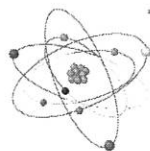


Noble 8
Ms. Laine
Eagles Team- Science Syllabus
2018-2019



Email: elizabeth.laine@msad60.org	Room: 254
Website: https://sites.google.com/a/msad60.org/laine Google Classroom: Eagles Science	Telephone: (207) 676-2843 ext. 2254

"At Noble High School, we believe all students can learn when provided with a rigorous and personalized education. We use transparent and democratic practices to foster a community of learners that values trust, decency, and equity for all. By creating authentic opportunities for collaboration, performance, and meaningful work, we seek to prepare students through mastery of skills and knowledge so they may participate capably and responsibly in society."

Course Description:

The units of study for the eighth grade cover both Earth and Physical sciences. Students are expected to develop a *systems* view when thinking about science. The concept of *systems* thinking will be reinforced throughout the year. Concepts of cause and effect; system and system models; stability and change; and the influence of science, engineering, and technology on society and the natural world serve as organizing concepts for these disciplinary core ideas. In these performance expectations, students need to demonstrate proficiency using models, asking questions, planning and carrying out investigations, designing solutions, and engaging in argument; and to use these practices to demonstrate understanding of the core ideas.

Units of Study: This course will assess students' proficiency in the following grade science standards:

- Systems Thinking
- Physical Science: Atoms & Chemical Reactions
- Earth & Space Science: The Solar System & The Sun-Earth-Moon System specifically
- Life Science: Genes/Hereditry & Natural Selection
- STEM: Catapults end of year unit

Class Materials needed everyday you have class:

- Your CHARGED Chromebook and charger
- Composition notebook
- Three ring binder or two pocket folder
- Pen (in blue or black) or pencil. You may not use crayons or markers as writing utensils in this class.
- ★ Students should **never, ever** use their phones in my room unless specifically given permission. Eagles students will be asked to keep their phones in their assigned lockers during class time. Please refer to the student handbook for more information about general phone use in the building.

Ms. Laine's late work and revision policy:

- Homework and assignments will be assessed using the Work Habits criteria and noted in the work habits reporting.
- If a student fails an assessment or wishes to revise graded work, revisions can ONLY occur once the

student has demonstrated proficiency with Work Habits.

- Revisions must be completed in a reasonable time frame for the particular unit of study.
- Late work help and assessment retakes happen during KnightTime (KT), Tutorial or after school, not regular class time.
- All assignments are due at the beginning of the period. Otherwise they are considered late.
- Missing or late work due to absences- Students are responsible for seeing the teacher to find out what is missing or late and making up that work in timely manner.
- For regular daily assignments (not long term projects), if you are absent you have as many days to make up the work as you have been absent.

Honors Option for Grade 8 Science:

In keeping with Noble's core values and beliefs to provide a rigorous and personalized education, Noble High School offers an Honors Option in core courses. Students taking on an honors option will be expected to do work that is more rigorous, calls for extensive use of higher level-thinking skills, and extends the curriculum currently provided in the class.

Grade 8 Honors will be offered during the second semester. More details about the Honors Option will be available by the December Holiday break.

Graduation Standards:

This course will assess students' proficiency in the following NHS Science Graduation Standards throughout the year. These Graduation Standards are derived from both the Next Generation Science Standards and the Common Core and will be used as the basis for all units of study. These standards are assessed grades 8-12:

- ★ Scientific Argumentation
- ★ Experimental Design/Critical Thinking

21st Century learning Expectations:

While this course will allow students to practice all of the NHS 21st Century Learning Expectations, they will have the opportunity to be assessed using school-wide rubrics on the following (denoted by an "X"):

<u>Academic</u>	<u>Social</u>	<u>Civic</u>
Effective Communication <ul style="list-style-type: none">● Writing X● Presentations X Critical Thinking X Work Habits X Creative Use of Resources	Collaboration X Social Responsibility	Informed Citizenship

Grading:

The new NHS Grading system is mandated by the state of Maine and based on a set of beliefs:

- Students should have a clear picture of which skills and knowledge they will study and practice.
- Grades should clearly communicate what students know and are able to do in each class.
- Students should have multiple opportunities to show what they know and are able to do.
- It is critical for students to develop strong work habits as well as content skill and knowledge.
- It enables MSAD 60 to comply with Maine law *LD 1422- An Act to prepare for the Future Economy*, which requires that students in the **graduating class of 2018** and beyond "demonstrate proficiency in meeting state standards in all content areas" in order to graduate from high school.

Students will receive two grades in this class. Please read this important information about the grading system (which was also explained in the letter sent home to every student at Noble High School):

- Students will receive a grade based upon the cumulative average of each academic graduation standard associated with this course.
- You will receive a Work Habits grade that will not affect your overall grade, but will show up on your report card. Your goal as a new high school student should be to steadily improve your work habits. Good work habits are the most important “real life” skills you will ever acquire! Your work habits grade is based on the Work Habits rubric.
- If you require an extension to complete a major assignment, you must fill out the NHS Extension Request Form. Your request may be accepted or denied. Be sure to pay attention to the requirements so your request will be accepted!

What is the difference between a Graduation Standard Grade and a Work Habits grade? Good question.

<u>Graduation Standard Grade includes:</u>	<u>Work Habits Grade include:</u>
<p>Summative Assessments- Given at the end of each unit- usually given at the end of a unit. These might include: performance assessments, cumulative projects, essays, unit tests</p> <p>Formative Assessments- Given throughout the unit to assess a student’s progress, with understanding, skills and knowledge, at any given juncture. Examples of this might included graded homework, quizzes, paragraphs, and constructed responses, smaller projects</p> <p>Graded assignments will have grading structures outlined in advance.</p>	<p>This is a grade the reflects a student’s proficiency with time management, deadlines, preparedness, staying organized and maintaining forward progress.</p> <p>Practice Assignments- Thee practice assignments are intended to prepare the student with skill needed to demonstrate proficiency with graded assignments. These will not be graded, but will be recorded in infinite campus and may determine if a student is eligible to make up a missing or poor grade. This is a permanent part of a student’s transcript.</p> <p>Check-Ins- Students will have at least three “official” work habits check-ins throughout each semester, in addition to practice assignments.</p>

The following chart (created by the Standards-Based Grading Committee) indicates how letter grades and numerical grades equate to one another in this system:

MEETS THE STANDARD	Level of Proficiency	Letter Grade	Number Grade	Performance Descriptors
	DISTINGUISHED	A+ A A-	99%-100% 96%-98% 93%-95%	The student has mastered the targeted skills and knowledge for the grade level. Understands and applies key concepts and skills with sophistication, consistency and independence, using challenging texts, sources or materials.
	ADVANCED	B+ B B-	91%-92% 88%-90% 87%-85%	The student has consistently demonstrated the targeted skills and knowledge for the class and can apply them at the advanced level as described by the class' rubrics using grade-level or higher texts, sources or materials.
	BASIC	C+ C C-	83%-84% 79%-82% 75%-78%	The student has demonstrated the targeted skills and knowledge at a basic level and can apply them at an acceptable level as defined by the class' rubrics.
	DOES NOT MEET	NM	0%-74%	

Attendance Policy:

- *Tardies*- being late to class requires a pass from the teacher's class you have just left. Excessive tardiness will be reflected in the work habits grade.
- *Absences*- If you are absent, you are responsible for checking in with me and completing all the work you missed. Assignments are posted in the Eagles Science google classroom, on the board, or you can send me an email requesting clarification. Please make-up any missing graded assignments as quickly as possible. Refer to Ms. Laine's Class Rules & Expectations for more details.

Classroom Behavior:

Appropriate and respectful behavior is expected at all times. Participation in class discussions, listening to others and supportive involvement during lab inquiries is important and will enhance your science experience. Please refer to Ms. Laine's Class Rules & Expectations for more details.

Academic Honesty:

Plagiarism, copying another student's work, not using proper citations and other forms of academic dishonesty will not be tolerated. The student handbook is very clear about the importance of academic honesty. This is an expected outcome for every student. Please refer to Ms. Laine's Class Rules & Expectations for more details.

Contact Information:

Please do not hesitate to contact me regarding anything around your student's experience in my classroom, the pod or around school. Email is the best way for parents to contact me. I generally respond to emails within 24

hours, if not sooner. But if email is not possible, feel free to contact me at school.

Student Name: _____

Parent Signature: _____

Student Signature: _____

Elizabeth Ross
Monmouth Academy
Algebra 2
Grades 11/12

Name: _____

Rank the following classes in order from who did the worst on the assessment to who did the best on the assessment. Use the five number summaries, outliers, and box-and-whisker plots to defend why you ranked them the way you did.

Class 1:

45 78 79 80 82 83 85 86 87 85 79 78 79 82 88

Class 2:

79 80 84 91 82 99 100 45 42 38 72 70 79 70 71

Class 3:

80 82 89 90 81 82 83 85 90 91 87 88 86 89 90

Worst

Middle

Best

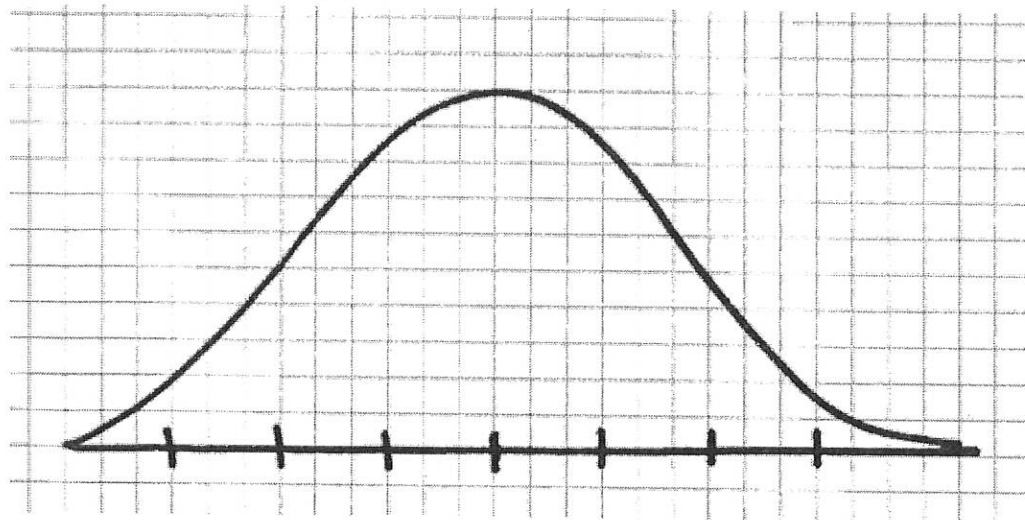
Why did you put them as the worst?

Why did you put them in the middle?

What made them the best class?

(5) The EPA (Environmental Protection Agency) estimates that fuel economy for automobiles tested recently had a mean of 24.8 and a standard deviation of 6.2 mpg.

(a) Fill out the normal curve



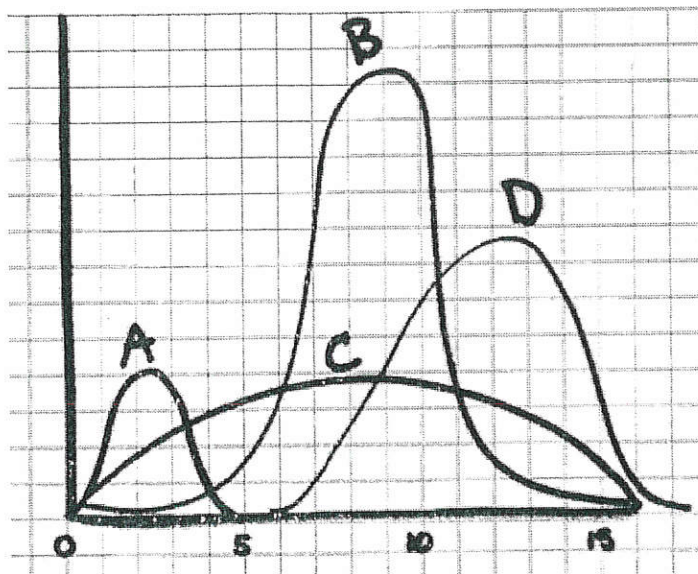
(b) About what percent gets above 12.4 mpg?

(c) What percent of automobiles get between 12.4 and 31 mpg?

(d) The worst 16% get at or below what mileage?

(e) What percent of automobiles get between 20 and 30 mpg?

Formative Assessment #2 - Data



(1) Put these in order from smallest to largest standard deviation. If any are the same, put an equal sign in between them.

(2) How did you decide where to put the curves?

(3) Put these in order from smallest to largest mean. If any are the same, put an equal sign in between them.

(4) How did you decide where to put the curves?

SPP2.01 _____ SPP3.01 _____ SPP3.02 _____ SPP3.03 _____

1. When working with probability, you need to be thinking about whether or not events are independent. How can you tell when events are dependent? Include an example of each, please.

2. Mr. Niceguy is randomly passing out kittens to his math students to help out the local animal shelter. There are 11 boys and 14 girls in his class, and he's put their names on slips of paper to mix up in a paper bag. He pulls out slips one at a time and then puts the slip back in the bag after passing out the kitten. Find the indicated probabilities.

a. Wait! Do we have independent or dependent events here? Clearly justify your answer.

a. $P(\text{boy, then a girl})$

b. $P(\text{boy, then another boy})$

c. $P(\text{Herbert (a boy in the class), then a girl})$

d. $P(3 \text{ boys in a row})$

e. $P(\text{Phoebe (a girl in the class), then Herbert})$

f. $P(5 \text{ girls in a row})$

Now he's decided to not to put the slips back in after each drawing. Find these probabilities.

g. $P(\text{a boy, then another boy})$

h. $P(3 \text{ boys in a row})$

i. $P(\text{Herbert, and then a girl})$

j. $P(\text{Not Phoebe, not Phoebe})$

k. $P(\text{Herbert, Phoebe, and then a girl})$

l. $P(5 \text{ girls in a row})$

3. The following table represents people affiliated with a school.

	Sings in Shower	Doesn't Sing in Shower
Student	248	27
Teacher	42	8

- a. If a person is selected at random from the group, what is the probability of selecting someone who sings in the shower?
 - b. What is the probability of selecting a student given that the person doesn't sing in the shower?
 - c. What is the probability of choosing a teacher or someone who sings in the shower?
 - d. Are the events of singing in the shower and being a teacher independent? Include supporting calculations as demonstrated in class.
5. If you roll a fair die twice, find the probability that the sum is 9 given that you roll a 6 on the first time.
6. Mr. Niceguy keeps track of Herbert's academic behaviors and observes that the probability of him having his homework done on time is 0.4 and that the probability of him having studied for an exam is 0.7. What is the probability that Herbert has...
- a. not done his homework?
 - b. not studied for his exam?
 - c. done his homework and studied for his exam?
 - d. done exactly one of the desired behaviors?
 - e. done neither of the desired behaviors?
 - f. done at least one of the desired behaviors?
7. Mr. Niceguy keeps stats on his class as a whole and finds that there's an overall probability of 0.6 that a student will have done their practice problems for a unit. He also observes that if they do the practice work,

they have a 0.95 chance of passing the unit test. Unfortunately for the foolish students who choose not to work the practice problems, the probability of passing the unit test is 0.1. What is the probability that a student...

- a. works the practice problems and fails the test?
- b. doesn't work the practice problems and passes the test?
- c. doesn't work the practice problems and fails the test?
- d. does work the practice problems and passes the test?
- e. Is this a situation of dependent or independent events? Clearly justify your answer.

8. A game consists of rolling a pair of dice. A sum of 2 or 12 results in a prize of \$20. A sum of 3 or 11 results in a prize of \$5. All other sums earn the player nothing. What price should be charged to play to make this a fair game?

9. Your company plans to invest in a particular project. There is a 15% chance that you will lose \$1000,000, a 20% chance that you will break even, and a 55% chance that you will make \$300,000. Based solely on this information, what should you do? Find the expected value before making your decision, please.

10. At Tucson Raceway Park, your horse, Math Rules, has a probability of $\frac{1}{40}$ of coming in first place, a probability of $\frac{1}{12}$ of coming in second place, and a probability of $\frac{1}{5}$ of coming in third place. First place pays \$12,000 to the winner, second place \$5,000 and third place \$1,500. Is it worthwhile to enter the race if it costs \$1,000? Find the expected value before making your decision, please.

11. A survey run at a local school revealed that 90% like Winter Carnival, 70% like Spring Fling, and 60% like both.

- a. Construct a Venn diagram to represent this information. Label so that others can understand it.
- b. What percent like neither activity?
- c. Given that a person likes Spring Fling, what is the probability that the person also likes Winter Carnival?
- d. What percent like exactly one of the activities, but not both?
- e. Are the events of liking Spring Fling and Winter Carnival independent? Show the calculations needed to back up your answer (like those demonstrated in class, pretty please.)

* = Level 3.5 and ** = Level 4

1. When working with probability, you need to be thinking about whether or not events are independent. How can you tell when events are dependent? Include an example of each, please.

2. Mr. Niceguy is randomly passing out free subway gift cards to his math students. There are 8 boys and 12 girls in his class, and he's put their names on slips of paper to mix up in a paper bag. He pulls out slips one at a time, without replacement. Find the indicated probabilities.

a. Wait! Do we have independent or dependent events here? Clearly justify your answer.

a. $P(\text{girl, then a boy})$

b. $P(\text{girl, then another girl})$

c. $P(\text{boy, then Phoebe, the girl with the highest average})$

d. $P(3 \text{ boys in a row})$

*e. $P(2 \text{ boys and a girl})$

**f. $P(2 \text{ boys and 2 girls})$

Now he's decided to put the slips back in after each drawing. Find these probabilities.

g. $P(\text{a boy, then another boy})$

h. $P(3 \text{ girls})$

i. $P(\text{Rufus, and then a girl})$

j. $P(\text{Not Phoebe, not Phoebe})$

k. $P(\text{Rosie and then somebody else})$

3. The following table represents people affiliated with a school.

	Loves cheese	Doesn't love cheese
Students	223	4
Teachers	18	2

- a. If a person is selected at random from the group, what is the probability of selecting someone who doesn't love cheese?
- b. What is the probability of selecting a student given that the person loves cheese?
- c. What is the probability of choosing a student or someone who doesn't love cheese?
- *d. Are the events of loving cheese and being a teacher independent? Include supporting calculations as demonstrated in class.
5. If you roll a fair die twice, find the probability that the sum is 8 given that you roll a 5 on the first time.
6. You drive on a long vacation trip. The probability you will have a flat tire is 0.05, and the probability of engine trouble is 0.02. What is the probability you will have
- a. no flat tire?
- b. no engine trouble?
- c. no flat tire and no engine trouble?
- d. both a flat tire and engine trouble?
- e. at least one of the two calamities?
- f. exactly one of the two calamities?
7. Ann Teak must undergo two operations. The first has a 60% probability of success. If it succeeds, the second operation has a 80% probability of success; if not, the second operation has only a 40% probability of success. What is the probability that

- a. both succeed?
- b. both fail?
- c. the first succeeds and the second fails?
- d. the first fails and the second succeeds?
- e. Is this a situation of dependent or independent events? Clearly justify your answer.

8. A game consists of rolling a colored die with three green sides, two red sides, and one blue side. A roll of a red loses. A roll of blue pays \$10.00. A roll of green pays \$3.00. What price should be charged to play to make this a fair game?

9. Your company plans to invest in a particular project. There is a 35% chance that you will lose \$30,000, a 40% chance that you will break even, and a 25% chance that you will make \$55,000. Based solely on this information, what should you do? Find the expected value before making your decision, please.

10. At Tucson Raceway Park, your horse, Soon-to-be-Glue, has a probability of $\frac{1}{20}$ of coming in first place, a probability of $\frac{1}{10}$ of coming in second place, and a probability of $\frac{1}{4}$ of coming in third place. First place pays \$4,500 to the winner, second place \$3,500 and third place \$1,500. Is it worthwhile to enter the race if it costs \$1,000? Find the expected value before making your decision, please.

11. A survey run at a local school revealed that 65% like dancing, 30% like bowling, and 18% like both.

- a. Construct a Venn diagram to represent this information. Label so that others can understand it.

b. What percent like dancing or bowling, but not both?

c. What percent like neither activity?

d. Given that a person likes dancing, what is the probability that the person also likes bowling?

*e. Are the events of liking dancing and bowling independent? Show the calculations needed to back up your answer (like those demonstrated in class, pretty please.)

Humanities - Request for Extension of due date

GUIDELINES: Use this form to request an extension of a deadline to complete a demonstration task.

- This form is to be used by a student requesting an extension to submit a demonstration task.
- This form **may not be** used to request more time to study for in-class tests/exams.
- The teacher and student will decide how much extra time is needed complete the task. If the assignment is not handed in on the new due date, it will be entered as "Missing" in Schoology.
- If an extension is granted, the student may submit the work at an agreed upon date without a penalty on their Habits of Learning grade.

There are **three criteria** for any request for an extension to be granted:

1. You must make the request for an extension with a plan for completing the work.
2. You must provide the teacher with evidence of the work you have completed so far. If you do not have a draft or any evidence of work completed your request will be denied automatically.
3. You must provide your teacher with a valid reason for requesting an extension. You may not use the following or similar reasons:
 - I had a big project due in another class.
 - I had to participate in an athletic event.
 - I had to participate in an extracurricular event (i.e., dance recital, band/chorus concert, etc.)

STUDENT REQUEST (to be completed by the student)

SUBJECT:	ASSESSMENT:
TEACHER:	PERFORMANCE INDICATORS ASSESSED:
DEADLINE: (What do you propose as your new deadline?) Date: Time:	

1. **REASON:** Why are you requesting this extension? **What roadblocks did you face that kept you from submitting the assignment on time?**
2. **SUPPORT:** In addition to more time, what additional support do you think you will need to complete this assignment (i.e., Acceleration Block, staying after school, etc.)?
3. **EVIDENCE:** What coursework, practice, and/or studying have you already finished to be successful in completing this assignment? (Please link your work here)

Remediation Slip

Student Name:

Student Class:

Assignment Remediated:

Going for the 4? If so, when do you plan to do it? What do you plan to do?

Remediation Slip

Student Name:

Student Class:

Assignment Remediated:

Going for the 4? If so, when do you plan to do it? What do you plan to do?

Remediation Slip

Student Name:

Student Class:

Assignment Remediated:

Going for the 4? If so, when do you plan to do it? What do you plan to do?

Remediation Slip

Student Name:

Student Class:

Assignment Remediated:

Going for the 4? If so, when do you plan to do it? What do you plan to do?

Semester 2 Late Work Policy - CP Algebra I

Homework assignments are worth 5 points.

Full credit will be given to homework completed on time.

If a homework assignment is not completed at the due date, students can turn it in the next day of class (meaning 2 days later) and earn 4 points. After those two days, one point will be deducted every school day (*not every class day*).

Example:

A homework assignment is due on Tuesday.

- Completed homework entered as a 5/5
- Incomplete/missing homework entered as a 0/5 until it is finished

The next day of class is a Thursday.

- Students who turn in their late homework from last class are given a 4/5
- Students who still have not completed the missing assignments maintain the 0/5

For students who still have not turned in their homework by Thursday:

- Friday: students can turn in work to earn a 3/5
- Monday: students can turn in work to earn a 2/5
- Tuesday: students can turn in work to earn a 1/5
- Wednesday (more than one week after the assignment was due): students should still complete the assignment for practice, but no credit will be given.

"48 and 2: Deadlines Matter"

-- 48 hours to contact teacher, 2 weeks to revise --

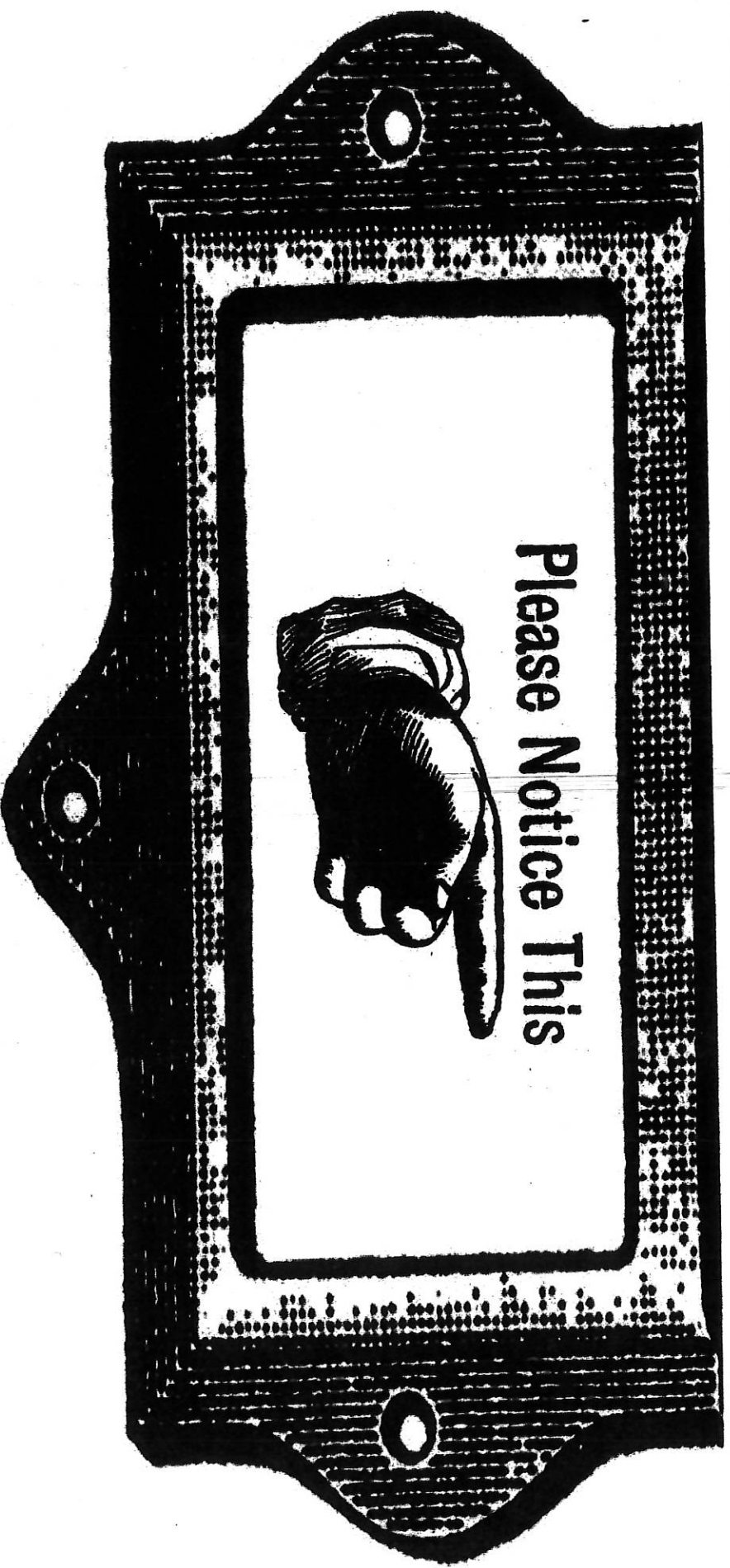
"Danny gets a progressing on a summative assessment. Danny has 48 hours after the assessment has been returned to contact the teacher and 2 weeks to fix. The 48 and 2 process can happen as often as necessary provided Danny continues to show significant effort."

Kids don't all have the strong sense of the importance of a deadline. 48 & 2 clearly outlines expectations across YMS. Ultimately, our consistency with this will promote better student work habits.

YMS late work reporting protocol

Academic	HOWL's
<p>The content score is:</p> <ul style="list-style-type: none">• Marked as INSUFFICIENT EVIDENCE and MISSING until the work is turned in.• Once work is turned in, uncheck the "missing" box.• You have the option of marking an assessment as "late" as well.	<p>The HOWLs score is:</p> <ul style="list-style-type: none">• Meets if turned in on time• Progressing if turned in by the next class meeting.• Insufficient evidence if turned in anytime after the next class or not at all. This stays that way until the end of the quarter.

**** When calculating an assignment that is redone, DO NOT put in a new assignment to enter the revised score. Override the original assignment, then make a comment about the change. Adding another scored assignment will alter the mean calculation at the end of the quarter. ****



48 and 2: DEADLINES Matter!

48 hours to contact teacher ☆ 2 weeks to revise

- ☛ If you get a **progressing** on a **summative assessment**...
- ☛ You have **48 hours** after the assessment has been returned **to contact the teacher and make a plan** and **2 weeks** to fix it.
- ☛ The 48 and 2 process can happen **as often as necessary**, provided you continue to show **significant effort**.

Name: _____

Date: _____

48 and 2 - REQUEST TO REASSESS

REMEMBER: Failure is not falling down, but refusing to get up.

Oops! You are not meeting the standard...yet! You have two days (**48 hours**) to turn in this request with your original assessment attempt and proof of your three (or more!) relearning activities attached. Once you submit this request and the evidence you now understand the concepts, we can work together to schedule your retest opportunity during T.L.T. or before or after school within the next **two weeks**.

Title of Assessment: _____

Date of Original Test: _____

What I still need to work on:

Why I didn't meet the standard the first time:

Three activities I did to improve my understanding of the standard(s):

1. _____

2. _____

3. _____

I have worked hard to improve my understanding, and I request the opportunity to retest this standard.

Your Signature: _____

Date: _____

Parent Signature: _____

Date: _____

Here are some suggested activities to improve my understanding of the standard(s):

<p>Math: ***See Mr. Webster to determine the appropriate activities for reassessment.***</p> <p>Activities may include:</p> <ol style="list-style-type: none"> 1. Get extra practice work from Mr. Webster. 2. Go back in your text to the guided practice problems at the beginning of at your old assessment. Make up your own the chapter and work through them. 3. Look at similar problems and solve them. 4. Watch related videos and try practice problems on Khan Academy. 	<p>Science: Mr. Duggan</p> <ol style="list-style-type: none"> 1. Go over your assessment, make corrections. 2. Use study guides, related activities/labs, and my website info in regards to this standard. Review with classmates, parents, and/or me. 3. Make an appointment at available times with Mr. Duggan to review material (you may not be accommodated on demand)
<p>ELA: Mr. Beaumier ***See Mr. Beaumier to determine the appropriate steps and activities for reassessment.***</p> <ol style="list-style-type: none"> 1. Establish an understanding of what you need to do to "meet" the standard. (You may need to have Mr. Beaumier help you with this if the feedback given was not enough.) 2. Look over the feedback from original assessment (or project) and make suggested corrections/revisions. 3. Turn in the revised project or schedule a new assessment within 2 weeks of receiving the original. 	<p>Social Studies: Mrs. James</p> <p>*** Make an appointment with Mrs. James to determine the appropriate activities for reassessment. ***</p> <ol style="list-style-type: none"> 1. Go over original assessment (or project) to determine any missing pieces that can be completed for reassessment. 2. Look over the feedback from original assessment (or project) and make suggested changes on the next assessment (monthly current event)
<p>DigCit:</p> <ul style="list-style-type: none"> • Review unit study guide • Review unit handouts/materials • Use the 'Your work' tool in Google Classroom to identify specific assignments for review, using feedback left inside of Google Classroom and on attachments. • Make a checklist of points that you are unclear on, then make an appointment with Mr. Shuman after school or during TLT period to discuss. 	

Hello,

This is a notification that you have not yet met a summative assessment. A score of progressing has been entered into PowerSchool for . This signifies the start of the 48 & 2 protocol and therefore, you should get in touch with me ASAP to set up a plan for reteaching and/or relearning of this standard.

Hope to see you soon!

PS-I am also emailing your parents who can help support you with this process!



World Language Department

Standard Operating Procedures (SOP)

Year: 2018-19

Overview & Purpose

The World Language Department has generated this SOP in order to provide answers and guidance to students regarding classroom expectations. This process will allow all students to have equal understanding of course requirements.

What is new this year?

Lake Region HS has changed to meet the different purposes for reporting, we report two different kinds of scores: a percentage score, and an indicator score. Indicator scores will be used to score student assignments directly. For the report card, indicator scores will be combined and converted to a percentage score.

Indicator Score	Percentage Score	Score Description
4.0	100	Passing Scores
3.8-3.99	95	
3.5-3.79	90	
3.3-3.49	85	
3.0-3.29	80	
2.8-2.99	75	
2.5-2.79	70	
2.3-2.49	65	Not Yet Passing Scores
2.0-2.29	60	
1.5-1.99	55	
1.0-1.49	50	

- It is still fairly new for all of us (Students, Administrators and Teachers), but by asking questions you can learn to understand it better.

In order to move along in the language course, students need to demonstrate knowledge in four standards (Interpersonal, Interpretive, Presentational Communication, and Cultural Practices and Product perspectives). The ACTFL (American Council of Teachers of Foreign Languages) Proficiency Global Benchmarks are guidelines for curriculum, instruction and assessment with "I can do" statements for students.

Academic Standards

Where do I find the learning expectations (standards, scoring criteria, performance indicators, learning targets) for the class? Course expectations are discussed daily and posted on the board in class and in Schoology folders uploaded and appropriate for each world language level.

When will I have opportunities to reflect on my status/progress towards meeting standards? What process will I use to do this?

- Teacher will discuss any missing assignment with students before they proceed to or complete a demonstration task.
- A lesson review will be done before students complete a Demonstration Task.
- If students do not meet a 2.5/70 in the Demonstration Task, students will be provided feedback, in order to retry.

What do I do when I have finished a task? Where do I find resources to move on? There are vocabulary list, link to quizzes and games in schoology for you to access that will help you keep busy.

What steps do I take to remediate a learning check (LC)? Students should complete learning checks by the following class or due date (for feedback). If a student has trouble with a learning check, he/she should schedule an appointment for the Accelerated Block.

What steps do I take to remediate a demonstration task (DT)? Students should refer to the feedback given, use online resources like EMC, Quizlet and study their notes. Students are encouraged to reflect about their Habits of Learning. Lastly, students should complete the remediation steps (including form). Then, discuss with your teacher what you are retaking or re-submitting. WL Remediation Steps

What is my penalty if I submit work past the deadline? Teacher will require an Extension Request form to be completed for an extra 2 week extension. Also, a contact/communication with parent(s) or guardian(s) by email or a phone call will be made to discuss the non-completed work and two week extension. If student fails to fulfill the second deadline (extension) the Teacher will refer to Principal, Assistant Principal for consequences.

- **Extensions for DT:** Student will be able to come in during AB (Accel. Block) and/or after school in order to complete the missing work successfully.

I was absent-- how do I go about making up the work? First, a student should email the teacher or see the teacher following an absence. Missed classes and assignments should be requested and/or picked up once the student returns to school or by accessing Schoology. Students are encouraged to schedule for Acceleration Blocks in order to catch up on the lesson(s) missed.

When should I expect my grade to be posted? Once a Learning Check/Demo Task is turned in to the teacher, students should expect to have a grade w/in a week from the date turned in. However, it's up to teacher discretion/workload to extended the date.

What do I do if I fall behind? If a student finds himself behind, a meeting between teacher and student will be held to create an individual plan that fits the individual's needs. Keep in mind, as a student "you" should ask and get clarification on any individual assignment/work. If a student doesn't know how or where to start it is the student's responsibility to ask or seek advice. Also, parents may be contacted (email, call, ect.) to explain where the student stands.

Use of translators - Dictionaries and other reference materials are helpful, but direct translation is plagiarizing. Student work should reflect the individual student's efforts. (Student Handbook)

Behavior Standards

How do you expect me to enter the classroom?

Students should arrive on time (excuse is required, if a student is late), come in quietly, take their

seat promptly, have materials ready, perform warm-ups while attendance is taken, raise hand to speak and be respectful (no talking or making gestures, no phone, headphones or computer use).

What should I do if I'm late for class? A note from is required from the main office/teacher. Student should make up the time during Acceleration Block or after school.

What do I do if I need to leave class (nurse, bathroom...)?

Always ask permission and (some teachers may need you to complete the sign out sheet). Regardless, teachers need to know where their students are at ALL times.

What are your expectations around cell phone use? Do I need to turn my cell phone in at the beginning of class? Can I take it with me when I leave to use the bathroom? LRHS has a cell phone policy and students should obey the rules. Students can turn in their phones at the beginning of the class (cell phone wall organizer) or put them away at the beginning of the class. Students should also leave their cell in classroom/backpack when going to the bathroom.

Do I have an assigned seat? No, seating is preferential. But it will be adjusted for classroom needs. There will be opportunities to work in pairs or small groups with different seating plans.

What are your expectations around laptops and when and how can they be used during class time? Laptops are to be used at teacher's discretion and only for instructional purposes (dictionary, Quizlet, directed research, etc.).

When you want whole class attention, how will you get it? The teacher will use either english or target language commands to get student attention.

How is the class dismissed? Students will be engaged in meaningful work until the teacher dismisses the class - usually with a farewell expression. Student may help teacher stack chairs (last block) in order for the room to be cleaned.

Can I speak in English in the classroom ? - At the beginning levels, English will be used for teaching and clarification. As the year progresses and in intermediate levels, the class will be conducted in the target language as much as possible. Students are expected to communicate often, be engaged and be respectful.

How do I use Habits of Learning ? - This is a student reflection about how one learns.

What can I do outside the class to enhance my learning ? - The more you hear Spanish or French or German, the more your "ear" will become familiar with the sounds of the language and understand it. Listen to music, to radio, to TV programs. Watch YouTube clips and videos. Sing songs from internet sites. Study song lyrics in the target language. Get together with other students and practice. Involve your family. Make it fun.

Food & drinks: Allowed at the teacher's discretion (or medical reason).

Standard Operating Procedures--Brenna Chalifour

Academic	
Where do I find the learning expectations (standards, performance indicators, learning targets) for the day?	<ol style="list-style-type: none"> 1. Front of the room---Bulletin Board 2. Unit Guide--Handed out on the first day of the new unit. 3. Schoology---(In case you lost the hand out, sold it, eaten it, etc.) 4. PowerPoint for the day-- will have daily learning target
When will I have opportunities to reflect on my status/progress towards meeting standards? and what process will I use to do this?	During a unit, I will give you time every two-three weeks to reflect on your progress, as reflected in schoology. During your reflection, you will make a plan to get on track or "go for the 4". At that time, you and I will conference to discuss your progress up to that point. Each unit, time will be given at the end of class in which students reflect back on the "Mastery" tab for the course. This will show how students have done on all standards up to that point.
What steps do I take to remediate a learning check (LC)?	Because Learning Checks are the building blocks to a Demonstration Tasks, it is crucial that you complete them to the best of your ability. If you receive a score below a 2.5 on any learning checks, it is vital that you work to fix your mistakes and deepen your understanding so that you will perform well on the DTs.
What steps do I take to remediate a demonstration task (DT)?	<p>If a student completes a demonstration task, but does not earn a 2.5 or higher, they will need to fix any mistakes made on the Demonstration Task and resubmit on Schoology (and e-mail the teacher letting her know) AS WELL AS earn a 2.5 or higher on an alternate test or project. This must be done in the classroom and cannot be taken home (unless given approval by the teacher).</p> <p>If a student wants to achieve a 4 and did not achieve it on the first attempt, he/she must conference with the teacher. This conference will consist of the student leading the conversation, explaining a written plan that they have created that shows how they will demonstrate their deepened understanding within that specific performance indicator. In other words, the student is now responsible for creating their own method of showing their knowledge. This plan, of course, must be approved by the teacher and must be as rigorous (or more) in nature as the initial demonstration task.</p>
What is my penalty if I submit work past the deadline?	<p>Habits of Work will be marked down, which is printed on your transcript.</p> <p>Demonstration Tasks must be completed within two weeks of the date given/deadline or the student will receive a 0, home will be notified, and student will be required to do an alternate form of assessment.</p>
What do I do when I have finished a task? Where do I find resources to move on?	Check with the teacher, who will discuss options with you to "go for the 4" or how to move forward to the next unit.
I was absent-- how do I go about making up the work?	Ideally, alert me via email as soon as you know. I will try to get back to you ASAP. Otherwise, come see me during Acceleration Block, prior to school, or after school BEFORE our next class meeting. DO NOT WAIT UNTIL THE NEXT CLASS PERIOD!

Behavior	
How do you expect me to enter the classroom?	Students are expected to be on time and ready to learn every day. This means that when the bell rings, you are seated with all the resources needed for class on the table or in your bag. This includes: paper, writing utensil, laptop (closed), and some sort of binder or folder to store papers in for the class.
What should I do if I'm late for class?	Get a pass---school policy!
What do I do if I need to leave class (nurse, bathroom...)?	If you are leaving for the bathroom, simply sign out/in. If anywhere else, get permission from me by asking at a suitable time.
What are your expectations around cell phone use? Do I need to turn my cell phone in at the beginning of class? Can I take it with me when I leave to use the bathroom?)	Cell phones are rarely used in this classroom--perhaps once or twice during the Consumer Economics project. I do not want to see it nor hear it. I will ask that it be put away. If I then see or hear it again, I will ask that the student leave it on my desk until the end of the class period. If the student refuses, or it is repeatedly a problem, I will call home and the student will receive an office write-up.
Do I have an assigned seat?	Yes, at times. Seats may be assigned to maximize learning.
What are your expectations around laptops and when and how can they be used during class time?	Laptops should be opened/used only when necessary for the classroom assignment/activity. At all other times, the laptop should be shut to minimize distractions. If a student is found to be off task on their laptop, they will be asked to refocus, but if the problem persists, the student will receive an office referral and a call home. Headphones/listening to music is typically allowed during independent work, as long as the volume is kept low enough that no one can hear it. LISTENING TO SHOWS/MOVIES/ANYTHING OTHER THAN MUSIC IS NOT PERMITTED! "Searching for a song" for more than 10 seconds is not a good use of time, and may result in this privilege being taken away.
When you want whole class attention, how will you get it?	I will simply ask for it in a calm voice and wait until everyone is listening.

Standard Operating Procedures for grade/assignment remediation:

1. Review feedback left by teacher & utilize feedback to improve the Demonstration Task.
2. Meet with Mrs. DiBiase or Mr. Williams to discuss improvements you've made (during Acceleration Block, after school, prep period, etc).
3. Identify how you are going to demonstrate knowing the performance indicator in a different way (either using a later assignment or a different assignment created with teacher).
4. Complete the 'Performance Indicator Remediation' form.
5. Submit form and new assignment together on Schoology.

Performance Indicator Remediation Application

Which <u>performance indicator</u> did you not earn AT LEAST at 2.5?	
On which <u>assignment</u> did the performance indicator appear?	
Have you made edits to your work that correct any mistakes? Have you read the rubric/comments?	___ Yes ___ No
Which <u>assignment</u> will you use to earn at least a 2.5 for that performance indicator?	
When did you connect w/ Mrs. DiBiase & Mr. Williams to discuss the remediation of this performance indicator?	

List of performance indicators covered in Humanities 9:

ELA Performance Indicators

- E:L 1-9: Inferences in informational texts
- E:L 1-9: Inferences in literary texts
- E:L 3-9: Characterization
- E:S 9-1: Discussion
- E:W1-9: Write Claims
- E:W4-9: Writing process/Organized writing

Social Studies Performance Indicators:

- SS:G1 - Impact of Cultural change
- SS:G2 - Impacts of Geography on Events
- SS:H1 - Major Turning Points in World History
- SS:H2 - Connect Historical Events to the present

Date:
Class:

Contrast and Contradiction Playlist

Activity	Directions	Materials	Due Date
1. Contrast and Contradiction Intro Lesson	<input type="checkbox"/> Watch the Presto Video available on Google Classroom <input type="checkbox"/> Class Discussion <input type="checkbox"/> Paste or write Contrast and Contradiction signpost into your Sign Post section of your notebook.	Presto Video	
CLASSWORK	Please choose three out of the four options for classwork		
Option 1 (Picture Books: <i>Dot, The Bad Seed, Morris Micklethwait, Alice's Basketball Dream, DogYaCat, Crankenstein</i>)	<input type="checkbox"/> Choose two of the provided Picture Books and complete a contrast and contradiction graphic organizer for both books.	Picture Books in class	
Option 2 (Pixar Shorts and <i>Thank You Ma'am</i>)	<input type="checkbox"/> Watch one of the Pixar Shorts and fill out a Contrast and contradiction Graphic organizer <input type="checkbox"/> Read <i>Thank You Ma'am</i> and complete a Contrast and Contradiction Graphic Organizer	Shorts and Story on Google Classroom	
Option 3- Your own Independent reading Book	<input type="checkbox"/> In your own independent reading book find two different locations where you come across a contrast or contradiction and make an inference about why this might have happened.	Your own book	
Option 4- Relisten to Mars Patel Episodes	<input type="checkbox"/> Choose an episode of Mars Patel that we have already listened to and fill out the Compare and Contrast Graphic Organizer based on the characters actions in the video.	Mars Patel Podcast Episodes On Google Classroom	

Learning Target: Say what happens in the text, citing a piece of evidence from the text that supports your inference.

Name:

Contrast and Contradiction Signposts

We have been using different digital and literary resources to help us learn how to make inferences about characters based on their actions that surprised us. Please read the story *Your Move* and use the rubric below to guide you in completing the common assessment.

Learning Target: Say what happens in the text, citing a piece of evidence from the text that supports your inference.

PROGRESSING (80-85)		
PROFICIENT (90-93)	<ul style="list-style-type: none">• I can accurately describe a contrast and contradiction in the text• Using the C & C, I can make an accurate inference about why a character acted in a certain way• I include one piece of direct evidence to back up my inference• I can explain how the evidence supports my inference	
DISTINGUISHED (95-100)	<ul style="list-style-type: none">• Requirements for Proficient• I can make multiple inferences about a character/s• I can use more than one piece of evidence that supports my inference	

School Gorham Middle School, Gorham, ME

Grade Level Sixth Grade

Subject Language Arts

Contact Meghan Rounds (meghan.rounds@gorhamschools.org)



Graduation Standard

Writing: Produce clear and coherent writing for a range of tasks, purposes, and audiences.

Performance Indicator

Demonstrate a grade-level appropriate command of the conventions of standard English grammar and usage.

Learning Targets

- I can identify the necessary components of a good piece of informative writing.
- I can identify parts of speech in order to develop my good grammar skills.
- I can practice good grammar skills in order to become a comprehensible writer.
- I know what a pronoun is and what an antecedent is.
- I can correctly identify pronouns and antecedents.
- I can identify personal singular and plural pronouns.
- I know what point of view is.
- I can categorize pronouns as first, second, or third person personal pronouns.
- I can practice correctly using first, second, or third person personal pronouns.
- I can add to my understanding of pronouns by learning about two new kinds: demonstrative and interrogative.
- I can study my guided notes in order to prepare for this learning target: I can identify pronouns, whether they are singular or plural, categorize them by type, and identify antecedents.

Teaching Strategies

- daily 15-minute pronoun lessons
- guided notes for students
- worksheet drills, entry and exit slips, reading/writing with pronoun identification
- ungraded formatives: feedback with revision time, score together as a class, partner work

Formative Assessment Target

- I can identify pronouns, whether they are singular or plural, categorize them by type, and identify antecedents.

Formative Assessment

Using Plickers (www.plickers.com), assessment takes 10-15 minutes of class time. Plickers' reporting and scoresheet options makes data collection and analysis quick and easy. The entire scoring and score entry → gradebook process takes an additional 10-15 minutes. This formative assessment strategy yields accurate, meaningful data without taking too much time out of your day, so long as students are effectively trained on how to use Plickers as an assessment tool.

Sample Multiple Choice Questions

What type of pronoun is in the sentence below?

Who is going to the game tomorrow?

- A) personal
- B) demonstrative
- C) interrogative
- D) common noun

What is the antecedent in the sentence below?

My best friend is so funny, she should be a comedian.

- A) comedian
- B) best friend
- C) she
- D) My

These and those are examples of...

- A) plural interrogative pronouns
- B) plural demonstrative pronouns
- C) singular 1st person personal pronouns
- D) plural 3rd person personal pronouns

How question appears when digitally presented during Plickers assessment:

Find the biggest flaw in the sentence below:

I bought it in Vermont when I went on vacation there last summer.

- A The proper nouns aren't properly punctuated.
- B No personal pronouns are used.
- C There is no antecedent and there should be.
- D There is no singular 3rd person personal pronouns.

Photos

