

St. Finn Barr Catholic School

Welcome to Middle School

This handbook is meant to provide specific information to help you get off to a great and productive start in the St. Finn Barr Middle School.

OUR MISSION	1
The Middle School Team	
RULES AND POLICIES	2
Rules & Expectations	
Policies	
PARENT RESOURCES	2
Edlio	
School Speak	
HOMEWORK POLICY	3
ATTENDANCE POLICY	3
Protocol for Absences and Tardies	
GRADING POLICY	4
Honor Roll Guidelines	
TECHNOLOGY POLICY	5
DRESS CODE POLICY	8
DISCIPLINE POLICY	10
Discipline Procedure	12
PLAGIARISM/CHEATING POLICY	14
Plagiarism/Cheating Consequences	15
CLASS SYLLABI	Inserts

Our Mission

Our mission is to teach the middle school students at St. Finn Barr Catholic School how to be compassionate children of God who are critical thinkers and lifelong learners.

The Middle School Team

Mathematics & 7th Spelling/7th Religion	Mrs. Patriarca	l.patriarca@stfinnbarr.org
Language Arts & 6th Religion	Ms. Shimeld	c.shimeld@stfinnbarr.org
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Social Studies & 8th Spelling/8th Religion	Ms. Kimble	m.kimble@stfinnbarr.org

Get to know the teachers and explore their websites for schedules, homework, and other important information.

Middle School Rules: Respect, Follow, Contribute

These three rules must be observed by all of the middle school students to ensure a safe and positive learning environment for everyone.

Rewards/Consequences

Students who demonstrate good behavior and hard work in their studies earn a reward once per trimester. Students who do not follow middle school rules will have their names removed from the list of those who are rewarded. Rewards include but are not limited to movies, board games, outdoor games, mini field trips, technology or video games, nail art, etc. If your child is not rewarded, he or she will go to study hall.

Parent Tools and Technology

Edlio

Edlio is an online platform that allows parents and students to stay on top of school and homework. Parents and students can subscribe to Edlio to receive up-to-date notifications for homework assignments or upcoming tests.

School Speak

School Speak is taking the place of PowerSchool this year. Like PowerSchool, School Speak is a web-based tool that provides access to student information from any location with Internet access.

You can view schedules, attendance data, assignment, scores, report cards, and progress reports. You will receive a username and password from admin@schoolspeak.com.

St. Finn Barr encourages parents to log into School Speak weekly to view their student's progress. All middle school subjects will be updated on a regular basis.

Homework Policy

Homework is written on the board in the classroom and posted at www.stfinnbarr.org. Students are expected to complete homework assignments on a regular basis. Assignments are due the following day, or the date noted in class. If your child is absent, it is *his or her* responsibility to make-up the late assignments including finding the resources to help him or her understand the lessons s/he missed.

A planner notebook is given to students at the beginning of the school year to record their homework assignments. You can also subscribe through the school website, to get the homework delivered to your email address.

Attendance Policy

In the middle school program, students and parents are expected to make school attendance a top priority. Research shows that **attendance is the single most important factor** in school success. It will surely prevent your child from falling behind. Please make sure your child comes to school on time. While punctuality promotes learning, arriving late to school can also be disruptive for the child, the teacher, and the other students in the class.

Protocol for Absences and Tardiness

- Call the office to pick up the assignments, books, worksheets, etc. for that day.
- Check the homework posted online.
- Collect handouts/worksheets from your mailbox as soon as you return to school.
- Check with a responsible classmate for missing seatwork and tests.
- Turn in all assignments as soon as you return to school.
- Study and schedule a missed test/quiz before or after school.

Students will receive:

- Full credit for excused absences and for turning in the assignment on time.
- Partial credit for incomplete and confusing to read the assignment.
- Reduce credit or ten points deduction for each day student fails to turn in the assignment on time.

Grading Policy

You can view your assignment scores, progress reports, and report cards on School Speak. To access this information, parents must create a username and password, and enter the student access code provided by the school. Grades are updated on a regular basis.

The Middle School team follows the grading system and marking code from the Archdiocese of San Francisco.

A	96% - 100%	B-	84% - 86%	D+	67% - 69%
A-	93% - 95%	C+	81% - 83%	D	64% - 66%
B+	91% - 92%	C	74% - 80%	D-	60% - 63%
B	87% - 90%	C-	70% - 73%	F	59% and below

To learn how each category is weighted for specific classes, please refer to each subject's syllabus inserted in the back of the Middle School Handbook.

Honor Roll Guidelines

St. Finn Barr recognizes students each trimester who maintain a 3.0 or higher in all academic core subjects. The core subjects are Religion, Math, Reading, English, Spelling, Social Studies and Science.

If a student has a C- or lower in any class or a 3 or 4 in Behavioral Expectations or Learning Skills, the student is ineligible for Honor Roll.

HONORS	GRADE POINT AVERAGE (GPA)
First	3.80 - 4.0
Second	3.40 - 3.79
Third	3.0 - 3.39

Technology Policy

Equipment

- St. Finn Barr Catholic School retains the sole right of possession of all tech devices and grants permission to the student to use them according to the guidelines set forth in this document. Moreover, St. Finn Barr Catholic School administration and faculty retains the sole right to collect and/or inspect the devices at any time.
- Students do not have permission to use personal technology devices during the course of the school day unless authorization has been granted in writing by the school administration.
- Use of the devices on the school premises is contingent upon the expressed agreement by the student to the disclosed terms and conditions in order to ensure that the device is used for educational purposes only and that no abuse of the technological privileges occurs.

Proper Care of Chromebooks

- The use of the Chromebooks in the classroom is a privilege.

General Precautions: The screen of the Chromebook is delicate and expensive. The screens are particularly sensitive to damage from excessive pressure on them.

Please observe the following rules:

- Do not lean on the Chromebook or put excessive pressure on either the front or back surfaces.
- Do not put anything on the top of the Chromebook.
- Do not put the Chromebook on the floor.
- Chromebooks cases must remain free of any writing, drawing, stickers or labels.

Protecting and Storing Devices (during school hours):

- Chromebooks should never be left unattended. Student Chromebooks are to be securely locked in the classroom or technology cart when not being used. Chromebooks found unattended will be confiscated and will result in a loss of usage privilege.
- The Chromebooks may not be taken out with the student at recess or the lunch break.
- Chromebooks may not be removed from their protective cases.
- NO food or liquid of any kind is allowed near or around Chromebooks at any time.
- Students should not pick at the keys on the keyboard or pop them off.

Student Activities Strictly Prohibited:

- Tampering with or misusing school equipment, either software or hardware, and/or St. Finn Barr settings and installed profiles and certificates
- Removing or changing the physical structure of the Chromebooks, including the screen cover or plastic casing
- Installing or downloading software/applications
- Changing background image
- Switching iPads or allowing use by anyone other than the issued student.
- Sending, accessing, uploading, downloading or distributing offensive, profane, threatening, pornographic, obscene, violent or sexually explicit material
- Using any social media sites (i.e., Facebook, Instagram, Youtube, Snapchat, etc.)
- Downloading unauthorized or copyrighted material
- Downloading games of any kind
- Changing Chromebook issued settings or resetting Chromebook configurations
- Gaining access to other student email accounts or Chromebook data
- Distributing personal information via email or over the internet
- Vandalism
- Logging into the account of another student
- Any action that violates existing behavioral standards covered in the Parent/Student Handbook
- Taking or sharing photos unless instructed by a teacher for educational purposes.

Students will notify a teacher if any explicit material accidentally appears on the screen by closing the device and raising his or her hand.

EMAIL: Grades 6-8 Only

- Every student in grades 6-8 is assigned a St. Finn Barr student email account
- Once the student has selected a password, he or she will not change the password without written authorization from parents and approval by the School administration
- Passwords should not be shared between students
- If a password has been changed without authorization, the student will lose email privileges for a time period determined by the School
- Personal email accounts may not be accessed from St. Finn Barr devices and/or while the student is on campus.
- Student email accounts will be monitored by parents, teachers and school administration to screen for appropriate use, language and content.

The use of the St. Finn Barr School network and devices is a privilege. Each user is responsible for what he/she does on the network and with devices. Standards of conduct and behavior while using technological tools is consistent with all standards expected of members of the St. Finn Barr Catholic School community. Communication or data is NOT private or confidential. Any communication is subject to review by St. Finn Barr Catholic School.

Students will use the technology provided by St. Finn Barr School in a responsible and ethical manner as prescribed in this document and consistent with the behavioral standards are set forth in the Student/Parent Handbook.

Any violation of the contract will result in revoked privileges (including and up to termination of the right to access technology) in addition to any standard disciplinary measures determined by the faculty and administration.

Dress Code Policy

Grooming

Learning to dress in a manner appropriate for St. Finn Barr Catholic School is required of all students. They take pride in their appearance and are expected to look well groomed at all times. Support and compliance with the dress code is an important part of a successful learning experience.

Hair for both boys and girls must be kept neatly trimmed and combed. Boys must be clean-shaven and hair may not touch their collars and should not hang below their eyebrows. Extreme, faddish hairstyles, or long, straggly and unkempt looking hair is unacceptable. Shaved designs on parts of the scalp or hair are not allowed. Hair may not be bleached, streaked or colored. The administration will determine the appropriateness of any hairstyle – the student will be asked not to return to school until hair is returned to a style/color/cut that is appropriate for school.

Makeup, nail polish, and tattoos are not acceptable. Girls may wear one pair of stud earrings and no other jewelry. Boys shall not wear any kind of earrings.

“Proper care of uniform” means that it must be cleaned, mended and pressed, if necessary. Boys’ shirt and girls’ blouses shall be tucked in at all times.

Boys and girls in every grade may only wear school-approved uniform attire. Sweatshirts are not permitted. If it is raining or cold, children should arrive at school in weather-appropriate outerwear. Cloth-cotton sweatshirts, including St. Finn Barr spirit wear, are not permitted.

Boys may not wear baggy trousers. A belt must be worn at all times. If it is determined that clothing is inappropriate, the student will be asked to call a parent to bring in the appropriate clothing.

Boys

Navy Corduroy pants that fit correctly (baggy, loose, beltless pants are not permitted) or Navy trouser shorts (Simply Uniform brand only)

White Button-Up Shirt

Aqua V-neck pullover

All black or all white shoes

Solid black, navy, or white socks

Belt

Short, neat, appropriate hairstyles

No cloth-cotton sweatshirts (including St. Finn Barr spirit wear)

Girls

Knee length skirt (grades 6-8) or Navy trousers or trouser shorts (Simply Uniform brand only)

White peter-pan collar blouse (pointed collar for grades 6-8)

Aqua crew-neck sweater (aqua v-neck pullover for grades 6-8)

All black or all white shoes

Plain white socks or footed tights/socks must be at or above the ankles

Neat hairstyles

No makeup or nail polish

1 Pair of stud earrings & no other jewelry

No cloth-cotton sweatshirts (including St. Finn Barr spirit wear)

Boys' shirts and girls' blouses must be tucked in at all times.

Free Dress

A free dress day will be given by the administration of the school only. Appropriate dress is required when free dress days are allowed. The administration will determine the appropriateness of any attire. The administration may have students removed from campus if the dress style is deemed inappropriate.

Uniform regulations will be strictly enforced from the first day of school in August through the last day of school in June. Any deviation from the dress code will require a note from the parent in order to be excused.

If for some important reason a student is unable to wear his/her complete uniform, a written excuse from a parent or guardian must be sent to the student's teacher.

Please be sure to label your child's personal belongings with his/her name and grade.

School uniforms are available at Simply Uniforms, 7801 El Camino Real, Colma, CA (650-757-5722).

Discipline Policy

In our school, in our community, we work together. The code of conduct for our students is based on our philosophy of providing a quality education in the framework of our Catholic tradition. Each component of our school community, in conjunction with our families, is committed to the welfare of the children, their growth in our faith and their academic achievement.

Discipline in the school is to be considered as an aspect of moral guidance and not a form of punishment. It is a means of training the child to assume his/her responsibilities and be in more control of his/her conduct, helping him/her to grow progressively in self-competency and maturity. Discipline promotes genuine character building.

St. Finn Barr Catholic School students are expected to be responsible for their behavior at all times. They are to be a credit to themselves and their school. Each student must be familiar with all school rules and conform to them. Continued non-conformity to these rules may result in disciplinary action according to Archdiocesan guidelines.

General Rules

The formal policy for proper conduct at St. Finn Barr Catholic School is guided by Christian values. Each student understands that he/she shall:

- Be honest, courteous, attentive and respectful in all dealings with fellow students, teachers, school personnel, and visitors.
- Always respect the rights and the value of each individual person on the school premises, on the way to and from school, or at school-sponsored events.
- Respect and respond promptly to the directives of the teacher and other school personnel.
- Obtain permission from the proper authority for the use of the school facilities, equipment or other materials.
- Be courteous, attentive and respectful when fellow students, teachers, administrators, visitors, or performers address individual classes or the assembled student body.
- Be responsible for the care of books and all other materials loaned to the students for the course of studies during the year.
- Keep the campus clean.

Inappropriate behavior for St. Finn Barr Catholic School that may result in disciplinary consequences includes (but is not limited to):

- Fighting, provoking a fight between other individuals, any verbal abuse, or participating in violent activities that include physical violence (such as hitting or biting), or emotional harm to any person.
- Theft or damage to property of the school, another student, visitor or school personnel.
- Using vulgar or unacceptable language verbally or in writing.
- Leaving the campus during the day without permission.
- Disturbing the classes in such a way that others are unjustly hindered from learning.
- Possessing, selling, giving away, using, or being under the influence of drugs and/or hazardous substances (i.e. liquor, narcotics, etc.) on the school premises, at school functions or at a time and place that directly involves the school. State Law prohibits possession and/or use of cigarettes by a minor.
- Possessing dangerous items such as firearms, knives, or other dangerous weapons (as defined by California State Law), firecrackers, fireworks, handcuffs, etc.
- Personal electronic devices may not be used in school or during school functions such as field trips, etc.
- As responsible members of the community, students are expected to take pride in and participate in maintaining the cleanliness of the school grounds (gum chewing is prohibited on school property).
- Students may not return to the classroom after dismissal to retrieve forgotten items without permission from a staff member. A staff member must accompany the student to retrieve these items.
- Please do not allow your child to bring valuables or large sums of money to the school. The school cannot be responsible for loss or damage of any items.
- The school is not responsible for lost articles; however, proper labeling facilitates prompt return of lost items. All found articles will be taken to the office. Unclaimed items will be given to Goodwill.
- Children must be held responsible for their actions, therefore, they will be charged for the damage done to school property, equipment, books, etc. In the case of major damage, the principal will be notified. A new textbook will be purchased by the student's family if the book is written in or defaced in any way.

Discipline Procedure

Each teacher, on the first day of school, shall review the rules and regulations of the school and the classroom in order to clarify what is expected of them.

Non-conformity to the rules as set by the school may result in one of the following consequences as outlined by the Archdiocese of San Francisco according to the discretion of the teacher and/or the principal.

Verbal Warning or Reprimand (for minor misbehavior)

The teacher or adult staff shall discuss the problem with the child in order to solicit his/her cooperation, and may contact the parents for intervention.

Loss of Privileges/Behavior Contracts

When inappropriate behavior is more serious in nature or a student repeatedly disregards the rules, a loss of privileges (including recess, field trip attendance, etc.) may be used as a consequence. In these cases, parents and the principal shall be notified, and parents may be scheduled for conference in order to discuss the behavior.

Behavior contracts are also used for repeated or serious inappropriate or disruptive behavior. These contracts allow for documented communication between the teacher, student, and parents to allow for meaningful reflection and at-home consequences to support improved behavior.

Suspension

Suspension is used in serious cases and only when the school administration thinks it is imperative to take such action or when students repeatedly and deliberately disregard the rules of the school. A student who is suspended may not participate in any school activity (including sports) that may occur during the period of suspension. This includes activities that fall on weekends or holidays.

A student becomes subject to suspension if she/he:

- Becomes engaged in a violent fight on the school grounds or on the way to and from school.
- Uses language that denigrates another person, ethnic group, gender, etc.
- Leaves the school grounds without permission during school hours.
- Has in his/her possession any harmful objects or materials posing a threat to self or other students.
- Engages in conduct whether inside or outside the school, that is detrimental to the reputation of the school.
- Engages in other seriously other inappropriate behavior including theft or dishonesty.

Expulsion

When the student shows no evidence of behavioral improvement or change and his behavior is detrimental to the well being of other students, expulsion shall be recommended or required.

Extreme disrespect towards any member of the community, the possession of an illegal substance or weapon (such as knives, any sharp objects, etc.) or posing physical threats to others on the school grounds are considered serious matters and by itself may warrant expulsion.

Archdiocesan Policy

If there is a serious problem with a student, the following Archdiocesan policy is used:

Probation for a clearly specified period of time for a relatively serious or continued misconduct that does not require immediate drastic action. In all cases both parents and students must be made fully aware of the seriousness of the action and the reason for the probation.

Suspension and expulsion for grave actions detrimental to the morals and spiritual welfare of other students, incorrigible or disruptive behavior which impedes the progress of the rest of the class, habitual or persistent violation of school regulations, use, sale, distribution or possession of narcotics or alcoholic beverages, malicious damage or destruction of real or personal property at school.

No policy is capable of covering all the behaviors warranting disciplinary action. Therefore, the Administration of St. Finn Barr Catholic School reserves the right to censure or penalize students for behavior that is not in accordance with Christian values or that consistently interferes with our educational endeavor.

St. Finn Barr Catholic School Plagiarism/Cheating Policy

This policy is designed to enhance and enrich the academic and ethical education of students at St. Finn Barr Catholic School. The information outlined in the following policy is intended to provide students with guidelines that promote academic integrity.

Examples of Academic Dishonesty include, but are not limited to:

- Copying assignments from others or allowing another student to copy your assignment.
- Looking at another's test or quiz or allowing another student to look at your test or quiz.
- Sending, receiving, or using information or any electronic device, such as a computer, cell phone, PDA, graphing calculator or programmable watch during a test or quiz.
- Possession or use of unauthorized materials obtained from any source, including notes written on body parts or clothing during a test/quiz.
- Talking, signaling, and/or passing information during a test or quiz.
- Changing an answer after work has been graded, then presenting it as improperly graded.
- Sharing answers on a take-home exam, or asking or allowing another student to take an examination for you.
- Obtaining or seeing a test, quiz, or answer key before the test without the teacher's permission.
- Discussing or providing information about a quiz or test with students who have not yet completed the assessment.
- Retaining, copying, possessing, using, or circulating previously given examination materials, where those materials clearly indicate that they are to be returned to the teacher at the conclusion of the examination for use by another student.
- Submitting text or another's ideas from an encyclopedia, book, textbook, website, database, or any other source as your own without proper citation.
- Hiring someone to write your paper. Buying a paper or project. Allowing others to do the research and writing of assigned paper for you. Turning in a paper retrieved from an Internet source, whether free or for a fee.
- Allowing another person to do your work, and then submitting that work under your own name.
- Falsifying or inventing information, data, and/or citations.
- Changing grades in a grade book or altering a computer-grading program.
- Allowing a partner or other group members to do all the work, and then putting your name on the final report. Putting the name of a group member or partner on a final report when that person did not contribute to the finished product.

Consequences of Plagiarism/Cheating:

First Offense (not limited to the following consequences)

- A zero on the assignment (assignment cannot be made up for credit)
- Parent Notification (teacher discretion)
- Revoked membership in Student Council (if applicable)

The additional consequences listed below may also be enforced for formal assessments/projects and/or multiple offenses:

- Referral to the Office
- A meeting with the principal, guidance counselor, and parents
- 1-3 day in-school or out-of-school suspension

Note: Administration may use discretion when issuing additional consequences.

Elective Schedule for 2019-2020

	First Trimester	Second Trimester	Third Trimester
Grade 6	Spanish	Technology	Writing Workshop
Grade 7	Technology	Writing Workshop	Spanish
Grade 8	Writing Workshop	Spanish	Technology

Religion 2019-2020



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7th Grade Religion - COURSE OVERVIEW

Religion 7 curriculum focuses on the story of Jesus. This year, the class will learn about Jesus' life, values, and teachings from birth to His glorious resurrection. Scripture readings, students will learn to appreciate the humanity and divinity of Jesus Christ. The students will study the four Gospel writers and the other people who wrote about Jesus. In addition to learning about the life and teachings of Jesus, the students will also learn about Christian morality through the Ten Commandments and parables taught by our Savior. It is my goal that after discovering and imitating the values and the excellent example of Jesus, they will become faithful disciples of Christ by loving and caring for one another.

There are five units that the students will be studying in their textbook. Each unit consists of four chapters divided into how Catholics believe, worship, live, and pray.

Unit 1 - The Mystery of the Incarnation - The students will learn the Gospel accounts of Jesus' birth and early life to give the students clues to his true identity as the Son of God. These stories will help the students understand how they are called to holiness as God's children.

Unit 2 - The Meaning of the Kingdom - The students will learn how Jesus taught us about our relationship with God as revealed through the kingdom of God. They will find out how we are called to spread the Gospel by living the values of God's kingdom.

Unit 3 - The Christian Life - The students will understand how Jesus made it clear to his followers that they are to model their lives after his. Students will realize that our call to discipleship involves putting the Gospel first in our relationships with God and neighbors.

Unit 4 - The Paschal Mystery - The students will learn the different events celebrated in the Easter Triduum, our salvation in Christ was made complete by the coming of the Holy Spirit, which we commemorate with the feast of the Pentecost.

Unit 5 - The Good News

The students will learn how the first Christians, filled with the Holy Spirit spread the Gospel message throughout their world. The students will know that the same Spirit calls us to be witnesses of the word of Christ in our world today.

Curriculum Resources

1. Blest Are We Textbook, Website: www.blestarewe.com
2. DVD, "Jesus of Nazareth." -The students will watch a DVD, to understand further the gospel messages written in the New Testament. The movie will help them to become followers of Jesus and what it means to be His disciples and members of his Mystical Body, the Church.
3. Tuesday Mass - As part of my religion curriculum, I take the students to church on Tuesday to attend the Mass in the parish. The students are expected to listen to the Scripture readings and homily and write reflections about what they learned.

4. Religion 7 website (www.stfinnbarr.org) - Aside from the textbook, I would like to encourage the students to visit the the school's website because I posted some resources that are beneficial for the students. There are links to the Blest Are We website. I have also included the 20 chapters review to help the students get better grades on the test. I **also created and posted the chapter notes and answer locator for each chapter and unit reviews.**

Materials

- Religion notebook
- A blue or black pen
- Art materials
- Red pen

Grading Policy

- **30% TESTS** - The students are given tests upon completion of the lessons in each chapter. The tests are usually multiple choice, fill in the blanks, matching type, and a short essay. I expect the students to take notes to help them to study in preparation for the examination.
- **30% PROJECTS** - Each grade is assigned to do a community service project to help the students to understand better the importance of helping others and serving their community. The class volunteers at the San Francisco Food Bank for community service. I give points to students who participate in the community service, attend Sunday Mass, and voluntarily join in the parish skit for the Feast of Our Lady of Guadalupe. I assign a few posters during the year, and the students will need to turn in a quality poster design to earn a better grade.
- **20% CLASSWORK** - I encourage students to participate in class discussion about current events that impact our lives. The students must listen to and respect each other when expressing opinions and views concerning faith issues and moral values. The students will receive points if they participate in class discussion and other activities in the classroom.
- **20% HOMEWORK** - The students will complete the Chapter and Unit review pages at the end of each lesson. The students will also complete the activities in their textbook for seatwork or homework. The students will receive points for journal writing and Gospel reflections.



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7th Grade Spelling and Vocabulary Syllabus 2019-2020

Course Overview

Spelling and Vocabulary are useful skills in life. If the spelling is correct and the vocabulary is understood, it will be easier for the students to comprehend whatever materials they are reading. The spelling textbook, Scott Foresman, has thirty-six chapters including six chapters for unit review. Every week, the students are assigned to study the basic and challenge words in their textbook. They will also complete exercises using the following skills: sentence completion, synonyms, antonyms, analogies, context clues, riddles, word pairs, word association, making inferences, word building, and classifying.

Students will participate in the Flocabulary program for vocabulary development and practice. Flocabulary's multimodal approach to standards-based instruction reaches all learners where they are and engages them in rigorous academic content. Students will view research-based videos and practice activities that build the background knowledge and vocabulary students need to succeed (www.flocabulary.com).

The goal of the course is to teach students the "building blocks" of the English language so it will be easy for them to recognize and decode unfamiliar words that are related to a known root. Students will learn the correct spelling and usage of English words so they may be successful in reading and writing.

SPELLING

Students will complete the following lessons in Spelling.

CHAPTER 1 – GETTING LETTERS INCORRECT ORDER	CHAPTER 17 - WORDS FROM MANY CULTURES 1
CHAPTER 2 – ONE CONSONANT OR TWO?	CHAPTER 18 - REVIEW
CHAPTER 3 – WORDS WITH DIGRAPHS	CHAPTER 19 - UNUSUAL LETTER COMBINATIONS
CHAPTER 4 - GREEK WORD PARTS	CHAPTER 20 - LATIN AND GREEK WORDS PARTS 2
CHAPTER 5 - IRREGULAR PLURALS	CHAPTER 21 - SUFFIXES: -ABLE, -IBLE, -ANCE, -ENCE
CHAPTER 6 - REVIEW	CHAPTER 22 - ONE WORD OR TWO?
CHAPTER 7 - WORDS WITH NO SOUNDS	CHAPTER 23 - HOMOPHONES
CHAPTER 8 - RELATED WORDS 1	CHAPTER 24 - REVIEW
CHAPTER 9 - LATIN ROOTS 1	CHAPTER 25 - SUFFIXES: -OUS, -MENT, -NESS
CHAPTER 10 - SUFFIXES: -AGE, -ISM, -URE	CHAPTER 26 - LATIN ROOTS 2
CHAPTER 11 - COMPOUND WORDS	CHAPTER 27 - PREFIXES: ANTI-, INTER-, INTRA-, PRO
CHAPTER 12 - REVIEW	CHAPTER 28 - VOWELS IN UNSTRESSED SYLLABLES
CHAPTER 13 - DIRECTIONAL PREFIXES	CHAPTER 29 - USING JUST ENOUGH LETTERS 5 0
CHAPTER 14 - RELATED WORDS 2	CHAPTER 30 - REVIEW
CHAPTER 15 - LATIN AND GREEK WORD PARTS 1	
CHAPTER 16 - EASILY CONFUSED WORDS	

SPELLING NOTEBOOK

Since students are not allowed to write in the Spelling Book, they will use their notebook to write their answers for the chapter exercises. The notebook must be neat. Please don't use the notebook pages for drawing and doodling.

TESTS

Each week, the students are expected to study the 20 basic words. The challenge words will be given for extra credit. The tests are usually assigned when we have completed the chapter. Please note the spelling words for each chapter are posted online. The students can use that resource if they left their textbook at school.

Grades are based on the following categories:

35% - Tests

35%- Class Work/Project

30% - Homework

FLOCABULARY PACKET

Occasionally, students will work through a Flocabulary packet. Students will read through the lyrics that correspond with the list of vocabulary words assigned for the week. Students will then go through the terms and definitions before practicing various ways to use the words.

IXL VOCABULARY

The following IXL vocabulary skills will be integrated in the curriculum.

1. [F.2 Vocabulary review: Analyze short stories](#)
2. [G.2 Vocabulary review: Read and understand informational passages](#)
3. [G.4 Vocabulary review: Trace an argument](#)
4. [N.3 Use the correct frequently confused word](#)
5. [N.4 Correct errors with frequently confused words](#)
6. [N.5 Correct errors with signs](#)
7. [N.6 Correct errors in everyday use](#)

P. Prefixes and suffixes

1. [Words with pre-](#)
2. [Words with re-](#)
3. [Words with sub-](#)
4. [Words with mis-](#)
5. [Words with un-, dis-, in-, im-, and non-](#)
6. [Words with -ful](#)
7. [Words with -less](#)
8. [Words with -able and -ible](#)

Q. Greek and Latin roots

1. [Use Greek and Latin roots as clues to the meanings of words](#)
2. [Use words as clues to the meanings of Greek and Latin roots](#)
3. [Determine the meanings of Greek and Latin roots](#)
4. [Determine the meanings of words with Greek and Latin roots](#)

R. Synonyms and antonyms

1. [Choose the synonym](#)
2. [Choose the antonym](#)

S. Homophones

1. [Use the correct homophone](#)
2. [Which definition matches the sentence?](#)
3. [Which sentence matches the definition?](#)

T. Shades of meaning

1. [Describe the difference between related words](#)

2. [Positive and negative connotation](#)

U. Analogies

1. [Analogies](#)
2. [Analogies: challenge](#)

V. Context clues

1. [Find words using context](#)
2. [Determine the meaning of words using synonyms in context](#)
3. [Determine the meaning of words using antonyms in context](#)
4. [Use context to identify the meaning of a word](#)

W. Domain-specific vocabulary

1. [Determine the meaning of domain-specific words with pictures](#)

X. Reference skills

1. [Alphabetical order](#)
2. [Use guide words](#)
3. [Use dictionary entries](#)
4. [Use dictionary definitions](#)
5. [Use thesaurus entries](#)

MATH VOCABULARY WORDS INTEGRATION

In order to effectively learn math, students need to speak the language of math by knowing and understanding the definitions of the vocabulary words introduced in each module. The math vocabulary words will be integrated into this curriculum to enhance students' understanding of math concepts. See the list of words - [MATH VOCABULARY WORDS](#)

HOMEWORK POLICY

- Full credit for turning in assignments on time.
- Partial credit for incomplete assignments.
- 10 points deduction for each day a student fails to turn in the assignment.
- Full credit for excused absences.

MATERIALS NEEDED in CLASS

- Notebook - for Spelling use only
- Red pens for correcting the assignments.
- Blue/ black pens
- Binder paper for taking the tests

Religion 2017-2018

6TH GRADE RELIGION

Teacher: Ms. Shimeld

OVERVIEW & PURPOSE

In addition to a sound academic curriculum that focuses on the Old Testament, the overall focus of this year is the formation of your faith and living the gospel values. We will reflect on how to be builders of unity and instruments of peace as we live out gospel values through public witness and service.

EDUCATION STANDARDS

1. The Common Core ELA standards for reading, writing, speaking and listening, and language
2. Archdiocese of San Francisco Religious Education Curriculum Standards for Gr. 6

OBJECTIVES

1. Discover the Bible's history, parts, and types of writing.
2. Recognize the value of the Old Testament in understanding God and our Catholic faith.
3. Recognize the value of the New Testament in living the gospel values.
4. Participate in social justice issues such as overconsumption, child labor, the water crisis, and poverty.
5. Participate in the weekly liturgy.

MATERIALS NEEDED

1. Notebook for journal writing and class notes
2. Art supplies, pens, pencils

OVERVIEW OF UNIT

1. UNIT 1 → We Answer God's Call
2. UNIT 2 → God Saves and Delivers Us
3. UNIT 3 → God Invites Us Into His Kingdom
4. UNIT 4 → God Reminds Us to Do His Will

5. UNIT 5 → God Promises Us Everlasting Life

GRADING POLICY

- Classwork/Homework = 40%
- Interactive Notebook = 20%
- Participation = 20%
- Mass Participation and Reflections = 10%
- Assessments = 10%

Mathematics 2018-2019



stfinnbarr  Catholic School

Welcome to Math class! My name is Lilia Patriarca and I am the middle school teacher in math. I hope that you are as excited as I am about the school year. I want you to become familiar with my expectations and your responsibilities. Below is the information that is most likely to have a profound effect on the success and well-being of your child in my class.



St. Finn Barr School uses the math curriculum and objectives that are based on the Common Core State Standards of California.

Grade 6 Source: CA Common Core Standards	Grade 7 Source: CA Common Core Standards	Grade 8 Source: CA Common Core Standards
<p>Ratios and Proportional Relationships</p> <ul style="list-style-type: none"> * Understand ratio concepts and use ratio reasoning to solve problems. <p>The Number System</p> <ul style="list-style-type: none"> * Apply and extend previous understandings of multiplication and division to divide fractions by fractions. * Multiply and divide multi-digit numbers and find common factors and multiples. * Apply and extend previous understandings of numbers to the system of rational numbers. <p>Expressions and Equations</p> <ul style="list-style-type: none"> * Apply and extend previous understandings of arithmetic to algebraic expressions. 	<p>Ratios and Proportional Relationships</p> <ul style="list-style-type: none"> * Analyze proportional relationships and use them to solve real-world and mathematical problems. <p>The Number System</p> <ul style="list-style-type: none"> * Apply and extend previous understandings of operations with fractions to add, subtract, multiply, and divide rational numbers. <p>Expressions and Equations</p> <ul style="list-style-type: none"> * Use properties of operations to generate equivalent expressions. * Solve real-life and mathematical problems using numerical and algebraic expressions and equations. <p>Geometry</p> <ul style="list-style-type: none"> * Draw, construct and describe geometrical figures 	<p>The Number System</p> <ul style="list-style-type: none"> * Know that there are numbers that are not rational, and approximate them by rational numbers. <p>Expressions and Equations</p> <ul style="list-style-type: none"> * Work with radicals and integer exponents. * Understand the connections between proportional relationships, lines, and linear equations. * Analyze and solve linear equations and pairs of simultaneous linear equations. <p>Functions</p> <ul style="list-style-type: none"> * Define, evaluate, and compare functions. * Use functions to model relationships between quantities. <p>Geometry</p>

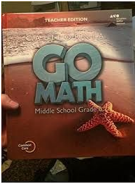
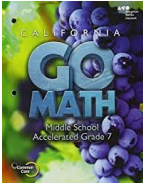
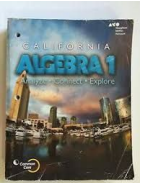
<p>* Reason about and solve one-variable equations and inequalities.</p> <p>* Represent and analyze quantitative relationships between dependent and independent variables.</p> <p>Geometry</p> <p>* Solve real-world and mathematical problems involving area, surface area, and volume.</p> <p>Statistics and Probability</p> <p>* Develop understanding of statistical variability.</p> <p>* Summarize and describe distributions.</p>	<p>and describe the relationships between them.</p> <p>* Solve real-life and mathematical problems involving angle measure, area, surface area, and volume.</p> <p>Statistics and Probability</p> <p>* Use random sampling to draw inferences about a population.</p> <p>* Draw informal comparative inferences about two populations.</p> <p>* Investigate chance processes and develop, use, and evaluate probability models.</p>	<p>* Understand congruence and similarity using physical models, transparencies, or geometry software.</p> <p>* Understand and apply the Pythagorean Theorem.</p> <p>* Solve real-world and mathematical problems involving volume of cylinders, cones and spheres.</p> <p>Statistics and Probability</p> <p>* Investigate patterns of association in bivariate data.</p>
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The Eight Standards for Mathematical Practice are:

(Source: <http://www.corestandards.org>)

1. Make sense of problems and persevere in solving them.
2. Reason abstractly and quantitatively.
3. Construct viable arguments and critique the reasoning of others.
4. Model with mathematics.
5. Use appropriate tools strategically.
6. Attend to precision.
7. Look for and make use of structure.
8. Look for and express regularity in repeated reasoning.

The students are introduced to the following lessons and expected to learn and master the skills at the end of the academic year.

 <p>6th Grade</p> <p>Text: California GO Math Grade 6</p>	 <p>7th Grade</p> <p>Text: California GO Math Accelerated Grade 7</p>	 <p>8th Grade</p> <p>Text: CA Algebra 1 Analyze.Connect.Explore</p>
<p>Unit 1 Numbers</p> <ul style="list-style-type: none"> • Module 1 Integers • Module 2 Factors and Multiples • Module 3 Rational Numbers 	<p>Unit 1 The Number System</p> <ul style="list-style-type: none"> • Module 1 Adding and Subtracting Integers • Module 2 Multiplying and Dividing Integers • Module 3 Rational Numbers 	<p>Unit 1A Numbers and Expressions</p> <ul style="list-style-type: none"> • Module 1 Relationships Between Quantities • Module 2 Exponents and Real Numbers

		<ul style="list-style-type: none"> Module 3 Expressions
Unit 2 Number Operations <ul style="list-style-type: none"> Module 4 Operations with Fractions Module 5 Operations with Decimals 	Unit 2 Ratios and Proportional 2 Relationships <ul style="list-style-type: none"> Module 4 Ratios and Proportionality Module 5 Proportions and Percent 	Unit 1B Equations and 1B Functions <ul style="list-style-type: none"> Module 4 Equations and Inequalities in One Variable Module 5 Equations in Two Variables and Functions
Unit 3 Proportionality: Ratios and Rates <ul style="list-style-type: none"> Module 6 Representing Ratios and Rates Module 7 Applying Ratios and Rates Module 8 Percents 	Unit 3 Expressions, Equations, and Inequalities <ul style="list-style-type: none"> Module 6 Expressions and Equations Module 7 Inequalities 	Unit 2A Linear Relationships <ul style="list-style-type: none"> Module 6 Linear Functions Module 7 Building Linear Functions Module 8 Modeling with Linear Functions Module 9 Systems of Equations and Inequalities
Unit 4 Equivalent Expressions <ul style="list-style-type: none"> Module 9 Generating Equivalent Numerical Expressions Module 10 Generating Equivalent Algebraic Expressions 	Unit 4 Geometry <ul style="list-style-type: none"> Module 8 Modeling Geometric Figures Module 9 Circumference, Area, and Volume 	Unit 2B Exponential 2B Relationships <ul style="list-style-type: none"> Module 10 Exponential Functions and Equations Module 11 Modeling with Exponential Functions
Unit 5 Equations and Inequalities <ul style="list-style-type: none"> Module 11 Equations and Relationships Module 12 Relationships in Two Variables 	Unit 5 Statistics <ul style="list-style-type: none"> Module 10 Analyzing and Comparing Data Module 11 Random Samples and Populations 	Unit 3 Statistics and Data <ul style="list-style-type: none"> Module 12 Descriptive Statistics Module 13 Data Displays
Unit 6 Relationships in Geometry <ul style="list-style-type: none"> Module 13 Area and Polygons Module 14 Distance and Area in the Coordinate Plane Module 15 Surface Area and Volume of Solids 	Unit 6 Probability <ul style="list-style-type: none"> Module 12 Experimental Probability Module 13 Theoretical Probability and Simulations 	Unit 4 Polynomial Expressions 4 and Equations <ul style="list-style-type: none"> Module 14 Polynomials and Operations Module 15 Factoring Polynomials Module 16 Solving Quadratic Equations
Unit 7 Measurement and Data <ul style="list-style-type: none"> Module 16 Displaying, Analyzing, and Summarizing Data 	Unit 7 Real Numbers, Exponents, and Scientific Notation <ul style="list-style-type: none"> Module 14 Real Numbers 	Unit 5 Functions and Modeling <ul style="list-style-type: none"> Module 17 Quadratic Functions Module 18 Piecewise

	<ul style="list-style-type: none"> Module 15 Exponents and Scientific Notation 	<ul style="list-style-type: none"> and Absolute Value Functions Module 19 Square Root and Cube Root Functions
	Unit 8 Linear Relationships and Equations <ul style="list-style-type: none"> Module 16 Proportional Relationships Module 17 Nonproportional Relationships Module 18 Solving Linear Equations 	
	Unit 9 Transformational 9 Geometry <ul style="list-style-type: none"> Module 19 Transformations and Congruence Module 20 Transformations and Similarity 	
	Unit 10 Measurement Geometry <ul style="list-style-type: none"> Module 21 Angle Relationships in Parallel Lines and Triangles Module 22 Volume The Pythagorean Theorem 	

Textbook: GO MATH 2015

At the beginning of school year, each student receives a copy of the print version of their math textbook which they can use to actively participate in their learning. They can explore concepts, take notes, answer questions, and complete their homework right in their textbook. Below are some of the resources that are in the textbook that your child can use to enhance their learning. I hope that the curriculum and resources I am providing the students will motivate them to learn challenging concepts in math and, therefore, will develop strong mathematical thinking.



- Holt McDougal Online**

Website: <https://my.hrw.com> This is an electronic version of the math book. Students can view and/or print the practice pages in case they forget to take their textbook home. To access the website, your child will need to use his or her username and password that I have provided during the first week of school.



- This is a video tutorial that provides step-by-step instructions of the math concepts covered in each example. Students can also scan QR codes with their smartphone to watch Math on the Spot tutorial videos for every example in the book.



- **Personal Math Trainer®** The Personal Math Trainer lets your child practice, take quizzes, and get homework help with instant feedback. It also provides a variety of learning aids that develop and improve their understanding of math concepts, including videos, guided examples, and step-by-step solutions.



- **Animated Math** provides students virtual manipulatives to interactively explore and practice key math concepts and skills.



- **QR Codes Scan** with your smartphone to jump directly from your print book to online videos and other resources.



IXL is a web-based learning program that integrates home and school learning via the Internet. They help students enjoy math and review math skills taught in the classroom by playing games online as well as mastering the common core standards. It is also a useful tool to help the students advance or review skills in math. Students have access to Kinder through 12th level math. Most of the students enjoy math when they learn new skills and are able to grasp them. Some of the students have told me that using IXL has helped them prepare before a lesson has even been taught which helps them to already know what's happening. IXL is not only useful for strengthening the math skills of the students after the lesson is taught, but it also helps the students understand when they make mistakes in solving the problems because it has correct and detailed explanations with illustrations of the answers to each question. I strongly encourage parents to support and monitor the weekly reports of their child's progress and achievement. The username and password are the same as in previous years.

Necessary Materials

Your child will need to bring the following materials to class daily: textbook, notebook (strictly for math only), worksheets, pencils, ruler, red pen, binder papers, graph papers, highlighter, and a calculator. Please be sure that your child is prepared with all the needed materials because it can be very disruptive if your child has to borrow items from their classmates.

Classroom Rules and Consequences

In order for your child to have a positive environment for learning, our middle school rules of RESPECT, CONTRIBUTE, and FOLLOW must be observed by all of the students. A classroom is a place for learning, and I expect that my students will work very hard and put forth their best effort even though the work may seem very challenging to them. If a student shows an unacceptable behavior, the discipline consequences will be imposed. See Handbook.

Attendance

Make school ATTENDANCE a PRIORITY. We will be moving through the lessons quickly throughout the school year. Excessive tardies or absences may be detrimental to student success in math. We will follow the middle school protocol for absences and tardiness in the handbook which states that if your child is absent or tardy, it is his or her responsibility to make-up late assignments including finding the resources to help them understand the lesson they missed.

If you are aware that you will not be at school for more than one day due to a vacation you must inform me or the school at least one week ahead of time. I will give you the materials before you go on vacation. You also need to check the assignments posted online so you can turn in all of your assignments as soon as you return back to school. If you need more time to complete your assignments, please see me about an appropriate time schedule for turning in work.

Procedures for Math Class

1. Enter the room on time and sit quietly in your assigned seat.
2. Read the directions on the board and follow all instructions. Please prepare all necessary materials. Each student is responsible for classroom materials and supplies that are used during class. If you are borrowing the classroom materials, please put away such materials and supplies to their respective places upon completion of the assignment/activity.
3. Use indoor behavior: voices, movements, and actions.
4. Raise your hand to request permission to get out of your seat or use the bathroom. Remain seated unless permission is otherwise granted.
5. When work is finished early:
 - Work on unfinished or ongoing assignment/project.
 - Read a good book. Study your vocabulary.
 - Make a card for someone who needs one.
 - Draw a picture.
6. Keep desks and floor clear of trash.
7. Keep all four legs of the chair on the floor.
8. Pack up when given permission—not at the bell.
9. Place desks in their original positions. Return all materials to their places.
10. Make sure you wrote down your homework assignments from the board before you leave the classroom.
11. Please take ALL personal belongings with you when you leave.

Classwork/Homework

A three-subject notebook is REQUIRED for students to take thorough notes in class. Note-taking is an essential tool for each student to focus on math and be successful in their studies. The notebook must be neat and organized and the handwriting must be legible. To set up homework papers and class work pages, write your first and last name, date, and assignment page numbers. I strongly discourage students to use the pages for drawing or

doodling unless I ask them to integrate art ideas into assignment being introduced. Math notebook is used for problem-solving and summarizing concepts learned.

I require that students show all work to receive full credit. This step-by-step methodology not only reinforces concepts but prepares students for understanding and solving higher level math. If students refuse to follow directions, they will receive a reduced credit. Complete homework INDEPENDENTLY and turn in your work ON TIME. Give yourself a chance to learn by challenging yourself to practice the skills independently. Googling for answers online or copying homework from other students is cheating and not learning at all! If situations arise and assignments cannot be completed, you must bring a note from your parent (or parent may send an email) in lieu of the assignment and you may then make up the assignment the next day for full credit.

The headings of all assignments must be in the upper right-hand corner of the paper with your name, class, date, and assignment name. Failure to write your name will receive zero on the assignment. Homework will be collected in class. Makeup work after absences should be placed in the Makeup Work Tray located on my desk.

Grading Policy

Teachers in the middle school use weight categories to calculate the grades each quarter. We then calculate the average of the four quarter grades for students' final grades at the end of the academic year.

In math, I use points for student's scores for all their assignments and tests. To calculate points earned:

- Write a ratio: total number of correct problems/total number of problems
- Convert ratio to a percentage - divide the ratio and multiply by 100.
- Round the decimal to nearest whole number
- Use the corresponding letter grade for the percentage earned.

A 96%-100%	A- 93%-95%	B+ 91%-92%	B 87%- 90%	B- 84%-86%	C+ 81%-83%
C 74%-80%	C- 70%- 73%	D+ 67%-69%	D 63%-66%	D- 60%-62%	F 59% - below

Math Weight Categories

- **QUIZZES/PROJECTS– 30%**
Occasionally, the students will be given short tests or pop quizzes to check students' understanding of the lessons. It is important that they do their homework because the majority of the pop quizzes will be taken from homework assignments. Doing projects in math is essential because math is everywhere and we use math every day.
- **HOMEWORK (IXL.com,HRW.com, and Worksheets) – 20%**
Homework assignments are imperative. They are opportunities for students to study independently and apply the concepts they have learned in the classroom. Additionally, homework is not limited to completing worksheets, but includes solving IXL exercises online. To avoid frustration, the students will receive a grade of "A" if

their score reaches 90 points. Scores that are more than 90 points will count as extra credit. **Once an IXL assignment has been graded and posted, the score will not be changed.** Aside from IXL, there will be online practices and quizzes that will be assigned from my.hrw.com, and the students are responsible to complete them before the due date, otherwise, they will lose access to the online assignments.

- **CLASSWORK (Workbook, Textbook, Participation, Notes) – 20%**

Classroom participation and note-taking are essential tools for each student to focus on math. I expect enthusiasm and attentiveness in the classroom. I also expect my students to not only participate in giving out answers, but to ask questions if they do not understand the lesson. Students are required to take notes in their math notebook, and it will be graded periodically based on seatwork and homework completion, organization, and neatness. Math notebook is used for problem-solving and summarizing concepts learned.

- **MODULE TESTS – 30%**

Module tests are important factors in determining whether or not the students have mastered the lessons. In taking the tests, students will show the skills they mastered from each module. Grades will be given based on how efficiently and clearly they have demonstrated the ability to solve the problems and in showing the process.

Communications with Parents

We work as a team and communication is the key to having a successful year for your child. Below are ways to support your child in their studies. If your child has any questions, concerns, and/or problems, please have them come and talk to me. One of my responsibilities as their teacher is to help them understand the required content, therefore, please tell them to not hesitate to ask for additional help in class if they do not understand something.

- **Edlio** - Aside from writing the assignments on the board, teachers also post the homework online. Go to the St. Finn Barr School website and click your child's classroom to check their homework everyday. Here is also the link to access it. http://www.stfinnbarr.org/apps/pages/index.jsp?uREC_ID=174661&type=d&pREC_ID=classes. **Please subscribe to your child's classes so homework will be delivered to your email account.**
- **School Speak** - It is very beneficial if you can check your child's grades regularly. In previous years, I encouraged parents to give their children the username and password to access their grades. Many of the students became concerned and responsible for their scores and achievements.
- Feel free to email me at l.patriarca@stfinnbarr.org and I will respond as soon as I can.
- Call the school office at 415-333-1800 and leave a message. I will respond with a reasonable time frame.

I wish the very best to all of you as you begin your new school year. Let us work together to make this year rewarding and productive for us all. Strive and always do your best! God bless you!

Language Arts - Overview for 6th, 7th, 8th

“You can make anything by writing.”- C.S. Lewis

Course Description

Welcome to Middle School Language Arts! Our focus this year will be learning and developing our skills as critical thinkers, readers, writers, speakers, listeners, and citizens of the world. Developing these skills in Middle School will act as important stepping stones in future educational and career endeavors. Through studying literature, vocabulary, grammar, the writing process and more, we will be embarking on a great adventure together! I hope you're as excited about this journey as I am.

Classroom Expectations

1. RESPECT yourselves, others, and property.
2. Arrive on time, ready to work. “On time” means being in your seat, working on your Do Now Activity when class starts. “Ready to work” means having your necessary supplies.
3. Follow directions.
4. Put proper headings on your paper.
5. Write down all of your homework.
6. All SFB rules and policies are to be followed in the Language Arts classroom.

What do I get if I follow the classroom expectations? By following these rules, you are contributing to a peaceful and productive classroom environment that promotes the learning and well-being of everyone. Some other possible rewards are positive notes home to parents, verbal praise, delicious treats, and an invitation to Reward Day.

What are the consequences if I don't follow the classroom expectations?

1. Warning: the teacher provides a verbal warning to the student.
2. Loss of privileges: recess, field trips, Reward Day.
3. Parent note: Parent will be contacted regarding behavior.
4. Referral to administration: The student will be referred immediately to Mrs. O'Reilly or Ms. Mortonson for severe behavioral problems.

Assignments

Edlio: Class assignments and agendas will be posted on Edlio, our class website. The site will contain weekly agendas, PDF copies of class handouts, important announcements, and more. Please bookmark the site and check it daily.

School Speak: Grades can be accessed here. Assignment, participation, tests, and project grades will all be posted here, as well as progress report grades and attendance records. Please check School Speak once a week, rather than waiting for your progress report. Additionally, if you are getting below a C, both you and your parents will be notified. If you need support in pulling your grade up, please reach out to me.

What happens if I turn in an assignment late?

Work not completed and turned in by the assigned date is considered late. Completed late work will be docked 10% each day that it is late. Incomplete late work will be graded according to the degree of completion in addition to being docked 10% for lateness.

Grading Policy

Grade Scale

A= 96-100%	C+= 81-83%	D-= 60-63%
A-= 93-95%	C= 74%-80%	F= 59% and below
B+= 91-92%	C-= 70-73%	
B= 87%-90%	D+= 67-69%	
B-= 84%-86%	D= 64-66%	

Grade Breakdown

Assessments/ Quizzes= 40%

Classwork (Including ISN), Homework, Participation= 40%

Independent Reading (AR)= 10%

Supplies:

- One binder (can be shared with other classes)
- One college ruled single subject notebook
- One glue bottle/ one pair of scissors
- College-ruled binder paper
- Multiple pencils
- One chunky eraser
- One set of colored pencils or markers
- One handheld pencil sharpener
- One set of four or more highlighters
- Colored correcting pens

Absences

Always check the class Edlio site for agendas, handouts, and assignment due dates. A student has one extra day to turn in any work assigned on a day a student is absent. If a

quiz was administered on a day a student was absent, the quiz must be made up on the first day that the student returns. If previously assigned work was due on the day that a student was absent, the work is due on the first day the student returns, otherwise the work will be considered late and points will be docked accordingly.

Reading outside of class

All students will be expected to read independently on a daily basis for 30 minutes. Students must bring a book within their ZPD range (assigned according to the STAR test) to school to read when work is completed. Students are expected to read 10 books a year (at least 200 pages) and take the corresponding Accelerated Reader test.

Writing

Writing to Learn Pieces: daily writing activities students will complete to assist comprehension of what we are reading. These will be graded for completion.

Public Writing Pieces: essays and other writing projects that students will complete on their Google Drive accounts. Numerous public writing pieces will be completed throughout the year (at least one per quarter). The public writing pieces will be stored in both Google Drive and a writing folder to be kept in students' homeroom.

Interactive Student Notebook

The ISN is a portfolio of student work. The notebook is organized in a left-side and right-side format. Every right-side of the notebook will house teacher-directed notes/activities, while the left-side assignments will showcase student understanding of right-side material in a creative and unique manner.

A college-ruled composition book or spiral notebook will be used for the ISN. 30% of the ELA grade is based on CLASSWORK, which includes the ISN. The majority of classwork, notes, and vocabulary will be completed in the ISN, so it is imperative that you bring it to class every day. Please take extra precautions to not lose your ISN.

Support with Language Arts

If you are struggling with anything, you have lots of support. You can always ask questions in class or come see me after school on Tuesday, Wednesday, Thursday, and Friday. I will be in the 8th grade classroom until 3:30. You can also let me know if you want to meet at lunchtime or in the morning before school. I am here to help you and support your growth, and the best way you can get help is to be your own advocate by reaching out to me.

Please read the above course information, sign, and return this sheet to Ms. Shimeld.

Student Printed Name

Student Signature

Parent/ Guardian Name

Parent/ Guardian Signature

Parent/ Guardian Email

Parent/Guardian Email

Parents/ Guardians, please circle the best way to reach you:

Phone

Email

8th Grade Science Syllabus

Welcome to Middle School Science - Grade Eight

Here are some guidelines that will help you be successful in science this year. Please read each section carefully and share this information with your parents. If you or your parents have any questions, please contact me at J.heller@stfinnbarr.org.

Grade 8 Course Overview

This course is aligned with the Archdiocese of San Francisco Science Curriculum Guidelines. You are enrolled in a year-long science course in which you conduct lab explorations and use cognitive processing skills to investigate and discover Physical Science concepts while building on prior knowledge of evolution. You will develop and apply your inquiry and questioning abilities by performing a variety of investigations, researching text materials and more. The course material used in this class will come primarily from the FOSS Middle School Science Curriculum developed by the Lawrence Hall of Science and supplemented with other materials. For full curriculum and standards, please visit FOSSWeb.

Unit 1: Gravity and Kinetic Energy

Unit 2: Electromagnetic Force

Unit 3: Waves

Unit 4: Heredity and Adaptation

Classroom Instructional Strategies

- Hands-On Lab Investigations, group activities, demonstrations
- Reading assignments from texts and outside sources
- Lecture, class discussion, homework
- Interactive computer simulations and multimedia presentations
- Quick writes, response sheets, tests, projects
- Reflections and critical analyses
- Science Notebook

Your Science Notebook and Science Folder

You are expected to keep a Science Notebook. The Science Notebook is a professional collection of all work completed by you during this year in science. Within each unit studied, there will be a collection of activities, labs, reflections, projects, and information. A specific format for setting up the notebook will be modeled and reinforced in class.

The Science Notebook will be checked periodically. Always have your notebook with you in class. This is a significant portion of your grade and will assist you in developing your organizational skills. In addition, your notebooks will serve as a reflection on your entire year in science and will aid you in preparing for the final exams for each unit.

Attendance, Absences and Late Assignments

Assignments that are completed by the due date have the potential to receive full credit. Incomplete assignments (those that are only partially completed, difficult to read, incomplete sentences etc.) may receive partial credit. Late assignments may receive partial credit if turned in within the five day period. If you are absent, it is your responsibility to talk to Mrs. Heller and to make-up late assignments.

Study guides will be handed out before exams to help you study. It is *your* responsibility to examine the study guide and ask clarifying questions in class. If you are absent the day of a test, you will take your test at lunch on the day of your return.

Please note: We will be doing many in-class lab investigations that provide critical information and exploration for each unit. It is imperative that students are in class for these lab investigations. The information that you will learn during these investigations will be assessed on response sheets and tests. *It is your responsibility to ask for and make up any missing work.* Homework is posted daily on the St. Finn Barr website. Work will not be given in advance for planned absences.

FOSSWeb is also available to all middle school students. On this site you will find the text book, multimedia links, a glossary and other resources.

Grading Policies

You will be assessed on your understanding of course material using a variety of methods, including: participation, notebook, response sheets, projects, and exams.

Grades will be based on the following:

Test/Projects	40%
Lab Sheets/Quizzes/Writing Assignments	30%
Homework	20%
Participation	10%

Class Materials

You must be prepared for class each day with the following materials at hand:

- Science Notebook (used for science only!)
- Textbook

*It is up to you to replenish your school supplies during the school year.

Lab Participation and Safety

The best way to learn science is to *DO* science. In order to maintain a high level of learning, students will fully participate in the science labs. Full participation in the science labs include working well with your group, asking questions, following directions, and following school and lab safety rules.

Safety in the science lab is an important part of the scientific process. Lab safety protocols will be reviewed in class. A Science Safety Quiz will be given during the first week of school. Students will participate in labs only when the Science Safety Contract has been signed by both by the student and parent and after assessment with the Science Safety Quiz.

Classroom Expectations

A good attitude is essential for a successful school year. You are expected to follow all St. Finn Barr School rules, classroom procedures, protocols and lab safety rules.

Open-communication between the student, teacher and parents is also essential for a successful school year. I may send home communication to your parents if you have had a great day or we need to discuss ways to make better choices in class. I am looking forward to a great year with you in Science.

7th Grade Science Syllabus

Welcome to Middle School Science - Grade Seven

Here are some guidelines that will help you be successful in science this year. Please read each section carefully and share this information with your parents. If you or your parents have any questions, please contact me at J.heller@stfinnbarr.org.

Grade 7 Course Overview

This course is aligned with the Archdiocese of San Francisco Science Curriculum Guidelines. You are enrolled in a year-long science course in which you conduct lab explorations and use cognitive processing skills to investigate and discover basic chemistry, earth history, and continue to build on life science concepts. You will develop and apply your inquiry and questioning abilities by performing a variety of investigations, researching text materials and more. The course material used in this class will come primarily from the FOSS Middle School Science Curriculum developed by the Lawrence Hall of Science and supplemented with other materials. For full curriculum and standards, please visit FOSSWeb.

Unit 1: Chemical Interactions

Unit 2: Earth History

Unit 3: Populations and Ecosystems

Classroom Instructional Strategies

- Hands-On Lab Investigations, group activities, demonstrations
- Reading assignments from texts and outside sources
- Lecture, class discussion, homework
- Interactive computer simulations and multimedia presentations
- Quick writes, response sheets, tests, projects
- Reflections and critical analyses
- Science Notebook

Your Science Notebook and Science Folder

You are expected to keep a Science Notebook. The Science Notebook is a professional collection of all work completed by you during this year in science. Within each unit studied, there will be a collection of activities, labs, reflections, projects, and information. A specific format for setting up the notebook will be modeled and reinforced in class.

The Science Notebook will be checked periodically. Always have your notebook with you in class. This is a significant portion of your grade and will assist you in developing your organizational skills. In addition, your notebooks will serve as a reflection on your entire year in science and will aid you in preparing for the final exams for each unit.

Attendance, Absences and Late Assignments

Assignments that are completed by the due date have the potential to receive full credit. Incomplete assignments (those that are only partially completed, difficult to read, incomplete sentences etc.) may receive partial credit. Late assignments may receive partial credit if turned in within the five day period. If you are absent, it is your responsibility to talk to Mrs. Heller and to make-up late assignments.

Study guides will be handed out before exams to help you study. It is *your* responsibility to examine the study guide and ask clarifying questions in class. If you are absent the day of a test, you will take your test at lunch on the day of your return.

Please note: We will be doing many in-class lab investigations that provide critical information and exploration for each unit. It is imperative that students are in class for these lab investigations. The information that you will learn during these investigations will be assessed on response sheets and tests. *It is your responsibility to ask for and make up any missing work.* Homework is posted daily on the St. Finn Barr website. Work will not be given in advance for planned absences.

FOSSWeb is also available to all middle school students. On this site you will find the text book, multimedia links, a glossary and other resources.

Grading Policies

You will be assessed on your understanding of course material using a variety of methods, including: participation, notebook, response sheets, projects, and exams.

Grades will be based on the following:

Test/Projects	40%
Lab Sheets/Quizzes/Writing Assignments	30%
Homework	20%
Participation	10%

Class Materials

You must be prepared for class each day with the following materials at hand:

-Science Notebook (used for science only!)

-Textbook

*It is up to you to replenish your school supplies during the school year.

Lab Participation and Safety

The best way to learn science is to *DO* science. In order to maintain a high level of learning, students will fully participate in the science labs. Full participation in the science labs include working well with your group, asking questions, following directions, and following school and lab safety rules.

Safety in the science lab is an important part of the scientific process. Lab safety protocols will be reviewed in class. A Science Safety Quiz will be given during the first week of school. Students will participate in labs only when the Science Safety Contract has been signed by both by the student and parent and after assessment with the Science Safety Quiz.

Classroom Expectations

A good attitude is essential for a successful school year. You are expected to follow all St. Finn Barr School rules, classroom procedures, protocols and lab safety rules.

Open-communication between the student, teacher and parents is also essential for a successful school year. I may send home communication to your parents if you have had a great day or we need to discuss ways to make better choices in class. I am looking forward to a great year with you in Science.

6th Grade Science Syllabus

Welcome to Middle School Science - Grade Six

Here are some guidelines that will help you be successful in science this year. Please read each section carefully and share this information with your parents. If you or your parents have any questions, please contact me at J.heller@stfinnbarr.org.

Grade 6 Course Overview

This course is aligned with the Archdiocese of San Francisco Science Curriculum Guidelines. You are enrolled in a year-long science course in which you conduct lab explorations and use cognitive processing skills to investigate and discover living systems, how weather and water affect the earth, and how the human body systems work and interact. You will develop and apply your inquiry and questioning abilities by performing a variety of investigations, researching text materials and more. The course material used in this class will come primarily from the FOSS Middle School Science Curriculum developed by the Lawrence Hall of Science and supplemented with other materials. For full curriculum and standards, please visit FOSSWeb.

Unit 1: Diversity of Life

Unit 2: Human Systems Interactions

Unit 3: Weather and Water

Classroom Instructional Strategies

- Hands-On Lab Investigations, group activities, demonstrations
- Reading assignments from texts and outside sources
- Lecture, class discussion, homework
- Interactive computer simulations and multimedia presentations
- Quick writes, response sheets, tests, projects
- Reflections and critical analyses
- Science Notebook

Your Science Notebook and Science Folder

You are expected to keep a Science Notebook. The Science Notebook is a professional collection of all work completed by you during this year in science. Within each unit studied, there will be a collection of activities, labs, reflections, projects, and information. A specific format for setting up the notebook will be modeled and reinforced in class.

The Science Notebook will be checked periodically. Always have your notebook with you in class. This is a significant portion of your grade and will assist you in developing your organizational skills. In addition, your notebooks will serve as a reflection on your entire year in science and will aid you in preparing for the final exams for each unit.

Attendance, Absences and Late Assignments

Assignments that are completed by the due date have the potential to receive full credit. Incomplete assignments (those that are only partially completed, difficult to read, incomplete sentences etc.) may receive partial credit. Late assignments may receive partial credit if turned in within the five day period. If you are absent, it is your responsibility to talk to Mrs. Heller and to make-up late assignments.

Study guides will be handed out before exams to help you study. It is *your* responsibility to examine the study guide and ask clarifying questions in class. If you are absent the day of a test, you will take your test at lunch on the day of your return.

Please note: We will be doing many in-class lab investigations that provide critical information and exploration for each unit. It is imperative that students are in class for these lab investigations. The information that you will learn during these investigations will be assessed on response sheets and tests. *It is your responsibility to ask for and make up any missing work.* Homework is posted daily on the St. Finn Barr website. Work will not be given in advance for planned absences.

FOSSWeb is also available to all middle school students. On this site you will find the text book, multimedia links, a glossary and other resources.

Grading Policies

You will be assessed on your understanding of course material using a variety of methods, including: participation, notebook, response sheets, projects, and exams.

Grades will be based on the following:

Test/Projects	40%
Lab Sheets/Quizzes/Writing Assignments	30%
Homework	20%
Participation	10%

Class Materials

You must be prepared for class each day with the following materials at hand:

-Science Notebook (used for science only!)

-Textbook

*It is up to you to replenish your school supplies during the school year.

Lab Participation and Safety

The best way to learn science is to *DO* science. In order to maintain a high level of learning, students will fully participate in the science labs. Full participation in the science labs include working well with your group, asking questions, following directions, and following school and lab safety rules.

Safety in the science lab is an important part of the scientific process. Lab safety protocols will be reviewed in class. A Science Safety Quiz will be given during the first week of school. Students will participate in labs only when the Science Safety Contract has been signed by both by the student and parent and after assessment with the Science Safety Quiz.

Classroom Expectations

A good attitude is essential for a successful school year. You are expected to follow all St. Finn Barr School rules, classroom procedures, protocols and lab safety rules.

Open-communication between the student, teacher and parents is also essential for a successful school year. I may send home communication to your parents if you have had a great day or we need to discuss ways to make better choices in class. I am looking forward to a great year with you in Science.

8th Grade Social Studies Syllabus

2019-2020

Overview

Through the course of the year, eighth graders will examine events that led to the development of the Declaration of Independence and the U.S. Constitution, explore the Revolutionary War and the Civil War, and develop a deeper understanding of the foundation of our nation through visual discoveries, problem solving groupwork, response groups, writing for understanding, and experiential exercises.

Goals

The goal of the course is to engage students interest through reading and activities that will help them reach a level of mastering new concepts in United States History so they can participate in meaningful conversation and be prepared for high school history courses.

Requirements

Eighth graders will complete the following units and chapters by participating in readings, discussions, activities, and evaluations:

Unit 1: Our Colonial Heritage

1. The English Colonies in North America
2. Life in the Colonies

Unit 2: Revolution in the Colonies

3. Toward Independence
4. The Declaration of Independence
5. The American Revolution

Unit 3: Forming a New Nation

6. Creating the Constitution
7. The Constitution: A More Perfect Union
8. The Bill of Rights

Unit 4: Launching the New Republic

9. Political Developments in the Early Republic
10. Foreign Affairs in the Young Nation
11. A Growing Sense of Nationhood
12. Andrew Jackson and the Growth of American Democracy

Unit 5: An Expanding Nation

13. Manifest Destiny and the Growing Nation
14. Life in the West

Unit 6: Americans in the Mid-1800s

15. An Era of Reform
16. The Worlds of North and South
17. African Americans in the Mid-1800s

Unit 7: The Union Challenged

18. A Dividing Nation
19. The Civil War
20. The Reconstruction Era

8th Grade Social Studies Syllabus

2019-2020

Notes

Taking notes is mandatory in each class. Notes will be sent directly to Ms. Kimble through the online platform and graded at the end of each chapter.

Homework

Homework assignments are given to reinforce the lessons that are taught in class. Homework will be written on the board and it is your responsibility to copy the assignments in your school planner.

It is your responsibility to make up missed assignments if you are absent.

Grading Policy

You can view your assignment scores, progress reports, and report cards on School Speak. To access this information, parents must create a username and password, and enter the student access code provided by the school. I will update grades online on a regular basis.

Grading Scale:

A	96% - 100%	B-	84% - 86%	D+	67% - 69%
A-	93% - 95%	C+	81% - 83%	D	64% - 66%
B+	91% - 92%	C	74% - 80%	D-	60% - 63%
B	87% - 90%	C-	70% - 73%	F	59% and below

Grades are based on the following categories:

20% tests/quizzes 25% class work

30% projects 25% homework

8th Grade Religion Syllabus

2019-2020

Overview

Through the course of the year, eighth-graders will build on their understanding of personal growth, with an emphasis on our vocation to love and our responsibilities to God and each other.

Goals

The goal of the course is to engage students in a vibrant dialogue regarding the Catholic faith and to lead them in a contemplative journey of their own faith life.

Requirements

Eighth graders will complete the following units and chapters by participating in readings, discussions, activities, and evaluations:

- Unit 1: Personal Growth
 - Exploring Growth with Sacred Art
 - Image and Likeness
 - Vocation of Love
 - Society
 - Relationships Build the Kingdom
 - The Family in God's Plan
 - Friendships
 - Social Responsibility
 - God Loves Us and Calls Us to Be in Relationship with Him in the Church
- Unit 2: Church History
 - The Nature and Mission of the Catholic Church
 - Jesus to AD to Present History and Witness of the Saints
- Unit 3: Morality: The Journey in Christian Living
 - Exploring the Morality with Sacred Art
 - What is Morality?
 - Freedom and Choice: The Human Person
 - Conscience and Our Obligation to Form It
 - The Ten Commandments
 - Jesus Is the Model of Holiness
 - Jesus' Teaching on the Ten Commandments
 - Jesus Teaches Us to Love
 - Jesus Gives Us the Beatitudes
 - Elements of a Good Moral Decision
 - The Process of Making a Good Moral Choice
 - Temptation and the Reality of Sin

- Structure of Sin and Social Sin
- Justification, God's Mercy, and Grace
- Support for Moral Living: Personal Prayer and Openness to the Holy Spirit
- Support for Moral Living: Community, the Sacraments, and the Saints
- Unit 4: The Citizen and the Government
 - The Citizen and Government
 - Just War
- Unit 5: God's Plan for Love

Homework

Homework assignments are given to reinforce the lessons that are taught in class. Homework will be written on the board and it is your responsibility to copy the assignments in your school planner.

It is your responsibility to make up missed assignments if you are absent.

Grading Policy

You can view your assignment scores, progress reports, and report cards on School Speak. To access this information, parents must create a username and password, and enter the student access code provided by the school. I will update grades online on a regular basis.

Grading Scale:

A	96% - 100%	B-	84% - 86%	D+	67% - 69%
A-	93% - 95%	C+	81% - 83%	D	64% - 66%
B+	91% - 92%	C	74% - 80%	D-	60% - 63%
B	87% - 90%	C-	70% - 73%	F	59% and below

Grades are based on the following categories:

40%	Class Work	20%	Participation	40%	Projects
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7th Grade Social Studies Syllabus

2019-2020

Overview

Through the course of the year, seventh graders will explore the legacy of civilizations from Europe, Africa, and the Middle East to Asia and the Americas through visual discoveries, problem solving groupwork, response groups, writing for understanding, and experiential exercises.

Goals

The goal of the course is to engage students interest through reading and activities that will help them reach a level of mastering new concepts in Medieval History so they can participate in meaningful conversation. .

Requirements

Seventh graders will complete the following units and chapters by participating in readings, discussions, activities, and evaluations:

Unit 1: Europe During Medieval Times

1. The Legacy of the Roman Empire
2. The Development of Feudalism in Western Europe
3. The Roman Catholic Church in Medieval Europe
4. Life in Medieval Towns
5. The Decline of Feudalism
6. The Byzantine Empire

Unit 2: Islam in Medieval Times

7. The Origins and Spread of Islam
8. Learning About World Religions: Islam
9. Muslims Innovations and Adaptations
10. From the Crusades to New Muslim Empires

Unit 3: The Culture and Kingdoms of West Africa

11. Early Societies in West Africa
12. Ghana: A West African Trading Empire
13. The Influence of Islam on West Africa

Unit 4: Imperial China

14. The Political Development of Imperial China
15. China Develops a New Economy
16. Chinese Discoveries and Inventions
17. China's Contacts with the Outside World

Unit 5: Japan During Medieval Times

18. The Heart of Japan's Golden Age
19. The Rise of the Warrior Class in Japan

Unit 6: Civilizations of the Americas

20. The Mayas
21. The Aztecs
22. The Incas

Unit 7: Europe's Renaissance and Europe Enters the Modern Age

23. The Renaissance Begins
24. The Cradle of the Renaissance
25. Leading Figures in the Renaissance
26. The Age of Exploration
27. Enlightenment

7th Grade Social Studies Syllabus

2019-2020

Notes

Taking notes is mandatory in each class. Notes will be sent directly to Ms. Kimble through the online platform and graded at the end of each chapter.

Homework

Homework assignments are given to reinforce the lessons that are taught in class. Homework will be written on the board and it is your responsibility to copy the assignments in your school planner.

It is your responsibility to make up missed assignments if you are absent.

Grading Policy

You can view your assignment scores, progress reports, and report cards on School Speak. To access this information, parents must create a username and password, and enter the student access code provided by the school. I will update grades online on a regular basis.

Grading Scale:

A	96% - 100%	B-	84% - 86%	D+	67% - 69%
A-	93% - 95%	C+	81% - 83%	D	64% - 66%
B+	91% - 92%	C	74% - 80%	D-	60% - 63%
B	87% - 90%	C-	70% - 73%	F	59% and below

Grades are based on the following categories:

20% tests/quizzes	25% class work
30% projects	25% homework

6th Grade Social Studies Syllabus

2019-2020

Overview

Through the course of the year, sixth graders will be introduced to the beginnings of the human story. They will explore the great early civilizations of Egypt and the Near East, India, China, Greece, and Rome through visual discoveries, problem solving groupwork, response groups, and experiential exercises.

Goals

The goal of the course is to engage students interest through reading and activities that will help them reach a level of mastering new concepts in Ancient World History so they can participate in meaningful conversations.

Requirements

Sixth graders will complete the following units and chapters by participating in readings, discussions, activities, and evaluations:

Unit 1: Early Humans and the Rise of Civilization

1. Investigating the Past
2. Early Hominins
3. From Hunter Gatherers to Farmers
4. The Rise of Sumerian City-States
5. Ancient Sumer
6. Exploring Four Empires of Mesopotamia

Unit 2: Ancient Egypt and the Middle East

7. Geography and the Early Settlement of Egypt, Kush, Canaan
8. Ancient Egyptian Pharaohs
9. Daily Life in Ancient Egypt
10. The Origins of Judaism
11. Learning About World Religions: Judaism

Unit 3: Ancient India

12. Geography and the Early Settlement of India
13. Hinduism
14. Buddhism
15. Unification of India

Unit 4: Ancient China

16. Geography and Settlement of China
17. Shang Dynasty
18. Chinese Philosophies
19. First Emperor of China
20. Han Dynasty
21. Silk Road

Unit 5: Ancient Greece

22. Rise of Democracy
23. Life in Two City-States: Athens and Sparta
24. The Golden Ages

6th Grade Social Studies Syllabus

2019-2020

Notes

Taking notes is mandatory in each class. Notes will be sent directly to Ms. Kimble through the online platform and graded at the end of each chapter.

Homework

Homework assignments are given to reinforce the lessons that are taught in class. Homework will be written on the board and it is your responsibility to copy the assignments in your school planner.

It is your responsibility to make up missed assignments if you are absent.

Grading Policy

You can view your assignment scores, progress reports, and report cards on School Speak. To access this information, parents must create a username and password, and enter the student access code provided by the school. I will update grades online on a regular basis.

Grading Scale:

A	96% - 100%	B-	84% - 86%	D+	67% - 69%
A-	93% - 95%	C+	81% - 83%	D	64% - 66%
B+	91% - 92%	C	74% - 80%	D-	60% - 63%
B	87% - 90%	C-	70% - 73%	F	59% and below

Grades are based on the following categories:

20% tests/quizzes 25% class work

30% projects 25% homework

8th Grade Spelling and Vocabulary Syllabus

Overview

Spelling and Vocabulary are useful skills in life. If spelling is correct and vocabulary is understood, it will be easier for the students to comprehend whatever materials they are reading. The spelling program, Differentiated Spelling Instruction is a complete grade level spelling program built upon conventional spelling rules and developmental spelling patterns. Each week the students will study a different spelling rule or pattern.

Students will participate in the Flocabulary program for vocabulary development and practice. Flocabulary's multimodal approach to standards-based instruction reaches all learners where they are and engages them in rigorous academic content. Students will view research-based videos and practice activities that build the background knowledge and vocabulary students need to succeed (www.flocabulary.com).

Goals

The goal of the course is to teach students the “building blocks” of the English language so it will be easy for them to recognize and decode unfamiliar words that are related to a known root. Students will learn the correct spelling and usage of English words so they may be successful in reading and writing.

Requirements

Students will complete the following units and chapters in Spelling:

1. Consonant Doubling
2. i before e
3. Plurals
4. Drop/Keep Final e
5. Change/Keep y
6. /ion/
7. “ary,” “ery,” “ory,” “ury,” “ry”
8. “able”
9. “ible”
10. “ant,” “ance,” “ancy”
11. “ent,” “ence,” “ency”
12. “est,” “ist,” and “iest”
13. “ice,” “ise,” “ize,” “yze”
14. “us” and “_ous”
15. “qu” Spellings
16. Accent Shift
17. Masculine and Feminine
18. “al,” “ial,” “cial,” “tial”
19. Diminutives
20. a and e Banal
21. “ly” and “ally”
22. Pronunciation Problems
23. Schwa
24. Greek and Latin Prefixes
25. Greek and Latin Roots
26. Latin Expressions
27. French Spellings
28. British Spellings

Spelling and Vocabulary Syllabus

Spelling Notebook

Since students are not allowed to write in the Spelling Book, they will use their notebook to write their answers for the chapter exercises. The notebook must be neat. Please don't use the notebook pages for drawing and doodling.

Spelling Tests

Each week, the students are expected to study the basic words, and the challenge words are for extra credit. The tests are usually assigned when we finish studying the chapter. Please note the spelling words for each chapter will be posted online. The students can use that resource if they leave their textbook in school.

Flocabulary Packet

Students will work through a Flocabulary packet on a weekly basis. Students will read through the lyrics that correspond with the list of vocabulary words assigned for the week. Students will then go through the terms and definitions before practicing various ways to use the words. Flocabulary is introduced on Wednesdays and assignments are due on Fridays.

Grading Policy

You can view your assignment scores, progress reports, and report cards on PowerSchool. To access this information, parents must create a username and password, and enter the student access code provided by the school. I will update grades online on a regular basis.

Grading Scale:

A	96% - 100%	B-	84% - 86%	D+	67% - 69%
A-	93% - 95%	C+	81% - 83%	D	64% - 66%
B+	91% - 92%	C	74% - 80%	D-	60% - 63%
B	87% - 90%	C-	70% - 73%	F	59% and below

Grades are based on the following categories:

35% tests/quizzes

35% class work

30% homework

8th Grade Religion Syllabus

2019-2020

Overview

Through the course of the year, eighth-graders will build on their understanding of personal growth, with an emphasis on our vocation to love and our responsibilities to God and each other.

Goals

The goal of the course is to engage students in a vibrant dialogue regarding the Catholic faith and to lead them in a contemplative journey of their own faith life.

Requirements

Eighth graders will complete the following units and chapters by participating in readings, discussions, activities, and evaluations:

- Unit 1: Personal Growth
- Unit 2: Church History
- Unit 3: Morality: The Journey in Christian Living
- Unit 4: The Citizen and the Government

Grading Policy

You can view your assignment scores, progress reports, and report cards on School Speak. To access this information, parents must create a username and password, and enter the student access code provided by the school. I will update grades online on a regular basis.

Grading Scale:

A	96% - 100%	B-	84% - 86%	D+	67% - 69%
A-	93% - 95%	C+	81% - 83%	D	64% - 66%
B+	91% - 92%	C	74% - 80%	D-	60% - 63%
B	87% - 90%	C-	70% - 73%	F	59% and below

Grades are based on the following categories:

Participation → 20%

Classwork → 40%

Projects → 40%

6th Grade Spelling and Vocabulary Syllabus

2019-2020

**“Words and their meanings and spellings are the building blocks of communication.”
(NEA ~ National Education Association)**

Overview

Academic studies show that the best way for students to learn vocabulary and spelling is by understanding the roots of words. It is important that students learn the parts of words in order to help them “break down” multisyllabic words they may otherwise be confused by. Research also shows that concentrated word study is linked to an improvement in students’ overall reading comprehension. To integrate best practices into middle school, we will pilot the *Spelling With Morphology* curriculum in the 6th grade.

Weekly Schedule

Each week will feature a different category of related affixes and roots to help students make key connections in the meanings of the words. Students will begin the week with a pretest and will then highlight key roots and affixes. From the spelling list, students will spend time working with graphic organizers to make connections between words on the list. The meanings of the words will then be reinforced as students explore definitions and how the word is used. Throughout the week students will participate in games and activities to further their understanding of the week’s spelling words. At the end of the week, students will take a spelling and vocabulary test on the roots that week.

Goals

The goal of the course is to teach students the “building blocks” of the English language so it will be easier for them to recognize and decode unfamiliar words. Students will learn the correct spelling and usage of English words so they may be successful in reading and writing.

Spelling Notebook

Students will have a notebook that contains all of their spelling lists, activities, and their morphology dictionary. This notebook will be checked when homework is due and may be collected periodically.

Spelling/Vocabulary Tests

Each week, the students are expected to study the spelling and meaning of each of the words on the spelling/vocabulary list. Students will be tested on the spelling of each word and the meaning of at least 5 words or the list roots/affixes.

Grading Policy

You can view your assignment scores, progress reports, and report cards on SchoolSpeak. To access this information, parents must create a username and password, and enter the student access code provided by the school. I will update grades online on a regular basis.

Grades are based on the following categories:

40% Tests/Quizzes

30% Homework

30% Classwork

Middle School Field Trips for 2019-2020

Grade	Subject	Place	Dates	Teacher
6th	Science	Marin Headlands	9/25 - 9/27	Jordan Heller
	Religion	Cathedral	2/19	Jordan Heller
7th	Science	Yosemite	3/30 - 4/3	Jordan Heller +
	Religion	San Francisco Food Bank	11/21	Lilia Patriarca
8th	Religion	Retreat	1/31 - 2/1	Megan Kimble + Mele Mortonson
	Science	Exploratorium	1/17	Jordan Heller
	SS	Courthouse	TBA	Megan Kimble
	Science/ Final Field Trip	Monterey Bay Aquarium	5/8	Jordan Heller + Megan Kimble