



Tefft Middle School
Home of the Trojans!

8th Grade English Language Arts

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A Tefft Student...

- ★ Is Always Prepared
- ★ Sets Goals
- ★ Respects Self, Others & School
- ★ Is Always Improving
- ★ Keeps Data
- ★ Gets Results

Learn Like a Champion!
Battle for Success!
Accept Nothing Less!

8th Grade English Language Arts Course Description

The grade 8 English Language Arts (ELA) course is a comprehensive, year-long curriculum designed to engage students in deep and meaningful learning through the exploration of complex texts, evidence-based writing, and collaborative discussions. Grounded in the principles of a thriving adolescent, this course emphasizes critical thinking, literacy skills, and the development of students' ability to analyze and articulate their understanding of literature and informational texts.

Throughout the year, students will read a variety of texts, including fiction, non-fiction, poetry, and drama, selected to build knowledge, challenge thinking, and foster a love of reading. The curriculum is organized into modules that integrate reading, writing, speaking, and listening, ensuring students develop the skills needed to meet and exceed the Common Core State Standards (CCSS).

Classroom expectations Tefft's Fundamental FIVE:

Required Daily English Supplies

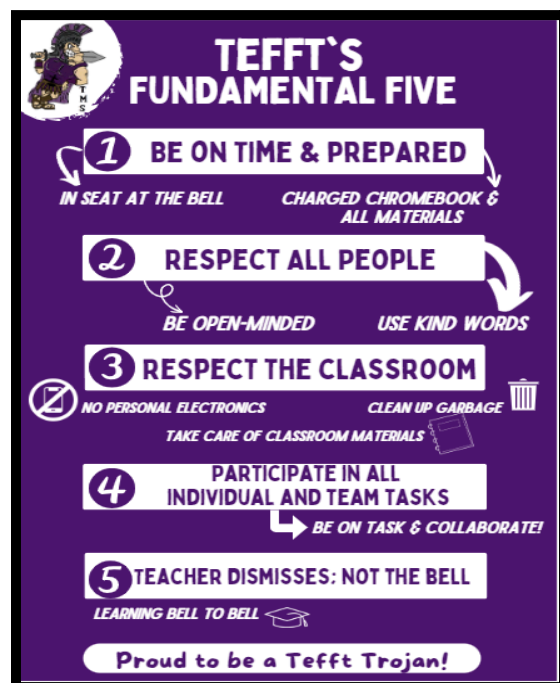
- ☐ Chromebook (charged)
- ☐ Post-it notes
- ☐ English composition notebook
- ☐ Pencils/pens, and highlighters in pencil pouch
- ☐ Novel

Online Resources for Students and Parents

1. **CANVAS**- parents, [sign up as an observer](#) on your student's Canvas page
2. **Tefft Middle School Website**: <https://www.u-46.org/tefft>
3. **District U-46 Website**: <https://www.u-46.org/>
4. Log in to **Clever** (<https://clever.com/schools/>) for access to district-provided applications
5. **INFINITE CAMPUS**- [See grades, assignments, and messages](#) from teachers
6. [Student Points](#) to view positive points given by teachers

Course Standards

- **Reading**: Read closely to cite, analyze, and infer
- **Writing**: Produce clear and consistent writing
- **Communication**:: Speaking, Listening, Language



Course Units		
Module 1: Folklore of Latin America Why do we see evidence of myths and traditional stories in modern narratives? How and why can we modernize myths and traditional stories to be meaningful to today's audiences? In this module, students develop their ability to analyze narratives and create their own stories and to analyze informational essays and create their own as they learn about Latin American folklore.	Module 2: Justice Where does justice come from? How do we analyze arguments about fairness, equity, and the legal system? What factors influence our access to justice? How do we research these critical issues? What principles should we prioritize when making decisions about justice? How do we advocate for change and share these recommendations with others? In this module, students will develop their ability to research, analyze complex ideas, and formulate opinions supported by evidence and reasoning as they explore themes of justice, mercy, and inequality.	Module 3: Voices of the Holocaust What was the Holocaust and how did it occur? Why do we remember it? How did victims and survivors respond, and how can we honor their voices? How did upstanders respond, and what can we learn from their voices? In this module, students learn about a terrible time period in history, remember the voices of victims, survivors, and upstanders, and at the same time, they develop their ability to determine and track themes, understand the development of characters, identify and track the development of central ideas, and write narratives to honor the memories of those who served as upstanders during the Holocaust.
Core text: Summer of Mariposas by Guadalupe Garcia McCall	Core Text: Just Mercy: Adapted for Young Adults by Bryan Stevenson	Core Text: Maus I: A Survivor's Tale: My Father Bleeds History by Art Spiegelman

Score	Standard Based Descriptors
4 = Mastery	For formative or practice work , receiving a 4 indicates evidence of the full range of competencies and skills required for the assigned work or assessment. As a summative or final grade , a score of 4 indicates the highest level of competency and skill in the subject matter, demonstrating deep knowledge and the ability to apply the concepts for the course or grade level.
3 = Proficient	For formative or practice work , receiving a 3 indicates evidence of the majority of understandings and skills required for the assigned work or assessment. As a summative or final grade , a score of 3 indicates a solid level of understanding and competency, producing work that consistently meets the standards of the course or grade level.
2 = Basic	For formative or practice work , receiving a 2 indicates evidence of the foundational competencies and skills that will lead to mastery of the concept at the higher levels. As a summative or final grade , a score of 2 indicates partial mastery of the knowledge and skills that are fundamental for the course or grade level. Students may show familiarity with basic concepts, but struggle with more advanced material.
1 = Below Basic	For formative or practice work , receiving a 1 indicates evidence of partial understanding or ability in foundational competencies or skills that will lead to mastery of the concept at higher levels. As a summative or final grade , a score of 1 indicates a limited understanding of the skills for the course or grade level. Students may struggle with basic concepts and require support.
0 = No Evidence	For formative or practice work , receiving a 0 indicates that the student has not provided any evidence of learning which includes missing or incomplete work. As a summative or final grade , a score of 0 indicates an insufficient amount of understanding has been demonstrated for the knowledge and skills of the course or grade level.

Determination of the Semester Grade

Infinite Campus is used to communicate students' proficiency in each assessment, overall reporting strand, and the predicted semester letter grade. The semester letter grade will be informed by the student's learning proficiencies throughout the semester.

Grading Categories		
Summative assessments 70% of overall grade Multi-draft essays Presentations Comprehension and Analysis Tests	Formative Assessment: 20% of overall grade Examples <ul style="list-style-type: none"> Quizzes 	Intentional Practice: 10% of overall grade Examples <ul style="list-style-type: none"> Drafts Journals Reflections Peer editing

- Standards-based rubrics will be used to determine students' level of proficiency, using the 0-4 scale, on individual standards and assessments.
- A predicted in-progress letter grade for each reporting strand will be calculated within Infinite Campus by averaging each of the proficiency scores in the strand.
- A predicted semester letter grade for the course will be calculated within Infinite Campus by averaging each of the reporting strands.
- The equal incremental grading scale to determine a letter grade is below.

Equal Incremental Grading	
A	3.21-4
B	2.41-3.20
C	1.61- 2.40
D	.81- 1.60
E	.80- below

Retakes

- Summative Assessments:** Students have one reassessment attempt for each summative assessment, and they must complete it before the end of the next unit. All district common summative assessments will fall into this grading category.
- Formative Assessments:** Each formative assessment can be reassessed once within the unit but not after the end of unit summative. Formative assessments can either be reassessed on subsequent formative assessments or as an individual reassessment. Late work will be accepted up until the end of the unit with no penalty.
- Intentional Practice:** Intentional practice work is not reassessed and late work is accepted up until the end of the unit with no penalty

Extra Credit and Bonus Points

- To ensure that grades reflect progress toward and achievement of the standards, giving extra credit points or bonus points will **not** occur in this class.
- The vision of U-46 is that behavior/participation will be reported separately from academic achievement and is not a component of a student's academic grade.

Academic Dishonesty/Plagiarism Policy

Academic dishonesty refers to cheating, copying, plagiarizing, or otherwise representing the work of others as one's own through verbal, written, graphic, electronic, or other means. Students determined to have been academically dishonest are subject to disciplinary action. Consequences will depend on the severity of the offense, the number of offenses, the impact on other students and teacher, and/or the curriculum. Academic dishonesty undermines the learning process and will not be condoned.

Technology

Chromebooks are expected to be brought to class on a daily basis. If a student does not bring his or her Chromebook, the student is expected to continue participating in class and complete all class work.

Many assignments will be posted on students' **Canvas Class** as well as **NewsELA**, **CommonLit**, **Writable**, and **Mastery Connect**.

Cell phones are not permitted to be used in class.

Films

Film clips are used throughout the year for various purposes. Occasionally, a whole film may be shown in class. These clips may be rated G, PG, or PG13. If you have any issues with your child viewing a PG13 film, please contact me.



Moving all students forward, whatever it takes...together