

St. Mary of the Immaculate Conception
2017-2018

7th GRADE CLASSROOM

Dear 7th Grade Parents & Students,

Welcome to the 7th grade classroom! I am Mr. Pacos and I am very excited about the new school year. This is my first year at St. Mary's school and I am honored to be a part of this family. At the same time, I am eager to develop the students into becoming people of faith, integrity, and scholarship.

I hope everyone enjoyed their summer, is well rested, and ready to begin this journey through the seventh grade. I will be working very diligently to help ensure the best possible year for all my students.

Enclosed in this packet is a basic outline of the classroom procedures as well as the curriculum we cover throughout the year.

I believe that communication between the home and school is essential. If you have any questions throughout the school year regarding our curriculum, classrooms, or volunteer opportunities, please feel free to contact me. You can leave a phone message at school or contact me by email. Please allow up to 48 hours for a response.

I am looking forward to a very productive and exciting year with your children!

Sincerely,

Mr. Pacos
tpacos@csdo.org

THINGS TO KNOW:

Parent/Teacher Communication

I am available before and after school by appointment only. The best way to schedule an appointment is via email or leaving a message at the school.

Friday Folders

Class work and homework will accumulate during the week, and will be sent home in a Friday folder. A note will be attached to homework and will require a parent/guardian signature. This is to make sure that your child's work has been reviewed. Also, some assignments or assessments that may or may not reflect the student's best ability will be sent home with the student to be reviewed and signed by parent. Students should hold on to their work in case I allow them to use their notes on a test or quiz. Folders and signatures must be returned Monday. **Please note: Red colored marks and correction is from peer correcting and editing. All teacher corrections and marks will be in Green.*

Homework Assignment Books

All students have a homework assignment book (daily planner) to record homework nightly as well as important dates to remember and big projects that are assigned. I will be checking at the beginning of class to see if they are keeping up with recording their homework as well as checking to see if all homework is complete at the beginning of class.

Monthly Newsletter

A Parent Newsletter will be sent home monthly via email and posted on the class website, detailing our progress in class and the upcoming curriculum. St. Mary School is doing our part for the environment by saving paper.

Student progress

In addition to the weekly work that is sent home on Fridays, parents may also check grades online. If you do not have internet access, please let me know so we can send you a print out of the progress report.

Grades and Report Cards

A point system will be used to keep track of your successes in this class. Objective evaluation reflects the percentage earned and a letter grade based upon the Diocesan scale.

- **FORMATIVE (10%) - Assessments FOR learning:** an evaluation tool used to guide and monitor the progress of student learning during instruction. Its purpose is to provide continuous feedback to both the student and the teacher concerning learning successes and progress toward mastery.
- **SUMMATIVE (90%) - Assessments OF learning:** an evaluation tool generally used at the end of an assignment, unit, project, or chapter. These types of assessments are more formal kinds of assessments (e.g., unit tests, final exams, projects, reports, and presentations) and are typically used to evaluate student mastery of intended learning outcomes.

Testing Schedule

All tests are announced in advance and it is the student's responsibility to record test dates in their assignment book. Quizzes and occasional pop quizzes are given as needed.

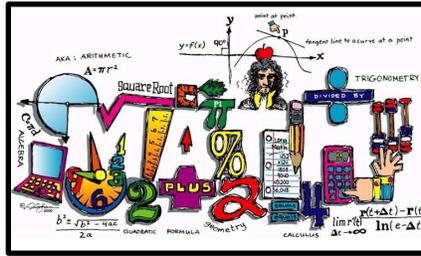
Homework

Homework assignments are due the day after they are assigned unless otherwise stated. Homework not turned in on time will not be accepted for full credit. Homework will be assigned every night, ranging from 60-90 minutes. Homework will be posted and reviewed each day. Students are required to write down their homework in their assignment books every day.

Homework should be:

- Completed neatly
- In black or blue ink (pencil for math)
- With the correct heading- student's name, date number, class, assignment

If students are absent, students should check the absent file and notebook which will have all the work that was missed as well as the agenda of what we covered in class. The student is required to have the absent sheet signed by all teachers. It is the **student's** responsibility to see that the missed work is completed.



Junior High Math

Travis Pacos tpacos@csdo.org

Lisa Sanders lsanders@csdo.org

Textbook/Resources:

- Textbook: *Core Connections Course CC1 (6th grade), CC2 (7th grade), CC3 (8th grade) and CCA algebra*
- E-book and parent resources: www.cpm.org
- Course information and important links on the math website: <https://sites.google.com/a/st-mary.net/math-program/>

Supplies:

- Pencils
- Colored pencils, markers
- Scissors
- Calculator
- Composition notebook
- Ruler and eraser
- No White Out
- Graph paper

Grading:

Quizzes, Tests, and Learning logs and/or Projects. (90%)

- Typically, there will be one quiz and one test per unit
 - The quizzes will cover approximately half of each unit, and students will be given the option to earn partial credit back on their quiz by doing quiz corrections. Quiz corrections:
 - Must be on a separate sheet of paper
 - Must show all detailed work leading to the correct answer
 - Test will cover the entire unit (unless otherwise specified). Students will not be given the option to do test corrections to improve their grade.

- Post-test self evaluations/reflections will also be assigned
- Learning log assignments will give students the opportunity to explain their understanding of a mathematical concept in writing. Please refer to the learning log rubric below. Projects may be assigned as needed for further depth.

Homework, Organization and Classwork (10%):

Homework:

When students are assigned math homework, they should work through it using the following steps:

1. Complete all assigned problems. At the very least, every problem should be attempted—NOTHING should be left blank.
2. Homework must be complete (meaning that ALL WORK is shown, not just the answer) to earn credit.
3. Correct all problems. Students will use the homework guide in class to correct their homework at the beginning of class the day it is due.
4. If a student answers a problem correctly, they should indicate that by marking each correct problem with a red pen.
5. If a student answers a problem incorrectly,
 - Circle the problem
 - Correct all the work as shown on the homework guide and use correct work to identify personal mistake or misunderstanding
 - If student still does not understand how to complete the problem they must ask the teacher
6. Homework will be collected after all questions have been answered.

Students will receive 100% on their math homework IF:

1. All problems are at least attempted by the student
 2. All problems have been completely and honestly corrected
- *Please note that the students do not have to answer every problem correctly on their own to receive 100% on their homework. They just need to completely correct every problem they could not solve on their own. Homework is NOT a test—it is PRACTICE!*

Students will earn half credit on their math homework IF:

1. Not all problems were attempted
2. Corrections were done dishonestly (i.e. a student marks every problem correct even if some of the answers are not).
3. Corrections were incomplete (i.e. a student put the correct answer without showing the detail).
4. No corrections were done at all

***If a student earns half credit on their homework, they can correct their mistakes and return it for full credit.**

GRADING FOR MASTERY

Used for scoring a single problem on quizzes, tests and for scoring learning logs.

4 Points **“You get it! I can understand your thinking clearly.”**

Student fully accomplishes the purpose of the task. Student work shows full grasp of the mathematical idea(s). Recorded work communicates thinking clearly using some combination of written, symbolic, or visual explanation.

3 Points **“You mostly get it. I can understand most of your thinking.”**

Student mostly accomplishes the purpose of the task. Student work shows essential grasp of the central mathematical idea(s). Recorded work in large part communicates student thinking.

2 Points **“You get a little bit of it. I can see some thinking.”**

Student work shows partial but limited grasp of the central mathematical idea(s). Recorded work may be incomplete, somewhat misdirected, or not clearly presented.

1 Point **“You don’t get it. I cannot understand your thinking.”**

Student shows little or no grasp of the central mathematical idea(s). Recorded work is barely (if at all) comprehensible.

0 Points **“You did not turn in the assignment or show any form of participation.”**

7th Grade Science
Mr. Chin
mchin@csdo.org

Objectives:

- To read, study, research and conduct experiments
- To learn to utilize and understand the scientific method
- To apply scientific concepts to their own practical world
- To gain an understanding of basic scientific principles about
 - Chemical Interactions
 - Earth History
 - Populations and Ecosystems

Skills to be reinforced:

- Note taking and outlining
- Comprehension of resource text and related science themes
- Research and Report writing
- Investigation Reports
- Application of engineering and design principles

Diocesan required concepts will be covered thoroughly so that students will enter high school with a solid background in Earth, Life, and Physical science. In this class, we will cover the following sub categories:

First Trimester

Physical Science- Chemical Interactions

Second Trimester

Earth Science- Earth History

Third Trimester

Life Science- Populations and Ecosystems

Texts:

Earth Science Glencoe/McGraw-Hill, 1999

Life Science Glencoe/McGraw-Hill, 1999

Physical Science Glencoe/McGraw-Hill 1999

This year along with the texts listed above students will be utilizing FOSS kits to model and deepen their understanding of the concepts covered.

Daily:

Students should review their notes and assignments regularly so that they are prepared for tests and quizzes. Students are responsible for all homework assigned in class. **NO late work will be accepted for full credit unless a student has been absent. It is the STUDENT'S responsibility to speak to all teachers to get all absent work.**

Science Fair:

This will be held on _____ January 28th 2018 ____ at the beginning of Catholic Schools Week.
7th and 8th grade are required to participate in the science fair.

7th Grade Social Studies

Teacher: Mr. Carl Alioto

Contact Information: calioto@csdo.org

Curriculum Goals & Objectives:

In seventh grade, students study the social, cultural, and technological changes that occurred in Europe, Africa, and Asia in Medieval times through the early modern times. After we review the ancient world and the ways in which archaeologists and historians uncovered the mysteries of the past, students will study the history and geography of great civilizations that were developing concurrently throughout the world during the medieval and early modern times. Additionally, students will uncover the growing economic interaction among civilizations as well as the exchange of ideas, beliefs, technologies, and commodities. Furthermore, students will learn about the resulting growth of Enlightenment and the concepts of reason and authority, the natural rights of human beings, etc. Finally, seventh grade students will assess the economic and social patterns of these cultures, examine the influence of these ideas and archaic cultures, and relate them to our world today.

I would like to encourage anyone who has any relevant history material or resources to please come and share them with us.

Titles for the units covered:

Rome and Byzantium

Islamic Civilization

Civilizations in Sub-Saharan Africa

Civilizations in the Americas

Civilizations in East Asia

Europe in the Middle Ages

Early Modern Europe

Test Signing Policy:

Students receiving a C or lower on a test will be required to return the test with a parent signature. If a test/quiz is not returned with a parent signature, grade penalties and/or further actions will occur.

Late Work:

Due dates are set for my and the students' convenience, so time is available for grading and feedback. Any missing work will result in an "incomplete" grade, so they MUST be turned in, even if it is late.

Grading:

A point system will be used to keep track of student successes in all classes. Objective evaluation reflects the percentage earned and a letter grade based upon the Diocesan scale.

- **Assessments FOR learning:** an evaluation tool used to guide and monitor the progress of student learning during instruction. Its purpose is to provide continuous feedback to both the student and the teacher concerning learning successes and progress toward mastery.
- **Assessments OF learning:** an evaluation tool generally used at the end of an assignment, unit, project, or chapter. These types of assessments are more formal kinds of assessments (e.g., unit tests, final exams, projects, reports, and presentations) and are typically used to evaluate student mastery of intended learning outcomes.

Assignment Posting on the St. Mary Homework Website:

Tests, quizzes, large projects and assignments will be posted on respective class websites.

Textbooks:

Medieval and Early Modern Times, Prentice Hall, 2006.

Videos and other secondary books and Internet activities/resources will be used as supplemental material.

7th Grade English Language Arts

Teachers: Ms. Bryant and Mrs. Messier

pbryant@csdo.org

amessier@csdo.org

The Junior High English Language Arts Curriculum will be driven by the study of literature and writing but will incorporate skill development in vocabulary, grammar, speaking, listening, and higher-level thinking.

Literature

In literature, students will continue to develop fluency, stamina, and comprehension while practicing reading skills and strategies. Students will be exposed to works of fiction and nonfiction as they move through the curriculum.

Novels:

Students will complete an in-depth novel study each trimester:

A Long Walk to Water- Linda Sue Park

Frederick Douglass: The Last Day of Slavery (Mentor Text)- William Miller

Screen Time and the Developing Brian- Multiple Authors

Independent Reading

Seventh grade will participate in the school wide Accelerated Reader program.

1st Trimester: 700 pages

2nd Trimester 800 pages

3rd Trimester 900 pages

Writing

Seventh grade writers will understand and practice the writing process: prewriting, drafting, revising, editing, and publishing. We will focus on the transition of writing a well-developed paragraph to essay writing. Seventh graders will also continue developing their writing skills in the three main types of writing: Informative, Narrative, and Argumentative.

Grammar

Students will continue developing and practicing fundamental grammar. They will build upon their previous knowledge of grammar rules and usage, while applying these skills across the curriculum. Reinforcement of grammar skills will be supplemented through the website NoRedink.

Vocabulary

Exposing students to rich expressive language will increase their vocabulary in speaking, writing, and reading. Our vocabulary classes are built to provide your child with the ability to learn and grow through the understanding of word relationships. In addition to vocabulary, students will also study Greek and Latin roots.

Textbook

Vocabulary Workshop: Common Core Enriched Edition, Level C, Sadlier, 2013

Grading:

A point system will be used to keep track of student successes in all classes. Objective evaluation reflects the percentage earned and a letter grade based upon the Diocesan scale. There are two types of assessments under the general summative category in the powerschool gradebook.

- **Assessments FOR learning:** an evaluation tool used to guide and monitor the progress of student learning during instruction. Its purpose is to provide continuous feedback to both the student and the teacher concerning learning successes and progress toward mastery.
- **Assessments OF learning:** an evaluation tool generally used at the end of an assignment, unit, project, or chapter. These types of assessments are more formal kinds of assessments (e.g., unit tests, final exams, projects, reports, and presentations) and are typically used to evaluate student mastery of intended learning outcomes.

**St. Mary School
Junior High Spanish**

Course Title: Spanish

Instructor: Señora Hernandez

Course Overview

This fun, interactive course for middle school students is filled with diverse, multimedia language activities. Students focus on the four key areas of foreign language study: listening, speaking, reading, and writing. The course represents an ideal blend of language learning pedagogy and online learning. Each unit consists of a new vocabulary theme and grammar concept, reading and listening comprehension activities, speaking and writing activities, multimedia cultural presentations, and interactive activities and practices that reinforce vocabulary and grammar. There is a strong emphasis on providing context and conversational examples for the language concepts presented in each unit. Students should expect to be actively engaged in their own language learning

Course Outline

The Middle School Spanish course helps students:

- Engage in language learning
- Master common vocabulary terms and phrases
- Comprehend a wide range of grammar patterns
- Participate in simple conversations and respond appropriately to basic conversational prompts
- Generate language incorporating basic vocabulary and grammar patterns
- Read, write, speak, and listen for meaning in basic Spanish
- Analyze and compare cultural practices, products, and perspectives of various Spanish-speaking countries
- Regularly assess progress in proficiency through quizzes, tests, and speaking/writing submissions

Vocabulary Theme

- Each unit presents a new set of vocabulary words pertaining to a particular theme. Each topic is first presented in context and then the vocabulary is further practiced through a variety of interactive activities and practices. A printable vocabulary list is also provided.

Grammar Concept

- Each unit introduces a new grammar pattern. The concept is first introduced in a contextualized situation. The concept is then further practiced in several interactive activities throughout the unit. A printable explanation of the pattern is also provided.

Presentation of Culture through Culture Videos

- In each unit, students learn about various cultural aspects (e.g. practices, products, and perspectives) of a Spanish-speaking country through short video presentations.

Speaking and Writing Activities

- Students complete speaking and writing activities in each unit. These activities give students a chance to become more familiar with the speaking and writing patterns of Spanish by applying them in communicative situations.

Listening and Reading Comprehension Activities

- Each unit contains both listening and reading comprehension practices. They are based on the vocabulary, grammar, or cultural concepts presented in the unit and challenge students to identify the main ideas and significant details of the listening/reading excerpts.

Assessments

- Listening and reading comprehension quizzes verify that students comprehend the main ideas and/or significant details of target language passages or conversations.
- Culture comprehension quizzes verify that students understand important concepts presented in the culture presentations.
- Unit tests assess students' mastery of the vocabulary words and grammar concepts presented in a given unit. Each unit test also includes reading and listening comprehension questions and an oral or written assessment.
- Summative Exams are comprehensive in nature. Not only do they assess students' knowledge of the language, but they also assess students' ability to produce the language in a communicative way. Summative Exams may include both oral and written assessments.

"Life-long Learner" Assignments

- Each semester students are required to create a plan for incorporating Spanish into their daily lives. They accomplish this by outlining the long-term benefits of learning Spanish, by making goals for what they want to accomplish with their mastery of the language, and by creating a plan for accomplishing their goals.

"Explore" Activities

- These activities help students develop a more profound understanding of Spanish-speaking countries and cultures.

7th GRADE RELIGION COURSE OVERVIEW

Teacher: Mr. Pacos / Mrs. Bellows

JUNIOR HIGH RELIGION GOALS

1. Deepen and grow student's knowledge and understanding of Catholic Church teachings.
2. Continue to develop and grow student's relationship with God, the parish, and community.
3. Understand and deepen student understanding of how to transfer the teachings of the Church to their own lives.

TEXTBOOKS

- *We Live Our Faith*, Sadlier, 2007
- *Catholic Youth Bible*- St. Mary Press
- Other resources will also be included to support and enrich the curriculum

CURRICULUM

The Diocese of Oakland 7th grade curriculum standards are divided into the following five main content areas:

I. We Believe- Knowledge of Faith

- Sacred Scripture/Bible Study – New Testament
- Church History

II. We Worship - How We Celebrate

- Sacraments
- Liturgy

III. We Live- How We Live as Catholics

- Morality
- Catholic Social Teaching

IV. We Pray- How We Pray

- Prayer

V. We Are God's Family- How We Live in Community

- Living in community
- Active members of the Church (school, parish, and greater communities)

For a comprehensive view of the Diocese of Oakland religion curriculum, please visit csdo.org

In addition to the religion standards outlined by the Diocese of Oakland, students will study and celebrate the Church Liturgical year, Church current events, and other ways to share the faith.

SERVICE

Students in grades 6th-8th must complete service hours per trimester. Please refer to the Service Learning Guidelines for details.

All other procedures can be found in the Jr. High Handbook.

ART

Teachers: Mrs. Bennett

Major Goals:

~To expose students to different artists and artistic styles

~To teach students to respond to the expressive quality of art through subject, matter, balance, texture, color, space and movement

~To enable students to work with different art forms and mediums.

~To teach students to feel comfortable and confident to express themselves creatively.

~To develop a respect for originality, sensitivity and responsiveness to creative expression.

Visual Arts Skills: recognize design elements; see underlying structures; differentiate visual characteristics; recognize and categorize variety in visual and tactile characteristics; analyze aesthetic perceptions.

Creative Expression: Use artistic skills; apply design elements and principles; express three dimensional qualities; create in print media; create in craft media; create in graphic arts; create in photographic medium;

utilize environmental design; recognize career opportunities.

Historical and Cultural: recognize varying cultural themes and styles; analyze the creative process; recognize the artist's role; recognize the functions of visual arts in a community; recognize visual arts in churches and liturgy.

Grades: Art will be graded on effort and ability to follow directions and willingness to learn and participate. We will continue with the school wide Art Appreciation program.

Art Appreciation Policy: Art Appreciation is taught to grades K-8th and is a grade-appropriate art history class that culminates with an interactive project. This class is graded on the effort of the student. All projects should be completed during class time. In the unlikely event that a student is unable to complete the project during class, the project will be due the next day at the beginning of the school day. Absent students should check with Mrs. Bennett regarding making up the project.

Drawing Class Policy

Homework assignments are due at the beginning of the class on the date due. It is the student's responsibility to

turn this work in. It is **NOT** the homeroom teacher's responsibility to ask for it. As I am not at school every day, the student should not wait for me to collect it either. Students must turn in the work upon entering the classroom for the day. Any work turned in after the start of the day's classes will be considered late. **Extra Credit** Mrs. Bennett almost always offers extra credit opportunities with assignments. It is in the best interest of EVERY student to do the extra credit whenever possible. **PLEASE NOTE:** Extra credit is given for opportunities that are well executed, not for little or no effort. **Low Grades** Students who receive less than a "C" **grade** on an assignment must contact me within one day of receiving their grade to make arrangements for a tutorial from me. The student will then have the opportunity to re-do the assignment for full points. Failure to contact me timely will eliminate the opportunity for a re-do. **Drawing Supplies** At the beginning of the 7th grade year the students will be issued drawing supplies that consist of the following:

Drawing Pad, Tortillion or Stump, 3 Drawing Pencils (HB, 4H, & 6B), and a Vinyl Eraser.

Students new to the school in the 8th grade will also be given the above supplies. The supplies should last the students for both the 7th and 8th grade years. Students will need to resupply themselves should they lose or use up their supplies at any time. **Coming To Class Prepared** In addition to the above supplies, each student must come to class prepared with a 12" ruler that is made of metal or wood with a metal edge. No folding, rubber or 6" rulers will be allowed. Students who come to class prepared receive an automatic **5 points!**

Extra Help Homework is given after every class. I generally give the students at least a week to complete the

*assignment. Assignments should generally take 30-60 minutes to complete. All students have been given my home phone number and my email in case they need help with an assignment. Students should not wait until 8:30pm the evening before the assignment is due to contact me. There is very little I can do, outside of verbally explaining on the phone, the assignment. I want the student to understand the concepts taught and I am happy to give extra help when requested. **No phone calls after 9:00 pm please! ETC**. Should Mrs. Bennett not respond to a student's email within 30 minutes, the student should call her on the phone. She does not spend her evenings in front of the computer waiting for student messages!*

PE Uniform Policy:

Students are required to wear their PE uniform.

Old PE uniforms from previous years can be worn and families with students that already have uniforms do not have to make an additional purchase.

The student's failure to wear the uniform will result in a mark in the students 'scholar folder' that counts as a missing assignment.

Thank you and please email Mr. Mortensen at cmortensen@csdo.org if you have any questions.