Derby Middle School

Syllabi
2014-2015

School Hours

Regular Day ~ 8:30 a.m. – 2:55 p.m.
2-Hour Delayed Opening ~ 10:30 a.m. – 2:55 p.m.
   Early Dismissal ~ 8:30 a.m. – 12:25 p.m.
*Students may not enter the building prior to 8:15 a.m.

10 Nutmeg Avenue
Derby, CT 06418
(203) 736-1426 • Fax (203) 736-3234
Derby Middle School
Student SyllabiAcknowledgement Form
2014 – 2015

The 2014 – 2015 Syllabi is online for your review. Please visit Derbyps.org and then choose Derby Middle School at the top. The Syllabi will be listed under the Handbook Section on the left side.

Please return this form to the main office or your student’s teacher.

__________________________  ____________________
Student Name (please print)  Grade

*Our signatures indicate that we have read and understand the 2014 – 2015 Student Syllabi.*

__________________________  ____________________
Student Signature  Date

__________________________  ____________________
Parent/Guardian Signature  Date

** Hardcopies are available for those who do not have access to a computer. **

If you are in need of a hardcopy please use the tear off sheet below and return to your student’s teacher. A hardcopy will come home with your student within 24 hours, at which time we ask you read and understand the syllabi. As soon as you have read the syllabi please return the top portion of this sheet. A copy of this form must be on file in our main office.

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Syllabi Hardcopy Request Form

__________________________  ____________________
Student Name  Grade

___ I do not have access to a computer and am requesting a hardcopy of the 2014 – 2015 Syllabi.

__________________________  ____________________
Parent/Guardian Signature  Date
English (6) Syllabus

Derby Middle School
2014-2015

Teacher
Jennifer Andrews

Email
jandrews@derbyps.org

Room
A4- Monday-Friday

General Information

Description:

English class is comprised of reading, responding, writing, vocabulary, listening, speaking, and grammar knowledge. Students will be reading and responding to a variety of genres: fiction, non-fiction, short story, poetry, etc. They will also be learning and applying grammar rules as well as working on informational, narrative, and argument writing. Students will have academic vocabulary words that they will apply to all other areas of the curriculum. They will respond in journals with connections, inferences, and other comprehension and writing strategies.

They will work on five ELA units with long-range project based instruction. They are as follows:

Unit 1: Life through Literature- Narrative- In this unit students will analyze a variety of literature including novels, short stories, and biographies in order to understand that life experiences of characters impact the course of the narrative. Relating to a variety of characters and situations will help the students realize that these experiences in literature can mirror their own. In order for students to develop as both readers and writers, it is important for students to analyze narratives for their technique and message. Their reading and writing skills will also be developed by having students write effective narratives using techniques that will be studied throughout the unit.

Unit 2: Accepting and Coping with Diversity- Informational- It is important for students to learn how to read a variety of material from different perspectives and for life-long principles about living in a diverse world. This is a unit that focuses on informational writing. Students should be aware that informational writing could have a bias point of view. To reinforce that idea, a variety of genres and points of view on different topics should be explored. By the end of this unit, students will have to complete a performance task using a variety of texts. These texts will include fiction, non-fiction articles, poems, and Internet sources. In doing this students will demonstrate their ability to respond to text dependent questions, write to inform based on their own research and reflection, and recognize that themes are universal.

Unit 3: Your Responsibility in Society- Argument- Throughout this unit, students will explore the concept of an individual's role in society. Students will read a variety of texts that provide examples of varied degrees of how individuals respond to the needs of others. Students will read and view a variety of texts that involve ways they can be involved in their community. In their performance task, students will demonstrate their ability to support a valid argument with appropriate claims. The students will be required to express their viewpoints and work collaboratively. As a result of this unit, students will have demonstrated their ability not only to generate valuable arguments but also assess the validity of different viewpoints. Students will engage in collaborative discussions demonstrating respect and understanding for the viewpoints of their peers.

Unit 4: Courageous Acts- Speech- In this unit, students choose from stories and other multimedia sources in which people have demonstrated tremendous acts of courage. Students will understand how courageous acts have a lasting effect of others and on our world. Research and analytical skills will assist students in identifying real and fictional characters and discuss how they overcame obstacles in their lives and made difference in the world. They will compare the courageous acts of others through reading different text and will examine how language and vocabulary enhance a reader’s experience, understanding, and presentation of information.

Unit 5: Understanding History through Text-Research- In this unit, teachers may use a variety of different texts about historical figures that have achieved greatness. In addition to the printed texts, teachers can incorporate multi-media sources that fit the unit theme. In this unit students will be asked to complete a performance task that asks them to read a picture book of their choice and make analytical statements about character and theme. They will then compose a written piece and make an oral presentation. This will prove that they understand the overall goal of the unit, which is to draw inferences and support their analysis with specific textual evidence. The tasks will ensure that students truly have a deep
understanding of the texts they are reading. By including an oral component, students are required to synthesize the key information that they've gathered.

Expectations and Goals:
My goal is for each and every student to be life-long active readers and writers. Students need to gain the knowledge they need to be college and career ready in a competitive society.

Required Materials: (provided by the teacher)

<table>
<thead>
<tr>
<th>Unit 1</th>
<th>Unit 2</th>
<th>Unit 3</th>
<th>Unit 4</th>
<th>Unit 5</th>
</tr>
</thead>
<tbody>
<tr>
<td><em>Hatchet</em>, by Gary Paulsen&lt;br&gt; <em>What do Fish have to do with Anything?</em>, by Avi</td>
<td><em>Out of My Mind</em>, by Sharon Draper</td>
<td><em>Out of Bounds</em>, by Bob Moseley</td>
<td><em>Girl Stolen</em>, by April Henry</td>
<td><em>When Marion Sang</em>, by Pam Monroe Ryan&lt;br&gt; <em>Tutankhamen's Gifts</em>, by Robert Sabuda</td>
</tr>
</tbody>
</table>

Optional Materials:

<table>
<thead>
<tr>
<th>Unit 1</th>
<th>Unit 2</th>
<th>Unit 3</th>
<th>Unit 4</th>
<th>Unit 5</th>
</tr>
</thead>
<tbody>
<tr>
<td><em>Picture books</em>&lt;br&gt; <em>Owl Moon</em>, by Jane Yolen&lt;br&gt; <em>Two Bad Ants</em>, by Chris Van Allsburg</td>
<td><em>Non-fiction</em>&lt;br&gt; <em>Freedom Walkers</em>, by Russell Freedman</td>
<td><em>Picture books</em>&lt;br&gt; <em>The Big Orange Splat</em>, by Daniel Pinkwater&lt;br&gt; <em>The Giant Jam Sandwich</em>, by John Lord&lt;br&gt; <em>The Vartville Wizard</em>, by Don Madden</td>
<td><em>Picture books</em>&lt;br&gt; <em>Faithful Elephants</em>, by Yukio Tuchiya&lt;br&gt; <em>Smoky Nights</em>, by Eve Bunting</td>
<td><em>Non-fiction</em>&lt;br&gt; <em>The First to Fly</em>, by Peter Busby, <em>Rosa</em>, by Nikki Giovanni&lt;br&gt; <em>Only Passing Through</em>, by Anne Rockwell</td>
</tr>
</tbody>
</table>

Websites:

<table>
<thead>
<tr>
<th>Websites</th>
<th>Essays</th>
<th>Websites</th>
<th>Informational Text</th>
<th>Poetry</th>
</tr>
</thead>
</table>
## Grading System

<table>
<thead>
<tr>
<th>Calculation of Grades</th>
<th>District Grading Scale</th>
</tr>
</thead>
<tbody>
<tr>
<td>30% - classwork</td>
<td>• 100-90 (A)</td>
</tr>
<tr>
<td>20% - homework</td>
<td>• 89-80 (B)</td>
</tr>
<tr>
<td>40% - tests/quizges</td>
<td>• 79-70 (C)</td>
</tr>
<tr>
<td>10% - participation</td>
<td>• 60-60 (D)</td>
</tr>
<tr>
<td></td>
<td>• Under 60 (F)</td>
</tr>
</tbody>
</table>

**Homework/make-up Policy:**
Homework will be assigned and students will be given due dates for assignments. Any student who does not complete homework will be given one verbal reminder. If homework is not turned in within one week of verbal reminder, it becomes a zero. After the third time, a parent will be contacted. If a student is absent, they will need to see me for work missed when they return. If missed work is not returned within one week of return to school, it will unfortunately result in a zero.
Reading Syllabus

School Name
2014-2015

Teacher
Miss J Bennett

Email
jbennett@derbys.org

Room
A7

General Information:

Description:
The sixth grade Reading course will teach essential comprehension skills and strategies while students read closely and cite evidence from fiction and nonfiction text to support an analysis of what the materials say. Students apply skills they learned in earlier grades to make sense of longer, more challenging books and articles. Students will read from a wide variety of texts including: novels (chapter books), articles from sources such as: Time For Kids and Scholastic Weekly Reader; short stories, poetry, biographies, and more!

Mini Lessons taught in class will focus around the Connecticut Core Standards for Literature. Students will be exposed to all the standards this year. Anchor standards 1 and 10 will be emphasized and embedded throughout the year. More information about the specific skills for Literature can be found at:

Expectations and Goals:
My goal is for each of my students to become lifelong readers and independent critical thinkers. It is my hope that students will develop strategies taught in reading class that they can build upon and utilize in the future. Specifically, this year students will:

*Read and comprehend literature proficiently
*Encounter a diverse range of engaging text that motivate the desire to be literate

*Read both independently and collaboratively
*Write routinely over extended and short time frames

Expectations:
Students should come to class on time and prepared to learn. Students are expected to share thoughts and ideas with classmates and listen to those of others. It is very important to listen carefully to lessons and directions in class. Students should put in their best possible effort and maintain a positive attitude toward learning. Respectful behavior for themselves, all staff and peers is expected in class. Generally speaking; any behavior that would impose upon the learning experience of other students will have consequences.
Course Materials:

<table>
<thead>
<tr>
<th>Literature Units</th>
<th>Texts We Will Read (Not limited to this list):</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unit 1: Life Through Literature</td>
<td>Maniac Magee by Jerry Spinelli, The Great Gilly Hopkins, by Katherine Paterson, Tuck Everlasting by Natalie Babbit, Tangerine by Edward Bloor</td>
</tr>
<tr>
<td>Unit 2: Accepting &amp; Coping With Diversity</td>
<td>The Watson's Go To Birmingham, The Rock and The River by Kekla Magoon, Bud Not Buddy, by Christopher Paul Curtis, Dragonwings, by Lawrence Yep</td>
</tr>
<tr>
<td>Unit 3: Your Responsibility in Society</td>
<td>Hoot, by Carl Hiaasen, Stargirl, by Jerry Spinelli, City of Ember, by Jeanne DuPrau</td>
</tr>
<tr>
<td>Unit 5: Understanding History Through Text</td>
<td>The Story of Ruby Bridges, by Robert Cole, The First to Fly, by Peter Busby, Rosa, by Nikki Giovanni, Only Passing Through, by Anne Rockwell</td>
</tr>
</tbody>
</table>

Assessment of Learning/Grades:

<table>
<thead>
<tr>
<th>Components</th>
<th>Percentages</th>
</tr>
</thead>
<tbody>
<tr>
<td>Classwork</td>
<td>30%</td>
</tr>
<tr>
<td>Tests, Quizzes, Other Assessments: Project Based Learning</td>
<td>40%</td>
</tr>
<tr>
<td>Homework</td>
<td>20%</td>
</tr>
<tr>
<td>Participation and Effort</td>
<td>10%</td>
</tr>
</tbody>
</table>

Communication:

I believe in an open and honest line of communication. Please contact me directly with any questions or concerns @ jebennett@derbps.org
I look forward to working together to make this a great year for all our students and families!
Social Studies 6\textsuperscript{th} Grade

School Name

2014-2015

Teacher
Mr. Julianelle

Email
mjulianelle@derbys.org

Room
A3

General Information

Description
Sixth grade Social Studies links the past to the present through the study of ancient cultures and the advancements we have made in our world. We will learn about the earliest people who lived on Earth, how they lived, what problems they faced, and how they adapted and learned to survive. In addition we will analyze the cultures and people of the Stone Ages as well as the cultures of Ancient Egypt, China, India, Greece, and Rome. The course will also explore and identify the contributions of civilizations and pertinent individuals throughout history.

The units covered will be the following: \textbf{Unit 1}-Geography-Students will learn how to identify and analyze the five themes of geography. Students will also be able to distinguish between primary and secondary resources. The unit will also cover the role of technology in early civilizations. \textbf{Unit 2}-Ancient Egypt and Mesopotamia-This unit will cover the civilizations of the Fertile Crescent. How the components of the Nile influenced the civilizations in the area. Students will also analyze as well as compare and contrast the two major civilizations. \textbf{Unit 3}-Ancient China-In this unit students will describe the achievements of the different dynasties. Students will also interpret the principles of Confucius. They will also evaluate the influence of Confucius on different civilizations. \textbf{Unit 4}-Ancient India and Persia-The unit on India and Persia will also students to compare and contrast Buddhism and Hinduism. Students will also be able to determine the importance of the Caste system. Students will also chart the influences of Indian accomplishments on other civilization. \textbf{Unit 5}-Ancient Greece-In this unit students will learn about the components of the Greek city-state. Students will also be able to compare and contrast a democracy and Aristocracy. The unit will also concentrate on the culture of Greece. This includes mythology. \textbf{Unit 6}-Ancient Rome-Students will be able to describe the laws of a Roman citizen. They will also be able to distinguish between the Roman and Greek gods. Students will be able to compare and contrast the Ancient Roman life to current daily life. Students will also be able to evaluate the influence of Rome on other civilizations.

Students will be exposed to the Common Core Standards of Literature, Reading, Writing, Speaking and the NCSS (National Council of Social Studies) Standards throughout the year.

Expectations and Goals:
All students are expected to strive and obtain the highest scholastic and personal standards. Students will be directed to be responsible and respectful, exhibit self-discipline regarding their academics and behavior. It is the expectations of all students to use clear and appropriate communication, display positive group activity skills, and take for their decisions and actions.
Course Materials

Required Materials
- Text book-The World-Scott Foresman, Time for Kids Magazine, Multiple novels including the Lost Hero, Multiple websites including www.eb.com (encyclopedia Britannica)

Students should bring a pen, notebook (can be loose leaf) folder, and Journal notebook.

Assessment of Learning

- Quizzes, Tests, projects, group activities, presentations, class work

Some projects include the following: group project comparing the different social pyramid levels.

- Project in which the students will describe, analyze, and interpret the analects of Confucius.

- Project where students will create their own Buddha and a written comparison of Buddhism and other cultural influences.

Grades and Communication
Assessment: 40%  Class work: 30% Homework: 20%  Participation: 10%

Homework policy: Homework is imperative to reinforce skills and facts learned in class, therefore, it will be assigned throughout the week. There will be times when it will be assigned on Friday. Students are expected to turn in the completed assignment on the day after it is assigned unless otherwise noted. If homework is not turned in the day it is due (unless there is an extenuating circumstance), students have one extra day to complete the assignment, however, points will be deducted. If homework is still not turned in after the extra day, students will earn a zero.
Science - 6th Grade Syllabus

Derby Middle School

2014-2015

Teacher
Mrs. Betty Cragan

Email
bcragan@derbyps.org

Room
Room A9

General Information

Description
Thinking like a Scientist is my year-long goal for every sixth grade student. Each day will be a new learning experience; from observing moldy bread, to creating super-slingers from recycled materials, students will realize that scientific knowledge will change as new information is discovered. Hands-on activities are a weekly practice as students learn best by doing rather than listening. Current events will be a major focus of our weather and ecosystem units. Students will have the option to share their findings in the manner most comfortable to them. In Mrs. Cragan's science classroom, we will be active and flexible scientists, everyday!

Expectations and Goals:
All students are expected to strive and obtain the highest scholastic and personal standards. Students will be directed to be responsible and respectful, and exhibit self-discipline regarding their academics and behavior. It is the expectation of all students to use clear and appropriate communication, display positive group activity skills, and take responsibility for their decisions and actions.

There are several Common Core Standards which will be covered during the 2014-2015 school year some of which follow:

- CINQ Standard 1-10: How is scientific knowledge created and communicated?
- Standard 6.1: How does the structure of matter affect the properties and uses of materials?
- Standard 6.2: How do matter and energy flow through ecosystems
- Standard 6.3: How do external and internal sources of energy affect the earth's systems?

For more detailed information, please cite the 6th Grade Science Curriculum located on our website: www.derbyps.org.

Course Materials

Required Materials
List books, resources, websites and blogs etc.

- Prentice Hall Science Explorer - Chemical Building Blocks / Weather & Climate / Environmental Science
Project-based Learning

Unit 1 - Students will engage in a Junkbox Wars competition 3 times over the school year where they will develop strategies to complete successful projects in a competitive setting. They will also practice scientific inquiry skills via 3 hands-on labs; Pendulum Lab, Lifeboats Lab, and their Helicopter Lab.

Unit 2 - Students will research an element used in daily life and create a Powerpoint presentation summarizing their findings to their classmates. They will also mold their own molecule compounds utilizing modeling clay.

Unit 3 - Students will showcase their knowledge of the Earth’s layers via self-designed 3D models. They will also have the opportunity to choose their own weather-project from 11 options, several of which are technology-related.

Unit 4 - Various learning stations are the focus of this unit. Students will engage in compartmentalized learning and share in a jigsaw type strategy. Comprehension and presentation of non-fiction scientific-based articles will also be stressed; students will choose their own scientific articles of interest and summarize their findings in a Word document.

Unit 5 - Via hands-on activities (field trip!) students will learn about the importance and value of Long Island Sound. Our trip consists of heading out to Long Island Sound and getting our hands “wet”!

Assessment of Learning

Several formative assessments as well as summative assessments will be utilized. Students will have several project-based assessments for each unit of study as well as participation and group work assessments.

Grades and Communication

Communication is key to a successful year for our middle school students. I can be reached either by phone or email; 203-736-1426 or bcraganoderbys.org. Our secretary will take a message and I will be sure to return your call within 24 hours. Email is best but if you’d like to speak with me directly, I am available from 7:45-8:15am every morning and Monday, Tuesday, and Thursday afternoons between 2:55 - 3:25pm.

Science Grading Breakdown:

<table>
<thead>
<tr>
<th>Component</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tests/Projects</td>
<td>40%</td>
</tr>
<tr>
<td>Labs/Classwork</td>
<td>30%</td>
</tr>
<tr>
<td>Homework</td>
<td>20%</td>
</tr>
<tr>
<td>Participation/Effort</td>
<td>10%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>

Looking forward to a wonderful year of learning and growing with your children!
Mr. Dryer’s 6th Grade Math Syllabus
DMS
2014-2015

General Information

- Grade 6 mathematical instruction focuses on five main areas:
- Ratios and proportions
- The number system
- Equations and expressions
- Geometry
- Statistics and Probability

Expectations and Goals:

Mathematical goals and expectations for the year include the following:

- Students will be able to connect rate and ratio to whole number multiplication and division problems while utilizing previous concepts to solve word problems.
- Students will complete their understanding of division of fractions and will extend their knowledge to rational numbers (which includes negative numbers).
- Students will be able to compute quotients of fractions and solve word problems involving division of fractions with fractions.
- Students will be able to write and evaluate numerical expressions with whole - number exponents.
- Students will be able to write, read and evaluate expressions where letters stand for numbers and to solve one - variable equations and inequalities.
- Students will be able to solve real - world and mathematical problems involving area, surface area and volume. Problems involving triangles, special quadrilaterals, polygons and right, rectangular prisms will be emphasized.
- Students will be able to recognize statistical questions as one that anticipates variability in the data and accounts for it in the answers.
- Students will be able to summarize and describe statistical distributions using dot plots, box plots and histograms.
Course Materials

Required Materials
- Foresman - Wesley Mathematics textbook.

Optional Materials
Lenovo laptop. TI - inspire calculator.

Project-based Learning
Students will be given grades based upon classroom/work participation, answering questions correctly on mini-assessments, completion of projects on time and encouraging correct responses from their peers.

Assessment of Learning
Assessment occurs on a daily basis. Mini - assessments, homework, classwork and weekly quizzes make up the majority of the student's grade. Mini - assessments are utilized to provide a quick look for understanding of a daily lesson. Weekly quizzes provide a more in depth assessment for a week's worth of work and unit tests encompass a more comprehensive look for understanding of an entire Common Core unit.

Grades and Communication
Grade for math is calculated using the following percentages:
35% Weekly Quizzes
25% Unit Tests
20% Mini - assessments
10% Homework
10% Classroom participation, preparedness and classwork completion.

Communication is an ongoing and consistent process throughout the school year involving the teacher, parent(s), guardian and the student themselves. All graded work will go home with each student after grades have been posted to powerschool. Powerschool is updated as necessary and email correspondence is preferred. (Please see above for email address). A conference may be set up at any time a parent or teacher deems one necessary.
General Information

Description
This class is designed to help you develop the reading and writing skills necessary to prepare you for eighth grade. On the days that we meet, we will be working together in the following areas: grammar, reading, and writing. By the end of the school year, my goal is to have you go off to 8th grade as better thinkers, presenters, writers, and readers.

Expectations and Goals:

Projected Units for Grade 7 English:

UNIT 1: Perseverance- For this unit, the focus will be on how real and fictional individuals use words and actions to demonstrate perseverance. The writing focus will be on main/central ideas. For writer’s craft, students will be practicing incorporating strong verbs, adjectives, and adverbs in daily writing.

UNIT 2: Courage in Life and in Literature For this unit, the focus will be on how the courage of real people inform our understanding of determined literary characters. The writing focus will be on text evidence. For writer’s craft, students will be practicing incorporating dialogue and direct quotes in daily writing.

UNIT 3: Survival in the Wild For this unit, the focus will be on how real and fictional individuals use words and actions to demonstrate perseverance. The writing focus will be on connections and interactions. For writer’s craft, students will be practicing incorporating similes and metaphors in daily writing.

UNIT 4: Science Fiction For this unit, the focus will be on how real and fictional individuals use words and actions to demonstrate perseverance. The writing focus will be on point-of-view. For writer’s craft, students will be practicing incorporating snapshots and thought-shots in daily writing.

UNIT 5: Drama- Poetry & Plays For this unit, the focus will be on how real and fictional individuals use words and actions to demonstrate perseverance. The writing focus will be on poetic devices and text structure. For writer’s craft, students will be practicing incorporating imagery, personification, hyperbole, onomatopoeia, and alliteration in daily writing.
Course Materials

Required Materials
7th grade students are expected to bring their fully charged laptops with them. In addition, students should bring the supplies provided by the district to class every day such as binders, pens/pencils, notebooks, journals and agendas to record homework.

Online Classroom Learning
Please become familiar with the following websites. You will be doing a lot of work, in and outside of the classroom, on these websites:

- EDMODO- www.edmodo.com
- CLASSPRESS- www.classpress.com
- QUIZLET- www.quizlet.com

Assessment of Learning

- NWEA is an assessment tool to monitor student progress throughout the year. The data is utilized by staff to drive the instruction throughout the school year. In addition, the SBAC assessment will be given again this year, where students are tested in the areas of math, writing, and Reading.

- There are many types of assessments that will be given throughout the year for every unit.
  - Unit Assessments- Long-term projects of student choice. Rubric provided.
  - Self-Reflections- Written reflections of student learning and goal setting. Rubric provided.
  - Pre-assessments- Not graded- but needed for instruction.
  - Post-assessments- Graded—to see student learning. Students will know what to expect on each post-unit assessment.

Grades and Communication

The following categories will be

<table>
<thead>
<tr>
<th>Category</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Homework</td>
<td>20%</td>
</tr>
<tr>
<td>Classwork (Journal Writing &amp; Daily Language Review)</td>
<td>20%</td>
</tr>
<tr>
<td>Classroom Blogs</td>
<td>30%</td>
</tr>
<tr>
<td>Assessments (Exams, Presentations, Projects, Papers)</td>
<td>30%</td>
</tr>
</tbody>
</table>

Additional Information:

When students need to hand in papers, they can electronically submit their papers at

http://msburns7.weebly.com/hand---it---in.html

This is a website parents can also utilize to see what is going on in the classroom!
Grade 7 Reading Syllabus
Derby Middle School
2014-2015

Teacher
Sharon Bette

Email
sbette@derbyps.org

Room
Room 8-11

General Information

Description

Students will explore a variety of genres using novels (both fiction and realistic fiction), science fiction books, nonfiction informational articles, and poetry. We will utilize the reading strategies of creating inferences, predicting/supporting, summarizing, visualizing, and wondering in order to bring meaning and understanding to the text. Through these strategies, students will increase their fluency and skill in answering and developing text-dependent questions. The units we will explore are Perseverance, Courage In Life and Literature, Survival in the Wild, Science Fiction and Drama through Poetry and Plays.

Expectations and Goals:
Grade 7 teachers have the following expectations for all students:

- Come to class prepared and on time.
- Respect others and school property. (Throw paper out before/after class)
- Raise hand to speak.
- Use appropriate language at all times.

Course Description:

Unit 1: Perseverance - How do individuals, real and fictional, use words and actions to demonstrate perseverance? Text: The Outsiders by S.E. Hinton and Dare to Dream by Angela Medearis

Unit 2: Courage in Life and in Literature - How can reading about the courage of real people inform our understanding of determined literary characters? Text: Freak the Mighty by Rodman Philbrick and The Devil's Arithmetic by Jane Yolen

Unit 3: Survival in the Wild - What similarities and differences exist among characters who survive in the wild? Text: Brian's Return by Gary Paulson and Natural Disasters Nonfiction Stories

Unit 4: Science or Fiction? - What makes science believable? Text: Student choice of science fiction text

Unit 5: Drama: Poetry and Plays - How is reading a poem or play different from performing it? Text: No Fear Shakespeare - Julius Caesar (William Shakespeare)
Course Materials

Required Materials
7th grade students are expected to bring their fully charged laptops with them. In addition, students should bring the supplies provided by the district to class every day such as binders, pens/pencils, notebooks, journals and agendas to record homework.

Optional Materials
7th grade students may bring in colored pencils/markers, sticky notes, clear page protectors, and flash drives.

Project-based Learning

Unit 1: Perseverance- Students will chronicle the stories of local citizens about their experiences and contributions during the Civil Rights era using current events and historical events.

Essential Question: Did individual contributions during the Civil Rights movement change civil rights in Derby?

Unit 2: Courage in Life and in Literature- Students will research and explore heroes, both locally in their community and globally, and identify and explore themes such as resistance, hope, and social responsibility.

Essential Question: What can we learn from the positive experiences of local heroes that can enhance our lives today?

Unit 3: Survival in the Wild- Students will create natural disaster preparedness presentations about a natural disaster that could/did occur in the country/region that they selected to research.

Essential Question: What are some ways we can prepare, increase awareness, and become a safer community in Derby?

Unit 4: Science or Fiction: Students will research green building techniques and alternative transportation options to create articles for an Urban Ecology Magazine.

Essential Question: What steps need to be taken now to assure that our natural resources will be used to better our community?

Unit 5: Drama (Poetry and Plays): Students will research poets and select one that displays similar feelings, interests, and concerns as themselves. Then, they will learn or create a poetry piece and participate in a “Poetry Slam.”

Essential Question: How do we use poetry to convey feeling and emotions while at the same time making our voices heard to create positive changes in our community and globally?

Assessment of Learning

NWEA is as assessment tool to monitor student progress throughout the year. The data is utilized by staff to drive the instruction throughout the school year. In addition, the SBAC assessment will be given again this year, where students are tested in the areas of math, writing, and Reading.
Grades and Communication
Tests/Projects - 30%
Class Work - 30%
Homework - 15%
Quizzes - 25%
Communication: emails and school website

Required Text
Encyclopedia Britannica (school.eb.com)
Disasters, Critical Reading Series, Jamestown Publishers
No Fear Shakespeare! Julius Caesar
Dare to Dream! Coretta Scott (Angela Medearis)
The Outsiders (S.E. Hinton)
Social Studies Syllabus
Derby Middle School
2014-2015

Teacher
Mr. Gozzo

Email
mgozzo@derbyps.org

Room
B6 8:15 - 3:25 Mon - Thurs @ 8:15 - 2:55 Fri.

General Information

Description
The Course of study is a survey course in United States History from Early Explorers to the Reconstruction Period. This will include geography and U.S. Government. Each Student will be required to demonstrate and understanding of the topics covered. This will be accomplished through analyzing primary source documents, creating primary source documents, individual and group presentations, and describing major outcomes of learning over the course of the year.

Expectations and Goals:
Grade 7 teachers have the following expectations for all students:
- Come to class prepared and on time.
- Respect others and school property. (Throw paper out before/after class)
- Raise hand to speak.
- Use appropriate language at all times.

Course Materials

Required Materials
7th grade students are expected to bring their fully charged laptops with them. In addition, students should bring the supplies provided by the district to class every day such as binders, pens/pencils, notebooks, journals and agendas to record homework.

Optional Materials
7th grade students may bring in colored pencils/markers, sticky notes, clear page protectors, and flash drives.
**Project-based Learning:**
Students will examine the continents and be able to identify their location. They will then select, research, and create either a postcard or a pamphlet describing the historical sights, the culture, and environmental factors within the region.

**Assessment of Learning**
NWEA is an assessment tool to monitor student progress throughout the year. The data is utilized by staff to drive the instruction throughout the school year. In addition, the SBAC assessment will be given again this year, where students are tested in the areas of math, writing, and Reading.

**Grades and Communication**
Tests/Projects: 30%
Classwork: 30%
Homework: 15%
Quizzes: 25%
Parent Communication will be available through the Derby website as well as email notifications of upcoming assessments such as quizzes, tests and projects.

**Required Text**
American Nations History Book: Prentice Hall
Encyclopedia Britannica, school.eb.com
General Information

Units of Study

- Unit 1- Operating with Rational Numbers (Addition & Subtraction)
- Unit 2- Operating with Rational Numbers (Multiplication & Division)
- Unit 3- Algebraic Reasoning
- Unit 4- Proportional Relationships
- Unit 5- Two and Three Dimensional Geometry
- Unit 6-Probability
- Unit 7 - Statistics and Data Analysis

7th grade areas of focus:

1.) Developing an understanding of and applying proportional reasoning. Students will extend their understanding of ratios and develop their understanding of proportionality to solve single and multi-step problems. Students use their understanding of ratios and proportionality to solve a wide variety of percent problems, including those involving discounts, interest, taxes, tips, and percent increase or decrease. Students graph proportional relationships and understand the unit rate informally as a measure of the steepness of the related line, called the slope. They distinguish proportional relationships from other relationships.

2.) Developing understanding of operations with rational numbers and working with expressions and linear equations. Students develop a unified understanding of number, recognizing fractions, decimals (that have a finite or a repeating decimal representation), and percents as different representations of rational numbers. Students extend addition, subtraction, multiplication, and division to all rational numbers, maintaining the properties of operations and the relationships between addition and subtraction, and multiplication and division. By applying these properties, and by viewing negative numbers in terms of everyday contexts (e.g., amounts owed or temperatures below zero), students explain and interpret the rules for adding, subtracting, multiplying, and dividing with negative numbers.

3.) Solving problems involving scale drawings and informal geometric constructions, and working with two- and three-dimensional shapes to solve problems involving area, surface area, and volume. Students continue their work with area from Grade 6, solving problems involving the area and circumference of circles and area of three dimensional objects. In preparation for work on congruence and similarity in Grade 8 they reason about relationships among two-dimensional figures using scale drawings and informal geometric constructions, and they gain familiarity with the relationships between angles formed by intersecting lines. Students work with three-dimensional figures, relating them to two-dimensional figures by examining cross-sections.

4.) Drawing inferences about populations based on samples. Students build on their previous work with single data distributions and address questions about differences between populations. They begin informal work with random sampling to generate data sets and learn about the importance of representative samples for drawing inferences
Expectations and Goals:

Grade 7 teachers have the following expectations for all students:

- Come to class prepared and on time.
- Respect others and school property. (Throw paper out before/after class)
- Raise hand to speak.
- Use appropriate language at all times.

Course Materials

Required Materials

7th grade students are expected to bring their fully charged laptops with them. In addition, students should bring the supplies provided by the district to class every day such as binders, pens/pencils, notebooks, journals and agendas to record homework.

Optional Materials

7th grade students may bring in colored pencils, markers, sticky notes, clear page protectors, and flash drives.

Project-based Learning

Projects will be assigned in math class throughout the year. These projects will have a take-home portion as well as an in-class portion. Seventh grade math students should expect approximately one project every semester. While projects are assigned, regular homework will still be issued.

Assessment of Learning

NWEA is an assessment tool to monitor student progress throughout the year. The data is utilized by staff to drive the instruction throughout the school year. In addition, the SBAC assessment will be given again this year, where students are tested in the areas of math, writing, and Reading.

Grades and Communication

- Grading: Final semester grades will be determined with the following weights:
  - Tests..........................35%
  - In-class assignments........25%
  - Quizzes..........................20%
  - Homework........................20%

Grades for all assignments, unless it is specified, may be revised for half its original value.
Science - 7th Grade Syllabus

Derby Middle School

2014-2015

Teacher
Mr. Spencer Carlson

Email
scarlson@derbys.org

Room
Room B

General Information

Description
Students will delve into the scientific process of developing questions and designing an experiment. They will be introduced to proper lab practices and practice writing lab reports. Students will explore animal and plant cells and be able to develop an understanding of the relationship between something's structure and function. Genetics and reproduction will be covered as well as learning about our various human body systems. Students will also explore different types of microbes and conditions necessary for their survival, as well as how various microbes compete with humans for the same sources of food.

Expectations and Goals:
All students are expected to strive and obtain the highest scholastic and personal standards. Students will be directed to be responsible and respectful, and exhibit self-discipline regarding their academics and behavior. It is the expectation of all students to use clear and appropriate communication, display positive group activity skills, and take responsibility for their decisions and actions.

There are several State of CT Science Standards/Common Core Standards which will be covered during the 2014-2015 school year some of which follow:

• CCSS: CCSS.ELA-Literacy.RST.6-8.3 (Follow precisely a multistep procedure when carrying out experiments, taking measurements, or performing technical tasks)
• CCSS: CCSS.ELA-Literacy.RST.6-8.4 (Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 6-8 texts and topics)
• CCSS: CCSS.ELA-Literacy.RST.6-8.1 (Cite specific textual evidence to support analysis of science and technical texts)
Course Materials

Required Materials
List books, resources, websites and blogs etc.

- Prentice Hall Science Explorer - Cells and Heredity / Human Health and Biology / Energy in the Earth
  http://extension.psu.edu/food/safety/educators/food-safety-lessons-for-middle-school-students

Project-based Learning

Unit 1 - Proper lab practices and submission of lab reports is the focus of this unit. Our hands-on labs include Gummy Bear lab and a Mouthwash experiment. Microscopes will also be utilized throughout the year.

Unit 2 & 3 - Cell model creation solidifies the differences between animal and plant cells and their parts. Students create models using everyday household items.

Unit 4 - A culminating project of this unit is to create an organelle brochure where students will display various machines or techniques used to obtain and/or provide energy.

Unit 5 - Students will focus on an issue in the local news relating to "food". They will summarize their findings and "report" out to the class.

Unit 6 - An interdisciplinary project requires student-led research on seismic activity and its effects on geography and settlements. Implementation of physical data and visual presentations via a Powerpoint or Prezi format is expected.

Assessment of Learning
Several formative assessments as well as summative assessments will be utilized. Students will have several project based assessments for each unit of study as well as participation and group work assessments.

Grades and Communication
Communication is key to a successful year for our middle school students. I can be reached either by phone or email; 203-736-1426 or scarlson@derbyps.org. Our secretary will take a message and I will be sure to return your call within 24 hours. Email is best but If you'd like to speak with me directly, I am available from 7:45-8:15am every morning and Monday, Tuesday, and Thursday afternoons between 2:55 - 3:25pm.

Science Grading Breakdown:

<table>
<thead>
<tr>
<th>Component</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tests/Projects</td>
<td>40%</td>
</tr>
<tr>
<td>Labs/Classwork</td>
<td>30%</td>
</tr>
<tr>
<td>Homework</td>
<td>20%</td>
</tr>
<tr>
<td>Participation/Effort</td>
<td>10%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>
Grade 8 Social Studies Syllabus
Derby Middle School
2014-2015

Teacher
Mrs. Lynn D’Andrea

Email
ldandrea@derbyps.org

Room
C8

General Information
Description: Students will be studying United States History from the Age of Imperialism to the present, beginning with the Spanish-American War and culminating with a final unit on terrorism and wars in Afghanistan and Iraq. Students will explore the many territories acquired by the United States as it evolved into a World Power over the course of a century, through world conflicts, victories and defeats, and the place America holds in a New World Order today.

Expectations and Goals:
Through note-taking, research assignments, classroom discussions and presentations, the students will acquire a breadth of knowledge about United States and world history, politics, economics, and the role of the United States in the world arena. Students will also study world geography, culture, and cultural diversity, enabling learners to analyze, interpret, and construct reasoned judgments about specific cultural responses to persistent human issues.

Students are expected to arrive prepared for each class every day, to consult assignments on Edmodo.com, and to submit well-written and thoughtful writing assignments based on course requirements, specific rubric expectations, and Common Core State Standards.

Course Materials
Required Materials
American Nation textbook
www.Edmodo.com
Hagstrom.com
Britannica.com
Nationalarchives.com
Project-based Learning

Project-based Learning is a teaching method in which students gain knowledge and skills by working over an extended period of time to investigate and respond to a complex question, problem, or challenge.

Project-based Learning Assignments:

**Unit One:** Imperialism & Global Expansion

Students will explore the issue of the modern-day child slave trade, while reading *Hidden Girl*, an account of the child slave trade in Egypt.

**Unit Two:** The World War I Era

Students will create writing logs, based on group research to chart the progress of WWI from its inception to its conclusion, from two very diverse peer points-of-view: those of an American teen and a German teen experiencing the first and largest full-scale war in our country’s history.

**Unit Three:** The Great Depression

Students will interview an individual whose life was directly impacted by the Great Depression. Students will compare the effects of today’s global recession on the welfare of their own lives with those of a much different generation.

**Unit Four:** World War II Era

Students will create a timeline of events based on the persecution of the Jewish population beginning with the signing of the Treaty of Versailles and ending with the liberation of concentration camps following the end of World War II.

**Unit Five:** The Cold War Era

Students will investigate, construct, express and reflect on a topic of choice from the 1960’s. Assessments will include group research and Prezi presentations upon completion of unit.

**Unit Six:** A New World Order

Classes will evaluate and debate the issue of immigration in a contemporary world, with students interviewing a member of the Derby community who has settled in the United States in the last thirteen years, following the 9/11 terrorist attacks on the United States. Student-generated questions will include the many ways in which the “melting pot” of old and America as a “land of plenty” in terms of opportunities for immigrants may have changed dramatically for those seeking to begin anew.

Assessment of Learning

Student learning will be assessed through a large variety of methods, including but not limited to mapping continents and countries, mapping and charting the growth of political change, including communism in the Cold War Era, written argument assignments citing textual evidence from both primary and secondary resources, journal writing assignments, newspaper article writing, reflection writing pieces, and student-generated research and presentations.

Grades and Communication

I am available by email seven days per week, and will make every attempt to respond to emails on the day they are received.

Students may access all class notes, assignments and study guides on Edmodo.com. Students are responsible for all work missed due to absences.

The Grade 8 team of teachers will also be available to meet with parents during out team meeting time. Please email to schedule an appointment.

My cell phone number: 203-516-8941

I look forward to keeping an open line of communication with all parents over the course of the 2014-2015 school year.
Grade Weighting:
Classwork (includes note-taking, participation in all individual/group assignments, writing assignments to be completed in class etc.): 30%
Homework: 20%
Tests/projects: 30%
Quizzes: 20%

Required Text
Textbooks will be used for classroom assignments only.
All other assignments will be posted on Edmodo.com
8th Grade English
Derby Middle School
2014-2015

Teacher
Mrs. Kelly Anroman

Email
kanroman@derbyps.org

Room
Derby Middle School
Room C9

General Information

Description:
My goal is to have every student advance throughout the school year in regard to their reading ability, writing skills, and vocabulary knowledge. I want every student to be intellectually active, to formulate ideas, and to THINK. My goal is to have each student become life-long readers and writers. Our curriculum is aligned to the Common Core standards. We will actively read from our anthology while focusing on our writing, vocabulary, and grammar skills. We will be completing various writing assignments throughout the year which will include argument pieces, journal writing, analyses and essays.

Expectations and Goals:
Unit 1 - Through literary and informational texts, students will experience and investigate the concept of community and the ways in which a community functions. Students will become active participants in and engage in the discourse of their classroom community. From their readings and their discourse, students will be equipped to draw upon textual evidence to develop their claim clearly and concisely in writing.

Unit 2 - Through an analysis of poetry, students will gain an understanding of how storytellers use their craft as a vehicle to cope with loss. Students will use textual evidence to develop an analysis expressing their knowledge and understanding of figurative language and specific word choice.

Unit 3 - Students will determine a theme or central idea of a text and analyze its development over the course of the text. Students will analyze theme in relation to characters, setting and plot. They will explore themes through the development of a character’s morality and how accountability and authenticity is conveyed in the novel.

Unit 4 - Social injustices exist in the world today and throughout history. Through close reading and research of fiction and non-fiction texts, the students will learn about a number of violations of human rights Issues, and students will be able to discuss their thoughts on freedom and justice.

Unit 5 - Through both literary and informational texts, students will investigate the concept of “othering,” the ways in which individuals identify themselves in relation to others, and the repercussions of those identifications. Drawing from the challenges faced by fictional characters, as well as the real life experiences of those around them, students will become active participants through discourse. From these experiences students will consider the issue of othering by writing an original short story.
Course Materials

Required Materials
- Literature - Our anthology, which will be used on a daily basis
- Lenovos
- Writing utensil, notebook and journal

Units of Learning

<table>
<thead>
<tr>
<th>Unit</th>
<th>Topic</th>
<th>Critical text</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unit 1</td>
<td>Dynamics of Community</td>
<td>Flowers for Algernon</td>
</tr>
<tr>
<td>Unit 2</td>
<td>Poetry - Loss and Storytelling</td>
<td>&quot;O Captain, My Captain&quot; Walt Whitman</td>
</tr>
<tr>
<td>Unit 3</td>
<td>Morality and Society</td>
<td>Unwind - Neil Shusterman</td>
</tr>
<tr>
<td>Unit 4</td>
<td>Injustice</td>
<td>The Diary of Anne Frank</td>
</tr>
<tr>
<td>Unit 5</td>
<td>Coming of Age</td>
<td>If I Stay - Gayle Foreman</td>
</tr>
</tbody>
</table>

Project-based Learning

Unit 1 - Students will write an argumentative essay responding to the question - Why do we as everyday citizens have a responsibility to support inclusion of those who may be different from the majority of the community?

Unit 2 - Students will analyze Walt Whitman's "O Captain! My Captain!" to uncover the poem's analogies and allusions. They will analyze the impact of specific word choices by Whitman, such as rack and grim, and determine how they contribute to the overall meaning and tone of the poem.

Unit 3 - Students will summarize the development of the morality of [said character] in [said] novel and analyze its connection to themes of accountability and authenticity by noting how it is conveyed through characters, setting and plot.

Unit 4 - This task is designed so that eighth grade participants are instilled with the desire to become informed members of society. The students will create informative campaigns to increase awareness of both local and worldwide social injustice. By familiarizing themselves with current issues, working collaboratively to discuss options, and narrowing their topics, students will write informatively through various mediums. They will present their final products to fellow classmates.

Unit 5 - In middle school, we see students struggle with their identity. Middle school students often find themselves on the outside looking in: to social groups, to the adult world, to communities in general. In response to this universal topic, students will have the opportunity to develop an original narrative piece that highlights some of the struggles a middle school student might encounter. Students will draw upon their experience of reading and analyzing multiple short stories, informational pieces, and novels, in which the topic of negative and positive human interactions is featured as well as their structural analysis of those stories. Student narratives will address the universal topic of "othering" (marginalizing) in society, including both the tolerance and intolerance inherent in human interactions.

Grades

<table>
<thead>
<tr>
<th>Category</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tests and Quizzes</td>
<td>30% of grade</td>
</tr>
<tr>
<td>Essays, projects, journals (Journals are collected after 5 topics)</td>
<td>30% of grade</td>
</tr>
<tr>
<td>Classwork</td>
<td>20% of grade</td>
</tr>
<tr>
<td>Homework</td>
<td>20% of grade</td>
</tr>
</tbody>
</table>
8th Grade Reading Syllabus
Derby Middle School
2014-2015

Teacher  Email  Room  Late: Mon. & Thurs. 2:55-3:25
Mrs. Katie Miller  kmiller@derbyps.org  Room C11

General Information
To prepare for high school, students will be learning to read closely and grapple with a wide range of challenging texts, both nonfiction (informational) and fiction (literary). By actively exploring different genres, students will be faced with analyzing texts and thinking critically and analytically. Students will strengthen their knowledge of reading strategies and literary elements, building upon skills learned in 7th Grade, while diving deeper into more challenging texts. Each unit will provide students with multiple opportunities to improve their reading, writing, speaking, listening, and vocabulary skills.

Students are expected to participate in class through oral responses, presentations, group or partner discussions, conferences, videos/ projects and whole class discussions. Students will work independently, in partnerships or small groups, and in whole group discussions and lessons which will address various learning styles to reach each and every student.

Units of Study
Unit 1 - Dynamics of Community - our main focus will be on The Giver
Unit 2 - Expressions of Loss in Poetry - our main focus will be the works of Edgar Allan Poe
Unit 3 - Morality and Love - our main focus will be William Shakespeare's works
Unit 4 - Injustice - our main focus will be Farewell to Manzanar and Unbroken
Unit 5 - Coming of Age - our main focus will be Bad Boy: A Memoir

Expectations and Goals:
Students are expected to be involved in every lesson, which includes participating and being prepared. Following the CPRR’s are a must in order to have a classroom that allows for rigorous instruction and higher level learning.

Grade 8 teachers have the following expectations for all students:
- Come to class prepared and on time.
- Respect others and school property. (Throw paper out before/after class)
- Raise hand to speak.
- Use appropriate language at all times.
DERBY PUBLIC SCHOOLS
Derby Connecticut

Course Materials
Required Materials
Students are to be prepared each day with:
Binder
Journal
Optional Materials
Sticky notes/ index cards
Highlighters

Notebook
Blue/black pen or pencil/erasers
Laptop (fully charged) and laptop charger
Hole puncher
Markers/colored pencils (no Sharpies please)

Project-based Learning
Unit 1: Students will create a plan for a utopian society. Students must attempt to form a culture that is free from the troubles of current society. They must first identify what they believe to be wrong with the world today, then attempt to correct those problems. They will then use these components to create and present a brochure or advertisement to attract and inform potential inhabitants or this utopian society.

Unit 2: Students will work in groups to create a newspaper with various sections summarizing multiple works of Edgar Allan Poe. Students will have to assign roles and work together, as well as autonomously, to choose stories and/or poems, assign sections, and organize and layout information.

Unit 3: As many scholars point out, Shakespeare was the 16th-century equivalent of a remix artist. Most of his plots were borrowed from other authors, and several of his plays were written on the fly in collaboration with others. In today's participatory culture in which students simultaneously create and consume art, students will adapt a scene from a play using various media platforms and perform it to enhance their understanding of Shakespeare's work.

Unit 4: In both situations, internees at Manzanar and POWs in Japan faced difficulties as their respective situations came to an end. Students will research examples from various wars, including the most recent wars, to establish the benefits and detriments of both freedom and confinement, as well as the emotions following the end of a war. Students will present information to the class using a medium that supports texts, pictures, graphs/charts, and videos.

Unit 5: Argument: Determine and define a minimum of two of the societal expectations placed on boys and girls from your geographic location, and in your time period (i.e. “in Central Connecticut in 2014, males are expected to play some sort of school sponsored sport”). Propose a plan for change and a medium to present your plan (news report/broadcast, press release, law proposal, commercial, etc.).

Assessment of Learning
Grading Policy
30% Tests and Quizzes - each test grade is counted twice
30% Journals and Projects and Book Talks
20% Homework
20% Classwork and Class Participation

Rubrics and examples of exemplar work will be used to inform students of the expectations for success.
8th Grade Math
Derby Middle School
2014-2015

Teacher
Mr. Robert Leslie

Email
rleslie@derbyps.org

Room
Derby Middle School
C4

General Information

Description
As students progress in their educational endeavors, more knowledge and skill will be required for each level. This course will foster a development and understanding of the real number system and algebraic thinking. Students will acquire skills in adding, subtracting, multiplying and dividing signed numbers including integers. Students solve multi-step equations involving real numbers. Problem solving in the course includes patterns, multi-step equations, functions, transformations, geometry, measurement, systems of linear equations, and statistics.

Expectations and Goals:
Unit 1 - Students will recognize and show that not all numbers are rational. Additionally, students will determine and categorize irrational numbers within a number line.

Unit 2 - Students will analyze and calculate integer exponents and demonstrate scientific notation.

Unit 3 - Students will solve linear equations, compare different proportional relationships, and solve systems of equations algebraically and graphically.

Unit 4 - Students will solve and analyze properties of functions along with developing an understanding of how to represent functions in different ways.

Unit 5 - Students will identify, compare, and analyze congruence and similarity in two-dimensional figures.

Unit 6 - Students will restate the Pythagorean Theorem and calculate unknown side lengths in mathematical and real-world problems.

Unit 7 - Students will investigate and gain an understanding of bivariate data measurement and analysis. Students will interpret graphs and evaluate relationships of data.

Units of Learning
- Unit 1 - Rational and Irrational Numbers
- Unit 2 - Integer Exponents and Scientific Notation
- Unit 3 - Expressions and Equations
- Unit 4 - Functions
- Unit 5 - Geometry
- Unit 6 - The Pythagorean Theorem
Course Materials

Required Materials
• 8th grade students are expected to bring their fully charged laptops with them. In addition, students should bring the supplies provided by the district to class every day such as binders, pens/pencils, notebooks, journals and agendas to record homework.

Optional Materials
8th grade students may bring in colored pencils, markers, sticky notes, clear page protectors, and flash drives.

Project-based Learning
Projects will be assigned in math class throughout the year. These projects will have a take-home portion as well as an in-class portion. Eighth grade math students should expect approximately one project every semester. While projects are assigned, regular homework will still be issued.

Grade 8 teachers have the following expectations for all students:
• Come to class prepared and on time.
• Respect others and school property. (Throw paper out before/after class)
• Raise hand to speak.
• Use appropriate language at all times.

Assessment of Learning

<table>
<thead>
<tr>
<th>Component</th>
<th>Percentage</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Participation / Classwork (20%)</td>
<td></td>
<td>Occasionally homework is given to fortify math skills.</td>
</tr>
<tr>
<td>Homework (20%)</td>
<td></td>
<td>Homework is expected to be completed, without unanswered questions, on a regular basis (consistently not completing multiple questions per assignment will ultimately result in assignments not being counted as done).</td>
</tr>
<tr>
<td>Tests / Quizzes (30%)</td>
<td></td>
<td>Periodically, quizzes are administered to evaluate a student’s progress in a traditional assessment format.</td>
</tr>
<tr>
<td>Projects (30%)</td>
<td></td>
<td>Tests will be given at the end of a unit as a summative assessment. Some units will be broken into parts and tested individually.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>One to two more involved projects are given during a marking period.</td>
</tr>
</tbody>
</table>

Grades and Communication

• Students are given an alphanumeric grade based upon the distribution above. Students may stay afterschool on Mondays or Thursdays, or by appointment, to work on any math homework he/she receives.
• Anytime you have any questions feel free to contact me at rieszle@derbyps.org
8th Grade Science Syllabus
Derby Middle School
2014-2015

Teacher
Thomas Fulton

Detail
Email
tfulton@derbys.org

General Information

Description

The 8th grade students will follow the State Standards that are currently tied to the 8th Grade Learning Expectations for 4 major subject areas. There will be two units of Physical Science spaced out according to concentration. The first unit covers Force and Motion, including Newton's Three Laws of Motion. The second unit addresses Work and Energy, including the six types of Simple Machines. The 3rd is from Earth/Space Science, titled Astronomy. This unit focuses on the Earth - moon - sun, in particular how Earth’s cycles and seasons are related. We will also look at the history and future of space exploration. The fourth unit is titled Science and Technology in Society. In this unit the students study how forces, both natural and man-made, affect structures such as bridges.

Expectations and Goals:

The 8th grade students will be expected to study not only the content of the major units, but to expand their understanding of the concepts within. Assignments will be aligned to the Common Core Standards to provide a greater understanding of Science, while translating it via technical readings and analytical writing.

My goal is for the students to use the content areas of each unit to express their understanding of the Science world as a whole. Learning how to identify the key concepts of each unit will allow them to transfer their thinking process to each new topic as it is introduced.

Throughout the year we will be conducting laboratory explorations of Force and Motion; Work, Power, and Simple Machines; Astronomy; Energy, Energy Transformations, and Heat; Science and Technology in Society; Basic Chemistry; and Global Climate Change. By demonstrating a grasp of The Scientific Method at the beginning of Eighth Grade, the students will be ready to meet the challenges of each Science course that they experience in future years.

Course Materials

• Required Materials
• Prentiss Hall Science Explorer, edition M.
• Prentiss Hall Science Explorer, Edition A.
• Holt, Rinehart, Winston SciencePlus, Level Red
• http://www.sciencebob.com/experiments/index.php
• http://www.gwinnett.k12.ga.us/HarbinsES/Classes/burger/brigquest.htm
• http://www.newton.k12.ma.us/bigelow/engineering_technology/bridges/bridges_webquest_introduction.htm
• http://www.stevespanglerscience.com/experiments
• http://www.learner.org/exhibits/parkphysics/coaster.html
• http://www.funderstanding.com/k12/coaster/

Optional Materials
The students will be challenged to do original research utilizing the internet, as well as technical texts. Some websites will be provided as references, while others will be original to each student learning group.

Project-based Learning
During the course of the 8th grade year the students will be assigned regular projects to further their understanding of key concepts. During the first marking period the students will tackle “Newton’s Scooters,” where they construct a vehicle that will travel 1.5 meters using propulsion that demonstrates Newton’s Third Law of Motion. During the fourth marking period the students will undertake a week long research project on Global Climate Change, culminating in class-wide presentations. In between, they will participate in at least one web quest and several group projects for each focus area. Real world projects will include designing an earthquake-proof bridge, researching, identifying and applying alternative forms of energy, and projecting how life will change in the future due to climate and energy considerations.

Assessment of Learning
Early in each unit the students will undergo a formative assessment for the unit or chapter that they are beginning. At critical points the students will complete a Performance Task as a measure of their understanding of the content and concepts. Some of these will require an Individual effort, while others will combine the efforts of small groups or partners.

Grades and Communication
The students will receive regular updates on their grades from the instructor, generally on or about the first and fifteenth of each month. In between, the students will be able to log on to Power School to track the progress of individual assignments. Students who are absent on the day of an assignment will be given a reasonable period of time to make it up. However, it will be the student’s responsibility to retrieve the necessary work. The instructor will provide any materials necessary for the missed assignment. Extra help will be available on Monday and Thursday for every day where the late busses are running.

Grading will consist of the following breakdown:
  Homework - 10%
  Classwork - 30%
  Quizzes - 20%
  Tests - 20%
  Labs/Projects - 20%
The Learning Center Syllabus
Derby Middle School
2014-2015

Teacher
Michelle Peluso

Email
mpeluso@derbyps.org

Room
B4

General Information

Description
The Learning Center is a positive classroom environment to support learning at Derby Middle School. Individualized academic, behavioral, social and emotional support is provided as a means to meet each student’s specific need. While the frequency of attendance in The Learning Center may fluctuate for each student, the goal is always the same: to build student confidence, skill set and academic competency.

Expectations and Goals:
- Follow directions
- Raise a quiet hand to speak during class
- Be respectful of others’ personal boundaries and belongings
- Give others’ your full attention when they are speaking
- Take a quiet seat
- Try your best

Course Materials

Required Materials
The Learning Center students are expected to bring their fully charged laptops with them and a pencil with an eraser. In addition, students should bring the supplies provided by the district to class every day.
- Momentum Math curriculum
- Edmark Learning Series
- Novels (e.g. A Matter of Trust, The Giver)

Assessment of Learning
Students’ individual education plans will be used to evaluate progress and monitor students understanding of the concepts presented within The Learning Center.

NWEA is an assessment tool to monitor student progress throughout the year. Results from this testing will define instruction on an as needed basis.
Grades and Communication

Student grades will be based on the following criterion:

<table>
<thead>
<tr>
<th>Category</th>
<th>Weight</th>
</tr>
</thead>
<tbody>
<tr>
<td>Classwork &amp; Participation</td>
<td>30%</td>
</tr>
<tr>
<td>Homework</td>
<td>15%</td>
</tr>
<tr>
<td>Quiz</td>
<td>20%</td>
</tr>
<tr>
<td>Test/Project</td>
<td>35%</td>
</tr>
</tbody>
</table>
Math Intervention Classroom Syllabus

School Name
2014-2015

Teacher
Mr. Bevillacqua

Email
jbevillacqua@derbyps.org

Room
Room A8, Any Math Student at DMS can come to my room after school for assistance on Monday/Thursday or by request Tuesday/Friday.

Description
Students use the computer, as well as, classroom materials and instruction to follow their Individually prescribed program. This is an opportunity for students to reinforce skills they are learning in their regular math course instruction as well as learn concepts they have missed in previous years. The goal is to take students and transcend their current level of mathematics understanding. By working on individual skills, they are able to complete the program, make progress and be better prepared for future math courses.

General Information
Students will focus on the following standards in the Math Intervention Room. To be successful in doing so, the program is designed to return prerequisite topics from previous grades to assure such for grade level topics.

6th Grade
6.NS.A1 and A2: Being able to compute and interpret quotients of fractions and whole numbers within real life scenarios.
- May require students returning to previous foundations using the base of 10 and multiplication/division facts.
6.NS.A3: In everyday life we use decimals. Students should be able to do operations that require understanding of decimals and be able to evaluate a situation and determine the right operation to use.
- May require students returning to previous foundations of addition and subtraction procedures.
6.NS.A4: To perform complex operations, students need to be able to find factors. Students will learn to determine common factors to use the distributive property to perform complex mathematical operations.
6.NS.A5: To do algebraic calculations, students will understand opposite values with rational numbers. Students will explore scenarios (e.g. above/below sea level) and be able to fluently assess when inverse operations/values are present and how to problem-solve in the situation.
6.NS.A6: Most operations and problem solving at the middle school and high school level involve non-whole numbers (i.e. fractions and decimals). Students will be able to measure and estimate partial values and compare numbers when they are not whole numbers.

7th Grade
7.NS.A, A and A3: Students will explore scenarios where they compute, create, compare and evaluate values of rational numbers.
- May require students returning to previous foundations using the base of 10 and multiplication/division facts.
- Also may require students returning to prerequisites of fraction and decimal operations.
- To truly comprehend the procedures they are doing, students may need to review the basic understanding of fractional values.
- May require students returning to previous foundations of addition and subtraction procedures.
7.EE.A1 and A2: Much of today's society is based on being able to use technology. Computer programming is based in algebraic language. Students will be able to formulate algebraic expressions given a real life problem and then simplify the expression using the above skill of rational number computation.
7.EE.B3: Students will be able to also create multi-step algebraic equations given a scenario and solve the equation after its creation.
- This may require returning to the skills of writing algebraic expressions/equations, solving one-step equations and two step equations.

8th Grade
8.EE.A1 and A2: With exponential functions students need to be able to evaluate exponential equations and expressions in various forms using the properties of exponents.
- May require students returning to previous foundations of multiplication/division facts.
- Also may require students returning concepts of exponents and computing exponents.
- May require students returning to previous foundations of addition and subtraction procedures.
8.EE.A3 and A4: Mathematics is the language of science. Scientists work with numbers written in scientific notation. Students will be able to use the laws of exponents to compute, analyze and compare quantities that are written in Scientific Notation.

- May require students returning to previous foundations of working with the base of 10

8.EE.C7: High School mathematics in heavily based in algebraic equations, will need to know how to solve the equations that they write from a written real world scenario and assess when there are multiple or no solutions to an equation.

- This may require returning to the skills of writing algebraic expressions/equations, solving one-step equations and two step equations.

Expectations and Goals

Entering Classroom:
1. Enter classroom quietly (if student needs to sharpen pencil, he/she should arrive prior to bell to do so).
2. Remove homework from homework folder so teacher can check or collect.
3. Go to student mailbox and collect graded work, and when applicable, place work in portfolio folder.
4. Begin DO NOW.

Movement:
1. Leave seat when instructed to do so.
2. At end of period dispose of any trash.
3. Wait until teacher dismisses class.

Communication:
1. Raise hand and wait to be called upon to speak to teacher.
2. Communicate with classmates during group work.
3. If teacher requests attention, stop your current activity and pay attention to instruction as it probably pertains to the task at hand.

Required Materials
- All materials will be provided by resource room. Students are expected to bring their laptops with them to class.

Project-based Learning
Students will be given grades for classwork participation, answering questions correctly on mini assessments, completion of projects on time, and encouraging correct responses from their peers.

Assessment of Learning
Grades are calculated through the following method:

| Classwork (60%) | Collected classwork is given a grade or a mini-assessment is given at the end of the class and graded. Students are given the opportunity to make corrections that resulted from misunderstandings during the next class period.
|                | Given this is an intervention program; the grading is weighed heavily towards students working within the classroom on strengthening their mathematical skills.
|                | Occasionally homework is given to fortify math skills.
|                | Because issues do arise that may cause a student to be unable to complete their homework, one homework assignment will be excused per marking period.
|                | Homework is expected to be completed, without unanswered questions, on a regular basis (consistently not completing multiple questions per assignment will ultimately result in assignments not being counted as done).
|                | Periodically, quizzes are administered to evaluate a student's progress in a traditional assessment format.
|                | One to two more involved projects are given during a marking period.

Grades and Communication
- Students may stay after school on Mondays/Thursdays, or by appointment, to work on any math homework he/she receives.
- Anytime you have any questions feel free to contact me at (203) 736-1426 or at haylacqua@derbyps.org.
Reading Intervention Syllabus

Derby Middle School
2014-2015

Teacher
Mr. Kreiness

Email
dkreiness@derbyps.org

Room
A1

General Information

Description
Select DMS students are provided additional instruction in the areas of Reading and English. These Intervention classes will be in addition to the regular Reading and English instruction students already receive. The sessions take place up to three times per five-day cycle for one period in my classroom, room A1. Class sessions are highly interactive for students since they are conducted in small groups. Furthermore, the class will consist of engaging activities that will combine direct instruction and tutoring from me, a technological learning component on student-assigned laptops, and independent and guided (small group) reading. The activities will provide tailored, rigorous instruction to support the literacy skills and strategies students are already honing in their Reading and English classes.

Expectations and Goals:
Student progress will be evaluated throughout their participation in the reading intervention program. Class work is given a grade or a mini-assessment is given at the end of the class and graded. Students will be given the opportunity to make corrections that resulted from misunderstandings during the next class period. Because this is an intervention program the grading is weighed heavily towards students working within the classroom on strengthening their reading and writing skills. However, there will be occasional homework, quizzes and significant writing assignments.

Course Materials

Required Materials
Students will utilize the following materials in this class:
• Folders will be provided to maintain portfolios of collected student work
• Laptops will be required daily
• Adequate supply of pens, highlighters
• Optional Materials
Various school-supplied reading materials will be used in this class including printouts of texts and small group and independent reading books (novels) from the classroom or school library. If students prefer to bring independent reading materials from home or the public library, they are also encouraged to do so.

Project-based Learning
One or two long-term projects (writing pieces) will be assigned during a marking period. Each marking period will be devoted to a specific style of writing. Throughout the year we will produce response to literature, informational, argument and persuasive writings.

Assessment of Learning
Occasional homework will be given to reinforce skills and concepts. Homework is expected to be turned in on time, complete, and done to the best of the students’ ability (consistently submitting poor assignments will result in assignments being counted as incomplete or missing). Students may stay after school on Mondays, Thursdays, or by appointment, to work on any homework he/she receives. Periodically, quizzes will be administered and grades are calculated to evaluate a student’s progress.

Grading and Homework Policy
Grades will be calculated and tracked using the following formula:

- Classwork (60%)
- Homework (20%)
- Quizzes (10%)
- Projects (10%)

As assignments are scored, grades will be continuously posted to PowerSchool.

*Special note on homework: I accept homework late as long as it is turned in by the end of the week after it was assigned, and it is complete and done to the best of the student’s ability. The maximum grade a late assignment will receive is half credit. In the case of absence, students need to see me on the first full day they return to school to get any missed assignment.

Required Texts and Other Resources
• Class Novels:
  
  **5th Grade**
  - Dogsong
  - The Watsons Go to Birmingham - 1963

  **7th Grade**
  - Rumble Fish
  - Monster

  **8th Grade**
  - Gathering Blue
  - Somewhere In the Darkness

• Short Stories:
  - The Third Wish, The Monkey’s Paw, The Tell Tale Heart, People of the Third Planet, Dear Amanda, The Getaway, etc.

• Nonfiction texts:
  - Grade-level news articles from Newsela.com
  - Memoirs/Essays: Climbing the Golden Arches, How I Graduated, Christmases Remembered, The Glass Castle, etc.
Art Syllabus
Derby Middle School
2014-2015

Teacher
Ms. Andrea Landsbach

Email
alandsbach@derbyps.org

Room
A10 8:15-2:55 M-F

General Information

Description
Each student will experience art class at least once per week. Students will be developing observational drawing skills, creative problem-solving skills, learning about artists, experiencing a variety of art-making processes, and participating in art analysis individually and as a group.

Expectations and Goals:
All students will try their best artistically and behaviorally and will be evaluated according to their own artistic development in relation to the project rubric.

Students will follow all Procedures, Rules, and Consequences and Grading Rubrics to successfully complete all Art classroom tasks.

Procedures, Rules, and Consequences are available at your request.

Course Materials

Required Materials
- Materials will be provided in art class.

Project-based Learning
The bulk of Art Class goals will come from the work leading up to and including Final Art Projects. There should be two Final Art Projects per quarter, depending on the complexity of the projects.

Assessment of Learning
Art Notes, Daily Art Classwork, Art Projects, Art Sketchbook assignments, Participation, Self-Assessments, and Group Discussions will be used to assess students’ progress.
Grades and Communication

Every Final Art Project will have a specific grading rubric. The following is a general rubric used for Daily Art Classwork for your reference:

(This is a GENERAL rubric, specific rubric will be given with each assignment)

<table>
<thead>
<tr>
<th>General Rubric</th>
<th>0 - F</th>
<th>1 - D</th>
<th>2 - C</th>
<th>3 - B</th>
<th>4 - A</th>
</tr>
</thead>
<tbody>
<tr>
<td>Creativity: Creative problem solving</td>
<td>No solution = No evidence of solving the visual problem or an idea.</td>
<td>Uncreative solution = Copies the lesson's art example's appearance exactly. Idea is copied and makes sense to viewers.</td>
<td>Solution = Mostly copies the example's appearance, but alters one or two parts. Idea is copied and may or may not make sense to viewers.</td>
<td>Creative solution = Alters all parts, but uses same or slightly different art example's visual structure. Original idea may or may not make sense to viewers.</td>
<td>Thoughtfully creative solution = All parts and structure altered with strong effort placed on originality. Original idea makes sense</td>
</tr>
<tr>
<td>Craftsmanship: Neatness</td>
<td>None to very little art materials have been used or have been used very sloppily.</td>
<td>Mostly covered in smudges or tears; not neatly cut, glued, built, painted, etc.</td>
<td>Some smudges or tears; may or may not be neatly cut, glued, built, painted, etc.</td>
<td>Few smudges or tears; neatly cut, glued, built, painted, etc.</td>
<td>No smudges or tears; very neatly cut, glued, built, painted, etc.</td>
</tr>
<tr>
<td>Completion: Following Directions</td>
<td>No parts are completed; Did not follow any directions</td>
<td>Few parts are completed; Did not follow any or most directions</td>
<td>Some parts are completed; Did not follow most directions</td>
<td>Most parts are completed; Followed most or all directions</td>
<td>All parts are completed; Followed all directions</td>
</tr>
</tbody>
</table>

You may reach me at alandsbach@derbyps.org to schedule a phone call or meeting concerning your student’s progress in Art Class.
Career/Guidance Syllabus

DERBY MIDDLE SCHOOL

2014-2015

Teacher: Mrs. Segal  Email: asegal@derbyps.org  Room: Computer Lab B

General Information

Description
The Career/Guidance class is created to guide students and help them plan for their future after high school. Through this class, students will learn what is important to consider when choosing career activities. The class is also an introduction to the process of career decision-making, educational planning and job searching. Topics include completion of personal career interest inventory utilizing Naviance which is a computer based career search engine, which allows students to set goals and create an action oriented, personalized plan that assists students on focusing on their future career goals. Students will develop a plan that is compliant with the state student Success Plan Intuitive, which aims to support student's interior academic, career, social, emotional and physical development. Beginning in 6th grade and continuing through to High school graduation.

The class will include self-assessments, lectures, and professionals from the community as guest speakers.

Expectations and Goals:

The objective is to introduce a variety of career and education options through Naviance

Goals: Students will explore various post high school career options and understand the breadth of their opportunities
   Students will learn the importance of education for attaining their future career goals.
   Students will produce their own individual career portfolio.

Students are expected to report to class on time, be respectful to themselves, to peers and adults and to school property. Students are also required to participate in class discussions, stay on task and complete assignments.
Required Materials
Students are required to have writing utensils, pocket binder and lined paper.

Optional Materials
Students will have the option of using the computers in Computer Lab B or their own personal laptops.

Project-based Learning
The Career Portfolio is a Project-Based Learning strategy that engages students in a variety of activities. Most of the parts in this learning strategy require several steps. Students are expected to organize their activities, conduct research and prioritize information. Students will be also guided to identify their own personal choices/goals and explore their own interests/abilities.

The project will be evaluated based on the following criteria:

- Authentic and meaningful writing assignments. Needs to be related to a professional occupation.
- Applied learning- Use knowledge in practical ways to seek out information.
- Assessment practices-Project will provide opportunities to self-assess

Assessment of Learning
Students will be assessed based on the quality of their assignments and their participation in class.

Grades and Communication
Students will be graded based on how they meet the class expectations.

Required Text
There is no required text book for this class.
Second Step Syllabus
Derby Middle School
2014-2015

Instructors
Mr. Snow and Ms. Russell

E-mail
Ssnow@derbyps.org
Crussell@derbyps.org

Room
B10

General Class Information

Description
Second Step is an innovative new class being offered to our Derby Middle School students this year. This class is being taught on Monday, Tuesday, and Thursday by Mr. Snow. On Wednesday and Friday it is being taught by Ms. Russell. Mr. Snow is a school social worker and Ms. Russell is a school psychologist.

Students will learn about various social skills such as empathy, emotion management, and decision making skills. Current events as well as school wide issues will be discussed when appropriate in a safe supportive environment.

Expectations and Goals:
Students are expected to be respectful of other students at all times as referred to in our building wide Positive Behavior Intervention Strategies. This includes remaining quiet while other students are sharing with the class. All students are required to participate and complete in-class and homework sheets assignments. Students are expected to learn their social skills and apply them on a daily basis. Students are encouraged to have fun as they learn to be a contributing member of the Derby Middle School community!

Course Specifics

Required Materials
• Students should come prepared to class with a writing utensil.
• All materials will be provided by the teacher.

Grades and Communication
Students are expected to participate and complete all in-class assignments and homework sheets as discussed earlier. Final grades are based on a pass/fail scale.
Library/Research Syllabus
Derby Middle School
2014-2015

Teacher
Mrs. Ganley

Email
kganley@derbyps.org

Room
Library Media Center

General Information

Description
Students will learn to become 21st-Century learners by utilizing and protecting library media center property, observing classroom rules, searching the library catalog to check out and return library books, develop an appreciation of reading fiction, non-fiction and other genre books, locate and use reference materials, differentiate between primary and secondary sources, paraphrase and create accurate citations and bibliographies, reference The Big Six research process, conduct proper website evaluation, develop digital literacy, and create multi-media projects using technology.

Expectations and Goals:
- Valid completion of research, multi-media papers or projects related to graded subjects or library topics
- Accurate completion of classwork, lab work and worksheets on library skills
- Team-oriented and relevant participation in class activities
- Extra effort to follow and complete library media center rules and rubrics
- Develop technology, digital literacy, 21st-Century research skills

Course Materials

Required Materials
Pen/Pencil, paper, lab pc or laptop, applicable websites, books for subject or topic-related projects.

Project-based Learning
Students will learn library skills and then develop 21st-Century digital literacy skills conducting research and completing multi-media papers or presentations through project-based learning on graded subjects or library topics.

Assessment of Learning
Students will receive a pass/fail grade based on:
50% classwork, participation, effort, activities, respect of property and rules following rubrics.
50% research and multi-media projects, technology use following rubrics.
### LIBRARY MEDIA/RESEARCH CURRICULUM:
- Library Property and Rules
- Book Check-Out/In
- Fiction/Non-Fiction
- Reference, Genres (Biography, Poetry)
- Dewey Decimal
- OPAC/Library Catalog
- Primary/Secondary Sources
- Research Projects
- The Big Six
- Website Evaluation
- Citations
- Bibliography
- Note-Taking
- Paraphrasing
- Plagiarism
- Digital Citizenship
- Media Projects
- Technology

### LIBRARY MEDIA CENTER BLOCK RUBRIC

#### PARTICIPATION

<table>
<thead>
<tr>
<th>Score</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>I participate in class discussions, complete and turn in worksheets and activities on time. I share appropriate comments and ideas with my classmates and teacher to do the best classwork, research or projects.</td>
</tr>
<tr>
<td>3</td>
<td>I sometimes contribute in class discussions, turn in completed worksheets and activities on time. I share appropriate comments and ideas with my classmates and teacher to do most of the best classwork, research or projects.</td>
</tr>
<tr>
<td>2</td>
<td>I do not listen well to class discussions. I try to tell others what to do or answer everything myself without listening to my classmates or teacher. I do not complete or turn in the classwork, activities, research or projects on time.</td>
</tr>
<tr>
<td>1</td>
<td>I do not listen or participate in discussions, or turn in classwork on time. I do not participate in activities, and do not work with my classmates or teacher to complete classwork, research or projects.</td>
</tr>
</tbody>
</table>

#### LISTENING SKILLS

<table>
<thead>
<tr>
<th>Score</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>I listen thoughtfully to my classmates and teacher, and follow instructions.</td>
</tr>
<tr>
<td>3</td>
<td>I mostly listen to classmates and teacher, and follow most of the directions.</td>
</tr>
<tr>
<td>2</td>
<td>I sometimes listen to my classmates and teacher, and do not follow all instructions.</td>
</tr>
<tr>
<td>1</td>
<td>I do not pay attention to my classmates or teacher, and do not follow any directions.</td>
</tr>
</tbody>
</table>

#### ATTITUDE, RESPECT & PROPERTY

<table>
<thead>
<tr>
<th>Score</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>I help others, and complete group assignments, find and return books on time, help keep the library in order and media center property protected.</td>
</tr>
<tr>
<td>3</td>
<td>I participate in library class without disturbing others. I help keep the library in order, return books on time, and keep media center property protected.</td>
</tr>
<tr>
<td>2</td>
<td>My participation in library class is not always helpful to others. I do not help keep the library or media center property protected, and do not return books.</td>
</tr>
<tr>
<td>1</td>
<td>I frequently disrupt class. I do not help classmates, or keep the library or media center property protected. I do not return books.</td>
</tr>
</tbody>
</table>

#### RESEARCH PROJECTS-RELATED HOMEWORK

<table>
<thead>
<tr>
<th>Score</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>I successfully complete the research projects on subjects, topics following the media grading rubric.</td>
</tr>
<tr>
<td>3</td>
<td>I mostly complete the research projects on subjects, topics following the media grading rubric.</td>
</tr>
<tr>
<td>2</td>
<td>I did not complete the research projects on subjects, topics, did not follow media grading rubric.</td>
</tr>
<tr>
<td>1</td>
<td>I did not work or complete the research projects on subjects, topics, did not follow media grading rubric.</td>
</tr>
</tbody>
</table>
## Sample Multi-Media and Research Project Rubric

<table>
<thead>
<tr>
<th>Project Name:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Subject/Topic:</td>
</tr>
<tr>
<td>Student's Name:</td>
</tr>
<tr>
<td>Grade/Class Name:</td>
</tr>
</tbody>
</table>

### Research

<table>
<thead>
<tr>
<th>Research</th>
<th>Inc.</th>
<th>Poor</th>
<th>Avg.</th>
<th>Good</th>
<th>Excellent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students completed The Big Six outline and followed the steps prior to creating papers/media projects.</td>
<td>1</td>
<td>3</td>
<td>6</td>
<td>8</td>
<td>10</td>
</tr>
<tr>
<td>Students used ____ primary and secondary sources to provide current, reliable, relevant scholarly research.</td>
<td>1</td>
<td>3</td>
<td>6</td>
<td>8</td>
<td>10</td>
</tr>
<tr>
<td>Students created a bibliography using MLA or APA citations through proper use of rules, formatting, punctuation, spacing, italics, underlining.</td>
<td>1</td>
<td>3</td>
<td>6</td>
<td>8</td>
<td>10</td>
</tr>
<tr>
<td>Students followed the rules for copyrighted material.</td>
<td>1</td>
<td>3</td>
<td>6</td>
<td>8</td>
<td>10</td>
</tr>
<tr>
<td>Students paraphrased relevant, valid information by preparing note/source cards and following proper evaluation of websites, books or other resources to avoid plagiarism.</td>
<td>1</td>
<td>3</td>
<td>6</td>
<td>8</td>
<td>10</td>
</tr>
</tbody>
</table>

### Design/Content & Presentation

<table>
<thead>
<tr>
<th>Design/Content &amp; Presentation</th>
<th>Inc.</th>
<th>Poor</th>
<th>Avg.</th>
<th>Good</th>
<th>Excellent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Media presentation has properly cited use of graphics, pictures, text, quotes, maps, artwork, and information.</td>
<td>1</td>
<td>3</td>
<td>6</td>
<td>8</td>
<td>10</td>
</tr>
<tr>
<td>The presentation displays all story or project elements, beginning, middle, end, showcasing accurate facts.</td>
<td>1</td>
<td>3</td>
<td>6</td>
<td>8</td>
<td>10</td>
</tr>
<tr>
<td>Students created design elements that are clear and enhance the point of the presentation through appropriate and interesting use of sound, video, animation, color schemes, font size or style.</td>
<td>1</td>
<td>3</td>
<td>6</td>
<td>8</td>
<td>10</td>
</tr>
<tr>
<td>Students used media equipment properly to easily navigate and present the project to the audience, and show complete understanding of content.</td>
<td>1</td>
<td>3</td>
<td>6</td>
<td>8</td>
<td>10</td>
</tr>
<tr>
<td>Students have used correct punctuation, complete sentences, grammar and spelling, and shown effort.</td>
<td>1</td>
<td>3</td>
<td>6</td>
<td>8</td>
<td>10</td>
</tr>
</tbody>
</table>
ITALIAN Syllabus
School Name
2014-2015

Teacher
Adina Senatore

Email
asenatore@derbyps.org

Room
C2 - Every day - 7th & 8th grade

General Information

Description
Students will be able to use the four major skills of learning a language: LISTENING, SPEAKING, READING, and WRITING. They will learn to ask questions, give short answers both orally and in writing in Italian. They will listen to songs and poems, watch youtube videos and powerpoints to aid in their learning, and complete projects and presentations. They will be encouraged to appreciate Italian culture (food, traditions, holidays, geography etc.) Some themes that will be covered are: Greetings and Courtesy; Numbers; Family; the Classroom; Verbs; Adjectives; Nouns; Date; Time; Food; Weather; Clothing; How to ask Questions, etc.

Expectations and Goals:
Students will be expected to practice Italian on a daily basis. By the end of the course, they will need to know, understand and be able to read short passages, write sentences, and speak using short dialogues or skits. They will have a participation grade, as well as homework, quizzes/tests, and projects/presentations to make up their quarter grade. They are encouraged to ask for help from the teacher or form a study group with fellow students. REPETITION is the key to successfully learning a language.

A positive attitude to learning is an essential component of success, as well as a climate of respect, responsibility and preparedness.

Course Materials

Required Materials
List books, resources, websites and blogs etc.
• 7th grade: Italian is Fun
• 8th grade: CIAO!
Some of the websites used:
• Italian 101
• Travellingintist
• Coocole sonore etc.
• Many other textbooks and resources are used
Quarter Grades are made up as follows:

<table>
<thead>
<tr>
<th>Category</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Homework/Classwork</td>
<td>15%</td>
</tr>
<tr>
<td>Participation</td>
<td>15%</td>
</tr>
<tr>
<td>Projects and Presentations</td>
<td>30%</td>
</tr>
<tr>
<td>Tests and quizzes</td>
<td>40%</td>
</tr>
</tbody>
</table>

Optional Materials
Highlighters and small index cards are useful to aid in learning.

Project-based Learning
Students will be given instructions and a rubric for each project. It is important for students to ask for help BEFORE the due date. Points will be taken off for handing in the project late, without an excellent reason that I need to be made aware of before.

Assessment of Learning
Students will have many opportunities to gather their grades. Homework should be done every day, but will be collected randomly.

Grades and Communication
Please use powerschool to keep track of your student's progress, and call or email the teacher with any concerns.
Middle School General Music Syllabus

School Name
2014-2015

Teacher
Ms. Amy Hannequin
Email
ahannequin@derbyps.org
Room
B9

General Information

Description
The general music course is structured from the National Standards for Music Education (NSME) and the National Coalition for the Arts Standards to give each student a comprehensive and diverse music education, focusing on studying music theory, music history, composition, and music performance through keyboard study.

Quarter #1 Music Elements / Music Literacy

- NSME #5: Reading and notating music.
- NSME #6: Listening to, analyzing, and describing music.
  - Unit Project: Students will listen to a favorite song and aurally demonstrate rhythmic, dynamic, and tempo comprehension by dictating and writing down the above music elements, essentially re-creating the piece of music using proper notation.

Quarter #2 Form / Composition

- NSME #4: Composing and arranging music within specified guidelines.
- NSME #7: Evaluating music and music performances.
  - Unit Project(s): Students will compose two works in this unit. The first composition will be single 8-bar melody written in preparation to be performed in Quarter 3 on the keyboards. Students will include all aspects of music literacy including rhythm, pitch, dynamics, and tempo. The second project will focus on creating a composition in binary form using music notation software, “NoteFlight” and to have it performed with Midi instruments for the class.

Quarter #3 Keyboarding

- NSME #2: Performing on instruments, alone and with others, a varied repertoire of music.
- NSME #3: Improvising melodies, variations, and accompaniments.
- NSME #7: Evaluating music and music performances.
  - Unit Project: Students will begin to study basic keyboarding and by the end of Quarter 3, perform their composition from Quarter 2, while playing multiple songs throughout Quarter 3.

Quarter #4 History / Genres

- NSME #6: Listening to, analyzing, and describing music.
- NSME #9: Understanding music in relation to history and culture.
  - Unit Project: Students will complete a composition and history based presentation on a given artist/time period/style based upon the specific history/culture studied in the class.
Expectations and Goals:
- Classroom Rules/Procedures:
- Be on time to class. After the bell rings for class, students need to immediately make their way to their seats. If there is homework that is due, students MUST hand in their homework before class begins, as to receive full instructional time.
- Only water is allowed in class to preserve the music technology we have in our classroom.
- Be prepared for class everyday with all of the class materials.
- Be respectful of equipment, classroom, and people.
- Follow all rules in the school handbook.
- Students are expected to raise their hand to give class input. All of this is part of being respectful during class time to ensure the creative process.
- Attendance: Students will be given daily participation and preparedness points. Students receive five points per day for preparedness (the above materials) and five points based on participation (behavior, respectfulness, participating in all class activities).
- Merit Board: In the general music classes, Miss Hannequin and Mr. Currier's classes will be competing for merits or rewards for excellent, positive behavior. This is a great opportunity to shine in class and to work together as a class to earn positive recognition!

Required Materials

- Binder/notebook/Lenovo Laptop for MUSIC class.
- Folder for MUSIC class.
- PENCIL
- Yourself

Assessment of Learning

Quizzes/Tests/Homework/Projects: Students will have written and aural/oral quizzes, projects, and homework throughout the school year.

Grades and Communication

- Students are graded on daily participation/effort, performances, homework, tests, and quizzes.
- Daily participation: Students will receive 10 points per day. 5 points are given to students who are prepared with all of the above required materials and are on time and the other 5 points for participation throughout class.
- Homework: As part of the course, students will have written homework assignments that may include theory, history, and composition assignments. Late work is accepted for up to three class periods (loss of 10 points per day), but will not be accepted after those classes. Our class moves quickly and all homework is to help prepare for higher level study (composition, performance on keyboards, analyzing historical music.)
- When Quarter 3 arrives with keyboarding, students may practice their pieces at home with the use of a keyboard, piano, tablet/iPad, or keyboard guide worksheet.
  - Participation/Preparedness: 30%
  - Homework/Quizzes: 30%
  - Tests/Projects: 40%

♪ Let's have a musical year! ♪
Middle School General Music Syllabus

School Name
2014-2015

Teacher
Mr. Derek Currier
Email
dcurrier@derbps.org
Room
B9

General Information

Description
The general music course is structured from the National Standards for Music Education (NSME) and the National Coalition for the Arts Standards to give each student a comprehensive and diverse music education, focusing on studying music theory, music history, composition, and music performance through keyboard study.

Quarter # 1 Music Elements / Music Literacy
- NSME #5: Reading and notating music.
- NSME #6: Listening to, analyzing, and describing music.
  - Unit Project: Students will listen to a favorite song and aurally demonstrate rhythmic, dynamic, and tempo comprehension by dictating and writing down the above music elements, essentially re-creating the piece of music using proper notation.

Quarter # 2 Form / Composition
- NSME #4: Composing and arranging music within specified guidelines.
- NSME #7: Evaluating music and music performances.
  - Unit Project(s): Students will compose two works in this unit. The first composition will be single 8-bar melody written in preparation to be performed in Quarter 3 on the keyboards. Students will include all aspects of music literacy including rhythm, pitch, dynamics, and tempo. The second project will focus on creating a composition in binary form using music notation software, “Noteflight” and to have it performed with Midi instruments for the class.

Quarter # 3 Keyboarding
- NSME #2: Performing on instruments, alone and with others, a varied repertoire of music.
- NSME #3: Improvising melodies, variations, and accompaniments.
- NSME #7: Evaluating music and music performances.
  - Unit Projects: Students will begin to study basic keyboarding and by the end of Quarter 3, perform their composition from Quarter 2, while playing multiple songs throughout Quarter 3.

Quarter # 4 History / Genres
- NSME #6: Listening to, analyzing, and describing music.
- NSME #9: Understanding music in relation to history and culture.
  - Unit Project: Students will complete a composition and history based presentation on a given artist/time period/style based upon the specific history/culture studied in the class.
Expectations and Goals:

- Classroom Rules/Procedures:
  - Be on time to class. After the bell rings for class, students need to immediately make their way to their seats. If there is homework that is due, students MUST hand in their homework before class begins, as to receive full instructional time.
  - Only water is allowed in class to preserve the music technology we have in our classroom.
  - Be prepared for class everyday with all of the class materials.
  - Be respectful of equipment, classroom, and people.
  - Follow all rules in the school handbook.
  - Students are expected to raise their hand to give class input. All of this is part of being respectful during class time to ensure the creative process.
  - Attendance: Students will be given daily participation and preparedness points. Students receive five points per day for preparedness (the above materials) and five points based on participation (behavior, respectfulness, participating in all class activities).
  - Merit Board: In the general music classes, Miss Hannequin and Mr. Currier’s classes will be competing for merits or rewards for excellent, positive behavior. This is a great opportunity to shine in class and to work together as a class to earn positive recognition!

Required Materials

- Binder/notebook/Lenovo Laptop for MUSIC class.
- Folder for MUSIC class.
- PENCIL
- Yourself

Assessment of Learning

Quizzes/Tests/Homework/Projects: Students will have written and aural/oral quizzes, projects, and homework throughout the school year.

Grades and Communication

- Students are graded on daily participation/effort, performances, homework, tests, and quizzes.
- Daily participation: Students will receive 10 points per day. 5 points are given to students who are prepared with all of the above required materials and are on time and the other 5 points for participation throughout class.
- Homework: As part of the course, students will have written homework assignments that may include theory, history, and composition assignments. Late work is accepted for up to three class periods (loss of 10 points per day), but will not be accepted after those classes. Our class moves quickly and all homework is to help prepare for higher level study (composition, performance on keyboards, analyzing historical music.)
- When Quarter 3 arrives with keyboarding, students may practice their pieces at home with the use of a keyboard, piano, tablet/IPad, or keyboard guide worksheet.
  - Participation/Preparedness: 30%
  - Homework/Quizzes: 30%
  - Tests/Projects: 40%

♫ Let's have a musical year! ♫
Derby Middle School Chorus Syllabus

School Name
2014-2015

Teacher
Mr. Derek Currier

Email
dcurrier@derbyps.org

Room
B12

General Information

Description
The chorus at Derby Middle School is a class for students who have an interest in singing and for those who have sung before. The chorus performs at several concerts and events throughout the year. The chorus class is structured from the National Standards for Music Education and the National Coalition for the Arts Standards to give each student a comprehensive and diverse music education, focusing singing and performing in a group setting.

Expectations and Goals:

- Be POLITE and RESPECTFUL to each other at all times
- Voices only in Chorus room. No food.
- Arrive to class on time and ready to sing
- Store your music in the appropriate storage area when not in use
- Come to class prepared with pencil and folder with music

All music students are expected to adhere to Derby Middle School’s rules and regulations. Any student who deprives another student of the right to learn will be disciplined accordingly. Consequences may include any/all of the following:

- Verbal / Visual Cue
- Seat Change
- Call to parent/guardian
- Letter to parent/guardian
- Detention
- Referral to administrator
Lavatory Pass: A student must ask permission to use the lavatory. They need to sign out and take the pass to/from the lav.

Tardiness: Students are expected to arrive to class on time. Students who arrive late with out a pass will be marked as tardy.

Computers: Students may only use the computers in the classroom with the permission of Mr. Currier only. Once on the computer, students must be mindful of the proper internet use procedure. Students who abuse this privilege will have it revoked.

Course Materials

Grades and Communication

<table>
<thead>
<tr>
<th>Participation</th>
<th>30 %</th>
</tr>
</thead>
<tbody>
<tr>
<td>Homework / Practice</td>
<td>20 %</td>
</tr>
<tr>
<td>Quizzes / Playing Tests</td>
<td>20 %</td>
</tr>
<tr>
<td>Rehearsals / Performance</td>
<td>30 %</td>
</tr>
<tr>
<td><strong>TOTAL:</strong></td>
<td><strong>100 %</strong></td>
</tr>
</tbody>
</table>

**Participation:**
Students will receive a daily class participation grade which is based on the following criteria:

- Prepared For Class
- Engaged in Performance
- Expresses Musicality
- Shows musical growth or improvement

**Homework / Practice:**
Students may be assigned homework that is expected to be completed outside of class time. Students will also be expected to keep a practice log/chart to keep track of how much time they practice. Practice charts will be handed out and checked by the teacher.

**Quizzes:**
There will be playing quizzes throughout the year based on the assignments and music repertoire we are working on. Quizzes will be announced and will be based on the class content, notes, repertoire, and assignments.

**Rehearsals / Performance:**
Chorus is a performing class, therefore performances and rehearsals are required for each student. Each concert receives a test grade. If a student is absent from a concert with no prior notice, the student receives a failing grade for that test.
DERBY PUBLIC SCHOOLS
Derby Connecticut

Derby Middle School Band Syllabus
School Name
2014-2015

Teacher
Mr. Derek Currier

Email
dcurrier@derbyps.org

Room
B13

General Information

Description
The band at Derby Middle School is a class for students who have played a band instrument before. The band performs at several concerts throughout the year as well as marches in the Derby Memorial Day parade. The band class is structured from the National Standards for Music Education and the National Coalition for the Arts Standards to give each student a comprehensive and diverse music education, focusing on performing on instruments in a band setting.

Expectations and Goals:
- Be POLITELY and RESPECTFUL to each other
- Music and instruments only in band room. No Food or gum.
- Only play or touch any instrument but YOUR instrument
- Arrive to class on time and ready to perform
- Label your instrument with your name and contact info
- Store your instrument in the appropriate storage area when not in use
- Come to class prepared with instrument, pencil, and folder with music

All music students are expected to adhere to Derby Middle School’s rules and regulations. Any student who deprives another student of the right to learn will be disciplined accordingly. Consequences may include any / all of the following:

- Verbal / Visual Cue
- Seat Change
- Call to parent / guardian
- Letter to parent / guardian
- Detention
- Referral to administrator
**Lavatory Pass:** A student must ask permission to use the lavatory. They need to sign out and take the pass to/from the lav.

**Tardiness:** Students are expected to arrive to class on time. Students who arrive late without a pass will be marked as tardy.

**Required Materials**
- Working band instrument with a case
- Traditions of Excellence Band Method Book One and Two
- Pencil

**Grades and Communication**

<table>
<thead>
<tr>
<th>Component</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Participation</td>
<td>30%</td>
</tr>
<tr>
<td>Homework / Practice</td>
<td>20%</td>
</tr>
<tr>
<td>Quizzes / Playing Tests</td>
<td>20%</td>
</tr>
<tr>
<td>Rehearsals / Performance</td>
<td>30%</td>
</tr>
</tbody>
</table>

**TOTAL:** 100%

**Participation:**
Students will receive a daily class participation grade which is based on the following criteria:

- Prepared For Class
- Engaged in Performance
- Expresses Musicality
- Shows musical growth or improvement

**Homework / Practice:**
Students may be assigned homework that is expected to be completed outside of class time. Students will also be expected to practice their instruments outside of the class room. Individual practice is imperative to the success and growth of the entire band.

**Quizzes:**
There will be playing quizzes throughout the year based on the assignments and music repertoire we are working on. Quizzes will be announced and will be based on the class content, notes, repertoire, and assignments. Students will be graded on a performance rubric.

**Rehearsals / Performance:**
Band is a performing class, therefore performances and rehearsals are required for each student. Each concert receives a test grade. If a student is absent from a concert with no prior notice, the student receives a failing grade for that test.
Physical Education Syllabus  
Derby Middle School  
2014-2015

Teacher  
Mr. Rosa

Email  
jrps@derbys.org

Room  
GYM

General Information

Description
Physical Education students will be involved in a variety of activities, designed to improve physical fitness, cooperation and teamwork among peers, coordination and sport specific skills to promote lifelong movers amongst other components. Students may also develop content knowledge pertaining to mental health, the development of fitness plans, and the ability to link the importance of physical activity with life-long endeavors.

Expectations and Goals:
I expect students to respect one another first and foremost. My classroom is one of safety and security, where all students should feel comfortable learning and moving. I expect all students to come to class ready to participate in the day's lesson and activities. I want them to have an open mind about new sports or physical activities that we may be doing, and be willing to try each new activity. I expect students to respect one another first and foremost. My classroom is one of safety and security, where all students should feel comfortable learning and moving. My goal for the year is that all of my students will take a step toward improving their health and further acquire skills that prepare them to become self-motivated lifelong movers outside of school.

Mr. Rosa's RAP Rules
- Respect everyone and everything
- Act in a safe manner
- Put Ups not Put Downs.

Course Materials

Required Materials
- Themselves and their attitudes, be positive toward yourself and others.
- Sneakers- All students must have and WEAR their sneakers. Students will NOT be permitted to participate in the days activity without sneakers. Sneakers MUST be worn during class time.
- Attire- students are given the opportunity to change before and after class, however they are NOT required to do so. As long as they are in attire that they can comfortably perform the days lesson in without causing distraction to themselves or others. They MUST be within the Derby Middle School dress code policy.

Assessment of Learning
Students are assessed based upon their participation in class and the following components.
- Attitude/Sportsmanship- Did they work well with others? Did they treat the classroom and equipment with care and respect?
- Self-motivated- Do they start the warm up and their responsibilities on their own?
• Effort: Did they TRY the activity? Have their fitness components improved over the past month? Mr. Rosa will be tracking certain components. Do they answer and ask questions? I do not expect all students to be perfect or close to perfect at everything that we do, I ask them to try and perform their best. All students must perform our fitness warm-up this is a large part of our daily grade!
• Assignments and assessments: students must attempt assignments and written assessments in class in full.
• Tardy: Are they on time?

They will also be assessed with some written assessments during the year in the form of an exit slip to review what they may have learned that lesson. We will have some skill assessments where I will be looking for proper form and technique, especially in our fitness pieces.

National Physical Education Standards:
Standard 1 - The physically literate individual demonstrates competency in a variety of motor skills and movement patterns.

Standard 2 - The physically literate individual applies knowledge of concepts, principles, strategies and tactics related to movement and performance.

Standard 3 - The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.

Standard 4 - The physically literate individual exhibits responsible personal and social behavior that respects self and others.

Standard 5 - The physically literate individual recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.

Grades and Communication
• Class Participation including any and all assignments (exit slips, etc) that we perform in class = 100%

Grades will be based on attendance, participation, effort, and attitude, tardiness, wearing sneakers, and following rules
• A student can earn up to 100 points per day.
• The following points will be deducted as follows: (see grading scale sheet)
  o Absence: Student will not receive a participation grade. She/he may see the teacher (Mr. Rosa) for a make-up assignment; if complete they will receive credit for the day.
  o Student has sneakers and participates in class= 40 points
  o Student works without being prompted= 20
  o Proper Behavior/Sportsmanship/Language= =20
  o Attempting assignment and or exit slip= 10 points
  o On time to class= = 10
• Non-Participation: If a student forgets his/her PE sneakers, loaner shoes are available (in some sizes) in the locker room. Nonparticipation = 0 for the day.

If there are any questions or concerns, please feel free to contact me via email: jrosa@derbys.org

Injuries: *Students are instructed to report any and all injuries to the teacher immediately.

Doctors Notes: If a student has a doctor’s note, he/she will be given an alternative assignment based upon what we are doing in class. She/he will still be expected to participate in the class discussions and other non physical activities that we may be doing that day.

Lockers: Locker room use is permitted before and after class to all students. Students may not leave anything in the locker room after class as it is used all day. I also ask students NOT to leave anything of value in the locker room, and KEEP it in their locker.

Looking forward to a very exciting year at Derby Middle School!