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| **Course Syllabus**  **Jasper County Middle School**  **8th Grade ELA**  **Mary Harris**  **mlharris@jasper.k12.ga.us**  **https://www.jasper.k12.ga.us** |

**Course Description:**

The grades six through eight standards define what students should understand and be able to do by the end of each grade. Instruction in grades six through eight addresses students’ increasing maturity and the growing sophistication of their abilities, culminating in the development by the end of Eighth Grade of students who are ready to succeed in high school. Students should be able to comprehend more challenging books and articles, basing all of their analyses, inferences, and claims on explicit and relevant evidence from the texts. Students will expand on their ability to identify central ideas by identifying how those themes are shaped and conveyed by particular details. Their analysis of basic literary elements will extend to identifying connections and complexities within narratives and how individual elements weave together to advance plot and reveal character. The evaluation of the impact of language on tone and meaning will begin to include more sophisticated concepts such as analogy and allusion, subtleties in point of view such as dramatic irony, and a more sophisticated appreciation for connotative diction. These skills will be incorporated into the student's own narrative and expository writing. Students will become increasingly adept at understanding an author’s biases, the use of complex rhetorical devices including logical fallacies, and tailoring their own prose for maximum influence. While continuing with a variety of literary nonfiction, students in grades six through eight will begin to tackle more technical informational texts as well. Literary selections will include foundational materials from mythology, cultural histories, and religious traditions.

**Instructional Goals:**

* Continue to improve basic writing skills focusing on narrative techniques in poetry and short stories
* Present oral reports in support of written research and practice listening skills by taking notes from presentations
* Further develop research skills by using technology and library resources
* Begin use of techniques for expressive and creative writing
* Identify key words, develop search strategies; locate appropriate and varied information sources; distinguish sources between primary and secondary
* Identify the time,place,audience,purpose,and form of a source
* Recognize relevant facts and ideas; evaluate bias of sources/authors; classify information as fact/opinion
* Take notes, paraphrase, summarize, enter data
* Articulate a particular perspective/value orientation; demonstrate content knowledge; listen critically and build upon the ideas of others
* Identify central issue; formulate appropriate questions; identify multiple perspectives; compare and contrast; validate date using multiple sources; determine relevant information; paraphrase problem
* Distinguish between fact, opinion, and reasoned argument; clarify time, point of view and purpose; recognize stereotypes cliches, bias, and propaganda techniques; identify message and target audience of narrative and documents to determine credibility and authenticity
* Compare advantages & disadvantages, suggest alternate solutions; predict probable consequences, provide evidence to justify best solution

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| **1st Quarter** | **2nd Quarter** |
| **Reading:**  Primary Focus: Informational Text  Secondary Focus: Literary Text  **1 Extended informational text.**  **4-6 Thematically connected short texts.**  **Writing:**  **Focus: Informative/Explanatory Essay**   * Research Connection - Brief or sustained inquiries related to the texts or themes * Narratives to develop real experiences * Routine writing - notes, summaries process journals, and short responses across all genres   **Language**  Study and apply grammar.  Use and understand both general academic and domain-specific vocabulary.  **Speaking and Listening**  Engage in collaborative discussions.  Present findings.  Evaluate a speaker’s claims, and strategy.  Incorporate multimedia components. | **Reading:**  Primary Focus: Literary Text  Secondary Focus: Informational Text  **1 Extended literary text.**  **4-6 Thematically connected short texts.**  **Writing:**  **Focus: Argumentative Essay**   * Research Connection - Brief or sustained inquiries related to the texts or topics * Narratives to develop imagined experiences * Routine writing - notes, summaries process journals, and short responses across all genres   **Language**  Study and apply grammar.  Use and understand both general academic and domain-specific vocabulary.  **Speaking and Listening**  Engage in collaborative discussions.  Present findings.  Evaluate a speaker’s claims, and strategy.  Incorporate multimedia components. |

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| **3rd Quarter** | **4th Quarter** |
| **Reading:**  Primary Focus: Informational Text  Secondary Focus: Literary Text  **1 Extended informational text.**  **4-6 Thematically connected short texts.**  **Writing:**  Focus: Informative/Explanatory Essay   * Research Connection - Brief or sustained inquiries related to the texts or topics * Narratives to develop real experiences * Routine writing - notes, summaries process journals, and short responses across all genres   **Language**  Study and apply grammar.  Use and understand both general academic and domain-specific vocabulary.  **Speaking and Listening**  Engage in collaborative discussions.  Present findings.  Evaluate a speaker’s claims, and strategy.  Incorporate multimedia components. | **Reading:**  Primary Focus: Literary Text  Secondary Focus: Informational Text  **1 Extended literary text.**  **4-6 Thematically connected short texts.**  **Writing:**  Focus: Argumentative Essay   * Research Connection - Brief or sustained inquiries related to the texts or topics * Narratives to develop imagined experiences * Routine writing - notes, summaries process journals, and short responses across all genres   **Language**  Study and apply grammar.  Use and understand both general academic and domain-specific vocabulary.  **Speaking and Listening**  Engage in collaborative discussions.  Present findings.  Evaluate a speaker’s claims, rhetoric, and strategy.  Incorporate multimedia components. |

**Class Schedule/Procedures**:

**10 minutes - RIT** (Review of prerequisite skills or previous skills not mastered based on pre-assessment and summative data. Identify common errors and misconceptions.)

**10 minutes - Opening** (Explain the learning target and describe what students should know, understand, and be able to do to show evidence of standard mastery.)

**40 minutes - Work Session** (Student Centered)

**5-10 minutes - Closing and summarizing** (Teacher/student summarization of the lesson. Discussion of how the work relates to mastery of the learning targets.)

Texts and Resources:

(List text, websites, links to helpful information here)

**Class Expectations:**

Students at Jasper County Middle School are expected to follow all procedures and policies of the classroom and of the school. Consequences will be applied according to the school policies and handbook. Students are expected to put forth their best effort and remember that their education is the purpose for being at school.

(Supplies) (What to bring daily) (Teacher expectations)

**Grading:**

The grading policy is located in the student handbook.

Formative Assessments (classroom assignments, quizzes, homework, draft papers): 70%

Summative Assessments (major tests, final papers): 30%

All writing assignments will be graded using Georgia Department of Education Writing Rubrics

Please sign and return to Mrs. Cavender

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Student Name\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Class Period \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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Parent Signature

Parent Name (Printed) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Email Address: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Phone Number: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_