

School Name Crook County Middle School

Course Title: 8th Grade Language Arts

Instructor's Name Becky Carter/ Jake Shinkle #'s B-3, B-5

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Semester I Yes II Yes (Year-long course)

Course Description: Communication Skills (Reading, Writing, Speaking, Listening).

Learning Standards (**Critical Content Power Standards**)

Reading

Key Ideas and Details: Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence and when writing or speaking to support conclusions drawn from the text.

Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

Analyze how and why individuals, events, and ideas develop and interact over the course of the text.

Craft and Structure

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.

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.

Assess how point of view or purpose shapes the content and style of a text.

Integration of Knowledge and Ideas

Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

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.

Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

Range of Reading and Level of Text Complexity

Read and comprehend complex literary and informational texts independently and proficiently.

Language

Conventions of Standard English

1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

Knowledge of Language

3. 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.

Vocabulary Acquisition and Use

4. Determine or clarify the meaning of unknown and multiple-meaning words or phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
6. 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 encountering an unknown term important to comprehension or expression.

Writing

Text Types and Purposes

1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence
2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

Production and Distribution of Writing

4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
6. Use technology, including the internet, to produce and publish writing and to interact and collaborate with others.

Research to Build and Present Knowledge

7. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation. (Social Studies and Science)

8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

Range of Writing

10. 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.

Reading/Literature:

- Understand and draw upon a variety of comprehension strategies as needed – rereading, summarizing, discussing, responding to essential questions, predicting and comparing information from several sources.

Vocabulary:

- Determine meanings of words using contextual and structural clues

Informational Text: Develop General Understanding

- Clarify understanding of informational texts by creating detailed outlines, graphic organizers diagrams, logical notes and summaries.

Informational Text: Examine Content and Structure

- Note & analyze instancing of unsupported inferences, deceptive reasoning, persuasion and propaganda in text.

Literary Text: Develop an Interpretation

- Identify the actions and motives of characters in a work of fiction, including contrasting motives that advance the plot of promote the theme, and discuss their importance

Materials:

Texts: Holt McDougal Literature
Holt McDougal Integrated Reader

Film, Videos/ Other Electronic Media:

Novels: Deathwatch by Robb White, The Outsiders by Robb White, The Giver by Lois Lowry, The Boy in the Striped Pajamas by John Boyne,

Others (Articles): Reader’s Digest assorted short stories, Reading Circle Individual Novels, Assorted Classic Short Stories.

Notification of the Right to Object to the Use of Materials:

Any resident of the district may raise objection to instructional materials used in the district’s educational program despite the fact that the individuals selecting such materials were duly qualified to make the selection and followed the proper procedure and observed the criteria for selecting such material.

The first step in expressing objection is consultation with the classroom teacher or library staff and providing a brief written complaint. The staff member receiving a complaint regarding instructional materials shall try to resolve the issue informally through the discussion of the original assignment or the opportunity for an alternative assignment.

If not satisfied with the initial explanation or an alternative assignment, the person raising the questions will meet with a building administrator who, if unable to resolve the complaint, will provide a Request for Reconsideration form which will be given to the superintendent for action.

Grading Scale- 90-100 %=A 80-89%=B 70-79%=C 60-69=D 59% and below=F

Makeup Policy:

Work can be made up for up to four weeks after the due date for partial credit as determined by how late the work is turned in.

Extra Credit Policy:

Extra credit may be given on an occasional basis for extra work done on a test or assignment. It will not be given in substitution for regular credit work.