

Reading Materials: Harry Potter and The Sorcerer's Stone
The Lightning Thief
Number the Stars
Enclave

CCSD implements the National Common Core State Standards which can be found at www.corestandards.org.

I. Course goals

- a. Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. [CCSS: RL. 6.1, RI. 6.1]
- b. Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments. [CCSS: RL. 6.2, RI. 6.2]
- c. Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution. [CCSS: RL. 6.3, RI. 6.3]
- d. Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone. [CCSS: RL. 6.4, RI. 6.4]
- e. Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot. [CCSS: RL.6.5, RI.6.5]
- f. Explain how an author develops the point of view of the narrator or speaker in a text. [CCSS: RL.6.6, RI.6.6]
- g. Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue. [CCSS: RL.6.7, RI.6.7]
- h. Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not. [CCSS: RI.6.8]
- i. Compare and contrast one author's presentation of events with that of another (e.g., a memoir written by and a biography on the same person). [CCSS: RL.6.9, RI.6.9]
- j. By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range. [CCSS: RL.6.10, RI.6.10]
- k. To collaborate, express and listen carefully to ideas, evaluate and integrate information from oral, visual, quantitative, and media sources, use media and visual displays strategically to achieve communicative purposes, and adapt speech to context and task. [CCSS: SL.6.1, SL.6.2, SL.6.3, SL.6.4, SL.6.5, SL.6.6]
- l. To demonstrate command of the conventions of standard English grammar and usage when writing or speaking. [CCSS: L.6.1]
- m. To demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. [CCSS: L.6.2]
- n. To apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening. [CCSS: L.6.3]
- o. To determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate. [CCSS: L.6.4]
- p. To demonstrate understanding of figurative language, word relationships, and nuances in word meanings. [CCSS: L.6.5]

- q. To acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression. [CCSS: L.6.6]

II. Course content and time schedule (sequential)

Each anchor standard has been correlated to the grade-specific standard.

III. Course content and time schedule

Quarter 1: *Harry Potter and The Sorcerer's Stone*: Activities incorporated in this unit focus primarily on narrative structure and character development. Activities include story mapping, character comparisons, viewing events from different perspectives, predicting the plot, graphing the level of excitement within a chapter and identifying the components of a narrative text.

Quarter 2: *The Lightning Thief*: Classical mythology to create a high-interest, humorous introduction to middle school while also providing students with a foundation in the Greek gods and goddesses. The novel is about a 12-year-old boy who learns that his true father is Poseidon, god of the sea. Percy sets out on a quest across the United States to find the entrance to the underworld and stop a war between the gods. While told in a light-hearted tone, *The Lightning Thief* explores serious issues such as learning disabilities, self-doubt, and family problems that are relevant to the middle school reader. Students quickly empathize with the protagonist's fierce sense of loyalty toward his mother and friends.

This unit launches a year-long discussion on what it means to be a hero. Students will compare Percy's fantasy adventure with that of archetypal heroes from other literature by analyzing the research of Joseph Campbell, an American mythological expert. In the beginning of the novel, students will make inferences about characters and their relationships by delving into inner thoughts, dialogue, and actions. By the end, students will explain particular choices the author makes to create the mood of a scene or to convey character motivation. Across many lessons, students will practice identifying the context clues to determine the meaning of an unknown word.

Quarter 3: *Number the Stars*: The world has dark pages in its history, and at times the challenge of righting such immeasurable wrongs is impossible. A study of narratives about the Holocaust, whether nonfiction accounts or fictionalized accounts based on true events, will reveal the worst in human behavior. And yet, as Anne Frank, the most famous young victim of the Holocaust, wrote in her diary, "How wonderful it is that nobody need wait a single moment before starting to improve the world." In this unit, you will apply the lessons of the Holocaust and take action about a challenging issue in your school, in your community, or perhaps in the world.

Quarter 4: *Enclave*: Problem-based learning project- PBL is a teaching method which complex real-world problems are used as the vehicle to promote student learning of concepts and principles as opposed to direct presentation of facts and concepts. In addition to course content, PBL can promote the development of critical thinking skills, problem-solving abilities, and communication skills. It can also provide opportunities for working in groups, finding and evaluating research materials, and life-long learning. While the core problems will vary among disciplines, there are some characteristics of good PBL problems that transcend fields

- The problem must motivate students to seek out a deeper understanding of concepts.
- The problem should require students to make reasoned decisions and to defend them.
- The problem should incorporate the content objectives in such a way as to connect it to previous courses/knowledge.
- If used for a group project, the problem needs a level of complexity to ensure that the students must work together to solve it.
- If used for a multistage project, the initial steps of the problem should be open-ended and engaging to draw students into the problem.

Students will demonstrate an understanding of Dystopian societies, understand and identify the use of symbolism within literary text, demonstrate their understanding of character development, identify foreshadowing in the text, and synthesize information from the text.

IV. Course activities

- Journal writing on a regular basis
- Using the writing process to complete final drafts
- Participation in class discussions, debates, and presentations
- In-class assignments
- Special projects/homework
- Silent/oral reading

Curricular programs The Hunger Games trilogy lessons are aligned with Common Core State Standards.

V. Evaluation

Criteria for arriving at students grades

- 25% Formative Assessments (classwork, practice, review)
75% Summative Assessments (essays, projects, tests, quizzes)
- Semester exams will be worth 20% of the SEMESTER grade
 - Semester exams will not be administered early. Students who are absent may make-up their exams on the district approved make-up day.
- Explanation of student grades
 - A 100 – 90%
 - B 89 – 80%
 - C 79 – 70%
 - D 69 – 60%
 - F 59 and below
- How and when students will be advised of their grades
 - Parents and students are urged to check the Infinite Campus Portal for grades regularly.
- Citizenship/behavior expectations:

Citizenship is taken very seriously at Leavitt Middle School. Teachers expect the best of their students at all times. Students are to bring supplies to class and pay attention. It is important to stay on task and to be respectful of others. Nuisance items, gum, and food should not be brought to class. Students who cannot work within these expectations will have points deducted from their citizenship grades. Other actions, which disrupt the environment of the classroom and other students, will also be documented and points will be lost.

- i. Below is a scale for citizenship. All reports of misconduct will be documented by the teacher.
 - 0-1 - Outstanding
 - 2-4 - Satisfactory
 - 5-8 - Needs Improvements
 - 9 or more - Unsatisfactory

VI. School-Wide Rules

- a. Follow directions quickly.
- b. Raise your hand for permission to speak.
- c. Raise your hand for permission to leave your seat
- d. Make SMART Choices: Kindness, Leadership, Courage, Invincible Grit, Creativity
- e. Work hard to do your best for your teachers and parents at all times.
- f. ♦Keep your eyes on the target. ♦

VII. TARDY POLICY – Progressive Steps

- a. 1st Tardy – Warning & Parent Phone Contact
- b. 2nd Tardy – Warning & Parent Phone Contact
- c. 3rd Tardy – Non-TRS RPC
- d. 4th Tardy – After School Detention
- e. 5th Tardy – In-House Suspension (IHS)
- f. 6th Tardy – Required Parent Conference – RPC/Tardy Contract
- g. 7th Tardy – IHS/parent and student meet with the principal

VIII. BEHAVIOR- Progressive Discipline

- a. 1st Incident – Verbal warning
- b. 2nd Incident - Parent contact by teacher
- c. 3rd Incident – Written contact to parent
- d. 4th Incident – Counselor referral
- e. 5th Incident – Deans’ referral

IX. Utilizing technology to learn – At Leavitt, we want to encourage the daily use of technology in and out of the classroom to further enhance the educational experience. As such, Leavitt will be providing students with individual devices in all grades to utilize in class and at home. Students will also be provided with a Google email address to correspond with their teacher and classmates on projects, as well as to turn in assignments. Students may choose to utilize their own electronic tablets (iPads, Kindle Fire, Samsung, etc.) cell phones, laptops, and reading devices for educational purposes. Please be reminded that your student is responsible for the safety of their personal device and must utilize the district’s Wifi to ensure their internet safety. All use of these devices will be for educational purposes and must be approved by the individual teacher.

X. Teacher’s hours of availability- 8:30AM-3:41PM- I will be available at other times by appointment only. Passes must be obtained by me ahead of time if the student plans on coming to the classroom before 9:00AM.

- a. The best way to contact me is via Gmail at learybn@nv.ccsd.net.
- b. You may also contact me at 799-4699 ext. 4083. Please feel free to contact me anytime to make an appointment.