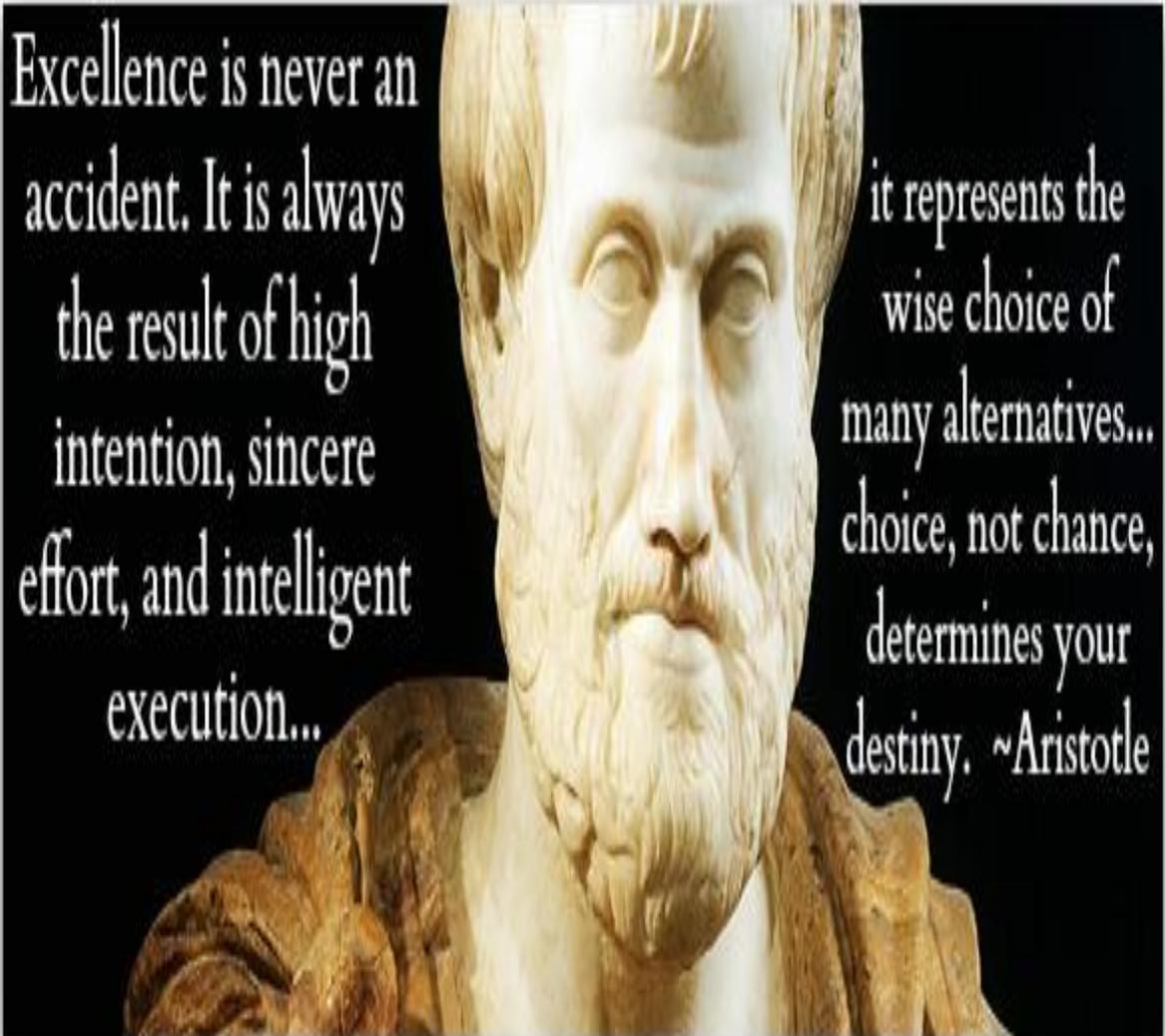


COMMUNICATION SKILLS 2017-2018 EIGHTH-GRADE HANDBOOK



Excellence is never an accident. It is always the result of high intention, sincere effort, and intelligent execution...

it represents the wise choice of many alternatives... choice, not chance, determines your destiny. ~Aristotle

www.ccs.k12.nc.us

CYNTHIARIVERS@CCS.K12.NC.US

ARISTOTLE TEAM
Reid Ross Classical Middle School
3200 Ramsey Street
Fayetteville, NC 28301
910-488-8415



Dear Parent(s) and Guardian(s),

Welcome to Reid Ross Classical School's 2017-2018 academic school year. The eighth-grade promises to be challenging, full of opportunities for success, and rewarding for all students. The main objectives for this school year will primarily focus on mastering grade level skills and concepts, character education, time management, and organizational skills, which will prove helpful to your child in making the transition from eighth to ninth-grade.

High standards and academic excellence are the expectations for our eighth graders. Motivation, effort, hard work, and commitment will be required from all participants. As a parent/guardian, you will play a vital role in the success of your child's education. This can be accomplished by becoming actively engaged in the learning process, and the following suggestions are ways in which to enhance that learning:

- 1.) Establish a specific time and place in which to review daily class work and/or complete an assignment.
- 2.) Give your child positive support by building his or her self-esteem.
- 3.) Encourage your child to complete/check over homework, special assignments, and projects.
- 4.) Supervise all homework, assignments, and projects by referring to Google Classroom.
- 5.) Assist your child in keeping materials organized.
- 6.) Keep informed by communicating periodically with team teachers.
- 7.) Attend, participate, or volunteer in your child's school programs and activities.
- 8.) Check PowerSchool's parent module at least once a week for grades during the weekend.

Your child has received information regarding a supply/wish list, syllabus, and other applicable school forms. Please read these forms, and return all documents that require your signature no later than Friday, July 14, 2016. A Communication Skills Handbook will be available on RRCS' website (www.rrcs.ccs.k12.nc.us). As far as team conferences are concerned, should you desire one, contact the school at 488-8415 and the receptionist will take a message for your child's homeroom teacher. Please remember to leave your name, phone number, and the nature of your call. Your child's homeroom teacher will contact you by phone or email within 48 hours to schedule a team meeting.

I look forward to having your child in my class ready to begin a new role—that of an eighth-grade student. "Thank you" in advance for your cooperation and commitment to Reid Ross Classical Middle School!

Eighth-Grade Team Teacher,
Ms. Cynthia Rivers—Communication Skills

DAILY SCHEDULE



CORE TEACHERS

MORNING DUTY STATIONS	7:45-8:30 A.M.
TEAM PLANNING	8:30-9:15 A.M.
PERSONAL PLANNING	9:20-10:05 A.M.

1ST BLOCK

1ST PERIOD	8:30-9:15 A.M.
2ND PERIOD	9:20-10:05 A.M.

2ND BLOCK

3RD PERIOD	10:10-11:10 A.M.
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CORE TEACHERS HOMEROOM LUNCH VARIES

11:20-11:50 A.M.

4TH PERIOD	11:15-12:15 P.M.
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3RD BLOCK

5TH PERIOD	12:20-1:20 P.M.
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6TH PERIOD	1:25-2:25 P.M.
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4TH BLOCK

7TH PERIOD	2:30-3:30 P.M.
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CORE TEACHERS

AFTERNOON DUTY STATIONS	3:30-3:50 P.M.
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STAFF MEETING/TUTORING/CLUBS	3:50-4:30 P.M.
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REID ROSS CLASSICAL SCHOOL MISSION STATEMENT

We believe we are exceptional not because we say it, but because we work hard at it. We believe in ourselves. We respect ourselves, and we respect the faculty, staff, and our fellow students.



COMMUNICATION SKILLS MISSION STATEMENT

It is the mission of the RRCS eighth grade team to implement and demonstrate exemplary character education to our peers, faculty, staff, administrators, and parents at all times throughout the school year while on school property as well as in the community.



Classroom Rules

1. Model good behavior.
2. Demonstrate good manners.
3. Respect yourself and others.
4. Prepare daily resources for learning before the tardy bell.
5. Listen carefully and follow directions.
6. Work quietly and cooperatively managing your time wisely.
7. Keep your area clean.

Possible school consequences

Is it worth the risk?



- "0" on the assignment
- Parent notification
- Referral to administrators
- Suspension or dismissal from school activities
 - Sports, extracurricular
 - Graduation
- In student record
- Loss of reputation in the school community

Consequences

- 1st Time Verbal Warning
- 2nd Time Teacher/Student Conference
- 3rd Time Note/E-mail/Phone Call to Parent
- 4th Time Silent Lunch (number of days depends on offense)
- 5th Time Teacher/Parent Conference (may possibly include team teachers)
- 6th Time D-Hall with teacher who's experiencing problem
- 7th Time Teacher/Parent Conference (may include counselor and an administrator)
- 8th Time Administrative Referral

Please read through both the county-wide/RRCS *Code of Conduct Handbook* and discuss the importance of appropriate behavior with your child. School should be a safe and pleasant learning environment!

Ms. Cynthia Rivers
2017-2018
8th Grade Communication Skills Syllabus

Grade 8 English-Language Arts Common Core Standards define what students should understand and be able to do by the end of their grade level school year. They correspond to the College and Career Readiness (CCR) anchor standards as listed below. The CCR and grade-specific standards are necessary complements—the former providing broad standards, the latter providing additional specificity—that together define the skills and understandings that all students must demonstrate.

NCDPI & CCS

CCR Anchor Standards for Reading

Key Ideas and Details

1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

Craft and Structure

4. 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.
5. 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.
6. Assess how point of view or purpose shapes the content and style of a text.

Integration of Knowledge and Ideas

7. Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.
8. 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.
9. 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

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

CCR Anchor Standards for 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.
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.

CCR Anchor Standards for Speaking & Listening

Comprehension and Collaboration

1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

Presentation of Knowledge and Ideas

4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.
6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

CCR Anchor Standards for 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 and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
5. Demonstrate understanding of 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 considering a word or phrase important to comprehension or expression.

Grading Scale

Letter Grade	Numerical Grade
A	90-100%
B	80-89%
C	70-79%
D	60-69%
F	59% or below

Grading Policy

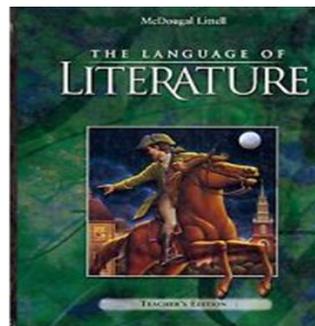
- CCS CLASSWORK/HOMEWORK—40%
- CCS QUIZZES—10%
- CCS TESTS/PROJECTS—50%

Daily Supplies

North Carolina Edition: *The Language of Literature* textbook

Eraser Mate ink pens (blue/black)	colored pencils
1 pack of highlighters	dictionary/thesaurus
6 three prong pocket folders	3 ring hole puncher
pencils (no mechanical devices)	college rule notebook paper
pencil box or zipped pouch	RRCS' daily planner
earbuds for educational purposes only	digital device

Textbook: A class set of InterActive Reader Workbooks will be during the school day. Each student will be assigned a 2006 North Carolina 8th grade edition of McDougal Littell's *The Language of Literature* textbook beginning Monday, July 17, 2016.



Email Address: cynthiarivers@ccs.k12.nc.us

Room #142

Telephone: 910-488-8415 (ext. 3142)

Office Hours: Conferences will be scheduled during 1st period (8:30-9:15 a.m.) for team members; however, if you need to meet with me individually it will be during that time frame or by appointment only for after school hours between 3:45-4:00 p.m. on Tuesdays.

Assignments: Refer to the 8th grade Communication Skills Google Classroom account daily. Review content-area class work daily. Homework is due by the next school day (unless stated otherwise). It is a part of daily preparation to follow the directive(s) listed on the Whiteboard, Smart Board, and/or Google Classroom upon entry. **Students will have no more than 3 days in which to submit a late assignment. Subsequently, a letter grade (ten points) will be deducted for each late day from the grade earned. (Example: An assignment turned in 3 days late actually earned 100%, but 30 points will be deducted whereby student earns 70%; 2 days late 80%; and 1 day late 90%).** Therefore, please submit assigned work when initially requested in order to receive the full credit earned. Following the 3rd day, a grade of 17/F will be recorded as the final grade.

Grades: These can be viewed on the county's PowerSchool Parent Portal every Sunday evening. Please note the assigned/due date as noted in the comment section of each assignment.

Tutoring Hours: Tuesdays from 3:45-4:30 p.m. Permission slips are provided to specific students weekly by invitation only as a result of their 7th grade End of Grade Reading score.

Student Absences: It is the responsibility of the student to check with me to find out what assignment(s) he/she missed and/or needs to make-up. ***As a courtesy reminder, CCS' County Board policy stipulates that a student has five school days in which to makeup an assignment due to being absent without penalty.**

Remember that school is for learning, and knowledge is power!



Class Procedures

1. **Enter class** each day with your phone already on airplane mode, and it should be in your backpack. If your phone is out of your backpack, *it will be confiscated*. If you require your phone for **INSTRUCTIONAL PURPOSES**, I will direct you to remove the phone from your bag.

2. **Begin the bell ringer** on the White Board, Smart Board, and/or Google Classroom.

3. **Stay seated** at your desk, unless given permission to do otherwise.

4. **Raise your hand** to speak or ask a question.

5. **Don't talk** unless given permission to speak.

6. **Bathroom:** Your planner must be signed-out and signed-in by the teacher. You must return from the bathroom within **3 minutes**. Students **are not** permitted to use the bathroom within 10 minutes of the beginning/end of the class period.

7. **If you are absent**, see the teacher to retrieve any missing work. All absent work should be completed within 5 days or less of your return.

8. At the **end of class**, you must wait quietly in your seat to be dismissed.

9. **No outside food or drinks allowed.**

Coaching a Growth Mindset

5 Questions to Develop a Growth Mindset

- What did you learn from today's performance?
- What steps did you take to make you successful today?
- What are some different strategies you could have used?
- How did you keep going when things got tough?
- What can you learn from your opponent today?

5 Feedback Comments to Develop a Growth Mindset

- This will be a challenging concept to learn, but I believe you can master it.
- You haven't got it yet, but you will if you keep working and thinking about it.
- I really appreciated your effort today.
- It is okay to take risks, that's how we learn.
- Getting better takes time and I see you improving.

@BelievePHQ @SportPsychDunc