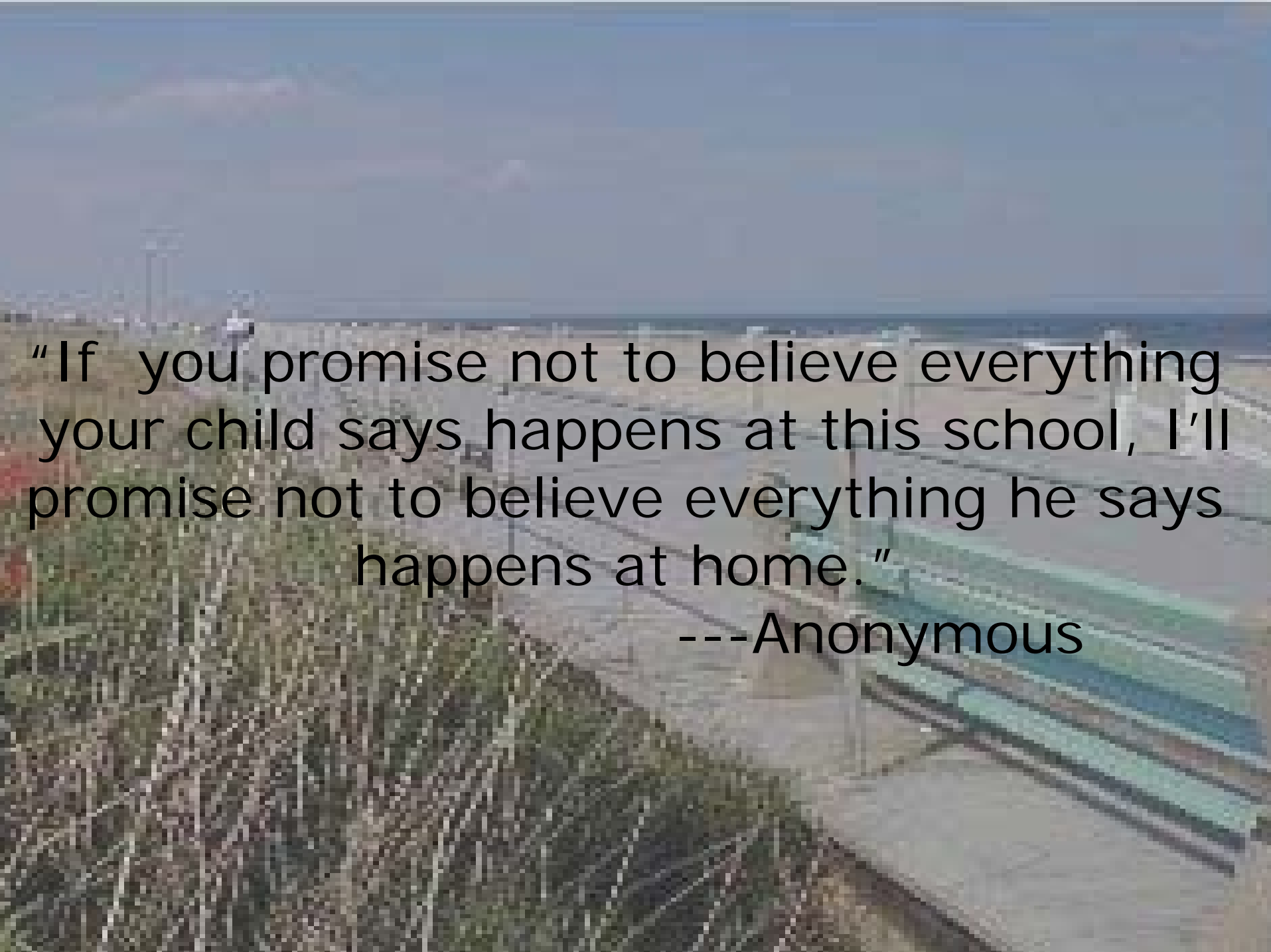


Welcome to Curriculum Night!

Mrs. Galler's
Eighth Grade
Language Arts & Social
Studies Plus



An aerial photograph of a school campus. In the foreground, there is a large, well-maintained green lawn. To the right, a portion of a school building with a green roof is visible. In the background, a paved road or parking lot stretches across the middle ground, with a few small structures and trees scattered around. The sky is clear and blue.

“If you promise not to believe everything your child says happens at this school, I’ll promise not to believe everything he says happens at home.”

---Anonymous

My Background

- Born in New Jersey.
- Mostly grew up and schooled in Toms River, NJ, the “Jersey Shore.”
- Undergraduate degree from Univ. of Massachusetts, Amherst.
- Graduate degree from Rutgers Univ., New Brunswick, NJ.
- Taught 10 years in Toms River, NJ.
- Am in my 21st year here at IMS.
- Have taught both 6th and 8th grade LA/SS.

Language Arts Curriculum

- ◆ Based on WA State Standards
- ◆ EARLs and GLEs
- ◆ Course Questions
- ◆ Language Arts Scope & Sequence
 - Committee Work (07-09)
 - McDougall Littell literature text
 - ◆ Combines vocabulary and grammar studies; no extra books.
 - ◆ Most on-line; leave books in class; library has copies.

Language Arts

Reading



- ◆ Literature book for short stories, poetry, non-fiction, & drama.
- ◆ Junior Great Books for extra short stories and Socratic Seminars.
- ◆ Coordinated novels for the block are *Light in the Forest* and *Tom Sawyer*. *To Be a Slave* is our non-fiction reading for the third trimester.

Language Arts Writing



- ◆ **General expectation: writing complete answers to reading material questions.**

- ◆ **Focus on four types of essays:**
 - **Anecdotal/Personal experience (Fall)**
 - **Research-based expository**
 - **Research-based persuasive**
 - **WA State/District-mandated CBA (Classroom-Based Assessment) re: Constitution Issue.**
 - **Literary Essay/Book Review**

- ◆ **ISD Rubric based on Six-Traits**

Two Fluencies in Writing

“Idea Fluency”

- Are the ideas united to “serve” the thesis?
- Do the ideas flow logically from one to another to “serve” the thesis?

“Sentence Fluency”

- Are the sentences complete?
- Do they make sense?
- Are the sentences varied in structure?

LA Plus "Extra"

The Day Book of Critical Reading & Writing

- ❖ **Integration of literary analysis and writing**
- ❖ **Aligns with WASL-type of critical thinking, reading, and writing**
- ❖ **Do on Wednesdays**
- ❖ **Homework – given a week's time, Wed. to Wed.**

Social Studies – *aka* History!

- ◆ American History, focusing on 18th & 19th centuries.
- ◆ Use of history text & Cornell Notes (CN)
- ◆ Short answer and essay questions on tests.
- ◆ Individual and group projects, as well as direct instruction.
- ◆ Junior Achievement Program for Economics
- ◆ Primary Source non-fiction: *To Be a Slave*
- ◆ Novels connected to our history course include:
 - *The Light in the Forest*
 - *Tom Sawyer*

Cornell Notes

- ◆ Way of taking quick notes *AFTER* reading the text.
- ◆ Works with any subject.
- ◆ Paper has a 1/3 side and a 2/3 side.
- ◆ 1/3 side = name of person, event, idea.
- ◆ 2/3 side = explains that person, event or idea in bulleted, salient facts.
- ◆ Can be read aloud for study using either side.

JUNIOR ACHIEVEMENT

- ◆ Micro-economics – Personal Finance
- ◆ Booklets with exercises to do with parents.
- ◆ Trip date is Thursday, Oct. 8th
- ◆ We need several parents – about 10 per block
 - Drive in on own for briefing on how to host different economic stations

What Cornell Notes Need

- ◆ Important Concepts/Ideas, People, & Events

PLUS

- ◆ A sense of “connectivity” among those ideas, people, and events.

CORNELL NOTES FORMAT

Divide your paper into 1/3 & 2/3 part, making sure to respect the left red line (near the holes). After reading the assigned pages, you will your note-taking. Place important names of events, people, and concepts or ideas in the left-hand 1/3 column. In the right-hand 2/3 column next to the event, person, or concept jot down a few key phrases that are important to topic. Use separate lines for each bit of information. Use a dash or dot to indicate a new piece of information on that topic or person. It should look thus:

Whiskey Rebellion

- Farmers' response to federal tax on liquor.
- Farmers believe tax is unfair.
- Response by Pres. Washington swift, but tough: Federal laws to be obeyed.
- Those arrested treated leniently by Washington, though Hamilton wanted him to be tougher.

Tariff

- Tax on imported goods.
- Helps domestic goods cost less.
- Keeps wealth in nation.
- Many believe it helps keep domestic employment rate up.

NOTE: DO NOT USE COMPLETE SENTENCES!!! Use key phrases and dashes or dots to indicate separate pieces of information. Cornell notes make excellent study guides for tests. Read them aloud (forming sentences in your brain as you go) to "hear" as well as see the facts.

Progress Reports

- ◆ A Technology and Grading Dichotomy Exists, in my humble opinion...
- ◆ It still takes time to grade LA/SS papers.
- ◆ If a student has an A or B – no call home.
- ◆ If a student rambles in to the “C” area in Plus LA/SS, I call home.
- ◆ District policy is mid-trimester – at six-week interval, *but I update as soon as I grade the assignment.*
- ◆ Grades are in a state of flux until end-of-trimester report cards.

Classroom Management

- ◆ I am strict about sitting up, not saying “shut-up,” looking at those who are talking, no pencil sharpening, or talking while I’m teaching.
- ◆ Speak to teacher before class if student has a problem so we don’t have to discuss a “no homework” moment in front of peers.
- ◆ *Classroom Courtesies & Steps for Resolving Conflict* are on front posters.

Homework Policy

- ◆ If student has an excused absence, he/she has however many days absent to make up the work. Long-term assignment situations are negotiable.

 - Family vacation, family crisis, illness.

- ◆ If not a long-term assignment such as book review or essay, it's usually due the next day.

 - Cornell Notes, reading questions.

- ◆ Talk to teacher if there's a problem.

- ◆ No homework on weekends: family, faith, friends, fitness, fun.

- ◆ Sometimes reading on a weekend for a novel we're doing.

“A good teacher has been defined as one who makes herself/himself progressively unnecessary.”

--Anonymous

“Education is learning what you didn't even know you didn't know.”

-- Daniel J. Boorstin

A coastal scene featuring a sandy dune in the foreground with sparse, dry grass. In the background, the ocean stretches to the horizon under a clear, light blue sky. A wooden fence is visible on the right side of the dune.

Thank you
for being here tonight!

Anyone know where this scene is?