>th</sup> Grade Syllabus for ESL/ELL

Teacher: Ms. Marianne Reyns

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Room # 134 English as a Second Language (ESL)/ English Language Learners (ELL)

Office Hours: To Be Determined by plan time; on rotating schedule.

**The mission of the Knox County Language Arts Department (6-12) is to facilitate learning and empower students to develop and demonstrate effective reading, writing, listening, speaking, viewing, and problem-solving skills in their personal, community, and work environments in an ever-changing society.**

**Materials Needed:**

- Pencils and paper
- folder (for ELA only)
- 1 subject wire bound notebook (with pockets)
- Highlighter
- Colored pen
- Colored pencils
- Glue stick

**Knox County Grading Scale:**

- A 93-100
- B 85-92
- C 75-84
- D 70-74
- U 0-69

**Classroom Expectations:**

- Be Safe
- Be Responsible
- Be Respectful

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Return to: Ms. Marianne Reyns

I have received a copy of the 2019-2020 Eighth Grade Syllabus that explains procedures and expectations for ESL/ELL class.

Parent Signature: \_\_\_\_\_

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Student Signature: \_\_\_\_\_

The English as a Second Language (ESL) is designed for English Language Learners (ELL). The class is a highly academic class focusing on delivering instruction in all the subject areas: English Language Arts (ELA), Science, Social Studies, and Math with a concentration on language domains: speaking, listening, reading, and writing. With all of the content subjects, instruction in vocabulary is implemented across the curriculum. Students develop important academic skills through reading and writing in various subject areas. ESL instruction is designed to challenge the student for academic growth in all subject areas, especially academic English. Many students who complete ESL classes become highly successful in academic subjects.

Note on beginners/newcomers – students who have another language spoken at home and are just beginning to acquire the English language, have instruction in social and instructional language to master basic communication. As soon as a student is able and ready, the student begins academic English language instruction.

Learning Goals: Each student has an Individual Learning Plan (ILC) to focus on an area or areas of academic English.

Learning Outcomes: Student proficiency on WIDA Access 4.2 composite, 4.0 Literacy is required to exit ELL instruction to participate in mainstream parallel class. WIDA ACCESS TESTING is administered each year in the spring to measure English Language Proficiency (ELP).

Textbooks, Reading Resources, Novels, Films

Any of the resource books, movies and texts listed on any of the other syllabi for the grade level  
Content area selections from Readworks, Common Lit, Newsela and online databases

Read Theory

Treasures Readers

**Video Clips and Films:** During the course of the year, **short (3-5-minute video clips) are shown** to introduce or give a short overview of the subject area that will be implemented. Other videos or movies may be determined based on content area of instruction. Permission slips for longer movies will be sent home as necessary. This syllabus **serves as notification for permission to show video clips** in content areas. IF a parent or guardian finds any of the materials listed objectionable please contact me at the above contact information.

**Assessments:** All grades for ESL/ELL instruction are based on daily work in the classroom. Homework may be given occasionally. Percentages as follows: Speaking 15%, Reading 35%, Listening 15%, and Writing 35%.

All grades for ESL/ELL instruction is based on daily work in the classroom. All academic language for content areas are covered. English Language Arts Standards form the basis for academic language instruction across the content standards. Homework may be given occasionally.

**Subject and Content Areas Covered:**

**ELA: English Language Arts:**

Literacy is a multi-faceted, complex relationship of interrelated skills, beginning with language development. The standards have been written based on a progression beginning with the skills in the Foundational Literacy standards—print concepts, phonological awareness, phonics and word recognition, word and sentence composition, and fluency. The progression continues to build toward a more sophisticated manipulation of language in the upper grades. This progression of building and reinforcing foundational skills will be critical for the success of Tennessee students as they advance towards mastering postsecondary and workforce expectations. In every grade, the Language standards are based on the development of language processing from the word level to the sentence level, and finally to content knowledge as further explained below. These three areas—words, sentences, and content knowledge—come together to help the reader make sense of the text he or she is reading (Hennessey, 2014).

**Command of Language** Students acquire command of language in environments rich in listening, speaking, reading, and writing opportunities. Through discussion and collaboration, students develop flexible thinking about language while learning to adhere to a set of conventions. Inviting students to experiment with sentence structure helps them develop control over sentence and word choices. As Jeff Anderson says in *Revision Decisions: Talking Through Sentences and Beyond* (2014, p. 9), “It’s not about learning another rule, such as how to use colons; it’s about writers discovering another option to make their writing strong.” The goal of language education is for students to learn to adapt the language to their audience and to create an appropriate style and tone for the task.

**Social Studies:**

United States History and Geography: Colonization of North America to Reconstruction and the American West Course Description: Eighth grade students will study the European exploration of North America, along with the geographic features that influenced early settlements and colonies. This course will emphasize the development and maturation of the British colonies, and the political, cultural, and economic influences that led to the American Revolution. The major events and outcomes of the American Revolution will be analyzed, along with the individuals that played influential roles in the development of the new nation. Students will follow the development of the United States and its government, continuing through the early 19th century. The impact of the expansion of the United States will be analyzed, including implications on domestic and foreign policy. Policies that affected the American Indians will also be studied. The events leading up to the Civil War will be examined, along with the individuals and events that were significant during the war. The history, people, government, and geography of Tennessee will be emphasized in order to illustrate the role our state has played in American history. Reconstruction and the development of the American West will conclude this course. Appropriate primary sources and informational texts will be included in order to enhance understanding of the content.

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### **Science:**

The standards incorporated into this grade have been streamlined for the students' K-12 coherent experience for a diversity of learners. The themes for science in eighth grade are how forces and motion drive objects in our solar systems (ESS1), move lithospheric plates (ESS2), and how nature's driving forces of geology (ESS2) impact ecosystems via environmental selection for a species (LS4). This content utilizes core ideas from sixth and seventh grade; for example, using a hereditary approach in seventh grade to examine natural selection in eighth grade. Tennessee's state mathematics standards are integrated into the science standards, specifically forces and motion (8.PS2). Special attention is given to science literacy through the use of the science and engineering practices. Students are often required to gather information from reliable sources to construct evidence-based arguments (e.g., 8.ESS2).

### **Mathematics:**

In Grade 8, instructional time should focus on three critical areas:

- (1) formulating and reasoning about expressions and equations, including modeling an association in bivariate data with a linear equation, and solving linear equations and systems of linear equations;
- (2) grasping the concept of a function and using functions to describe quantitative relationships;
- (3) analyzing two- and three-dimensional space and figures using distance, angle, similarity, and congruence, and understanding and applying the Pythagorean Theorem.

August 5<sup>th</sup>, 2019 – August 9<sup>th</sup> Monday is half day for students - Ice-Breaker Activity. Students will examine their WIDA Scores from the previous year. Students create a time capsule for the beginning of the year that will show abilities at the beginning of the year to compare with the end of the year.

Students will view and discuss how they will be graded on assignments. Students will discuss in groups the meanings of the terms in the WIDA rubrics for listening, speaking, reading, and writing to gain an understanding of how assignments will be evaluated.