

Parents of 8th grade students:

As YMS transitions to proficiency-based instruction and Mastery Connect becomes available to parents, we feel it's important to explain what you'll be seeing for each curriculum area in Mastery Connect. Below, each curriculum team has outlined the standards they have covered thus far and what they expect the student level of understanding to be at this time.

Please, be patient with us as this is our first year with Mastery Connect. As always, if you have any questions, never hesitate to contact teachers directly as we realize this is a new way of reporting your student's level of understanding.

The HOWLs for the Kodkod Team have been reported out in one tracker. Your child's current status in each of the three HOWLs reflects the mode of his/her progress from each of the five classes this quarter. Each of the curriculums is represented within each HOWL standard in the tracker. This way, you will be able to see your child's habits of work and learning in each class.

8th Grade Language Arts:

The CCSS currently includes forty-two language arts standards. In order to preserve the integrity of teaching and learning the LA teams at YMS have chosen to use ten power standards at each grade level to drive instruction. Even though our MC assessments will not include all 42 standards, the teaching and learning in LA class will include all skills covered in the CCSS for 8th grade.

Students in both Mrs. Rothwell and Mrs. Baxter's ELA classes have covered the following standards:

- **CCSS.ELA-Literacy.W.8.8** Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

Teacher expectation of student status as of 10/31/14: MEETS

- **CCSS.ELA-Literacy.RI.8.2** Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.

Teacher expectation of student status as of 10/31/14: PROGRESSING-MEETS

Our current unit of study includes:

- **CCSS.ELA-Literacy.RL.8.6** Analyze how differences in the points of view of the characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor.

Teacher expectation of student status as of 10/31/14: PROGRESSING-MEETS

- **CCSS.ELA-Literacy.RL.8.2** Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.

Teacher expectation of student status as of 10/31/14: PROGRESSING-MEETS

Ongoing:

- **CCSS.ELA-Literacy.L.8.2** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

Teacher expectation of student status as of 10/31/14: PROGRESSING-MEETS

Coming Soon:

- **CCSS.ELA-Literacy.L.8.4** Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.

8th Grade Math:

A) Retake Policy

All students are allowed to retake any assessment. They must fill out a form that works them through a reflection process. The need to identify which standard(s) they are working on, to correct the problems they got wrong, and reflect on the actions they took before and after the assessment. Finally they turn in this reflection sheet and the original assessment in order to be given feedback before redoing the assignment.

B) Standards Information

There are a few non-8th grade standards (one 7th grade and one 6th grade) that focus on students work with fraction operations, integer operations, and order of operations. Students spent the first few weeks of school revisiting these. They are important skills for the students to understand and show knowledge of throughout the year. Student should be meeting these standards at this point. It is still apparent that many of them struggle with these concepts and they will continue to strengthen and improve upon these concepts and skills for the entire year. To clarify, not every assessment has the exceeds option, please refer to your child's assessment to see whether it was available.

At the beginning of October students began working with solving equations in one variable. The kids have been working hard to learn about the solving process and how to justify and explain their answers. There are many standards which will have no scores and will remain blank (grey colored). If it is grey, then the students have not been assessed on that standard. All standards listed in the Common Core are listed in the tracker. The goal is for students to meet all of the standards they are presented.

General 8th Grade Math Standards	Accelerated 8th Grade Math Standards
<p>Students should be meeting the following standards by showing their skills and knowledge of the following:</p> <p>6.EE. I can preform order of operations.</p> <p>7.NS.A,3 I can add, subtract, multiply, and divide integers. I can add, subtract, multiply, and divide fractions.</p> <p>8.EE.C.7 I can use proper terminology when solving equations. I can solve one step equations. I can solve two step equations. I can solve equations using distribution.</p> <p>Standards students should be progressing on:</p> <p>8.EE.C.7 I can solve equations with variables on both sides with one solution, no solution, and infinite solutions.</p>	<p>Students should be meeting the following standards by showing their skills and knowledge of the following:</p> <p>6.EE. I can preform order of operations.</p> <p>7.NS.A,3 I can add, subtract, multiply, and divide real numbers.</p> <p>A.REI.B.3 I can solve one step equations, two step equations, multi-step equations, equations using distribution, and equations with variables on both sides with one solution, no solution, and infinite solutions.</p> <p>A.REI.A.1 I can explain and justify how I got my answer.</p> <p>A.CED.A.1 I can write and solve equations with one variable.</p> <p>A.CED.A.4 I can solve an equation with more than one variable for any given variable.</p> <p>A.REI.B.3 and A.CED.A.1 standards will become grey again as we revisit them for inequalities.</p>

8th Grade United States History & Culture:

In U.S. History classes we provide students with a Unit Overview at the start of the study. All of the history standards being assessed, key terms students need to know, and the learning targets are outlined for students to access at any point throughout the unit. Please ask your son or daughter to see the current Unit Overview in the student's binder.

At this point in the year we have completed one unit and are in progress with the second unit of study. Many of the Historical Thinking Standards and Historical Literacy Standards will cycle through each unit throughout the year and be assessed multiple times. Students are performing at varying levels of progress with these standards. You will see in Mastery Connect the standards that have been assessed thus far, however keep in mind, this is not a "final assessment" as these thinking skills will be developed and continually assessed. Some of the standards we have begun to assess are new concepts for eighth grade students and will require further instruction and student practice to refine and develop mastery. Additionally, students have been offered opportunities to exceed standards and been provided with specific learning targets to achieve advanced learning. You can see these on the Unit Overview as they are provided at the start of each unit so that students can begin early in a unit of study and seek our support and guidance to accomplish if they desire.

Historical Thinking: (Teacher expectation of student status as of 10/31/14: Progressing-meets)

- Understands historical eras, enduring themes and turning points in the United States.
- Understands how to use chronological thinking to understand and interpret historical events.
- Understands how to engage in historical analysis and interpretation.
- Understands and describes historical context of an event or era through a variety of historical sources.

Historical Literacy: (Teacher expectation of student status as of 10/31/14: Progressing-meets)

- Find specific textual evidence to support analysis of primary and secondary sources.
- Determine the central ideas or information of a primary or secondary source, provide an accurate summary of the source distinct from prior knowledge or opinions
- Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts..
- Draw evidence from informational texts to support analysis, reflection, and research.

8th Grade Science:

This quarter's curriculum has involved many of our physical science concepts of pressure, density and heat as well as the evolution of Earth's atmosphere and climate change. When you look at Mastery Connect you will see meets (green), progressing (yellow) and insufficient evidence (red). Most sub-standards will not have an exceeds option (blue). Most standards, however, will. Exceeds is available and will be up to the individual student and their desire to manipulate the standard in a more complex way. Throughout the first quarter students have been using their TLT and after school times to work on meeting the standards in order to change any IE or P's to Meets.

MS-ESS2 Earth's Systems

Students who demonstrate understanding can:

Collect data to provide evidence for how the motions and complex interactions of air masses results in changes in weather conditions.

Sub-standards

Systems Thinking - **Progressing-Meets**

Pressure - **Progressing-Meets**

Weather Data - **Progressing-Meets**

MS-ESS2 Earth's Systems

Students who demonstrate understanding can:

Develop and use a model to describe how unequal heating and rotation of the Earth cause patterns of atmospheric and oceanic circulation that determine regional climates.

Sub-standards

Temperature & Density - **Progressing-Meets**

Earth's Heat Distribution - **Progressing-Meets**

MS-ESS3 Earth and Human Activity

Students who demonstrate understanding can:

Ask questions to clarify evidence of the factors that have caused the rise in global temperatures over the past century.

Sub-standards

Climate Change Variable Presentation - **Progressing-Meets**

8th Grade Wellness:

Being only an eight week course, **all my standards should have been met.** The standards below are in 'Learning Target' language. There are some that might still be 'progressing' because of details in their notebook they left out. Students were encouraged to pick up their notebooks for revision and continue working towards the standard for a week after the quarter ended.

FITNESS ROOM

- A. I can participate in Presidential Fitness Testing to establish my personal fitness goals.
- B. I can assess my personal habits. (this is really for whole person, not just fitness)
- C. I can develop a short-term goal to adopt in my personal habits.
- D. I can apply strategies to monitor progress toward my personal goal.
- E. I can describe how my goals can vary with abilities, priorities, and responsibilities.
- F. I can reflect on my goals to establish a healthy routine.
- G. I can participate in physical activities that address my personal fitness goals.

CLASSROOM

- H. I can seek out all communications to ask for help to enhance the health of myself and others.
- I. I can choose a health topic to research and to support it with findings.
- J. I can describe ways to influence and support others in making positive health choices.
- K. I can demonstrate the ability to use communication and advocacy skills to enhance the lives of others.