



# Journey Middle School

217 Celtic Drive, Madison, Alabama 35758

ELA 8

Ms. Rhodes

<b>Teacher Contact Information</b>	Email: <a href="mailto:tjrhodes@madisoncity.k12.al.us">tjrhodes@madisoncity.k12.al.us</a> Classroom Phone: 256-774-4696 ext. 84316
<b>Classroom Digital Platforms</b>	Webpage Link: <a href="https://www.madisoncity.k12.al.us/site/default.aspx?DomainID=3356">https://www.madisoncity.k12.al.us/site/default.aspx?DomainID=3356</a> Schoology is our digital learning platform. If you need your access code, please email me, and I will provide it.
<b>Textbook Information</b>	Textbook: StudySync Grade 8, McGraw-Hill This is an online and print text. The online platform is available to students via the “McGraw Hill” link in Schoology. Students will have their own consumable copy of the textbook as well. These will remain in the classroom until the end of the school year.
<b>Required Novels</b>	<i>Drums, Girls, and Dangerous Pie</i> by Jordan Sonnenblick <i>The Outsiders</i> by S.E. Hinton <i>The Hunger Games</i> by Suzanne Collins <i>“The Diary of Anne Frank: Play Edition”</i> by Albert Hackett and Frances Goodrich
<b>Course Description</b>	8th Grade Language Arts focuses student learning to help students prepare for college and future careers based on the standards outlined in the Alabama Course of Study. The course focuses on analyzing different types of texts, making connections through reading different types of literature and informational texts, experiencing the writing process with modes of writing, participating in thoughtful discussions with peers, and practicing digital citizenship.
<b>Course Objectives</b>	Students will develop and strengthen critical thinking skills by reading, comprehending, and engaging with both literary and informational texts. Students will make text-to-text, text-to-world, and text-to-self connections. Students will be able to identify, define, and duplicate examples of figurative language found in texts. They will demonstrate their understanding of the text through various formative and summative assessments. Students will display the convergence of their independent thoughts and textual examples in the writing of paragraphs and essays, as well as develop clear and concise writing skills through the execution of writing assignments and the application of proofreading and editing skills. Students will also improve their writing through the increased understanding and application of grammar, mechanics, and vocabulary skills. Students will be able to respectfully engage critically and constructively in a dialogue of ideas through class discussion, small group assignments, and project-based learning. Students will develop and display clear written and verbal communication skills.
<b>Course Outline</b>	Unit 1: Summer Reading Skills: <i>Drums, Girls, and Dangerous Pie</i> Unit 2: Realistic Fiction: <i>The Outsiders</i> by S.E. Hinton Unit 3: Narrative Writing Unit 4: Strange and Mysterious Stories (Short Story Unit) Unit 5: Argumentative/Persuasive Elements Unit 6: Dystopian Literature: <i>The Hunger Games</i> by Suzanne Collins Unit 7: Research Skills: Holocaust Era Research Unit 8: Historical Fiction: <i>The Diary of Anne Frank: Play Edition</i> by Albert Hackett and Frances Goodrich Unit 9: ACAP Prep

	<p>Unit 10: Harlem Renaissance Literature &amp; Research</p> <p>Grammar Skills:</p> <ul style="list-style-type: none"> <li>● Parts of Speech Review</li> <li>● Subject/Predicate</li> <li>● Subject Verb Agreement Review</li> <li>● Clauses &amp; Sentence Structure</li> <li>● Verbals, Gerunds, &amp; Infinitives</li> <li>● Verb Moods</li> </ul> <p>Vocabulary is embedded throughout the school year with a blend of stand vocabulary units and academic vocabulary.</p> <p>Nonfiction excerpts, articles, and other sources are used in each unit to make real world connections, enhance critical thinking skills, and deepen understanding of fictional texts.</p> <p><b><i>*This is subject to change at teacher discretion.*</i></b></p>
<p><b>Classroom Expectations</b></p>	<ul style="list-style-type: none"> <li>● Be respectful and be responsible.</li> <li>● <u>Cell phones are silenced and placed in an assigned pouch at the start of class.</u></li> <li>● Bring your school issued chromebook and charger to school.</li> <li>● Charge your chromebook at home.</li> </ul>
<p><b>Progressive Discipline</b> <i>(JMS Policy)</i></p>	<p><b>All progressive discipline will correspond with the Madison City Schools Code of Conduct regarding Class I and II offenses. Class III offenses are a direct office referral.</b></p> <ul style="list-style-type: none"> <li>● Warning</li> <li>● Conference with student with parent notification</li> <li>● Parent Contact</li> <li>● Detention</li> <li>● Referral to administration for repeat Class I violations and initial Class II and III offenses---Consequences determined to be reasonable and appropriate by the school administration.</li> </ul>
<p><b>Cell Phone Policy</b></p>	<p>Cell phones and earbuds/headphones will not be allowed to be used during classroom instruction time. Phones and earbuds/headphones will be put away in a location designated by the teacher and placed in silent mode. In secondary schools, students will have access to their phones and earbuds/headphones outside of classroom instruction time, such as between classes and during lunch, but devices should be put away when students are in the lunch serving line. Failure to follow these procedures will result in a disciplinary referral to the office.</p>
<p><b>Grading Policy</b> <i>(MCS Policy)</i></p>	<p><b>60%</b> = Assessments (Tests, Essays, Projects) <b>40%</b> = Daily Grades (Quizzes, Homework, Classwork, and Participation)</p>
<p><b>Late Work Policy</b></p>	<p>Students present in class on the day of instruction are expected to turn in all in-class and out-of-class assignments on time. Late work will be accepted up to 3 days after the initial due date, with a deduction of 10% each day it's late. <b>Late work will not be accepted after 3 days.</b> Students must email the teacher upon submitting late work in order to receive credit.</p>
<p><b>Make-up Work/Test Policy</b></p>	<p>Madison City Code of Conduct Policy on Make-Up Work:          “Students are permitted to make up work, tests, and other assignments, activities, etc., when absences are excused. Under normal circumstances, it is expected that students will submit previously assigned work upon return to school after an excused absence. All work missed on the day(s) of excused absence(s) must be made up within three school days after returning to school. However, for extended excused absences when homebound services are not necessary, the teacher may grant additional time, but not to extend beyond two weeks past the return to school.” (pg. 12)</p> <p><b>Unexcused absences will not be eligible for late work submission.</b></p>
<p><b>Technology</b></p>	<p>Student laptops should not be hard-wired to the network or have print capabilities. Discs, flash drives, jump drives, or other USB devices are not allowed on Madison City computers. Neither the teacher nor</p>

	the school is responsible for broken, stolen, or lost laptops. Laptops and other electronic devices will be used at the teacher's individual discretion.
<b>Cheating/Plagiarism</b>	A student who cheats will not receive credit for the work in question. If any other student has cooperated in cheating, that student is also considered to have cheated and will not receive credit. Cheating students will also be subject to the consequences in the disciplinary consequences in Section XXII of this CSC. Cheating is defined to include, but is not limited to: (a) copying someone else's work in or out of class and identifying and submitting it as your own (b) failing to quote and/or list appropriate citations for material derived from published sources (including the Internet) and identifying and submitting it as your own (c) the use of unauthorized notes, other materials, or assistance during the accomplishment of graded work in or out of class (d) any other situation in which the student attempts to or accepts credit for work not his or her own.
<b>Materials &amp; Supplies</b>	One 1-inch three-ring binder, loose-leaf notebook paper, pencils/pens, and assorted highlighters. Please bring your school-issued Chromebook and charger to class every day. You will also need headphones or earbuds with an auxiliary jack cord. We will read several novels this year. Novels will be provided for ELA 8 students. However, students may purchase their own copy for annotation and personal use. <i>Drums, Girls, and Dangerous Pie</i> by Jordan Sonnenblick (Summer Reading) <i>The Outsiders</i> by S.E. Hinton <i>The Hunger Games</i> by Suzanne Collins <i>The Diary of Anne Frank: Play Edition</i> by Albert Hackett and Frances Goodrich
<b>Homework</b>	During novel studies, Honors ELA students are expected to read outside of class. Excluding novel studies and quarterly independent reading projects, homework is rarely assigned. It is typically an extension of the day's lesson and/or work not completed in class.
<b>Parent &amp; Student Acknowledgment Form</b>	Complete this Acknowledgement Form after you and your child/children have read the syllabus. If you have more than one child in any of my ELA classes, please add their name in the space provided on this form.

By signing below, you acknowledge that you have read and understand the ELA Syllabus. You understand that the syllabus is subject to change at teacher discretion. You and your child/children agree to follow the course and MCS policy guidelines. Either detach and return this signature sheet to Ms. Silk no later than **August 8, 2024**, or complete the digital acknowledgement form no later than **August 8, 2024**.

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Parent/Legal Guardian (Printed Name)

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Parent/Legal Guardian (Signature)

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Student (Printed Name: First & Last)

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Student (Signature)