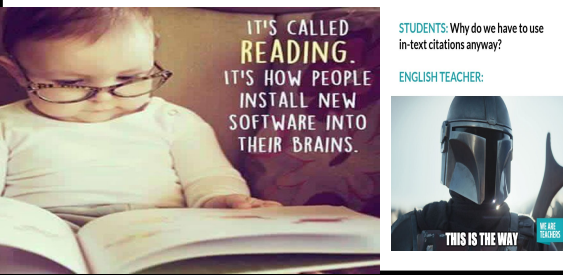


8th Grade ELA Course Goal:
 We will read and write to give us a window into others lives, see a mirror within ourselves and as a sliding door to immerse ourselves in another world

- Suggested Materials:**
- o 1" 3 Ring Binder
 - o 5 Tab Dividers for 3 Ring Binders
 - o 1 pack of loose college ruled paper
 - o 1 red three prong folder (for data)
 - o Novel Study books
 - o Independent reading book (bring daily)
- Be sure to arrive to class with a fully charged Chromebook everyday**
Arizona law requires that public schools provide supplies required for academic success. This list represents optional, supplementary items which you may supply, at your discretion. If you have questions, feel free to contact the school.

Contact Information:
Ms. Haehl
 erika.haehl@dvusd.org
 Room 426

- Course Expectations**
- Come to class prepared to learn with a positive attitude.
 - Chromebooks and chargers are provided by DVUSD, since this class relies heavily on digital submissions arriving to class with a charged Chromebook is an essential requirement. Opportunities to charge in class will be limited.
 - Write in complete sentences and use your best grammar. Push yourself
 - Lessons are all posted in Canvas. It is your responsibility to check Canvas and stay up to date with all coursework, if you miss school you are expected to check Canvas and complete the work, asking questions as needed.
 - Ask questions! If you do not understand, there is at least one other person with the same question.
 - Listen to learn, teacher or peer, you will wait your turn to speak. Talking over others is never an acceptable practice.
 - Respect for others is essential, always speak with kindness and compassion. Assume best intentions.



Generative Artificial Intelligence Tools in Grades K-8: *After careful consideration and in alignment with the developmental needs of our students and the Children's Online Privacy Protection Act (COPPA), DVUSD has determined that the use of Large Language Models (LLMs), such as ChatGPT, is not suitable for students in grades K-8 (under 13 years of age) and will not be utilized or endorsed in academic contexts.*

Tips for Success

Check Canvas FIRST, if you ask me something I will ask if you did this step, so be sure to exhaust this resource.

Read directions carefully, then read them again, if you are in doubt, always ask your teacher for help.

You can email me at the address listed above or message me in Canvas.

In order to learn, YOU need to complete your assignments. With the exception of group projects, sharing documents with peers is considered **plagiarism** and will require everyone involved to **redo** the assignment for credit.

Other Text that may used

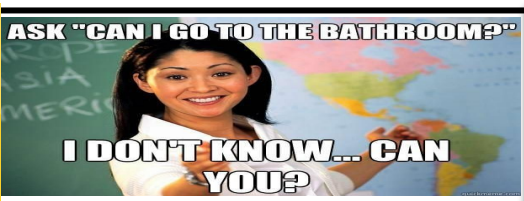
*** "Flowers for Algernon", "After 20 years", "Casey at Bat", "The Landlady" by Roald Dahl, "Seventy-six dollars and Forty-Nine Cents", "Tuesday of the other June", "Amigo Brothers", "Fire at the Shirtwaist Triangle", "Alcatraz", "The Wright Brothers", "The Lottery", "All Summer in a Day", "Upswing", "The Most Dangerous Game", "Examination Day", "Courage in Denmark", "Who was Anne Frank?", "Army Code Talkers", "Egg Poem", "The Worst Birthday" ***

- Main Classroom Procedures**
- Students will be invited into the classroom by the teacher, they will wait quietly against the wall until welcomed to the classroom.
 - When you come in, you will get the needed materials for the day out of your backpack. Backpacks are stowed on or under the counter along the wall.
 - You will then immediately begin bellwork.
 - Headphones are to be away from ears during instructional time, MUST ask before using during independent time.
 - Phones stay in your backpack.
 - Stay in your assigned seat unless instructed otherwise.
 - No eating in the classroom unless I say it is allowed and NO SHARING.
 - One student at a time may be excused to use the restroom, which should be done during independent time.
 - Students will ask to use the restroom by using the given hand signal:
 - Students will not exit the class until the teacher dismisses them.



- Quarterly Plans**
- Quarter 1:** Realistic Fiction/The Outsiders/Narratives
 - Quarter 2:** Informational Texts/ Horror Unit/ Informative Writing
 - Quarter 3:** Dystopian/ Hunger Games/ Argumentative
 - Quarter 4:** Historical/ Diary of Anne Frank Playwright/ Research Paper

Reading is like breathing in, writing is like breathing out.





Union Park School

Human. Kind.

BE BOTH.

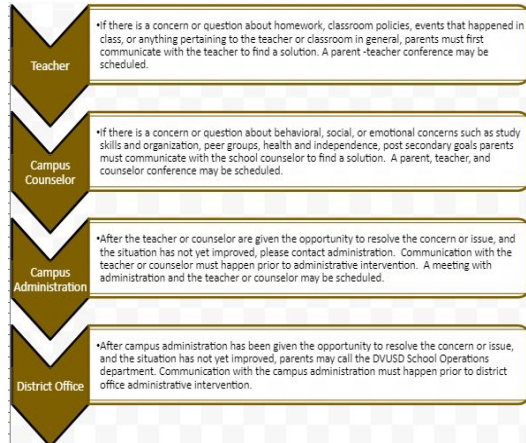
8th Grade ELA Course Goal:

We will read and write to give us a window into others lives, see a mirror within ourselves and as a sliding door to immerse ourselves in another world

Student/ Parent ELA Resources

- [DVUSD English Language Arts Resources for Parents](#)
- [What is Depth of Knowledge \(DOK\)](#)
- [Ms. Haehl's Webpage](#)
- [Flocabulary](#)
- [CommonLit](#)
- [Canva](#)

Communication Protocol



- The best way to reach me for a fast and reliable reply is by email: erika.haehl@dvusd.org
- Please schedule specific times to meet with me, as we need time to communicate effectively. I often have professional duties directly before and after school hours. Please understand that I will not be able to meet or discuss issues while I am teaching or supervising students. However, I will contact you as soon as I can.
- Union Park has implemented email office hours and a "curfew" to ensure that we maintain a healthy work-life balance. I will respond to emails Monday - Friday from 7:00 to 8:00am and from 3:30-5:00pm.

Homework:

You should be reading for 20-30 minutes everyday outside of school hours. You are expected to read at least one book per quarter. You will be given a project for your independent reading at the end of each quarter. You will choose one book you read during the quarter to complete the project on. This will be done outside of the classroom, however there should not be any other nightly homework, the only expectation being if you didn't complete the expected work in class.

**** The intent of homework is to practice, extend learning, and provide opportunities for students to develop critical, independent study skills and self-discipline for their life-long educational journeys.****

Highly Proficient A 100%-90%		Proficient B 89%-80%		Proficient C 79%-70%		
100-97	96-94	93-90	89-85	84-80	79-75	
All 4's on standards	All 4's except for one 3	Mostly 4's with some 3's and/or 2's	Mostly 3's with some 4's All 3's on standards	Mostly 3's and 4's with a 2	Mostly 3's with some 2's	Mostly 2's with 3's and/or 4's
Partially Proficient D 69%-60%			Minimally Proficient F 59%-50%			
69-65		64-60	59-56		55-50	
Mostly 2's and 3's with a 1		All 2's on standards	Mostly 2's and some 1's		All 1's on standards	
No Evidence 49% - 0%						

Grading in ELA:

- Grades are a reporting tool utilized to reflect what a student knows and is able to do in a content area. We measure achievement, not effort or behavior, in our grading system.
- Grades will be equitable, accurate, specific, consistent.
- A student's grade should reflect academic learning and should never be used as a punitive tool.
- Grades are for reporting the status of academic learning, not behavioral conduct
- The primary purpose of assessment and grading is to provide detailed feedback to inform and support student learning.
- Learning is a process that takes place over time and at different speeds for different students.
- PowerSchool is an essential resource for parents and students. It is not only a tool for communication regarding grades, it is a resource for our students and parents to check progress, missing work, and what is being taught/learned regularly. Please ensure that you and your child have access (separate accounts) and even sign up for the app and push notifications or weekly email updates as an option in PowerSchool.
- Since plagiarized material is not an accurate reflection of your understanding of the content it cannot be counted towards your final score. Opportunities to re-do the work will be provided in the form of homework

**** At least one meaningful assessment/assignment grade entry must be entered each week, but an entry that impacts the course grade must be entered at least every 2 school weeks****

Students in 3rd through 12th grades will receive marks for their proficiency and towards the grade level standards using the following scale. These marks are for information and do not calculate the student's overall course grade. They will also receive an overall performance grade and will be calculated from the average of the student's assignment scores.

Standards

- 4 = Highly Proficient
- 3 = Proficient
- 2 = Partially Proficient
- 1 = Minimally Proficient

Overall Performance

- A = 90-100%
- B = 80-89%
- C = 70-79%
- D = 60-69%

Grades of "D" and above are passing marks. A course grade of "F" indicates that the student has failed the course.

Late Work: Late/Make-up work after the unit is completed, for work to be accepted for credit. A score of 49% and NE will be entered into the grade book until it is turned in.

Missing Work: If the work is not turned in by the end of the units 10 days the grades will remain 49% and NE

Retakes: Retakes of assessments will only be provided if all coursework is completed for that unit and is requested by student on the google form or they received a D or lower. No points will be deducted and will receive the highest score obtained.

Extra Credit: There is no extra credit!

TORO Time: TORO time will be given for students who are running behind on their assignments or need tutoring and retakes for assessments. My TORO times are Tuesday and Thursday 7:15- 8:00am. (Must be scheduled ahead of time) If after school times are needed, they may go to the school TORO time on T&TH 3:15-4:30pm, but I will not be the support teacher.

Professional Learning Communities

- Most Fridays, students will be released early so that we are able to participate in PLC process work. This work is directly related to the planning, instruction and interventions we implement in our classrooms to ensure that students master the standards.
- Role of PLC
 - A professional learning community is a process that requires a group of educators to meet regularly and work collaboratively to improve teaching practices and the achievement of students. The questions that drive the work of PLC's are:
 - What do we want all students to know and be able to do?
 - How will we know if they learn it?
 - How will we respond if some students do not learn?
 - How will we extend the learning for students who are already proficient?
- Collaborative Teams are responsible for establishing general consistency among the following:
 - Assignments, presentations, products, observations and assessments used to determine a student's level of performance in relation to grade-level standards.
 - The method and schedule for additional learning opportunities.
 - Due dates, deadlines, and procedures for reassessment.
 - Create opportunities for common scoring of assessments.