



Lisa Rizzuto O'Keefe, Assistant Principal

Glorious Kindness: Treat each person the way you wish to be treated.

ELA 8

Student ID Number:

- ☐ I have read and understand the school rules/values.
- ☐ I have read and understand the progressive discipline steps for inappropriate behavior and tardies.
- ☐ I have read and understand the course expectations provided for this course.

Date _____

- ☐ I have read and understand the school rules pertaining to my child.
- ☐ I have read and understand the progressive discipline steps for inappropriate behavior and tardies.
- ☐ I have read and understand what is expected of my child in this course.

Date _____

[illegible]

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Textbook

HMH Into Reading
<https://www.hmhco.com/>

Course Description

This one-year course develops students' ability to analyze, define, compare, and evaluate ideas when reading, writing, speaking, and listening. Students will continue to analyze how themes in fiction and nonfiction develop over the course of a book or article. Students will be able to use rhetoric to persuade and back up claims with text evidence and citations. Reading will include: novels, short stories, poetry, and articles. Writing will include: arguments to support claims, informative texts to examine a topic, short research projects, poetry, constructed responses, and narrative. Technology is used throughout to enhance reading, writing, speaking, listening, and language use. This course fulfills the sixth and seventh-grade English Language Arts Requirement.

Course goals

Reading: Literature & Informational Text

- **Cite Strong Textual Evidence:** Cite multiple pieces of explicit and inferred evidence to support analyses of literary and informational texts (*CCSS.ELA-LITERACY.RL.8.1 / RI.8.1*).
- **Analyze Theme & Central Idea:** Determine a text's central theme or main idea, track its development over time, and provide an objective summary (*CCSS.ELA-LITERACY.RL.8.2 / RI.8.2*).
- **Examine Text Structure & Craft:** Analyze how an author uses dialogue, incidents, or structure to propel plot, reveal character traits, or shape tone and point of view (*CCSS.ELA-LITERACY.RL.8.3 / RL.8.6 / RI.8.5*).
- **Evaluate Arguments & Claims:** Identify and evaluate an author's argument, distinguishing between sound reasoning/sufficient evidence and false or unsupported claims (*CCSS.ELA-LITERACY.RI.8.8*).
- **Comparative Analysis:** Compare two or more texts (or a text and its visual/audio adaptation) to evaluate how different authors address similar themes or topics (*CCSS.ELA-LITERACY.RL.8.7 / RI.8.9*).

Writing

- **Compose Argumentative Essays:** Write clear, structured arguments that introduce precise claims, distinguish them from opposing claims, and support them with logical reasoning and relevant evidence (*CCSS.ELA-LITERACY.W.8.1*).
- **Draft Informative/Explanatory Texts:** Produce clear, well-organized informational pieces that examine a topic using relevant facts, definitions, concrete details, and domain-specific vocabulary (*CCSS.ELA-LITERACY.W.8.2*).
- **Craft Narrative Pieces:** Write real or imagined narratives using effective technique, relevant descriptive details, well-structured sequence of events, and dialogue (*CCSS.ELA-LITERACY.W.8.3*).



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- **Conduct Short Research Projects:** Plan and execute research projects using credible print and digital sources, demonstrating synthesis, proper citation, and avoidance of plagiarism (*CCSS.ELA-LITERACY.W.8.7 / W.8.8*).
- **Writing Process & Revision:** Strengthen writing by planning, revising, editing, and rewriting based on peer and teacher feedback (*CCSS.ELA-LITERACY.W.8.5*).

Speaking & Listening

- **Engage in Collaborative Discussions:** Prepare for and actively participate in group discussions, building on others' ideas while expressing personal reasoning clearly and respectfully (*CCSS.ELA-LITERACY.SL.8.1*).
- **Analyze Multimedia & Oral Presentations:** Evaluate the purpose and credibility of information presented across diverse media formats and identify any rhetoric or bias (*CCSS.ELA-LITERACY.SL.8.2 / SL.8.3*).
- **Deliver Structured Presentations:** Present claims and findings logically using appropriate eye contact, adequate volume, clear pronunciation, and visual/digital integration (*CCSS.ELA-LITERACY.SL.8.4 / SL.8.5*).

Language & Vocabulary

- **Master 8th-Grade Conventions:** Demonstrate command of standard English grammar, usage, and mechanics, with specific focus on verbs (active/passive voice, conditional/subjunctive moods) (*CCSS.ELA-LITERACY.L.8.1 / L.8.2*).
- **Determine Word Meanings Contextually:** Use context clues, Greek and Latin roots/affixes, and reference materials to determine the meaning of unknown or multi-meaning words (*CCSS.ELA-LITERACY.L.8.4*).
- **Understand Figurative Language & Nuance:** Interpret figures of speech (e.g., verbal irony, puns) and analyze nuances in word meanings/connotations (*CCSS.ELA-LITERACY.L.8.5*).

Curricular programs

- ★ Literary analysis and application of literary elements to the study of literature
- ★ • Close textual analysis for literary elements and creative application of new knowledge
- ★ • Reading widely from fiction and nonfiction texts
- ★ • Experience in creating reflective writing
- ★ • Engage in close reading of nonfiction texts
- ★ • Annotate text for meaning
- ★ • Analyze rhetoric (the art of using words to persuade)
- ★ • Identify audience and purpose
- ★ • Create and support and argument
- ★ • Engage in close reading of a text to study how a literary text conveys meaning
- ★ • Analyze literature using the language of literary analysis
- ★ • Write to discuss the effects of literary elements



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- ★ • Write with an attention to textual evidence and organizational patterns
- ★ • Maintain conscious attention to strategies for revising the content and organization of an essay
- ★ • Analyze writing and plan revisions
- ★ • Manipulate language for specific purposes
- ★ • Choose words to convey precise meaning
- ★ • Analyze how syntax and sentence structure communicate meaning

Grading Policy

Semester Grade

- ★ A. Semester Grade
- ★ I. Each semester grade will be calculated based on two quarters worth 45% each.
- ★ II. Each course will have a semester exam worth 10% that will be calculated into the overall
- ★ semester grade.

Quarter Grades

- ★ I. Quarter grades will consist of two categories (Formative and Summative).
- ★ II. Quarter grades will post as a minimum of 50%.
- ★ III. Formative (practice) will be worth 20% of the quarter grade.
- ★ IV. Summative (assessment) will be worth 80% of the quarter grade.
- ★ V. Each category will have a minimum of 4 individual graded items with no one item being worth
- ★ more than 25% of that category grade.

Semester Exams/Projects

- ★ Will be calculated into the 2nd/4th quarter grade.
- ★ Will be based on the standards covered during each semester.
- ★ No retakes will be allowed.
- ★ Absent students will be offered the opportunity to make it up if absent.
- ★ One week prior, students will receive a study guide (if applicable).

Grading

- ★ All graded assignments will be aligned to a content standard.
- ★ Grading/feedback is generated in a timely manner- one week at most.
- ★ Students will have five school days from the posted due date to retake/redesign summative assessments to improve their score and display mastery of the information.
- ★ Students will be allowed one retake opportunity for summative assessment mastery. Mastery will be considered a 70% (see exceptions below).
- ★ If a student cannot retake a summative assessment before or after school, the student will
- ★ speak to the teacher so that the teacher can schedule an alternative time during the instructional day.
- ★ Students taking a summative reassessment will need to complete a reflection as part of



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the reassessment process.

- ★ Teachers are not required to allow retakes for formative assignments.

Late Work/Missing Work

- ★ Students have five school days from the posted due date to turn in late/missing work for full credit. Any and all work missed due to absence must have a make-up option worth equal points.
- ★ II. Missing work will be marked "M" and be worth zero points.
- ★ III. Work turned in late within the allotted five school days will receive the full earned grade but be noted with an "L" showing it was late.
- ★ Teachers will send out weekly communication through Infinite Campus to notify parents and students of missing work. Parents and students are encouraged to check their progress in Infinite Campus regularly.

Explanation of Student Grades

100-90 - A	89-80 - B	79-70 - C	69-60 - D	59-50 - F
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Citizenship/Behavior Expectations

- ★ Citizenship is taken very seriously at Leavitt Middle School. Teachers expect the very best from their students every day. Students are expected to bring supplies to class, pay attention, stay on task, talk when appropriate, be respectful to all teachers and students, avoid nuisance items, such as cell phones and toys, and not chew gum or eat in class. Students who cannot work within these expectations will have points deducted from their citizenship grades. Other actions that disrupt the learning environment of the classroom or other students will also be documented, and points will be lost.
- ★ A student's citizenship mark should be determined by where he/she falls in the majority of the above-listed areas.
- ★ The total score will dictate if the student is Outstanding (15-18) 'O'; Satisfactory (12-18) 'S', Needs Improvement (9-11) 'N', or Unsatisfactory (0-8) 'U'

Expectations	Outstanding 3	Satisfactory 2	Needs Imprvmt. 1	Unsatisfactory 0	Score
Be respectful to teachers.	Treats teachers in a respectful and caring way.	Usually treats teachers respectfully.	Sometimes treats teachers disrespectfully. May need a reminder to be respectful and caring.	Consistently treats teachers disrespectfully with a negative tone of voice or refusals. Is academically dishonest.	
Be respectful to classmates and self.	Treats classmates in a respectful and caring way. Encourages and helps others.	Usually treats classmates respectfully.	Sometimes treats classmates disrespectfully. May need a reminder.	Consistently treats class members in a negative way with put-downs, tone of voice, refusals. Is academically dishonest.	
Be on time.	On time. (0-1 tardy)	Usually on time (2-3 tardies)	Sometimes on time. (4-5 tardies)	Consistently late. (6 or more tardies)	
Be a good listener and follow directions	Listens and follows directions	Usually listens and follows directions	Sometimes listens and follows directions. Needs reminders	Consistently distracted and distracts others	



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CCSD utilizes Infinite Campus to communicate grades and attendance. Parents and students are urged to check the Infinite Campus Portal for grades regularly, and we highly recommend having the Infinite Campus app on your phone. Parents, please call the school at 702-799-4699 x.4000 if you need assistance with your account. Students, please go to the Student Tech Aides if you need assistance.

Supplies Needed for This Course

The Clark County School District provides necessary supplies for all students in order to meet their educational needs. However, we know that sometimes families choose to buy additional supplies for their children. Should you decide to do this, the following suggested items would be appropriate and appreciated.

- **One subject notebook, pencils, and a highlighter**

Utilizing Technology to Learn

At Leavitt, we encourage appropriate daily use of technology in and out of the classroom to further enhance the educational experience. As such, Leavitt will be providing students with Chromebooks in all grades to utilize in class and at home. Students will need to bring their fully charged Chromebook to school each day. Students may choose to utilize their own electronic device (Chromebook or laptop) for educational purposes. Please be reminded that your student is responsible for the safety of their personal device and must utilize the district's Wi-Fi to ensure their internet safety. All use of these devices will be for educational purposes and must be approved by the individual teacher. All other personal devices, such as cell phones, headphones, game systems, etc., are prohibited during instructional hours and must be kept off and put away. Prohibited personal electronics will be confiscated if observed in use during instructional time (other than lunch, before school, and after school).

Teacher's Hours of Availability

Teachers are available for help from 7:10 – 7:30 am on Monday, Tuesday, Thursday, and Friday. They are also available from 1:41 - 2:11 pm Monday through Friday by appointment. You can contact teachers through email. Please check Canvas for announcements, assignments, and additional resources, including the link for the online textbook.

***Please note that Wednesday morning office hours are unavailable due to department and staff meetings/training.**

School-Wide Rules



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- ★ Follow directions quickly.
- ★ Raise your hand for permission to speak.
- ★ Raise your hand for permission to leave your seat.
- ★ Make SMART Choices: Kindness, Leadership, Courage, Invincible Grit, Creativity
- ★ Work hard to do your best for your teachers and parents at all times.
- ★ Keep your eyes on the target.

Follow the Patriot Pact Principles

- ★ P - Pursue Excellence with Creativity and Grit
- ★ A - Act with Leadership
- ★ C - Courageous Choices
- ★ T - Treat Others With Kindness
- ★ **Principle 1:** Respect other peoples' comments, opinions and ideas.
- ★ **Principle 2:** If you are being bullied or witness bullying, tell someone.
- ★ **Principle 3:** Swearing is not allowed at Leavitt Middle School.
- ★ **Principle 4:** Keep your eyes on the target when someone is speaking.
- ★ **Principle 5:** When a guest is present, they are to be treated with the same respect as your teacher or parents. Greet new people and make them feel welcome.
- ★ **Principle 6:** No technology is to be visible in the hallways. Technology is only to be used in class when given permission by the teacher.
- ★ **Principle 7:** Have good manners by saying please, thank you, sorry, and excuse me.
- ★ **Principle 8:** Be courteous by:
 - ★ If someone drops something, help pick it up
 - ★ Hold the door for the person behind you
- ★ **Principle 9:** Own your Own Journey:
 - ★ Be honest.
 - ★ You are responsible for your decisions – not your teacher, family or friends.

Tardy Policy

Students will be given an after-school detention for any tardy occurring after the first period. For students who can not get to class on time regularly, a parent conference will be scheduled. Attending class on time is an expectation for all students at Leavitt Middle School.

Dress Code

Leavitt follows CCSD standard dress code (located on our website in the "students" tab). If a student violates our dress code, they will be referred to the office, where they will have an opportunity to correct the issue and return to class. Refusal to fix the issue or continued violations may result in additional discipline.

Behavior



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Minor Behavior Progressive Discipline (The CCSD Student Code of Conduct, which details all behavior and progressive discipline, can be found on Leavitt's website in the "Students" tab)

1st Incident – Verbal warning and/or classroom consequence

2nd Incident - Classroom consequence and/or parent contact

3rd Incident – Verbal contact to parent

4th Incident – Counselor referral - Parent notification

5th Incident – Behavior referral - Parent notification