

Justice Myron E. Leavitt Middle School

THE BEST
MIDDLE
SCHOOL IN
THE
COUNTRY!

Follow the **PATRIOT WAY FIVE CORE VALUES**

LEADERSHIP: LEAD inside and outside of the classroom through a POSITIVE example.

COURAGE: Take RISKS in their learning and thinking; have the courage to share ideas.

INVINCIBLE GRIT: PERSEVERE even when tasks get tough.

CREATIVITY: INNOVATE: Use your creativity to solve problems at school and in the community. THINK outside the box.

GLORIOUS KINDNESS: TREAT each person the way you wish to be treated.



Course Expectations Mrs. Jenn Moss ELA 8



Dear Families of Leavitt,

Welcome to the 2019-2020 school year. I am looking forward to teaching your child. There is no need to print out course expectations for my class. I would love for students to sit with their families, discuss the expectations, and then fill out the Google Form that you will find in Google Classroom during the first two weeks of school.

Please let me know if you have any questions. You can reach me by email at mossj@nv.ccsd.net or text using my Google Voice phone number which is 702-941-0843.

Thank you for taking the time to read this. I look forward to working with you and your child this year!

Warmly,
Mrs. Jenn Moss

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Course Description: This one-year course emphasizes the development of critical reading and writing skills. A variety of literature and informational text of steadily increasing sophistication is used. Through close reading, careful writing, class discussions, and presentations, students deepen their ability to independently write, analyze, evaluate, and critique text. Students demonstrate increasing sophistication in all aspects of language use. Students actively seek to understand other perspectives and cultures through reading and listening. Technology is used thoughtfully to enhance reading, writing, speaking, listening, and language use. This course fulfills the eighth-grade English requirement.

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

I. Course goals

- a. To determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas. [CCSS: RL.8.2, RI.8.2]
- b. To analyze how and why individuals, events, and ideas develop and interact over the course of a text. [CCSS: RL.8.3, RI.8.3]
- c. To interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone. [CCSS: RL.8.4, RI.8.4]
- d. To analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole. [CCSS: RL.8.5, RI.8.5]
- e. To assess how point of view or purpose shapes the content and style of a text. [CCSS: RL.8.6, RI.8.6]
- f. To integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words. [CCSS: RL.8.7, RI.8.7]
- g. To delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence. [CCSS: RI.8.8]
- h. To analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take. [CCSS: RL.8.9, RI.8.9]
- i. To write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. [CCSS: W.8.1]
- j. To write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content. [CCSS: W.8.2]
- k. To write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. [CCSS: W.8.3]
- l. To develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. [CCSS: W.8.5]
- m. To conduct short as well as more sustained research projects based on focused questions demonstrating understanding of the subject under investigation. [CCSS: W.8.7]
- n. To gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism. [CCSS: W.8.8]
- o. To draw evidence from literary or informational texts to support analysis, reflection, and research. [CCSS: W.8.9]
- p. To write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences. [CCSS: W.8.10]
- q. 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.8.1, SL.8.2, SL.8.3, SL.8.4, SL.8.5, SL.8.6]
- r. To demonstrate command of the conventions of standard English grammar and usage when writing or speaking. [CCSS: L.8.1]

- s. To demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. [CCSS: L.8.2]
- t. 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.8.3]
- u. 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.8.4]
- v. To demonstrate understanding of figurative language, word relationships, and nuances in word meanings. [CCSS: L.8.5]
- w. 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.8.6]

II. Course content and time schedule (flexible)

Heroism: This unit introduces the Challenge theme by examining heroes: in our personal lives, in literary work, and in the world at large. You will be introduced to the archetype of the hero's journey and will view various examples of heroes through that archetypal lens. After exploring heroism, you will then examine the challenges of society as you encounter texts in which individuals take great risks as they struggle to do what they think is right.

Utopia/Dystopia: As life continues to grow more complex and challenging, you will need to continue to develop your critical thinking skills. By focusing on nonfiction texts, this unit will teach you to ask insightful questions, to develop clear and logical arguments, and to express those arguments in both written and oral texts. This quarter continues with acts of heroism and examining the archetypal hero's journey in literature as well as the concepts of utopia and dystopia.

Human Rights: Every year brings challenges. In the first two units, you encountered individuals, both real and fictional, who have faced obstacles and challenges, and have found ways of mastering or triumphing over their limitations. You and your classmates, too, have faced challenges: personal, social, and academic. Midway through the year is a good time to pause and reflect on the work you have done during the past months. This quarter focuses on real world challenges both in fiction and nonfiction by using texts related to the Holocaust and other significant historical events and how those events have shaped our society.

Poetry: The end of the year will be spent reviewing elements of literature and poetry in preparation for high school. A variety of texts, both written and visual, may be used to cement these concepts to ready our students for their next stage in their academic life.

III. Course activities

- a. A wide variety of writing on a regular basis
- b. Using the writing process to complete final drafts
- c. Participation in class discussions, debates, and presentations
- d. In-class assignments
- e. Special projects/homework
- f. Silent/oral reading
- g. Conducting and presenting research
- h. Using technology to prepare for college and work

- IV. Evaluation
 - a. Formative-40%
 - b. Summative-60%
 - c. 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.

- d. Explanation of student grades
 - i.A 100 – 90%
 - ii.B 89 – 80%
 - iii.C 79 – 70%
 - iv.D 69 – 60%
 - v.F 59 and below

Parents and students are urged to check the Infinite Campus Portal for grades regularly.

- e. 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.

V. **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. 

VI. **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

VII. **BEHAVIOR- Progressive Discipline**

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

VIII. Supplies needed for this course

- a. Planner for student to track assignments and share progress with parent/guardian- this one has great reviews/reasonable price [Student Planner on Amazon.com](https://www.amazon.com/dp/B078888888)
- b. Personal headphones/earbuds with Chromebook-friendly plug-in
- c. Wireless mouse- this one got great reviews/ reasonable price [Wireless Mouse on Amazon.com](https://www.amazon.com/dp/B078888888)

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
 - a. 8:45 am until 3:30 pm