

**Student name:** \_\_\_\_\_

**Ms. Naomi Elizabeth Montoya**  
**Pre-AP/Honors English 8**  
**1:26 - 2:20pm (6th period) Room 18**  
**E-Mail: nmontoya@paparts.org**  
**Phone: 505.830-3128, ext. 0**  
**Office Hours: 8:58 - 9:58am (2nd period)**

### **Course Description**

Pre-AP/Honors English is a rigorous, academic course designed for the student who plans to continue taking advanced/honors level coursework. This introductory course provides the foundation for Advanced Placement English courses in high school. Students will move at an accelerated pace requiring an increased level of responsibility and independence.

Class time will consist primarily of analysis, discussion, and reflection of literary works read outside of class. Success in this class will require a strong work ethic, commitment, organizational and time management skills, and the ability to analyze complex texts. Additionally, practice in skills within the areas of speaking, reading, writing, and vocabulary/spelling will be done on a regular basis and connections will be made as to how these consequential and critical skills relate to “real life.”

Emphasis will be on the following:

- Organization
- Communication
- Outlining and the writing process (Six Traits + 1)
- Essay writing (technical)
- Self and Peer editing
- Journal writing
- Novel reading (complex vocabulary comprehension in context, and general reading comprehension)
- Reading a wide variety of genres
- Study skills such as note-taking, listing, prioritizing, responding to written and verbal instruction; planning and executing projects throughout the school year; time management

### **Who should sign up for Pre-AP English 8?**

Pre-AP/Honors English 8 is for the student who appreciates an intellectual challenge and who has already demonstrated mastery in traditional English classes. Students who choose to take Pre-AP/Honors English 8 should be prepared to do the following:

- To read and to comprehend complex texts independently
- To utilize proper grammar, spelling, and mechanics on all assignments
- To balance academic responsibilities with extra-curricular activities
- To write with clarity and precision in response to a given topic or prompt
- To analyze texts in a variety of formats (class discussion, small group, writing prompts, creative assessments, etc.)
- To analyze the author’s purpose for writing and to identify the strategies employed to achieve that purpose

Students will be encouraged in the areas of higher-level critical thinking, analysis, and discussion. Students will never be given “busy” or “extra” work.

Although we are a school for the performing arts, **academic excellence** is the focus of class. I have high expectations for all students; therefore, all students should *always* work to the best of their ability and communicate when there is difficulty.

As the school year progresses, students may have to miss class due to performance obligations. Students may get work ahead of time, with a *minimum* of 24 hours notice.

### **Class rules:**

Be prompt \* Be polite \* Be prepared \* Be productive \* Be positive

## **Consequences (if you choose to break a rule):**

*First time:* Verbal warning

*Second time:* Verbal & written warning to parents/guardians

*Third time:* Student calls parent/guardian *during* class & may have to be removed from class if causing disruption to others

*Fourth time:* Parent/Student/Teacher conference

*Severe infractions:* Meeting with student, parents/guardians, teacher(s), and the administration

## **Rewards:**

Praise (daily)!

Positive notes/calls/e-mails home (randomly)

The joy of learning (each day of the school year)!

## **Class Routines/Procedures/Agenda/Communication:**

Students MUST bring their agenda & supplies to class on a daily basis. After students arrive to class, they are to record their homework word-for-word **in ink** (unless it is posted to Google Classroom). I will sign/stamp what students have written to ensure that the student has recorded the information correctly. My signature/stamp DOES NOT indicate that the student has completed the work -- it only means that the student has recorded it correctly. This is so students have an accurate record of what needs to be done and will allow parents to check for/help with homework.

I communicate regularly in the agenda (especially if your child does not turn in his/her assignment or is unprepared for class). You also are welcome to ask me questions, write notes, or simply confirm that your child has completed his/her homework at the bottom of the agenda. Additionally, as it is difficult to get to a phone, I will send home e-mail messages when there are concerns about your child's behavior or academic progress. ***It is YOUR responsibility to make sure you check your child's agenda or your e-mail account often and advise me (and the school) of any changes to your e-mail address or phone number.*** Your cooperation at home will greatly improve your child's success in school.

## **Google Classroom:**

All students have a Google Classroom & e-mail account. The large majority of writing will be submitted via GoogleDocs via the students' PAPA e-mail, this way, documents can never go "missing" or get lost. Parents can also join in on the fun to check for assignments or see if their child has submitted their work on time. All work should be submitted to: [nmontoya@paparts.net](mailto:nmontoya@paparts.net)

Questions and other correspondence should be submitted to: [nmontoya@paparts.org](mailto:nmontoya@paparts.org)

## **Class schedule:**

Our coursework will vary with the unit of study; however, Mondays are ALWAYS important because generally

- Students receive new spelling/vocabulary and have one week to define and study their words
- Students have their weekly spelling/vocabulary test over words from the previous week
- Graded work is returned and filed in each students' binder (students are to keep all work/handouts in binder – no work is to be thrown away)

## **Grading/Progress Reports:**

Grading is done mostly on a 100 point scale. Formal writing assignments are graded using the six traits + 1 rubric. Report cards are sent home quarterly prior to the fifth week or each grading period by the school. Detailed itemized progress reports for English are sent home per parent request or may be randomly sent home and require a parent signature. Extra credit may occasionally be offered throughout the grading periods, but emphasis is placed on assignments. It is expected that all students

complete and turn in all class/homework. If a student is having difficulty, tutoring is available by appointment.

### **Absences/Late Work/Make-Up work:**

Due to the nature of our school, students will on occasion be out of class for performances, auditions, and rehearsals; however, it is expected that students stay on top of coursework so they do not fall behind. If a student knows he/she will be absent, students may get work ahead of time (24 hour notice needed). If the absence is due to illness or emergency, students may get the work immediately after the absence, and in both cases, have as many days as they were absent to make up the assignment. For example, if the student missed three days, he/she has three (consecutive) days to make up the work. Other situations may be discussed with me and will be looked at on a case-by-case basis; otherwise, *no late work is accepted*. **No exceptions.**

### **No Name/No Grade:**

If a student does not put his/her name on his/her paper, no credit will be given for the assignment. This includes all quizzes, tests, and exams. Students also need to complete their work in blue or black pen (also red for vocabulary only) – work in pencil or in another ink color is unacceptable.

### **Food/Water/Gum:**

No food or drink (other than unflavored water in a sealed container) is allowed in the classroom. Gum may be chewed as long as it is not seen or heard.

### **Reading List:**

It is the students' responsibility to purchase (*books do not have to be new!*), borrow, or check out (from a public library) novels for class. A maximum of a month, a minimum of two weeks will be given for the student to acquire the novel. **Check your child's agenda on a regular basis for this information.** *Note: Books are not necessarily listed in the order in which they are assigned.*

Your child's eighth grade reading list will include, but is not necessarily limited to the following:

- The Pearl* - John Steinbeck\*
- To Kill a Mockingbird* - Harper Lee\*\*
- The Diary of a Young Girl (screenplay)* - Anne Frank\*
- The Pigman* – Paul Zindel\*\*
- The Outsiders* – S.E. Hinton\*\*
- Fahrenheit 451* – Ray Bradbury
- A Christmas Carol* (screenplay) by Charles Dickens\*\*

And if we have time, I might also include:

- The Absolutely True Diary of a Part-Time Indian* by Sherman Alexie
- Flowers for Algernon* by Daniel Keyes
- Various other novel titles for literature circles/small group reading
- Various short stories, plays, and poetry

**\* Titles with an asterisk do not have to be purchased – I have a class set**

**\*\* I have 5 – 8 copies of this book for students to borrow**

### **Class Supply List:**

- Box of tissue (for the classroom – it's nice, but not necessary)
- Three-Ring **Binder** (1 ½") – **FOR ENGLISH 8 ONLY**
- Subject Dividers with tabs (you need 8 divider tabs)
- **College-Ruled** Loose-Leaf notebook paper
- Dark blue or black ink pens (No pencils!)
- Red pens
- Highlighters (any color)
- (optional but useful) – hole reinforcements & correction tape)
- PAPA student agenda
- A current public library card

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

\_\_\_\_\_ **I have read and understand Ms. Montoya's 2018-2019 Pre-AP Honors English 8 course syllabus.**

Parent signature: \_\_\_\_\_ Date: \_\_\_\_\_

Student signature: \_\_\_\_\_ Date: \_\_\_\_\_

**Contact information**

Parent/Guardian (please print) name(s):

Parent 1: \_\_\_\_\_ Parent 2: \_\_\_\_\_

P 1 e-mail: \_\_\_\_\_ P 2 e-mail: \_\_\_\_\_

P 1 phone(s): \_\_\_\_\_ P 2 phone(s): \_\_\_\_\_